



MINISTRY OF NATIONAL EDUCATION  
REPUBLIC OF TURKEY

# GENERAL COMPETENCIES FOR TEACHING PROFESSION

Directorate General for Teacher Training  
and Development  
Ankara - 2017

## FOREWORD

The great technological development in the twenty-first century and the accompanying sociological change make it necessary for all societies to adapt to the ever-changing conditions of the Information Age and induce societies to live connected as never seen before. This important social transformation is increasing the importance of high level cognitive skills such as effective communication, recognizing different cultures, developing high level cooperation, global competency, and solution-focused thinking.

The qualities that individuals should possess are becoming increasingly different in the times we live. Undoubtedly, the most important role to provide these skills to young generation lies on to education. Teachers have various responsibilities in terms of developing new skills and attitudes in themselves, students and, in the long run, the whole society. In modern societies, teachers are not only considered as technical staff performing teaching job but also considered as role models for students and the society. These social expectations for teachers entail the characterization of a competent teacher with all relevant qualities and the implementation of teacher education policies that are designed in this framework.

In the world and in our country, education is being transformed substantially in order to understand and adapt realities of the today's world and people and in turn fulfil appropriate policies that are in line with those realities. The foundation and primary step of these transformations is the efforts for training and development of teachers. One of the important works carried out in this context is the report of "General Competencies for Teaching Profession" that was published by the Ministry in 2006. Based on the feedback obtained from the field after its publication and the arising needs in the context of national and international developments, the General Competencies for Teaching Profession has been updated and published for the use of educational stakeholders.

The General Competencies for Teaching Profession is aimed/expected to serve as a ground reference for the stakeholders involved in the teacher training and development process. The competencies sets an important framework for the development of policies for teacher education as far as many stakeholders are concerned including "the Council of Higher Education (YÖK)", "the Assessment, Selection, and Placement Center (ÖSYM)", universities, researchers and in particular the Ministry itself. The document should also considered to be a guide to teachers in terms of their personal and professional development.

I would like to thank our teachers, Ministry employees, academicians, the representatives from public organizations, and non-governmental organizations who have contributed in the process of preparing and updating the General Competencies for Teaching Profession. I hope that this work will be rewarding for our teachers and our country.

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## **DEFINITIONS**

- Competency Domain** : Structures in which interrelated knowledge, skills, attitudes and values can be observed as a whole in a specific area.
- Competency** : Knowledge, skills, attitudes and values that must be possessed to be able to perform a task effectively and efficiently.
- Competency Indicator** : Knowledge, skills, attitudes and values that demonstrate the level of ability to have the competencies.

## **ABBREVIATIONS**

CFT	:	Competencies Framework of Turkey
ILO	:	International Labour Organization
OECD	:	Organization for Economic Cooperation and Development
ÖSYM	:	Assessment, Selection and Placement Center (Ölçme, Seçme ve Yerleştirme Merkezi)
UNESCO	:	United Nations Educational, Scientific and Cultural Organization
UNICEF	:	United Nations International Children's Emergency Fund
YÖK	:	Higher Education Council (Yükseköğretim Kurulu)

## I. INTRODUCTION

One of the important features that distinguish humans from other living organisms is that humans are aware that they learn. As one learns, she/he becomes aware of his own individuality, and acquires strength and virtue. This very reason makes learning an indispensable and most valuable part of human life. This very reason also has made people attach great importance to those resources from which and whom they have learnt throughout history. Science, civilization, values and the whole human experience have been shaped by this framework that values the continuity of knowledge and learning.

Throughout the history of mankind, teaching has been among the most respected occupations because it transmits social values to next generations and act like a bridge between knowledge and those demanding it. In Turkish culture, where a strong distinction is made between those who do know and who do not know, scholars are highly respected and those who deliver knowledge have always been cherished. In fact, the very famous discourse, "I'll be a slave of the one who teaches me one letter for forty years", is widely accepted in the society. Such meaning attached to the teaching profession has further increased the social responsibilities of teachers.

To be able to acquire power and merit as a nation and ensure an efficient social organization are only possible through teaching knowledge effectively within the framework of specific goals. This makes the concepts of education and teacher vital for societies. Education fulfills many important functions such as provision of socialization by transferring existing values to new generations and helping individuals to develop their personalities by providing them with opportunities to explore and develop their skills. Moreover, education equips people with knowledge, skills and attitudes that they need to contribute in the society, live their lives in fulfilment, perform a profession effectively. The ability of the education systems to fulfill these basic functions effectively depends on the quality of the teachers in the system. Therefore, the way to improve educational outcomes in a country is primarily through improving teacher qualifications. Since teachers are the most vital element of the education system as initiators, developers and practitioners of education, the effort and concern of training qualified teachers have always been an important part of the societies' agenda.

Social life is, today, in a rapid and constant change as never before in history. One of the most important reason of this change is that human knowledge has been multiplied and depened enormously and has spead all over the world rapidly. The saying "We live in the age of change" is due to this rapid change of knowledge. Significant changes in the lives of societies throughout history have resulted from economic, social and cultural causes, and notably progress in science and technology. The world has experienced some great breakthroughs in certain periods by leaps in technological developments, which have influenced both the economic development and social

structure of the countries and the daily lives of individuals significantly. The first industrial period shook the infrastructure of agriculture society with mechanical production based on water and steam power, whereas the second industrial period started transition to mass production with the use of electrical energy in manufacturing, causing social, economic and political transformations in the world. Finally, the third industrial period has enabled the automation of production by digital transformation, the use of electronics, and the development of information technologies. The social infrastructure of the forthcoming years will be shaped by the fourth industrial period, that is beginning nowadays, and that will be most probably characterized by cyber-physical systems, internet of things and of services. This new stage, the fourth industrial period, will also significantly affect the education systems just as the other industrial breakthroughs.

The developments in science and technology has led to rapid and radical changes in key areas such as education, politics, economics, and human relationships all over the world. In this complex process, it is of utmost importance that states protect their national values in addition to focusing on international competition accelerated forcefully. To reform education systems to enable individuals to develop their personal and professional skills, and social values in the face of changes in the world is a mandatory necessity for nations. In this context in parallel with the trends in the world, Turkey aims to raise generations equipped with the 21<sup>st</sup>-century skills, namely complex problem solving, critical thinking, innovative production, effective communication, respect for cultural differences, high level cooperation, and international competitiveness, while protecting their national identity and consciousness. These aims have led to a need for debate and redefinition of the place of teachers in the society and the qualities that they must have.

Turkey is one of the leading countries of the world in terms of value attached to teachers. According to Global Teacher Status Index, Turkey is ranked third in the world in terms of reputation of teachers in the society. In the Professional Reputation Survey for Turkey, supported by the Scientific and Technological Research Council of Turkey, teaching is indicated as having the fourth highest status in society among all professions. According to 2006 PISA data, the percentage of those who stated having a plan to become teacher among 15-year-old students is 25%. Turkey ranks first with this proportion among OECD countries.

In studies investigating the relationship between education and development, it was emphasized for many years that the development of countries depends on resources allocated to education. In addition, recently the educational studies has been taken over by researches examining the relationship between development and the quality of education offered. Any change taking place in education gets its meaning through reconstruction of it by practitioners, namely teachers. . Therefore, teachers make the most direct and most effective

impact on the quality of education. For this reason, having highly qualified teachers is a prerequisite for the change in the field of education. Because of such an understanding, many countries are trying to determine the qualifications of their teachers, who will get countries to achieve their long-term goals. However, it is not possible to define a common and universal qualification of teachers that is appropriate to every country. Although some important areas have similar characteristics, the qualifications required for teachers vary according to the needs and education philosophies of the time in the historical process of each country. This relativity and continuous change has necessitated that each country independently should determine the competencies, which include knowledge, skills, values and attitudes that teachers should have, within the framework of its own conditions and educational philosophies. There is also a need to consider the competencies as having a dynamic existence that should be revised in accordance with current needs.

In today's world, teachers have undertaken new responsibilities professionally due to changing educational needs, the new meanings of education and teaching, differentiated needs of students, and the new approaches about the education of the individual. In this context, teaching is regarded as a profession that requires advanced competencies to carry the responsibility of human life entirely. This understanding requires teachers to be individuals open to continuous development.

Considering that every student is a honourable individual, teachers should create a positive climate of learning, take students with different learning needs into account, develop analytical and creative thinking skills in their students, and help students getting to know and improving themselves. Furthermore, every teacher should have strong communication skills, be able to plan the teaching effectively, possess the required professional skills, and have substantial intellectual knowledge regarding his/her subject field. These qualifications, which are expected from a teacher to perform his/her profession properly, form the basis of teacher competencies.

The need for the renewal of teacher competencies in Turkey has been arisen from the reflections of national and international developments on the field of education. While renewing the competencies, it has been aimed to ensure that students are educated to be well-equipped for the needs of the time, to help improve the status of the teaching profession, and to monitor the competencies closely and allow that their results are assessed effectively.

## II. COMPETENCY DETERMINATION PROCESS FOR THE TEACHING PROFESSION IN TURKEY

The term “teacher competencies” defines the knowledge, skills, values and attitudes that teachers need to have to be able to perform their teaching profession effectively and productively. Achieving the goals designed in the field of education is closely related to the qualifications and competencies of the teachers who guide this process. If an innovation in education is not reflected in the learning environment by the teachers, it is obvious that the desired goal cannot be reached. The fact that teachers have base competencies is one of the keys to improving students' achievement and personal development. Therefore, it is vital to encourage the development of teachers and increase their competencies and skills in this rapidly changing world.

Teaching profession, which has always been undertaken responsibilities that not limited to delivery of knowledge and assessment of learning, has existed throughout human history. Philosophers attributed a special value to teaching while generating ideas about individual and social development. Plato stated that people who can provide peace on earth are teachers, whereas Diogenes assured that he does not recognize a more honorable profession than teaching. Al-Farabi pointed out that the way of building a virtuous society is possible through education, whereas Avicenna emphasized the importance of teaching profession in the social life and the fact that education and teaching is a field of expertise that not everyone can become an educator. Confirming the view of Avicenna, the notion that teachers should go through a specifically designed education has gained importance in the historical process and various steps have been taken to educate teachers accordingly.

The first steps to educate teachers in the Ottoman Empire were taken during the reign of Mehmed II (1451-1481). Mehmed II developed a particular program, which is different than the general *madrasa* curriculum for those to become primary school teachers in Eyüp and Hagia Sophia *madrasas*. In addition to foundational lessons, the lesson called "*Adab-ı Mubahase ve Usul-i Tedris*", aimed at improving teacher qualifications and was incorporated to the training program developed for those to become teachers. This lesson, the title of which can be translated as "Discussion Rules and Teaching Methods", aimed at providing teacher candidates with knowledge and skills for communication and educational methods.

In Europe, as from the 19th century onwards, the idea that teaching is a field of expertise and that teachers need to be trained by institutions specialized in the teacher training started to become widespread due to the increase of urban population and introduction of mass schooling resulting from industrialization. Simultaneously, various steps were taken for training teachers in the Ottoman State as well. The idea of opening a separate institution with the aim of educating teachers was realised during the Tanzimat Reform Era (1839-1876). In addition to *madrasas*, junior high schools were opened during the reign of Mahmud II (1808-1839), and the need for

well-trained teachers arose in these schools. The first teacher training institution of the country was opened in Istanbul with the name of "*Dârülmualimîn-i Rüşdî*" (School for High School Teachers) under the Ministry of Education on March 16, 1848. It was followed by *Dârülmualimîn-i Sıbyan* (School for Primary Teachers) to train primary school teachers. In 1870, *Dârülmualimat* was established to train teacher to be employed in girls-only high schools. The fact that these institutions have different training programs for their target audiences (teacher candidates for primary, secondary and girls-only schools) indicates the efforts of Ottoman State to improve and standardize teacher qualifications.

With the foundation of Turkish Republic in 1923, the names of the *Dârülmualimîn* and *Muallimat* schools were changed to Men's Teacher Training School and Girls' Teacher Training School, respectively. When primary education became compulsory and free in public schools with the law on unification of education in 1924, some fundamental and comprehensive measures had to be taken in order to train primary school teachers.

Two prominent educators of the time, John Dewey (1924) and Alfred Kühne (1925) invited and consulted by the Ministry of Education. In their reports, they suggested that the country should focus on training of teachers who can work in rural areas effectively. This proposal was also embraced by local educators and , Village Teacher Training Schools were opened in Denizli and Kayseri in 1927. After the establishment of "Village Institutes" with Law No. 3803 dated April 17, 1940, "Village Teacher Training Schools" were transformed into "Village Institutes". the Village Institutions were abolished by the Law no. 6234 enacted in 1954 that unified all teacher training schools under the name of "Primary Teacher Training School". Until they were closed in 1954, "Village Institutes" took an active role in training village teachers. Higher education obligation were imposed to teachers with the Basic Law 1739 of National Education passed in 1973, and the eligible Primary Teacher Schools were transformed into Educational Institutes in 1974. When all higher education institutions were gathered under the roof of Higher Education Council (YÖK) with the Higher Education Law 2547 passed in 1981, academies were transformed into universities and educational institutes were transferred into educational faculties. In accordance with the Decree Law No. 41 entered into force on July 20, 1982, all the institutions that educate teachers were taken from the Ministry of National Education and given to universities. As from the academic year 1989-1990, the period of study in all higher education institutions has been increased to graduate level at minimum. As from the transfer of teacher training to universities, the educational programs of universities training teachers have revised many times depending on national and international developments, and such developments are continuing today.

The determination of the qualifications and competencies required from teachers are provided by the Ministry of National Education in Turkey. It is emphasized in Basic Law 1739 of National Education that teacher education is an "profession by expertise". Furthermore, article 45 of the law states that "the qualifications to be required from teachers in terms of general culture, special field education and pedagogical formation shall be determined by the Ministry of National Education. Pursuant to paragraph (a) of article 15 of Decree Law no. 652 on the Organization and Duties of the Ministry of National Education, the Directorate General for Teacher Training and Development has been charged to determine teacher qualifications and competencies. According to this paragraph, the Directorate General for Teacher Training and Development is expected to "develop policies for determining teacher qualifications and competencies, and collaborate with the relevant units, institutions, and organizations for this purpose".

Determination and updating of Teacher Competencies are included in many important policy texts. It is emphasized in the 10th Development Plan that "the system for teacher training and development should be restructured in a way that is based on competences". Teacher Strategy Document adopted by the Higher Planning Council and published in the Official Gazette on June 9, 2017 ask for teacher competencies to be not only "updated in Line of Needs" (Action Item No: 15), but also should be taken as a reference in many activities related to teacher education and development.

Teacher competencies have been emphasized many times in National Education Councils as well. Some recommendations have been made during the 19th National Education Council to update the teacher competencies and execute other teacher training policies based on competencies. In the 2015-2019 the Ministry of National Education Strategic Plan, one of the most significant documents revealing the current policies of the Ministry, many goals have been included in relation to competencies such as determination of teacher competencies, dissemination of the School Based Professional Development Model for the professional development of the teachers in line with the determined competences, taking competences into account when planning in-service trainings, and establishing of a performance evaluation system based on teacher competencies.

Although setting standards or competencies for teachers in modern sense started in 1970s in countries such as the USA and the UK, it became widespread throughout the world in the 2000s. The European Union countries also felt the need to establish a common standard in teacher qualifications and competencies in order to be able to achieve knowledge-based sustainable economic development .

The first formal study on teacher competencies in Turkey began in 1998. Teacher training standards and accreditation studies were conducted under the "Pre-Service Teacher Training of the National Education Development Project " with the collaboration of YÖK and the World Bank in 1998-1999. The teacher competencies developed in this project, were listed under four headings, which are "competencies regarding subject matter and pedagogical subject matter ", "competencies on the teaching-learning process", "monitoring, evaluation and recording of students' learning", and "complementary professional competencies".

The first formal studies on Teacher Competencies in the Ministry of National Education began in 1999. Firstly, the "Teacher Competencies Commission" which included representatives from the Ministry of National Education and various universities was established. This commission developed the "Teacher Competencies" document by making use of the competency documents of other countries, the National Education Development Project by YÖK/World Bank, the results of the needs analysis research on teacher competencies conducted by the Ministry of National Education, and the feedback and suggestions from the associated institutions and organizations. Pursuant to the Basic Law 1739 of National Education, "Teacher Competencies" was developed under three headings, namely "education-teaching competencies", "general cultural knowledge and skills", and "subject matter knowledge and skills" and came into effect with the official authorization dated 12/07/2002. The competencies document was sent to higher education institutions that provide pre-service teacher education to carry out necessary adaptations.

The next study on teacher competencies was conducted under the Basic Education Support Program. The Basic Education Support Program was came into effect with the Financing Agreement that was signed between the European Union Commission and the Turkish Government on February 8, 2000. Project activities started in September, 2002 and had 5 components, namely Teacher Training, Quality of Education, Management and Organization, and Non-formal Education and Communication. The responsibility of the project activities related to the Teacher' Training component were undertaken by the Directorate General for Teacher Training and Education. A workshop was held on 13-16 April 2004 to determine "competencies" under this project. A common understanding was sought about the concepts and terms concerning teacher competencies by working on the previous studies of YÖK and the Ministry of National Education, of the Directorate General for Teacher Training and Education, and of the Department of Educational Research and Development as well as of the competency documents of various countries.

The aim of these efforts was to re-determine the competencies of the teachers to make them compatible with the European Union countries. In this context, as a result of the workshops, pilot practices, and stakeholder views that gathered through contribution of national and international experts, academicians, teachers, and various participants, the draft "General Competencies for Teaching Profession" was prepared. The draft was composed of the following six main competency domains, associated 31 sub-domains and 233 performance indicators:

- a) Personal and professional values - professional development,
- b) Getting to know the student,
- c) Learning and teaching process,
- d) Monitoring and assessing the learning and development of students,
- e) School, family and community relations,
- f) Curriculum and subject content knowledge

Subsequently, the "Draft General Competencies for Teaching Profession" was finalized through workshops that were organized by a large number of participants from various disciplines and organisations such as Ministry representatives, academicians, inspectors, and union representatives. . The final version came into effect by the official authorization dated 17/04/2006 and published in the Journal of Communiqués no. 2590 in 2006. After the General Competencies for Teaching Profession came into effect, the efforts were initiated to determine the "Subject Specific Competencies for Teaching Profession" that would determine the knowledge, skills, attitudes and values that teachers need to have related to his/her own subject (e.g. Maths Teachers Competencies). As a result of these efforts, the following 14 Subject Specific Competencies were developed and put into effect by the official authorizations dated 04/06/2008 and 25/07/2008: Turkish Language, Foreign Language (English), Science and Technology, Information Technologies, Visual Arts, Pre-School, Mathematics, Classroom Teaching, Social Studies, Music, Religious Culture and Moral Knowledge, Physical Training, Technologic Design, and Special Education (visually-, hearing-, mentally-disabled). The competencies for the secondary school teachers were also developed and put into effect by the official authorization dated 26/01/2011 within the scope of the Secondary Education Project. Eight subject specific teacher competencies were prepared: Turkish Language and Literature, Mathematics, Physics, Chemistry, Biology, History, Geography, and Philosophy.

Subsequent to the publication of the General Competencies for Teaching Profession in 2006, The European Parliament and the Council of Europe adopted the European Framework of Competencies on 23/04/2008. With this recommendation, countries are required to establish national competence frameworks in relation to the European Competencies Framework. So, the regulation on Procedures and Principles on Implementation of the Competencies Framework of Turkey was published in the Official Gazette no. 29537 dated 19/11/2015, and thus the "Competencies Framework of Turkey (CFT)" has been entered into force. The Referencing Report of Turkey based on this competencies framework was submitted to the Consultative Board of the European Competencies Framework on March 29-30, 2017 and the referencing of CFT to the European Competencies Framework and its compliance with the European Competencies Framework of Higher Education have been approved and become official. Moreover, the "Higher Education Competencies Framework" and the "Basic Domain Competencies of the Higher Education Competencies Framework" were adopted on 13/01/2011 in the context of the Lisbon Strategy, published in 2000, and the Bologna process that Turkey was included in 2001. In addition to these national and international regulations, the need to update the General Competencies for Teaching Profession has emerged due to adapt to the new developments in education and the innovations in Turkish education system. A large number of stakeholders have been consulted during the process of updating the General Competencies for Teaching Profession, YÖK, ÖSYM (Assessment, Selection and Placement Center), the Vocational Qualifications Authority, the Board of Education and Training, and the other units of the Ministry as well as many academicians and teachers were cooperated with. In this process, fundamental policy texts on education and teaching of international organizations such as the European Council, the World bank, ILO, OECD, UNESCO, and UNICEF were studied, and the competency documents of many countries such as the US, Australia, Finland, France, Hong-Kong, the UK, Canada, and Singapore were examined. Meetings were held with the stakeholders ensuring that the teaching competencies were updated by a large scale participation.

Instead of determining a subject specific competency for each subject area, subject matter knowledge and pedagogical content knowledge have been added in the general competencies; so, a single, comprehensive text was created. Therefore, every single teacher's subject area is also covered in the competencies. The General Competencies of Teaching Profession has been updated in this context and it now consists of three interrelated competency domains; namely "professional knowledge", "professional skills", and "attitudes and values". These main domains include 11 competencies and 65 indicators related to the competencies as seen Table 1.

**Table 1.** General Competencies for Teaching Profession

<b>A Professional Knowledge</b>	<b>B Professional Skills</b>	<b>C Attitudes and Values</b>
<b>A1. Content Knowledge</b> She/he has an advanced and critical perspective on theoretical, methodological and factual knowledge in his/her subject field.	<b>B1. Planning of Education and Teaching</b> She/he plans education and teaching processes effectively.	<b>C1. National, Moral and Universal Values</b> She/he observes national, moral and universal values.
<b>A2. Pedagogical Content Knowledge</b> She/he has a good knowledge of the curriculum and pedagogical content knowledge of her/his subject area.	<b>B2. Creating Learning Environments</b> She/he prepares appropriate teaching materials and builds an healthy and safe learning environments, where effective learning can be achieved for all students.	<b>C2. Approach to Students</b> She/he has an attitude that supports the development of students.
<b>A3. Knowledge on Legislation</b> As an individual and teacher, she/he conducts her/himself according to the legislation related to her/his duties, rights and responsibilities.	<b>B3. Managing the Teaching and Learning Process</b> She/he manages the teaching and learning process effectively.	<b>C3. Communication and Cooperation</b> She/he establishes an effective communication and cooperation with students, colleagues, families, and other educational stakeholders.
	<b>B4. Assessment and Evaluation</b> She/he uses the methods, techniques and tools of assessment and evaluation that fit for purpose.	<b>C4. Personal and Professional Development</b> By carrying out self appraisal she/he participates in personal and professional development activities.

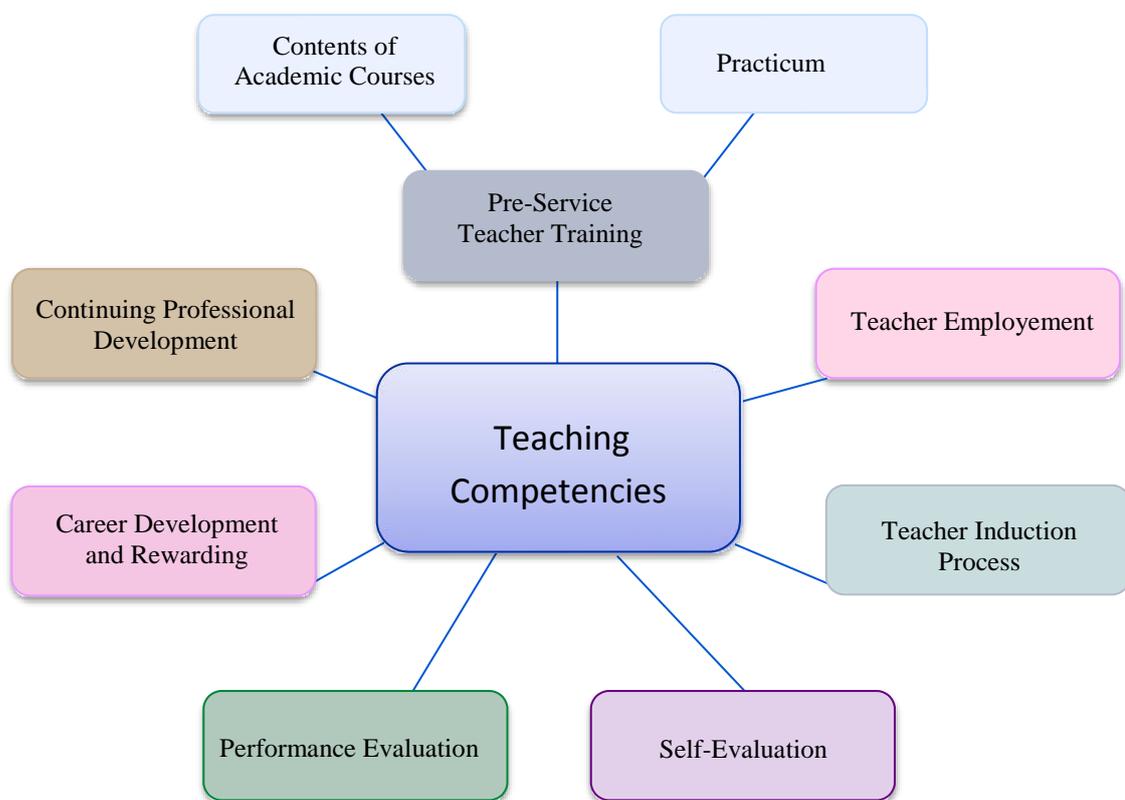
### **III. THE AREAS OF USING GENERAL COMPETENCIES FOR TEACHING PROFESSION**

The "General Competencies for Teaching Profession" document is a ground reference text to be taken into consideration when teachers determine their level of competencies and their performances that need to be developed, when designing the educational programs of higher education institutions that train teacher candidates, when recruiting teachers into the profession and planning their intership process, , when identifying the needs for professional development and planning actions to meet these needs, in the evaluation of teachers' performances, to lead teachers when developing their careers and in the works towards strengthening of the status of the teaching profession.

In addition to being a main reference resource in the process of teacher training and development that needs to be taken into account by all stakeholders, the competencies qualify as a common point of action to provide coordination between policies and practices of Higher Education Council, of other associated public institutions and organizations, of unions, and of various non-governmental organizations. When these stakeholders build their practices of teacher training and development upon the competencies through mutual cooperation, a minimum standard can be achieved leading to a holistic and consistent structure.

The areas where the General Competencies for Teaching Profession to be used in teacher training and development processes are shown in Figure 1.

**Figure 1.** Areas of Using the Teacher Competencies



## **1. Regulation of Teacher Training Programs**

Schools have an important place in achieving social improvement and development. The quality of education provided in schools is directly proportional to the improvement of teacher competencies. It is not possible to raise the success of schools and increase the personal development and success of students without qualified teachers. Therefore, a lot of responsibilities are placed upon the institutions that educate teachers. We need to establish some standards when training teachers so that they have desired qualities. The work on teacher competencies is, then, essential and important in designating these standards.

General Competencies for Teaching Profession will be guiding the determination of compulsory and selective classes and their contents in the programs that universities offer for pre-service teacher training, the designing of lesson materials, the organization of learning environments, the process of ensuring cooperation between education faculties and schools, and planning of teacher training processes. Thus, students studying in faculties and departments sourcing the teaching profession can be provided with knowledge, skills, attitudes, and values determined within the scope of competencies, and an overall improvement in quality can be achieved by increasing the competencies of teachers to be included in Turkish educational system.

## **2. Teacher Employment, Candidacy and Training Processes**

In order for graduates of the departments sourcing the teaching profession to be employed as teachers by the Ministry of National Education, various exams such as the Public Personnel Selection Examination, Subject Content and Pedagogical Content Knowledge Test, and oral tests are organized. Restructuring of these exams to assess the knowledge, skills, attitudes, and values required to by the General Competencies for Teaching Profession would result in the employment of the most talented teachers among university graduates.

The candidacy and training process, which is another stage of accepting teachers into profession, will be designed within the frame of the competencies, and thus ensure that candidate teachers become ready for the profession.

## **3. Self-Evaluation of Teacher**

Self-evaluation is the process or an instance of assessing oneself. Self-evaluation is not an ordinary professional act, but a process that requires both a high level personal and professional responsibility and a consciousness and competence of conducting self-evaluation. Self-evaluation enables teachers to be critically reflective about themselves as a professional

and their current practices. It should also help teachers to set goals for themselves and develop an action plan and act on it. Especially in professions such as teaching that require multidimensional and diverse competencies, a comprehensive and realistic self-evaluation is almost impossible in the absence of benchmarking criteria.

The General Competencies for Teaching Profession are quite important in this respect. The competencies are the reference resource indicating expectations for teachers. Teachers will be able to identify their progress by evaluating themselves within the framework of competencies. A teacher will also be able to observe other colleagues using the competencies and find out about his/her strengths and needs for progress. Thus, teachers will be able to make personal and professional development plans in line with the goals they want to reach, and to develop collaborations with their colleagues accordingly.

#### **4. Performance Evaluation, Career Development, and Rewarding**

Performance evaluation is one of the most significant functions of human resources management. The effectiveness of any person, institution or group is analyzed and the level of success is determined by means of performance evaluation. Performance evaluation provides feedback about what extent employees meet the pre-determined standards. These feedbacks play an important role in training and development of employees, evaluation of training programs and policies, and in the process of selecting and rewarding employees.

The Ministry of National Education carries out performance evaluations in order to determine teachers' (including candidates) efforts, efficiencies and successes for their duties. More particularly, performance evaluation aims at determining teachers' (and candidates') level of knowledge and skills, and in turn their training needs so that necessary actions are taken and awarding is ensured. What is needed is then a performance improvement system built on accurate and realistic criteria.

The General Competencies for Teaching Profession is qualified to be a guide for the evaluation and improvement of teacher performance in an accurate and objective manner. Performance criteria that would be constructed based on competencies will provide a comprehensive and objective evaluation of the performances of teachers. Consideration of teachers, who are performing well in the context of competencies, in rewardings and promotions to higher career stage primarily will make an important contribution to the establishment of a transparent, fair and just system.

## **5. Planning In-Service Training Programs and Continuous Professional Development**

The rapid changes taking place in the world alter the interests and needs of the students as well as expectations from education. In-service training activities will play a significant role to help teachers to be able to adapt to the rapid change and arising educational needs. Many professional development activities are organized by the Ministry with the motto of “qualified teachers and qualified education”. These activities are planned and executed in line with the policies of the Ministry, personal-professional development needs determined by needs analyses, action plans, and cooperation protocols with national and international institutions and organizations.

In this context, the General Competencies for Teaching Profession will be an important guide in the planning and execution of in-service training programs. The professional development needs of teachers can be realistically determined as a result of self-evaluations and performance evaluations within the scope of competencies, and various policies can be developed to fulfill these needs. In addition to identify the current situation of Turkish teachers in the context of teacher competencies, it is of great importance to identify the areas where teachers are strong and the issues that need to be supported and developed. In this context, training activities can be planned by the Ministry and every teacher can be offered professional development support in line with his/her own needs.

In conclusion, the General Competencies for Teaching Profession will serve as a fundamental reference to identify, in a concrete manner, the knowledge, skills, attitudes, and values that a teacher must have and guide the policies to be developed in the area. Besides identifying and improving the content of the theoretical and practical courses of the universities, the qualifications required for teachers for employment can be determined in a concrete manner. Furthermore, the recruitment process to profession can be organized in consistent with the competencies. On the other hand, it would be possible for current teachers to see objectively their own strengths and weaknesses that need to be improved. Thus, teachers can be more motivated to achieve their professional development and take responsibility for continuous professional development. Moreover, through an objective performance evaluation system based on competencies, the current case of every teacher can be objectively analyzed, and in turn more qualified personal and professional development opportunities can be offered to teachers. It can also be possible to develop all the policies concerning the teaching profession in a holistic and effective way. Thus, through the active cooperation of all stakeholders in the process of teacher training, we hope to ensure highly

qualified teachers who involves with continuoning professional development and are committed to her/his profession. This will then lead an enhancement of the sense of confidence and work ethic of teachers as well as of the social status of the teaching profession.

The document of the General Competencies for Teaching Profession has been constructed with the participation of many stakeholders involved in the teacher training and revised in line with current needs. The existing document, by nature, is a text open to alterations and updates when needed in the context of continiously changing and developing conditions with the help of stakeholders.

## GENERAL COMPETENCIES FOR TEACHING PROFESSION

A	COMPETENCY DOMAIN: PROFESSIONAL KNOWLEDGE
<b>SCOPE:</b> This competency domain covers teachers' competencies of content knowledge, pedagogical content knowledge and knowledge on legislation about the teaching profession.	

COMPETENCIES	COMPETENCE INDICATORS
<b>A1. CONTENT KNOWLEDGE</b> She/he has an advanced and critical perspective on theoretical, methodological and factual knowledge in her/his subject field. in his/her domain.	<b>A1.1.</b> She/he analyzes the topics and concepts related to his/her subject area. <hr/> <b>A1.2.</b> She/he construe with the reflections of fundamental theories and approaches to his/her subject field. <hr/> <b>A1.3.</b> She /he classifies the fundamental information and data sources of his/her subject field. <hr/> <b>A1.4.</b> She/he classifies the main research methods and techniques of his/her subject field.. <hr/> <b>A1.5.</b> She/he construe with the reflections of national and moral values to his/her subject field.
<b>A2. PEDAGOGICAL CONTENT KNOWLEDGE</b> She/he has a good knowledge of the curriculum and pedagogical content knowledge of her/his subject area.	<b>A2.1.</b> She/he accounts for the curriculum of his/her subject with all its elements. <hr/> <b>A2.2.</b> She/he links the curriculum of his/her subject with of other related curricula. <hr/> <b>A2.3.</b> She/he uses his/her knowledge of child development and learning styles in teaching and learning processes <hr/> <b>A2.4.</b> She/he compares and contrast various teaching strategies, methods, and techniques that can be used in teaching of his/her subject area. <hr/> <b>A2.5.</b> She/he compares and contrast the assessment methods that can be used in teaching of his/her subject area. <hr/> <b>A2.6.</b> She/he makes decisions on how to benefit from the national and moral values in his/her subject area.
<b>A3. KNOWLEDGE OF LEGISLATION</b> As individual and teacher, acts in compliance with the legislation related to his/her duties, rights, and responsibilities.	<b>A3.1.</b> She/he accounts for his/her individual rights and responsibilities as a citizen. <hr/> <b>A3.2.</b> She/he accounts for the content of the Constitution of the Republic of Turkey. <hr/> <b>A3.3.</b> She/he evaluates Atatürk's contributions to Turkish educational system. <hr/> <b>A3.4.</b> She/he accounts for the legislation related to teaching profession. <hr/> <b>A3.5.</b> She/he recognizes the rights and responsibilities of educational stakeholders.

**B****COMPETENCY DOMAIN: PROFESSIONAL SKILLS**

**SCOPE:** This competency domain covers the teacher's competencies of educational planning, creating learning environments, managing the teaching and learning process, and monitoring and evaluation regarding the his/her in-class and out-of-class practices.

COMPETENCIES	COMPETENCE INDICATORS
<b>B1. PLANING OF EDUCATION AND TEACHING</b> She/he plans the education and teaching processes effectively.	<b>B1.1.</b> She/he prepares his/her plans in accordance with the curriculum of his/her subject area.
	<b>B1.2.</b> She/he plans the teaching process by taking environmental conditions, costs, and time into account.
	<b>B1.3.</b> She/he prepares flexible teaching plans by considering the individual differences and sociocultural characteristics of students.
	<b>B1.4.</b> She/he takes into account the national and moral values while planning the teaching process.
<b>B2. CREATING LEARNING ENVIRONMENTS</b> She/he prepares appropriate teaching materials and builds an healthy and safe learning environments, where effective learning can be achieved for all students.	<b>B2.1.</b> She/he organizes healthy, safe, aesthetical learning environments.
	<b>B2.2.</b> She/he prepares teaching materials suitable to learning outcomes of the curriculum.
	<b>B2.3.</b> She/he organizes the learning environments by considering the individual differences and students' needs.
	<b>B2.4.</b> She/he organizes the learning environments by catering for learning outcomes of the curriculum.
	<b>B2.5.</b> She/he organizes democratic learning environments where students communicate effectively.
	<b>B2.6.</b> She/he creates learning environments that supports developing high-level cognitive skills of students.
	<b>B2.7.</b> She/he creates learning environments that helps students to internalize national and moral values.
<b>B3. MANAGING THE TEACHING AND LEARNING PROCESS</b> She/he manages the teaching and learning process effectively.	<b>B3.1.</b> She/he performs skills needed for education and teaching of his/her subject area.
	<b>B3.2.</b> She/he makes use time effectively in teaching and learning process.
	<b>B3.3.</b> She/he ensures active participation of students in learning processes.
	<b>B3.4.</b> She/he makes learning relevant to daily lives of the students.
	<b>B3.5.</b> When carrying out teaching and learning process, she/he takes into account the students with special needs.
	<b>B3.6.</b> She/he takes into account the natural, cultural, and socioeconomic characteristics of the environment she/he is working in his/her practices.
	<b>B3.7.</b> She/he prepares activities that help developing analytical thinking skills of students in her/his classes.
	<b>B3.8.</b> She/he cooperates with the related persons, institutions, organizations, and colleagues when carrying out the educational activities.
	<b>B3.9.</b> She/he makes use the information and communication technologies effectively in the teaching and learning process.
	<b>B3.10.</b> She/he ensures effective learning by using appropriate strategies, methods, and techniques in the teaching and learning process.
	<b>B3.11.</b> She/he make use appropriate tools, equipments and materials effectively in the teaching and learning process.
	<b>B3.12.</b> She/he copes with misbehavior and undesired situations in the classroom effectively and constructively.

**B****COMPETENCY DOMAIN: PROFESSIONAL SKILLS**

**SCOPE:** This competency domain covers the teacher's competencies of educational planning, creating learning environments, managing the teaching and learning process, and monitoring and evaluation regarding the his/her in-class and out-of-class practices.

COMPETENCIES	COMPETENCE INDICATORS
<b>B4. ASSESSMENT AND EVALUATION</b> She/he uses the methods, techniques and tools of assessment and evaluation that fit for purpose.	<b>B4.1.</b> She/he prepares and uses assessment and evaluation tools suitable to his/her subject area and stages of growth and development of students.
	<b>B4.2.</b> She/he makes use of both formative and summative assessment methods.
	<b>B4.3.</b> She/he carries out an objective and fair assessment and evaluation.
	<b>B4.4.</b> She/he provides accurate and constructive feedbacks to students and other stakeholders in accordance with results from assessment and evaluation.
	<b>B4.5.</b> She/he re-arranges the teaching and learning processes in accordance with the assessment and evaluation results.

# C

## COMPETENCY DOMAIN: ATTITUDES AND VALUES

**SCOPE:** This competency domain involves with the general attitudes and values of the teaching profession that includes approaches to students, national, moral, and universal values, communication, cooperation, personal and professional development.

COMPETENCIES	COMPETENCE INDICATORS
<b>C1. NATIONAL, MORAL AND UNIVERSAL VALUES</b> She/he observes national, moral, universal values.	C1.1. She/he respects child and human rights.
	C1.2. She/he respects individual and cultural differences.
	C1.3. She/he helps students to grow as individuals that respectful of national and moral values and open to universal values.
	C1.4. She/he is sensitive to protection of the natural environment and the historical and cultural heritage.
<b>C2. APPROACH TO STUDENTS</b> She/he has an attitude supports the development of students.	C2.1. She/he values every student as a human being and individual.
	C2.2. She/he advocates that every student can learn.
	C2.3. She/he guides students in their personal development and planning of future.
	C2.4. She/he serves as a role model for students with his/her attitudes and behavior.
<b>C3. COMMUNICATION AND COOPERATION</b> She/he establishes an effective communication and cooperation with students, colleagues, families, and other educational stakeholders.	C3.1. She/he uses effectively the Turkish language effectively without grammatical errors.
	C3.2. She/he pays attention using effective communication methods and techniques.
	C3.3. She/he builds relations with others through empathy and tolerance.
	C3.4. She/he is open to sharing knowledge and experience with his/her colleagues.
	C3.5. She/he cooperates with families in educational activities.
	C3.6. She/he participates in activities intended for school development actively.
<b>C4. PERSONAL AND PROFESSIONAL DEVELOPMENT</b> By carrying out self appraisal she/he participates in personal and professional development activities.	C4.1. She/he carries out his/her profession happily and willingly.
	C4.2. She/he makes a self-evaluation by taking advantage of opinions and suggestions from stakeholders.
	C4.3. She/he involves in activities to improve himself/herself personally and professionally.
	C4.4. She/he takes care of his/her personal well-being and health.
	C4.5. She/he participates in cultural and artistic activities.
	C4.6. She/he ensures her/his professional commitment and dignity by adhering to professional ethics and principles.
	C4.7. She/he follows national and global agenda.