

MINISTRY OF NATIONAL EDUCATION
REPUBLIC OF TURKEY

TEACHER STRATEGY PAPER 2017-2023



DIRECTORATE GENERAL FOR TEACHER TRAINING
AND DEVELOPMENT

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FOREWORD

During the past few years debates and evaluations over education have taken place more than ever, keeping education at the top of Turkey's agenda. In order to train our young generation in accordance with the circumstances of our country and the world, the Ministry of National Education has conducted significant initiatives and various reforms in many fields of education, including the rearrangement of weekly course schedules and types, changing the curricula, introducing new textbooks & educational materials, making improvements in the physical capacity and technological infrastructure. However, international experiences have proven that, as far as implementing reforms, teachers are the most critical factor in the field of education. It is evident throughout the world that teachers play a key role in implementing changes in education. If reform attempts are not interiorized and adopted by teachers and not reflected in the classroom, they become unsuccessful. Therefore, our ministry considers teachers as the most significant part of our efforts for change and pays great attention to support the professional development of teachers according to their needs.

The main objective of education systems is to raise independent individuals, who are beneficial to society, caring about social values, have effective communication skills, and have the ability to access learning resources and process information effectively. They should be able to adapt to change, use information and communication technologies efficiently, be at peace with themselves and society, take the initiative, conduct research, question, and think critically. Teachers have the most important responsibility in building a society that consists of such individuals.

Throughout our education history, there have been numerous perspectives and debates regarding the qualities, selection system, and working conditions of our teachers. In today's world, change occurs faster and is more extensive than ever. This makes it necessary to approach the profession of "teaching" from a new perspective with multiple dimensions.

Problematic areas of the teaching profession cannot be solved by populist or short-sighted policies. Therefore, it is necessary to treat all stages of the teaching profession as interactive fundamentals of a holistic system, starting from pre-service teacher training programs at higher education institutions, to the point when teachers retire. This "Teacher Strategy Paper" has been prepared in line with such an understanding.

In the process of creating and developing this document, which includes the actions to be executed between 2017 and 2023 and can be considered as a roadmap for teacher training and the professional development of teachers, the opinions of various stakeholders were sought and certain revisions were performed accordingly throughout the process.

I would like to express my gratitude to our former ministers of education Prof. Dr. Ömer DİNÇER and Prof. Dr. Nabi AVCI, as well as all politicians, academicians, educators, and bureaucrats, who contributed to the preparation of this Strategy Paper, for their participation and efforts. This document was prepared with the vision of achieving a Turkey, where the status of the teaching profession in society gains further strength, teachers become happier and more productive, and students are provided with a better education. Thereby, I hope that this Paper will be beneficial to our nation.

İsmet YILMAZ
Minister of National Education

EXECUTIVE SUMMARY

This document was prepared as a result of working group meetings with the participation of authorized delegates from the Ministry of National Education, bureaucrats from various ministries, academicians, members of parliament, and representatives from non-governmental organizations in accordance with the views expressed at the "National Teacher Strategy Workshop", organized by the Ministry of National Education. The document, defines six fundamental components concerning initial teacher training, professional development and employment processes that include *"pre-service teacher training"*, *"selection and employment of prospective teachers"*, *"teachers' candidacy training and adaptation to the profession"*, *"career development and reward system"*, *"status of the teaching profession"*, and *"continuous professional development"*. This document also includes overall objectives concerning these components and a discussion on how to realize the objectives through more particular goals and actions. The objectives and goals related to these objectives are as follows:

Objective 1: Ensuring the employment of highly-qualified and well-trained teachers, who are most suitable for the teaching profession

Goals for this objective:

- Improving the quality of education provided in teacher training programs
- Selecting the most suitable candidates from university graduates for the teaching profession

Objective 2: Ensuring continuous personal and professional development of teachers

Goals for this objective:

- Establishing a periodic performance evaluation system to identify teachers' professional development needs
- Increasing the quality of activities that target teachers' personal and professional development, starting from teachers' candidacy training

Objective 3: Ensuring a positive perception towards the teaching profession and strengthening the status of the profession

Goals for this objective:

- Strengthening the status of the teaching profession
- Improving the working conditions of teachers
- Taking remedial measures based on the differences between institutions and regions
- Developing a career and reward system

This Strategy Paper includes 35 actions for the realization of the aforementioned objectives and goals.

PROCESS

The first draft of the "Teacher Strategy Paper" was prepared by a commission, which was formed according to the decisions delivered at the workshop with the participation of the representatives from the Ministry of National Education, the chairperson and members of the Grand National Assembly of Turkey (TBMM) National Education, Culture, Youth, and Sports Committee, members of parliament with education backgrounds, governors, representatives from the Ministry of Development (KB), the President and members of the Higher Education Council (YÖK), the President of the Assessment, Selection, and Placement Center (ÖSYM), academicians, representatives from various public institutions and organizations such as State Personnel Administration, non-governmental organizations (NGOs) and unions active in the field of education and science, teachers, school principals, students, parents, and media reporters.

The draft was discussed at the working group meetings with the participation of the directors of the units based in the Headquarter of the Ministry of National Education, the chairperson of the TBMM's Education, Culture, Youth, and Sports Committee, the members of Teacher Training Working Group of the Higher Education Council, and other related bureaucrats and academicians; it was revised according to the views and recommendations expressed in the meetings.

Afterwards, the document was presented to 77 stakeholder institutions and organizations for feedback. The "Teacher Strategy Document" has been developed on the basis of feedback received from these institutions, recommendations of the 19th National Education Council, the 64th Government Action Plan and the 65th Government Program, as well as the current activities and policies implemented by our Ministry.

ABBREVIATIONS

Ministry of EU	: Ministry of European Union Affairs (Avrupa Birliđi Bakanlıđı)
DPB	: State Personnel Presidency (Devlet Personel Bařkanlıđı)
KB	: Ministry of Development (Kalkınma Bakanlıđı)
KPSS	: Public Personnel Selection Examination (Kamu Personeli Seęme Sınavı)
MB	: Ministry of Finance (Maliye Bakanlıđı)
MEB	: Ministry of National Education (Millî Eđitim Bakanlıđı)
OECD	: Organization for Economic Cooperation and Development
OTMG	: School Based Professional Development Model (Okul Temelli Mesleki Geliřim Modeli)
ÖSYM	: Assessment, Selection and Placement Center (Ölęme, Seęme Ve Yerleřtirme Merkezi)
NGO	: Non-Governmental Organizations (Sivil Toplum Kuruluřları)
TBMM	: Grand National Assembly of Turkey (Türkiye Büyük Millet Meclisi)
TİKA	: Turkish Cooperation and Coordination Agency Türk İřbirliđi ve Koordinasyon Ajansı Bařkanlıđı
TUBİTAK	: Scientific and Technological Research Council of Turkey (Türkiye Bilimsel ve Teknolojik Arařtırma Kurumu)
YTB	: Presidency for Turks Abroad and Related Communities (Yurtdıřı Türkler ve Akraba Topluluklar Bařkanlıđı)
YÖK	: Higher Education Council (Yükseköđretim Kurulu)

INTRODUCTION

Changes resulting from industrialization, globalization and information technologies have brought about significant shifts not only in people's daily lives but also in the paradigms of many structures including education. In this respect, schools have started to be seen as living spaces/habitats. Countries have formed their strategies in their own particular regions on education systems that have been mostly restructured as a result of global changes.

The processes imposed on societies in the era of rapid-change indicate a trend that weakens and standardizes national cultures. It is, therefore, important to ensure the continuity of national identity and culture by reproducing it and passing it to the future generations. Furthermore, in order for our country, which is at the center of many crises resulting from wars, terrorism, immigration, and international problems, it is necessary to adopt a concept of education that will equip our citizens with skills which will ensure our national unity and integrity as well as take them further in international area with national and universal values.

In today's world, learning how to learn, problem-solving, being a team member, thinking critically, and efficiently using information and communication technologies have become the fundamental skills that must be acquired by students. Teachers now have new responsibilities in terms of enabling students to acquire these skills and values. Leadership skills such as recognizing change, continuing professional development, empathy, communication, problem solving, and social skills through exemplary personality and expertise have become an integral part of the teaching profession. This new teacher model bonds to national cultural values but also harmonizes with universal values as well. It considers the teaching profession as an intellectual and aesthetic endeavor that obtains its power from the impact it creates, professional prestige and status rooted in teachers' professional expertise and leadership skills.

Considering the reform projects carried out in the past, the success achieved in education systems throughout the world appears to depend on the ability to recognize the need for change and to rapidly respond to it as well as improving teachers' capacities in the right direction. Also, as observed from the educational reforms conducted by some countries, so as to succeed in education it is necessary to evaluate the teacher training systems, teacher qualities, their working conditions, and their motivations with a holistic

approach. Therefore, what we need to constitute is a system that ensures integrity through dynamic relationships among the teacher, student, school, and the environment.

Student admission to teacher training institutions, training these students as qualified prospective teachers, teachers' employment after graduation, and in-service training to ensure sustainable quality are the elements of an integrated system. In Turkey, attempts to solve each of these dimensions have been singular and partial so far. Developing the professional skills of teachers is not only limited to the pre-service training delivered at universities, but is also a life-long process. Only sticking to the competencies teachers achieved during their undergraduate studies will prevent them from adapting to transformations in the era of rapid-change. For this reason, continuous professional development of teachers is the key concept in the teacher training system of many countries.

Teacher training and development is an integrated process starting from an individual's choice of profession to the end of his/her career. The first stage of this process is admitting students to teacher training programs. The next stage is to ensure the quality of the pre-service training that will be provided to the student teachers and the quality of the institution where the training is delivered. According to the data provided by the Higher Education Council, the number of education faculties has increased from 63 to 92, and the number of students in these faculties has increased from approximately 141,000 to 228,000 in the past fifteen years in Turkey. However, this increase in numbers has resulted in new problems including quality concerns that are related to employing an adequate number of academicians and the standards of pre-service teacher training institutions. This then has led to debates over the current teacher training system in Turkey and a need for establishing and ensuring certain standards for education faculties. In order for teacher-training programs in higher education institutions to reach the quality standards that will respond to the educational needs of schools and meet international standards, a functional system must be established.

The Public Personnel Selection Examination (KPSS) is a nation-wide, central and competitive exam that prospective teachers have to take, after their graduation from the teacher training programs, to be recruited as a teacher in the public schools run by the Ministry of National Education. It consists of a number of tests assessing prospective

teachers' knowledge about subject matters and pedagogical content knowledge. There are a number of criticisms about this exam. It is usually thought that because of the stress it creates in student teachers, they particularly focus on the exam in the final years of their studies, and not pay attention on very important aspects of the classes in their senior year including practicum. Another criticism about the KPSS is that since the number of applications is much higher than what is needed, KPSS concentrates on eliminating some candidates through multiple-choice questions rather than assessing the professional skills of prospective teachers.

Moreover, a high number of prospective teachers graduating from educational faculties each year are waiting to be employed as teachers and they are disappointed if they are not recruited. Even though the Ministry of National Education hold the biggest share among the personnel employed by the public sector in Turkey, the number of non-appointed people who are the graduates of education faculties increase day by day. Despite the increase in teacher appointments in recent years, the number of people graduating from these programs is much higher than the number of teachers needed in Turkey.

According to the data of the Assessment, Selection and Placement Center (ÖSYM) in 2013, 142,644 prospective teachers took the Teachers' Domain-Specific Knowledge Test, which tests candidates' knowledge of subject matters and pedagogical content. However, this number rose up to 209,774 in 2014, to 283,583 in 2015, and to 311,759 in 2016. By taking into account the other subject areas in which the domain-specific knowledge test is not applied, 312,688 applicants took KPSS in order to be appointed as a teacher in 2014; this number rose up to 415,508 in 2015 and to 455,119 in 2016. Of these, 50,990 applicants were appointed as teachers in 2014, 52,736 in 2015, and 49,015 in 2016. As of 2016, the number of university graduates, who passed the KPSS that have not yet been appointed as teachers, is 438,134.

In addition, based on the data provided by the Higher Education Council, the number of students currently studying at faculties of education and educational sciences to become teachers as of 2016 is 228,279. By taking into account the students studying at science faculties, faculties of letters, arts & sciences faculties, humanities and social sciences faculties, and theology faculties, the number of undergraduate students, who potentially aspire to be teachers rises to 653,899. By adding the graduates of other higher education

institutions who study pedagogical formation courses and other programs related to teacher training, the number of people who aim to be appointed as teachers reaches one million. This situation clearly points out that it is necessary to implement changes in order to re-adjust the contingents according to the number of teachers required.

As of December 2016, the total number of teachers in Turkey is 900,511. For the past decade in particular, teachers have had a special place in the public employment policy. The number of teachers employed by the Ministry has reached 447,638 over the past decade. Therefore, 49.7% of the currently employed teachers started working as teachers in the past decade. This means that 52.7% of current teachers have 0-10 years of teaching experience, 39.2% have 11 to 25 years of experience and 8.1% have over 25 years of experience. Similarly, when the ages of teachers are examined, 49.3% of them are 35 years old or younger; 41.5% of them are between the age of 36 and 50, and 9.2% of them are over 50. The overall average age of teachers is 37.04, which indicates that Turkey has the youngest teacher population among OECD countries.

With this increase in numbers, ensuring the professional development of teachers with respect to changing needs should be among the priorities of education policies. Thus, in line with needs analysis conducted by our Ministry, many in-service training programs regarding teachers' personal and professional development are planned and carried out in cooperation with universities, various public institutions, and NGOs. For this purpose, 23,669 and 314,354 teachers participated in the face-to-face training activities organized, respectively, centrally and regionally in 2015. In 2016, the number of teachers who participated in the centrally organized face-to-face training activities was 22,665, whereas the number of those who participated in the regionally organized face-to-face training activities reached 632,832. Our Ministry carries out studies and analyses to determine the professional development needs of our teachers by taking international developments into account, thereby in-service training programs are updated and improved in alignment with these needs. In the upcoming years, it is aimed to further improve and increase the quality and quantity of the training programs and to enable all the teachers to benefit from these programs by using distance education opportunities.

The most outstanding milestone in improving the quality of teachers, which was put into effect by our Ministry in the past few years, is the prospective teacher training program

that started in 2016 for the first time. Candidate teachers went through this program for six months before they started working. The prospective teachers are provided with an extensive training program with the consultation of experienced and distinguished teachers. Under the guidance of mentor teachers, the program includes in-class observations and practicum, carrying out assessment activities and the development of teaching materials as well as in-school and out-of-school activities. In addition to the activities performed with the mentor teachers, the prospective teachers are asked to read various books that have a significant place in national and international literature about education, and to watch various films and documentaries that have an artistic value and reflect the experiences of different countries in the field of education. Moreover, seminars and conferences are organized, where prospective teachers can discuss different theoretical and practical problems about education. The main aim of the prospective teacher training program is to equip candidate teachers with the knowledge, skills, attitudes, and values that must be present in a teacher to execute the fundamental objectives of national education.

Another important issue to be considered about the education system and the teaching profession in Turkey is teachers' distribution and mobility among geographical regions. The majority of teachers appointed to certain provinces would like to move to other provinces in a short period of time. This situation causes major variances between different provinces in terms of the quality of education. In provinces where teacher appointments and the request to be appointed to a different province are just as high, the average year of service is fairly low. As of 2016, the average service duration of teachers in Turkey is 11.4 years. This duration is 6.4 years for the Southeastern Region of Anatolia and 14.2 years for the Aegean Region. The average service duration based on provinces displays significant differences. For example, in Şırnak province the average service duration is 1.8 years, whereas this duration is 15.6 years in İzmir province. This difference can also be commonly observed within the provinces, which can be considered as, a good condition for the scale of Turkey. The average service duration of the teachers working at well-established educational institutions located in city centers is longer than the average service duration of teachers working at schools located in villages or districts, where social and economic circumstances are relatively poor. Moreover, in the latter schools, the teacher turnover is much faster. Considering the importance of professional experience and continuity in education for

students, these differences calls forth problems related to stability and quality in education and training.

In order to solve these problems, in 2016, various legal arrangements on the employment of contract teachers were made and 20,000 teachers to work in the disadvantaged areas and schools where there is an extensive need for teachers were employed through contracts. The teachers employed within this scope agree to work as a contract teacher for four years in the schools, to which they were appointed by their own request. The contracts of these teachers can be renewed each year based on their level of success. If they remain successful at the end of this four-year period, they can become tenured teachers and continue to work at that school for two more years. Contract teachers are accepted to the profession through an interview, besides their KPSS scores, in which their various professional skills and qualities (comprehension, expression, reasoning, communication and presentation skills, self-efficacy, openness to scientific and technological improvements, etc.) are assessed and evaluated. The above mentioned initiatives aim at eliminating the differences between regions and institutions in terms of the quality and quantity of education. In this ongoing process, besides this application, comprehensive and encouraging models such as rotation and an incentive system are also required.

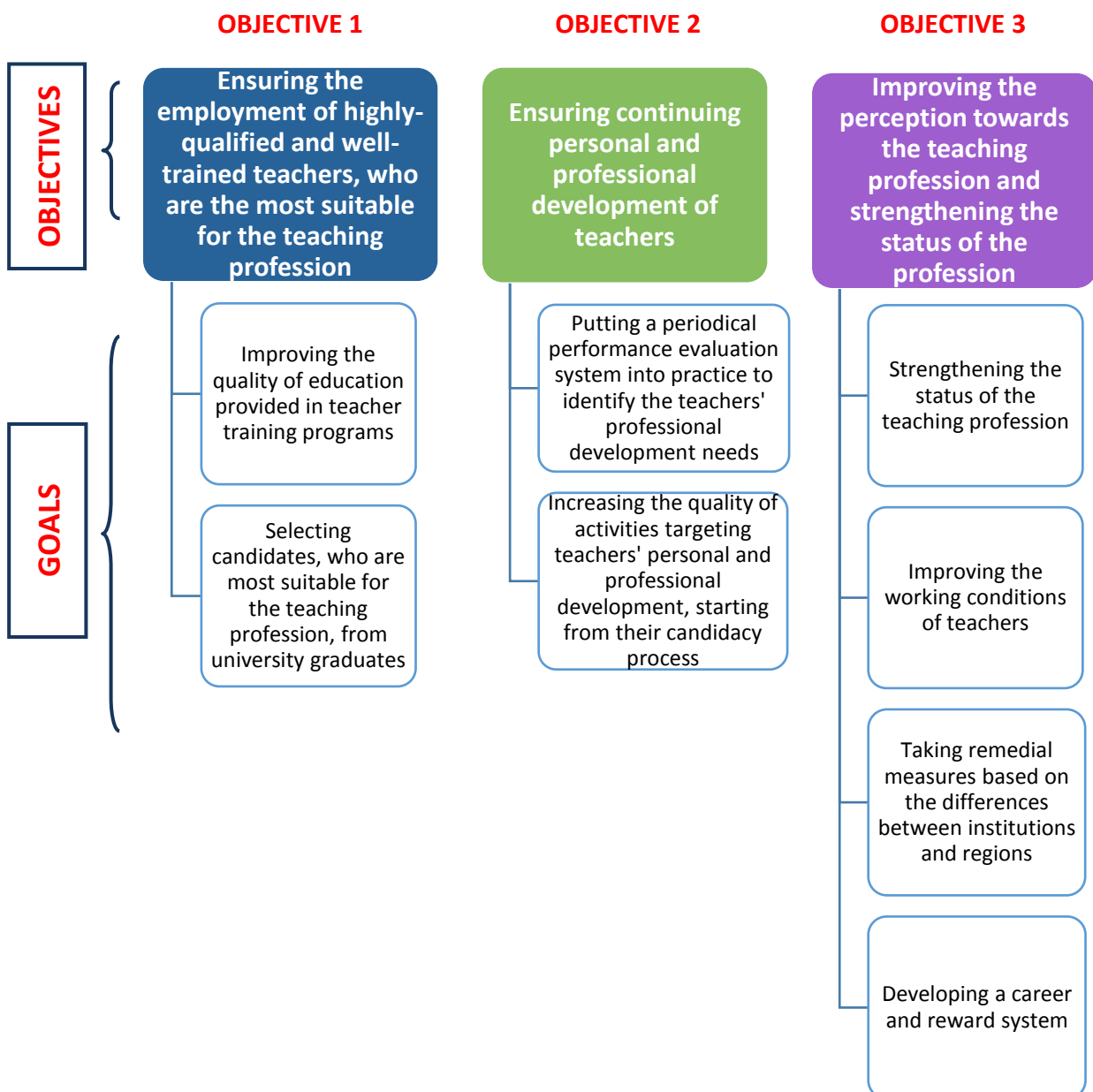
In the Teacher Strategy Paper, in order to develop policies for the teaching profession, six themes are identified by considering the processes of the profession as well as the main problems. The objectives, goals, and actions mentioned in this Strategy Paper are established by taking the themes shown in Figure 1 into consideration.

Figure 1. Main Themes of the Teacher Strategy Paper



OBJECTIVES AND GOALS

In the Teacher Strategy Paper, the following objectives and 35 actions for fulfilling the goals related to these objectives were identified. The explanations of all of these objectives, goals, and steps are elaborated in the next chapter. The final chapter of this Paper presents a table which displays the actions that will be taken to achieve these objectives and goals as well as the responsible/related institutions, projected due dates and explanations about these steps.



CHAPTER 1

OBJECTIVE 1: ENSURING THE EMPLOYMENT OF HIGHLY-QUALIFIED AND WELL-TRAINED TEACHERS, WHO ARE THE MOST SUITABLE FOR THE TEACHING PROFESSION

The teaching profession is not only a technical area of expertise, in which students are guided by organizing resources in line with the determined objectives, but also a prestigious profession that reproduces, elevates, passes social and cultural values onto the next generation and connects society. In a society, the success of education, besides many other factors, is closely related to the successes of individual teachers. For this reason, in order to have a successful education system, it is important to produce highly-qualified and well-trained teachers. In order to achieve this objective, it is a necessary to put prospective teachers through a training program which will enable them to obtain an adequate level of pre-service experience, and to take measures that will ensure that they will become successful teachers, who are suitable for the profession. As a result of these requirements, this objective includes two goals: "improving the quality of education provided in the teacher training programs" and "selecting those, who are most suitable for the teaching profession, from the university graduates".

Goal 1.1: Improving the Quality of Education Provided in Teacher Training Programs

The teaching profession is not only about using domain-specific knowledge and is not practiced merely in a theoretical framework. Besides having certain values, teachers must possess general pedagogical competencies such as communication and classroom management skills as well as pedagogical content knowledge. In order to acquire these versatile competencies required for the teaching profession, it is imperative that candidates should go through a high-quality training process.

In order to provide high-quality training, the teacher training institutions which provide undergraduate and graduate level education must have adequate physical and human resources and offer well-structured programs. Turkey can achieve its objective of training highly-qualified teachers only if all of these institutions meet certain standards. Besides meeting the standards required to train qualified teachers, it is also essential to

ensure academic and organizational restructuring, and to decrease the number of students per instructor.

Due to its nature, teaching can be improved mostly through on-the-job experiences, in addition to fundamental academic knowledge. For this reason, to increase the success level of teacher training programs, more teaching opportunities for student-teachers must be provided in the programs. However, only structuring teacher training programs in this direction will not be sufficient. At the same time, there must be an effective cooperation between faculties and schools where teaching practices take place. Similarly, the instructors working at these faculties must actively keep up with current developments in the field and work closely with schools in order to develop their practices according to the priorities and needs of schools and students. When it comes to increasing the functionality of teaching practices, the teachers, who will guide students through these practices, must receive the necessary training.

Effective coordination among institutions must be present in order to meet these requirements, which are put forth for improving teacher training programs. In accordance with all of these requirements, the following steps have been identified for improving the education provided in teacher training programs:

ACTION	EXPLANATION	PERFORMANCE INDICATORS	RESPONSIBLE / RELATED INSTITUTION	DURATION
1. Action: Making the Teacher Training Working Group functional	Conducting the legal and administrative arrangements that are necessary for making Teacher Training Working Group functional in a manner that all related stakeholders are represented.	Completing the legal and administrative arrangements	YÖK (RES) MEB (REL)	Until the end of 2017
2. Action: Academic and organizational restructuring of institutions with teacher training programs	Restructuring institutions with teacher training programs in accordance with national needs and the current national education system.	<ul style="list-style-type: none"> • Completing the legal and administrative arrangements related to restructuring • The ratio of the number of restructured institutions to the total number of related institutions 	YÖK (RES) MEB (REL)	Until the end of 2019

3. Action: Restructuring institutions providing teacher training programs by focusing on teaching practices	Restructuring the institutions providing teacher training programs by focusing on teaching practices; rearranging the teacher training programs targeting university graduates by focusing on teaching practices.	The number of teacher training programs that are restructured by focusing on teaching practices	YÖK (RES) MEB (REL)	Until the end of 2019
4. Action: Restructuring the graduate-level program selection	Establishing a teacher training system, in which program selection can be done after being admitted to the faculty in certain fields.	<ul style="list-style-type: none"> • Completing the legal and administrative arrangements • The ratio of the number of programs that comply with the system to the total number of programs 	YÖK (RES) MEB (REL)	Until the end of 2019
5.Action: Enabling students to switch to other programs from teacher training programs	Establishing the legal infrastructure for enabling students studying at the faculty of education - who are deemed as inappropriate for the teaching profession due to academic, health or psychological reasons by a commission- to switch to other faculties and departments.	<ul style="list-style-type: none"> • Completing the legal and administrative arrangements • The number of departments/fields that allow students to switch to other programs from teacher training programs 	YÖK (RES) MEB (REL)	Until the end of 2018
6. Action: Enabling institutions with teacher training programs to implement alternative training programs	Providing institutions with teacher training programs with the opportunity to implement alternative training programs, which they develop within the scope of the teacher training programs.	<ul style="list-style-type: none"> • Completing the legal and administrative arrangements • The ratio of the number of institutions implementing alternative programs to the number of institutions that have had such a request 	YÖK (RES) MEB (REL)	Until the end of 2019
7. Action: Conducting teaching practices with certified teachers	Within the framework of Teacher Competency, providing teachers and administrators, who will guide the teaching practices at schools, with training and a certificate, the qualities of which are defined by MEB for being a mentor coordinator/teacher; these practices are to be carried out through experienced teachers holding this certificate.	<ul style="list-style-type: none"> • Completing the legal and administrative arrangements • The ratio of the number of teachers and administrators, who guide teaching practices and hold a certificate, to the total number of all teachers and administrators guiding teaching practices 	MEB (RES) YÖK (REL)	Until the end of 2018

8. Action: Restructuring cooperation processes between faculties and schools	Making arrangements in order to allow student-teachers to carry out their teaching practices at certain educational institutions selected by MEB according to criteria such as course, students, school type, mentor teacher etc. under the supervision of a mentor teacher.	The number of institutions and teachers that perform at such a level and meet the aforementioned criteria	MEB (RES) YÖK (REL)	Until the end of 2017
9. Action: Developing standards for teacher training programs	Identifying standards to open teacher training programs and to continue these programs' activities and ensuring that these standards are met.	Establishing standards	YÖK (RES) MEB (REL)	Until the end of 2018
10. Action: Decreasing the number of students per instructor within the teacher training programs at the institutions offering teacher training programs	Ensuring that the number of students per instructor in the teacher training programs complies with international standards; ensuring that the number of students at teacher training programs are determined by certain criteria, which take the number of working instructors into account.	The ratio of the number of institutions, whose student number per instructor meets the international average, to the total number of the related institutions	YÖK (RES) MEB (REL)	Until the end of 2018
11. Action: Establishing a system, in which instructors from education faculties can conduct observations, research, and practice at elementary and secondary schools	Establishing a system, in which instructors can conduct observations, research, and applications at elementary and secondary schools, in order to increase the current knowledge and awareness level of the instructors working at education faculties.	<ul style="list-style-type: none"> • Completing the legal and administrative arrangements • The ratio of the number of instructors, who conduct practice , research, and observations at elementary and secondary schools, to the total number of instructors 	YÖK (RES) MEB (REL)	Until the end of 2018

Goal 1.2: Selecting the Most Suitable Teacher Candidates from Graduates

Even though the main source of the teaching profession consists of education faculty graduates, if needed, those who graduated from other faculties can be employed as teachers on the condition that they complete programs that are related to education before entering the profession.

It is not only teachers' academic success that affects their performance in the teaching profession to a significant extent, but also their personal characteristics. The process of selecting individuals for the profession of teaching must be re-designed with multiple stages and certain criteria. To accomplish this, it is necessary to establish a selection system, through which the fundamental competencies that a teacher should have can be assessed and which makes use of not only the written-examination method, but also alternative evaluation methods. In order to select the suitable candidates from those entering the profession, along with entrance examinations based on multiple-choice questions and ranking, it is planned to develop employment systems including evaluation based on multiple data sources and include stages such as preparing the candidate for the profession with a consulting teacher and supervising them on the job. Moreover, by considering demographic trends, the Ministry of National Education will share teacher population projections. These will be prepared on the basis of mid-term and long-term education phases and teaching fields. In the light of the data that will be published, individuals, who wish to become teachers, can make university program choices according to employment facts. Furthermore, teacher training institutions will be able to plan and determine their programs and quotas based on these projections.

In order to realize this goal, the following actions have been planned.

ACTION	EXPLANATION	PERFORMANCE INDICATORS	RESPONSIBLE / RELATED INSTITUTION	DURATION
12. Action: Developing a selection system for entering the profession based on the evaluation of multiple- data resources	Establishing an employment system, which will consider psychomotor and affective skills of candidates and it will be based on multiple-data sources such as selection examinations within the framework of teacher competencies, undergraduate success, portfolio, evaluation of teaching practices, interviews etc.	Creating the targeted examination and employment system	MEB (RES) ÖSYM (REL) YÖK (REL) DPB (REL)	Until the end of 2018
13. Action: Introducing a mandatory minimum score for the exams that must be taken to become a candidate teacher	Ensuring that those who have a minimum success level in their own field as well as the field of educational sciences are selected as candidate teachers, by introducing a mandatory minimum score for the exams that must be taken to become a candidate teacher	Determining the mandatory minimum score	MEB (RES) ÖSYM (REL)	Until the end of 2017

14. Action: Annually sharing the teacher requirement projections in different teaching fields and the employment rates for meeting these requirements; sharing this with stakeholders and public	According to the teacher vision set in line with the 2023 vision of the Ministry of National Education, sharing the occupancy rates in each field and the required number of teachers, sharing these with the public; and enabling universities to plan their graduate and undergraduate program sizes/quotas.	Sharing the determined teacher requirement numbers and projections with the public	MEB (RES) KB (REL) YÖK (REL)	Continuous
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OBJECTIVE 2: ENSURING CONTINUING PERSONAL AND PROFESSIONAL DEVELOPMENT OF TEACHERS

The fact that sharing information is rapid and access to information is easy in today's world has led to changes in the fundamental qualifications of the teaching profession. Instead of being the "source" of information, other teaching skills such as being able to adapt to change, being aware of the ways to reach information, and guiding students within that context have become more prominent. In this rapid changeover process, it is of the utmost importance to support teachers, so that they can adapt to their changing roles. Therefore, the personal and professional development activities of teachers must be continuous. Within the framework of this necessity, two targets have been identified: "putting a periodical performance evaluation system into practice to identify teachers' professional development needs" and "increasing the quality of activities targeting teachers' personal and professional development, starting from their candidacy process".

Goal 2.1: Putting a periodical performance evaluation system into practice to identify teachers' professional development needs

Nowadays the term "competency" has become a key concept in studies on professional development. Within that scope, our Ministry has determined and published "General Competencies for Teaching Profession" and "Domain-Specific Competencies" with the participation of academicians and teachers. However, both national and international events in the field of education and training have proven that these competencies must be continuously revised and updated. For the sake of their professional development, it is very important that teachers carefully assess their individual and local needs, and competencies, and determine their own strengths and weaknesses in the light of national and international

standards. Determining their competencies is not only significant for guiding their personal and professional development activities, but also for accepting and training students in teacher training institutions at the pre-service phase as well as for the candidacy process, evaluation of teacher performance, rewarding teachers, and advancing in their careers.

One of the most outstanding activities recently carried out by the Ministry of National Education in order to contribute to the personal and professional development of our teachers is the development of the School Based Professional Development Model (OTMG). This model performs self-evaluation based on teacher competencies, which allows teachers to take responsibility for their own development and learning as well as to share and cooperate with their colleagues. Within the scope of the OTMG, our teachers are asked to fill in the individual and professional development plan distributed to them in the light of the competency criteria and to determine the areas in which they feel insufficient. This will guide the Ministry in planning its in-service training programs.

In order to reveal teachers' development needs in an objective manner and to encourage teachers to pursue continuous professional development, along with self-evaluation, there is a significant need for a performance evaluation system, in which individuals such as principals, colleagues, students, and parents (those who can provide teachers with the most accurate and objective information) are involved in the process of evaluation. The evaluation is essentially based on Teacher Competencies and makes use of multiple-data resources. Performance evaluation results must be considered as concrete and objective criteria for enabling teachers to advance in their career, appointing them abroad, rewarding them, and planning individual professional development studies.

The following steps have been planned in order to reach the aforementioned target:

ACTION	EXPLANATION	PERFORMANCE INDICATORS	RESPONSIBLE / RELATED INSTITUTION	DURATION
15. Action: Updating Teacher Competencies according to national needs and international standards.	Updating the Teacher Competencies according to national needs and international standards, and publishing them.	Updating and publishing Teacher Competencies	MEB (RES) YÖK (REL)	Until the end of 2017

16. Action: Developing a mandatory performance evaluation system for all teachers	Establishing a performance evaluation and management system which makes use of multiple-data sources, for monitoring, guiding, and evaluating the professional development activities, and for identifying the professional development needs of teachers within the framework of Teacher Competencies. As a result of the performance evaluation results, taking the necessary measures to meet the professional development needs of teachers, and using the system for calculating service scores, determining career development and promotion paths.	Completing the legal and administrative arrangements	MEB (RES) KB (REL) MB (REL) DPB (REL)	Until the end of 2018
17. Action: Subjecting all teachers to an examination about Teacher Competencies once every four years	Subjecting all employed teachers to an exam about Teacher Competencies, every four years. As a result of this examination, identifying the development needs of teachers and taking the necessary measures to meet these development needs, and using it for calculating service scores, determining career development and promotion paths.	<ul style="list-style-type: none"> • Completing the legal and administrative arrangements • The ratio of the teachers taking the examination to the total number of all teachers 	MEB (RES) ÖSYM (REL)	Until the end of 2018
18. Action: Providing training to those who will conduct activities for monitoring and supporting teachers' professional development	Providing training to increase their knowledge and skills and to raise awareness- to those, who will work in activities of identifying teachers' professional development needs and supporting their professional development.	The ratio of the number of people attending the training programs to the total number of people working in such activities	MEB (RES)	Until the end of 2018
19. Action: Updating and Implementing the School Based Professional Growth Model (OTMG)	Updating the OTMG model prepared by the Ministry and enabling its implementation at educational institutions.	The ratio of the total number of teachers and institutions participating in OTMG model applications to the total number of all teachers and institutions	MEB (RES)	Until the end of 2018

Goal 2.2: Increasing the Quality of Activities Targeting Teachers' Personal and Professional Development, Starting from their Candidacy Process

The professional development concept of teachers can be described as “all of the natural learning experiences and purposefully planned activities that aim at being useful to individuals, groups, and schools either directly or indirectly and will contribute to the quality of in-class practices.” It is essentially important to ensure the continuity of personal and professional development activities. However, the activities must be considered from various approaches.

Ensuring the continuity of professional development activities is closely related to achieving a certain level of quality in such activities. The qualities of educators (trainers) are strong determinants of overall quality in this context. For this reason, it is essential to determine the standards of the educators who will work in professional development activities. Moreover, in order to create a highly qualified educator pool, it is necessary to develop programs for the training of educators who will work in such activities.

Another significant factor, which ensures continuity in personal and professional development, carries out activities of sufficient number and variety catering to different needs of different teachers; so that each teacher can have access to programs they need. It would be an outstanding reform to establish Teacher Academies, which would have sufficient human resource to provide in-service training. Establishing academies would significantly contribute to life-long learning opportunities of MEB staff; closely following the scientific and technological improvements in the field of education and training; providing consultancy services; collaborating with stakeholder institutions, determining the standards for teacher-training institutions; and organizing professional development and pedagogical competency training programs. It is also necessary to build cooperation with NGOs and universities in order to provide an adequate number and variety of activities.

In today's world, many international events affect Turkey very rapidly. The majority of changes suggest in instructional methods, course books, and contents of curricula bear traces of not only our country's needs, but also the changes occurring throughout the world. Therefore, keeping up with international trends and standards of in-service training programs is also important for Turkish teachers' professional development. Ever since

Turkey has become a full member of the European Union's Education and Youth Programs in 2004, there has been a serious increase in the number of international educational in-service activities, from which Turkish teachers and educators can benefit. Through the National Agency under the EU Ministry, teachers can participate in various international educational activities and projects. Furthermore, teachers can apply to many international educational programs through the MEB Directorate-General of the European Union and Foreign Relations. It is of great importance for teachers to benefit from these opportunities, in order to follow the advancements in their fields.

Teachers must be encouraged to participate in graduate education programs and scientific activities for ensuring continuity in their personal and professional development. It is widely recognized that national and international in-service training programs are not the only way for teachers to improve themselves. In recent years, it is increasingly underlined in the education literature that short-term in-service educational courses alone are not sufficient for teachers' professional development. Teachers must make effort to continuously improve themselves through other methods. Teachers must benefit not only from the Ministry's activities, but also from various informal learning environments for their professional development. In fact, today's technology (social media etc.) offers teachers many opportunities for such development activities. Informal environments have important potential in that it is possible to share resources, experiences, and views among colleagues, peers and students across schools, provinces, and countries.

In order to realize this goal, the following actions have been planned:

ACTION	EXPLANATION	PERFORMANCE INDICATORS	RESPONSIBLE / RELATED INSTITUTION	DURATION
20. Action: Establishing Teacher Academies	Establishing Teacher Academies for examining, researching, and consulting about scientific and technological improvements in the field of education and training; providing MEB employees with life-long learning opportunities; cooperating with institutions, which offer services through formal, open and distance learning for increasing and diversifying teachers' life-long learning opportunities; building a professional development system, through which the Ministry or teachers can individually purchase services; cooperating with the related institutions in order to determine the standards of teacher training institutions; organizing career-advancing educational trainings such as candidate teacher training program, professional development programs, pedagogical competency trainings; and other purposes of that nature.	Completing the legal and administrative arrangements	MEB (RES) YÖK (REL) MB (REL) DPB (REL)	Until the end of 2017

21. Action: Updating and maintaining the candidate teacher training process according to needs	Maintaining the implementation of the candidate teacher training process, which was implemented in 2016 for the first time, by enriching its content and methods according to the feedback received.	Updating and improving the candidate teacher training program	MEB (RES)	Continuous
22. Action: Determining the standards of the educators, who will work in professional development activities	Improving the qualification (content knowledge, educational leadership, effective communication skills, instructional methods and techniques, adaptive skills etc.) of the educators, who will work in professional development programs with the participation of the related stakeholders.	Improving the measurements for determining the qualifications	MEB (RES)	Until the end of 2018
23. Action: Opening programs for training the educators, who will work in professional development activities	Encouraging the opening of professional development and certificate programs in the field of adult training through Teacher Academies.	<ul style="list-style-type: none"> • The number of programs opened for adult training • The ratio of the number of educators receiving adult training to the total number of educators working in professional development activities 	MEB (RES)	Until the end of 2019
24. Action: Encouraging education employees to participate in scientific activities	Encouraging education employees to produce national and international scientific studies and to participate in such activities; cooperating with the related institutions and providing similar opportunities for that purpose.	The ratio of the number of employees benefiting from the activities that will be conducted for that action to the total number of all education employees	MEB (RES) YÖK (REL)	Continuous
25. Action: Increasing teachers' participation rate in international educational activities	Increasing the knowledge level and awareness of teachers about international events occurring in the field of education through cooperation with institutions such as National Agency, YTB, TİKA, Maarif Foundation, and TUBİTAK. Taking necessary measures to increase the rate of participation.	The ratio of the teachers participating in international events to the total number of all teachers	MEB (RES) Ministry of EU (REL) YTB(REL) TİKA(REL) Maarif Foundatio(REL) TUBİTAK(REL)	Continuous

OBJECTIVE 3: IMPROVING THE PERCEPTION TOWARDS TEACHING PROFESSION AND STRENGTHENING THE STATUS OF THE PROFESSION

Even though its definition as professional job dates back only to recent times, teaching is indeed one of the oldest and longest-established professions. Due to their pedagogical relationship with all segments of society, teachers have been widely respected and had a privileged place in society throughout the history. However, contemporary changes and new social structures have rendered the status of teaching profession contentious. Still, the importance and meaning of teachers for the society remain high. Teachers have a significant responsibility in social development with their responsibility to raise qualified individuals as well as to be a role model for all citizens.

The countries which constantly revise and improve their education systems from the life-long learning perspective and which are aware of the fact that a quality education is possible only with good teachers, develop rapidly and substantially. It is one of Ministry of National Education's primary goals to improve the reputation, honor, and prestige of the teaching profession and of teachers and to remedy the working conditions of teachers. In that context, in order to realize the goal of "improving the perception towards teaching profession and strengthening the status of the profession", four fundamental goals have been determined. These are: "strengthening the status of teaching profession", "taking remedial measures based on the differences between institutions and regions", "improving the working conditions of teachers", and "developing a career and reward system".

Goal 3.1: Strengthening the status of teaching profession

Many goals and actions stated in this Strategy Paper, such as establishing a qualified selection and pre-professional training system, improving working conditions, and ensuring the continuity of personal and professional development are in the name of strengthening the status of teaching profession. Moreover, the whole legislation about the teaching profession must be revised in accordance with the actions presented in this Paper, in order to meet the current needs. One of the most significant steps taken towards that purpose is disincentive measures to prevent violence against education staff, which are also stated in

the 64th and 65th government plans. The efforts that will be carried out within that scope will contribute to realizing this objective.

In order to realize this goal, the following actions have been planned.

ACTION	EXPLANATION	PERFORMANCE INDICATORS	RESPONSIBLE/RELATED INSTITUTION	DURATION
26. Action: Revision of the legislation on teaching profession according to current needs	Carrying out studies in order to revise and update the legislation about the teaching profession in accordance with the actions in the Strategy Paper to meet the current needs.	Completing the legislative arrangements	MEB (RES) KB (REL) DPB (REL) MB (REL)	Until the end of 2018
27. Action: Establishing an action plan consisting of legal and administrative measures to prevent violence against teachers	Preparing an action plan to prevent violence in education by comprehensively planning the measures with legal and administrative arrangements to prevent violence against teachers.	Completing the action plan	MEB (RES) Prime Ministry (REL) Ministry of Interior (REL) Ministry of Justice (REL) Ministry of Health (REL) NGO's (REL)	Until the end of 2017
28. Action: Increasing teachers' authority and responsibility about the management of educational institutions and professional implementations	Enabling teachers to have more authority and responsibility in educational implementations and school management by making educational institutions' structures more democratic, transparent, and participative.	Completing the legal and administrative arrangements	MEB (RES)	Until the end of 2019

Goal 3.2: Improving the working conditions of teachers

It is important to arrange the physical working environments of teachers for improving the status of the profession of teaching. While improving the physical conditions of the educational institutions in line with the objectives stated in this Paper, it is also necessary to perform remedial arrangements to improve working conditions of teachers, who are at the heart of educational activities. In that context, it is important to create environments allowing teachers to carry out individual activities increasing their motivation and contributing to their professional development. Through these arrangements, teachers' professional development and motivation will be supported; hence their work satisfaction and productivity will increase. These positive effects will contribute to increase the status of teaching profession.

In order to realize this goal, the following action has been planned.

ACTION	EXPLANATION	PERFORMANCE INDICATORS	RESPONSIBLE/RELATED INSTITUTION	DURATION
29. Action: Creating environments that allow teachers to carry out individual studies	Creating physical environments, which facilitate teachers' studies and allow them to carry out individual studies.	The number of physical environments created to enable teachers to carry out individual studies	MEB (RES) KB (REL)	Until the end of 2019

Goal 3.3: Taking remedial measures based on the differences between institutions and regions

The educational activities, which must be maintained throughout Turkey including the smallest administrative places, can only be carried out with the presence of teachers. However, in our country, teacher mobility among regions is usually toward big provinces and central districts. Until recently, the urgent needs in educational institutions, which usually emerge after teachers request compassionate leave and similar demands, were sought to be resolved by appointing new teachers or finding substitute teachers. The fact that teacher mobility is high and teachers' average duration of service is short in some provinces and institutions may cause differences in the quality of education among different educational institutions. Such differences may be present not merely among regions, provinces, and districts as a consequence of local resources and circumstances, but also among educational institutions that are geographically very close to one another. Since every student is entitled to receive a high-quality education, a solution must be produced to overcome these differences. Within the framework of the arrangements performed in 2016 by our Ministry, contract teachers were employed in regions where there is a major need for teachers. Moreover, our Ministry tried to eliminate the inequality among regions and institutions to a certain extent, while also making interviews mandatory for employing contract teachers. Thus, it is necessary to assess not only the success of teachers in multiple-choice tests, but also their skills to comprehend and summarize a subject, ability of expression and logical reasoning skills, communication skills, self-efficacy and persuasion skills, openness to scientific and technological improvements, presentation skills before an audience, and educator qualities. By doing so, the most successful ones among the potential candidates

can be admitted to the system, and an important step towards increasing the quality of education in these regions will be taken. Besides the aforementioned efforts, educational institutions must be redefined and classified based on their circumstances, in order to take other essential measures to increase the quality of education and training. Following this classification, remedial measures can be taken starting from the schools that should be primarily supported. Furthermore, a comprehensive and encouraging model, which includes mandatory rotation, about the replacement of teachers must be created. Additional remedial measures must be taken for the educational institutions located in environments that are insufficient/disadvantaged, compared to those located in central areas. Equipping the teachers working at such educational institutions with opportunities such as special employment circumstances, additional payments, service scores, access to graduate studies, priority at studying and working abroad with relocations, housing support/lodgment etc. could be encouraging and supportive.

The following actions have been planned in order to execute the aforementioned target.

ACTION	EXPLANATION	PERFORMANCE INDICATORS	RESPONSIBLE/RELATED INSTITUTION	DURATION
30. Action: Re-evaluation and classification of education-training institutions based on their current circumstances	Re-evaluating and classifying education-training institutions based on criteria related to their regional, environmental, and institutional characteristics in a comprehensive manner.	The number of educational institutions that are classified	MEB (RES) KB (REL)	Until the end of 2018
31. Action: Taking incentive measures to enable teachers to work in institutions that are considered disadvantaged according to the classification	Providing the teachers with incentive opportunities such as special employment circumstances, service score, access to graduate studies, priority at studying and working abroad with relocations, housing support/lodgment etc. based on the priority and characteristics of their educational institution.	The number of arrangements on providing incentives based on the priority and characteristics of educational institutions	MEB (RES) MB (REL) KB (REL) DPB (REL)	Until the end of 2018
32. Action: Taking remedial measures for the disadvantaged (in terms of their circumstances) educational institutions	Ensuring that minimum standards for the working conditions of teachers from each school are defined and realized; taking additional measures for the educational institutions that are insufficient in terms of resources.	The ratio of the number of the educational institutions that meet the defined standards to the total number of institutions	MEB (RES) MB (REL) KB (REL)	Until the end of 2018

33. Action: Updating and improving the current structure of contract teacher model according to new requirements	Continuously improving the contract teacher model, which was brought into force with the provisions in the additional fourth article of Decree Law No. 652, according to the new requirements.	Carrying out the necessary legal and administrative arrangements	MEB (RES)	Continuous
34. Action: Creating a new model for replacements; making the rotation system functional and active	Creating a model for teachers, who served at the same educational institution for a long time, to replace their school/educational institution by taking their service requirements and public interest into consideration, so that they can transfer and improve their professional experiences.	<ul style="list-style-type: none"> • Completing the replacement model • Carrying out the legal and administrative arrangements 	MEB (RES)	Until the end of 2018

Goal 3.4: Developing a career and reward system

As in all professions, in the teaching profession providing teachers career opportunities and career development paths based on their competencies will positively affect their work performance and motivation, so that education and training would be more qualified. Therefore, teachers must be offered career advancement opportunities for the purposes of encouraging continuous professional development, increasing their qualifications, and improving their status.

The current teacher career system must be re-structured in accordance with criteria such as student success, examinations, results of performance evaluation that will be executed based on Teacher Competencies and other criteria of professional nature. In this new model, while advancing in their careers, teachers would obtain their new titles for a certain period of time and be required to constantly meet these criteria in order to maintain and re-obtain their titles.

In order to realize this goal, the following action has been planned.

ACTION	EXPLANATION	PERFORMANCE INDICATORS	RESPONSIBLE/ RELATED INSTITUTION	DURATION
35. Action: Recreation of career steps	Establishing a career system, whose criteria include teachers' voluntary and extra-school activities on their profession and field, the examinations, the training to be acquired at Teacher Academies, and student success; a system in which promotions occur for a certain period of time in line with budget opportunities.	Establishing a career and reward system	MEB (RES) MB (REL) DPB (REL)	Until the end of 2018

CONCLUSIONS

Teaching is a revered and well-established profession, which requires continuous development of individual from the pre-service training to the point of retirement along with constant professional enthusiasm and ambition. Increasing the ambition and motivation of teachers, who have the utmost responsibility for the society, and maintaining a continuous quality in teaching are the essential components of a highly-qualified education system.

In order to fulfill the expectations of Turkish society, especially those of students and parents- from education, it is a necessity to maintain educational activities with teachers who are well-trained, constantly improving themselves, and are happy to practice their profession. Accomplishing this depends on elaborately analyzing not only in-service processes but also the pre-service processes, and developing policies for improving all of them. The "Teacher Strategy Paper" has been prepared with such an approach and designed in a comprehensive way covering a long span starting from teacher training to the point of retirement.

As stated in the previous chapters, there are three main objectives including "ensuring the employment of highly-qualified and well-trained teachers, who are most suitable for the teaching profession", "ensuring teachers' continuous personal and professional development", and "improving the perception towards teaching profession and strengthening the status of the profession". Similarly, the Strategy Paper also includes eight goals related to the main objectives and 35 actions which are planned to execute these goals. Moreover, explanations about each action, the institutions that are responsible for the execution of these actions, performance indicators, and the planned schedules are presented in this Paper.

Ministry of National Education is not the only institution responsible for executing the actions mentioned in the Strategy Paper. Various public institutions, universities, organizations and NGO's are also given an effective roles in implementing these strategic actions. From that aspect, this Paper represents an understanding that pays importance to comprehensive participation and cooperation not only in the preparation process of this Paper, but also in the process implementation. In such an understanding, Ministry of National Education Directorate General of Teacher Training and Development will be responsible for the implementation, coordination, and monitoring of the actions elucidated in this Paper.

The strategic actions in this Paper, which is prepared with the aim of making Turkey one of the pioneering countries in the field of education and enabling each citizen of our country to receive high-quality education, will be implemented with strong determination and in cooperation with all stakeholders.

CHAPTER 2-TABLES

OBJECTIVE 1: ENSURING THE EMPLOYMENT OF HIGHLY-QUALIFIED AND WELL-TRAINED TEACHERS, WHO ARE MOST SUITABLE FOR THE TEACHING PROFESSION

OBJECTIVE	GOAL	ACTION	EXPLANATION	PERFORMANCE INDICATORS	RESPONSIBLE/ RELATED INSTITUTION	DURATION
1. OBJECTIVE ENSURING THE EMPLOYMENT OF HIGHLY-QUALIFIED AND WELL-TRAINED TEACHERS, WHO ARE MOST SUITABLE FOR THE TEACHING PROFESSION	Goal 1.1: Improving the quality of education provided in teacher training programs	1. Action: Making the teacher training working group functional	Conducting the legal and administrative arrangements that are necessary for making Teacher Training Working Group functional in a manner that all related stakeholders are represented	Completing the legal and administrative arrangements	YÖK (RES) MEB (REL)	Until the end of 2017
		2. Action: Academic and organizational restructuring of institutions with teacher training programs	Restructuring institutions with teacher training programs in accordance with national needs and the current national education system	<ul style="list-style-type: none"> Completing the legal and administrative arrangements related to restructuring The ratio of the number of restructured institutions to the total number of related institutions 	YÖK (RES) MEB (REL)	Until the end of 2019
		3. Action: Restructuring institutions providing teacher training programs by focusing on teaching practices	Restructuring the institutions providing teacher training programs by focusing on teaching practices; rearranging the teacher training programs targeting university graduates by focusing on teaching practices	The number of teacher training programs that are restructured by focusing on teaching practices	YÖK (RES) MEB (REL)	Until the end of 2019
		4. Action: Restructuring the graduate-level program selection	Establishing a teacher training system, in which program selection can be done after being admitted to the faculty in certain fields	<ul style="list-style-type: none"> Completing the legal and administrative arrangements The ratio of the number of programs that comply with the system to the total number of programs 	YÖK (RES) MEB (REL)	Until the end of 2019
		5. Action: Enabling students to switch to other programs from teacher training programs	Establishing the legal infrastructure for enabling students studying at the faculty of education - who are deemed as inappropriate for the teaching profession due to academic, health or psychological reasons by a commission - to switch to other faculties and departments	<ul style="list-style-type: none"> Completing the legal and administrative arrangements The number of departments/fields that allow students to switch to other programs from teacher training programs 	YÖK (RES) MEB (REL)	Until the end of 2018
		6. Action: Enabling institutions with teacher training programs to implement alternative training programs	Providing institutions with teacher training programs with the opportunity to implement alternative training programs, which they develop within the scope of the teacher training programs	<ul style="list-style-type: none"> Completing the legal and administrative arrangements The ratio of the number of institutions implementing alternative programs to the number of institutions that have had such a request 	YÖK (RES) MEB (REL)	Until the end of 2019
		7. Action: Conducting teaching practices with certified teachers	Within the framework of Teacher Competency, providing teachers and administrators, who will guide the teaching practices at schools, with training and a certificate, the qualities of which are defined by MEB, for being a mentor coordinator/teacher; these practices area to be carry out through experienced teachers holding this certificate	<ul style="list-style-type: none"> Completing the legal and administrative arrangements The ratio of the number of teachers and administrators, who guide teaching practices and hold a certificate, to the total number of all teachers and administrators guiding teaching practices 	MEB (RES) YÖK (REL)	Until the end of 2018

		8. Action: Restructuring cooperation processes between faculties and schools	Making arrangements in order to allow student-teachers to carry out their teaching practices at certain educational institutions selected by MEB according to criteria such as course, students, school type, mentor teacher etc. under the supervision of a mentor teacher.	The number of institutions and teachers that perform at such a level and meet the aforementioned criteria	MEB (RES) YÖK (REL)	Until the end of 2017
		9. Action: Developing standards for teacher training programs	Identifying standards to open teacher training programs and to continue these programs' activities and ensuring that these standards are met.	Establishing standards	YÖK (RES) MEB (REL)	Until the end of 2018
		10. Action: Decreasing the number of students per instructor within the teacher training programs at the institutions offering teacher training programs	Ensuring that the number of students per instructor in the teacher training programs complies with international standards; ensuring that the number of students at teacher training programs are determined by certain criteria, which take the number of working instructors into account.	The ratio of the number of institutions, whose student number per instructor meets the international average, to the total number of the related institutions	YÖK (RES) MEB (REL)	Until the end of 2018
		11. Action: Establishing a system, in which instructors from education faculties can conduct observations, research, and practice at elementary and secondary schools	Establishing a system, in which instructors can conduct observations, research, and applications at elementary and secondary schools, in order to increase the current knowledge and awareness level of the instructors working at education faculties	<ul style="list-style-type: none"> • Completing the legal and administrative arrangements • The ratio of the number of instructors, who conduct practice, research, and observations at elementary and secondary schools, to the total number of instructors 	YÖK (RES) MEB (REL)	Until the end of 2018
	Goal 1.2: Selecting the most suitable teacher candidates from graduates	12. Action: Developing a selection system for entering the profession, based on evaluation with multiple-data resources.	Establishing an employment system, which will take into account the psychomotor and affective skills of candidates and it will be based on multiple-data sources such as selection examinations within the framework of teacher competencies, undergraduate success, portfolio, evaluation of teaching practices, interviews etc.	Creating the targeted examination and employment system	MEB (RES) ÖSYM (REL) YÖK (REL) DPB (REL)	Until the end of 2018
		13. Action: Introducing a mandatory minimum score for the exams that must be taken to become a candidate teacher	Ensuring that those who have a minimum success level in their own field as well as the field of educational sciences are selected as candidate teachers, by introducing a mandatory minimum score for the exam that must be taken to become a candidate teacher	Determining the mandatory minimum score	MEB (RES) ÖSYM (REL)	Until the end of 2017
		14. Action: Annually sharing the teacher requirement projections in different teaching fields and the employment rates for meeting these requirements; sharing this with stakeholders and public	According to the teacher vision set in line with the 2023 vision of the Ministry of National Education, sharing the occupancy rates in each field and the required number of teachers, sharing these with the public; and enabling universities to plan their graduate and undergraduate program sizes/quotas.	Sharing the determined teacher requirement amount with the public	MEB (RES) KB (REL) YÖK (REL)	Continuous

OBJECTIVE 2: ENSURING CONTINUING PERSONAL AND PROFESSIONAL DEVELOPMENT OF TEACHERS

OBJECTIVE	GOAL	ACTION	EXPLANATION	PERFORMANCE INDICATORS	RESPONSIBLE/ RELATED INSTITUTION	DURATION
2. OBJECTIVE ENSURING CONTINUOUS PERSONAL AND PROFESSIONAL DEVELOPMENT OF TEACHERS	Goal 2.1: Putting a periodical performance evaluation system into practice to identify teachers' professional development needs	15. Action: Updating Teacher Competencies according to national needs and international standards.	Updating the Teacher Competencies according to national needs and international standards, and publishing them.	Updating and publishing Teacher Competencies	MEB (RES) YÖK (REL)	Until the end of 2017
		16. Action: Developing a mandatory performance evaluation system for all teachers	Establishing a performance evaluation and management system which makes use of multiple-data sources, for monitoring, guiding, and evaluating the professional development activities, and for identifying the professional development needs of teachers within the framework of Teacher Competencies. As a result of the performance evaluation results, taking the necessary measures to meet the professional development needs of teachers, and using the system for calculating service scores, determining career development and promotion paths.	Completing the legal and administrative arrangements	MEB (RES) KB (REL) MB (REL) DPB (REL)	Until the end of 2018
		17. Action: Subjecting all teachers to an examination about Teacher Competencies once every four years	Subjecting all employed teachers to an exam about Teacher Competencies, every four years. As a result of this examination, identifying the development needs of teachers and taking the necessary measures to meet these development needs, and using it for calculating service scores, determining career development and promotion paths.	<ul style="list-style-type: none"> • Completing the legal and administrative arrangements • The ratio of the teachers taking the examination to the total number of all teachers 	MEB (RES) ÖSYM (REL)	Until the end of 2018
		18. Action: Providing training to those who will conduct activities for monitoring and supporting teachers' professional development	Providing training to increase their knowledge and skills and to raise awareness to those, who will work in activities of identifying teachers' professional development needs and supporting their professional development.	The ratio of the number of people attending the training programs to the total number of people working in such activities	MEB (RES)	Until the end of 2018
		19. Action: Updating and Implementing the School Based Professional Growth Model (OTMG)	Updating the OTMG model prepared by the Ministry and enabling its implementation at educational institutions.	The ratio of the total number of teachers and institutions participating in OTMG model applications to the total number of all teachers and institutions	MEB (RES)	Until the end of 2018

<p>Goal 2.2: Increasing the quality of activities targeting teachers' personal and professional development, starting from their candidacy process</p>	<p>20. Action: Establishing Teacher Academies</p>	<p>Establishing Teacher Academies for examining, researching, and consulting about scientific and technological improvements in the field of education and training; providing MEB employees with life-long learning opportunities; cooperating with institutions, which offer services through formal, open and distance learning for increasing and diversifying teachers' life-long learning opportunities; building a professional development system, through which the Ministry or teachers can individually purchase services; cooperating with the related institutions in order to determine the standards of teacher training institutions; organizing career-advancing educational trainings such as candidate teacher training program, professional development programs, pedagogical competency trainings; and other purposes of that nature.</p>	<p>Completing the legal and administrative arrangements</p>	<p>MEB (RES) YÖK (REL) MB (REL) DPB (REL)</p>	<p>Until the end of 2017</p>
	<p>21. Action: Updating and maintaining the candidate teacher training process according to needs</p>	<p>Maintaining the implementation of the candidate teacher training process, which was implemented in 2016 for the first time, by enriching its content and methods according to the feedback received</p>	<p>Updating and improving the candidate teacher training program</p>	<p>MEB (RES)</p>	<p>Continuous</p>
	<p>22. Action: Determining the standards of the educators, who will work in professional development activities</p>	<p>Improving the qualification (content knowledge, educational leadership, effective communication skills, instructional methods and techniques, adaptive skills etc.) of the educators, who will work in professional development programs with the participation of the related stakeholders</p>	<p>Improving the measurements for determining the qualifications</p>	<p>MEB (RES)</p>	<p>Until the end of 2018</p>
	<p>23. Action: Opening programs for training the educators, who will work in professional development activities</p>	<p>Encouraging the opening of professional development and certificate programs in the field of adult training through Teacher Academies</p>	<ul style="list-style-type: none"> • The number of programs opened for adult training • The ratio of the number of educators receiving adult training to the total number of educators working in professional development activities 	<p>MEB (RES)</p>	<p>Until the end of 2019</p>
	<p>24. Action: Encouraging education employees to participate in scientific activities</p>	<p>Encouraging education employees to produce national and international scientific studies and to participate in such activities; cooperating with the related institutions and providing similar opportunities for that purpose</p>	<p>The ratio of the number of employees benefiting from the activities that will be conducted for that action to the total number of all education employees</p>	<p>MEB (RES) YÖK (REL)</p>	<p>Continuous</p>
	<p>25. Action: Increasing teachers' participation rate in international educational activities</p>	<p>Increasing the knowledge level and awareness of teachers about international events occurring in the field of education through cooperation with institutions such as National Agency, YTB, TİKA, Maarif Foundation, and TUBİTAK. Taking necessary measures to increase the rate of participation</p>	<p>The ratio of the teachers participating in international events to the total number of all teachers</p>	<p>MEB (RES) Ministry of EU (REL) YTB(REL) TİKA(REL) Maarif Foundation(REL) TUBİTAK(REL)</p>	<p>Continuous</p>

OBJECTIVE 3: IMPROVING THE PERCEPTION TOWARDS TEACHING PROFESSION AND STRENGTHENING THE STATUS OF THE PROFESSION

OBJECTIVE	GOAL	ACTION	EXPLANATION	PERFORMANCE INDICATORS	RESPONSIBLE/ RELATED INSTITUTION	DURATION
OBJECTIVE 3: IMPROVING THE PERCEPTION TOWARDS TEACHING PROFESSION AND STRENGTHENING THE STATUS OF THE PROFESSION	Goal 3.1: Strengthening the status of teaching profession	26. Action: Revision of the legislation on teaching profession according to current needs	Carrying out studies in order to revise and update the legislation about the teaching profession in accordance with the actions in the Strategy Paper to meet the current needs.	Completing the legislative arrangements	MEB (RES) KB (REL) DPB (REL) MB (REL)	Until the end of 2018
		27. Action: Establishing an action plan consisting of legal and administrative measures to prevent violence against teachers	Preparing an action plan to prevent violence in education by comprehensively planning the measures with legal and administrative arrangements to prevent violence against teachers.	Completing the action plan	MEB (RES) Prime Ministry (REL) Ministry of Interior (REL) Ministry of Justice (REL) Ministry of Health (REL) NGO's (REL)	Until the end of 2017
		28. Action: Increasing teachers' authority and responsibility about the management of educational institutions and professional implementations	Enabling teachers to have more authority and responsibility in educational implementations and school management by making educational institutions' structures more democratic, transparent, and participative	Completing the legal and administrative arrangements	MEB (RES)	Until the end of 2019
	Goal 3.2: Improving the working conditions of teachers	29. Action: Creating environments that allow teachers to carry out individual studies	Creating physical environments which facilitate teachers' studies and allow them to carry out individual studies	The number of physical environments created to enable teachers to carry out individual studies	MEB (RES) KB (REL)	Until the end of 2019
	Goal 3.3: Taking remedial measures based on the differences between institutions and regions	30. Action: Re-evaluation and classification of education-training institutions based on their current circumstances	Re-evaluating and classifying education-training institutions based on criteria related to their regional, environmental, and institutional characteristics in a comprehensive manner.	The number of educational institutions that are classified	MEB (RES) KB (REL)	Until the end of 2018
		31. Action: Taking incentive measures to enable teachers to work in institutions that are considered disadvantaged according to the classification	Providing the teachers with incentive opportunities such as special employment circumstances, service score, access to graduate studies, priority at studying and working abroad with relocations, housing support/lodgment etc. based on the priority and characteristics of their educational institution.	The number of arrangements on providing incentives based on the priority and characteristics of educational institutions	MEB (RES) MB (REL) KB (REL) DPB (REL)	Until the end of 2018
		32. Action: Taking remedial measures for the disadvantaged (in terms of their circumstances) educational institutions	Ensuring that minimum standards for the working conditions of teachers from each school are defined and realized; taking additional measures for the educational institutions that are insufficient in terms of resources.	The ratio of the number of the educational institutions that meet the defined standards to the total number of institutions	MEB (RES) MB (REL) KB (REL)	Until the end of 2018

		33. Action: Updating and improving the current structure of contract teacher model according to new requirements	Continuously improving the contract teacher model, which was brought into force with the provisions in the additional fourth article of Decree Law No. 652, according to the new requirements.	Carrying out the necessary legal and administrative arrangements	MEB (RES)	Continuous
		34. Action: Creating a new model for replacements; making the rotation system functional and active	Creating a model for teachers, who served at the same educational institution for a long time, to replace their school/educational institution by taking their service requirements and public interest into consideration, so that they can transfer and improve their professional experiences.	<ul style="list-style-type: none"> • Completing the replacement model • Carrying out the legal and administrative arrangements 	MEB (RES)	Until the end of 2018
	Goal 3.4: Developing a career and reward system	35. Action: Recreation of career steps	Establishing a career system, whose criteria include teachers' voluntary and extra-school activities on their profession and field, the examinations, the training to be acquired at Teacher Academies, and student success; a system in which promotions occur for a certain period of time in line with budget opportunities	Establishing a career and reward system	MEB (RES) MB (REL) DPB (REL)	Until the end of 2018