Teacher Strategy Document

Teacher Strategy Document is a comprehensive roadmap for teacher training and multifaceted policies to ensure that teachers' professional development is enhanced and that the status of the teaching profession is enhanced in a holistic way, covering all the processes from the undergraduate training in teacher training programs to the retirement of teachers. In this context, the document has three objectives and eleven goals as outlined below. Thirty-five strategic actions are envisaged to achieve these goals and objectives.

Objective 1: To ensure the employment of highly qualified, well trained and professionally qualified individuals as teachers

The targets associated with this objective are;

- To improve training in teacher education programs
- To choose the ones most appropriate for the teaching profession among college graduates

Objective 2: To make the teachers personal and professional development continuous

The targets associated with this objective are;

- To pass a periodic performance evaluation system to determine the development needs of teachers
- To increase the quality of teachers' personal and professional development activities from the candidacy period

Objective 3: To improve the perception of the teaching profession and to strengthen the status of the profession

The targets associated with this objective are;
• To strengthen the status of the teaching profession
• To improve working conditions for teachers
• To take remedial measures according to differences between institutions and regions
• To develop career and reward system

In order to achieve these goals and objectives, an understanding based on cooperation and sharing based on the participation of different stakeholders such as YOK, universities, various ministries, non-governmental organizations has been adapted instead of merely benefiting from the human resources and facilities of the Ministry of National Education.

The document is already on the agenda of the High Planning Council. It will be published in the official gazette from the approval of the Board and will be passed to the application phase.

**Teacher Competencies:** In the Basic Law of National Education No. 1739, the teaching profession is a "specialization profession", the qualifications to be sought in the candidate teachers are to be provided by general culture, special field education and pedagogical formation and the qualifications belonging to these fields are determined by the Ministry of National Education. Within the scope of this provision, responsibility for determining teacher competencies under the Basic Education Support Program (TEDP) in 2004 was given to the General Directorate of Teacher Training and Development.

The “Teacher Proficiency General Competencies” regarding the knowledge, skills, attitudes, and values that should be found in all teachers were determined and put into force on 17.04.2006. In addition, special field competencies for the teachers of the elementary school level on 25.07.2008 and special field qualifications for the teachers of the secondary school level were put into effect on 26.01.2011 within the scope of the determination of the special field qualifications including the knowledge, skills, attitudes and values of the teachers about their fields. Studies in other fields still continue.

It is known that the qualifications must be constantly updated according to the changes and developments in the field of education. For this reason, it has been necessary to re-examine the qualifications of teachers in order to be applicable, observable and measurable in order to be updated with taking into consideration the European Qualifications Framework, National Qualification Framework and Turkish Higher Education Qualifications Framework (TYYÇ).

Determined teacher competencies are used

- In setting up teacher training policies,
- In the preparation of pre-service teaching programs of higher education institutions that educate teachers,
- In the selection of the teachers to be newly appointed,
- In the in-service training of teachers,
- In the personal and professional development of teachers,
- In evaluating business performances.

**School Based Professional Development Model (OTMG):** The School Based Professional Development Model (OTMG) has been developed and the implementation guide has been prepared in order to guide the teachers in their personal and professional development based on competence using the facilities of the school and the surrounding environment. The model has been piloted in primary and secondary education institutions and efforts to simplify it in the direction of received feedbacks still continue. Planning studies also continue in order to gradually spread the model throughout Turkey.
**Teacher Academies:** 64th Government 2016 Yearly Action Plan Planning studies are underway to revise the concepts such as the teacher academy system which will provide updates of the knowledge, skills, attitudes, and values of the administrators and teachers within the scope of the 65th Government Program.

**Career Steps:** Efforts to establish a system of promoting the continuing professional development of teachers, motivating all teachers, and promoting their career commitment and enthusiasm will be completed in 2017.

**Attachment of Transversal Skills to Curriculum:** The Ministry of National Education began to update the curriculum in 2016. These updating activities are carried out by the General Directorate of Basic Education, the General Directorate of Secondary Education and the General Directorate of Religious Education. The curricula of the courses in the lower and upper secondary school curriculums have been renewed by integrating transversal skills and teaching values to the philosophical dimension of the curriculum, except for updating the curriculum contents. Transversal skills have been added to two different dimensions of teaching programs. In the first stage, there is a philosophical dimension that can be called the curriculum part of programs. In the second stage, these skills have been added to the curricula of the curriculum. Cross-language skills in these programs have been added to unit headings, oral/literary contexts, and task-based learning activities in foreign language teaching programs since communicative skills are identified as the outcome. Following the program work, textbooks are being prepared. Starting from 2017-2018, then 1st, 5th and 9th Grades will start to train with the new curriculum and the application will continue in a gradual way.

**Turkey Qualifications Framework:** A major step has been taken to ensure that the diplomas, certificates and professional qualification documents organized in our country's education and training system are more understandable, reliable and valid in the European Union (EU) countries.

The Turkish Proficiency Framework (TQM), developed under the responsibility of the Vocational Qualifications Authority (VQA), is referenced to the European Qualifications Framework (TQM), which is used to compare education and qualification systems at European level. This will make it easier for our citizens to access education and employment opportunities at the European level.

The Turkey References Report was presented and discussed in the AYÇ Advisory Group on 29 March 2017 in Brussels. The Turkish Referral Report was evaluated as open, transparent and reliable by the AEÇ Advisory Group and as a result of the negotiations, it was decided to refer to the AEQ. As a result of the work carried out in the last 15 years, the reference of the NQA to the EQF has a historical precaution in order to show that the education, training and qualification system of our country has reached European norms.

The Regulation on the Quality Assurance of Placement Qualifications in TQF, which was prepared by the vocational qualification institute and which was finalized by the opinions and proposals of the institutions and organizations represented in the TQF Board, was published in the Official Gazette dated 25 March 2018 and numbered 30371 and entered into force. The Regulation includes arrangements for the provision of quality assurance of all qualifications regulated by formal and informal education and training programs and the verification of widespread and free learning, the determination of quality assurance standards and the duties and responsibilities of institutions responsible for quality assurance. The Regulation, which is designed in accordance with the quality assurance principles defined in the European Qualifications Framework and determines the quality criteria to be met by all diplomas, certificates and professional qualification certificates organized in our country, is also the first national legislation prepared for quality assurance of qualifications.