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**EVALUATION OF PROFESSIONAL DEVELOPMENT OF TEACHERS
AND SCHOOL ADMINISTRATORS ACCORDING TO THE 2023 VISION
OF THE MINISTRY NATIONAL EDUCATION IN TURKEY**

Education is a humanitarian action that has been going on since mankind existed. Efforts to systematize education have revealed educational systems. Since education systems do not have static characteristics, they have a great importance in every field.

The change characteristic inherent in the educational system forces the relevant administrations to work on a continuous improvement. In this regard, it is possible to see that there is a constant dynamics of change and development in educational systems. One of the most important cases of this dynamic is hybrid development. Looking at the developmental process of school administrators and teachers, it becomes clear that the process of per-

sonal and social development can not be considered independent of professional development.

Professional development is also a process that continues throughout life, such as the personal and social development of an individual; It is realized through the transformation of concepts such as in-service training, personnel development, career development, human resources development. The aim of this study is to evaluate the professional development of teachers and school administrators according to the 2023 vision of the Ministry National Education in Turkey.

Keywords: *education policies; education vision document; professional development; teachers; administrators.*

Introduction. Education has an important role in the construction of society. The nature of education is determined by the harmonious work of the school, teachers and administrators, the self-renewal and development of the school system. The development of the school is made possible by the development of human resources in the school. In this context, it is thought that the professional development of their administrators, who are responsible for managing their schools in accordance with the prescribed goals, will also contribute to the development of the school system.

Qualified manpower is possible in systems that are constantly learning, renewing themselves, taking into account changes and development. Manpower can be developed both by pre-service and in-service training. Qualified manpower is defined as an employee who does his job well, learns to live with knowledge, and constantly improves himself [1]. Nowadays, in order to increase the employment of qualified manpower, the continuity of professional development of employees is important. Knowledge, skill, ability and crafts for learning the necessary conditions, qualifications, which is defined as the provision of professional development, has been one of the most important factors in the development of educational organizations [2]. This situation leads to the need to meet the professional needs of educational workers [3]. Efforts to determine the professional development of administrators in school management and increase their professional development express a value in terms of the renewal of schools as a whole, keeping up with change and improving the quality of education and training.

Continuous professional development, which is needed for every profession, is of great importance for teaching. Because the teacher in the field and the changes in science and technology, special teaching methods and techniques, and follows constantly active and gains experience by combining merges with the teaching process in the class can help to improve the quality of education. It is only with lifelong professional development that the teacher can keep up with the changes occurring in the structure of the society, which is rapidly changing and developing in the information age, and therefore education, can be possible [4].

Increasing the quality of education depends on the continuity of training of breeders in the service, as well as before the service. The quality of the education received by teachers before service in Turkey has been questioned due to the ever-changing teacher education policies. In particular, the different

policies applied to the education of teachers in primary and secondary education have made the nature of teacher education more controversial today. Teachers must constantly renew and improve themselves in order to be able to teach. Like teachers, school administrators consider themselves responsible for the ability of teachers to provide qualified education. Therefore, the professional development of school administrators is also important for the development of the school as a whole.

Professional development, which is the main tool of school development, refers to educational processes and activities aimed at improving the professional knowledge, skills and attitudes of educators in order to develop students [5]. Watts and Hammons [6] define professional development as being equipped with knowledge and skills specific to a particular field, to innovate and develop individually in order to fulfill the requirements of the profession, while; defines professional development as all planned-unplanned, formal-informal improvement efforts and experiences aimed at self-improvement of a person. The process of professional development begins with the entry of an individual into the profession and continues throughout life [7].

Professional development is defined as the educational experiences that individuals take part in related to their profession [8]. Professional development can occur in many different ways. Overall, types of professional development, seminars, workshops, courses, training, conferences, qualified programs (undergraduate and graduate programs), observation visits to other schools, professional development learning groups created for participation in individual or collaborative research, job-related reading publications are specified as [9]. Teacher professional development, on the other hand, is expressed as empowering teachers by allowing them to update their knowledge and qualifications [10].

In the process of considering the learning organization model as an effective organization model, it becomes important for the learning leader to develop himself and it is a necessity for administrators to constantly improve themselves as a school leader [11]. Because the educational policy of our country, the prepared curriculum, the material used in the learning teaching process, the innovations and improvements introduced in areas such as technology depend on the professional competence of teachers and school administrators at the point of application [12]. In a study conducted with the primary administrators of expertise with high power

administrators (through management education), teachers' morale and job satisfaction levels, technological developments, the learning-teaching process and students have a high impact on it has been said that integrating into. In this context, it is considered important to develop the professional knowledge and skills of school administrators and teachers in order to provide a qualified and high-quality education in which student and school development is placed at the center [13].

School administrators and teachers the professional development of student learning, which refers to the occurrence of Guskey [14] professional development of students' learning activities in order to become qualified, the administrator and the teachers' designed to increase professional knowledge and skills, processes and practices is defined as. Professional development is a set of activities carried out by the higher education institution under certain conditions in order for teachers and school administrators to have knowledge about professional and academic fields [15]. In another definition, professional development is expressed as a set of comprehensive activities carried out by educational administrators and teachers to improve their professional knowledge and skills in a school or system or to improve learning [16].

Professional development is considered important in that professionals keep themselves up-to-date on issues such as knowledge, skills and social change [17]. [18] characterize professional development, continuous learning of individuals, as the key to the success of any reform (change) initiative, provided it is linked to policy and program implementations related to school improvement. It is known that the professional development of school administrators will contribute to school development.

It is seen that continuous professional activities are not only for teachers, but also how valuable they are in terms of students, the school and the quality of the education system. Some benefits of in-service training are as follows [19]:

- this gives the opportunity to create lifelong learning opportunities for everyone;
- specific, complete, and professional basic knowledge and skills by creating opportunities for the acquisition or renewal of the academic field of Information Technology, foreign languages, technological culture, and social relations in the field enable;
- due to the quality and accessibility of this particular information, support and

consultant, as well as the opportunity to implement certain goals and tasks;

- since it has a significant impact on the educational beliefs of a teacher;
- since this affects the learning of students, the implementation of educational reforms;
- establishing a teacher connection, strengthening teamwork and collaboration in the classroom, as it has a local, national and wider impact on the school;
- since the definition of specific goals (specific, realistic and variable) and the tasks of teaching and learning are influenced by;
- as it gives the opportunity to change the methods, forms, strategies of higher education;
- we can talk about the importance of in-service training, as it creates the opportunity to change the position and role of subjective factors in the process of professional learning.

The aim of the training is to enable the student to perform student learning with quality teaching methods in the most effective environment in the best way. In order to achieve this goal, the teacher must plan the teaching according to the individual characteristics of his students and be able to evaluate the effects it will have on students' learning. We can say that teacher quality and competencies are of great importance for effective teaching. In order to eliminate the qualification needs that cannot be acquired from these qualifications by pre-service training or that arise later according to the conditions in-service training of teachers is of great importance [20].

Professional development is a necessity for professionals to keep themselves up to date on technical, legal, conceptual and social/change issues in their profession [17]. Through continuous professional development, teachers can deepen their field knowledge, stay informed about the latest developments in their field, align their abilities with the standards of the workplace [21]. Roberts and Dyer [22] found that both teachers who have traditionally received a teaching certificate and teachers who have received a teaching certificate in different ways need professional development in the context of career development. Studies [23-24] have shown that qualified professional development can change the teacher's practices and positively affect student learning. In this context, they stated that there is evidence that qualified teachers can make a difference in student learning in the classroom, school and school district. Fullan and Steigelbauer [25] stated that professional development constitutes the sum of formal and informal

learning of a person in the period from before service to retirement.

Maurer [26] emphasizes that the primary focus of professional development is to ultimately improve student learning, which can only be achieved through continuing education and development. Professional development opportunities increase professional cooperation and interaction, and this increases the teacher's job satisfaction, as well as an element that increases the likelihood that the teacher will stay in his job (continue his job) [27].

Vision. The word vision comes from the Latin word "Visio" and the word "Visio" also has meanings such as "being awake, understanding, grasping" [28]. The vision has been widely used in management since the 1990s. Vision is integrative because it contains a multidimensional, meaningful and emotional value [29]. In addition, the vision provides employees with motivation by providing employees with an achievable and good future design [30]. Vision; it is "to determine where you want to be in the future, where you want to reach, to draw a photo of the future, to set goals for the future". Considering education, in the 2023 Education Vision, "As a Turkish nation, what we want to achieve in education refers to the place we want to achieve" [31].

According to Eren [32], the characteristics of vision are original for every administrator and leader. It requires the perception of all activities. It gains value as it is shared. Gives direction to strategies. It provides information about the creativity, innovation, risk-taking and participation qualities of strategists. According to Yalçın [33], the vision should show what the future looks like. It should be attractive in the long term for employees, customers and shareholders. It should have realistic goals. He must show a sufficiently clear direction in making decisions. It should give people the opportunity to take the initiative according to changing circumstances. It should be easily explained to other people. Usually, vision is determined under the leadership of a leader and shaped within this framework [31].

Educational Vision. The vision document is taken as perspective by those who are shared and followed, and the same future is mentally designed. Thus, the vision keeps the members of the society together and mentally directs them to the same future and acts as a roadmap that keeps them motivated [34].

In 2018, the Ministry of National Education presented the 2023 Education Vision document to the public via live broadcast. The introduction is given on the live stream TV channels and WEB pages. many topics of education under 18 headings have been dis-

cussed separately and put forward with 44 goals. The goals have been met positively and enthusiastically by the internal and external stakeholders of education, especially educational organizations. According to previous reform studies, it is very extensive and certain studies have been created according to certain years. It was emphasized to support school administrators and teachers with postgraduate education to increase their professional skills for a qualified, inclusive education. Thus, it was promised that an innovative system in terms of professional development would be created [35, p.41].

From this point of view, the "2023 Education Vision Document" gave the message to all education employees "what we will do together from now on" to the public, it also announced the beginning of change and transformation and depicted the Turkey of the future. Human vision document also based approach to adopt long-term policies and time-bound format are presented in the vision, and the need for policy across the country, there seems to be a long education in the field of long-term goals based on the daily politics seems to be in lack of planning and administrator applications [36]. The Education Reform Initiative [37] considers the 2023 Education Vision Document to be a "promising step" towards meeting this need by stating that there are too many needs in relation to education.

Professional Development According to the 2023 Vision. Competitiveness and dynamism, which is seen as one of the most important components of the professional development day and the sense of constant motion and development, as required by the profession as it can be used as one of the most important factors in the development of Education has been used [2]. It is of great importance for teachers who are constantly intertwined with people to update themselves according to changing conditions and developments, to renew themselves, as well as to constantly improve themselves related to their work, to follow developments and changes. In the 2023 Education Vision, it is envisaged that teachers and administrators will be supported with graduate-level education for their professional development.

No. 3 the professional development of employees related to the subject of Education, "Human Resources Development and management under the title" two target under the heading "Target 1: professional development of teachers and school administrators will be restructured," and "Target 2: It will be ensured that human resources are used efficiently and rewarded fairly." are expressed.

Target 1: Professional development of teachers and school administrators will be re-structured:

1. As part of the cooperation with the Higher Education Institution, improvements will be made to place students who are in the top tranche of the ranking in the faculties of education.
2. Horizontal and Vertical Career Specialties will be structured for our teachers and school administrators.
3. Professional specialization programs will be opened at the graduate level for horizontal and vertical career steps.
4. Professional development programs at the graduate level will be designed to improve the general and field-oriented skills of our teachers and school administrators.
5. In order to continuously support the professional development of our teachers and school administrators, face-to-face, formal and/or distance education cooperation with universities and NGOs will be implemented.
6. The “Pedagogical Formation” application based on the certificate will be removed and the “Teaching Profession Specialization Program” will be opened instead at the easily accessible graduate level abroad. This program will be applied to candidates who have obtained the right to teach at the Ministry of National Education within the framework of professional development.
7. Some in-service training activities for teachers and school administrators will be separated from the practice of certification of participation and converted into accredited certification programs through universities.
8. In cooperation with Higher Education institutions, graduate-level minor programs will be opened for teachers in the fields needed to acquire the skills of the century 21.
9. Within the framework of cooperation and coordination to be carried out with the Higher Education Institution, teacher training programs and teaching practice will be taken to the center and specially restructured in educational faculties that have the criteria to be determined throughout Turkey.
10. In the framework of cooperation and coordination with the Higher Education Institution, senior officials of the Ministry of National Education will also take part in the evaluation team during the visits of the Higher Education Institution to universities, limited only to the faculties of education.
11. Priority will be given to the restructuring of pre-service teacher training programs in

the departments of preschool and classroom teaching conducted at the faculties of education.

12. Professional development programs will be created for our teachers who will provide educational services to the children of our citizens living abroad.
13. The Ministry of National Education will evaluate the implementation of pre-service teacher training programs of educational faculties in accordance with the needs in schools as one of the main conditions for Decommissioning after the necessary infrastructure has been prepared.

Target 2: It will be ensured that human resources are used efficiently and rewarded fairly:

1. Preparatory work will be carried out on the adoption of the “Professional Law on Teaching”, which takes into account the appointments of our teachers and school administrators, working conditions, promotion to the post, personal rights and other similar issues.
2. An incentive mechanism will be established for our teachers and administrators working in unfavorable conditions.
3. Preparatory work will be carried out on shortening the tenure of our contracted teachers.
4. Studies will be carried out on improving the wages of our paid teachers.
5. It will be ensured that the certificates and diplomas of teachers related to their professional development will be reflected fairly in their personal rights.
6. School management will be organized as a professional specialty and structured as a career step, personal rights will be improved.
7. Written exam application based on qualifications and other objective criteria to be determined will be used in the appointment of the school administrator.
8. Provincial and district Directors of National Education will be evaluated annually within the scope of supporting teachers in the province and district and realizing the “School Development Plans” in accordance with the criteria contained in the School “Profile Assessment” approach.

Discussion and Conclusions. The 2023 Education Vision presented to the public by the Ministry of National Education has been positively received by all circles. It is considered to be especially important in terms of the value that can be given to the teacher. The success of all kinds of reforms and improvement efforts made in the education system, especially in educational policies, in areas such as curriculum, materials, tech-

nology, depends largely on the professional competence, perceptions and dedication of teachers and school administrators in practice. In this context, the development of professional skills of teachers and school administrators is of primary importance in providing an inclusive and qualified educational service, the focus of which is the well-being of the child. Based on this priority, a new professional development understanding, system and model will be created by supporting the professional development activities of our teachers and school administrators with graduate education. This understanding will be aimed at strengthening the competencies of professional expertise in accordance with the spirit of the time, maintaining the codes that care about mastery and virtue in the range of knowing, doing, being in our cultural tradition. In this direction, the professional development of our teachers and school administrators will be structured based on a graduate degree with a contemporary approach through cooperation and coordination with the Higher Education Institution. In addition, steps will be taken to strengthen the sense of belonging in order to evaluate the available human resources in the most efficient way. In order to strengthen the belonging, the necessary sensitivity will be shown about the rights of teachers and administrators.

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ЙИЛДИРИМ Ахмет

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**ОЦІНЮВАННЯ ПРОФЕСІЙНОГО РОЗВИТКУ ВЧИТЕЛІВ ТА ШКІЛЬНИХ АДМІНІСТРАТОРІВ
У СВІТЛІ ВИМОГ МІНІСТЕРСТВА НАЦІОНАЛЬНОЇ ОСВІТИ ТУРЕЧЧИНИ 2023 РОКУ**

Анотація. Освіта, являючи собою гуманітарну діяльність, триває відколи існує людство. Намагання структурувати її систематизувати освітню діяльність проявилось в розробці численних освітніх систем.

Системи освіти не мають статичних характеристик, що обумовлює їх унікальне значення в кожній галузі знань. Характерні зміни, притаманні системам освіти, змушують відповідні управлінські структури працювати над постійним удосконаленням цих систем. Це дає можливість відчувати постійну динаміку змін і розвитку освітніх систем.

Одним із найсуттєвіших проявів такої динаміки є гібридний розвиток освітніх систем. Зважаючи на результати підготовки шкільних адміністраторів і вчителів, стає зрозуміло, що процес їхнього особисті-

сного та соціального зростання не можна вважати незалежним від професійного розвитку, триваючого протягом усього життя. Особистісне і соціальне зростання індивіда обумовлюється змістом таких понять, як підвищення кваліфікації, розвиток персоналу, розвиток кар'єри, розвиток людських ресурсів.

Метою цього дослідження є оцінка професійного розвитку вчителів та шкільних адміністраторів відповідно до вимог Міністерства національної освіти Туреччини на 2023 рік.

Ключові слова: освітня політика; нормативні освітні документи; професійний розвиток; вчителі; адміністратори.

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