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A Comparison of "Vision 2023" and "Teacher Strategy" Documents in Terms of Objectives for Teachers

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Abstract –Vision 2023 document and Teacher Strategy Document which were published by the Ministry of National Education of Turkey have been evaluated comparatively about the objectives for the teachers. In the study, the documents have been analysed by descriptive survey model. Document Analysis has been used as the tool of gathering data. Codes have been set by examining the documents. The themes have been set according to the codes. At the end of research, it has been concluded that there are differences and similarities about the goals of the Vision 2023 and Teacher Strategy documents. It has also been observed that the documents contain similarities about the teachers' career development, teachers wage concession and encouragement in improper environment. It has also concluded that the documents contain differences about assignment of and educating the teachers.

Key words: Vision 2023 document, Teacher Strategy Document, objectives for teacher, teacher education, teacher appointment, Ministry of National Education, Turkey.

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Introduction

The development and progress of the education system will be possible only with the development of actors related to education. The most important of these actors are teachers and administrators. In order for our education to adapt to the age we are in, our teachers also need to improve them. Turkey has set development and change goals in many areas, especially

education. In particular, she implemented the FATİH (Movement of Enhancing Opportunities and Improving Technology) Project for the digitization of Education. The project aims to give interactive boards to each class and tablet computers to each student. It is intended to use tablets and interactive boards instead of books in the lessons. Akgün, Yılmaz and Seferoğlu emphasized this situation in their study (2011). However, due to various reasons, the targeted success of this project has not been achieved. Altın and Kalelioğlu (2015) stated in their study that the use of tablet PCs in FATİH project does not support education and EBA is not sufficient. According to Gökand Yıldırım (2016), the in-service training of teachers for FATİH Project should be practical and lasting long. Teachers need to play important roles such as self-improvement; managers need to develop a positive attitude that enables teacher development and create a positive corporate culture. For these reasons, the Ministry of National Education (MoNE) in Turkey has published Teacher Strategy Document (TSD) on 26 July 2017 and Vision 2023 document on 23 October 2018 (MEB Vizyon 2023 Belgesi, 2018, 23 Ekim). The documents contained targets for teacher administrators. The compliance of these documents with human resources targets is important for the consistency of the targets.

Vision 2023 Document

Vision 2023 project is the scientific, contemporary, technological goals of science and technology policy studies. In this respect, a two-year study was carried out by TÜBİTAK (The Scientific and Technological Research Council of Turkey) and described as a strategy document. These goals themes were created and clarified in 2004. In the TÜBİTAK technology foresight project, especially education, health, agriculture and food, information and communication, energy, defence systems, aerospace industry, tourism, construction and infrastructure, textiles, natural resources and environment themes has been established. TÜBİTAK announced the main theme of the Vision 2023 document in 2007. The main theme of this project is to create a society that has knowledge of science and technology, can produce new technologies using existing technology and can transform technological developments into social and economic benefits (Özmuşul, 2012).

MoNE, in the Vision 2023 Document, has stated the objectives regarding the educational elements as a module. Some of these modules (2023 Education Vision) can be listed as: Basic Education, Secondary Education, Early Childhood, Special Ability, Assessment, Lifelong Learning, Science and Social Sciences High Schools, Imam-Hatip Middle and High Schools, Foreign Language Education, Human Resources Development and Management, and Financing of Schools. Objectives in the field of education are grouped under subheadings and

explained as modules. Two main objectives determined in the Human Resources Development and Management module aim to contribute to the professional development of teachers.

The Reason for Vision 2023 Document to Focus on Education

The goals of the education theme are to develop a model individual that developing the creativity and imagination of the individual; by considering and evaluating individual differences, each individual can develop himself at the highest level in line with his characteristics; free from time and space constraints, created its own unique learning technologies and has the power to renew itself with the flexibility of change; having a learning and human-oriented education system (Doğan, 2017). Therefore, the human resources and management sub-theme within the education theme of the document, was examined. 2023 Education Vision Document consists of 3 phases and 18 main headings: 2018-19, 2019-20, and 2021-22 academic years (Hacıoğlu, 2019).

Vision 2023 Document

The main theme of the Vision 2023 Project is; in the 100th anniversary of our Republic, in line with the goal of reaching the level of contemporary civilization pointed out by Atatürk, has been determined as creating a "society of welfare" that master science and technology, can use technology consciously and produce new technologies, have the ability to transform technological developments into social and economic benefits (TÜBİTAK, 2004). Therefore, education strategies should be determined in the education sector, including human resources at all levels and productive employment should be increased in a way that will positively affect education-employment relations and provide employment opportunities for more people. In this context, the economic evaluation of the human resources that can access information, adapt to change, open to international competition and productive, and the solution of the unemployment problem will be realized with determined and planned approaches.

The MoNE has explained its 2023 targets in a modular way by grouping them into subheadings. One of these modules is "development and management of human resources". In practice, the success of all reform and improvement efforts in the education system, especially in education policies, such as curricula, materials and technology, depends largely on the professional competence, perception and dedication of teachers and school administrators. In this context, developing the professional skills of teachers and school administrators is of priority importance in providing an inclusive and qualified education service with the welfare of the child at its focus. Based on this priority, a new professional development approach,

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 competence of professional expertise in accordance with the spirit of the time by preserving codes that care about mastery and virtue in the course of knowing, doing and being in our cultural tradition. Two main objectives identified in this module are especially intended to contribute to the professional development of teachers. To increase the professional satisfaction of the teachers, and to ensure that they are most efficiently beneficial to the students.

Goal 1: Restructuring the Professional Development of Teachers and School Administrators

The restructuring of the professional development of teachers and school administrators consists of a total of 12 steps:

1. Within the framework of cooperation with the Higher Education Council (HEC) of Turkey, improvements will be made to the placement of students in the schools of education (education faculties).
2. Horizontal and vertical career specialties will be structured for our teachers and school administrators.
3. Vocational specialization programs will be opened at the graduate level for horizontal and vertical career steps.
4. Graduate level professional development programs will be designed to improve the general and field-oriented skills of teachers and school administrators.
5. The application of “Pedagogical Formation” based on the certificate will be abolished and “Teaching Profession Specialization Program” will be opened at the easily accessible graduate level across the country. This program will start to be applied to candidates who have earned the right to teach in the MoNE within the framework of professional development.
6. Some in-service training activities for teachers and school administrators will be separated from participation certification practice and converted into accredited certification programs through universities.
7. In cooperation with higher education institutions, graduate level minor programs will be opened for teachers in areas needed to gain 21st century skills.
8. Within the framework of cooperation and coordination with HEC, teacher training programs, teaching practice will be taken to the centre and restructured specially in education faculties that carry the criteria to be determined throughout Turkey.

9. Within the framework of cooperation and coordination with HEC, high-level officials of the MoNE will also be included in the evaluation team during the university visits of the Higher Education Quality Board, limited only to the faculties of education.

10. Priority will be given to the restructuring of pre-service teacher training programs in pre-school and primary education departments in education faculties.

11. Professional development programs will be created for our teachers who will provide education services to the children of our citizens living abroad.

12. After the necessary infrastructure has been prepared, MoNE will evaluate the implementation of pre-service teacher training programs of education faculties in line with the needs of schools.

Goal 2: To Ensure Efficient Use of Human Resources and Fair Reward

The aim of ensuring efficient use of human resources and fair reward is to be achieved in eight stages:

1. Preparatory work will be carried out on the adoption of the “teaching profession law” which takes into account the appointment of teachers and school administrators, working conditions, promotion in office, personal rights and other similar issues.

2. An incentive mechanism will be established for our teachers and managers who work under unfavourable conditions.

3. Preparatory work for shortening the tenure of our contracted teachers will be carried out.

4. Work will be carried out on improving the wages of our paid teachers.

5. Certificates and diplomas related to the professional development of teachers will be provided to reflect their personal rights fairly.

6. School management will be organized as a professional field of expertise and structured as a career step, personal rights will be improved.

7. The application of written exams based on qualifications and other objective criteria to be determined will be used for the assignment to the school administration.

8. Provincial and district directors of National Education will be evaluated annually within the scope of supporting teachers in the province and district and realization of “school development plans” in accordance with the criteria included in the school “profile evaluation” approach.

Teacher Strategy Document (TSD)

These goals described above are then divided into basic subheadings. In particular, some studies have been planned to increase the professional development of teachers. The MoNE named this plan as “teacher strategy document” and it was published in the Official Gazette. In the document, teacher training, development and employment relating to the process, "education for pre-service training, selection and recruitment of candidates into the teaching profession, nomination and compliance training, career development and reward status of the teaching profession and continuing professional development to the six basic component has been identified. It is planned to implement a periodic performance evaluation system every four years to determine the needs of the teachers in order to sustain the professional and personal development of the teachers. In addition, it is planned to improve the perception of teachers in society and the status of the profession, to take remedial measures according to the differences between institutions and regions, and to implement career and reward system. It will allow not only the MoNE but also various public institutions and organizations and NGOs to take an active role in the planned actions.

The TSD consists of eight main titles in general. These titles can be explained as follows.

1. Improving education in teacher training programs: The main objective is to improve education in the programs for teacher training and to choose the most suitable one among the university graduates for the teaching profession. Actions identified to improve education in teacher training programs include; Teacher training working group will be made functional; the institutions that have programs for teacher training will be restructured academically and organizationally and application-oriented; undergraduate program selection will also be restructured. A system will be created in which the choice of programs in certain areas of teacher training can be made after the entrance to the faculty; opportunities to transition from teacher training programs to other programs will be provided; in this context, legal structure will be established for the provision of transfer opportunities to the faculty of education students who are determined by the commission to be unsuitable for the teaching profession (for reasons such as academic, health, psychological).

In addition, institutions that have programs for teacher training will be allowed to apply alternative education programs in these trainings. Teaching practices will be carried out with teachers who have certificates. Faculty-school cooperation processes will be restructured. Standards for teacher training programs will be developed. These programs will improve the number of students per faculty member. Teaching staff in the faculties of education will be able to observe research and practice in primary and secondary schools.

2. Consideration of various data in teacher selection: Attention will be paid to the selection of the most suitable ones for the teaching profession among the graduates of the university. "The selection process for the teaching profession should be re-designed with multi-stage and criteria set". The document stated that the candidates to be selected for teaching in this direction should be able to evaluate the basic qualifications and not only written exams, but also use alternative evaluation methods should be emphasized that a selection system should be created.

In the process of entry into the profession, employment systems will be developed, which will provide the opportunity to prepare for the profession and experiment on the job, based on multiple-choice qualifying and ranking-based entrance exams, as well as multiple data source-based assessment for the selection of the most suitable candidates. In addition, the MoNE will share with the public the teacher requirement projection prepared on the basis of educational levels and teaching areas in the medium and long term, taking into account the course and composition of the population in line with the scientific data. In accordance with the data described, individuals who will be oriented to the profession can be provided to make university choices according to their employment status.

Actions were also determined in the TSD to achieve this goal. Accordingly, selection systems based on multiple data source-based evaluation will be developed when entering the profession. Candidates for entrance to the profession, behavioural, and affective skills within the framework of teacher qualifications examinations with success on the license selection, product selection file, evaluation of teaching practice, interviews, and similar multi-based data source based on the evaluation of employment, a system will be created.

On the other hand, the minimum score requirement for the exams performed in order to be appointed as a prospective teacher was also among the goals. In order to be appointed as a prospective teacher, it was also aimed to ensure that the teachers were selected from among those who had a minimum level of success in the education sciences and their fields upon entry into the profession by introducing a minimum point requirement in the exams to be held. According to the fields, teacher needs and employment rates to meet these needs will be disclosed to relevant stakeholders and the public every year.

3. Teachers will be subjected to an exam every four years to be held within the framework of teacher qualifications: In TSD, six basic components were determined related to teacher training, development and employment as "teaching for pre-service training, selection and recruitment of candidates into the teaching profession, nomination and compliance training,

career development and reward, status of the teaching profession and continuing professional development, including". All teachers employed in accordance with these components will be subjected to an examination to be held every four years within the framework of teacher qualifications. The document emphasizes "sustain personal and professional development of teachers" and aims "implement a performance appraisal system that will be made periodically to determine the development needs of the teachers" and "improve the quality of the nomination process from the teacher's personal and professional development activities".

4. A mandatory performance evaluation system: According to the document, teacher qualifications will be re-determined in line with today's needs. MoNE will update the teacher qualifications to be determined in line with national and international developments and announce them to the relevant stakeholders. A mandatory performance evaluation system will be developed for all teachers. Within the framework of teacher competencies, the professional development needs of teachers to identify professional development activities, monitoring, referral for evaluation and the evaluation approach based on multi-data source within the framework of a performance management system will be established.

Performance evaluation results will be used as a criterion in areas such as taking necessary measures to meet professional development needs, career development, promotion and calculation of service score. All teachers employed will be subjected to an examination to be held every 4 years within the framework of teacher qualifications. Exam results will be used as a criterion in areas such as determining and taking measures for teachers' development needs, career development, promotion, calculation of service scores. The people who will be involved in the activities of monitoring and supporting the professional development of teachers will be given trainings that will create knowledge, skills and awareness. The ministry will update and implement the School-Based Professional Development Model.

5. Teacher academies to be established: "Teacher academies" will be established in order to increase the quality of personal and professional development activities of teachers starting from the nomination process. Academies will work to cooperate with institutions that provide services through formal, open and distance education in professional development activities to examine scientific, technological developments in the field of education and training, to provide consultancy services, to create lifelong learning opportunities for MoNE staff, to increase and diversify teachers' lifelong learning opportunities.

The candidate teacher training process, which was first started in 2016, will continue to be implemented by enriching the content and methods in line with the feedback. The criteria

related to the qualifications (field knowledge, educational leadership, effective communication skills, teaching methods and techniques, adaptation skills etc.) of the trainers who will take part in professional development programs will be improved by ensuring the participation of stakeholders. Through teacher academies, the opening of certification and professional development programs in the field of adult education will be encouraged.

By encouraging training workers to produce national and international scientific studies and to participate in activities, cooperation with relevant institutions will be developed and similar opportunities will be created. Cooperation with institutions such as National Agency, YTB (Republic of Turkey Ministry of Culture and Tourism Presidency for Turks Abroad and Related Communities), TİKA (Republic of Turkey Ministry of Culture and Tourism Turkish Cooperation and Coordination Agency), Turkish Maarif Foundation and TÜBİTAK will be ensured and the level of knowledge and awareness of teachers about international developments in the field of education will be increased. Necessary measures will be taken to increase the participation rate.

6. New regulation on teacher violence: Strengthening the status of the teaching profession at TSD was also the goal. Efforts will be made to reform the legislation related to the teaching profession in a manner that meets current needs in line with the actions contained in the document. An action plan to prevent violence will be prepared in education, where legal and administrative arrangements to prevent violence against teachers and measures to be taken are planned extensively. By developing the structures of educational institutions in a democratic, transparent and participatory way, teachers will have more authority and responsibility on school management processes and educational practices. In order to increase the status of the teaching profession, the appropriate regulation of the physical environments in which teachers work and the improvement of their conditions were also targeted in the document. In line with this goal, physical areas will be created that facilitate the work of teachers and allow them to do individual work.

7. Interregional differences to be considered: The smallest territorial administrative units, including Turkey's institutions for continuing education services must be carried anywhere and regional disparities remedial measures to be taken. Improvement measures will be taken in accordance with the differences between institutions and regions in order to continue the education services that must be maintained throughout Turkey, including the smallest administrative units. It was stated in the document that especially for educational institutions

that are relatively inadequate in terms of opportunities compared to some central schools, additional measures require, and encouraging supports for teachers working in such educational institutions such as employment conditions, additional wages, service points, access to postgraduate education, relocations and support such as priority, housing support and lodging for overseas education and duties.

Accordingly, education and training institutions will be re-evaluated and classified within the framework of criteria determined in terms of regional, environmental and institutional features. Encouraging opportunities will be created for teachers, such as employment conditions, service points, displacements, priorities, housing support and housing in overseas education and assignments, according to the priorities and characteristics of the educational institution in charge. According to the provisions contained in the fourth article of Annex No. 652, the model of contracted teaching that is rendered operational will be continuously developed in line with the new needs.

8. System of awarding teachers: A model will be created to make changes in schools and institutions so that professional teachers who have served in the same educational institution for a long time without interruption can carry on and improve their experience by taking into consideration the service requirements and the public interest.

Related Research

Although various studies have been carried out on Turkey's Vision 2023 targets, these are not many:

Ergün et al. (2011) determined that they have common points between the FATİH Project and the Vision 2023 document. Creating a scientific community and scientists who follow international science, raising technological literate individuals, university-industry cooperation, creating and disseminating original content, increasing and supporting research and development activities are some common points. The strategy document emphasized the importance of starting the necessary arrangements immediately in order to achieve the intended objectives. According to the authors, it is important to have a system that will monitor the system and make necessary changes in a timely manner. They stated that various arrangements should be made for well-functioning of the established structure. According to the researchers, the subject of continuity is both important and necessary for the success of the FATİH Project. Özmusul (2017) examined Turkey's 2023 goals in education according to international indicators. His study revealed that Turkey achieved a remarkable increase in PISA study in

2009 compared to the previous year. According to the researcher, because PISA is a study focusing on the assessment of the nature of learning outcomes in the context of compulsory education, our country has taken an important attack on the nature of learning. Although Turkey remained below the OECD average, she performed significantly compared to the previous exam period.

Doğan (2017) worked with university rectors established after the year 2006. He posed questions to the rectors to reveal their goals and perceptions of 2023. In line with the 2023 targets of the rectors, he has created five themes: being a world university, being an innovative and entrepreneurial university, establishing the institutional identity of the university, being a visionary and motivating employee.

In their work, when Terzi et al. (2018) reviewed Vision 2023 project in terms of Industry 4.0 indicators, they have seen that the project aims to gain competence in technologies of artificial intelligence/sensor/robot technologies, internet of things, big data, internet security, cloud etc., but many of these goals are not compatible with these indicators. When they examined Germany's 2025 targets, they determined that the targets were consistent and consistent with these data. In order for Turkey to reach these standards, it is necessary to set new policies in the areas mentioned above and in many other areas.

According to these studies, the success of Vision 2023 and the FATİH Project as a product depends on making arrangements for the goals. Our country's success in PISA 2009 research compared to previous years is an international indication that the 2023 goals have been achieved in terms of compulsory education. From the point of view of higher education institutions, the 2023 goals are to be global, innovative, entrepreneurial, and visionary, create a corporate identity and motivate employees. Vision 2023 targets are not compatible with Industry 4.0 indicators and new policies are needed.

Method

In this study, it was investigated whether the Vision 2023 document and the Teacher Strategy Document contain goals for teachers. The problem of the study was determined as “Are there targets for teachers in the Vision 2023 document and Teacher Strategy Document?” The sub-questions related to the problem are;

1. Are there targets for teachers, administrators and the directorate of national education in the documents? What subjects do these goals involve?

2. What are the plans to increase the motivation of human resources in the documents? Are the duties assigned to the institutions for this purpose stated?
3. Is life-long learning planned in documents?
4. What kind of planning is made for the educators who will provide professional development in the documents?
5. Have plans been made in the documents to increase the education level of teachers? What studies will be done to increase the level of education?
6. Are the targets for teacher training system determined in the documents? How will the teacher training system be?
7. Are there targets for the digitization of education in the documents? How will the digitization of education be achieved?
8. Are the studies for Industry 4.0 included in the documents?

Research Model

In this study, which examines the savings of the MoNE towards teachers in line with the Vision 2023 goals, Descriptive Survey Model was used. Survey models are a research method that aims to describe a case that finished or continuing as it is (Karasar, 2012). Vision 2023 document and Teacher Satrategy Document were analysed in line with their goals for teachers in order to find if any of the docements have any goals for teachers.

Study Group

In this study, convenient sampling of purposeful sampling was used in sample determination. This sampling method gives speed and practicality to research. Therefore, the MoNE's Vision 2023 document (MoNE, 2018) and the “Teacher Strategy Document” (MoNE, 2017), which are easily accessible as samples, were used as data sources.

Data Collection Tools

In this study, document analysis was used as a data collection tool. In cases where observation and negotiation are not possible in qualitative research, or in order to increase the validity of the research, written and visual materials may be included in the research as well as interview, observation methods. Document analysis provides analysis of articles and materials containing information about the facts/events to be investigated. Written materials and pictures are important data sources that can give us detailed information. Document analysis also; in the study of subjects that are not easily reached, the lack of participatory responsiveness, long-term analysis can be done, low cost, as it also provides advantages (Yıldırım & Şimşek, 2016).

Data Analysis

In the study group, data sources were analyzed using descriptive analysis. The data obtained according to this approach is organized and interpreted according to the previously determined themes. Descriptive analysis highlights what results the data collected in the research reveals about the research problem. In descriptive approach, we can find answer to "What?" question. It also provides ease in being able to relate the researcher's comments and emerging themes in a meaningful way (Yıldırım & Şimşek, 2016). The data were encoded separately by the researchers with descriptive analysis. Then the researchers came together and discussed the codes to create a common code. The citations were read over and over again and the coding process was revisited. Some questions have been rearranged. The theme with its codes in the first question was evaluated as the answer to the fifth question. This theme (pre-service) has been changed to HEC. Repeated quotations have been avoided in more than one question.

In this study, the human resources and management sub-theme of the education theme of the Vision 2023 document and the Teacher Strategy Document was examined and (1) the goals for the teacher, administrator and National Education Directorate; (2) plans to increase motivation in human resources; (3) lifelong learning; (4) plans for educators who will provide professional development; (5) plans to increase the education level of teachers; (6) targets for the teacher training system; (7) aims for the digitalization of education and (8) studies for Industry 4.0 sub-questions were sought.

Results

In the current research, Vision document and Teacher Strategy Document were analyzed comparatively in a descriptive way to answer the research questions. Research questions were created in line with the contents of the themes and sub-themes in the documents. These questions are answered in headings.

Objectives of the Documents for Teacher, Administrator and Director of National Education

When Table 1 is examined, it is seen that both the Vision 2023 document (VD) and TSD have a common goal of “enabling teachers and administrators to pursue horizontal and vertical careers” (2nd and 3rd steps, 1st goal of Vision; career development and reward status of the teaching profession component, 3rd and 4th title of TSD). The other objectives only in VD include designing graduate programs that improve the skills of teachers and administrators, and introducing university certificate programs instead of in-service courses (1st goal, from 3rd to 7th steps).

The VD for horizontal and vertical career planning states that “horizontal and vertical career specialties will be structured for our teachers and school administrators” (1st goal, 2nd step). Therefore, teachers will be able to give courses in different branches or become managers by changing the area. The statement, "Moreover, institutions that have programs for teacher training will be able to implement alternative education programs in these trainings", is contained in TSD (1st title). In other words, education faculties will make in-service training plans.

In terms of graduate programs, VD states “professional development programs will be designed at the graduate level to improve the general and field-oriented skills of our teachers and school administrators” (1st goal, 4th step). With this statement, vertical career expertise area was emphasized. This vertical development will be provided by the vocational training program to be given at the graduate level. There are no statements in TSD regarding graduate education.

“Some in-service training activities for our teachers and school administrators will be transformed into accredited certification programs through universities, separated from the participation certification practice” said VD on introducing the certification program instead of the in-service course (1st goal, 6th step). The planned in-service training in this area will be provided by the universities, not by the ministry. The advantage of this application is that the course is accredited.

Table 1. Activities for Teachers, Administrators and Director of National Education

Theme	Code	VD	TSD
In-Service	Providing teachers and administrators with horizontal and vertical careers	+	+
	Designing graduate programs that improve the skills of teachers and administrators	+	-
	Introduction of university certificate programs instead of in-service courses	+	-

Planning of the Documents to Increase for Motivation of Human Resources

When Table 2 is examined, the target of criteria for the appointment of the manager is included in the VD: "In the assignment to the school administration, written exam application based on qualifications and other objective criteria to be determined will be used" (2nd goal, 7th step). There is no statement in TSD regarding the appointment of the administrator.

The goal of the manager theme to show management as a career goal is only included in VD: "School management will be organized as a professional field of expertise, structured as a career step, personal rights will be improved" (2nd goal, 6th step). A statement about the career goal of management theme is not included in TSD.

Related to the theme of personnel affairs, the goal of projecting the certificates to seniority is included in VD, it is not included in TSD. VD states "certificates and diplomas related to the professional development of teachers will be reflected in the right to personal rights" (2nd goal, 5th step). There is no section for this in TSD.

The goals for improving wages related to the theme of personnel affairs are included in both documents. In VD, it is taken part as "work will be carried out on improving the wages of our paid teachers" (2nd goal, 4th step). However, in TSD "additional remedial measures should be taken, especially for educational institutions located in relatively inadequate environments in terms of facilities compared to some central schools. Employment conditions, additional fees, service points, access to graduate education, relocations, priority in foreign education and duties, housing support and housing support for teachers working in such educational institutions can also be a significant incentive" (7th title, Interregional differences to be considered).

Another goal related to the theme of personnel affairs is to encourage teachers and administrators in unfavourable environments. Both documents contain statements about this goal. In VD, it appears as "an incentive mechanism will be established for our teachers and managers who work under unfavourable conditions" (2nd goal, 2nd step). On the other hand, TSD states that "additional remedial measures should be taken, especially for educational

institutions located in relatively inadequate environments in terms of facilities compared to some central schools" (7th title, Interregional differences to be considered).

The objectives for contracted teachers related to the teacher theme were included in VD. This document states that “preparatory work will be carried out on shortening the tenure of our contracted teachers” (2nd goal, 3rd step). There is no statement in TSD regarding this goal.

Another goal of the teacher theme, the objectives related to the teaching profession law, was included in VD. The document indicates that “The preparatory work on the adoption of the “Teaching Profession Law” which takes into account the appointment, working conditions, promotion in office, personal rights of teachers and school administrators and other similar issues will be carried out” (2nd goal, 1st step). There is no statement in the TSD regarding this goal. School improvement plan goals related to the institution theme are realized in VD as “Provincial and district National Education Directors will be evaluated annually in accordance with the criteria included in the school “profile evaluation” approach, supporting teachers in the province and district and implementing “School Development Plans” (2nd goal, 8th step). However, TSD does not state this goal.

Table 2. Activities to increase the motivation of human resources

Theme	Code	VD	TSD
Administrative	Managerial career	+	-
	Criteria for administrative appointment	+	-
Personal	Mirroring of certificates to seniority	+	-
	Improving wages	+	+
	Promoting in unfavourable environments	+	+
Teacher	Contracted teacher	+	-
	Teaching profession law	+	-
Institution	School development plan	+	-

Lifelong Learning

When Table 3 is examined, it is seen that the objectives of the graduate-minor programs related to the in-service theme are included in VD: ‘In cooperation with higher education institutions, graduate level minor programs will be opened for teachers in areas needed to gain 21st century skills" (1st goal, 7th step). TSD does not have a statement with this goal. To promote national and international efforts goal of in-service teacher theme is located in TSD as “employees will be encouraged to produce national and international scientific studies, participate in events, and in this regard cooperation with relevant institutions will be developed and similar opportunities will be created" (5th title, Teacher academies to be established), but this is not included in VD.

The aim of conducting research, consulting and cooperation with institutions in teacher academy theme is not included in VD, but is included in TSD as “The criteria for the qualifications of trainers who will take part in professional development programs will be improved by ensuring the participation of stakeholders” (5th title, Teacher academies to be established).

Table 3. Lifelong learning

Theme	Code	VD	TSD
In-Service	Explanation of graduate-minor program	+	-
	To encourage national and international studies	-	+
Teacher Academy	Research	-	+
	Consulting	-	+
	Cooperation with institutions	-	+

Plans for Educators to Provide Professional Development

When Table 4 is examined, it is seen that the objectives related to the competence of the academy educator are included in TSD in the areas of field knowledge, educational leadership, teaching method techniques, adaptability and communication skills. TSD states that “The criteria for the qualifications (field knowledge, educational leadership, effective communication skills, teaching methods and techniques, adaptation skills, etc.) of the trainers who will take part in professional development programs will be improved by ensuring the participation of stakeholders” (5th title, Teacher academies to be established). These goals are not mentioned in VD.

In the Teacher Academies to be Established title of TSD, professional development of teachers was emphasized: “The criteria for the qualifications (field knowledge, educational leadership, effective communication skills, teaching methods and techniques, adaptation skills, etc.) of the trainers who will take part in professional development programs will be improved by ensuring the participation of stakeholders; Through teacher academies, the opening of certification and professional development programs in the field of adult education will be encouraged”.

Table 4. Qualification of academy educator

Theme	Code	VD	TSD
Competence of Academy Educator	Field knowledge	-	+
	Educational leadership	-	+
	Communication skills	-	+
	Teaching method techniques	-	+
	The ability to adapt	-	+

Objectives to increase the Level of Education of Teachers

When Table 5 is examined, it is seen that the theme of teachers ' level of education has teacher academies and professional development goals. The target of the teacher's academy was included in the TSD but was not included in VD. “Teacher Academies” will be established in order to increase the quality of personal and professional development activities of teachers from the nomination process” (5th title, Teacher academies to be established) is located in TSD.

The professional development goals of the education level theme are included in both documents. The objectives of professional development at TSD are six basic components: “pre-service education for teaching, selection and employment of candidates for the teaching profession, nomination and adaptation education, career development and awarding, status of the teaching profession and continuous professional development”. VD states that “Pedagogical formation based on certificate application will be removed and Teaching Profession Specialization Program will be opened at the easily accessible graduate level in the country. Within the framework of professional development, the program will be applied to candidates who have earned the right to be a teacher in the MoNE” (1st goal, 5th step).

Table 5. Objectives of teachers ' level of education

Theme	Code	VD	TSD
Teachers ' Education Level	Teacher academies	-	+
	Professional development	+	+

Objectives for Teacher Training System

When Table 6 is examined, the aim of directing good students to education faculties is in VD. In the VD related to this goal, “improvements will be made in order to place students in school/faculty of education within the framework of cooperation with the HEC” statement (1st goal, 1st step) is contained. This application will be the first step towards improving the quality of education. The TSD has no explanation for this goal.

Statements regarding the goal of opening a graduate teaching profession specialization program instead of pedagogic formation, which is the other goal of the HEC theme, are present in VD. The document contains "Certificate-based Pedagogical Formation application will be removed and replaced by an easily accessible graduate level Teaching Profession Specialization Program will be opened across the country" statement (1st goal, 5th step). The TSD does not include statements for this purpose.

The goal of taking teaching practice to the centre in teacher training programs is available in VD. The document gives the following statement about this goal: "Within the framework of cooperation and coordination with HEC, teacher training programs, teaching practice will be taken to the centre and restructured in particular in school/faculty of education that carry the criteria to be determined throughout Turkey" (1st goal, 8th step). TSD does not include statements about these goals.

The aim of giving priority to universities that carry out application-oriented programs in teacher appointment is stated in VD. In the document, "MoNE, after the necessary infrastructure has been prepared, will evaluate the implementation of pre-service teacher training programs of school/faculty of education in line with the need in schools, among the main conditions for assignment" statement (1st goal, 12th step) is contained. There is no explanation for this goal in TSD.

Explanations related to restructuring of classroom and preschool education programs are included in VD: "Priority will be given to the restructuring of pre-service teacher training programs in pre-school and primary education departments in education faculties" (1st goal, 12th step). There is no statement in the TSD regarding this goal.

Table 6. Objectives for teacher placement system

Theme	Code	VD	TSD
	Directing good students to education faculties	+	-
	Opening of graduate teaching profession specialization program instead of formation	+	-
HEC	Taking the teaching practice to the centre in teacher training programs	+	-
	Giving priority to universities that carry out application-oriented programs in teacher ancestry	+	-
	Restructuring of classroom and preschool education programs	+	-

When Table 6 is examined, it is seen that the codes are united in the theme of HEC. In this theme, the placement of good students in school/faculty of education, the opening of the teaching profession specialization program and the centralization of teacher practice in teacher training are common in both documents. Teacher assignment and replacement of classroom-preschool programs are included in VD, but are not included in the TSD.

Digitisation of Education and Findings for Industry 4.0

When Table 7 is examined, it is seen that there are no targets for digitization of education and Industry 4.0 in VD and TSD.

Table 7. Digitisation of education and findings for Industry 4.0

Theme	Code	VD	TSD
Technology	Digitisation of education	-	-
	Industry 4.0	-	-

Conclusion and Discussion

In this study, the human resources and management sub-theme of the education theme of Vision and TSD was examined and the following research questions were answered:

- 1-) Are there targets for teachers, administrators and national education directorate in the documents? What topics do these goals include?
- 2-) What has been planned to increase the motivation of human resources in documents? Are the duties of the institutions in line with this purpose specified?
- 3-) Is lifelong learning planned in the documents?
- 4-) What kind of planning is made for the educators who will provide professional development in the documents?
- 5-) Have any plans been made to increase the education level of teachers in the documents? What studies will be done to increase the level of education?
- 6-) Are targets for the teacher training system specified in the documents? What will the teacher training system be like?
- 7-) Are there any targets for digitalization of education in the documents? How will education be digitalized?
- 8-) Are the studies for Industry 4.0 included in the documents?

The 21st century education proposal of 2023 Education Vision is a bi-directional reading in the form of a training and education model. Just acquiring skills is not enough to cope with life's challenges. What is necessary is a process of maturation, development, progress and change that encompasses and encompasses all the universal, local, material, spiritual, professional, moral and national values belonging to man. The prevailing perspective in the mainstream systems that are reputed in today's world is prone to evaluating education with their functional output. According to Doğan (2017), as a result of this perspective, the responsibility area of education is limited to meeting current requirements (preparing for the profession, raising a good citizen); man is defined as a biologically thinking creature with a superficial and reductive approach, rather than a holistic and consistent ontological perspective. The VD is a dynamic structure opens to change and development, with goals in many areas. In this document it is divided into themes in almost every area. These themes are consisted of education;

information processing; machine manufacturing and materials; chemistry; defence, aerospace and space; textiles; tourism; environment; energy; natural resources; agriculture and food; transportation and infrastructure; and health. The theme of education is consisted of school development; measurement and evaluation; human resources management; development and financing of the school; special skills; guidance and counselling; supervision of institutions; foreign language; early childhood; primary education; secondary education; science and social studies high schools; Imam Hatip middle and high schools; lifelong learning; special education; and vocational and technical education.

In the VD, goals for teacher administrators and national education directorates are the majority, while in-service theme goal is less emphasized in the TSD, the targets for the in-service theme are few. The reason is that while the Vision document has set goals to develop current teachers, the TSD has been developed on teacher training. Having content to improve existing teachers in the TSD can provide the targeted success in a shorter time. Ayhan and Tan (2016) stated that while institutional infrastructure should be established to improve quality in education, strategic management of students and instructors should be ensured at the same time. According to Seymen (2017), in order to realize the future goals of human resources management in education; R & D, conducting research activities related to education and teaching and ensuring that students and teachers benefit from the exchange and programs will contribute to the increase in quality of education. In the light of this information, human resources and management are important for the education to adapt to the developing technology.

The documents show that there are also goals that increase the motivation of teachers although the Vision 2023 document mentions it more frequently. Teacher and school administrators will be appointed, working conditions, promotion in office, personal rights and other issues taking into account the work of teaching profession law will be carried out. Within the framework of cooperation with HEC, teacher training programs, teaching practice will be taken to the centre and restructured specially in education faculties that carry the criteria to be determined throughout Turkey. Plans have been made to increase the professional development and education levels of teachers. Not mentioning improvement of wages in the TSD may negatively affect teachers. In this context, countries such as Germany, which are similar to our education system, may contribute to the development of our graduate teachers (Sözen & Çabuk, 2014).

When the findings about lifelong learning are examined, it is seen that TSD places more frequently on goals. The TSD's perception of the individual's development as a dynamic structure may be the reason for this difference. One of the things that need to be done to improve quality in education is to increase and diversify courses within the scope of lifelong learning (Seymen, 2017). In addition, increasing awareness of lifelong learning activities in the community can increase the quality of education.

It is seen that both documents include planning regarding the educators who will provide professional development. But, it is observed that TSD has plans for educators who will provide professional development in teacher academies. Ensuring that educators are qualified can also play an important role in improving the qualifications of trained students. In his research, Seymen (2017) stated that the number of teachers is very high compared to the current age. A large number of teachers are seen to have graduated from the bachelor's degree. Teachers' lack of self-improvement may have caused the number of undergraduate graduates to increase.

Both documents contain information regarding planning and studies to increase the education level of teachers. Moreover, the VD and TSD have common objectives for increasing the level of education of teachers. Establishment of teacher academies, removal of the pedagogic formation program and introduction of the teaching profession specialization program are the objectives determined. Karadağ and Özdemir (2015) states the features to be taught to prospective teachers are as the following; having field and pedagogical knowledge; technology literate, mastering teaching methods and the process of testing and evaluation, being aware of students' developmental level. The teaching profession expertise program announced by the MoNE should provide the characteristics that teachers should have.

It is observed that the targets for teacher training are in VD and are not in TSD. This may be because the TSD is more geared towards assigned teachers. Orientation of good students to education faculties, centralization of teaching practice in teaching programs, restructuring of classroom and pre-school education programs are among the objectives of VD aimed at educating teachers. The ministry will realize these goals in cooperation with HEC. Although the document does not state how to be successful, in Austria, which educational system is similar to Turkey, direction of good students to the faculty of education are scheduled as follows: In order to transfer to the classroom teaching program of education faculties affiliated to the Austrian Federal Ministry of Education, Arts and Culture, it must graduate from high school with a high grade point average (SEE ECN, 2005 as cited in Sözen & Çabuk, 2014). These schools ensure the implementation of what has been learned and facilitate the transition

from prospective teacher to teacher. The fact that these schools are model schools belonging to the university also provides interaction between researchers, students and teachers (Sözen & Çabuk, 2014).

The documents do not include targets for the digitization of education and Industry 4.0. As the component of providing and managing the educational content of FATİH Project, which is expressed under the title of "Digital Content and Skill Supported Transformation in Learning Processes" in the 2023 Education vision (Kılıç Koçak, 2019) appears the concept of digitalization. The objectives of "An ecosystem will be established for the development of digital content and skills" and "content will be developed and teacher training will be made for the development of digital skills" (Kılıç Koçak, 2019) have been determined for this purpose. On the other hand, Industry 4.0 aims to bring together the industry with information technology and to obtain products using the next generation of software based on the internet. It is aimed to provide automatic transfer of information to machines in the production sectors and flow of output without spoiling. If the Industry 4.0 strategy is realized, production time, costs and the amount of energy needed for production will decrease, while production quantity and quality will increase (Seymen, 2017). Terzi et al. (2018) also emphasized this subject in their work. They compared Germany's 2025 targets with Turkey's 2023 targets and said Turkey had no targets for Industry 4.0. This situation poses the danger that students and teachers cannot adapt to developing technological innovations. In general, it can be stated that the Vision document aims to improve existing teachers, and the TSD focuses on the education of pre-service teachers.

When Vision 2023 document and Teacher Strategy Document are evaluated; it can be said that the Vision 2023 document is more comprehensive and includes studies on all parameters in education. Vision 2023 document includes planning for students, teachers and administrators, economic and technological resources, and schools of all levels and types. In addition, it is planned to implement the curriculum individually and to increase artistic work by establishing design-skill workshops in each school. However, the fact that the physical condition of every school is not sufficient to establish an atelier and it brings an economic burden to schools causes discussions. Teacher Strategy Document, on the other hand, focuses on teacher training and development. In the TSD, studies have been planned for the selection of people suitable for the teaching profession, their training, their start of the profession and their development in the profession.

Recommendations

In the realization of VD objectives, it is the important duty of the managers to create the necessary infrastructure; to do economic planning, and to explain these goals to the society. The directors of the ministry should be able to identify and correct deficiencies and errors in operation. When setting such targets, ideas should be taken from stakeholders such as teachers, administrators, academicians. Encouraging measures should be taken for teachers to work in unfavorable environment. FATİH Project can be studied on the feedback from teachers and parents, and studies can be done on the missing aspects.

Teachers should understand and internalize the 2023 goals in education. In this context, teachers may be asked to access and examine the Vision 2023 document and the Teacher Strategy Document from the website of the Ministry of National Education. Additionally, provincial-district national education directorates should inform teachers with conferences and seminars. Teachers should develop themselves in line with these goals. This will help them to set personal goals for their students that suit their age. Teachers should also pay attention to the ministry's professional and personal development courses. Universities and HEC should update teacher training programs in line with these goals, taking into account technological-economic developments, environmental and regional needs and the educational level of the society. It can be ensured that the teaching programs are application-oriented. As well as directing good students to the faculty of education, a selection can be made among students who already have undergraduate education in order to center the teaching practice in the program. For example, in Germany, after at least three years of theoretical training, teacher candidates in mathematics etc. branches who have passed the state examination are subjected to one or two years of practical training. Candidates are only given the right to become a teacher on condition that they pass the second state exam they enter after graduating from the faculty (Sözen & Çabuk, 2014).

Encouraging activities can be made for teachers to work in village schools and eastern provinces. Rights such as service points, salary difference, and assignment priority can be given. The theme of Professional Development in the Teacher Strategy Document and the Human Resources module in Vision 2023 document also emphasize the professional development of teachers. In FATİH project, teachers' difficulties in using smart boards and tablet computers negatively affect their professional development and cause them to be insufficient in the use of information and communication technologies. In this context, professional seminars and in-service training can be given to teachers.

Future researchers can compare other themes of the VD with the curriculum in theoretical framework. Studies in this area may contribute to updating the content of the targets. This initiative will also allow for the formation of different views on the reliability and consistency of goals.



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Araştırma Makalesi / Research Article

“Vizyon 2023” ve “Öğretmen Strateji” Belgelerinin Öğretmene Yönelik Hedefler Bakımından Karşılaştırılması

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Özet –Bu çalışmada, Milli Eğitim Bakanlığı'nın yayımladığı Vizyon 2023 belgesi ve Öğretmen Strateji Belgesi öğretmenlere yönelik hedefler doğrultusunda karşılaştırmalı olarak incelenmiştir. Çalışmada, betimsel tarama modeli kullanılarak belgeler analiz edilmiştir. Veri toplama aracı olarak doküman incelemesi kullanılmıştır. Belgeler incelenerek kodlar belirlenmiştir. Belirlenen kodlara göre temalar oluşturulmuştur. Araştırma sonunda, Vizyon 2023 belgesi ve Öğretmen Strateji Belgesinin öğretmenlere yönelik hedefleri açısından benzerlikler ve farklılıklar olduğu tespit edilmiştir. Vizyon 2023 belgesi ve Öğretmen Strateji Belgesi; öğretmenlerin kariyerlerini geliştirme, öğretmen ücretlerinin iyileştirilmesi ve elverişsiz ortamlarda teşvik gibi konularda benzerlikler içermekteyken, öğretmen ataması ve öğretmen yetiştirilmesi gibi konularda ise farklılıklara sahiptir.

Anahtar kelimeler: Vizyon 2023 belgesi, Öğretmen Strateji Belgesi, öğretmene yönelik hedefler, öğretmen eğitimi, öğretmen atama, Milli Eğitim Bakanlığı, Türkiye.

Sorumlu yazar: Ela Ayşe KÖKSAL, Niğde Ömer Halisdemir Üniversitesi, Eğitim Fakültesi, Matematik ve Fen Bilimleri Eğitimi Bölümü, Fen Bilgisi Eğitimi ABD, Merkez Yerleşke, Niğde. Bu makale, ilk yazarın ikinci yazar danışmanlığında yaptığı yüksek lisans seminer çalışmasından geliştirilmiştir.

Giriş

Eğitim sisteminin gelişmesi ilgili aktörlerin gelişmesiyle mümkündür. Bu aktörlerin en önemlileri öğretmen ve idarecilerdir. Ülkemiz, başta eğitim olmak üzere birçok alanda gelişim ve değişimi hedeflemiştir. Milli Eğitim Bakanlığı eğitimin dijitalleşmesine yönelik FATİH projesini hayata geçirmiş ancak hedeflere ulaşmada yeterli düzeye gelinmemiştir. Altın ve Kalelioğlu (2015) yaptıkları çalışmada FATİH projesinde tablet PC kullanımının eğitime destek vermediğini ve EBA'nın yeterli olmadığını ifade etmişlerdir. Gök ve Yıldırım (2016), FATİH Projesine yönelik öğretmenlerin hizmet içi eğitimlerinin uygulamalı ve uzun sürmesi gerektiğini belirtmişlerdir. Öğretmenlerin kendini geliştirmek; idarecilerin öğretmen gelişimini sağlayan olumlu bir tutum geliştirmek ve olumlu bir kurum kültürü oluşturmak rollerini üstlenmeleri gerekmektedir. Bu nedenlerden dolayı Milli Eğitim Bakanlığı, 26 Temmuz 2017'de Öğretmen Strateji Belgesini (ÖSB); 23 Ekim 2018 tarihinde de Vizyon 2023 Belgesini yayımlamıştır (MEB Vizyon 2023 Belgesi, 2018, 23 Ekim). Bu belgelerin insan kaynaklarına yönelik hedeflerinin birbiriyle uyumlu olması tutarlılık açısından önemlidir.

Vizyon 2023 Belgesi

MEB, Vizyon 2023 Belgesinde eğitim unsurlarına yönelik hedefleri modül şeklinde belirtilmiştir. Bumodüllerden bazıları (2023 Eğitim Vizyonu): Temel Eğitim, Ortaöğretim, Erken Çocukluk, Özel Yetenek, Ölçme Değerlendirme, Hayat Boyu Öğrenme, Fen ve Sosyal Bilimler Liseleri, İmam-Hatip Ortaokulları ve Liseleri, Yabancı Dil Eğitimi, İnsan Kaynaklarının Geliştirilmesi ve Yönetimi, Okulların Finansmanı şeklinde sıralanabilir. Eğitim alanındaki hedefler alt başlıklar halinde gruplandırılarak modül şeklinde açıklanmıştır. İnsan Kaynaklarının Geliştirilmesi ve Yönetimi modülünde belirlenen iki temel hedef özellikle öğretmenlerin mesleki gelişimlerine katkı yapmayı amaçlamaktadır.

Vizyon 2023 Belgesinde Eğitim Üzerinde Durulmasının Nedeni

Eğitim teması; bireyin yaratıcılık ve hayal gücünü geliştiren, öğrenme ve insan odaklı bir eğitim sistemine sahip olmak hedefini taşımaktadır (Doğan, 2017). Bu nedenle Vizyon 2023 belgesinin eğitim teması içinde bir alt tema olan “insan kaynakları ve yönetimi” incelenmiştir.

Öğretmen Strateji Belgesi

Öğretmen Strateji Belgesi (ÖSB); eğitimde yapılan reformların başarılı olabilmesi için öğretmen yetiştirme sisteminin, öğretmen niteliğinin, öğretmenlerin çalışma şartlarının ele alındığı belgedir. ÖSB'de; Sürekli Mesleki Gelişim, Öğretmenlik Mesleğinin Statüsü, Kariyer Geliştirme ve Ödüllendirme, Adaylık ve Uyum Eğitimi, Öğretmenlik Mesleğine Adayların

Seçimi ve İmtihanı ve Öğretmenliğe Yönelik Hizmet Öncesi Eğitim temaları yer almaktadır. Bu temalara yönelik amaçlar “Öğretmenlerin kişisel ve mesleki gelişimlerini sürekli kılmak, öğretmenlik mesleğine yönelik algıyı iyileştirmek, yüksek nitelikli ve mesleğe uygun kişilerin istihdamını sağlamak” olarak sıralanmıştır.

İlgili Araştırmalar

Türkiye'nin Vizyon 2023 hedefleri ile ilgili çeşitli çalışmalar yapılmış olsa da bunlar çok sayıda değildir. Örneğin; Ergün, Yılmaz ve Seferoğlu (2011), FATİH projesi ile Vizyon 2023 belgesi arasında ortak noktalar olduğunu belirlemiştir. Uluslararası bilimi takip eden bilim insanları ve bilim toplumu oluşturma, teknoloji okuryazarı birey yetiştirme, üniversite-sanayi iş birliği, özgün içerik oluşturma ve bu içeriği yayma, araştırma-geliştirme çalışmalarını artırma ve destek verme bazı ortak noktalardır.

Özmuş (2017), Türkiye'nin eğitimde 2023 hedeflerini uluslararası göstergelere göre incelemiştir. Türkiye'nin 2009 yılı PISA araştırmasında bir önceki döneme göre dikkat çekici bir artış sağladığını ortaya koymuştur. Doğan (2017), 2006 sonrasında kurulan üniversite rektörleriyle çalışma yapmıştır. Araştırmacı, rektörlerin 2023 hedefleri doğrultusunda dünya üniversitesi olmak, yenilikçi ve girişimci üniversite olmak, üniversitenin kurumsal kimliğini oluşturmak, vizyoner olmak ve çalışanları motive etmek olarak beş tema üzerinde durduğunu belirlemiştir.

Terzi, Tatar ve Tınmaz (2018), Vizyon 2023 projesini Endüstri 4.0 göstergeleri açısından incelediğinde projenin yapay zekâ/sensör/robot teknolojileri, internet güvenliği, bulut vb. teknolojilerde yetkinlik kazanmayı hedeflediğini ancak birçok hedefin bu göstergelerle uyumlu olmadığını görmüşlerdir.

Vizyon 2023'ün ve bir ürün olarak FATİH projesinin başarısı hedeflere yönelik düzenlemelere bağlıdır. Ülkemizin PISA 2009 araştırmasındaki başarısı, zorunlu eğitim açısından 2023 hedeflerine ulaşıldığının uluslararası bir göstergesidir. Yükseköğretim kurumları açısından 2023 hedefleri ise küresel, yenilikçi, girişimci, vizyoner olma, kurumsal kimliği oluşturma ve çalışanları motive etmedir. Vizyon 2023 hedefleri Endüstri 4.0 göstergeleri ile uyumlu olmayıp yeni politikalara ihtiyaç duyulmaktadır.

Yöntem

Bu çalışmada Vizyon 2023 belgesi ve Öğretmen Strateji Belgesinin öğretmenlere yönelik hedef içerip içermediği araştırılmıştır. Araştırmanın problemi şu şekilde belirlenmiştir: “Vizyon2023 Belgesi” ve “Öğretmen Strateji Belgesi” dokümanlarında öğretmenlere yönelik hedefler bulunmakta mıdır? Alt problemler ise şu şekildedir:

- 1) Vizyon 2023 Belgesi ve Öğretmen Strateji Belgesi öğretmenlere, idarecilere ve Milli Eğitim Müdürlüğüne yönelik hedeflere sahip midir? Bu hedefler hangi konuları içermektedir?
- 2) Belgelerde insan kaynaklarının motivasyonunu artırmak için neler planlanmıştır? Bu amaç doğrultusunda kurumlara düşen görevler belirtilmiş midir?
- 3) Belgelerde hayat boyu öğrenme planlanmış mıdır?
- 4) Belgelerde mesleki gelişimi sağlayacak eğitimcilerle ilgili nasıl bir planlama yapılmaktadır?
- 5) Belgelerde öğretmenlerin eğitim düzeyini artırmaya yönelik planlamalar yapılmış mıdır? Eğitim düzeyini artırmak için hangi çalışmalar yapılacaktır?
- 6) Belgelerde öğretmen yetiştirme sistemine yönelik hedefler belirlenmiş midir? Öğretmen yetiştirme sistemi nasıl olacaktır?
- 7) Belgelerde eğitimin dijitalleşmesine yönelik hedefler var mıdır? Eğitimin dijitalleşmesi nasıl sağlanacaktır?
- 8) Endüstri 4.0' a yönelik çalışmalara belgelerde yer verilmiş midir?

Araştırma Modeli

MEB'in Vizyon 2023 hedefleri doğrultusunda, öğretmenlere yönelik tasarruflarını inceleyen bu çalışmada Betimsel Tarama Modeli kullanılmıştır (Karasar, 2012).

Çalışma Grubu

Örneklem olarak kolay ulaşılabilen Vizyon 2023 belgesi (MEB, 2018) ile “Öğretmen Strateji Belgesi” (MEB, 2017) veri kaynağı olarak kullanılmıştır.

Veri Toplama Araçları

Çalışmada, veriler doküman incelemesi ile toplanmıştır. Döküman incelemesi, katılımcı tepkiselliğinin olmaması, uzun süreli analiz yapılabilmesi ve düşük maliyet faydaları sağladığından tercih edilmiştir (Yıldırım ve Şimşek, 2016).

Verilerin Analizi

Çalışmada veriler betimsel analiz yöntemine göre analiz edilmiştir. Veriler, betimsel analiz (Yıldırım ve Şimşek, 2016, s. 239-241) ile araştırmacılar tarafından ayrı ayrı kodlanmıştır. Daha sonra, araştırmacılar bir araya gelip, kodları görüşerek ortak kod oluşturmuşlardır. Alıntılar tekrar tekrar okunup kodlama süreci gözden geçirilmiştir. Birinci sorudaki tema, kodlarıyla birlikte beşinci sorunun yanıtı olarak değerlendirilmiştir. Bu tema, YÖK olarak değiştirilmiştir.

Bu çalışmada Vizyon 2023 belgesinin ve Öğretmen Strateji Belgesi’nin eğitim temasının insan kaynakları ve yönetimi alt teması incelenmiş ve (1) öğretmen, idareci ve Milli Eğitim Müdürlüğüne yönelik hedefler; (2) insan kaynaklarında motivasyonu artırmak için planlananlar; (3) hayat boyu öğrenme; (4) mesleki gelişimi sağlayacak eğitimcilerle ilgili planlamalar; (5) öğretmenlerin eğitim düzeyini artırmaya yönelik planlamalar; (6) öğretmen yetiştirme sistemine yönelik hedefler; (7) eğitimin dijitalleşmesine yönelik hedefler ve (8) Endüstri 4.0’a yönelik çalışmalar alt sorularına cevap aranmıştır.

Bulgular

Vizyon belgesi ve Öğretmen Strateji Belgesi karşılaştırmalı olarak incelenmiştir. Belgelerde bulunan temalar ve alt temaların içerikleri doğrultusunda araştırma soruları oluşturulmuştur. Bu sorular başlıklar halinde cevaplandırılmıştır.

Vizyon 2023 Belgesinin ve Öğretmen Strateji Belgesinin Öğretmen, İdareci ve Milli Eğitim Müdürlüğü’ne Yönelik Hedefleri

Vizyon 2023 belgesinde öğretmen, idareci ve Milli Eğitim Müdürlüklerine yönelik hedefler 13, ÖSB’de ise beş kod ile belirlenmiştir. Belgelerde hizmet içi eğitim temasına ait “Öğretmen ve idarecilerin yatay ve dikey kariyer yapmalarının sağlanması” hedefi ortaktır. Vizyon belgesindeki hedef: Öğretmen ve idarecilere becerilerini geliştiren lisansüstü programlar tasarlanması ve hizmet içi kurslar yerine üniversite sertifika programları getirilmesidir. ÖSB’ye göre ise eğitim fakülteleri hizmet içi eğitim planlamaları yapacaktır. Lisansüstü programlara ve hizmet içi kurs yerine sertifikasyon programının getirilmesi konuları Vizyon’da geçmektedir.

Belgelerin İnsan Kaynaklarının Motivasyonunu Artırmaya Yönelik Planlamaları

İdareci temasına ait idareci atamada ölçütlere, idareciliğin kariyer hedefi olarak gösterilmesine; özlük teması ile ilgili sertifikaların kıdeme yansıtılmasına; öğretmen temasında sözleşmeli öğretmenlere ve öğretmenlik meslek kanununa; kurum temasına ait okul gelişim planına yönelik hedefleri Vizyon 2023 belgesinde yer almaktadır. Özlük temasına ilişkin ücretlerin iyileştirilmesi, elverişsiz ortamlarda öğretmen ve idarecilere teşvik yapılması hedefi iki belgede de bulunmaktadır.

Hayat Boyu Öğrenmeye Yönelik Bulgular

Hizmet içi temasına ait lisansüstü-yandal programlarının açıklanması hedefi Vizyon 2023 belgesinde mevcuttur. Ulusal ve uluslararası çalışmaları teşvik etmek ve öğretmen akademisi

temalarında ise araştırma yapma, danışmanlık yapma ve kurumlarla işbirliği hedefleri ÖSB’de yer almaktadır.

Mesleki Gelişimi Sağlayacak Eğitimciler ile İlgili Planlar

Akademi eğitimcisinin yeterliliği hedefinin ÖSB’de alan bilgisi, eğitim liderliği, öğretim yöntem teknikleri, uyum becerisi ve iletişim becerisi alanlarında yer aldığı görülmektedir. ÖSB’nin Öğretmen Akademileri Kurulacak başlığında mesleki gelişime vurgu yapılmıştır.

Öğretmenlerin Eğitim Düzeyini Artırmaya Yönelik Hedefler

Öğretmen akademisi hedefi ÖSB’de yer almaktadır. Eğitim düzeyi temasının mesleki gelişim hedefi ise her iki belgede bulunmaktadır.

Öğretmen Yetiştirme Sistemine Yönelik Hedefler

YÖK temasının iyi öğrencilerin eğitim fakültelerine yönlendirilmesi ile formasyon yerine lisansüstü öğretmenlik mesleği uzmanlık programı açılması; öğretmen yetiştirme programlarında öğretmenlik uygulamasının merkeze alınması ile öğretmen atamasında uygulama ağırlıklı program yürüten üniversitelere öncelik verilmesi; sınıf ve okul öncesi öğretmenliği programlarının yeniden yapılandırılması; öğretmen ataması ve sınıf-okul öncesi programlarının değiştirilmesi hedefleri Vizyon belgesinde mevcuttur. İyi öğrencilerin eğitim fakültelerine yerleştirilmesi, öğretmenlik mesleği uzmanlık programı açılması ve öğretmen yetiştirmede öğretmen uygulamasının merkeze alınması iki belgede de ortaktır.

Eğitimin Dijitalleşmesi ve Endüstri 4,0’a Yönelik Bulgular

Her iki belgede eğitimin dijitalleşmesi ve Endüstri 4,0’a yönelik hedef bulunmamaktadır.

Sonuç ve Tartışma

Bu çalışmada Vizyon 2023 belgesi ve ÖSB’nin eğitim temasının insan kaynakları ve yönetimi alt teması incelenmiş ve aşağıdaki sorular cevaplandırılmıştır:

- 1) Belgelerde öğretmenlere, idarecilere ve Milli Eğitim Müdürlüğüne yönelik hedefler var mıdır? Bu hedefler hangi konuları içermektedir?
- 2) Belgelerde insan kaynaklarının motivasyonunu artırmak için neler planlamıştır? Bu amaç doğrultusunda kurumlara düşen görevler belirtilmiş midir?
- 3) Belgelerde hayat boyu öğrenme planlanmış mıdır?
- 4) Belgelerde mesleki gelişimi sağlayacak eğitimcilerle ilgili nasıl bir planlama yapılmaktadır?
- 5) Belgelerde öğretmenlerin eğitim düzeyini artırmaya yönelik planlamalar yapılmış mıdır? Eğitim düzeyini artırmak için hangi çalışmalar yapılacaktır?

6) Belgelerde öğretmen yetiştirme sistemine yönelik hedefler belirlenmiş midir? Öğretmen yetiştirme sistemi nasıl olacaktır?

7) Belgelerde eğitimin dijitalleşmesine yönelik hedefler var mıdır? Eğitimin dijitalleşmesi nasıl sağlanacaktır?

8) Endüstri 4.0’ a yönelik çalışmalara belgelerde yer verilmiş midir?

Öğretmen, idareci ve Milli Eğitim Müdürlüğüne yönelik hedef ve içeriklerine ilişkin çalışmaların hem Vizyon 2023 belgesinde hem de Öğretmen Strateji Belgesinde yer aldığı görülmektedir. Vizyon 2023 belgesinde öğretmen, idareci ve milli eğitim müdürlüklerine yönelik hedefler çoğunlukta ÖSB’de hizmet içi teması hedefi az vurgulanmıştır. ÖSB, öğretmen yetiştirmeye; Vizyon 2023 belgesi hâlihazırdaki öğretmenleri geliştirmeye yönelik hedefleri belirlemiştir. ÖSB’de mevcut öğretmenleri geliştirmeye yönelik içeriklerin olması hedeflenen başarının daha kısa sürede elde edilmesini sağlayabilir.

İnsan kaynaklarının motivasyonunu artırmak için planlanan çalışmalar hem Vizyon 2023 belgesinde hem de ÖSB’de yer almaktadır. ÖSB’de ücretlerin iyileştirilmesinin bahsedilmemesi öğretmenleri olumsuz etkileyebilir.

Hayat boyu öğrenmenin planlanması çalışmaları ÖSB ve Vizyon 2023 belgesinde yer almaktadır. ÖSB’nin hayat boyu öğrenmeye daha sık yer verme nedeni bireyin gelişimini dinamik bir yapı olarak algılaması olabilir.

Mesleki gelişimi sağlayacak eğitimcilerle ilgili planlama bakımından iki belgede de çalışma yapıldığı görülmektedir. Fakat öğretmen akademisi eğitimcileriyle ilgili planların ÖSB’de yer aldığı görülmektedir.

Öğretmenlerin eğitim düzeyini artırmaya yönelik planlama ve çalışmalar bakımından her iki belgede de bilgi bulunmaktadır. Dahası, Vizyon 2023 belgesi ve ÖSB’de öğretmenlerin eğitim düzeyini artırmaya yönelik ortak hedefler bulunmaktadır.

Eğitimin dijitalleşmesi ve endüstri 4,0’a yönelik hedeflerin ise belgelerde bulunmadığı gözlemlenmiştir. Bu durum gelişen teknolojik yeniliklere öğrenci ve öğretmenlerin uyum sağlayamaması tehlikesini ortaya çıkarmaktadır. Vizyon 2023 belgesinin mevcut öğretmenleri geliştirmeyi hedeflediği, ÖSB’nin ise öğretmen adaylarının eğitime odaklandığı ifade edilebilir.

Vizyon 2023 belgesi ve Öğretmen Strateji Belgesi değerlendirildiğinde; Vizyon 2023 belgesinin daha kapsamlı olduğu, eğitimin içinde yer alan bütün parametrelere yönelik çalışmaları içerdiği söylenebilir. Vizyon 2023 belgesinde öğrenci, öğretmen ve idarecilere,

ekonomik ve teknolojik kaynaklara, her kademedeki ve türden okullara yönelik planlamaları içermektedir. Ayrıca, müfredatın kişiye özel uygulanması, her okula tasarım-beceri atölyeleri kurularak sanatsal çalışmaların artırılması planlanmaktadır. Ancak, her okulun fiziki şartının tasarım-beceri atölyesi kurmaya yeterli olmaması ve okullara ekonomik yük getirmesi, tartışmalara yol açmaktadır. Öğretmen Strateji Belgesi ise öğretmen yetiştirme ve geliştirme üzerinde durmuştur. ÖSB’de öğretmenlik mesleğine uygun kişilerin seçilmesine, bu kişilerin eğitilmesine, mesleğe başlamalarına ve meslekteki gelişimlerine yönelik çalışmalar planlanmıştır.

Öneriler

Vizyon 2023 belgesi hedeflerinin gerçekleştirilmesinde yöneticilere altyapı oluşturma, planlama, hedefleri topluma anlatma görevi düşmektedir. Öğretmenler, eğitimde Vizyon 2023 belgesi hedeflerini iyi anlamalı ve içselleştirmelidir. Bu kapsamda öğretmenlerden Milli Eğitim Bakanlığının internet sitesinden Vizyon 2023 belgesine ve Öğretmen Strateji Belgesine ulaşım incelemeleri istenebilir. Ayrıca, il-ilçe milli eğitim müdürlükleri konferans ve seminerlerle öğretmenleri bilgilendirmelidir. Üniversiteler ve YÖK, öğretmen yetiştirme programlarını bu hedeflerle uyumlu olarak teknolojik-ekonomik gelişmeler, çevresel ve bölgesel ihtiyaçlar ve toplumun eğitim seviyesi göz önünde bulundurarak güncellemelidir. Almanya’daki gibi iyi öğrencileri eğitim fakültesine yönlendirme yanında öğretmenlik uygulamasını merkeze almak için fakülte mezunları arasından da seçim (Sözen ve Çabuk, 2014) yapılabilir. Öğretmenlerin köy okullarında ve doğu illerinde çalışması için teşvik edici çalışmalar yapılabilir. Hizmet puanı, maaş farkı, atama önceliği gibi haklar verilebilir. Öğretmen Strateji Belgesinde yer alan Mesleki Gelişim teması ve Vizyon 2023 belgesinde yer alan İnsan Kaynakları modülü öğretmenlerin mesleki gelişimlerine de vurgu yapmaktadır. FATİH projesinde öğretmenlerin akıllı tahta ve tablet bilgisayar kullanmalarında sıkıntı yaşamaları mesleki gelişimlerini olumsuz etkileyerek bilgi-iletişim teknolojileri kullanımını alanında yetersiz kalmalarına neden olmaktadır. Bu kapsamda öğretmenlere mesleki seminer ve hizmet içi eğitimler verilebilir.

Gelecek araştırmacılar, teorik çerçevede Vizyon belgesinin diğer temalarını kuramsal çerçeveye karşılaştırabilir. Bu alandaki çalışmalar hedeflerin içeriğinin güncellenmesine katkı sağlayabilir. Bu girişim aynı zamanda, hedeflerin güvenilirliği ve tutarlılığı konusunda farklı görüşlerin oluşmasına izin verecektir.

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