Eurasian Journal of Educational Research, Issue 65, 2016, 91-110

Qualification Journey in Teacher Training: Case in Northern Cyprus

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Suggested Citation:
Erden, H. (2016). Qualification journey in teacher training: Case in Northern Cyprus. *Eurasian Journal of Educational Research*, 65, 91-110
10.14689/ejer.2016.65.06

Abstract

Problem Statement: The identification of professional teaching standards has great value on initial teacher training, hiring teachers, assessing teacher performance, as well as planning and organizing teacher professional development. In Northern Cyprus there are not any identified professional teaching standards. This study aimed at filling this gap in the Northern Cyprus education system.

Purpose of the Study: The purpose of the study was to identify the developmental process (DP), dimensions of professional teaching standards (DoPTS), and draft professional teaching standards (DPTS) as an initial step for proposing a national framework for professional teaching standards (PTS) in Northern Cyprus (NC).

Method: Case study under a qualitative paradigm was used as the research strategy in this study. Participants were 7 educational experts (7-EEs) and 17 working group members (17-WGMs). Data were collected using semi-structured interviews. Data were analysed through content analysis.

Findings: As a result of the face-to-face interviews with WGMs, 4 DoPTS and 52 DPTS were identified.

Conclusion and Recommendations: The conclusion revealed categories in the DP, DoPTS, and DPTS. As a result, category DP involved the themes of existing-situation, procedures, working group, format of the study, and study techniques. Category DoPTS yielded the themes of professional values and practice (PVaP), professional development and practice (PDaP), teaching and learning process (TaLP), and professional relationships and practice (PRaP). Category DPTS included the categories PVaP, PDaP, TaLP, and PRaP. Category PVaP generated the themes of valuing learners, being a role model, and entrepreneurship. Category PDaP included the themes of focus on learning strategies, expertise, research skills, curricular

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knowledge, and active leadership. Category TaLP gave rise to the themes of pedagogical content knowledge, learning as cycles of monitoring assessment and feedback, planning learning, learners' responsibilities, and special needs. Category PRaP included the themes of communication and collaboration. Using further statistical analysis, PTSs and performance statements were required to be identified. Similarly, PTSs related to each field of study were recommended for identification based upon the PTSs.

Keywords: Professional development and practice, professional relationships and practice, professional values and practice, teaching and learning process

Introduction

Teacher standards provide some valuable features, such as they clearly state the aims and objectives of teacher training courses, how teacher training courses are assessed, how to progress as initial teacher training students both summatively and formatively, the roles of higher education providers, and what to expect from newly qualified teachers (Winter, 2000). Thus, teacher standards support professionalism and professional qualities, such as increasing public trust (Goepel, 2012). Similarly, the important quality of education reform in England, France, and Germany is closely related to the introduction of professional standards and competences for secondary school teachers in initial teacher education (Page, 2015). Page (2015, 180) agrees that the introduction of such standards and competences offers "challenges for policy makers, teacher educators, student teachers and teachers alike. The concept of standardized teacher education feeds into the idea that there is some convergence towards a uniform teacher ideal". Therefore, teachers need to be trained truly with the knowledge and application of PTS. Developing a national framework on PTS requires identifying the DP, DoPTS, and DPTS.

The Teacher's Act of 1985 asserts that every appointed teacher in NC public secondary schools needs to have a diploma from a relevant faculty, has a pedagogical certificate and/or has completed a 3-month accelerated course after teaching as a temporary-teacher to be appointed as a teacher (The Teacher's Act, 1985); these are based upon very general law articles (Erden, 2015). It is essential to train qualified teachers according to identified definite standards in order to include both universal and local circumstances in the NC education system. However, only written exam subjects are identified in the teacher exam regulations (Alibaba Erden & Ozer, 2013). It should be noted that identified professional teaching standards should be applied while hiring teachers, appointing teachers, promoting teachers, assessing teachers, training pre-service teachers, and planning and presenting professional development of the teachers in the education system of NC. There are state, semi-state, and private higher education providers in NC. Therefore, the DP, DoPTS, and DPTS of a national framework study, should be produced as an initial step for producing the PTS. This has privacy in identifying the PTS as a national framework for NC. Therefore, in order to manage working PTS, it is necessary to identify the DP, DoPTS, and DPTS clearly. Current research has emerged due to

requirements for identifying the DP, DoPT, and DPTS to be able to identify the PTS. Giving a start to the qualification journey emerged due to these requirements.

The purpose of the study is to identify the DP for identifying the PTS, DoPTS and DPTS. The research questions guiding the study are:

1. What kind of DP should be implemented for identifying the PTS in Northern Cyprus?

2. What dimensions are necessary for PTS in Northern Cyprus?

3. Of what DPTS should the dimensions consist?

Method

Research Design

A case study under the qualitative paradigm was used as the research strategy in the current study. In case studies, the researcher explores a program, an event, or an activity in a comprehensive way. This study evoked an instrumental case study as the researcher was interested in identifying the developmental process, dimensions, and draft professional teaching standards (Fraenkel & Wallen, 2010).

Research Sample and Instrumentation

Participants of the study, 7-EEs and 17-WGMs, were chosen through purposive sampling. The data collection of the current study was completed using three semi-structured interview forms named Interview Form for Developmental Process (IFDP), Interview Form for Key Stakeholders-1 (IFKS1), and Interview Form for Key Stakeholders-2 (IFKS2). WGMs represented the key stakeholders of the study.

Data Analysis

Recorded interviews were transcribed for data analysis. Each participant of the study was assigned an ID. Through content analysis, data were put into categories and then themes and sub-themes were identified due to the responses taken from the educational experts and the WGMs. Categories, themes, and sub-themes were identified manually.

Validity and Reliability

Content validity of the semi-structured interview forms was managed through the reviews of the curriculum and instruction experts. They reviewed the research instruments and the data. Based on their feedback, ambiguous and/or uncertain questions were redesigned. Complex/unclear items were re-worded, and ineffective and nonfunctioning questions were either removed or re-shaped. In addition to this, the experts face validated the questions. Internal validity was managed through the member checks, the participatory/collaborative modes of research, and the researcher's bias (Merriam, 1998).

Results

The results obtained from the data collected from multiple key stakeholders for identifying the DP, the dimensions, and DPTS are presented in this section. Three categories were identified. Among these 3 categories there were twenty-four themes and various sub-themes identified.

Category 1: Developmental Process

Analysis showed there were 5 themes that emerged under category 1, called DP. The first emerging theme, existing-situation, included 3 sub-themes. The sub-theme of recent-studies was coded 10 times; importance-of-identifying-PTS was coded 70 times; and pros-and-cons-of-PTS was coded 42 times. Sub-themes were coded 25 times by experts and 97 times by faculty members (FMs). The next emerging theme, procedures, involved 5 sub-themes. The sub-theme of literature-review was coded 20 times; identifying-WGMs was coded 10 times; identifying-dimensions was coded 17 times; identifying-DPTS was coded 14 times; and implementing-a-scale was coded 24 times. Sub-themes were coded 33 times by experts and 52 times by FMs. The third emergent theme, working-group, had 8 sub-themes. However, the 5 sub-themes that received the most attention from participants were taken into consideration. The sub-theme of FMs was coded 16 times; of teachers was coded 12 times; and of School Administrators (SAs) was coded 11 times. The sub-theme of the-educational-secretaries-of-teachers'-trade-unions (ESoTTUs) was coded 13 times, whereas the sub-theme of the-experts-from-the-Ministry-of-National Education (EfMNE) was coded 27 times. Sub-themes were coded 24 times by EfMNE, and 59 times by FMs. The next emerging theme, format-of-the-study, had 2 sub-themes. The sub-theme of dimensions was coded 6 times, whereas the sub-theme of PTS was coded 7 times. Sub-themes were coded 6 times by EfMNE, and 7 times by FMs. The final emergent theme of study-techniques involved 3 sub-themes. The two sub-themes that received the most attention by the participants were taken into consideration. The sub-theme of face-to-face-interviews-with-WGMs was coded 29 times, whereas the sub-theme of implementing-the-PTSS was coded 18 times. Sub-themes were coded 16 times by EfMNE and 32 times by FMs.

Category 2: Identifying DoPTS

Four themes emerged under the category called dimensions of the PTS. The first, PVaP, included 3 sub-themes. Sub-themes of commitment and understanding were coded 26 times. The sub-theme of respect was coded 31 times. Sub-themes were coded 22 times by teachers; 13 times by SAs; 23 times by FMs; 14 times by EfMNE and 11 times by ESoTTUs.

The second emerging theme, PDaP, involved 2 sub-themes. The sub-theme of ongoing-development was coded 50 times and the sub-theme of inquiry-orientation was coded 48 times. Sub-themes were coded 18 times by teachers; 17 times by SAs and by ESoTTUs; and 23 times by FMs and by EfMNE.

The third emerging theme was TaLP. The sub-themes of content-knowledge, ICT-usage and teaching-and-learning-environment were coded 42 times. The sub-theme

of subject-matter-knowledge was coded 40 times, and the sub-theme of program-knowledge was coded 36-times. The sub-theme of instructional-planning-and-strategies was coded 47 times; classroom-management was coded 51 times; and research-skills was coded 39 times. The sub-theme of diverse-learning-needs was coded 33 times and assessment was coded 52 times. Sub-themes were coded 78 times by teachers; 73 times by SAs; 98 times by FMs; 96 times by EfMNE; and 79 times by ESfTTUs.

The next emerging theme, PRaP, involved 5 sub-themes. The sub-theme of school-family-community-relationships was coded 35 times; socio-cultural-and-economic-characteristics-of-environment was coded 32 times; teamwork and communication were coded 37-times. In addition to this, sub-theme of cooperation was coded 38 times. Sub-themes were coded 37 times by teachers; 33 times by SAs; 42 times by FMs; 41 times by EfMNE, and 26 times by ESoTTUs.

Category 3: Identifying DPTS

The third research question aimed to identify DPTS for the national framework produced for NC. The findings revealed certain elements critical for consideration of DPTS. During the interviews, the opinions of the WGMs were taken and then analyzed among the pre-determined DPTS. Each WGM expressed their opinions on the pre-determined DPTS necessary for the national framework for identifying the PTS and added/changed/reshaped the DPTS they found important. They decided that the DPTS should be comprised of PVaP, PDaP, TaLP, and PRaP. Each category has its own themes and each theme has its own sub-themes.

The initial category was related to the-DPTS-on-PVaP. The first emerging theme was valuing-learners. This theme involved 6 sub-themes. The sub-theme of respecting cultural and individual differences was coded 25 times; treating learners equally was coded 29 times; being constructive and positive was coded 30 times; having belief in cooperation and continuous development was coded 27 times. Also, the sub-theme of having belief in learners' interaction and learning from each other was coded 29 times and learners' critical skills was coded 26 times. Sub-themes were coded 35 times by teachers; 29 times by SAs; 38 times by FMs; 38 times by EfMNE; and 26 times by ESoTTUs. The next emerging theme, being-a-role-model, included 2 sub-themes. The sub-theme of being a public model was coded 30 times and fostering intellectual development was coded 28 times. Sub-themes were coded 11 times by teachers and SAs; 14 times by FMs; 13 times by EfMNE; and 9 times by ESoTTUs. The final emergent theme was entrepreneurship. The sub-theme of developing school was coded 29 times and valuing national universal values was coded 30 times. Sub-themes were coded 13 times by teachers and FMs; 12 times by SAs and EfMNE; and 9 times by ESoTTUs.

Analysis results showed that 5 themes emerged under the category called the-DPTS-on-PDaP. The first emerging theme, focus-on-learning-strategies, included 3 sub-themes. The sub-theme of effective learning strategies for students was coded 32 times; having expectations was coded 24 times, and taking responsibility was coded 32 times. Sub-themes were coded 19 times by teachers; 15 times by SAs; 20 times by

FMs; 20 times by EfMNE; and 14 times by ESoTTUs. The next emerging theme, expertise, included 3 sub-themes. The sub-theme on instructional organizational conditions was coded 36 times; general legal duties and responsibilities of teachers was coded 39 times; and legal knowledge was coded 39-times. Sub-themes were coded 29 times by teachers; 21 times by SAs and FMs; 19 times by EfMNE; and 24 times by ESoTTUs. The third emerging theme was research-skills. The sub-theme of integrating theory and practice was coded 40 times; adapting-emphasis was coded 38-times; and engaging debates was coded 42 times. Sub-themes were coded 20 times by teachers; 19 times by SAs; 37 times by FMs; 16 times by EfMNE; and 28 times by ESoTTUs. The subsequent emerging theme, curricular-knowledge, had 1 sub-theme. The sub-theme of organization of curriculum/educational program was coded 33 times. The sub-theme was coded 6 times by teachers; 5 times by SAs; 12 times by FMs; 6 times by EfMNE; and 4 times by ESoTTUs. The theme of active-leadership gave rise to a sub-theme of leading learning, which was coded 39 times. The next sub-theme of organizing learning opportunities was coded 46 times; engaging was coded 42 times; and developing self-regulatory learning skills and sub- organizing opportunities to process new learning with others were coded 49 times. Sub-themes were coded 40 times teachers; 41 times SAs; 61 times by FMs; 43 times by EfMNE; and 40 times by ESoTTUs.

Analysis results revealed 5 themes that emerged under the category of the-DPTS-on-TaLP. The first emerging theme, pedagogical content knowledge, involved 4 sub-themes. The sub-theme of subject knowledge was coded 55 times; pedagogical knowledge was coded 59 times; curricular knowledge was coded 48 times; and knowledge of educational contexts was coded 47 times. Sub-themes were coded 38 times by teachers; 44 times by SAs; 61 times by FMs; 37 times by EfMNE; and 29 times by ESoTTUs. The following emerging theme was called learning as cycles of monitoring assessment and feedback. This theme involved 3 sub-themes. The sub-theme of monitoring learning was coded 47 times; assessment of learning was coded 49 times; and giving differentiated feedback was coded 48 times. Sub-themes were coded 34 times by teachers; 28 times by SAs; 36 times by FMs; 24 times by EfMNE; and 22-times by ESoTTUs. The third emerging theme, planning learning, involved 2 sub-themes. The sub-theme of class instruction was coded 49 times and the sub-theme of differentiated instruction for learners was coded 49 times. Sub-themes were coded 25 times by teachers; 17 times by SAs; 23 times by FMs; 15 times by EfMNE; and 18-times by ESoTTUs. Planning learning covers identifying needs, learning objectives and aims, designing and using effective teaching and learning activities, effective teaching methods and techniques, preparing teaching and learning materials, organizing the teaching and learning environment, designing and using technologies effectively, and designing activities for improving the basic skills of learners. The next emerging theme, learners' responsibilities, had 4 sub-themes. The sub-theme of learning strategies was coded 37 times; ICT-usage was coded 35 times; skills on assessment was coded 39 times; and self-assessment was coded 34 times. Sub-themes were coded 33 times by teachers; 26 times by SAs; 36 times by FMs; 27 times by EfMNE; and 23 times by ESoTTUs. The final theme, special needs, included 3 sub-themes. The sub-theme of planning designing and implementing teaching and

learning activities was coded 45 times; learning environment was coded 42 times; and of using educational technologies was coded 43 times. Sub-themes were coded 28 times by teachers; 25 times by SAs; 34 times by FMs; 23 times by EfMNE; and 19 times by ESoTTUs.

Analysis results showed that 2 themes emerged under the-DPTS-on-PRaP. The first emerging theme was communication. This theme involved 4 sub-themes. The sub-theme of effective-teacher-learner-parent-community-communication-practice was coded 43 times; equity-and-diversity was coded 43 times; effective-respectful-relationships was coded 48 times; and effective-responsive-engagement was coded 50 times. Sub-themes were coded 31 times by teachers; 47 times by SAs; 43 times by FMs; 35 times by EfMNE and 28 times by ESoTTUs. The final emerging theme, collaboration, included two sub-themes. The sub-theme of learner-parent-community-collaboration-practice was coded 44 times and the sub-theme of practice-with-professionals was coded 45 times. Sub-themes were coded 22 times by teachers; 20 times by SAs; 19 times by FMs; 15 times by EfMNE; and 13 times by ESoTTUs.

Discussion and Conclusion

Three categories were identified in the current study: developmental-process, identifying-dimensions-of-professional-teaching-standards, and identifying-draft-professional-teaching-standards.

Developmental-process, as the initial category yields, themes of existing-situation, procedures, working-group, format-of-the-study, and study-techniques. The developmental process of the study affects the quality of the study. The contribution of educational stakeholders to teacher training creates effective training, providing the opportunity to present different perspectives of the stakeholders. The participants stressed the importance of the development of professional teaching standards throughout the process. They believed that studies conducted without identifying the existing process are not healthy. And existing situation needs to be determined before planning a study. In addition, it is necessary to identify the existing process for effective use of resources. Key stakeholders' active and effective participation to the study can only be managed through cooperation and dedication. While conducting studies in identifying the professional teaching standards, study techniques should be scientific to be tested and provide objectivity. Regarding the determination of the working group, it is important to work with members of a working group who work voluntarily. Voluntary work enables key stakeholders to contribute to the process more effectively.

Similarly, there are four dimensions identified throughout the current study: PVaP, PDaP, TaLP, and PRaP. Each dimension yields various themes and each theme generates various sub-themes. The themes identified for PVaP are valuing-learners, being-role-model, and entrepreneurship, Similarly, the themes generated for PDaP are focus-on-learning-strategies, expertise, research-skills, curricular - knowledge, and active - leadership. The themes yielded for TaLP are pedagogical - content - knowledge, learning - as - cycles - of – monitoring - assessment - and-feedback,

planning - learning, learners' - responsibilities, and special - needs. Similarly, the themes generated for PRaP are communication and collaboration.

Initially, themes emerged for PVaP called valuing-learners, being-role-models, and entrepreneurship. Valuing learners and professional values are interconnected. Teachers developing a group of values throughout teaching careers leads them to dedicate themselves to their profession (Day, Elliot, & Kington, 2005). Similarly, the self-concept of teachers and their self-valuing perceptions have a strong effect on promoting self-behaviors and self-beliefs. Therefore, integrating self-concept activities with teaching skills and values as part of teacher training programs to enable the effectiveness of student learning is strongly suggested (Yeung, Craven & Kaur, 2014). Teachers are role models for encouraging pre-service teachers to participate in their roles from top to bottom and to take the necessary responsibilities their profession require (Dunn, 2016). However, role modeling is hardly ever used as a clearly stated teaching method and only a small percentage of young people recognize teachers as role models (Sanderse, 2013). This ensures that role modeling needs to be used as an explicit teaching method in order to make teachers role models for students and the public in general, as well as to foster the intellectual development of teachers and students. Similarly, professional values have positive relationships with teachers as entrepreneurs. One of the characteristics for teachers as change agents has been teachers as entrepreneurs, innovative teachers, and teachers who feel responsible (Van der Heijden, Geldens, Beijaard and Poperijus, 2015). It is the teachers who can give positive or negative direction to the public and to the students. Therefore, as change agents of the public and students, teachers should be very careful in their steps. Strategies for promoting impressive emotional regulation, like re-appraising and strategies for supplying challenges to the teacher from pre-service to in-service years, provide more adaptability and understanding towards teacher education programs. Similarly, valuing beliefs of building empathy towards teacher education can facilitate understanding challenging cases, controlling the emotional experiences, and developing fruitful relationships with learners (Jiang, Vauras, Volet & Wang, 2016).

The themes generated for PDaP are called focus-on-learning-strategies, knowledge-expert, research-skills, curricular-knowledge, and active-leadership. The professional development of teachers intensifies teacher learning, which gains global acceptance as a vital destination for developing students and for contributing to the economic competitiveness of each country (Kennedy, 2015). The professional development of teachers has a direct relationship to student learning styles, since teachers then understand how their students learn, which helps teachers to plan, present, and evaluate their lessons and learner outcomes. Development of learning strategies for students has been enhanced by the components called "classroom culture, scaffolded learning, and the creation of learning opportunities", as well as has helped teachers create their own theory of practice for feeding learner strategic learning (Coyle, 2007, 65). Similarly, learning strategies and learning outcomes have positive relationships (Graham, 2007). Conversely, establishing a valuing learning environment starts with getting to know each learner as an individual. Similarly,

maintaining a valuable learning environment requires knowing each student as an individual to be able to facilitate the teachers for developing a close and harmonious relationship supporting the teaching and learning process.

Also, having a good relationship between teacher and learners enables teachers to evaluate the best ways to teach each learner. Each learner has their own unique learning style and teachers become more successful with learners when they find a method to feed the learning style of each learner. The process of getting to know each learner can be started with knowing each learner's name, which lets learners acknowledge that their teacher respects them and helps them not see their teachers as bodies sitting at the teacher's desk. Likewise, professional development programs are expected to increase teacher expertise. Years of teaching are not associated with teacher expertise, competence, or effectiveness (Hollins, Luna & Lopez, 2014). A research result indicates that a combination of continuous joining of professional development trainings, individual teacher values, leadership on forming a positive learning atmosphere, and leadership through gaining experience are the strong influencers for teachers becoming experts (Hashim & Ahmad, 2013). Similarly, expert teachers have critical differences over non-expert teachers, as expert teachers who want to develop their expertise more crucially need to engage in teaching and learning exploration and experimentation, solve problematic issues and engage more in challenging tasks and extending their competencies (Tsul, 2009). Teacher expertise can also be developed through creating opportunities to share the expertise of colleagues and professionals (Fleming, 2014). Fiona (2014) developed a framework facilitating systematic and adjusted evaluations of teachers for sustaining their professional development. The framework includes helping teachers assess their professional developmental needs and the effect of professional development activities in teacher practices. This kind of framework might be useful in identifying and assessing the needs of teachers on professional developmental activities and promoting the effect of professional development activities. Similarly, like indispensable parts of a table, teacher education can only be completed when learning; the development and inquiry of teachers support each other simultaneously (Orlando-Barak, 2014). The next generation of teachers requires fulfillment of their skills by combining research based learning and professional practice, because teaching is continuously changing (Bower, 2010). Teachers report they have positive changes in their educational role, better eyes on understanding and meeting the needs of the students, as well as understanding from a researcher perspective as they engage in research projects (Vaughn, Parsons, Kologi & Saul, 2014). At the same time, the professional development of teachers includes improving teacher knowledge of the curriculum. While developing a curriculum, the aim of the curriculum, the principles of foundation, how to present the model, the structure of the curriculum, and how to manage the assessment procedure should be explored briefly. Similarly, what role the teachers have as teaching professionals, the role of the context, content knowledge, and pedagogical content knowledge are discussion points to manage the process of curriculum design (James, Bansilal, Webb, Goba & Khuzwayo, 2015). In contrast, the educational leadership of teachers has been gaining acceptance day-by-day, by which "educational reform and instructional improvement can be

accomplished through ongoing, site-based professional development for teachers" (Poekert, 2012). Thus, this has facilitated the prevailing "limitations of established approaches to continuing professional development as a strategy for school improvement by mobilizing the massive untapped potential of teachers as leaders of innovation" (Frost, 2012, 205). Developing teachers as leaders has been recognized internationally and resources, time, and finances are effectively spent on leadership development programs. Policies and educational leadership programs should be supported by foundations, including foundations on framework and philosophy of leadership development (Nicolaidou & Petridou, 2011). The professional development of teachers increases their capacity for enhancing instruction when there is a complete support system comprising support to profession-embedded and accountability-based instructional and collaborative practices, as well as comprising direct support to principals developing themselves professionally as part of a school-wide strategy (Stosich, 2016).

Pedagogical-content-knowledge, learning-as-cycles-of-monitoring assessment-and-feedback, planning-learning, learners'-responsibilities, and special-needs-learners have a significant effect on teaching and learning processes. Particularly, TaLP has a close relationship with content-knowledge. Content-knowledge can be defined as the distinctive bodies of knowledge for teaching. It represents the combination of content-knowledge and pedagogy-knowledge into an understanding of how particular topics, problems, or issues are organized, designed to take the diverse interests and abilities of learners into consideration, and presented for instruction. Pedagogical content knowledge has been defined as the "interaction of several bases upon which a teacher makes decisions about what and how to teach" (Iserbyt, Ward & Li, 2015). It facilitates designing the best materials for teachers, increasing the teacher training and ongoing development of teachers (Ball, Thames & Phelps, 2008). Planning the learning in educational environments for supplying purposeful learning requires this to be parallel with curriculum suitable for supporting rationale, suggesting appropriate pedagogies and assessment, as well as entrusting its implementation (Drew & Mackie, 2011). This has been named active learning. The development of the professional understanding of its meaning and pedagogical implications has importance in supporting educational practices. Additionally, having an affirmative sense of teacher professional health and wellbeing has a close relationship with teachers perceiving confidence, respect, independence, and efficacy. Having these kinds of feelings gives rise to being willing to take risks, committing themselves, being creative, developing themselves professionally, and solving problems and challenges appearing between student-teacher learning. When teachers feel successful, they feel willing to take on new responsibilities and develop themselves professionally. Conversely, content knowledge needs to be planned properly; designed according to the needs and interests of the learners; presented using the necessary instructional tools, materials, techniques and methods; evaluated for learning feedback, self-assessment, and improvement purposes in order to develop critical skills in learners; and make learners independently use learning tools. Learning in higher education goes ahead of the assessment. Students are responsible for their own learning and assessment

processes. This opportunity makes students develop tools needed for managing their learning (Nicol and Macfarlane, 2006). Alternatively, as part of the teaching and learning process, teachers are strongly suggested to give effective feedback to student outcomes in order to develop lesson standards, increase student learning performance, control their understanding level of the learning pieces, control misunderstandings regarding the learning piece, and supply instant assistance to the problems that may arise in the teaching and learning process (Freeman & Lewis, 1998). Thus, feeding the process with feedback makes the teaching and learning mechanism more perceivable and detectable (Demerath & Mattheis, 2015). The teaching and learning process has a close relationship with planning learning. Thus, planning learning is a vital skill that pre-service teachers need to adopt. Teachers promote themselves in planning their lessons to learn about teaching and to develop themselves in teaching their lessons (Mutton, Hagger & Burn, 2011). There is a positive relationship and a cycle between planning and teaching and between teaching and planning: they feed each other continuously. Lesson planning effectively increases the performance of each classroom (Ruzsnyak &Walton, 2011). In contrast, the teaching and learning process covers promoting a sense of responsibility. Promoting a sense of responsibility and the capacity for having responsibility in students raises transformability and accountability skills (Cook-Sather, 2010). While teachers take responsibility for their teaching, students take responsibility of their learning. Teachers can make use of some strategies, including students verbalizing why they are taking the class, putting students into the classes appropriate for their level, forming homework and assignments in such a way that students can attend classes well-prepared, students monitoring each other, acting responsibly in group-work, and students analyzing their learning experiences (Coffman, 2003). The teaching and learning process involves having effective teaching methods and techniques (Seferoglu, 2004). Thus, designing classes using ICT in the teaching and learning process has been strongly suggested for improving the quality of the teaching and learning process (Hauge, 2014). Designing teacher education that covers developing tools to improve pre-service teachers' teaching practices is also suggested (Chung & Van Es, 2014). Likewise, the issue of special needs students takes great attention in the teaching and learning process. Teaching special needs students is an issue in every classroom. Special needs students require social participation for gaining friends, establishing relationships and contacts, improving social-self-perception, and gaining the acceptance of other classmates (Koster, Piji, Nakken & Houten, 2010). Teachers need to be aware of the requirements of special needs students while planning, designing, and implementing activities, establishing the learning environment, and using educational technologies.

Finally, the themes generated for PRaP are communication and collaboration. Communication and collaboration have an important place in professional relationships and practice. Professional relationships have a positive relationship with communication. Communication occurs when a person intentionally demands to communicate, has the knowledge of how to communicate, and is well equipped with communication skills in a particular context as well as in particular relationships (Spitzberg, 1983). Schools, teachers, parents, and public communication

are important since they are an indispensable part of the teaching and learning process. Healthy communication among these players offers a healthy teaching and learning process. Similarly, professional relationships and collaboration positively affect each other. Klieger and Oster-Levinz (2015) offer a model called the professional development school, which is based primarily on collaboration between higher education providers and schools for connecting theory and practice, and gives rise to a mentoring system for pre-service teachers (Hennissen et al., 2011). Thus, an increased level of school-level teachers' qualification improves the level of perception of teachers in professional learning community practices (Ho, Lee & Teng, 2016). Alternatively, Klieger and Oster-Levinz (2015, 115) suggest that mentor teachers develop themselves professionally and each school model conceptually perceive their roles. Actually, supplying positive collaboration among indispensable parts of the teaching and learning process will help schools and their students, teachers and/or parents successfully develop and go further.

Conclusion

The qualitative data yielded the category DP. This category involved the following themes: existing-situation, procedures, working-group, format-of-the-study, and study-techniques. The category DoPTS yielded the themes PVaP, PDaP, TaLP, and PRaP.

Then the category of the-DPTS-on-PVaP was generated. This category involved three themes: valuing-learners, being-a role-model, and entrepreneurship. The theme of valuing learners yielded the sub-themes of treating-learners-equally, being constructive and positive, respecting cultural and individual differences, believing in cooperation and continuous development, believing in learners' interaction and learning from each other, and learner critical skills. The theme of being-a-role-model gave rise to the sub-themes of being a public model and fostering intellectual development. Also, the theme of entrepreneurship generated the sub-themes of developing school and valuing national universal values. However, the statement on treating learners equally, respecting them, and acting constructively was changed to treating learners equally and acting constructively towards them.

The qualitative data yielded the category the-DPTS-on-PDaP. This category generated the following themes: focus-on-learning-strategies, expert, research-skills, curricular-knowledge, and active-leadership. The theme of focus-on-learning-strategies yielded the sub-themes of having effective learning strategies for students, having expectations, and taking responsibility.

Additionally, the theme of expertise gave rise to the sub-themes of instructional organizational conditions, general legal duties and responsibilities of teachers, as well as legal knowledge. The theme of research skills involved the sub-themes of integrating theory and practice, adapting the emphasis, and engaging the debates. Similarly, the theme of curricular knowledge gave rise to the sub-theme of organization of the curriculum/educational program. The theme of active leadership generated the sub-themes of leading learning, organizing learning opportunities,

engaging developed self-regulatory learning skills, and organizing opportunities to process new learning with others.

The qualitative data generated the next category: the-DPTS-on-TaLP. This category yielded the themes of pedagogical content knowledge, learning as a cycle of monitoring assessment and feedback, planning learning, learner responsibility, and special needs. The theme of pedagogical content knowledge gave rise to the sub-themes on subject knowledge, pedagogical knowledge, curricular knowledge, and knowledge of educational context. The theme of learning as cycles of monitoring assessment and feedback generated the sub-themes of monitoring learning, assessment of learning, and giving differentiated feedback. The theme of planning learning gave rise to the sub-themes of class instruction and differentiated instruction for all learners. The theme of learner responsibilities generated the sub-themes of learning strategies, ICT usage, skills on assessment, and skills on self-assessment. Finally, the theme of special needs involved the sub-themes of planning, designing, and implementing teaching and learning activities, learning environment, and using educational technologies.

The qualitative data yielded the category the-DPTS-on-PRaP. This category gave rise to the themes of communication and collaboration. The theme of communication generated the sub-themes of effective-teacher-learner-parent-community-communication-practice, inquiry-and-diversity, effective-respectful-relationships, and effective-responsive-engagement. The theme of collaboration involved the sub-themes of learner-parent-community-collaboration-practice and practice-with-professionals.

Recommendations

The recommendations for identifying the DP, DoPTS, and draft professional teaching standards as an initial step for proposing a national framework for professional teaching standards in NC are as follows:

1. The opinions of a wider group of key stakeholders should be considered in order to explore to what extent they agree with the identified draft professional teaching standards and to identify professional teaching standards as a national framework.
2. Identification of professional teaching standards as a national framework requires identification of performance statements. Performance statements should be identified as a further step to describe acceptable levels of knowledge, skills, attitudes, and values.
3. Teaching standards identified in the study are general standards for teachers of all levels of the education system of NC. The field specific professional teaching standards should also be identified basing upon these standards.

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Öğretmen Eğitiminde Kalite Yolculuğu: Kuzey Kıbrıs Örneği

Atıf:
Erden, H. (2016). Qualification journey in teacher training: Case in Northern Cyprus. *Eurasian Journal of Educational Research*, 65, 91-110
10.14689/ejer.2016.65.06

Özet

Problem Durumu: Öğretmenlik mesleki yeterlikleri, öğretmenlere ve öğretmen adaylarına kalite anlayışı ve birtakım yazılı standart getirmektedir. Öğretmen eğitiminin amaç ve hedeflerine uygun öğretmen adayı yetiştirme vizyonuna sahip eğitim fakültelerin belirlenen amaç ve hedefler doğrultusunda belirli yeterliklere uygun öğretmen adayı yetiştirmeleri; Milli eğitim bakanlığı öğretmen alımını önerirken ve Kamu Hizmeti Komusyonunun öğretmen alımlarında belirli kriterlere sahip olması; eğitim-öğretim sisteminde öğretmen sıfatını kazanan bireylerin hizmeti-içi eğitimlerinin düzenlenmesi, süreç içinde değerlendirilmelerini sağlamak ve mesleki gelişimlerinin teşvikini sağlamak ve kalitenin artmasına olanak verebilmek için öğretmenlik mesleki yeterliklerinin belirlenmesi gereklidir.

Kuzey Kıbrıs Türk Cumhuriyeti (KKTC) eğitim-öğretim sisteminde öğretmenlerin uymakla yükümlü olduğu 25/1985 sayılı Öğretmenler Yasasına göre, öğretmen adayı başvuru alanına uygun bir diploma ve/ya pedagojik sertifika sunduğu taktirde ve/ya 3 aylık hızlandırılmış öğretmenlik kursunu tamamladığı taktirde öğretmen olarak atanmasında hiçbir sakınca yoktur. Halbuki, KKTC eğitim-öğretim

sisteminde öğretmenleri değerlendirmek, öğretmenlerin mesleki gelişimini teşvik etmek, öğretmen alımı sırasında belirli kriterlere göre öğretmen alımını sağlamak ve en kaliteli şekilde yetişmelerine olanak sağlamak, hizmet öncesi öğretmen planlaması ve kalitenin yükselmesi için önemlidir. Ulusal bir çerçeve oluşturmak ve öğretmenlik mesleki yeterliklerini belirlemek maksadıyla çalışmanın gelişim sürecinin, öğretmenlik mesleki yeterlikleri boyutlarının ve taslak öğretmenlik mesleki yeterliklerinin belirlenmesine gereksinim vardır.

Araştırmanın Amacı: Bu araştırmanın amacı, KKTC Öğretmenlik Mesleki Yeterliklerini oluşturmak için sırasıyla çalışma boyunca izlenmesi gereken sürecin belirlendiği gelişim sürecini, öğretmenlik mesleki yeterlikleri boyutlarını ve taslak öğretmenlik mesleki yeterliklerini belirleyip ulusal çerçeve olarak önermektir.

Araştırmanın Yöntemi: Bu çalışmada, nitel araştırma yaklaşımının temellendirdiği yorumsamacı paradigma kullanılmıştır. Araştırma stratejisi olarak, durum çalışmasına yer verilmiştir. Çalışma, 7 eğitim uzmanının ve 17 çalışma grubu üyelerinin çalışmaya katılımıyla gerçekleşmiştir. Yarı-yapılandırılmış görüşmeler aracılığıyla veriler toplanmıştır. Veri analizi için içerik analizi yapılmıştır.

Araştırmanın Bulguları: Araştırma sonuçlarına göre, öğretmelik mesleki yeterliklerinin ortaya konulması amacıyla 3 boyut belirlenmiştir. Bunlar: i) çalışmanın gelişim süreci kategorisi, ii) çalışmanın boyutları kategorisi, ve iii) taslak öğretmenlik mesleki yeterlikleri kategorisidir.

Çalışmanın gelişim süreci kategorisi, varolan durum, süreçler, çalışma grubu, çalışmanın formatı ve çalışma teknikleri temalarını içermektedir. Çalışmanın boyutları kategorisi, mesleki değerler ve uygulama, mesleki gelişim ve uygulama, eğitim-öğretim süreci ile mesleki ilişkiler ve uygulama temalarını içermektedir. Taslak öğretmenlik mesleki yeterlikleri kategorisi, mesleki değerler ve uygulama, mesleki gelişim ve uygulama, eğitim-öğretim süreci ile mesleki ilişkiler ve uygulama alt kategorilerini içermektedir.

Çalışmanın gelişim süreci kategorisinin temalarının alt konuları bulunmamaktadır. Çalışma boyutları alt kategorisinin alt boyutlarının temaları şöyledir: Mesleki değerler ve uygulama alt kategorisi, öğrenciye değer vermek, rol model olmak ve girişimcilik temalarını içerirken, mesleki gelişim ve uygulama alt kategorisi, öğrenme stratejileri, uzmanlık, araştırma becerileri, program bilgisi ve aktif liderlik temalarını içermektedir. Ayrıca, eğitim-öğretim süreci alt kategorisi, pedagojik içerik bilgisi, değerlendirme ve geridönüt döngüsünü öğrenme, öğrenmeyi planlama, öğrencilerin sorumluluğu ve özel gereksinmeler adlı temaları içermektedir. Son olarak, mesleki ilişkiler ve uygulama alt kategorisi, iletişim ve işbirliği temalarını içermektedir.

Öğretmenlik mesleki yeterlikleri kategorisinde 52 taslak öğretmenlik mesleki yeterlik belirlenmiştir.

Araştırmanın Sonuçları ve Öneriler: Araştırma sonucunda izlenmesi gereken yöntem ve çalışmanın boyutları yanısıra taslak öğretmen yeterlikleri belirlenmiştir. Bu araştırmada belirlenen tasalk öğretmenlik mesleki yeterliklerin bir ölçme aracına dönüştürülerek alanda uygulanması gerekmektedir. Uygulama sonucunda asıl

mesleki yeterliklerin ileri istatistiki analizler (Rach Model gibi) ile ortaya konulması oldukça önemlidir. Yine bu çalışmaya dayalı performans gostergelerinin belirlenmesi önerilmektedir. Ayrıca öğretmenlik mesleğinin her branşına yönelik özel standartların geliştirilmesi önerilmektedir.

Anahtar Kelimeler: Mesleki gelişim ve uygulama, mesleki ilişkiler ve uygulama, mesleki değerler ve uygulama, öğrenme ve öğretme süreci.