

Identification of In-Service Teacher Education Policies in Turkey and Investigation of Their Reflections on Practices

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Abstract

The general purpose of this study is to identify the target policies for in-service education in Turkey's main policy papers and documents of teacher training and development institutions, and to investigate reflections of these policies on practice. The study was based on historical research, which is one of the qualitative methods. The data were collected through document analysis and analyzed with content analysis. Regarding the research results, it was determined that target policies for in-service training activities in the field of teacher training in Turkey were offered within two main frameworks. When the reflections of these policies on practice were evaluated accordingly, it was revealed that putting policy theories into practice was generally achieved; however, some policies were offered as specific to several cities without being reflected across Turkey.

Keywords: Teacher Training, in-Service Education/Training, Policy Papers

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Introduction

Considering the developments that societies go through in time, it is observed that this progress result from a continuous innovation and transformation. These days when we are rapidly proceeding towards being a super smart society from a hunter-collector origin, it is an undeniable fact that the main source of this progress at an unprecedented pace is knowledge and education systems of societies.

From this viewpoint, societies have established and implemented education policies in order not to fall behind the advances, on the contrary, to pioneer them. It is possible to state many factors for the successful implementation of these policies. However, considering that teachers are the implementers of all these measures, it can easily be acknowledged that one of the greatest factors in reaching the objectives is teachers (Duman, 1991, p.2). Within this context, teachers need to have cognitive, affective and psychomotor competence to discharge this responsibility properly (Cetin, 2018, p.166). Therefore, skills development of teachers is attached great importance. As a matter of fact, one of the biggest reasons for teacher development to be given such weight is the methods and techniques specific to the process. These methods and techniques have been developed through practice and scientific research at the end of a great accumulation (Gelislı, 2018, p. 142).

One of these practices is in-service trainings aiming at development of working teachers based on the needs emerging in the process. In-service training practices are defined as providing educators, who build the future of the country and raise the new generations, with developments in science, technology and art in line with universal values and needs of the education system (Ministry of National Education, [MEB], n.d.-a). The purpose of in-service training activities is to ensure public officials' professional inclination, increase their productivity and raise them for tasks and responsibilities to be encountered in the future (Tutum, 1979, as cited in Altinisik, 1996).

In this context, in-service training can be considered as one of the essential tools for teachers to improve professional knowledge and skills and to make up the deficiencies during their teaching period (Susam & Ozbek, 2018). Therefore, for subject integrity, it is considered necessary to briefly mention the historical development of in-service training activities in Turkey.

One of the first examples of in-service training in Turkey is that, in early 1930s, travelling headteachers were assigned to make up deficiencies of teachers working in the country to meet educational needs of the society living in villages up to 80%. These travelling headteachers visited teachers in villages and provided pedagogical support through model practices during their visit. In 1960, 'On-the-Job Teacher Training Agency' was officially founded in Turkey to train in-service teachers. The relevant institution published 16 books to guide teachers and extended its activities gradually. In 1975, the name of the institution was changed into "Department of In-Service Training".

There are no detailed documents on the structure and content of in-service trainings arranged until 1980s; however, developments were observed beginning especially in that period and gaining speed in early 2000s. In 2012, the institution was renamed one more time as “General Directorate for Teacher Training and Development”, which still continues its operation today (Günel & Tanrıverdi, 2014).

In-service training today is generally divided into two categories, which is based on purpose and venue of application. Relevant brief information is presented in Table 1.

Table 1. Types of In-Service Training

In-service Training Based on Purpose	
Orientation Training	It is provided for adaptation before or right after starting work.
Basic Training	It is arranged to bring in basic knowledge, skills and attitudes required by the job.
Development Training	It is aimed at teaching job-related innovations.
Integration Training	It is provided for those with change of duty to be qualified for the new position
Promotion Training	It is organized to meet the requirement for promotion of the staff and personnel within the organizational structure
Special Field Training	It is held to train the personnel in various fields (first aid, foreign language, computer etc.)
In-service Training Based on Venue	
On-the-job Training	It is provided for the personnel on the job, keeping them at work.
Off-the-job Training	It is provided for the personnel off the job, in or out of the organization.

* Susam, E., & Ozbek, R. (2018). In-service education for developing teacher qualities. In M. Ergun, B. Oral & T. Yazar (Ed.), *Our teacher training system (Yesterday, today and tomorrow)* (p. 361-382). Ankara: Pegem Academy

Considering Table 1, it is observed that in-service training activities are categorized under two titles as purpose-based and venue-based. When trainings are classified based on venue, it is important whether they are organized on or off the job, and when the classification is based on purpose, there are six types of trainings as in Table 1.

With the update of in-service training activities by the General Directorate for Teacher Training and Development in line with the standard criteria, ‘Standard In-Service Training Programs’ have been developed to standardize trainings and certificates that the Ministry and all its provincial units provide in the same field. In-service trainings under the Ministry of National Education either in the central organization or in the provinces will be organized within this program which was last updated in 2020 (MEB, 2020). Training categories and what they involve are summarized in Figure 1.

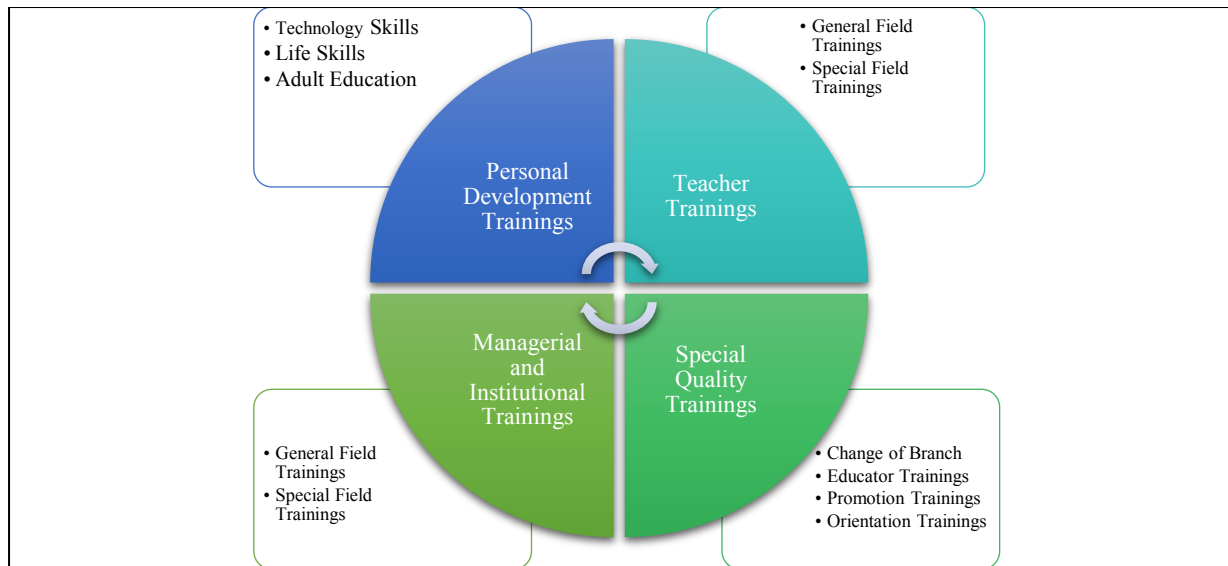


Figure 1. Training categories in Standard In-Service Training Programs

*Ministry of National Education (2020a). Standard In-Service Training Programs. Retrieved from: <http://oygm.meb.gov.tr/dosyalar/StPrg/>

When Figure 1 is examined, it is observed that in-service training programs in Turkey are planned based on four main categories comprising of personal development trainings, teacher trainings, special quality trainings and managerial and institutional trainings. Moreover, various fields are intended for teacher training in each category. In-service education policies for teacher training in Turkey proceed within this general framework. Therefore, it is of great importance that these policies are investigated.

In the studies conducted to determine in-service education policies for teacher training in Turkey, it is observed that only one policy paper is generally reviewed, and policies for in-service education in those papers are presented under education policies. For instance, Akca, Sahan and Tural (2017) discovered, in their studies, that policies to increase the number of in-service trainings for teachers were presented in some development plans.

In his study, Coban (2018) identified the policies regarding the profession of teaching in government programs of Republican period in Turkey and discovered that these policies were mostly for improving teachers' living conditions, training them well and compensate for the teacher shortage. He also presented the policies for in-service training of teachers together with the target policies for training good teachers. Urun (2019), in his/her master's thesis, investigated opinions, decisions and suggestions accepted on teacher training, and those offered for in-service education of teachers in National Education Councils. In another master's thesis, teacher training policies between 2006 and 2018, Development Plans, National Education Councils and MEB Strategic Plans were examined, and among the teacher training policies presented, the ones regarding in-service education were

mentioned (Calisici, 2019). In their study; Eroglu, Ozbek and Senol (2016) investigated Council resolutions regarding professional development, listed the resolutions adopted, and referred to their importance in the education system.

When the relevant literature is reviewed, it is observed that another important issue with regard to in-service training policies is the studies to determine the in-service training needs of teachers, which forms a basis for the development of these policies and contributes to the improvement of education in schools. As a matter of fact, Tekin & Ayas (2006) concluded in their study that teachers mostly needed in-service training activities for ensuring students' active participation in lessons and teaching methods. In another study, it was revealed that teachers needed in-service education for new teaching methods and techniques, and for the effective use of computers, the internet and technology (Akar, 2007). In a study conducted by the Ministry of National Education to determine the in-service training needs of teachers, it was found out that the need was mostly for new approaches in education, methods of coping with stress, development and use of assessment and evaluation tools (MEB, 2008). In the study by Ergin, Akseki & Deniz (2012), it was concluded that teachers needed in-service training to comply with scientific, technological and social changes and to acquire knowledge, skills and behaviors brought by the developments in the field of education. In another relevant study, it was identified that teachers need in-service training on assessment and evaluation, teaching methods and techniques, and classroom management (Kucuktepe, 2013). In a study presenting similar research results, it was observed that teachers mostly needed in-service training on classroom management, lesson planning and learning-teaching processes (Serin & Korkmaz, 2014). Furthermore, in another study, classroom control and teaching methods were determined as the training subjects that teachers needed most (Karasu, Aykut & Yılmaz, 2014). In addition, Budak & Demirel (2003) concluded in their study that the majority of teachers, whether they had attended any training before or not, needed in-service education on basic professional issues.

There are also studies in the literature that examine teachers' views on the effectiveness of in-service training practices. It is indicated in most of the studies that in-service training activities provided for teachers have effective results; in other words, in-service education is helpful for teachers to make up for their deficiencies in various subjects (Arslan & Sahin, 2013; Basturk, 2012; Dogan, 2009; Gultekin & Cubukcu, 2008; Ozen, 2005). In addition, studies examining opinions of education directors and inspectors on in-service training practices are encountered (Sahin, Cek & Zeytin, 2017; Ozcan & Bakioglu, 2010).

When the development of in-service training practices in Turkey and relevant studies are evaluated overall, it can be concluded that in-service education of teachers has gained speed mostly in 1980 and after, and that detailed information and documents could not be found for the periods before 1980. It is considered important to determine the policies of Turkey regarding in-service training

activities, which are essential in meeting teachers' educational needs and improving education at schools, and to examine their reflections on practice starting from 1980 when the relevant activities accelerated. Consequently, based on the in-service training policies targeted in the process, teacher-based educational needs and changes in these needs over time will be revealed regarding improvement of instruction at schools, and whether teachers' educational needs are met or not will be determined by investigating the reflection of these policies on practice. Besides, it has been observed that research on determination of Turkey's in-service education policies in the field of teacher training is limited, and generally one or a few policy papers have been studied. Therefore, in order to treat the relevant subject as a whole, it is considered necessary to determine the target in-service education policies in main policy papers that lead Turkey's development in any field and in documents of institutions responsible for teacher training and development, starting from 1980, when in-service training practices gained speed, till 2020, when the study was conducted.

In this context, the general purpose of the study is to identify in-service education policies for teacher training in Turkey and investigate the reflections of these policies on in-service training practices. For this purpose, answers to the following questions are sought;

1. What are the in-service education policies adopted for teachers in Turkey?
2. How do these policies followed reflect on in-service training practices?

Method

In this section, research model, population and sample, data collection tools and data analysis are described.

Research Model

This study aims at identifying in-service education policies for teachers in Turkey between 1980 and 2020; therefore, it is a descriptive study. In this kind of descriptive studies, the purpose is to present the findings to the readers in an organized and interpreted way (Yildirim & Simsek, 2016, p.239). Accordingly, qualitative approaches were utilized in the study. It was intended to identify the in-service education policies aimed at fulfilling educational needs of in-service teachers in main policy papers of Turkey and documents of institutions responsible for teacher training and development, and to present the reflections of these policies on practice through survey model. The main feature of this model is that it aims at describing a situation, which existed in the past or still exists, as it is. There is no attempt to change or affect the situation in question; the purpose is to investigate and identify the situation without intending to change it (Karasar, 1999).

Population and Sample

The population of the study, which examines the in-service education policies for teacher training in the country, consists of Turkey's Main Policy Papers; in other words, Top Policy Documents along with institutional policy papers of teacher training and development institutions. The sample of the study comprises of Government Programs, Development Plans, Presidency Annual Programs developed between 1980 and 2020, and Strategic Plans, Councils, MEB Quality Framework, Teacher Strategy Paper, Education Vision 2023 prepared within the Ministry of National Education, and Turkey's Higher Education Strategy Paper. The criterion sampling method, which is one of the purposeful sampling methods, was utilized to constitute the study sample. The basic feature of this method is that situations meeting a predetermined set of criteria are studied (Yildirim & Simsek, 2016, p.122). The main criterion in selecting the papers constituting the sample of this study was that the papers have been published starting from 1980 when in-service training activities accelerated in the field of teacher training in Turkey, and that educational issues have been treated in the relevant documents. The list of the documents in the sample is presented in Table 2 in detail.

Table 2. The List of Documents in the Study Sample

GOVERNMENT PROGRAMS	Cabinet Ulusu	21.09.1980 – 13.12.1983
	Cabinet Ozal I	13.12.1983 – 21.12.1987
	Cabinet Akbulut	9.11.1989 – 23.06.1991
	Cabinet Yilmaz I	23.06.1991 – 20.11.1991
	Cabinet Demirel VII	20.11.1991 – 16.05.1993
	Cabinet Erbakan	28.06.1996 – 30.06.1997
	Cabinet Ecevit IV	11.01.1999 – 28.05.1999
	Cabinet Gul	18.11.2002 – 14.03.2003
	Cabinet Erdogan I	14.03.2003 – 29.08.2007
	Cabinet Erdogan II	29.08.2007 – 06.07.2011
	Cabinet Erdogan III	06.07.2011 – 29.08.2014
	Cabinet Davutoglu II	28.08.2015 – 24.11.2015
	Cabinet Davutoglu III	24.11.2015 – 24.05.2016
	Cabinet Binali Yildirim	24.05.2016 – 09.07.2018
DEVELOPMENT PLANS	4 th 5-Year Development Plan	1979 – 1983
	5 th 5-Year Development Plan	1985 – 1989
	6 th 5-Year Development Plan	1990 – 1994
	7 th 5-Year Development Plan	1996 – 2000
	8 th 5-Year Development Plan	2001 – 2005
	9 th 5-Year Development Plan	2007 – 2013
PRESIDENCY ANNUAL PROGRAMS	10 th 5-Year Development Plan	2014 – 2018
	2019 Presidency Annual Program	2019 – 2020
MINISTRY OF NATIONAL EDUCATION DOCUMENTS	2020 Presidency Annual Program	2020 – 2021
	Strategic Plan	2010 – 2014
	Strategic Plan	2015 – 2019
	Strategic Plan	2019 – 2023
	MEB 10 th Council	1981
	MEB 11 th Council	1982
	MEB 12 th Council	1988
	MEB 13 th Council	1990
	MEB 14 th Council	1993
	MEB 15 th Council	1996

MEB 16 th Council	1999
MEB 17 th Council	2006
MEB 18 th Council	2010
MEB 19 th Council	2016
Teacher Strategy Paper	2017 - 2023
MEB Quality Framework	2014
MEB Education Vision 2023	2018 – 2023
Turkey’s Higher Education Strategy	2007

In Table 2, it is observed that the sample of the study includes thirty-nine documents in total. These documents were investigated thoroughly to identify Turkey’s in-service education policies for teacher training, and findings were revealed.

Data Collection Tools

In order to collect data on in-service teacher education policies of Turkey adopted in 1980 and after, document analysis technique was utilized. In document analysis, written resources involving information related to target research subjects are analyzed (Yildirim & Simsek, 2016, p.189). In the analysis, some steps are followed, and they are presented in Figure 2.

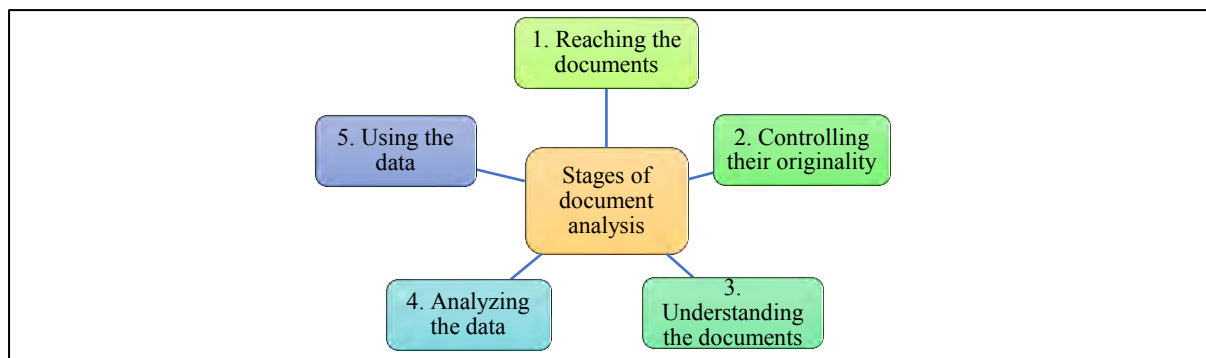


Figure 2. Steps of document analysis

* Yildirim, A., & Simsek, H. (2016). *Qualitative research methods in social sciences*. Ankara: Seckin.

In the process, first, the documents in the study sample were reached, and their originality was checked. Then, the documents were examined in line with the purpose of the study, and the relevant data were obtained. Finally, the data were organized and presented in tables and figures.

Data Analysis

The documents included in the study sample were analyzed through content analysis, in which the main purpose is to describe the obtained data as findings written in alternative ways (Yildirim & Simsek, 2016, p.242). Consequently, in the documents of the sample, Turkey’s in-service teacher education policies were determined, and policies of similar qualities were categorized and presented in themes. For instance, the policy “Teacher development will be ensured by paying attention to in-service education” in the Government Program of Cabinet (1989) and the target “To perpetuate personal and professional development of teachers” in Teacher Strategy Paper (2018) and

policies similar to these examples in other policy papers were grouped under “to develop, support and maintain in-service education programs” and presented within the theme of “General Policies on In-Service Education”. Likewise, policies regarding the content of in-service education for teachers such as “To provide special education formation for classroom teachers” and “To ensure that each teacher will receive counselling education” were placed in the theme of “Target Policies on Contents of In-Service Education”. All the policies determined in this way were categorized into relevant themes, and the findings obtained were presented in tables and figures. Then, the reflections of the findings on practice were examined, and the data were interpreted.

For the validity and reliability of the study, several practices were performed. Within this context, in order to provide internal validity, external audit strategy was followed. In this strategy, the meanings attached to contents and findings reported are checked for correct description (Ozturk, 2014, p.266). As for the reliability of the study, it was tested within the scope of verification strategies (Yildirim & Simsek, 2016). At this point, in order for the validity and reliability of the study to be tested, the data obtained at the end of the research were consigned to three experts who had mastery in the field of assessment and evaluation, and were competent in qualitative research, and they were requested to compare the findings. The consistency between the raw data and findings was tested based on Miles and Huberman (1994)’s formula ($\text{Reliability} = \text{Consensus} / \{\text{Consensus} + \text{Disagreement}\}$). Considering the result of the expert evaluation, a consensus by 94% was indicated for the consistency between the raw data and interpretations of the researcher and themes for the findings.

Results

In this section, the data obtained in line with the sub-problems of the study are presented.

Findings Regarding the Target Policies for Teachers’ In-Service Education in Turkey

All the documents included in the research sample were investigated to determine Turkey’s in-service education policies for teacher training, and within this context, and it was first identified which documents involved the relevant contents. In Table 3, the related findings are presented.

Table 3. The Documents with or without the Contents for In-Service Education of Teachers

The Documents with the Contents for In-service Education of Teachers	The Documents without the Contents for In-service Education of Teachers
Cabinet Akbulut Program	Cabinet Ulusu Program
6 th 5-Year Development Plan	Cabinet Ozal Program
X. National Education Council	Cabinet Yilmaz I Program
XI. National Education Council	Cabinet Demirel VII Program
XV. National Education Council	Cabinet Erbakan Program
XVI. National Education Council	Cabinet Ecevit IV Program
XVII. National Education Council	Cabinet Gul Program
10 th 5-Year Development Plan	Cabinet Erdogan I Program
XVIII. National Education Council	Cabinet Erdogan II Program

MEB 2010 – 2014 Strategic Plan	Cabinet Erdogan III Program
MEB 2015 – 2019 Strategic Plan	Cabinet Davutoglu II Program
MEB Education Vision 2023	Cabinet Davutoglu III Program
Turkey's Higher Education Strategy	Cabinet Binali Yildirim Program
2019 Presidency Annual Program	4 th 5-Year Development Plan
2020 Presidency Annual Program	5 th 5-Year Development Plan
Teacher Strategy Paper	7 th 5-Year Development Plan
	8 th 5-Year Development Plan
	9 th 5-Year Development Plan
	XII. National Education Council
	XIII. National Education Council
	XIV. National Education Council
	XIX. National Education Council
	MEB Quality Framework

When Table 3 is examined, it is observed that policies regarding in-service education of teachers were presented in sixteen out of thirty-nine documents included in the study. In the other twenty-three documents, no relevant policy was encountered. The policies presented for in-service teacher training practices in Turkey are given in Table 4.

Table 4. Target Policies on In-service Education Programs for Teachers in Turkey in 1980 and After

Policy Paper	Findings
Cabinet Akbulut (1989)	Teacher development will be ensured by paying attention to in-service education.
6 th 5-Year Development Plan (1989)	In line with educational needs of teachers, in-service education programs will be carried out.
X. National Education Council (1981)	In-service education will be ensured for teachers, managers and experts.
XI. National Education Council (1982)	In-service trainings of teachers and experts should be improved.
XV. National Education Council (1996)	In-service trainings of teachers should be brought to a level that conforms to modern standards and that train teachers of quality to meet the needs of the society.
XVI. National Education Council (1999)	Teachers will be provided with in-service training for special education.
XVII. National Education Council (2006)	Permanence of in-service education should be ensured.
10 th 5-Year Development Plan (2013)	Each teacher should receive counselling education and practice it.
XVIII. National Education Council (2010a)	Classroom teachers should be given special education formation.
MEB 2010 – 2014 Strategic Plan (2010b)	Teachers' ability to use information and communication technologies will be improved.
MEB 2015 – 2019 Strategic Plan (2015)	Values education should be included in in-service training programs.
MEB Education Vision 2023 (2018)	Classroom teachers will be provided with knowledge and skills on special education.
Turkey's Higher Education Strategy (2007)	Teachers' ability to utilize knowledge, communication and technology infrastructure will be improved.
	In order to support professional development of teachers and school administrators, cooperation with universities and nongovernmental organizations will be developed for face-to-face and/or distance education.
	The support provided for national or local in-service teacher training programs organized by MEB should

	be maintained and increased.
2019 Presidency Annual Program (2018)	Face-to-face in-service trainings on algorithmic thinking in uncomputerized environment will be organized for classroom teachers.
2020 Presidency Annual Program (2019)	Minor and professional counseling skills of classroom teachers will be improved. Contents of in-service trainings will be renewed within the framework of current needs of teachers and school administrators; vocational and technical trainings will be held in the work environment.
Teacher Strategy Paper (2018)	To perpetuate personal and professional development of teachers. To update and implement School-Based Professional Development Model (OTMG). To update teacher proficiencies in line with requirements.

When Table 4 is examined in detail, it is identified that target policies for in-service teacher training are presented in two themes in the main policy papers and documents of teacher training and development institutions. The first theme includes the general policies on in-service education, and the second theme involves the policies presented to regulate the contents of in-service education programs. The policies in the relevant themes are presented in Table 5 in detail.

Table 5. Themes Based on Policies for In-Service Teacher Training in Turkey and the Policies Included in the Themes

Theme	Target Policy	Frequency	Total
GENERAL POLICIES ON IN-SERVICE EDUCATION	To develop, support and maintain in-service education programs	11	12
	To implement school-based professional development model	1	
POLICIES ON CONTENTS OF IN-SERVICE EDUCATION	To provide special education formation for classroom teachers	2	9
	To improve teachers' ability to use information and communication technologies	2	
	To organize face-to-face in-service trainings on algorithmic thinking in uncomputerized environment for classroom teachers	1	
	To improve minor and professional counseling skills of classroom teachers	1	
	To include values education in in-service education program	1	
	To provide teachers with in-service training on special education	1	
	To ensure that each teacher will receive counselling education	1	

It is observed in Table 5 that target policies for in-service education of teachers are stated in general terms in most of the policy papers; in other words, general policies are targeted to support, renew and ensure continuity of in-service training activities. It is also indicated that a new professional development model for teachers is aimed within this theme. Besides, policies to regulate contents of in-service education programs are discovered. Some of the policies in this group are determined to regard the field of classroom teaching. In this context, target policies for classroom teachers such as providing special education formation, improving algorithmic thinking skills in uncomputerized environments, and developing minor and vocational guidance skills are identified. In

addition, it is observed that contents of in-service trainings are planned to be regulated for values education in all branches and for teachers' ability to use information and technology tools.

Findings Regarding the Reflections of In-service Education Policies for Teachers in Turkey

In this section of the study, how in-service education policies targeted for teacher training are reflected on practice is investigated based on main policy papers and documents of teacher training and development institutions. In this context, first, the reflections of the target policies regarding development, update and permanence of in-service education programs within the framework of general policies for in-service teacher training were identified. The relevant findings are presented in Figure 3.

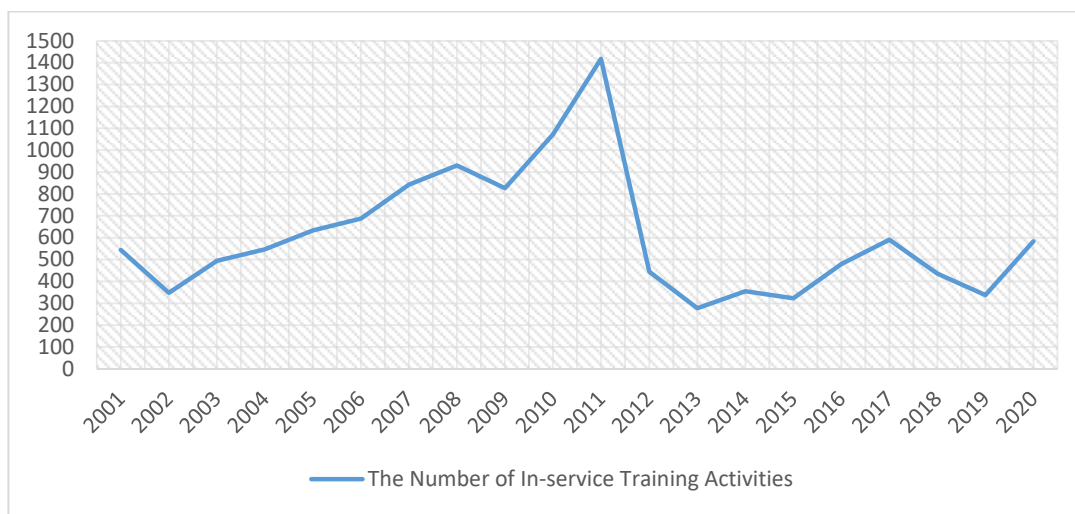


Figure 3. The number of in-service training activities organized between 2001 - 2020

*Ministry of National Education (n.d.-b). In-service education plans. Retrieved from: <https://oygm.meb.gov.tr/www/hizmetici-egitim-planlari/icerik/28>

As it is seen in Figure 3, in-service training activities made progress and increased in number from the beginning of 2000s but decreased starting from 2011; however, even in 2013, when the number was the lowest, approximately three hundred in-service training activities were held. Compared to the last three years, in 2020, an increase has been observed in the number of trainings organized. In this context, target policies in theory for training teachers on the job and ensuring continuity of these activities are identified to have been put into practice. Moreover, when the target policies within the scope of general policies for in-service education programs are examined, it is revealed that a professional development model that enables continuous development of teachers is intended in practice. Within the context of these plans, in 2007, the Ministry of National Education published 'School-Based Professional Development Guide', in which career planning for teachers were presented, and target policies were put into practice as indicated in policy papers (MEB, 2007).

Besides, the other area investigated for reflections was policies presented to regulate contents of in-service teacher training programs. The reflections of target policies for the relevant contents are presented in Table 6.

Table 6. Reflections of Target Policies for In-Service Education Program Contents in Main Policy Papers and Institutional Policy Papers on In-service Training Activities

Target Policy	In-Service Training Activity Number	In-Service Training Activity
Providing special education formation for classroom teachers	(2001)184	Education of children with language and speech impediment seminar
	(2001)192	Development of individualized education programs seminar
	(2001)291	Development of individualized education programs in special education course
	(2003)237	Methods and techniques used in education of children with mental disabilities course
	(2005)507/550	Education of children with superior intelligence and special abilities seminar
	(2005)613	Special education and guidance service seminar
	(2006)563/570/571/575 578/579/584/639	Special education and guidance course
	(2007)705	New approaches in education of children with superior abilities
	(2013)109	Developing activities for education of children with superior abilities seminar
	(2013)239	Methods and techniques to identify children with superior abilities course
	(2015)225 - 248	Training of qualified instructors to support special education course
	(2016)137	Training of educators in supportive education rooms for kids with special needs course
	(2017)82	Training of educators in supportive education rooms for kids with special needs course
Developing vocational counselling skills of classroom teachers	(2002)233/314	Counselling course
	(2004)443/444	Counselling formation course
	(2005)464	Counselling formation course
	(2005)554	Investigative counsellor training course
	(2006)200	Counselling seminar
	(2006)329/388	Classroom counselling course
	(2006)577/581	Classroom counselling coaching in primary education institutions course
	(2007)731/746	Counselling service seminar
(2007)809	Counselling course	
Improving teachers' ability to use information and technology tools	(2002)295/296	Use of information and communication technologies in education course
	(2007)729	Bases of information technologies course
	(2007)730	Bases of computer networks course
	(2010)30/514/526/546 (2010)448	Web-based content development course Computer programming course
Organizing in-service trainings for values education	(2016)480	Values education educator training
	(2018)303	Values education educator training within the scope of renewed curriculum
Improving algorithmic thinking skills of classroom teachers	(2019)295/354	Algorithmic thinking course (Teachers in Ankara)

* Ministry of National Education (2020b). Information on the activities planned for 2001 – 2020. Retrieved from: <https://oygm.meb.gov.tr/www/hizmetici-egitim-planlari/icerik/28>

As it is observed in Table 6, target policies for contents of in-service education programs in Turkey's main policy papers and documents of teacher training and development institutions have been put into practice, and in-service trainings in line with these policies have been organized. In other words, it can be stated that target policies for in-service education have been reflected on the relevant programs. However, 'improving algorithmic thinking skills of classroom teachers', as one of the target policies, has been partially actualized because the in-service education program adopted in line with the relevant target was not carried out across Turkey; it was only put into practice for some classroom teachers working in Ankara.

Discussion, Conclusion and Recommendations

This study aims to identify the target policies for in-service education practices in the field of teacher training in Turkey and to investigate reflections of these policies on practice. Based on the findings obtained, teacher-based educational needs for the improvement of instruction at schools were determined, and changes in these needs between 1980 and 2020 were observed. Moreover, the reflections of the policies aimed at meeting teachers' educational needs on practice were identified. In this context, based on the research findings, it was observed that target policies for in-service education in the field of teacher training in Turkey were presented in two main perspectives. The first one was discovered to be "general policies" targeted to ensure continuity of in-service training practices through updates and to come up with a new professional development model. The other perspective involved the target policies for the contents of in-service education, and these policies shed light on the teacher-based deficiencies on the way to improve instruction at schools. When the findings were examined, it was observed that in-service education contents targeted in policy papers were mostly for classroom teachers.

When the reflections of these target policies on practice were examined, it was concluded that the policies, within the scope of the general policies theme, offered to ensure the continuity of in-service education programs through updates and to establish a school-based professional development model did not remain a theory and were implemented. As a matter of fact, it was observed that in-service training activities, tending to increase in number since the beginning of the 2000s, reached the peak especially in 2010. Even though there were occasional decreases afterwards, the planned activities started to increase as of 2019 (MEB, n.d. -b). In addition, it is acknowledged that the piloting of school-based professional development model began in Turkey with the Ministry of National Education's decision no. 665, dated 2010 (MEB, 2010c).

When the reflections of the policies regarding in-service education contents, which is another theme determined as a result of the research, were examined, it was concluded that most of the contents targeted for teachers' educational needs were put into practice; however, several trainings were kept on a regional basis without spreading across the country. For instance, it was seen in the

findings that the in-service education plan to improve the algorithmic thinking skills of classroom teachers was applied only in Ankara, and teachers who continued their educational activities in other provinces could not make use of the training in question.

Another noteworthy result of the research is that there are similarities and differences between in-service education policies offered to teachers in Turkey's main policy papers and documents of institutions responsible for teacher training and development, and results of the studies conducted to identify teachers' educational needs to improve education at schools. Indeed, it can be stated that improving teachers' ability to use information and communication technologies, which is one of the policies targeted most for in-service education contents, is among the educational needs identified most in the relevant research results. In her study, Akar (2007) emphasized the need for teachers to improve their skills for effective use of computers, internet and technology. Basturk (2012) concluded in his research that teachers needed in-service education on the effective use of educational technologies. Furthermore; Ergin, Akseki & Deniz (2012) stated in their studies that teachers needed training to adapt to technological changes. On the other hand, some needs identified in the studies conducted to determine in-service training needs of teachers were not encountered in the in-service education policies. Actually, Kucuktepe (2013) revealed in his study that teachers needed training on assessment and evaluation, and classroom management. Similarly, Tekin & Ayas (2006) highlighted that teachers should receive in-service education to ensure active participation of students in the lesson. In another study, it was pointed out that teachers should be provided with in-service training on teaching and learning processes, and lesson planning (Serin & Korkmaz, 2014). Likewise; Karasu, Aykut & Yılmaz (2014) concluded in their study that teachers required in-service education regarding classroom control and teaching methods. In conclusion, it is observed that the issues identified in the studies conducted to determine teachers' educational needs, which is considered quite important to improve instruction and increase the quality of education at schools, are not represented adequately in the in-service education policies developed.

Another important point to consider here is teachers' opinions on the effectiveness of practices, as the most important subjects of in-service education programs. Indeed, when studies reflecting teachers' views on the relevant subject are investigated, it is revealed that there are different opinions. In some studies, the view that in-service education programs contribute to teachers is dominant (Basturk, 2012; Gultekin & Cubukcu, 2008; Ozen, 2006;). Nevertheless, in some other studies, it is stated that in-service trainings do not serve their purpose, and they are not effective enough (Dogan, 2009; Ozcan & Bakioglu, 2010; Sahin, Cek & Zeytin, 2011).

Based on the research results, it is recommended that comprehensive in-service training programs meeting the educational needs of all teachers should be implemented, without focusing on a specific branch, to improve instruction and increase the quality of education at schools. Moreover, in

the planning of in-service trainings to be provided for teachers in Turkey, it is considered necessary to pay more attention to the results of studies conducted to determine teachers' educational needs.

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