

Reflections of National Education Councils on School Administration: Should the Councils Be on the Agenda again?

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Abstract

The aim of this research is to examine the National Education Councils (NECs) in the context of school management and to reveal the NECs' reflections on today's education system. The documents within the scope of the study (19 NECs and 14 official documents) were analyzed through descriptive analysis. As a result of the analysis, decisions regarding school administration were made in 12 of the councils. In addition, 4 dimensions came to the fore in terms of school administration. These are (i) personal rights, (ii) training needs, (iii) duties and responsibilities, and (iv) management style. According to the research findings, decisions regarding school administration have important reflections on today's education system. Therefore, NECs can be considered as an implementation of governance and educational planning. As a result, it will be beneficial to continue the NECs to effectively solve the problems of today's education system with the participation of stakeholders.

Keywords: National Education Council, Governance, Educational Planning, School Administration

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INTRODUCTION

The participation by subordinates in the administration of educational organizations can be achieved by including the opinions of stakeholders in the decision-making processes (Bouwman et al, 2017; Ezenwaji et al, 2019; Ngussa & Gabriel, 2017). In this respect, participation of teachers, students and school community in national education systems is important (Tampio, 2017). Making educational decisions with stakeholders facilitates new initiatives in education systems (Taymaz, 1995). On the other hand, rapid changes occur in the structure of societies in social, political and economic aspects. For this reason, permanent and qualified solutions must be implemented in order to overcome educational problems (Turan & Şişman, 2000).

The solution of the problems in the Turkish National Education system has been realized through the council mechanism for many years. The National Education Councils (NECs) are meetings with important functions in which representatives of Ministry of National Education, scientists and educators participate in discussions to find solutions for various problems of education (Aydın, 2009). Ensuring stakeholders' participation in solving educational problems is a crucial feature of the NECs (Karataş, 2012). In this respect, the NECs are seen as an effective public policy actor that guides the Turkish National Education System (Çakır, 2017). Unfortunately, the councils have not been held for a long time. Instead of this, some innovations are announced and planned in Turkey's Education Vision 2023. However, these are not sufficient at the point of solving the existing problems (Ertürk, 2020).

Governance and National Education Councils

The collaborative and communication-oriented transformation in the field of management is known as governance (Dunsire, 1995; Fidan, 2011). Governance is a management approach based on an interaction and cooperation of administrative, economic and social factors (Ekşi-Uğuz, 2010, p.289). Effective responses to the rapid transformation and problems arising with globalization can only be responded with an understanding of governance (Özer, 2006). Therefore, governance is an effective process used by policy makers in decision-making processes to meet social expectations (Peters & Pierre, 1998). The NECs, which are one of the best examples of governance, have undertaken important functions in the planning of Turkish education system (Adem, 1997).

The NECs are considered as a structured solution resource, which is held every four years. The first NEC was convened in 1939 and a lot of recommendations for decision processes were taken in the councils that met on different dates thereafter (Çoruk, 2019). These recommendations affected the policies and practices regarding different educational problems (Aydın, 2009). Therefore, the NECs have an important role in determining education policies (Çakır, 2017). Although the last one was convened in 2014, a new council has not been held until 2021.

Educational Planning

Planning processes are carried out to lead a series of change processes determined by policy makers (Pijl & Frissen, 2009). Planning is carried out to identify important problems and needs and to set goals (Adams, 1988). The first planning needs in Turkey have emerged under the influence of the world economic crisis (Erat & Arap, 2017). Turkey has implemented educational planning processes since the beginning of 1960, along with Western countries (Adolescent, 2013). On the other hand, in parallel with the changes in the world, market-based economic policies played an important role in shaping educational planning in the 1980s (Hesapçioğlu, 2001). Educational planning is accepted as a separate area of expertise. Although the effects of centralized structures continue, educational planning has a strategic importance at national, regional and institutional levels (Gümüş & Şişman, 2012).

Educational planning is also a process that allows public authorities to guide educational development and identify priority interventions (Caillods, 2015). The aim of educational planning is to increase productivity and to train sufficient number of qualified work force to take part in production

in every field in the country (Ünal & Özsoy, 2010). Moreover, educational planning also plays an important role in promoting education and ensuring equality among individuals in benefiting from educational services (Küçükler, 2012). In addition, since education and training are used as a tool in meeting social needs and making the social structure sustainable (Ergun, 2005), educational planning is important in terms of meeting the needs of stakeholders at different levels of education, using the resources effectively (Argon, 2004; Kellevezir, 2017). For this reason, educational goals should be put forward rationally in the realization of the planning of education (Hesapçioğlu, 1993). On the other hand, educational planning has started to be used frequently in the form of strategic planning in the fields of education and school management. Schools need continuous planning to keep up with the changing world (Gümüş & Şişman, 2012). In this context, NECs have important functions in planning and improving educational processes (Adem, 1997).

School Administration

School is a unit where educational services are produced and delivered. With the rapid change of today, the problems that arise in schools have made it necessary to restructure the school (Şişman, 2010). However, the changes to be made in the education system must be processed in a human-oriented way that focuses on the interests, expectations and concerns of all segments of the society. In addition, the functions that schools should have in the 21st century and the expectations of the society from the school have gained importance. The extent to which schools can respond to the educational needs of individuals and how to ensure the continuous development of school staff leads school management and politicians to constantly ponder on various ways to improve school (Özdemir, 2012). Therefore, in order for school administration to be successful, they must see the future and make the necessary preparations. The success of school administration is hidden in the vision of their leaders and their capacity to solve problems that may arise in the future (Ertürk, 2020; Rini, Sukamto, Ridwan & Hariri, 2020). In this context, school administrators are expected to have a potential to foresee and manage educational change (Aslanargun & Bozkurt; Banoğlu & Peker, 2012). In addition, effective leadership behaviors of school administrators are important in creating an environment of collaboration and trust in the school staff (Korkmaz, 2008). In summary, there is a need for school administrations that can adapt to new situations and plan together with the stakeholders in line with changing conditions and objectives.

The NECs are one of the main national actors in finding solutions to educational problems in schools that arise due to different changes in society (Aydın, 2009; Çakır, 2017). The NECs have a very important place in terms of establishing and developing the Turkish Education System and producing solutions to the problems (Aydın, 2009). However, there is a serious gap in the literature regarding ensuring the participation of stakeholders in solving the problems in school administration and making effective decisions. The effects of the councils on the school administration were not sufficiently included in the studies in the national thesis center. Since 1990, 24 theses on National Education Councils have been made. Only 1 of these was related to school administration (Uysal, 2008). Uysal's (2008) study was limited only to the 17th NEC. The context of the other 23 theses were related to curriculum (Efendioğlu, 2013; Kayalıoğlu, 2018; Yılmaz, 2019); education policies and philosophy (Aslaner, 2008; Deniz, 2001; İşler, 2016) and education policies' reflections on practice (Dinç, 1999; Ekinçi, 2000; Eriş, 2006). Considering the importance of the school administration in education (Aslanargun & Bozkurt, 2012) the number and scope of the researches are insufficient. In the light of these reasons, there is a dearth of research in context of the NECs and school administration.

Purpose

The aim of this study is to examine the NECs in the context of school management. For this purpose, the following questions were sought.

1. What are the prominent issues in terms of school administration in the NECs?

2. What are the effects of the NECs on today's education system in terms of school administration?

METHOD

In this study, qualitative research method was used as it was aimed to infer meanings from the NECs in the context of school administration. The purpose of a qualitative research is to derive new meanings by analyzing the research subject (Merriam, 2015, p.14; Neuman, 2006, p.233). In this study, in order to derive new meanings in the context of school administration, all of the NECs (19) and 14 official documents (legislation, plans) that are available on the website of the Ministry of National Education (www.meb.gov.tr) were examined. The 14 documents examined were chosen because they contain issues related to national education school administration policies. In qualitative research, official reports can be analyzed as documents (Patton, 2014, p. 4) so descriptive analyzes were made in the study. The purpose of descriptive analysis is to ensure that the reader is involved and to help discover some focal points in the research (Yıldırım & Şimşek, 2011, p. 224). In the study, the topics related to the research were directly quoted from the decisions taken in the councils in the context of school administration, and shown in tables. Based on these analyzes, inferences were made in the context of school administration. The process is shown in Figure 1.

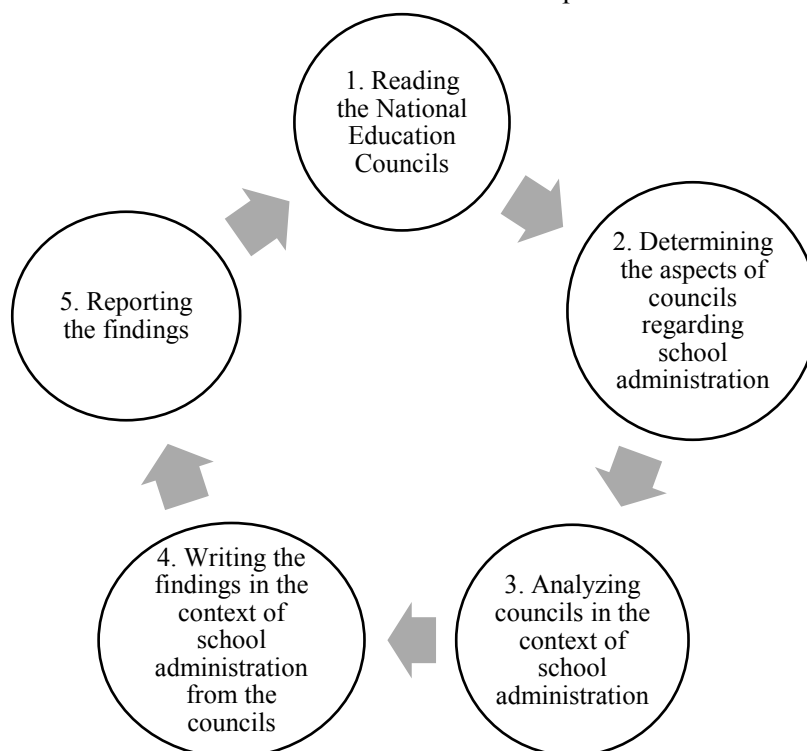


Figure 1. The Examination Process of NECs in the Context of School Administration

The process indicated in Figure 1 was carried out with a cyclical approach. For the reliability and validity of the study, the reflectivity of the researcher, expert examination and supervision strategies were used (Christensen et al., 2015, p. 405). In the study, reflectivity was achieved by showing the quotations from the councils in Table 1. In addition to this, expert examination was conducted by taking the opinions of two academicians. Finally, the supervision strategy was implemented by taking into account the opinions of two academicians and a language-expression expert. Abbreviations are used when expressing the National Education Councils. In the text, for example, 7th NEC, means 7th National Education Council.

FINDINGS

The National Education Councils (NECs) were examined in terms of school administration and the results are shown in Table 1.

Table 1. Examination of National Education Councils in terms of School Administration

| NEC | Date of the council | Decision numbers related to school administration |
|-----|------------------------------|---|
| 7 | February 05-15 1962 | Decision number: 2 |
| 8 | September 28- October03 1970 | Decision number: 12 |
| 9 | June 24 - July 04 1974 | Decision numbers: 7, 9, 10, 12-15, 27-28, 41, 52, 59, 75, 109, 131 |
| 10 | June 23-26 1981 | Decision numbers:13, 34 |
| 11 | June 08-11 1982 | Episode 1 C. Suggestions: Decision number: 7 Episode 4 G. Application Principles: Decision number: 18 Episode 5 B-4/3-h, l, n |
| 12 | June 18-22 1988 | Subject 3: Teacher training: Decision number: 26 |
| 14 | September 27-29 1993 | Decision numbers: 4, 5, 11, 12 |
| 15 | May 13-17 1996 | Primary Education and Orientation:Decision numbers: 35, 64, 71-76 Turkish National Education System Secondary Education Model Principles and Recommendations: Decision numbers: 25, 27, 30, 52, 53 Financing the Education System: Decision number: 8 |
| 16 | November 13-17 1999 | Vocational Training and Employment in Schools and Businesses: Decision number :52 Training Teachers and Managers for Vocational and Technical Education: Decision numbers: 28, 41, 50, 52-59 |
| 17 | November 13-17 2006 | Lifelong Learning: Decision number: 15 Quality in Education: Decision numbers: 73, 77, 85, 92 |
| 18 | November 01-05 2010 | Teacher Training, Employment and Professional Development: Decision number: 32 Educational Environments, Corporate Culture and School Leadership: Decision numbers: 25, 26, 30, 32-38, 41, 43-47, 49-50 Sports, Art, Skills and Values Education: Decision number: 24 Psychological Counseling, Guidance and Guidance: Decision number:30 |
| 19 | December 2-14 2014 | Increasing the Quality of Administrators; Selection Criteria for Educational Administrator Candidates: Decision numbers: 1-10 First Appointment to Educational Administration: Decision numbers: 1-13 Reassignment to Educational Administration: Decision numbers: 1-8 In-Service Training: Decision numbers: 1-8 Other Matters: Decision numbers: 1, 3-5 School Safety; Ensuring Physical Safety at School: Decision number: 18 |

(The National Education Councils were accessed from www.meb.gov.tr.)

According to Table 1, it is seen that decisions regarding school administration were made in 12 out of a total of 20 NECs. Since the 15th NEC, the decisions taken on school administration were explained in detail under headings. This manifested itself clearly especially in the 18th and 19th NECs. In the last NEC, more focus was on school administration than other NECs.

Examination of NECs in terms of School Administration

In the 7th NEC, in the 2nd decision taken regarding primary education, it was decided to issue the “Regulation of National Education Directors and Primary Education Principals”. In this way, the regulation regarding the duties of school principals was taken as basis.

In the 8th NEC, the 12th decision is about the school administrator. This decision was expressed as “The school administrator writes this recommendation in the student's school file”. Therefore, this decision points to the administrative role of the school administration in directing the student to the appropriate program at the high school level.

In the 9th NEC, decisions were taken regarding the duties and responsibilities of the school principal, training needs, school management, and personal rights. The 7th, 9th, 10th, 12th-15th,

27th, 28th, 41st, 52nd, 75th decisions are related to the school administrators' duties such as elective courses, curriculum and teacher assignment. For example, in the 7th decision, this was revealed as "The school principal decides on the days, hours and places of the elective courses to be included in the school program in the weekly course schedule at the beginning of each academic year." In addition, the training need of school administrators was stated in the 109th decision with the statement "... administrators and teachers of selected schools should be provided with in-service training". In this way, it was aimed to ensure that the school administrator performs his duties better. It is also seen in the council that decisions (59th and 131st decisions) were made regarding how the school should be managed. This decision is "Students, teachers, administrators, parents and other interested parties should participate in the evaluation work". This decision is a good example of the school management-environment interaction, which can be shown as one of the modern school management principles. 109th decision regarding the personal rights of the school principal was taken as "The scientific commission will be consulted in the appointment and transfer of the administrators and teachers to be assigned to the pilot schools".

In the 10th NEC, decisions regarding school administration were taken (Decisions, 13-14) . 34th decision, "Providing in-service training of teachers, administrators and experts", is about the training needs of the school administrators.

In the 11th NEC, in chapters 1, 4 and 5, there are decisions regarding to school administration. The first and the fourth chapters include the training need while the fifth chapter contains the decisions about school administration. For example, in the 7th decision in the part of the proposals for training need in the first chapter, it is stated that "... the faculties, colleges and units of universities that focus on teacher and specialist training should collaborate with state schools and their staff in order to make research." In addition, the fifth chapter is about how school administrators will do their duties: "Education of school administrators should be given importance; It is decided that the administrators should acquire the qualifications that can create a peaceful and productive environment, collaboration between students and parents".

In the 12th NEC, decisions are taken on a topic basis. The 26th decision on topic 3 (teacher training) is related to school administration. The decision taken is: "Adoption of education administration as a branch and training of candidates for education administrators to be selected through examination in long-term in-service training courses to be determined by the Ministry; the institutionalization of this situation ". The decision is based on the personal rights and training needs of the school administrators. This shows that different aspects of school administration are taken into consideration in the councils.

In the 14th NEC, one of the agenda items is educational administration. Especially the 4th, 5th, 11th and 12th decisions are related to school administration. The statement "Specialization, hierarchical progress and promotion will be based on educational administration; and the powers of administrators will be increased " is related to the personal rights and duties of school administrators. The 5th and 11th decisions both emphasize in-service and post-graduate education of school administrators. In the 5th decision, these issues can be read as follows: "Education administrators will be trained in cooperation with universities; Those who have the qualifications required for being administrators will be included in the education management programs.". The 12th decision is about the management style of school administrators. In this decision, the importance of managing the school sensitive to the environment and technology was emphasized. This decision is as follows: "Guidance, by making use of expertise services and new technologies; It will start from the second level of primary education in collaboration with students, teachers, family and school administration".

In the 15th NEC, it is possible to group the decisions taken about school administrators under three headings. Under the heading of primary education and orientation, the 35th and 73rd decisions are related to the education of the school administrators. For example, in the 35th decision, the importance of education for the school administrator is stated as "For the family and the school to recognize the child and for the child to know himself, the teacher, administrator, students and parents

must be educated first.” The 64th, 72nd and 73rd decisions are related to the personal rights of school administrators. For example, the 64th decision is “Career, merit, success should be sought in executive appointments, transition to upper levels should be based on success, according to a certain system.” In addition, the 71st, 74th, 75th and 76th decisions are about the management style of the school administrator. For example, the 71st decision is read as follows: “Educational administration should be perceived as a science, the administrator should be accepted as an educational leader that ensures the realization of organizational goals; it should be known that school management requires expertise, and education management should be made a profession”. Another striking issue in the 15th NEC is the decision taken regarding the authorities and responsibilities of school administrators (74th decision). This decision is stated as “The balance of authority and responsibility of the school administrator must be achieved”.

Regarding school administrators, it is seen that the second heading is about restructuring in secondary education. Under this heading, there are decisions regarding the personal rights (25th, 27th and 30th decisions) and duties (52nd and 53rd decisions) of school administrators. For example, in the 25th decision, “Problems regarding personal rights of education administrators and teachers should be resolved; salary and additional course fees should be made adequate and equal”. Similarly, regarding the duties of the administrators, it was stated in the 52nd decision that “... the efficiency of the management in orientation should be increased”. The other topic with regard to school administrators is the financing of the education system. In the 8th decision, “In terms of using the resources in place, local structuring should be initiated in education, the participation of administrators, teachers, students, parents, unions and professional organizations in education management should be ensured” attention was drawn to the efficient use of resources by all stakeholders.

In the 16th NEC, it is seen that decisions are taken under two headings for school administrators. 1) The 52nd decision under the title of vocational training and employment in schools and enterprises is related to the duties of the school administrator. The relevant decision was expressed as “School administrations should be strengthened with local contributions in order to adapt vocational education to the developing conditions”. 2) Under the heading of training teachers and managers in the field of vocational and technical education some decisions were taken on the following subjects: (i) school administrators’ personal rights (28th, 41st, 51st, 56th, 57th, 58th decisions), (ii) the need for training (50th, 53rd, 54th, 55th decision), (iii) task-authority (52nd decision) and (iv) management style (59th decision). Some examples are as follows: Concerning the personal rights, the 41st decision is as follows: “Performance evaluation criteria of teachers and administrators should be developed, existing registry reports should be arranged according to these criteria and should be transparent”; 53rd decision regarding training need is as follows: “Pre-service and in-service training of managers should be made planned and continuous in cooperation with universities and other organizations”; 52nd decision regarding duty and authority is as follows: “The qualifications of the administrators at all levels and all types of vocational and technical education should be determined and their job descriptions should be made”; Regarding the management style, the 59th decision is as follows: “School administrators should participate and contribute to school administrations by employer and employee representatives as well as parents, teachers, students and local administrators”. As a summary, all decisions aimed to improve school administration from different aspects.

In the 17. NEC, the 15th decision “Wages should be paid to administrators and auxiliary staff in courses and seminars to be held on weekends and evenings in all educational institutions” is about the personal rights of the school principal. There are also decisions regarding the duties of school administrators and the management styles they will use while performing these duties. These can be seen in the 73rd, 77th, 85th and 92nd decisions. For example, in the 77th decision focuses on collaboration at school: “In order to increase the frequency of meetings between parents, teachers and administrators, to make the relations warm and at the same time to ensure the positive approach of the student, social activities within and outside the school should be given wide coverage; teacher, student, administrator and parents should frequently participate in common activities”.

In the 18th NEC, decisions focused on the management style of school administrators. These decisions draw attention to the leadership aspect of the school administrator. The following decisions are taken for educational environments, corporate culture and school leadership: (25.-26., 30., 32.-38. and 41., 43.-45., 47.-48., 50. Decisions). Leadership qualities of school administrators are emphasized in these decisions. The leadership characteristics of school administrators were evaluated together with their management style at school. For example, the 25th decision is read as “School principals should be provided with competencies related to cultural leadership”. The training needs of school administrators are also discussed here. In the 46th, 49th decisions and the 30th decision was about psychological counseling and guidance. These decisions were taken regarding the educational needs of the school administrator in various fields. For example, in the 30th decision, the need for training was stated as “In order to establish an adequate and common understanding of guidance for school administrators and teachers, in-service training should be focused on new models and approaches in the field of psychological counseling and guidance”. The 32nd decision defending the effect of the education received on personal rights is similar. The decision envisages the professional development of teachers. This was stated as “Graduate education should be taken as a basis in the appointment of school administrators, ...”. It is possible to see the regulation regarding the duties of school administrators in the 24th decision regarding sports, arts, skills and values education. The relevant decision was expressed as “The approval of the school principal should be sufficient for extracurricular activities”.

In the 19th NEC, the concepts of educational administrator and school administrator are defined: “When it comes to educational administrators, it refers to the administrative ranks of the district, province and ministry. When it comes to school administration, it refers to the principals and assistant principals at schools”. In the 19th NEC, decisions were taken regarding the personal rights and educational needs of school administrators. The election criteria for education administrator candidates (10 decisions), first assignment as a education administrator (13 decisions), reassignment as a education administrator (8 decisions) are related to the personal rights. As an example, decision 2 explains the criteria for selection: “Success of school administrators in the written exam held centrally” In this council, there are 8 decisions for school administrators, especially on in-service training. For example, in the 7th decision, the quality of the training was expressed as “Establishing guidance (mentoring) mechanisms in ensuring the professional development of education administrators”. School administrators’ educational needs and personal rights were handled together. For example, in the 8th decision on reassignment, “The Ministry of National Education's personnel will receive master’s degree and Phd Education with a protocol to be made between the Ministry of National Education and the legal arrangements to facilitate access to education in this context” indicates this situation. In this council, decisions on other issues (1st, 3rd-5th decisions) and the 18th decision taken to ensure physical safety in the school are related to the duties of school administrators. As an example of this situation, 1st decision can be shown: “setting up the school / institution budget by allocating a share from the general budget, legal assurance of all income and expenditures that will ensure its effective use by the school / institution administration”.

Reflections of NECs on Today’s School Administration

Four points came to the fore in the decisions taken by the school administration in the National Education Councils. These are personal rights, training needs (in-service and postgraduate), duties and responsibilities and management style. Since the points specified in the NECs come to the fore, these dimensions were examined whether they have reflections on today’s education system. In the councils, whether these dimensions related to school management have reflections on the education system was examined based on 4 groups of documents. These are the legislation of the Ministry of National Education, the Ministry of National Education Strategy Plan (2019-2023), Turkey’s Education Vision 2023 and the 11th Development Plan (2019-2023).

Table 2. Reflections of NECs on Today's School Administration

| Related document | Reflection Areas of National Education Councils in terms of School | | | |
|---|--|--|---|--|
| | Personal rights | Training need | Duties/Responsibilities | Management Style |
| National Education Basic Law No. 1739 (June 24, 1973) | Article 50/A | Articles 48-49 | | |
| Primary Education Law No. 222 (January 12, 1961) | Article 87 | Article 80 | Article 14., 48., 53. | |
| Regulation for assignment of Administrators of Ministry of National Education Educational Institutions' (5 February 2021) | Articles 5-7 | | | |
| Regulation for Social Events (June 8, 2017) | | | Articles 6.,10.-14. | Article 5 |
| Ministry of National Education Secondary Education Institutions Regulation (September 7, 2013) | Article 20/A | Article 20/A | Article 12.,15., 16., 20/A, 23., 25., 26., 28., 45., 76., 83., 84/B, 86., 91., 94., 109., 128., 137., 144., 146., 151., 157., 158., 163., 169., 183., 191., 192., 196., 200.-203. | Articles 17, 19 |
| Norm of Administrators and Teachers Regulation Regarding Staff (June 18, 2014) | Article 4-14 | | | |
| Ministry of National Education Preschool Education and Primary Education Institutions Regulation (July 26, 2014) | | | Articles: 10, 14, 26, 32, 34, 36, 39, 41, 45, 49, 50, 56, 58, 60-62, 67, 68, 73. | |
| Ministry of National Education School-Parent Association Regulation (February 9, 2012) | | | Articles 9, 13, 17, 18, 19, 27 | Article 13 |
| Scientific Meetings Participation Regulation (November 19, 2019) | | Articles 1, 4, 5, 6 | | |
| Ministry of National Education Regulation on School boards (August 25, 2017) | | | | Articles 6.- 2 (c), 7 (5), 12- (1, 4, 7), 13 (6). maddeler |
| Regulation on the Training Process for Candidate Teachers (March, 2016) | | | Articles 4, 5, 7, 10, 11.-13. | |
| Ministry of National Education 2019-2023 Strategy Plan (2019) | Table 3 (Fields of Activity and Products and Services) | Table 3 (Fields of Activity and Products and Services) and purpose 2 | | Table 3 (Fields of Activity and Products and Services) Internal analysis, Table 7 (SWOT Analysis), Purpose 2 |
| 2023 Education Vision (October, 23 2018) | | | | Purpose 1 and 2 |
| 11th Development Plan (2019-2023) (July 15, 2019) | | Articles 553, 553.3. | | Articles 554.2., 556 |

(Documents were retrieved from www.meb.gov.tr)

In the documents examined in Table 2, the reflections on the duties and responsibilities of the school principal are more intense than the other dimensions. In addition, there are also regulations for other dimensions. Table 2 shows that the decisions taken in the councils for school administration have reflections on different documents.

Reflections of National Education Councils on the Personal Rights of School Administrators

The reflections of NECs on the personal rights of school administrators can be seen in the legislation of the Ministry of National Education and in the MoNE 2019-2023 Strategy Plan. Regarding personal rights, for example, article 50/A of the National Education Basic Law No. 1739 states that “ School principals and vice principals use their leave in order, on the condition of arranging and organizing school work during the holidays”. Again, in the 87th article of the Primary Education Law No. 222, there are regulations regarding the personal rights of school administrators, such as “ The houses built for teachers and principals in or around city and town schools cannot be given to anyone other than teachers and principals working in the same school”. In the regulation on the Selection and Assignment of Administrators to the Education Institutions of the Ministry of National Education, the conditions for the appointment of school administrators (Articles 5-7) are laid down. These regulations aim at the personal rights in the professional life of school administrators.

Reflections of NECs on Training Needs of School Administrators

The reflections of NEC on the personal rights of school administrators can be seen in the Ministry of National Education legislation, MoNE 2019-2023 Strategy Plan and the 11th Development Plan. Regarding the training needs, for example, it is seen that 48th article of the National Education Basic Law No.1739 is about the regulations for in-service training; and the 49th article are is about domestic and abroad trainings. Again, in the 8th article of the Primary Education and Education Law No. 222, the Ministry of National Education is responsible for meeting the education needs of its employees. Human resources management is one of the fields of activity included in the 2019-2023 Strategy Plan of the Ministry of National Education. In addition, the 11th Development Plan's 553.3. article, the need for training is emphasized as follows: “School administratorship will be professional profession and an accreditation structure for administrators’ education will be established”. The mentioned documents show that the training needs of school administrators are taken into consideration.

Reflections of National Education Councils on the Duties and Responsibilities of School Administrators

Regulations regarding the duties and responsibilities of school administrators are more intense compared to other fields. Duties and responsibilities are mostly found in regulations. Article 53 of the Primary Education Law No. 222 points out the duty of the school administration as “The reasons for absenteeism of the students who do not attend school are investigated by the school administrations and primary education inspectors and the material and moral reasons that prevent the continuation must be eliminated”. 39th-41st of the regulation on Pre-School Education and Primary Education Institutions of the Ministry of National Education (seventh chapter) mentions the duty, authority and responsibility of the school principals and assistant principals as follows:

The duty, authority and responsibility of the school principals

Article 39 - (1) Pre-school education and primary education institutions are managed by the principal together with other employees in accordance with the provisions of the relevant legislation. Administrator; students, all kinds of education and training, management, personnel, accrual, movable property, correspondence, educational and social activities, boarding, scholarship, bussed education, security, nutrition, care, protection, cleanliness, order, public relations and so on. It ensures the fulfillment of the duties assigned by the

ministry and provincial /district national education directorates and other duties specified in the job description.

The 10th article of the Ministry of National Education Regulation on Social Activities of Educational Institutions, “Education institution management; It takes all kinds of precautions to make the trip healthy and safe, examines all the documents included in the travel file and evaluates its suitability” indicates the duty of the school administration during the trips.

Reflections of NECs on School Administrators' Management Style

It is seen that there are regulations regarding the management style that should be in the school administration. Article 7(5) of the Regulation on the School Boards is as follows: “In the school boards, the subjects deemed necessary by the principal and in the other boards, the subjects that are decided to be on the agenda with the suggestion of the majority of the board members are discussed and resolved.” In addition, the 1st and 2nd goals determined in the Education Vision 2023 are about the management style. For example, in Goal 1, this is expressed as “processes will be improved within the framework of data-based management approach and bureaucratic workload will be reduced in all management levels, especially in our schools”. In the documents, a more flexible, collaborative and environmentally friendly approach prevails in schools as a management style.

CONCLUSION AND DISCUSSION

In the Turkish Education System, one of the platforms that can be considered as a governance and education planning process in terms of education, where the opinions of subordinates are received, various issues in the education system are discussed is the NECs. A total of 19 NECs were held between 1939-2014. It is seen that in 12 out of 20 NECs, decisions regarding the school administration were taken. It is noteworthy that in the last 2 sections, school administration is discussed more intensely with its different aspects. Several decisions on school administration have been taken in these councils. Therefore, decisions taken on school administration can be grouped in 4 groups. These are the personal rights of the school administrator (salary, appointment, status, etc.); the need for both in-service and postgraduate education to develop knowledge skills and attitudes; the duties, authorities and responsibilities of the school administrator, and the understanding of what and how the school management style should be. The importance of NECs stem from its contribution to the Turkish education system in terms of its scope and organization (Erdoğan, 2017, p. 125). NEC is an advisory board where current problems are discussed, and decisions are made on improving the quality of Turkish National Education (Serin, 2018, p. 153). According to researchers, NECs are considered as an application of governance. Governance refers to a process that takes time, an effort that requires the change of management style (Curry et al, 2016). The concept is also accepted as a management approach based on information, interaction and consensus among stakeholders in the organization. The basis of the concept is to voluntarily participate in assigned tasks, to share authority-responsibility and to be open communication-centered and reliable (Gündoğan, 2013, p.17). In addition, transparency, accountability, reliability, autonomy, justice, participation, effectiveness and efficiency can be considered as concepts related to governance (Memduhoğlu, 2010; Ismara et al, 2020; Suksen, Sanrattana & Suwannoi, 2020). The reason why governance is so important is due to the benefits it provides to the organization. Governance can pave the way for democratic practices. It can allow different stakeholders to explain their views. In school, it can facilitate the work of school management, provide values-based education, ease bureaucratic procedures and allow dynamism (Naidoo, 2005; Mwinjuma et al, 2015). In other words, the more governance is put into practice, the more its contribution to education and the benefit obtained from education will increase (Gerger & Elheddad, 2020; Kopric, 2013).

Another contribution of NEC is in terms of education planning. In addition to the contribution to education and school (Kaya, 2015, p. 406), educational plans can enable the training of qualified people who shape the future (Parfitt, 2017). Therefore, educational planning has a holistic structure that can address both formal and informal aspects of education (Douse & Uys, 2018). Educational

planning should also be open and flexible (Koksal, 1995). In terms of benefiting from educational planning, the school administration should be conscious and receive adequate training and support (Arslan & Küçükler, 2015; Bayram, 2019). NECs are an example of the implementation of governance. Similarly, educational planning by taking the opinions of all parties can also be seen in NECs. It is a platform where opinions of all parties, both formal and informal, can contribute to decisions in NEC.

It is understood from the 14 documents examined that NECs have reflections on school administration in the Turkish education system. Notable among these documents are the legislation of the Ministry of National Education, the Ministry of National Education 2019-2023 Strategy Plan (2019-2023), Turkey's Education Vision 2023 and the 11th Development Plan (2019-2023). It is seen that the duties and responsibilities of school administrators are given more place in the documents. Also the documents include regulations that support NECs. It is for sure that NECs have serious contributions to the Turkish Education System.

Limitations and Recommendations

The examination regarding the reflection of the NECs on the school administration are limited to four groups of documents specified in the findings section. Considering that various topics related to education are discussed with different stakeholders in the councils, the importance of such meetings can be understood better. In addition, the specified four groups of documents show that NECs have reflections on today's education system and these reflections are still valid. In addition, it is thought-provoking that an important consultation meeting, which is a special application of Turkish National Education, is not continued, although it is frequently stated that it is the center of critical decisions. For this reason, the NECs should be maintained. Therefore NECs should be put on the agenda again so that the decisions that will be taken can be the basis for the arrangements for the practitioners. For future research, researchers can examine the councils from different aspects. Studies can be done with different methods by taking the opinions of the groups that have participated in the councils before. In this way, the reflections of NECs to the Turkish Education System can be better demonstrated.

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