

1-Background

Everyday reality versus political framework.

The political setting in schools is different than the reality. Since the Turkish education and central examination system are having a new approach, the administrators are having a hard time about on 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 be decided on more permanent solutions rather than making continuous changes.

Although the primary school education is compulsory, not every citizen of Turkey who are at the appropriate age to have

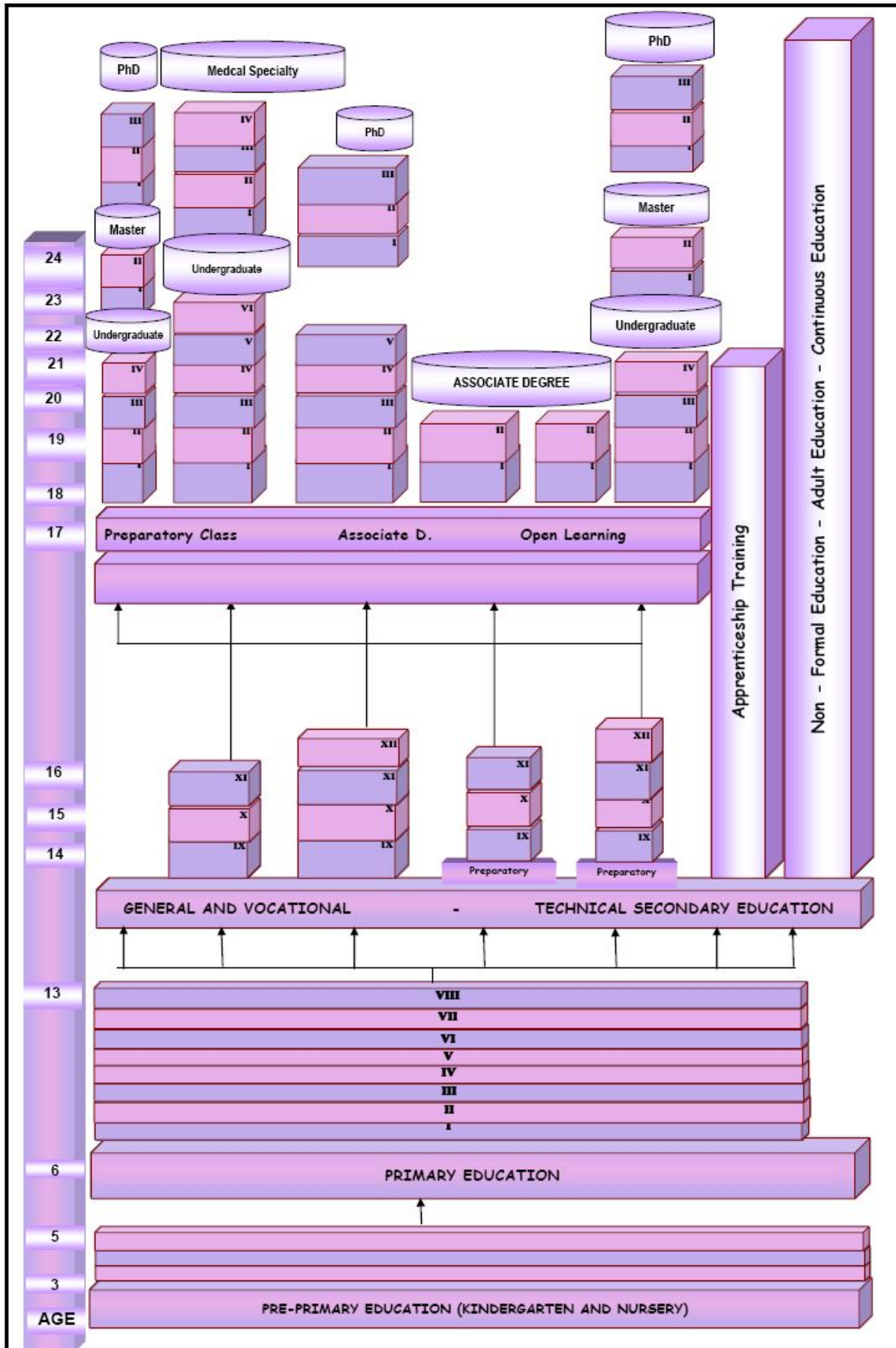
this education are unable to get it. The reasons are the geographical position of our country, tough winter conditions, and insufficient school facilities, the economical conditions of uneducated families with too many children and the effects of the old traditions like not giving the right to the girls to get education. These cause the inequality in education over Turkey. And these create a conflict between the principles of the education system and the reality. Latest central examination system is also another conflict in our education system. 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

2.1. 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.



2. Turkish National Education System

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).

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. 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. 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.

3. School Leadership concepts and practices

According to the regulation issued 3797 about the Organization of the Ministry of National Education and its missions consist of 4 parts

1. Central organization
2. Provincial organization
3. Foreign organization
4. Related associations

3.1. Conceptual Framework

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.

3.2. The focus on teaching and learning

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 - that which teachers intend to do
- The taught curriculum - that which actually is taught
- The received curriculum - that 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 modelling 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.

3.3. Restructuring and reculturing school organisations

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.

They are obliged to have high education on the related area with the 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 for the area. The circulation of personnel exchange helps the teachers to accomplish the conditions of being a part of Atatürk's national education concept.

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.

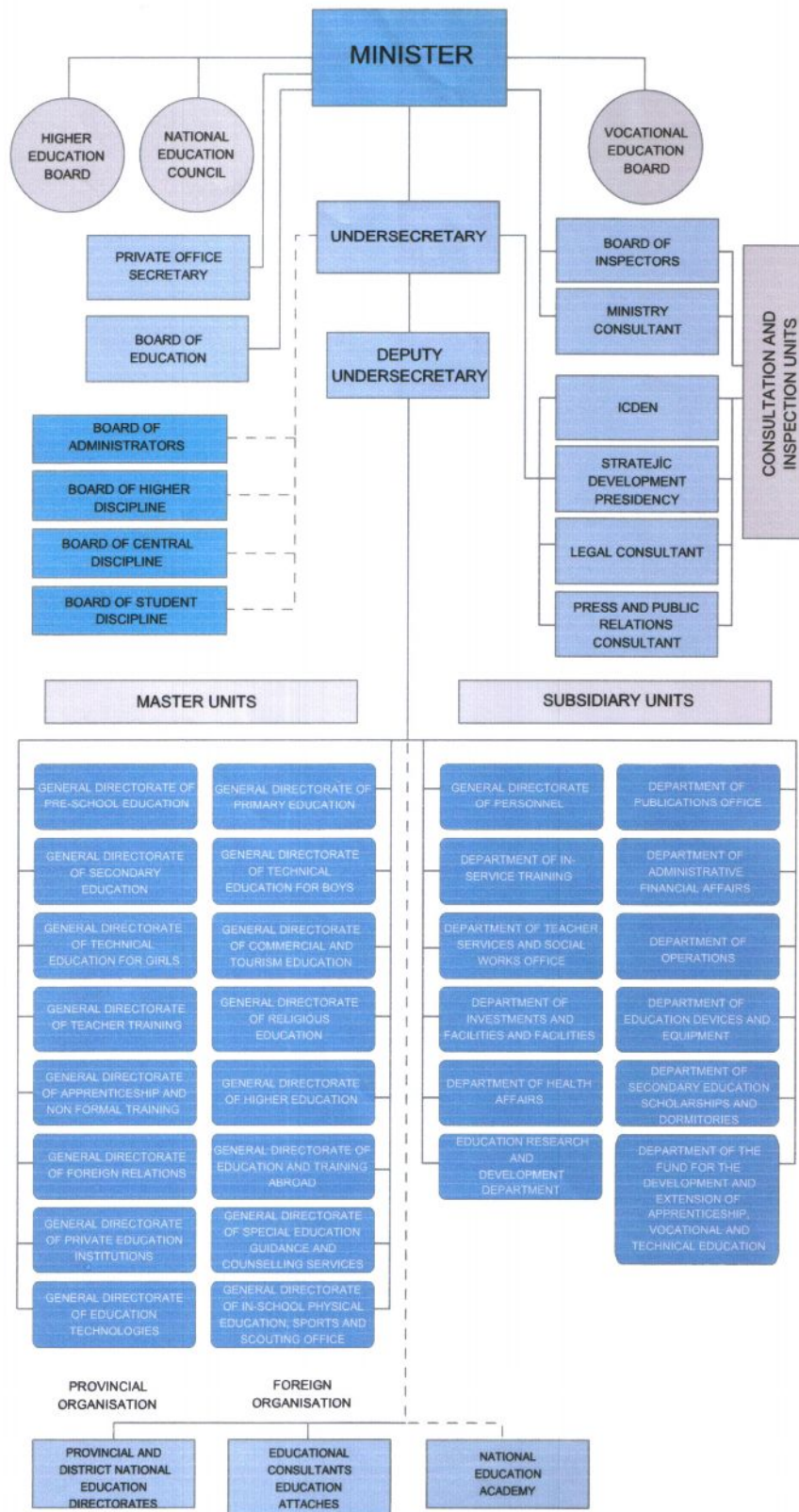
3.4. Setting and negotiating the direction of school development

The schools are all being directed according to the laws and regulations set by the Ministry of National Education and by the help of this, the equality in education in every geographical region in Turkey is aimed. There is always the support of the locals with donations for the schools in their region.

3.5. System of Leadership and cooperation in networks

The leaders are always in need of development for themselves and for their profession. They have to follow the innovations in the education system. From head to the base, the system works in cooperation.

STRUCTURAL ORGANIZATION OF THE MINISTRY OF NATIONAL EDUCATION(ORGANOGRAM)



3.6. TAKEV

Unlike 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 for the visitors.

4. Recruiting and educating school leaders

4.1. Recruitment and retention of leaders

The assessments are signed according to the experience of the leader, norms of the team he will be joining, and the past success and the experience of the leader.

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. Also the teachers who have more than six years experience are accepted as leaders at public schools.

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

A sub-requirement for those who pass the assessment is to take in-service training and exam, those who have served at least five years as director of a type.

Minimum working period is suggested for group services and promotion opportunity is provided for those who successfully complete this period.

When it comes to private schools, elimination gets harder and more qualities are being 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 by the Ministry of National Education 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.

In-service training covers an important part of becoming a school leader in Turkey.

72% of the candidates are university graduates and 24 % is collage graduates and either they still work as teachers or as an administrator for the Ministry of National Education.

**Attachment 1 is the Executive Evaluation Form and Attachment 2 is the Document for becoming director.*

4.2. Attractiveness of school leadership

According to the importance level, the reasons why the candidates want to become a leader are;

- To get the opportunity to become an administrator after being a teacher,
 - The informal pressure of the environment,
 - to improve better and quality relations between the staff and the principle
- By learning the administrable structure and observing,
- Their qualities are suitable for recruitment.
 - The insufficiency of the existing administrators.

Unfortunately in our country the school leaders are not rewarded by adequate salaries. It may even be less than a teacher in some cases if the teacher has been working longer years than the school leader. There might be slight differences in between the salaries but it all depends on the idealistic personal that is selected for this position.

4.3. National Structures of pre-service, induction and in-service education of school leaders

The Ministry of National Education decides for the assessment, promotion and the relocation of the school administrators. This system of assessments aim 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. 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.

5. Challenges, areas of innovation and underlying evidence

The education system in Turkey is simultaneously growing, changing and criticising, renewing itself. Applying the latest techniques and making renovations for a better and more successful and affective education of our children is the set goal for the future.

There are professionally prepared exams for those who want to be an administrator and a leader for an educational institution like a school and

there are strict rules and criteria for the selection of them. Generally a background of a manager is preferable and after the selections there are a series of in-line trainings especially of the latest techniques and methods for a better and more successful education of our students.

As the constitution, every citizen in Turkey has the right to get eight years of compulsory education. There are seven faculties of education where teachers are being trained to become a teacher. The educators get their pedagogical trainings during this process of four years university education This is the basic qualification to become a teacher in Turkey.

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EXECUTIVE EVALUATION FORM

Attachment -1

Personal Info	TR Identity No		Name and Surname		POINT VALUE	DOCUMENT / DURATION	TOTAL POINT	
	Birth Place - Year		Field					
	Present Educational Institution	Type of Institution	Requested Educational Institution to be appointed					Type of Institution
			1-	6-				
			2-	7-				
			3-	8-				
		4-	9-					
		5-	10-					
Education	For the Each Year of every single Higher Education year (Except Postgraduate)				1			
	For the Graduate Degree in the Field of Management				5			
	For the Graduate Degree in Other Fields (Except the Branch Teacher Graduate Degree without Thesis)				3			
	For the Doctorate in the Field of Management				8			
	For the Doctorate in Other Fields				5			
Prizes, Register, Penalties	10% of the Last Three Years' Register Mark Average							
	The Prizes Received utmost for once	For the Prize with Each Salary			5			
		For Each Certificate of Merit			3			
		For Each Certificate of Merit Which were Given by Managers who Have the Authority for Giving Certificate			1			
	The Penalties	For Each Penalty of Lessening Monthly Wages or Wages, Lessening the Fees of Lessons			-3			
For the Penalties of Stopping the Gradual Progress, Reducing Priority, Reducing Grade			-5					
Career (**)	For the Teachers Who Have Expert Teacher Title				3			
	For the Teachers Who Have Head Teacher Title				5			
Extra Points(****)	For the Teachers Who Have the Qualification for Appointment to the Educational Institution Which They Want to Join in Respect of Their Fields				5			
	For the Founder Managers who want to appoint as Manager to the Educational Institution which They Work, in the First Manager Appointment				5			
Management Duties****	For Each Year of Working as Deputy Manager Essentially or Vicarious				0,66			
	For Each Year of Working as Deputy Manager				1,32			
	For Each Year of Working as Chief Assistant Manager Essentially or Vicarious				0,72			
	For Each Year of Working as Chief Assistant Manager				1,44			
	For Each Year of Working as Manager Essentially or Vicarious				0,84			
	For Each Year of Working as Manager				1,68			
Duties	For Each Year of Working as Teacher Except the Periods of Working as Manager, Essential, Vicarious or Temporary, Being Entitled Without Salary and Working as Teacher in Private Educational Institutions				0,48			
TOTAL POINT(*****)								
EXAM POINT(*****)								
TOTAL POINT FOR APPOINTMENT								

Explanations

(*) (**) 1- It is given as a high point to the teachers who got expert teacher and head teacher title after graduate degree, but it is given only for one of these properties.

2- Points are not given additionally for graduate degree for the teachers who make graduate degree and doctorate together. Only they got points for doctorate.

3- If there is a graduate degree or doctorate in the field of management or in any other field, the one which has the higher point value is considered.

(**) In this section, the points are given for the last career title.

(***) It is given to the founder managers who apply to appoint to the educational institution which they work, in the first manager appointment.

(****) 1- The periods which are passed in the duties which are defined in the 25. topic of this regulation will be considered in the management stage in which management stage it is respected that it is performed.

2- The periods less than one month are not considered.

(*****) This section is considered only in the appointments which are based upon exams.

(*****) % 15 of the total point is additionally given to the woman nominees who apply to work as deputy manager or chief assistant manager and who apply to work as managers in the educational institutions which have boarding female students, but these nominees must be workshop, laboratory or vocational school teachers.

DOCUMENT FOR BECOMING DIRECTOR

Attachment -2

A.PERSONAL INFORMATION			
Turkish ID card no:		Birth place and year	
Name Surname:		Gender	
Position		Marital status	Married <input type="checkbox"/> Single <input type="checkbox"/>
The name of the office he is working		Subject	
/			
/			
B. PAST INFORMATION			
EDUCATION	The last Educational Institute graduated	Name	
		Department	
		Education duration	
	Post Graduation Education	1.Post Graduate.....	
	2.Doctorate.....		
DUTY		Day	Month
		Year	
	a) Total years of working	<input type="text"/>	<input type="text"/>
	b) Total working duration as a director	<input type="text"/>	<input type="text"/>
	1) The period in service in person-assistant manager	<input type="text"/>	<input type="text"/>
	2) The period in person head assistant manager	<input type="text"/>	<input type="text"/>
	3) Service duration of manager in person (class A-B-C)	<input type="text"/>	<input type="text"/>
4) The period in person director /duration of temporary duty	<input type="text"/>	<input type="text"/>	
5) The duration of service as a teacher directed by manager	<input type="text"/>	<input type="text"/>	
6) The duration of service (apart from directing)	<input type="text"/>	<input type="text"/>	

The name and the type of the office he wants to be assigned	Name	Type	
	1	.....	.....
	2	.....	.....
	3	.....	.....
	4	.....	.....
	5	.....	.....
	6	.....	.....
	7	.....	.....
	8	.....	.....
	9	.....	.....
	10	.....	.....

I accept the truthness of the information written on the board in case of wrong information, the insufficiency of it.

Name- Surname

Signature