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SELECTION AND TRAINING OF SCHOOL PRINCIPALS IN THE WORLD AND TURKEY AND THE DEVELOPMENT OF POLICIES RELATED TO THIS

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Abstract

The purpose of this study was to examine the selection and training of school principals in the world and Turkey, as well as to determine the policy that could be developed. For this purpose, the document analysis method was used, which is one of the qualitative research methods. Following the purpose of the study, a field survey was conducted, as a result of which it was found that there are some differences in the context of the selection and training of school principals in the world and Turkey. Based on the field study, an analysis was made in the context of important developments and practices in the world, and a policy was proposed that could be developed for Turkey. It was concluded that the pre-service and in-service training program and its content, managerial and leadership training are important and should be improved in the selection and training of school principals and that an emphasis on instructional leadership can improve the quality of education. In the context of selecting a school principal, it was concluded that a candidate's master's education degree, prior management education, or in-service management or leadership training was required. Updating programs in the context of professional development, redefining the roles and competencies of school principals in the context of educational policy, highlighting and developing principal leadership in the context of school development and ensure school autonomy are required.

Keywords: Turkey, School Principal, Pre-Service Training, Policy.

Dünyada ve Türkiye’de Okul Yöneticilerinin Seçimi ile Eğitimi ve Buna Bağlı Geliştirilebilir Politikalar

Öz

Bu çalışmada dünyada ve Türkiye’de okul yöneticilerinin seçimi ile eğitimi ve buna bağlı geliştirilebilir politikaların belirlenmesi amaçlanmıştır. Bu amaçla çalışmada nitel araştırma yöntemlerinden doküman analizi kullanılmıştır. Araştırmanın amacı doğrultusunda alan taraması yapılmıştır. Buna göre, dünyada ve Türkiye’de okul yöneticilerinin seçimi ile eğitimi bağlamında bazı farklılıkların olduğu görülmüştür. Bu doğrultuda dünyadaki önemli gelişme ve uygulamalar bağlamında analiz yapılmıştır ve Türkiye için geliştirilebilir politikalar önerilmiştir. Bu bağlamda, okul yöneticilerinin seçimi ile eğitiminde hizmet öncesi ve hizmet içi eğitim programı ve içeriğinin, yöneticilik ve liderlik eğitiminin önemli olduğu ve geliştirilmesi gerektiği, öğretimsel liderliği öne çıkarmanın eğitim niteliği bakımından faydalı sonuçlar getirebileceği sonucuna varılmıştır. Okul yöneticisinin seçilmesi ile ilgili, adayların lisansüstü mezunu olması, okul yöneticiliğine başlamadan önce yöneticilik eğitimi almış olması veya hizmet içi yöneticilik, liderlik eğitimi almasının gerekli olduğu belirlenmiştir. Mesleki gelişim bağlamında programların güncellenmesi, eğitim politikası bağlamında okul yöneticisi rolleri ve yeterliklerinin yeniden tanımlanması, okulun geliştirilmesi bakımından yönetici liderliğinin ön plana çıkarılması ve geliştirilmesi, okul özerkliğinin sağlanmasının gerekli olduğu belirlenmiştir.

Anahtar Kelimeler: Türkiye, Okul Müdürü, Hizmet Öncesi Eğitim, Politika.

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Introduction

Effective school management enhances the quality of education and plays a key role in school improvement. The level of satisfaction with the educational needs of the individual and society is associated with the effectiveness of the school principal (Baştepe, 2004). School capacity or performance requires a dynamic school principal (creating synergy within the school, supporting staff, and encouraging professional development) who focus on school development and manage challenges (Robinson, Hohepa & Lloyd, 2009). The training and education of principals are important in terms of organizational efficiency and effectiveness, as well as the personality and safety of the principals' work. The fact that school principals are professionally trained and acquire the necessary management knowledge and skills will increase organizational efficiency and effectiveness (Sezgin, 2007). The school principal has been discussed in many studies as an important factor influencing teacher performance and student achievement in education (Altun & Çakan, 2008; Bartoletti & Connelly, 2013). The school principal should contribute to the development of teachers in areas such as mentoring, coaching, guiding teaching methodologies, motivating teachers in terms of delivering good teaching, and such functions are key factors in building an effective school (Arslantaş & Özkan, 2014). For this reason, education systems must inevitably place the right candidate in the right job (Nusche, 2009). In this context, school principal candidates must demonstrate the necessary skills to be effective school principals or leaders (Christie, Thompson & Whitely, 2009). In this regard, in selecting school principals, one should look for the most effective ways to assess the knowledge and skills of principals and candidates for school principals (European Commission, 2010).

The responsibilities of school principals, who mainly operate in developed countries, cover many areas such as managing and motivating employees in such a way as to achieve the goals of the school, develop educational policies, lead, improve education, evaluate academic performance, report research, provide research to facilitate learning, conduct research to increase success, provide teacher training and professional development, and maintain healthy relationships with the school environment and parents (Balyer & Gündüz, 2011). The school principal should provide professional development and learning, promote student development and success, ensure school planning and development, create or develop a school culture, demonstrate leadership in learning, and support stakeholders (Bartoletti & Connelly, 2013). In the same manner the principal must have such qualities as influencing staff and people, strategic thinking, demonstrating a holistic perspective, ability to improve student learning and learning outcomes, development of a learning environment and culture of learning, effective management of school resources, knowledge of the education system, strong communication skills, openness, and problem-solving skills (European Commission, 2010). Along with this, besides the traditional roles of school principals, leadership behavior becomes important (Baştepe, 2004). Successful school leaders have a vision, understand and develop people, rebuild the organization, and manage the educational program (Leithwood, Harris & Hopkins, 2008). High-performing school principals have the characteristics of transformational leadership, share leadership, apply strategic thinking and planning to achieve school goals, see themselves as coaches and developers in building the potential of others, create a school climate based on trust, have a vision, and communicate with parents and the school environment (Barber, Whelan & Clark, 2010; Cohen, 2015). The study conducted in Turkey, showed that distributed leadership style of school principals has positive indirect effects on teacher professional learning (Bektaş, Kılınç & Gümüş, 2020).

The academic achievement of the student related to the leadership behavior of the school principal and the guidance of the teacher (Leithwood & Seashore-Louis, 2011). The main feature of an effective school is the strong instructional leadership of the school principal (Şişman, 1996). The school climate and student achievement depend on the teaching and learning behavior of the school

principals (Altun & Çakan, 2008). In this regard, it ensures the achievement of the educational goals set by the government. In this context, in many developed countries, special attention is paid to school leadership. Reports prepared by the Organization for Economic Co-operation and Development [OECD] for strengthening school leadership highlight the criteria that school principals should have and the issues involved in strengthening school leadership (Mulford, 2003). It is important to train and select school principals in the right way, define in-service learning, and develop proposals and policies to address gaps and problems that need to be developed. Accordingly, this study aims to determine the selection and training of school principals, as well as development of appropriate policies and addresses following questions:

1. What's the selection and qualification requirements for school principals in the world and Turkey?
2. What's the training and development of school principals in the world and Turkey?
3. What kind of policies can be developed on school principal selection and training in Turkey?

Purpose and Method

In the research, the selection and training of school principals in the world and Turkey were examined as the main area of analysis and it was aimed to determine the policies that could be developed. For this purpose, document review or document analysis, one of the qualitative research methods, was adopted in the study. Document analysis is a qualitative research method used by analyzing the content of written documents in a detailed and systematic way (Wach & Ward, 2013). Document analysis is a systematic method that involves examining and evaluating printed and electronic documents. In this context, of this research, data were collected through content analysis by scanning the field literature, which can be classified as secondary (articles in journals, books) and institutional (reports) documents and official governmental websites for the subject and purpose of the research. Data analysis used document analysis or thematic analysis, including reading, detailed literature examination, and conclusion based on the data.

Selection and Qualification Requirements for School Principals in the World

According to the relevant literature, one or more of the 3 ways listed below are commonly used in the selection of school principals in the world.

1. No qualification is required.
2. Teaching experience and teacher status.
3. Leadership, managerial education.

In most countries, candidates for a school principal are required to have teaching experience and managerial training. In European or OECD countries, the practice of selecting school principals varies across different countries. In Belgium, the Czech Republic, Spain, France, Italy, Austria, Poland, Slovenia, Slovakia, and Liechtenstein, applicants for the post of principal must work as teachers and *receive special leadership training*. In Slovenia, a minimum of 5 years of mentoring or mentoring in high school is required. In Lithuania, "*leadership*" and "*management skills*" are also in demand. In countries such as Iceland and the United Kingdom (UK), 3 criteria are required: *teaching experience, administrative experience, and managerial training*. In Sweden, only those who acquired knowledge about education through training and experience may be appointed as school head. Teaching experience is not required. School heads do not necessarily have to be recruited from among (former) teachers, but could, in principle, have another professional background. The formal requirement (for those employed later than March 2010) is to pass a specific training course at

university level, for which the Swedish National Agency for Education (NAE) is responsible (Eurydice, 2012; 2013). The latest requirements in these countries have not changed.

In Spain, over 50% of principals stated that they received school management training program and about 45% have received an instructional leadership training program before starting their jobs as principals (OECD, 2019). In January 2019 the new pre-service preparation for school principals became compulsory in Spain. The goals for skills and content to be acquired and developed by the participants of these courses were set by the Government. The goals for skills were divided into generic and specific competences. The generic competences are; a) teamwork leadership skills b) engagement skills c) information management and decision-making skills d) communications skills e) conflict and coexistence management skills f) school organization, management, and coordination skills g) skills for strategic school leadership: planification, implementation, plans and projects assessments. h) control and supervision skills i) change management and innovation skills. The specific competences are; a) set of norms relevant to schools b) use of information and communication technologies c) administrative and economic management d) human resources management and e) institutional documentation management. f) time and spaces management g) participation of the educative community and image promotion h) institutional management i) assessment, improvement plans, and achievement of school quality. The minimum content required for the pre-service preparation training is divided into six compulsory modules; 1) regulatory framework applied to schools 2) organization and management of schools 3) school resources management 4) key factors for an effective school leadership 5) assessment and education quality 6) school leadership plan. These modules and sections are compulsory for all the school principals' pre-service preparation programs in Spain (Tortosa Álvarez, 2020).

In France, a managerial career begins with the training of a principal. After polling the views and opinions of the candidate himself, representatives of the leadership and organizations, the candidate for management is appointed by the state. In North Korea, the principal of the school is appointed by the President. As a rule, elections are held by open application. In Anglo-American and Scandinavian countries, more or less the same methods are used to select school principals. In large cities, elections were transferred to the jurisdiction of local education departments. However, elections can also be held by committees and government representatives (in Switzerland, elections are always held by an elected political committee representing the government). In the Canadian province of Ontario, the final decision on the selection of school principals is made by the Board of Education, in collaboration with the principal's representative, the deputy principal, and a group of senior principals. Elections are approved by the School Board of Trustees. Regional school principals play an important role in decision-making, but this process also includes the influence of the Ministry of Education and associations of administrators. The Ottawa Catholic School Board guides the appointment of principals. Depending on the quota, responsible committee member (school board of trustees, director of education, director-inspector) from a selection committee to select the most suitable candidate (Taipale, 2012).

In Finland, candidates for school principals must also have completed training in school leadership or management, or hold a certificate in education administration. In Denmark, administrator candidates must have at least 3-4 years of teaching experience. Leadership or management training is provided upon appointment by the principal. In the United States (US), Canada, and Austria, principal candidates are required to complete pre-service or leadership training (Taipale, 2012). In Canada, teachers must complete a *special qualification* or *master's degree program*, as well as a two-stage of Principal's Qualification Program for managers which include an internship (Taipale, 2012).

Selection and Training of School Principals in the World and Turkey and the Development of Policies Related to This

Mirgül ENTERİEVA

In the US state of Ontario, with ineffective education systems, all school principals and their deputies must complete the Principal Qualification Program (PQP) or Managerial Qualification Program to obtain a managerial qualification. The training includes a total of 125 hours and a practical part and is organized by faculties of education and associations of administrators. The program is built on the Ontario leadership system. In addition, school principals must have a bachelor's degree, 5 years of teaching experience, knowledge of primary, secondary, and high school education, and *a master's or specialist's degree* (Darling-Hammond & Rothman, 2011). In California, prime candidates must have prequalification of administrative services (stage 1) and either pass the leadership program or the *School Leaders Licensure Assessment (SLLA)*. After two years of experience in management and completion of a leadership program, a managerial candidate may apply for a *Professional Clear Administrative Services Credential* (stage 2) to enhance the experience (Taipale, 2012).

The process of selecting and appointing a new Principal or Associate Principal in New York takes approximately 6 weeks in total and is detailed in the Department of Education Chancellor's Regulation C-30. Before a person can be appointed, the principal of the school must be put on the list of candidates. The network leader recommends a potential manager candidate to the Inspector. The main candidate is then interviewed by people appointed by the *school committee*. The final decision is made by the chancellor of the Ministry of Education by the proposal submitted by the inspector. Thereafter, a three-year temporary license to operate is issued to the principal of the school, and a permanent license can be issued after consideration of the following process. In New York, the principal's tenure is not permanent; this is the result of the work of each school and the assessment of school principals in three areas every year; school reports (based on student feedback), quality surveys (school inspection), and research (opinions of teachers, parents, other people or staff). Potential principals must obtain a school principal's license and be on a list of potential principals. To be included in the list, candidates must successfully pass an applied exam and test (Taipale, 2012).

In Switzerland, school leaders must have *pedagogical knowledge* gained through education and experience. A Master's degree is not openly required. The Netherlands also does not have strict eligibility requirements. Managers of professional institutions usually have training and experience related to positions in the business world. They must have 3-5 years of professional experience in Denmark, Germany, France, and New Zealand. However, leadership education is held after the appointment. In Denmark, a person is usually not allowed to be the principal of a school where he or she works as a teacher.

School Principal Selection and Qualification Requirements in Turkey

Under the Regulation on the Appointment and Relocation of School principals in Turkey, which came into force in 1998, a regulation was drafted that requires school principals to pass an examination and undergo management training before they are appointed to the principal position. According to the decree, candidates who successfully passed the selection exam were required to complete a 120-hour management training program, but this provision was later repealed (Karip & Köksal, 1999).

The need for principals to be appointed was announced by governors throughout the province at least ten days before the date of application. Candidates for senior positions who have passed the examination were appointed based on their overall score and following their preferences, taking into account the scores they obtained in the Directorate's examination and the scores they received in the assessment performed in the forms specified in the Regulations (Balyer & Gunduz, 2011). Educational appointments under the regulation are made by governors (Ministry of National Education, [MoNE], 2009).

The selection exam for school principals in Turkey in 2009 used a test exam that includes topics such as knowledge of the Turkish language and grammar, the rules of official correspondence, public relations and communication skills, human relations in management, school management, school development, ethics in education and training, the Turkish administrative system and protocol rules, knowledge of the legislation that the position requires. Successful candidates' applications were evaluated according to an evaluation form that takes into account principles such as education, awards and punishments received, career and previous leadership positions in addition to examination scores (MoNE, 2009).

According to the 2019 year School Administrator Appointment Regulation of MoNE, in addition to the general conditions, one year of management requirement was required to be a school principal, and to be an assistant principal, it was required to work as a teacher for at least two years, and to successfully pass the written and oral exams. The content of written examination according to 2021 year regulation are; a) general culture and general abilities 35% b) Atatürk's principles and the history of the revolution 10% c) education of values 5% c) ethics in education and training 5% d) educational sciences 35% e) legislation 10%. In addition, in the oral exam, legislation and general culture, the ability to understand and generalize the subject, the ability to express and reason, the ability to represent, merit, the correspondence of attitude and behavior to the position, self-confidence, persuasion ability, persuasiveness, openness to scientific and technological developments subjects. In addition, seniority, education, awards, and penalties was taken into account (Official Gazette, 2019).

Conditions required for the appointment of school principals under the *Regulation on the Appointment and Relocation of Administrators* in Turkey in 2011 (MoNE, 2011);

- Degree of higher education,
- Candidacy for public service was not withdrawn,
- Worked as a teacher for at least three years,
- Opportunity to continue as a teacher at a designated educational institution,
- Have not been unseated from a managerial position within the past three years as a result of a judicial or administrative investigation,
- To be released from a compulsory labor obligation, exemption from this obligation or deferment of the performance of this obligation based on disability,
- Successfully pass the qualifying exam (at least 70 points out of 100 points)

Concerning the type of schools: for principals to be appointed in educational institutions of type (C), have worked as a principal in educational institutions for at least one year; those who will be appointed in type (B) have worked as a principal in educational institutions for at least two years, and for those who will be appointed in (A) type educational institutions, to be a principal in educational institutions not less than three years (Balyer & Gündüz, 2011).

According to studies conducted in the relevant years, the understanding or approach "teaching is the main in the profession" was adopted in the selection and appointment of principals, in this way, school principals have been selected from among the teachers and the training of school principals was not taken seriously in the country (Balyer & Gündüz, 2011). However, the subject, that the school principal candidates should have teaching experience in order to better manage the school by better understanding the teacher and student, and mastering the content and functioning of the subject or curriculum open to discussion. It is also claimed that no serious policy has been developed in terms of

training school principals (Çelik, 2002) and no credible framework or system for the training has been established to train school principals (Şişman & Turan, 2004).

However, the new regulation was approved in 2021. In the new regulation, the following items are explained as the general and special conditions to be appointed as school principals under the new *Regulation on Selecting and Assigning Principals to Educational Institutions affiliated to the Ministry of National Education* (Official Gazette, 2021):

General conditions required for candidates who will be appointed as a school principal;

- a) to be a graduate of higher education,
- b) working as a teacher in ministry staff,
- c) to have an Educational Administration Certificate,
- d) to be successful in the exams specified in this Regulation in terms of those who will be appointed to the school principal for the first time,
- e) to be qualified to be appointed as a teacher to one of the educational institutions of the same type with the educational institution to which he/she will be assigned, and to have a course/subject that he/she can teach in exchange for a monthly fee in one of the educational institutions of the same type with the educational institution to which he/she will be assigned,
- f) not being taken from the position of school principal as a result of a judicial or administrative investigation within the last four years as of the last day of the written exam application,
- g) to have completed, postponed or been exempted from the compulsory work obligation in accordance with the relevant legislation in terms of those who will be assigned to the school principals of educational institutions other than the places requiring compulsory work.

(2) if some field teachers or all teachers will be assigned to the directorships of educational institutions, which are appointed according to the results of the written exam/assessment/practice exam, it is not required to have been appointed as a teacher to these educational institutions by going through the same processes before.

Special conditions required for candidates who will be appointed as a school principal must meet at least one of the following conditions;

- a) to have served as a manager,
- b) to have served separately or in total for at least one year as the founding principal, assistant principal, assistant principal and teacher authorized by the principal,
- c) to have worked as a branch manager or higher titled staff of the Ministry,
- d) *In addition to candidates who will be appointed as directors,*
- e) to be within the scope of workshop, laboratory or vocational course teachers for candidates who will be appointed as principals to vocational and technical secondary education institutions,
- f) to be a teacher of Imam Hatip High School Vocational Courses for candidates who will be appointed as principals of Imam Hatip High Schools,
- g) candidates who will be appointed as directors of private education institutions; To have worked as a permanent staff in the science and art center for science and art centers, to be a

Guidance teacher for guidance and research centers, and to be a Special Education teacher for other private education institutions,

h) to be a Mathematics, Physics, Chemistry or Biology teacher for candidates who will be appointed as principals in science high schools,

i) to be a teacher of Turkish Language and Literature, History, Geography, Philosophy, Psychology or a foreign language for candidates who will be appointed as principals in social sciences high schools,

j) being a Visual Arts/Painting or Music teacher for candidates who will be appointed as principals of fine arts high schools,

k) to be a physical education teacher for candidates who will be appointed as the principal of sports high schools.

In case there are no candidates with the qualifications specified in the second paragraph, other field teachers may also be assigned.

Special conditions required for candidates who will be appointed as main assistant directors or assistant directors must meet at least one of the following conditions;

a) to have served as a principal, founding principal, main assistant principal, assistant principal or a teacher authorized by the principal.

b) to have served as a branch manager or higher titled staff of the Ministry.

c) to have worked as a teacher for at least two years, including candidacy.

Written exam topics and percentages are as follows;

a) General culture: 20%.

b) Atatürk's Principles and Revolution History: 10%.

c) Values education: 10%.

d) Ethics in education and training: 10%.

e) Educational sciences: 30%.

f) Legislation (Constitution of Türkiye)

Oral exam topics and percentages are as follows;

a) Written exam subjects (legislation and general culture): 20%,

b) The ability to understand and generalize the subject, the ability to express and reason: 20%,

c) The ability to represent, merit, suitability of attitudes and behaviors for the position: 20%,

d) Self-confidence, persuasion ability and persuasiveness: 20%,

e) Openness to scientific and technological developments: 20%,

It is evaluated by the oral exam commission according to the aspects and the percentages of the subjects. Principals who have completed a four-year term of position with the same title in the educational institution they are in may apply to the same or different educational institutions, and principals who have completed their eight-year term of position with the same title in the educational institution they are in may apply to be reassigned to different educational institutions. The scores of

the candidates applying for the assignment; It is determined by taking into account the scores formed according to the evaluation to be made on the Manager Evaluation Form (Official Gazette, 2021).

Training and Development of School Leaders in The World

In terms of pre-service training programs, the member states and districts of the European Union can be divided into the following three groups (Taipale, 2012):

- a. Countries in which education is carried out after the appointment of a principal. This procedure is practiced in Germany, France, and South Korea. In France, publicly funded voluntary preparatory courses are organized by the regional school administration.
- b. Countries where candidates are pre-qualified for the post of principal. This procedure is practiced in Australia (Victoria), Canada (Ontario), and also in the USA (New York, California). In Scotland, teachers must hold a *Scottish Qualification for Headship (SQH)*, Postgraduate Diploma in Educational Leadership and Management, or be involved in applied development projects. These projects are conducted to gain managerial competence. Development programs are developed by the senior officer through professional review and development discussions. These programs include evaluating learning outcomes or providing feedback to students. The relevant local authority (local education authority, e.g. sponsor) approves or rejects applicants after reviewing.

In the state of Victoria of Austria, school principals must complete the *Eleanor Davis Leadership School Leadership* or the *main internship program*. The goal of the *Eleanor Davis School Leadership* program is; a) to acquire the skills required by the directorate and the basic skills necessary to solve problems; b) to understand and know how to use education and leadership research, research data, and reading materials as critical tools for school improvement; c) know how to articulate a clear and compelling leadership vision for themselves and their school community; d) the position of manager is applied with confidence. The management internship program consists of theoretical and practical training. Selection criteria are; a) be a teacher with the potential to be a principal; b) trained other teachers; c) has demonstrated a commitment to professional development; d) know how to express the basic working principles and models of the field of education; e) be suitable for a managerial position after the internship period. In addition, candidates must; a) have a valid employment contract and work experience in the field of education for at least five years; b) be able to complete a six-month internship; c) have the support of their school and the school community; d) be ready to take the position of principal; e) be available to work for the next five years in public schools.

- c. Various preparatory courses organized for those who want to pursue a managerial career. These programs do not provide a managerial qualification, but they may affect employment opportunities. This procedure is valid in Denmark, Norway, Sweden, the Netherlands, and New Zealand.

In many countries, *management training* is provided before an appointment. In the Czech Republic, France, Austria, Slovakia, and Sweden, school leaders can complete this training after a certain period has elapsed after their appointment. The duration of management training is changed across the countries. It can be one week (Romania) or, as in Malta, it can be the equivalent of 60 ECTS postgraduate credits. General modules include *administration, team building, communication and leadership skills, school development, and school laws*. Some countries offer *practical training* along with theoretical content. In Spain, the training program includes a theoretical course and an internship. In Poland, these courses continue 210 hours and involve practical leadership. In the United Kingdom, potential managers are encouraged to lead during training that includes at least nine days in

another school with *extended examples or cases (case study)* and related *school assignments*. In Hungary, from September 2012, all new school heads have had to participate in training for headship (Eurydice, 2012; 2013).

There are three teacher training programs in Denmark; 1) *Lærer til leder* ("From the teacher to the leader"); 2) *Talent för Ledelse* ("Leadership Talent"), and 3) *Wil jeg lederweien?* ("Will I lead?"). The program *for the Teacher to the Leader* is intended for candidates for primary school teachers. The program covers major topics such as instructional leadership and the educational management system in general, school development and management, organizations and organizational culture, characteristics of leading teachers, quality improvement, team leadership, development discussions, personal leadership qualities, and links between school leadership and regional school policy. In the program *Leadership Talent*, each candidate meets with a professional coach three times to assess their leadership skills, in addition to consultation meetings. Purpose of the program *Will I lead* is to prepare a personal profile for each candidate and assess their suitability for leadership positions, introduce them to human resource management, conduct research on leadership issues in theory and practice, and create peer groups for candidates. The latest practices in these countries do not have changes (Taipale, 2012).

Most OECD countries highlight the importance of in-service training in the preparation and education of managers (Beatriz, Deborah & Hunter, 2008). In some countries, national leadership institutions have been established to train school principals on the job and provided them with the necessary financial support (Eurydice, 2012; 2013). The training programs for school principals in Germany are run by each region's pedagogical institute. For example, in the area of Bavyera, some school principals receive formal preparatory training with a two-week workshop after starting work (Aslan, 2009). The compulsory education program implemented in France is applied at the regional level and continues throughout the academic year. Topics of the relevant program; primary school program information and official program documents, school management information, school management, school's relationship with the environment, leadership to teaching staff, community relations, and society's impact on the school (Eurydice, 2010).

The Ontario Institute for Educational Research of Toronto University runs a core research-based curriculum. Accordingly, the Educational Leadership and Management Program is divided into the following areas: 1) building internal and external relationships, and developing people; 2) routing - direction; 3) ensuring accountability; 4) curriculum management; 5) developing an organization or school (Taipale, 2012). In the Ontario province of Canada, the *Principal's Qualification Program* (PQP) is applied. The program consists of 2 stages. It is intended for any teacher who wishes to become a school principal and serves as an introduction to school leadership and management. The second phase focuses on leadership and planning or program development. Candidates study more deeply the theoretical and practical aspects of directorship (Ontario Principals' Council, 2022). Both sections contain 125 lecture hours.

The Australian Professional Standard for Principals sets out what principals are expected to know, understand and do to achieve excellence in their work. It takes full account of the crucial contribution made by principals in;

- raising student achievement at all levels and all stages
- promoting equity and excellence
- creating and sustaining the conditions under which quality teaching and learning thrive
- influencing, developing and delivering community expectations and government policy

Selection and Training of School Principals in the World and Turkey and the Development of Policies Related to This
Mirgül ENTERİEVA

- contributing to the development of a 21st century education system at local, national and international levels

The Standard is based on 3 leadership requirements:

- vision and values
- knowledge and understanding
- personal qualities and social and interpersonal skills

These requirements are enacted through the following 5 key professional practices:

- leading teaching and learning
- developing self and others
- leading improvement, innovation and change
- leading the management of the school
- engaging and working with the community

Aspirants to principal positions may wish to undertake the Bastow Institute of Educational Leadership's Unlocking Potential which is the Department's principal preparation program for high potential leaders. The program gives participants the opportunity to broaden their understanding of professional practice areas aligned to the Standard. From 2017, participants will be awarded a Graduate Certificate of Principal Preparation (Victoria) on successful completion of the program. This formal qualification will be conferred by Monash University and will serve as a mark of excellence in school leadership (Victoria's Department of Education and Training, 2022).

School practice is included in the seminars in France. The school principals who have successfully passed the qualifying examination must attend to the school practice to overcome candidates' lack of management experience before they become school principals. The first stage of the seminar lasts 120 days. Within six months, candidates study at the academy for 4-6 weeks and train at schools for about 12 weeks. In addition, they complete an internship with the company for 4-6 weeks (in management methods, budget, communication skills, meeting, personnel management, etc.) and two weeks with local managers. The second phase of the workshop lasts 21 days and candidates attend one or two-day courses during a two-year trial period when they are appointed as assistant principals. For school principals who have completed a pre-service training program, in-service training events are organized at the regional and national levels. Participation in these events is optional. Among these activities, in addition to short-term training courses, there are practices such as visiting other schools and educational institutions, sharing experiences, and using the experience of others (Balyer & Gündüz, 2011).

In Norway, candidates who become school principals have professional teaching experience, the local authority determines all other requirements, including administrative experience and training for headship (Eurydice, 2013). The professional coaching program for managers was designed to develop the leadership abilities of leaders, management teams, and university groups. Its main goal was to help leaders better understand themselves. In other words, it should help participants recognize areas that need improvement and realize their leadership potential. Participants can choose from 3 learning options; 1) Individual managerial coaching; 2) Coaching of the individual manager and leadership of the school team; 3) Individual manager and coaching colleagues (maximum 6 participants/groups). Participants could choose which program they will attend and access the program

website. Reformed leadership education in Norway was based on a definition of competencies adapted from Quinn's "cognitive map" (1996). In this model, leadership roles and competencies are considered in the following eight sectors;

- Mentor: interaction, participation, and openness
- Facilitator: builds teams, uses common decision-making mechanisms, makes connections, and manages conflicts.
- Monitoring: monitoring and documenting individual, group, and organizational performance.
- Coordinator: organization of training and project management
- Administrator: vision, goal setting, implementation planning, allocation, and delegation of responsibilities
- Producer: promotion of efficiency and effectiveness; manage time, workloads, and resources
- Brokerage: increasing resources and influence, introducing new ideas and partners
- Innovator: champion of creativity and change, agent of change (Taipale, 2012).

The Norway launched a nationwide education programme in 2009 for newly appointed principals; the goal was to improve the principals' leadership skills and support national policies. The National School Leadership Programme was built around five curriculum themes identified by the Norwegian Minister of Education and Research: students' learning, management and administration, cooperation and organisation building, development and change and the leadership role (quoted from Caspersen et al. by Vennebo & Aas, 2020). In the National School Leadership Programme, case-based instruction and group coaching are used to influence practice and strengthen leadership skills (Vennebo & Aas, 2020).

Education systems are more effective in delivering high-quality learning if they prioritize the continuing professional development of school principals (CPD) as part of the system, or align it with system improvement as a whole. When organizing programs related to the continuing professional development of school principals, it may be necessary to solicit opinions and ideas from school stakeholders and external organizations. Such actions can improve the quality of the program. The prerequisites for action on the continuous professional development of an effective school leader are organized as a group activity in which the school leader interacts with his peers, taking into account the broader provisions of the CPD, closely related to the development needs of the school leader, based on self-critical practice and regulation, focused on the development of the school (European Commission, 2010).

In most European countries, continuing professional development is a professional assignment. In Malta, newly appointed principals are required to complete a 6-day and a 60 ECTS masters' programme or course organized by the Directorate of Education during their first year of service. Common modules include management, team building, communication and leadership skills, school development, school law and organization. After the central education authorities regularly invite them to train on education and new national initiatives. In addition, there are informal leadership training programs, and Executive Board meetings, where the best practices and other networking initiatives are shared (Eurydice, 2012; 2013). Some countries clearly define a practical component besides the more theoretical content. In Spain, the training programme consists of a theoretical course and an internship. In Poland, the specific qualification courses include 210 training hours, of which 26

hours correspond to management practice. The National School Leadership Training Programme in Sweden links theoretical knowledge to head teachers' practical leadership role. In the United Kingdom (England, Wales and Northern Ireland), the applicants for headship are encouraged by their line manager to get involved in leadership during their training, which itself involves extended case studies and related in-school assignments as well as a minimum of nine days' placement in another school (Eurydice, 2013).

Leadership training is provided to school principals in most countries. Appropriate leadership training is organized in the form of 1) *school management* or *school administrator training program*, 2) *teacher training program*, and 3) *instructional leadership training*. Training programs for school principals are organized according to the needs that arise today. In many countries, it is important to include *pedagogical guidance in the training of school principals*. It can be seen that instructional leadership is included in the training programs for school principals in many countries, although to a lesser extent. Given the importance of instructional leadership in terms of school performance, teacher performance, and best school outcomes, it is important to understand its inclusion in educational programs (OECD, 2013).

Training and Development of School Principals in Turkey

Prospective school leaders were required to have professional teaching experience as well as managerial experience in Turkey (Eurydice, 2013). Whereas in the Regulation on the Appointment of Heads of Educational Institutions of the Ministry of National Education, published in the Official Gazette (Resmi Gazete) of June 10, 2014, under the number 29026 in Turkey, it was stated that no special managerial training is required to work as a school principal (Official Gazette, 2014). In other words this regulation did not require any pre-service training of candidates, and there was no mandatory pre-service training program that candidates for school principal were required to complete. At the same time, article 4-(1) i) of the Regulation of the Ministry of National Education on the Appointment and Relocation of Teachers, published in the Official Gazette of April 17, 2015, under the number 29329, defined the management of the school as a task carried out under the second responsibility (Official Gazette, 2015).

In 2018, Turkey made a policy change. MoNE published the 2023 Education Vision, which included the following items about the education and development of school principals (MoNE, 2018);

- Horizontal and vertical career specialization areas will be structured for school principals.
- Graduate level vocational specialization programs will be opened for horizontal and vertical career steps.
- Graduate level professional development programs will be designed to improve the general and field-oriented skills of school principals.
- To continuously support the professional development of school principals face-to-face, formal and/or distance education cooperations with universities and NGOs will be implemented.
- Some in-service training activities for school principals will be separated from the participation certification practice and transformed into accredited certificate programs through universities.
- School management will be structured as a professional career field based on professional expertise at the graduate level.

Likewise, Turkey published a new regulation on the selection and training of school principals in 2021. The regulation introduced a new condition for candidates in the form of a *certificate in educational administration* (Official Gazette, 2021).

Pre-service education programs occupy a special place among the factors that reduce the competence of school management. High professional performance principals who have sufficient knowledge and skills in pre-service education and who have acquired competencies in the field of school management are gaining weight. The need to hold an educational administration certificate before the appointment required by the new Regulation in Turkey is pushing candidates to make an additional effort and get a knowledge in educational management. Currently this education is issued as a graduate course at the educational faculties of universities. Thus, this is the proper and correct decision that can replace pre-service training or postgraduate educational degree. According to the new regulation, Educational Management Certificate Program, will be prepared by the General Directorate of Teacher Training and Development in the field of educational management and applied within the scope of distance education and/or face-to-face education. Candidates who completed the Educational Administration Certificate Program received the Certificate which is valid for eight years from the year following the date of receipt (Official Gazette, 2021). Yet, as in some European countries, this certificate can be also issued outside the university and the MoNE, provided by academic experts in independent private institutions after training.

Though pre-service or in-service instructional leadership training of candidates which is needed and implemented in almost all OECD countries and teaches principals to improve the quality of instruction and teachers, improve the curriculum, and the academic achievement of the school is not specified or not emphasized and included in the regulations and the exam topics in Turkey.

According to the OECD (2007) report, in-service training for school principals was limited in Turkey. The advanced in-service training of school principals was carried out according to the training program. The program had seminars that continue throughout the year on 29 different content organized for school principals and their deputies. Among these workshops, those considered to be directly related to school management are the following (MoNE, 2010);

- Seminar on leadership and entrepreneurship
- Training seminar on leadership
- Seminar on strategic planning
- Seminar on management education
- Seminar on management school
- Well innovative teachers
- Seminar on efficiency management
- Seminar "new approaches in management"
- Seminar on system ensures quality
- Seminar on approach to quality
- Seminar on management staff
- Seminar on standards for primary education institutions
- Seminar on intercultural tolerance

- Seminar on the prevention of crime and violence in educational institutions
- Seminar on methods training projects
- Seminar on gender equality

In 2019, the "Professional Development Project of School Principals in the Context of Inclusive Education" was carried out in cooperation with the MoNE and UNICEF in Turkey. This program was aimed to create a common vision and mission in school principals, be willing to constantly improve and learn, and assume the leadership role in a successful inclusive school. In order to organize trainings for school principals working in 81 provinces, the responsibility of the trainer was given to 108 school principals who received the teaching courses on the established topics and participated in the trainings. In 2020, the responsibility of the trainer was given to 184 school principals at Istanbul Zübeyde Hanım In-Service Training Institute. It was carried out in line with the 30-hour standard training program consisting of topics as (MoNE, 2022a);

- School Development and Management
- Community Based School Management
- Instructional Leadership
- Human Value Management
- Financial Resource Management
- Inclusive Education

This project was rewarding and relevant, creating a shared vision and mission for school principals, inspiring a commitment to continuous improvement and learning, and to taking on a leadership role in the school in the form of instructional leadership and school development topics. However, to implement these features, school principals must be autonomous. An obstacle to this is the fact that schools in Turkey have a centralized structure and that schools operate in accordance with the instructions of the MoNE.

In 2022, a 120-hour workshop under the school principal development program (YÖGEP) was carried out for school principals across Turkey by General Directorate of Teacher Training and Development. This program was aimed to increase and develop school principals' vocational knowledge and skills in coordination and participation with university academic staff and field experts (MoNE, 2022b).

Conclusion, Discussion, and Recommendations

It can be seen, that in many developed countries, special attention is paid to principal leadership and school development. In Australia, principals are expected to contribute to raising student achievement at all levels and all stages, creating and sustaining the conditions under which quality teaching and learning thrive, contribute to the development of a 21st-century education system at local, national, and international levels. In Spain, besides, instructional leadership training program, achievement of school quality is required (OECD, 2019). To achieve goals, candidates must take effective pre-service and continuous leadership training. No policy, national or regional, can be effective in the desired direction if the principals are not properly trained and supported.

Reports prepared by the Organization for Economic Co-operation and Development [OECD] for strengthening school leadership highlight the criteria that school principals should have and the issues involved in strengthening school leadership (Mulford, 2003). In most European countries (Belgium, the

Czech Republic, Spain, France, Italy, Austria, Poland, Slovenia, Slovakia, and Liechtenstein) applicants for the post of principal must work as teachers and receive special leadership training. The same is in the United States (US), Canada, and Austria, in which the principal candidates are required to complete pre-service or leadership training (Taipale, 2012). In Finland, candidates for school principals must also have completed training in school leadership or management, or hold a certificate in educational administration. In Lithuania, "leadership" and "management skills" are also in demand. It has been highlighted that leadership development is associated with the selection and development of school principals as an integral part of the school (Barber, Whelan & Clark, 2010).

The failure of educational management and school success depend on successful planning and implementation. Strategies to improve the quality of education are often the result of ignorance of the role of school leadership and failure to implement policies (UNICEF, 2007). We should be aware that, the school leadership plays an important role in bringing about a radical change in education. Leadership training, and instructional leadership of principals, have critical importance in terms of school, teacher, and student success. As school leaders, school principals should be actively involved in policy development (Pont, Nusche & Moorman, 2008), in improving the curriculum, quality of the school, and teachers.

Regarding Turkey, in recent years, special attention has been paid to the training of school principals in Turkey. The new regulation on the selection and training of school principals, introduced a new condition in the form of a certificate in educational administration (Official Gazette, 2021). Though pre-service or in-service instructional leadership training of candidates which is needed and implemented in almost all OECD countries and teaches principals to improve the quality of instruction and teachers, to improve the curriculum, and the academic achievement of the school is not specified or not emphasized and included in the regulations and exam topics. Moreover, there is no special or comprehensive leadership training, policy, or regulation on leadership in Turkey. It's provided by the advanced in-service seminars or workshops, as one part of different content. In these seminars, one or two topics are included the leadership subject in the form seminar on leadership and entrepreneurship, and a training seminar on leadership (MoNE, 2010). It can be seen that instructional leadership is included in the training programs of school principals in many countries, although to a lesser extent. Given the importance of instructional leadership, and pedagogical guidance in the training of school principals in terms of school performance, teacher performance, and best school outcomes, it is important to understand its inclusion in educational or training programs (OECD, 2013). Leadership training of principals must be organized as comprehensive and continuous training programs.

The 'Professional Development Project of School Principals in the Context of Inclusive Education' provided by the MoNE and UNICEF (MoNE, 2022a), was rewarding and relevant, creating a shared vision and mission for school principals, inspiring a commitment to continuous improvement and learning, and to taking on a leadership role in the school in the form of instructional leadership and school development. The 'School Development and Management, 'Community Based School Management', and 'Instructional Leadership' topics are the main subjects to which it should be given attention. Yet, to implement these features, school principals must be autonomous in Turkey.

Improving the quality of the school is the main issue and necessary condition. For this, school management must be able to act freely or be autonomous. The ability of the school principal to demonstrate effective behavior in school management and to demonstrate leadership in teaching is related to the autonomy of the school management. According to a report by Eurydice (2007), on school authorization reforms, the decentralization of schools in European countries spread rapidly. School management that adopts an autonomous school structure and characteristics of instructional leadership claim to improve the quality of education. According to the PISA results, schools with higher efficiency

Selection and Training of School Principals in the World and Turkey and the Development of Policies Related to This

Mirgül ENTERİEVA

were found to have more autonomy in their work to improve systems. For example, the Netherlands, Korea, and other similar countries have school systems that have more responsibility for developing student discipline policies, setting student assessment policies, approving student enrollment, selecting textbooks used, and studying selected textbooks (OECD, 2015).

School principals associated with a central structure devote more time to bureaucratic tasks than to leadership responsibilities (Griffin, 1994). The central structure limits the school principals' influence and authority. Those who are given the freedom to think and initiate and the freedom to implement them, have the potential to create ideas and innovate. There are fundamental dilemmas such as over-centralization, lack of authority, and inadequacy of school management in Turkey (Political, Economic, and Social Research Foundation [SETA], 2019). The system of centralized government in Turkey is an effective factor in maintaining centralism in the management of education. This model creates an obstacle in transferring the data of modern educational management and management science to practice in the field of education management and does not allow for local control (Korkmaz, 2005). In this context, the issue of school autonomy can be considered. Schools should be restructured and must become more independent, responsible, and accountable institutions.

According to 2008 TALIS data in Turkey, school principals tend to follow guidance rather than instructional leadership (OECD, 2013). There are many studies on this topic in Turkey, stating that school principals are too dependent on a centralized structure and are only executors of the system (Karatepe, 2016), and rarely fulfill their leadership roles in teaching (Gümüş & Akçaoğlu, 2013). This can be considered a standard process or fact under the central management of the school. In a bureaucratic and hierarchical education system, school principals are generally interested in managerial roles but can't directly intervene in the school curriculum and teacher development. The fact, that schools in Turkey have a centralized structure and operate under the instructions of the central management, it's impossible for principals to implement the leadership behavior and to make a contribution to the school curriculum and teacher development or school development. In this sense, school principals can be given autonomy to promote their leadership potential, express their opinions, and make changes to the curriculum, class hours, course topics, course content, and teacher development jointly and mutually with school stakeholders. The school principal must have a chance to influence the educational process, be able to act freely in the definition and implementation of the educational program and instructional methods, and identify the needs of students in cooperation with teachers. They must spend their time and energy working towards the academic strengthening of the school and stakeholders.

It is necessary to reconsider the fact, that position of principal is not a specialization in Turkey. Items to address this issue have been identified in Turkey's 2023 Education Vision (MoNE, 2018). Where it is stated as 'horizontal and vertical career specialization areas will be structured for school principals', 'graduate level vocational specialization programs will be opened for horizontal and vertical career steps, 'school management will be structured as a professional career field based on professional expertise at the graduate level'. To date, except for the certificate of educational administration, this practice has not yet been implemented.

It is needed to define the role of the school principal, raise the status, responsibilities, and accountability, and support people with leadership qualities, to improve school and learning efficiency in Turkey. The successful school leader should have a vision, understand and develop people, rebuild the organization, and manage the educational program (Leithwood, Harris & Hopkins, 2008). Developing educational policies, lead, improve education, provide research to facilitate learning, conduct research to increase success, provide teacher training and professional development (Balyer & Gündüz, 2011), promote student development and success, ensure school planning and development, create or develop a

school culture, demonstrate leadership in learning (Bartoletti & Connelly, 2013). Accordingly, high-performing school principals should have the characteristics of transformational leadership, share leadership, apply strategic thinking and planning to achieve school goals, and see themselves as coaches and developers in building the potential of others (Barber, Whelan & Clark, 2010; Cohen, 2015).

In short, it can be seen, that a significant difference between Turkey and successful school systems is in the school principals' training in the form of; leadership training (managerial leadership, instructional leadership), pedagogical guidance, and school autonomy as a management system. In the countries in which school management and leadership are developed, school structures have an autonomous characteristic. Candidates for school management have in-depth professional knowledge and experience, school development, school management, and instructional leadership skills to improve teacher efficacy and student achievement. School structure and training programs for school principals should be organized according to the needs that arise today in Turkey. In this sense, the issue of school autonomy should be considered in Turkey. Schools can be restructured and must become more independent, responsible, and accountable institutions. Some strategies can be developed and incorporated into education and training policy of school principals, such as; organizing content that enhances managerial and leadership skills in educational programs, revealing pedagogical leadership, and developing strategic thinking (Jensen, Hunter, Lambert & Clark, 2015), organizing practical training programs (Beatriz, Deborah & Hunter, 2008; Matthews, Moorman & Nusche, 2007), expanding knowledge and skills for effective school management, organizing pre-service and in-service and continuing leadership training, benefiting from various public and private institutions to improve the quality of education, creating opportunities and reducing possible obstacles for the professional development of school principals, providing and improving opportunities for school principals to use their instructional leadership characteristics (Schleicher, 2015), increasing the responsibilities, accountability of school principals, provide an autonomy of school principals, reconsidering the specialization of principalship.

This study is considered important as it can provide information and suggestions on the selection and training of school principals to all stakeholders, and education administrators, can be useful to policymakers in terms of identifying existing problems and developing new policies and can contribute to the literature. This study argues that, for a better outcome in education, it is necessary to reconsider the issue of the central structure of schools, the autonomy of school principals, and the problems of continuous leadership training that is lacking in the system or policy.

A summary of policy recommendations for this section is provided in the table below.

Table 1. *School principal selection and training policy*

TURKEY	POLICY TO BE DEVELOPED
School principal training	<ul style="list-style-type: none"> • Need to provide a vocational and pre-service training • Need to provide a training programs in management and leadership • Programs should focus on instructional leadership • Training or development programs should be based on the latest developments, research results, the practice of educational theory, and educational policy with an emphasis on leadership.
Selection requirements for school principal	<ul style="list-style-type: none"> • Master's degree • Pre-service training • Managerial, leadership qualities definition • Managerial, leadership training
Standardized continuing professional development program	<ul style="list-style-type: none"> • Regularly informing school principals and stakeholders about the latest developments (national and international) and practices in the field of education, the exchange of information and practical experiments, the constant association to find solutions to current problems of school and education, and the standardization of these activities

Continuing the duties of a school principal	<ul style="list-style-type: none">• School principal's evaluation by government• Evaluation of school performance• Principals' quality review (every year)• Stakeholders' feedback
Education and administrative System in the training of school principals	<ul style="list-style-type: none">• Redefining the roles and competencies of school principals• Reconsider the principal specialization• Emphasize the importance and development of managerial and educational leadership• Increasing responsibility, accountability of school, principal and stakeholders• Provide school autonomy• Provide principal autonomy• Provide flexibility of curriculum and subjects• Education and training at the university and beyond

Statement of Research and Publication Ethics

The research was carried out in accordance with the principles of publication ethics.

Authors' Contribution

The author has prepared the article alone.

Conflict of Interest

There is no conflict of interest.

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Selection and Training of School Principals in the World and Turkey and the Development of Policies Related to This

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