Hayaller Gerçek Olur Mu? Yönetici ve Öğretmenlerin 2023 Vizyon Belgesine İlişkin Görüşleri

Do Dreams Come True? Teachers' and Administrator's Views on the 2023 Vision Document

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ABSTRACT

The research aims to determine the views of administrators and teachers about the 2023 Vision Document (VD). The study was carried out with the phenomenology design. The sample of the research consists of a total of eight teachers and education administrators in different disciplines working at the Ministry of National Education in Şanlıurfa Siverek district in the 2020-2021 academic year. The study group of the research was determined by criterion sampling. The data of the study were collected through a semi-structured interview consisting of 13 questions and analyzed using descriptive analysis. The results of the analysis are reported under eleven headings. That is, VD has objectives that take culture, people, and universal values into account, target the all-round development of students, give importance to vocational education, include process evaluations that can measure different skills, and improve the personal rights of education employees. VD aims to increase the professional development of employees, solve infrastructure problems and reduce regional disparities, ensure equality of opportunity in education, create a common database among institutions, and develop and effectively use data sources. VD supports students with special needs and encourages compulsory education in schools. It is based on early education and lifelong learning. Since the current conditions and possibilities were not taken into consideration, it does not seem possible to implement the VD in the planned timeframe. This study can be a guide for stakeholders and researchers who are interested in the 2023 Education Vision and wonder how much of the VD is implemented or known. This research can inform future reforms.

Keywords: 2023 education vision, education policy, phenomenology.

ÖZ

Araştırmada, yönetici ve öğretmenlerin 2023 Vizyon Belgesi (VB) hakkındaki görüşlerini belirlemek amaçlanmaktadır. Çalışma fenomenoloji deseni ile gerçekleştirilmiştir. Araştırmanın örneklemini 2020-2021 eğitim öğretim yılında Şanlıurfa Siverek ilçesinde Milli Eğitim Bakanlığında farklı branşlarda görev yapan toplam sekiz öğretmen ve eğitim yöneticisi oluşturmaktadır. Araştırmanın çalışma grubu ölçüt örnekleme ile belirlenmiştir. Araştırmanın verileri 13 sorudan oluşan yarı yapılandırılmış görüşme yoluyla

toplanmış ve betimsel analiz kullanılarak analiz edilmiştir. Analizde elde edilen sonuçlar on bir başlık altında raporlanmıştır; VB'nin kültürü, insanı ve evrensel değerleri dikkate alan, öğrencilerin çok yönlü gelişimini hedefleyen, mesleki eğitime önem veren, farklı becerileri ölçebilecek süreç değerlendirmeleri içeren, eğitim çalışanlarının özlük haklarını iyileştirici hedeflere sahip olduğu belirlenmiştir. VB çalışanların mesleki gelişimlerini artırmayı, altyapı sorunlarını çözmeyi ve bölgesel farklılıkları azaltmayı, eğitimde fırsat eşitliğini sağlamayı, kurumlar arasında ortak bir veri tabanı oluşturulmasını, veri kaynaklarının geliştirilmesini ve etkin kullanılmasını hedeflemektedir. Özel gereksinimli öğrencileri destekler, okullarda zorunlu eğitimi teşvik eder. Erken yaş eğitimini ve yaşam boyu öğrenmeyi esas alır. Mevcut koşullar ve olanaklar gözetilmediği için VB'nin planlanan zamanda uygulanmasının mümkün olamayacağı görüşü ortaya çıkmıştır. Bu çalışma 2023 eğitim Vizyonu konusuna ilgi duyan Vizyonun ne kadarının uygulandığını ya da bilindiğini merak eden paydaşlara ve araştırmacılara yol gösterici olabilir. Bundan sonra yapılacak reformlar için somut bir örnek olabilir.

Anahtar Kelimeler: 2023 eğitim vizyonu, eğitim politikası, fenomenoloji.

INTRODUCTION

According to humanistic education, a person is born into a certain culture and is mostly shaped by that culture (Blumenfeld, 1993). A humanism-based education system raises independent individuals and gives importance to the interests, needs, abilities, and feelings of individuals. In addition, humanistic education encourages individuals to take an active role in the learning process and make self-reflection (Stewart, 2003).

The Ministry of National Education (MoNE) in Turkey adopted a humanistic philosophy in the 2023 Education Vision document (VD). The basic philosophy of the VD is development in ontological (being) and epistemological (knowledge) integrity based on moral concerns (MoNE, 2018). The VD covers philosophy, education policy, content and practice, measurement and evaluation, financing, and lifelong learning (MoNE, 2018). The VD emphasizes that the measure of success is not exam results, intelligence tests, and salary from future occupations. Yet, the philosophy of VD is student-centered, cares about social personality development, and is performance-based. This philosophy is against the test and exam-oriented education approach (Sahin, 2005). Thus, humanist philosophy aims to determine, monitor, and support the competence of the student (MoNE, 2018).

The VD aims to increase the qualifications of teachers by giving more importance to the practices of pre-service teachers. (OECD, 2012; Schleicher, 2011). The VD proposes to determine the competencies of school administrators according to certain criteria. The VD also plans to improve the conditions of paid and contracted teachers. In addition, the VD wants to enact professional law and protect the personal rights of the managers (MoNE, 2018). Also, the VD emphasizes the significance of early childhood and vocational-technical education (MoNE, 2018). The VD considers making a school development plan and creating a school development budget according to the development needs of each school. The VD plans to finance schools with a philanthropic donation model, non-governmental organizations, and private organizations (MoNE, 2018).

The VD plans to integrate the existing information systems in the data infrastructure, simplify the databases, and reach the needs through a single channel. Countries such as Singapore, Hong Kong, and Japan attach great importance to the same plan. The vision cares about collecting all data with an integrated database, protecting it in the system, and using it when necessary. Thus, the VD guides the student using data. The vision also plans to provide inventory management by collecting the data of all schools with the school geographic information system. In addition, the VD plans to extend the break time, improve Turkish, carry out skill-based activities, abolish dual education, and provide lunch to schools in need (MoNE, 2018).

One of the most important factors is the teacher to make the VD to perform the purposes mentioned above. Therefore, teachers' feelings and thoughts on the vision have significant importance in evaluating the VD. Some studies examined the opinions of administrators and teachers about the 2023 Education Vision in the literature (Baltaci & Coskun, 2019; Dogan, 2019; Koc & Unal, 2018; Kurt & Duran, 2019; Minaz & Dikmen, 2019). Some studies have only addressed the views of school administrators within the scope of the 2023 Education Vision. For example, while Minaz and Dikmen (2019) examined the opinions of school administrators about the functionality of vision; Solak and Karataş (2020) examined their opinions about vision policies. While Kurt and Duran (2019) discuss the basic concepts of vision such as measurement and design skill workshops; Baltaci and Coskun (2019) examined their teachers' vision perceptions. Korucuk (2019), on the other hand, discussed the teacher-oriented evaluation of the vision. Koc and Unal, (2018) studied this vision in only one field such as social studies and preschool. In some studies, the vision was studied in only one section such as character education, basic education, and professional development (Akkaya, 2020; Akyildiz et al. 2019).

Determining the opinions of teachers and administrators, who are the implementers and supervisors of the VD, is of great importance in terms of the outcomes of the VD (Dogan, 2019). This study aims to uncover the views of teachers and administrators on the main topics in the VD. This study also reveals the opinions of teachers and administrators on how well the VD is known and how effectively it is implemented. Based on these aims, the question of the research is "What are the opinions of the administrators and teachers about the 2023 Education Vision?"

METHOD

2. 1. Research Design

In this study, phenomenology, one of the qualitative research designs, was used. Phenomenology focuses on participants' experiences for which they have no in-depth understanding (Van Manen, 1990). In this study, phenomenology was used as the authors aimed to reveal the experiences of the participants to understand the vision in depth.

2. 2. Participants

The participants of the research are eight teachers and school administrators who were studying at schools affiliated with the MoNE in the Siverek district of Şanlıurfa province in the 2020-2021 academic year and voluntarily accepted to participate in the research. Two of them are administrators, one is both a teacher and an administrator, and five are teachers. Participants were determined by criterion sampling, which is one of the purposeful sampling types. As a criterion, people who are aware of the 2023 Vision were chosen (Patton, 2014). By the ethical rules, the identity information of the participants was kept confidential. The demographic characteristics of participants are presented in Table 1.

Table 1

Demographic Characteristics of Participants

Demographic Characteristics	Category	Participants
Age	20-30	A2, A3, A6, A7, A8
	31-40	A1, A4
	41-50	A5
Gender	Male	A5, A8
	Female	A1, A2, A3, A4, A6, A7
Education level	Graduate	A1, A2, A3, A4, A6, A7, A8
	Postgraduate	A5
Professional experience	1-5	A1, A2, A3, A5
	6-10	A7, A8
	11-15	A4
	16-20	A5
Department	Classroom teacher	A1, A2, A3, A5
	Guidance Counselor	A7
	Social studies teacher	A4
	Technology and design teacher	A6
	Religious culture teacher	A8
Assignment	Manager	A5
	School assistant principal	A3
	Teacher	A1, A2, A4, A6, A7, A8

2. 3. Data Collection Tools

In this study, a semi-structured interview was used as the data collection tool. An interview form developed by the authors is used in the interviews. While developing the interview form, researchers examined the literature (Dogan, 2019; Glennerster et al., 2011; Kurt & Duran 2019; Yuda & Itoh, 2006). The interview form consisted of three parts. The first part included a voluntary participation form. In the second part, participants' age, gender, education level, seniority, and field were asked as demographics. In the third part, the authors asked 13 questions about the content of the 2023 VD. The content of these questions is the philosophy and policy of the vision, the measurement-evaluation system, human resources, physical infrastructure, financial infrastructure, data infrastructure, and the strengths and weaknesses of the vision.

Two science educators checked the interview form to ensure internal validity. One of these experts is an academician who specializes in qualitative research and measurement. In line with the feedback of the experts, the authors made the necessary corrections to the questions. For example, the authors first ask, "*Does the vision contribute?*" Since this question is closed-ended, it is revised as "*What are your views on the vision's contributions?*"

2. 4. Data Collection Process

After expert checks, the first author conducted a pilot study with a teacher and determined whether the interview questions were suitable for the study. This teacher was a science teacher who has been working in the MoNE for six years and has experience in the 2023 Education Vision. The interview was held via Zoom and lasted about 30 minutes. As a result of the pilot study, the authors decided that the questions about the content of the vision were too general. Therefore, the authors narrowed the scope of the questions to the philosophy and policy of the VD. As a result of the pilot study, the authors decided that the interview questions were ready.

Interviews in the main study lasted approximately 30-60 minutes. The interviews were conducted by the first author via Zoom. The first author met with the participants at their convenient times and made the participants feel comfortable during the interview. The first author informed the participants that their information would be kept confidential. Finally, the first author transcribed the interview recordings.

The research was conducted in line with the ethical rules. Also, the research was examined in terms of ethical issues at the meeting of Nevşehir Hacı Bektaş Veli University ethics committee dated 20.06.2023 and numbered 2023.06.205, and it was approved that ethical rules were followed in all processes of the research.

2. 5. Data Analysis

The data were analyzed by descriptive analysis. When the answers in the interview were examined, A6 was not included in the analysis as a result of the joint decision of the authors, because he did not have much knowledge about vision and did not contain data that could answer the research questions. The stages of this analysis are given below (Glesne, 2012):

1. The data obtained within the scope of the research were analyzed according to the order of the research questions. A framework deemed appropriate for data analysis was created.
2. The remaining interviews are shared and analyzed by the researchers based on the framework.
3. Researchers came together and reviewed the analyses done by each researcher and reached a consensus.
4. Eleven different issues regarding VD were determined based on the research questions. These issues have been presented in the results.
5. An expert in science education checked and approved the framework and data analysis.

2. 6. Validity and Reliability

To ensure credibility, the data collection tool was examined by experts (Creswell, 2003), long-term interaction was provided with the participants, the answers of the participants were repeated after each question, and their consent was obtained (Erlandson et al., 1993), and the opinions of the participants were given through direct quotations (Creswell, 2003). For transferability; criterion sampling was used (Sharts Hopko, 2002), and all stages of the study are explained in detail (Creswell, 2003). For dependability; four authors reached a consensus in coding and further data analysis steps (Patton, 2014), and findings were presented without interpretation (Lincoln & Guba, 1985). For internal validity, care was taken to ensure that the interview with the participant was in the form of a long-term interaction. In particular, an effort was made to ensure that the interview was not less than 30 minutes. A pilot interview was conducted before the main interview. It is of great importance for the study that the findings include the participant's statements rather than the opinions or prejudices of the authors (Lincoln and Guba, 1985). Lastly, for confirmability; all research processes were checked by an expert in qualitative research to ensure that the findings and conclusion discussion were consistent. Since qualitative research focuses on perspectives and does not analyze numbers, consensus was reached among the authors on the coding. Therefore, the inter-coder reliability coefficient was not reported (Bektaş, 2021).

FINDINGS

In this section, the findings obtained as a result of the opinions of administrators and teachers on the 2023 VD are included. As a result of the analysis, the following eleven (11) issues regarding 2023 VD emerged. In the following, each heading is explained in detail through sample quotations from participants' views.

3.1. The VD Is Based On A Philosophy That Is Sensitive To Culture, People-Oriented, and Compatible with Universal Values

Participants stated that a human-oriented/humanist philosophy was adopted in the VD. A3 expressed her opinion as *"… the most striking feature in the philosophy of the VD was that it was based on humans. That is, putting humans as the basis of education…"* Participants A3 and A7 stated that the philosophy of the VD is both culturally sensitive and universal. A3 emphasized her opinion as "*in the VD, people are considered as a part of the society and culture in which they live and they should not be separated from that culture*". A2 stated that the philosophy of the VD has an approach that follows innovation without breaking away from culture, and takes it to the level of developed countries. A2 stated her opinion that the "*philosophy of the VD is to progress by adapting our culture to today's conditions without losing our own culture.*" Lastly, A8 emphasized that the philosophy of the VD is based on humanistic philosophy. He explained his thought as "*(the philosophy of the VD is) a better state, better citizens, happier people, and a happier country*".

3.2. The VD Aims at The Multi-Faceted Development of All Students, Based on The Understanding That Every Child Is Special.

About the basic policy of the VD, A3 emphasized the importance of the individual's self-recognition and stated that "*the basic policy of the VD emphasizes the individual's self-knowledge, understanding and self-recognition*". Similarly, A5 expressed his idea as *"every child should feel special and the student should discover his/her abilities in every field*". A2 stated the policy of the VD as *"(VD) aims to progress for a comprehensive, gainful target*". Another participant, A8 thought that the policy of the VD is to reach the world standards in education. He explained his thoughts as *"When we look at the developed countries in education, we can see how far we are behind. Thus, we should reach their level"*.

3.3. The VD Emphasizes Vocational Education

Participants thought that vocational training gained importance in the VD. A5 expressed his opinion that "*professional skills based on the master-apprentice relationship will be gained in all areas of life*". Similarly, A7 evaluated the establishment of design-skill workshops in vocational high schools as an indication of the importance of vocational education in the VD. She stated her thoughts as *"there is a system of design skill workshops in vocational high schools... In the future, there will be workshops at the primary school, secondary school, and high school level"*.

3.4. The VD Encourages Different Forms of Competency-Based and Process-Oriented Assessment of Students

Participants stated that a competency-based and process-oriented assessment and evaluation approach was adopted in the VD. A3 explained her thoughts on this issue as *"the most important reform is the introduction of a competency-based assessment and evaluation system. In other words, competency-based assessment and evaluation have been adopted in the scope of process-oriented evaluation*". A5 thought that the evaluation infrastructure of the VD is constantly being developed and improved with the information coming from the field. He expressed his thoughts as *"updates are made by receiving feedback from the field, no steps are taken by taking daily decisions"*. A1 and A7 defined the evaluation infrastructure of the VD as "*individualized*". A7 who think that the VD aims to identify the strengths and weaknesses of each child expressed her opinion as *"if you talk to children, (you can see that) they are very different from each other, so the way of evaluation should be compatible (with this reality)"*. Similarly, A2 emphasized that evaluating the student from multiple perspectives is important and uttered that *"a chart showing the progress of the student in every field should be created.*" Additionally, A8 stated that schools should create a database about the education and training process. A8

expressed this idea as *"According to the VD, schools will create a large database based on the parameters they will determine. Without the available information and statistics, we cannot interpret the result correctly"*.

3.5. The VD Improve The Personal Rights of Education Employees and Increase Their Professional Development

Participants underlined that the VD emphasizes the professional development and personal rights of the teachers and education managers. A7 expressed her opinion on the contribution of VD to the teaching profession *"I think the teaching profession will become a more professional profession"*. Besides professional development, A3 highlighted the improvement in personal rights as *"reforms will be made that will improve the personal rights of school administrators, ensure the professional development of teachers, and there will be an improvement in the wages of our paid teachers"*. Similarly, A2 stated that the rights of teachers and education administrators are protected in the VD. She expressed her opinion as *"the aim (of the VD) is to protect the rights of teachers and to protect the rights of school administrators"*. A8 explained his opinion that the VD contributes to the students, teachers and school administrators as *"students will get a better education and become a better individual for their country. Teachers will be more competent. Managers will be appointed according to merit and with the financial support they will receive, they will show better management performance."*

3.6. The VD Solves Infrastructure Problems and Reduces Regional Disparities

Participants accepted that one of the goals of the VD is to improve the physical infrastructure of schools. A3 explained her thoughts regarding the contribution of VD to the physical infrastructure of schools as *"transported education should be ended, number and quality of classroom and dormitories should be increased, and normal education should be started in all of the school"*. Teachers stated that what was promised in the VD should not remain on paper to eliminate the existing problems regarding the physical infrastructure. A1 expressed her thoughts as *"I think our current infrastructure is incomplete, I hope it can be realized as stated in the 2023 vision"*. In terms of physical infrastructure, some participants drew attention to the differences in physical infrastructure and regional physical deficiencies, and others emphasized the creation of spaces for social activities. In this manner, A2 expressed her opinion as *"the student can learn in the garden, at home, in his neighborhood, even at the seaside in summer. Therefore, there should be such areas for games and activities"*. A8, on the other hand, expressed how the physical conditions of a school by the VD should be as *"I examined a school built by the 2023 VD… There was a conference room, workshops area, a kindergarten, and a teacher's room."*

3.7. The VD Provides Equal Opportunity in Education with The Contribution of Non-Governmental Organizations and Philanthropists

While evaluating the financial infrastructure of the VD, the participants emphasized solidarity with stakeholders and benefactors, positive discrimination against disadvantaged schools, the inequality of financial resources of central and village schools, the contribution of non-governmental organizations, and the necessity of creating self-sufficient schools. In this manner, A3 expressed her opinion on the financial infrastructure of the VD *"The number of school-parent unions should be increased, and philanthropists should be more involved"*. Besides*,* A7 stated that there should be positive discrimination for disadvantaged schools and noted that *"There are different budgets, positive discrimination should be made for schools with unfavorable conditions"*. A4 drew attention to the financial disparity and inequality of the center and the village as *"Village schools are not supported much, certain schools in the district are trying to use the economy with limited opportunities"*. A2 expressed the idea of providing resources with the support of non-governmental organizations as *"aid organizations around us should be able to provide resources according to needs and developments"*.

3.8. The VD Encourages The Creation of A Common Database Between Institutions, and The Development and Effective Use of Data Resources

Regarding the data infrastructure, the participants drew attention to the development of the infrastructure, the reduction of bureaucracy by combining digital infrastructures, the functionality and effective use of data sources, and the widespread use of technology in educational settings. One of the participants, A7, explained her thoughts on the acceleration, development, and strengthening of the data infrastructure *"A data infrastructure that we can develop in 10 years under normal conditions was developed in 1-2 months"*. A3 expressed her thoughts on reducing bureaucracy by combining the digital infrastructure of institutions *"There are systems such as e-school, MEBBIS, DYS, and MEIS. Many institutions have systems and we carry out separate transactions, but it is essential to combine these systems in the scope of 2023 VD"*. A4 stated the importance of effective use of school data sources (such as EBA, MEBBİS) regarding the data infrastructure of the VD as *"MEBBİS is very good, we can receive in-service training online"*. While explaining his views about the data infrastructure of the VD, A8 drew attention to the widespread use of technology in education. In this manner, he asserted that *"homework control will take a minute when we set up our infrastructure and system. The child can show me his homework…, I can see how much progress has been achieved by just pushing a button."*

3.9. The VD Supports Students with Special Needs to Receive Education in Line with Their Needs

According to the participants, the recognition of special talents at an early age, the support of disadvantaged groups, and the opportunity to provide education in line with the interests and needs of the student are the strengths of the VD. In this manner, A3, who thinks that the recognition of special talents at an early age is one of the strengths of the VD, explained her thoughts as *"early childhood education is given great importance in the VD and regulations are made regarding private education institutions"*. Another participant, A7, who thinks that disadvantaged groups are supported in the VD, expressed her opinion that *"education of gifted students or things that can improve them is planned in the VD"*. Similarly, A2 stated her opinion that *"students will be able to be trained according to their own physical characteristics, opportunities, and skills"*. A8 evaluated VD in terms of human resources for both teachers and students. Regarding teachers, he drew attention to eliminating inequalities between different types of teachers and improving teachers' economic conditions. He expressed his thoughts as *"even if we cannot last the paid teaching, injustice among the teachers should be prevented by increasing their salaries"*. In terms of students, A8 emphasized the importance of education based on personal interests and abilities. In this regard, he stated that *"students should be guided in line with their needs… If the child has an interest in a field, we need to set the system accordingly so that we can canalize human resources in the right direction"*.

3.10. The VD Encourages The Start of Compulsory Education at an Early Age and Lifelong Learning

Participants state that VD aims to start compulsory education at an early age and emphasize lifelong learning. Considering that the early start of compulsory education is a strong aspect of the VD, A7 expressed her opinion that *"starting compulsory education a little earlier is a situation targeted in the VD"*. Similarly, A4 explained her opinion on the handling of lifelong learning in the VD as *"in the VD, lifelong learning and every field from pre-school to post-university are discussed"*.

3.11. It Is Not Possible to Implement The VD at The Planned Time Because The Current Conditions and Possibilities Are Not Observed

Besides its strengths, participants also drew attention to the weaknesses of the VD. Ignorance of the current conditions, having too many problems to be solved in the planned time,

conflicts between different generations, demographic and geological handicaps, pandemic, the lack of promotion of the VD, economic and technological inadequacy, too dense curriculum and the inequality of opportunity are viewed as weaknesses of the vision document.

Thinking that the VD was created without considering the current conditions, A1 expressed her opinion as *"very good goals, but are we ready for this? As the education community, can we meet the targets there immediately? Can we achieve that success?"* A8 considered the weakness of the VD to be that the existing problems were too many to be solved within the planned time. In this regard, A8 explained that *"it is very difficult to solve so many problems by 2023. I can say that this is the weakest aspect of the VD"*. A8 also emphasized that the VD will cause generational conflict. He explained his thoughts as follows *"There is a possibility of conflict in the relationship between individuals who were brought up in the old system and those who will grow up in the new system. It is not easy to bridge the gap between a 1-year, 2-year teacher and a 20-year teacher"*. A5, A7, and A3 stated that the targets in the VD could be partially achieved due to demographic and geological handicaps. A7 explained her thought as *"when we think of a classroom, I think of 13-20 students or a classroom in a city center. Sometimes we plan with this in mind. However, when we come to a real classroom, we do not find what we hoped for."* A7 also evaluated the Covid-19 pandemic as the weakness of the VD. While explaining his thoughts, she noted that *"perhaps it will take a few more years for us to return to the conditions of 3 years ago. One of the things that hinder the implementation is the pandemic"*. A1 and A2 perceived the lack of promotion of the VD as one of its weaknesses. A2 explained her thoughts and asserted *"If I have to admit, awareness is low, they need to be promoted, seminars should be held, and they should be expanded"*. A4 and A5 evaluated the economic and technological inadequacy as the weakness of the VD. A5 explained his thought as *"there may be problems related to the economy that will enable the VD to be put into practice"*. A4 also pointed out that the curriculum was too dense as a weakness. She explained her thoughts as *"the curriculum of some courses is very intense while others are very shadow…They should be arranged according to the student's interest and readiness. Only in this way, goals of VD can be achieved."* Lastly, A1 pointed out the inequality of opportunity as a weakness. She expressed her thoughts as *"We are not very ready, because children are not on equal terms, there may be failures in some areas, and it is not for all"*.

CONCLUSION AND DISCUSSION

In the philosophy of the MoNe's 2023 Education Vision, it is seen that the humanistic approach, that puts students as humans at the center of education, is dominant. This understanding is epistemologically a "double-winged" approach that sees the mind and heart as a whole. Ontologically, this view considers knowledge as experiences gained from experience in an integrated environment, both in terms of utility or applicability (MoNE, 2018; Yuda & Itoh, 2006). Participants agree that the philosophy of the VD is considered as a whole, not only focusing on academic achievement but also considering the humanitarian values of the students. However, although the teachers stated that a humanistic approach was adopted in the VD, it is understood from the statements of the participants that they do not have a clear awareness that this is the basic philosophy of the VD. In this manner, Baltaci and Coskun (2019) reported that teachers and school administrators are not aware of the philosophy of the VD or have a low perception. The formation of philosophical awareness of individuals depends on the development of some individual and social conditions such as economic development, democratic management, and a secular and tolerant worldview (Iltas, 2000). Since Turkey is a developing country, it is not surprising that teachers and administrators who are the implementers of the program have low awareness of the philosophy of the VD. Another possible reason for this situation may be that the progressive/pragmatic education approach and the humanist approach have similar characteristics. For example, Blumenfeld (1993) stated that progressive education and humanistic

education are the same. However, for many educators, the progressive and humanistic view of education is not the same even though they have similar characteristics (Grill, 2002). Thus, it is difficult for teachers and administrators to implement a vision document whose philosophy they do not know or adopt. Therefore, as the implementers of the VD, managers, and teachers should be trained in terms of philosophy through in-service/pre-service training.

The philosophy of the VD is human-oriented. "*A happy person means a happy country*" understanding is common. The participants stated that the VD sees people as a part of culture and is formed by taking good countries as an example. Also, participants emphasized the idea that education would not be done only within four walls. When the literature is examined, some studies support the idea that the VD should prioritize the benefits of people (Baltaci & Coskun, 2019; Kurt & Duran, 2019). For example, Norway, with the slogan of "*Happy and peaceful children and parents*" and Hong Kong, with the principle of "*No losers*" emphasized their basis of education (Alan Held, 2015). Thus, it can be said that the philosophy of the Turkish VD is compatible with these views humanistic approach adopted in the developed countries' education policies.

The current study revealed that the participants are aware that students are guided not only by their knowledge but also by their desires, interests, and skills. There are studies supporting this result (Dogan, 2019; Koc & Unal, 2019). It is noteworthy that the previous studies on the educational vision of different countries show that these countries have taken into consideration the best interests of the students. For example, in Norway, which is one of the exemplary countries in education, the visions are formed in favor of the student in a way that there is no exam anxiety, by adopting a philosophy in which the child is valued above all else (Alan Held, 2015). Although steps have been taken to reduce test anxiety in the VD of Turkey, students still have high test anxiety as a result of not being able to implement this vision consistently (Sarikaya & Gemalmaz, 2021). From this point of view, it can be said that the humanistic education approach adopted in the VD did not reflect much on the implementation, and such a contradiction emerged due to the instability and inconsistency in education.

Participants highlight all stakeholders should work together to increase the quality of education and to implement the VD as planned. Similarly, the importance of cooperation among stakeholders has been emphasized in the education policies of countries such as New Zealand, Singapore, and Norway, and this has been expressed in national studies (MoNE, 2018; Alan Held, 2015; Resnik, 2007). The reason for the emphasis on cooperation may be that the students, teachers, parents, and administrators are the main stakeholders of education and the process does not work efficiently in the absence of one of these components.

Based on the teacher's and administrators' views, one result of this research showed that the VD is inclusive, productive, and creative, an independence issue, a turning point in the economy, and a late but comprehensive step. In particular, the participants underlined that the VD is built on a strong basis and will increase the quality of education. In line with this result, previous research reported that VD is a guiding and comprehensive document, a turning point in education, and a chance for economic independence (Dogan, 2019; Kurt & Duran, 2019;). In this context, it is known that the educational visions of different countries have similar characteristics (i.e. Ministry of Education New Zealand, 2018). According to participants, one of the key characteristics of VD is its process-wide planning. That is, the gradual planning of changes in the vision document facilitates transition and adaptation. Also, VD is found inclusive by participants. Being inclusive is an important characteristic of the visions of countries as it will ensure the reflection of pluralism in education. Concepts such as inclusiveness and unity/integrity stated by participants are also in line with the understanding of humanistic education on which the VD is based. In addition, non-inclusive and instantaneous changes cannot provide a complete transformation in education (Ozel & Cetinkaya Yildiz, 2020). Therefore, according to participant views, VD is feasible since it is inclusive and planned process-wide. However, when the vision

document is examined, some shortcomings draw attention in terms of its inclusiveness. For example, regional differences are not taken into account (Baltaci & Coskun, 2019) and there is no study in the VD on seasonal agricultural workers and immigrants (Kartal, 2019). This can be evaluated as evidence for the claim that the VD is not inclusive enough. This case contradicts the philosophy of the vision document, which states that it provides an integrative and equal educational right to everyone.

Regarding the content of the vision, the participants highlighted the design skill workshops. There is some research in the literature that teachers welcome the establishment of design skill workshops (Karaca & Karaca, 2021; Solak & Karatas, 2020). However, in their study, Akilli et al. (2020) drew attention to regional differences by emphasizing that there will be difficulties in implementing design skill workshops in disadvantaged regions. Therefore, the VD contradicts the philosophy that advocates equality of opportunity in disadvantaged regions in terms of the implementation of design skill workshops.

Regarding the evaluation dimension, the participants stated that according to the VD, students should be evaluated according to their abilities and interests, student selection and placement should be done without central exams, and e-portfolio evaluation should be used. They stated that by implementing these, the quality of education would increase. The participants also stated that the assessment should be competency-based and regional differences should be considered in the assessment. Similarly, in the literature, regional differences (Kurt & Duran, 2019; Solak & Karatas, 2020) and the usefulness of competency-based assessment (Han & Elcicek, 2018) are emphasized. Due to regional differences, many students, teachers, and parents have difficulties finding resources and accessing technology and become disadvantaged regionally (Sezgin & Firat, 2020). Therefore, the efficiency of the VD needs to make changes and adaptations in line with the regional differences.

Regarding the human capital dimension of VD, the participants expressed problems with professional ethics, the selection of administrators, the education of teachers, and the lower personal rights of different kinds of teachers. In the literature, studies on teachers' rights (Koc & Unal, 2019; Kurt & Duran, 2019; Solak & Karatas, 2020), reported that teachers are uncomfortable with the different types of teachers such as paid, contracted, or permanent teachers. The reason for this discomfort may be that teachers are psychologically affected by such distinctions and cannot feel themselves as belonging to the school and as true teacher in the full sense. In this regard, the rights and conditions of teaching are given great importance in countries such as Singapore which is well-known for its quality education systems (Schleicher, 2011). Therefore, the inclusion of the teaching profession law in the VD will be an important step to increase the effectiveness of teachers, as it will improve the conditions of teachers a little more.

Participants drew attention to the problems regarding the physical infrastructures of schools such as regional differences, and the fulfillment of the needs in line with the school development plan. Similar problems related to the physical infrastructure were reported in previous studies (Kurt & Duran, 2019). Although the vision document is prepared in good faith, there will be deficiencies in practice unless sufficient physical infrastructure is provided. Therefore, it is a must to complete or improve the physical infrastructure locally as soon as possible.

Regarding the financial infrastructure of VD, the participants highlighted that the sources are not equally distributed, non-governmental organizations, school-parent associations, and philanthropists will cooperate to provide financial support, positive discrimination will be made to the underdeveloped schools, and the schools will create and use their budgets. In the literature, some models and suggestions will support schools financially such as the school development model (Han & Elcicek, 2018), and cooperation with organizations (Resnik, 2007). The needs, locations, and conditions of each school are different. Therefore, it is important to provide financial support to schools according to their needs to reduce the inequality between schools.

Plans to improve the financial infrastructure of schools are on the agenda of almost all countries. For example, in New Zealand, financial infrastructure is considered important among the targets for 2020-2030 education (MoNE, 2018). Similarly, with the "*No Child Left Behind*" reform which was put into practice in 2003, the USA has provided significant improvements in equality in education in all states (Guclu & Bayrakci, 2004).

Regarding the data infrastructure of VD, participants highlighted issues such as the creation of functional databases, the synchronization and merging of databases of different institutions, and the integration of technology. Supporting these views, there are studies in literature revealing the importance of digitalization, technology integration in education (Karaca & Karaca, 2021), and data-based management (Han & Elcicek, 2018). As in Turkey, countries such as Singapore and South Korea give weight to the integration of technology into education (Levent & Gokkaya, 2014).

Regarding the strengths of the VD, participants stressed special education, lifelong learning, and the provision of digital transformation in schools as the strengths of their vision. In the literature, there are studies supporting the current results that the increase in digital applications in schools is seen as a positive feature (Karaca & Karaca, 2021). In addition, Korucuk (2019) concluded VD is an important, positive step and reform in the solution of educational problems. A strong vision and its effective implementation can move a country forward in many ways. For example, the process that started with the 1999 reform in Poland also shows itself with the successes of PISA (Jakubowski, 2015). Therefore, being aware of the strengths of the vision will pave the way for more effective implementation and will bring success in international rankings.

As the weaknesses of the VD, participants emphasized the budget deficit, problems in implementation, not being very ready for financial and physical changes as a country, and lack of internet infrastructure. In addition, participants stated that this VD can not be fully realized in 2023, since there are many problems and not all of them can be solved until then. In literature, concerns have been reported about whether the VD will be able to reach until 2023 due to the disruptions in the implementation (Kurt & Duran, 2019), and the deficiencies in the physical and financial infrastructure required for changes (Dogan, 2019). In addition, Kartal (2019) claimed that the constant problems of education were not addressed in VD. Although the 2023 VD has theoretical scope in terms of the issues it covers, it is important to see how they progress in practice. With a little time left until 2023, the studies to be done about how much of the VD is implemented or not implemented, and the problems experienced in implementation will also be important and necessary.

Participants stated that the factors that hinder the implementation of the VD as the lack of financial and physical infrastructure, the pandemic process, and the fact that teachers, parents, students, and administrators do not have much information about the VD. Similarly, studies are emphasizing that there are many infrastructure deficiencies (Dogan, 2019; Solak & Karatas, 2020) and problems regarding the effect of VD on the quality of education (Kurt & Duran, 2019). Another weakness of VD is the inconsistency in the application. For example, some of the topics in the VD are put into effect while others are not. In particular, the implementation of some points (such as the abolition of the exam and the reinstatement of a new exam, ending giving extra points to teachers who have a master's degree, after giving extra points to some of the teachers) hinders the stability and consistency in education and damage the trust towards VD. If there is no consistency, the continuity of the steps taken in education and the progress in education cannot be guaranteed (Schleicher, 2011).

After these discussions, below suggestions were made in the light of the results:

As a result of the findings, it was revealed that the vision document was not known enough (11th finding). In this context, studies can be carried out to introduce future reforms to teachers,

students, administrators, and parents (conferences, in-service courses, posters, brochures, etc.). For future reforms to be implemented effectively, studies can be carried out to show teachers and school administrators their importance. Financial and physical infrastructure deficiencies that prevent the realization of the vision can be identified. Thus, concrete measures can be taken to implement the next education reforms. Measurement tools can be developed to evaluate the versatile development of students (2nd finding). More promotions can be made (books, social media, advertisements, etc.) and more incentives can be given (such as scholarships, medals, job guarantees, etc.) to encourage vocational education (3rd finding). Textbooks, magazines, and auxiliary resources can be prepared for students with special needs. With government support, prepared resources can be offered to students (9th finding). Compulsory training can be provided, practices can be carried out, and courses can be opened regarding the necessity of early-age education and the importance of lifelong learning (10th finding).

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GENİŞLETİLMİŞ ÖZET

Giriş

Hümanist eğitime göre insan belli bir kültürün içine doğar ve büyük ölçüde bu kültür tarafından şekillendirilir (Blumenfeld, 1993). Hümanizm temelli bir eğitim sistemi bağımsız bireyler yetiştirir, bireylerin ilgi, ihtiyaç, yetenek ve duygularına önem verir. Ayrıca hümanist eğitim, bireyleri öğrenme sürecinde aktif rol almaya ve öz-yansıtma yapmaya teşvik eder (Stewart, 2003).

Türkiye'de Milli Eğitim Bakanlığı (MEB), 2023 Eğitim Vizyonu belgesinde (VD) insancıl bir felsefe benimsemiştir. VD'nin temel felsefesi, ahlaki kaygılara dayalı olarak ontolojik (varlık) ve epistemolojik (bilgi) bir bütünlük içinde gelişmedir (MEB, 2018). VD, felsefe, eğitim politikası, içerik ve uygulama, ölçme ve değerlendirme, finansman, hayat boyu öğrenme gibi konuları kapsar (MEB, 2018).

MY'nin uygulayıcısı ve denetleyicisi olan öğretmen ve yöneticilerin görüşlerinin belirlenmesi MY'nin çıktıları açısından büyük önem taşımaktadır (Doğan, 2019). Bu çalışma, VD'deki ana konulara ilişkin öğretmen ve yöneticilerin görüşlerini ortaya çıkarmayı

amaçlamaktadır. Bu çalışma ayrıca öğretmen ve yöneticilerin VD'nin ne kadar iyi bilindiği ve ne kadar etkili uygulandığına ilişkin görüşlerini de ortaya koymaktadır.

Yöntem

Bu çalışmada nitel araştırma desenlerinden biri olan fenomenoloji kullanılmıştır. Fenomenoloji, katılımcıların derinlemesine anlamadıkları deneyimlerine odaklanır. (Van Manen, 1990). Yazarlar, vizyonu derinlemesine anlamak için katılımcıların deneyimlerini ortaya çıkarmayı amaçladıkları için bu çalışmada fenomenoloji kullanılmıştır.

Araştırmanın katılımcılarını 2020-2021 eğitim-öğretim yılında Şanlıurfa ili Siverek ilçesinde MEB'e bağlı okullarda öğrenim görmekte olan ve araştırmaya katılmayı gönüllü olarak kabul eden sekiz öğretmen ve okul yöneticisi oluşturmaktadır. Bunlardan ikisi yönetici, biri hem öğretmen hem de yönetici, beşi ise öğretmendir. Katılımcılar, amaçlı örnekleme türlerinden biri olan ölçüt örnekleme ile belirlenmiştir. Kriter olarak 2023 Vizyonunun farkında olan kişiler seçilmiştir (Patton, 2014). Etik kurallar gereği katılımcıların kimlik bilgileri gizli tutulmuştur. Bu çalışmada veri toplama aracı olarak yarı yapılandırılmış görüşme kullanılmıştır. Görüşmelerde yazarlar tarafından geliştirilen görüşme formu kullanılmaktadır. Formda 13 soru kullanılmış olup soruların içeriği vizyonun felsefesi ve politikası, ölçme-değerlendirme sistemi, insan kaynakları, fiziki altyapı, finansal altyapı, veri altyapısı, vizyonun güçlü ve zayıf yönleridir.

Veriler betimsel analiz ile analiz edilmiştir. İnandırıcılığı sağlamak için veri toplama aracı uzmanlar tarafından incelenmiş (Creswell, 2003), katılımcılarla uzun süreli etkileşim sağlanmış, her sorudan sonra katılımcıların cevapları tekrarlanmış ve onamları alınmıştır (Erlandson ve ark., 1993) ve katılımcıların görüşleri doğrudan alıntılar yoluyla verilmiştir (Creswell, 2003). Aktarılabilirlik için; ölçüt örnekleme kullanılmış (Sharts Hopko, 2002) ve çalışmanın tüm aşamaları ayrıntılı olarak açıklanmıştır (Creswell, 2003). Güvenilirlik için; temalar oluşturulurken dört yazar fikir birliğine varmıştır (Patton, 2014) ve bulgular yorumlanmadan sunulmuştur (Lincoln & Guba, 1985). Son olarak teyit edilebilirlik için; bulguların ve sonuç tartışmasının tutarlı olup olmadığından emin olmak için tüm araştırma süreçleri bir nitel araştırma uzmanı tarafından kontrol edildi.

Sonuç ve Tartışma

MEB'in 2023 Eğitim Vizyonu felsefesinde, eğitimin merkezine insanı insan olarak koyan hümanist yaklaşımın egemen olduğu görülmektedir. Katılımcılar, VD felsefesinin bir bütün olarak ele alındığı, sadece akademik başarıya odaklanmadığı, aynı zamanda öğrencilerin insani değerlerini de göz önünde bulundurduğu konusunda hemfikirdir. Ancak öğretmenler VD'de hümanist bir yaklaşımın benimsendiğini belirtseler de VD'nin temel felsefesinin bu olduğuna dair net bir farkındalığa sahip olmadıkları katılımcıların ifadelerinden anlaşılmaktadır. Katılımcılar, VD'nin insanı kültürün bir parçası olarak gördüğünü ve iyi ülkeleri örnek alarak oluşturulduğunu belirtmişlerdir. Ayrıca katılımcılar eğitimin sadece dört duvar arasında yapılmayacağının altını çizmişlerdir. Mevcut çalışma, katılımcıların öğrencilere sadece bilgilerinin değil, aynı zamanda istek, ilgi ve becerilerinin de rehberlik ettiğini bildiklerini ortaya koymuştur. Türkiye'nin VD'sinde sınav kaygısını azaltmak için adımlar atılmasına rağmen, bu vizyonu tutarlı bir şekilde hayata geçirememenin bir sonucu olarak öğrenciler hala yüksek sınav kaygısına sahiptir (Sarıkaya ve Gemalmaz, 2021). Katılımcılar, eğitimin kalitesini artırmak ve VD'yi planlandığı gibi uygulamak için tüm paydaşların birlikte çalışması gerektiğini vurgulamaktadır. Öğretmenlerin ve yöneticilerin görüşlerine dayanarak, bu araştırmanın bir sonucu, VD'nin kapsayıcı, üretken ve yaratıcı, bir bağımsızlık sorunu, ekonomide bir dönüm noktası ve geç ama kapsamlı bir adım olduğunu gösterdi. Vizyonun içeriği ile ilgili olarak, katılımcılar tasarım beceri atölyelerini ön plana çıkardılar. Değerlendirme boyutu ile ilgili olarak katılımcılar MY'ye göre öğrencilerin yetenek ve ilgilerine göre değerlendirilmesi gerektiğini, öğrenci seçme ve yerleştirmenin merkezi sınavsız yapılması gerektiğini ve e-portföy değerlendirmesinin kullanılması gerektiğini belirtmişlerdir. Katılımcılar ayrıca değerlendirmenin yetkinlik bazlı olması gerektiğini ve

değerlendirmede bölgesel farklılıkların dikkate alınması gerektiğini belirtmişlerdir. VD'nin beşeri sermaye boyutuyla ilgili olarak, katılımcılar mesleki etik, yönetici seçimi, öğretmenlerin eğitimi ve farklı türde öğretmenlerin daha düşük özlük hakları ile ilgili sorunları dile getirdiler. Katılımcılar, okulların fiziki altyapılarına ilişkin bölgesel farklılıklar, okul gelişim planı doğrultusunda ihtiyaçların karşılanması gibi sorunlara dikkat çekti. VD'nin veri altyapısı ile ilgili olarak katılımcılar, fonksiyonel veri tabanlarının oluşturulması, farklı kurumlara ait veri tabanlarının senkronizasyonu ve birleştirilmesi, teknolojinin entegrasyonu gibi konuların altını çizdiler. VD'nin güçlü yanları ile ilgili olarak, katılımcılar vizyonlarının güçlü yönleri olarak özel eğitim, yaşam boyu öğrenme ve okullarda dijital dönüşümün sağlanmasını vurguladılar. VD'nin zayıf yönleri olarak katılımcılar bütçe açığı, uygulamadaki sorunlar, ülke olarak mali ve fiziki değişimlere pek hazır olunmaması ve internet altyapısının eksikliğini vurguladılar. Ayrıca katılımcılar bu VD'nin 2023'te tam olarak gerçekleştirilemeyeceğini, çünkü birçok sorun olduğunu ve o zamana kadar hepsinin çözülemeyeceğini belirtmişlerdir. Katılımcılar VD'nin uygulanmasını engelleyen faktörlerin finansal ve fiziki altyapı eksikliği, pandemi süreci ve öğretmen, veli, öğrenci ve idarecilerin VD hakkında fazla bilgi sahibi olmaması olduğunu belirtmişlerdir. Bu tartışmalardan sonra elde edilen sonuçlar ışığında aşağıdaki önerilerde bulunulmuştur:

Elde edilen bulgular sonucunda vizyon belgesinin yeterince bilinmediği ortaya çıkmıştır. Bu bağlamda gelecekte yapılacak reformların öğretmenlere, öğrencilere, yöneticilere ve velilere tanıtılmasına yönelik çalışmalar yapılabilir (konferans, hizmet içi kurs, poster, broşür vb.). Gelecekte yapılacak reformların etkili bir şekilde uygulanabilmesi için öğretmenlere ve okul yöneticilerine önemlerinin gösterilmesine yönelik çalışmalar yapılabilir. Vizyonu gerçekleştirmeye engel olan finansal ve fiziki altyapı eksiklikleri tespit edilebilir. Böylece bir sonraki eğitim reformlarının uygulanmasına yönelik somut önlemler alınabilir. Öğrencilerin çok yönlü gelişimini değerlendirecek ölçme araçları geliştirilebilir. Mesleki eğitimi özendirecek daha çok tanıtımlar yapılabilir (kitaplar, sosyal medya, reklamlar vs.), daha çok teşvikler verilebilir (burs, madalya, iş garantisi gibi). Özel ihtiyacı olan öğrenciler için ders kitapları, dergiler, yardımcı kaynaklar hazırlanabilir. Hazırlanan kaynaklar devlet destekli öğrencilere sunulabilir. Erken yaş eğitiminin gerekliliği ve yaşam boyu öğrenmenin önemine dair zorunlu eğitimler yapılabilir, uygulamalar yaptırılabilir, kurslar açılabilir.