

Examining the Decisions Taken at the National Education Councils in the context of the Teaching Profession¹

Abdullah Balıkçı²

Abstract

The aim of this research is to examine the decisions taken at the national education councils in the context of the teaching profession. The study employed a qualitative research method as it was aimed at making inferences from national education councils (NECs) in terms of the teaching profession. In the current study, NEC decisions (1-20) on the Ministry of National Education (MoNE) website (www.meb.gov.tr) were used as documents to derive new meanings for the teaching profession within the scope of NECs. The teaching profession in NECs can be viewed under two themes. These are managerial aspect of the teaching profession and stakeholder aspect of the teaching profession. NECs bring up different aspects of the teaching profession. They show that the decisions taken based on the agenda have both management and stakeholder dimensions of the teaching profession. The essence of the decisions taken in NECs in the context of the teaching profession is to raise the status of the teaching profession. In addition, teacher-centered decisions were made in some NECs (10, 18, 19). In this respect, the current study will contribute to the field by bringing different perspectives on the teaching profession to the agenda. Based on the results of the study, the following suggestion can be made: Although it is important to constantly bring the same issues to the agenda in NECs, a mechanism should be established to monitor the decisions taken. In this way, changes and developments in the process should be monitored.

1 This study was presented as an oral presentation at EDUCongress, 20-23 September 2023.

2 Assoc. Prof. Dr., İstanbul University-Cerrahpaşa, Hasan Ali Yücel Faculty of Education, Türkiye, abdullah.balikci@iuc.edu.tr, ORCID: 0000-0002-9824-0197

1. Introduction

One of the official works that determine educational policies in Türkiye is the National Education Councils (NECs). NECs, which were first held in 1939, have been organized 20 times (Ministry of National Education [MoNE], 2014). NECs are official meetings where various issues related of the country's education are discussed and guided educational policies. Various stakeholders of education attend and contribute to these meetings (Aydın, 2009). The councils involve achieving consensus on the solution of the problems and a resulting declaration (Karataş, 2012). In this respect, regard, NECs are an effective public administration policy element that directs the Turkish National Education System (Deniz, 2001); contribute to the understanding of the structuring and implementation of educational policies (Göktürk, 2006). NECs are formal meetings where educational matters are consulted and presented. Although various educational issues are discussed in the NECs, problems are experienced (Carpenter-Kılınç, 2007). These problems are generally related to the implementation of NECs (Dinç, 1999), rising from their formal, structural and functional problems. The existence of the mentioned problems reduces the impact of NECs on the implementation of education policies and achieving the desired developments (Deniz, 2001).

Arrangements should be made in official consultation meetings such as education councils, where various educational issues are discussed and educational policies are tried to be determined, taking into account the impact of teachers on society. Due to the teacher's influence, more investment should be made in the teaching profession (Aminrad et al., 2012). That is to say, in structuring education, education stakeholders, including teachers, must participate in planning and consultation works. Participating in decisions is of strategic importance for school policies (Carvalho et al., 2021). Because the value and impact of the school increases as it exhibits an open and transparent management approach, has an environment-based structure that enjoys learning, and receives increasing support and participation from the environment (Kholis, 2022). What is important at this point is that school managers align their strategy with the participatory management approach so that stakeholders can contribute to the structure of the school. School managers should benefit from the opinions of teachers and other stakeholders in making decisions at the school (Cabardo, 2016). For this, the opinions of subordinates, including teachers, should be involved in the decision-making processes (Bouwman et al., 2017). According to the researcher, NECs are important because they are one of the environments where stakeholders such as teachers and school managers can express their opinions.

Research on NECs was conducted at the national thesis center. When the search was made using the keyword “national education”, it was determined that 452 theses were prepared between 1983 and 2023. 25 of these are related to NECs. All of these studies are at master’s level. Regarding NECs, Aydın’s (2009) study on teacher problems, Aygül’s (2019) on primary school programs, Eroğlu et al.’s (2016) on teacher development, and Karataş’s (2012) on teacher-environment interaction are of relevance to the subject. However, in these studies, certain dimensions of the teaching profession are discussed. A holistic approach is not taken. In this context, the current study is considered important by the researcher as it brings to the fore different aspects of the teaching profession in NECs. The researcher believes that the current research will contribute to the field for the stated reason. In addition, the researcher finds it necessary to comprehensively reveal and understand how the fundamental issue of education, such as the teaching profession, is evaluated in meetings as determinants of educational policies such as NECs. The aim of this research is to examine the decisions taken at the national education councils in the context of the teaching profession. Based on this purpose, answers were sought to the following questions:

1. In what aspects was the teaching profession discussed at the National Education Councils?
2. Which point(s) come to the fore in the context of the teaching profession at the 2nd National Education Councils?

2. Method

The study employed a qualitative research method as it was aimed at making inferences from NECs in terms of the teaching profession. The aim of a qualitative research is to provide descriptive, systematic, detailed and understandable information to derive new meanings (Merriam, 2015; Neuman, 2006). In the current study, NEC decisions (1-20) on the Ministry of National Education (MoNE) website (www.meb.gov.tr) were used as documents to derive new meanings for the teaching profession within the scope of NECs. Since NEC decisions are subject to open access, there is no need to obtain a permission for the study. In the study, National Education Councils were coded as “NECs”. Official publications and reports can be used as data sources in a qualitative research. These are considered documents (Patton, 2014). In order to systematically reveal new meanings, content analysis was employed to reflect the decisions regarding the inferences the report. For this purpose, a research was conducted at the national thesis center using the keyword “national education”. The aim of content

analysis is to reveal new meanings, relationships and dimensions in the light of the texts at hand (Gökçe, 2019). Content analysis in the study was conducted as follows:

1. Reading of the national education councils
2. Analyzing the councils in the context of the teaching profession
3. Dividing the councils into themes within the context of the teaching profession
4. Making inferences from the themes in the context of the teaching profession
5. Drafting the conclusions into a report, reviewing them, and
6. Writing of the final study report

Descriptive analysis was performed in the study. The purpose of descriptive analysis is for the reader to better understand the meanings of the research (Patton, 2014). In the study, analyzes were made in the context of the teaching profession by directly quoting the relevant ones from the NEC decisions - in the findings and comments section. The research developed deductively and cyclically. Three strategies were used/employed for the validity and reliability of the research. These are i) External audit: The research report is compared with similar studies in terms of subject, method and content.

ii) Direct quotation: Decisions appropriate to the themes in NECs are directly quoted and presented in the findings section.

iii) Reflective thinking: After the report was written, it was checked whether the inferences coincided with the direct quotations given. The process was repeated deductively (Christensen et al., 2015; Merriam, 2015).

3. Findings and Comments

In with the analysis made in the context of the teaching profession of the NECs, the researcher reached the themes stated in Table 1.

Table 1. Distribution of National Education Councils by Themes

THEME	CATEGORY	CODE
Managerial Aspect of the Teaching Profession	In Terms of Professional	Duty
		Personal rights
	In Terms of Legal Infrastructure	Course schedules
		Organizing events
Stakeholder Aspect of the Teaching Profession	In Terms of Interaction with the Environment	Editing requirement
		Suggestions
	In Terms of Educational Perspective	Partnership
		Expectations
		Pre-Service
		In-Service

According to Table 1, the teaching profession in NECs can be viewed under two themes. Themes contain elements that support each other. From Table 1, it is understood that different aspects must be taken into account in order to fulfill the teaching profession. However, it is clearly seen that stakeholders have an important share in the performance of the profession. According to Table 1, it can be seen that expectations and suggestions for the teaching profession in NECs are put forward in all dimensions.

3.1. Evaluation of the 1st National Education Council in Terms of Teaching Profession (17-27 July 1939)

The teaching profession has been evaluated in the context of teachers' duties for the implementation of courses and activities in the 1st NEC. Teachers were given initiative in conducting lessons and activities. The approach to this point has been as follows:

“Recommendations about moving classes to morning in schools and devoting afternoons to free and joint activities under the direction of teachers, optional in secondary schools and compulsory in high schools, have been accepted.”

3.2. Evaluation of the 2nd National Education Council in Terms of Teaching Profession (15-21 February 1943)

The teaching profession is viewed in terms of the importance of teacher education in the 2nd NEC. The necessity of specialized field education in teaching is highlighted. The approach to this point has been as follows:

“Appointing only graduates of institutions that train teachers in this field to secondary school and high school history teachers”

3.3. Evaluation of the 3rd National Education Council in Terms of Teaching Profession (02-10 December 1946)

The teaching profession has been evaluated in the context of the legal infrastructure for educational levels and duties in the 3rd NEC. The approach to this point can be explained as follows:

“Commerce Secondary Schools and High Schools Program and Regulation”

3.4. Evaluation of the 4th National Education Council in Terms of Teaching Profession (23-31 August 1949)

4th NEC focuses on the training of the teachers. It was emphasized that the changes needed in teacher training over time should be taken into account. The approach to this point has been as follows:

“Organizing the educational institutes and higher teacher training schools that train teachers for secondary schools and high schools according to needs.”

3.5. Evaluation of the 5th National Education Council in Terms of Teaching Profession (04-14 February 1953)

It is understood that decisions are made in the context of teachers’ duties and legal infrastructure in 5th NEC. The approach to these points was as follows:

“Ensuring harmony between the aims and principles of the primary school program and its content

Discussions were held on the Draft Primary Education Law.”

3.6. Evaluation of the 6th National Education Council in Terms of Teaching Profession (18-23 March 1957)

It is seen that decisions are made regarding the duties of teachers through course schedules and education levels in 6th NEC. The approach to these points was as follows:

“Reviewing the programs of these schools with the inclusion Foreign Language, Music and Physical Education courses”

3.7. Evaluation of the 7th National Education Council in Terms of Teaching Profession (5-15 February 1962)

It is seen that 7th NEC focuses on teacher training and education. The fact that the issue of training teachers, which has an important place in today's education system, is also addressed in this NEC shows the importance given to the subject. The basic principles for the training of teachers were prioritized, and the types of schools for the teachers to be trained were stated. These schools are: Primary Teacher Schools, Education Institutes, Higher Institute of Educational Sciences, Higher Teacher Schools, Male Technical Teacher School, Commerce Higher Teacher School, Girls' Technical Teacher School, Women's Vocational Teacher School, Training of Teachers for Village Women Mobile Courses. This council also focused on making the teaching profession attractive. Making the teaching profession attractive has been done by providing teachers with the necessary training, improving their personal rights and reviewing the legislation in line with needs. Therefore, it can be stated that this council is a teacher-focused council. Some of the decisions taken are as follows.

“In order to make the teaching profession attractive, the Group of Coordination has prepared a number of proposals under the headings such as “Professional Training and Development”, “Appointment, Promotion and Transfer”, “Salary Wages and other Material and Moral Opportunities”, “Some Defects in the Current Legislation” and “Laws and Regulations”. The proposals prepared and accepted with some additions at the National Education Council were deemed appropriate.”

3.8. Evaluation of the 8th National Education Council in Terms of Teaching Profession (28 September - 3 October 1970)

It can be seen in this NEC that decisions are taken mainly regarding teachers' duties in the context of directing students, their relations with the environment, and their education. Teachers' duties in the context of guiding the student are seen as both giving advice to the student and informing and supporting the parents on this issue. Providing training to the teacher to introduce the system in the context of directing the student can be stated as a development towards integrating the teacher's duty and education and making the teacher aware of the new system. The decision taken is as follows:

“The board of classroom teachers examines the student's request and the proposal of the classroom teachers and compares the recommendation to be made to the student's parent regarding the determination of the program that the child can attend in the second cycle of secondary education.”

3.9. Evaluation of the 9th National Education Council in Terms of Teaching Profession (24 June-4 July 1974)

This council basically contains regulations regarding the duties of the teacher. It explains the teacher's duty in the context of guidance. In addition, the teacher's job duties and the training he/she is required to receive are evaluated together. In this context, the duties of institutions are explained and attention is drawn to the personnel rights of teachers. The education of teachers is considered from two perspectives. Training of teachers - pre-service - and training that teachers should receive throughout their duties and to adapt to innovations - in-service training. Some of the decisions taken are as follows:

“Two lesson hours per week are allocated for the guidance toof each class teacher, and one lesson hour per week is allocated to the educational branch manager.”

“Among activities to train teachers on the job, priority will be given to seminars related to new programs.”

3.10. Evaluation of the 10th National Education Council in Terms of Teaching Profession (23-26 June 1981)

This council focused on the training of teachers, especially pre-school teachers. In this council, the education of teachers was discussed in the context of both in-service and pre-service - teacher training. This situation indicates that the need for teachers' training remains important in every period, but also that there are problems in this field. Some of the decisions taken are as follows:

“Providing in-service training for teachers, administrators and experts”

“Training teachers and other high-level educational personnel for teacher training institutions”

3.11. Evaluation of the 11th National Education Council in Terms of Teaching Profession (8-11 June 1982)

This council has a teacher-focused agenda and decisions taken. The situations of teachers, their problems, model proposals for the future, their duties and expectations from teachers are also among the topics of this council. In addition, the training of teachers is also covered comprehensively. It is meaningful to make evaluations on the teaching profession based on what has been professionally done before. In particular, the clear expression of what is expected from the teacher makes this council more meaningful in

the context of the teaching profession. Some of the decisions taken are as follows:

“While schools that train teachers for both primary and secondary schools were initially opened in big cities or in the western regions of the country, over time, educational institutions such as primary teacher schools or training institutes were opened in every corner and region of the country.”

“It is deemed necessary for universities and the Ministry of National Education to cooperate closely in recruiting students to faculties, colleges and units that train teachers, creating programs and training faculty members (especially during the transition period).”

“A person who will be a teacher must have the following three qualifications: a) Teaching profession knowledge b) Field knowledge c) General culture These three qualifications constitute three types of content categories that should be included in teacher training programs.”

3.12. Evaluation of the 12th National Education Council in Terms of Teaching Profession (18-22 June 1988)

In this council, emphasis is placed on the interaction of the learner with the environment. Emphasis is placed on their connections both with parents and institutions that will contribute to their duties. It is desired that the teacher’s interaction with the environment, which will contribute to his/her duty, should be organized in a way that will also contribute to the teacher’s educational needs. Some of the decisions taken are as follows:

“Increasing the relationship between the teacher and, the school and the family, and paying attention to the ensuring of school and family harmony.”

“The “general culture” program applied to teachers in teacher training and in-service training should be handled with a new approach in line with the goal of raising highly qualified 21st century generations.”

“In order to achieve the main goal of training qualified teachers, it is deemed useful and necessary for the Ministry of National Education, Youth and Sports to cooperate with the Council of Higher Education.”

3.13. Evaluation of the 13th National Education Council in Terms of Teaching Profession (15-19 January 1990)

In this council, decisions were taken regarding the criteria for both teacher training and counselors. A recommendation has been made regarding teacher training through non-formal education. Measures to increase the

quality of guidance counselors are noteworthy. Some of the decisions taken are as follows:

“Courses on non-formal education should also be included in the programs of higher education institutions that train teachers and whose graduates are appointed as teachers.”

“The appointment of counselors should be based on criteria appropriate to the qualifications required by the position, and those who do not have a bachelor’s degree in higher education in this field should not be appointed.”

3.14. Evaluation of the 14th National Education Council in Terms of Teaching Profession (27-29 September 1993)

This council evaluates the teaching profession in the context of its interactions with the environment, its duties and education. It is stated that the teacher’s job is expected to be beneficial by establishing a good interaction with the environment. In addition, training of teachers in cooperation with institutions related to education is taken into consideration. Some of the decisions taken are as follows:

“By taking into account the education-manpower-employment relationship, the harmony of business life and school programs will be ensured and professional standards will be improved.”

“Necessary legal arrangements will be made to establish a “Teacher Training Coordination Board” in order to ensure continuous cooperation between the Ministry of National Education and YÖK in teacher training.”

3.15. Evaluation of the 15th National Education Council in Terms of Teaching Profession (13-17 May 1996)

It is seen that this council hosted discussions in teacher education, personnel rights, cooperation with the environment, legislation and recommendations for the profession. While the importance of the source of training for teachers is emphasized, the development of their personal rights in the context of performing their duties is emphasized, the role of the environment in raising a good teacher is emphasized, and the legal infrastructure is requested to be arranged within the framework of these expectations. Recommendations are offered for vocational studies. Some of the decisions taken are as follows:

“Faculties that train teachers should be opened in developed environments.

Coordination between relevant higher education institutions and the Ministry should be improved, taking into account the needs in teacher training; In this context, information flow should be intensified.

The teaching profession should be improved economically and socially.

Teacher candidates should be supported with scholarships, loans, dormitories and similar incentive measures.

“The National Education Personnel Law should be enacted as soon as possible.”

3.16. Evaluation of the 16th National Education Council in Terms of Teaching Profession (13-17 November 1999)

It is seen that in this council, decisions were taken regarding the cooperation of the teaching profession with the environment, the training of teachers, their professional responsibilities and the legal infrastructure for the profession. In the council, it is stated that the teaching profession will develop based on cooperation with a wide-ranging environment and that in this way, emphasis should be given to the trainings to enable them to acquire innovations both in cooperation with universities and within the profession, so that they can focus on their professional responsibilities and duties and have sufficient equipment for this. It is emphasized that in order to achieve all these at the desired level, the legislation must be corrected and developed in this direction. Some of the decisions taken are as follows:

“Every teacher should receive and implement continuous guidance training.

Teaching profession courses taught in faculties that train teachers for vocational and technical schools are not compatible with the duties of the teachers they train. For this reason, the teaching profession courses of these faculties should be rearranged by taking the opinions of the relevant faculties.

Teachers should be given a social and economic status appropriate to their duties, authority and responsibilities.

In order for the teachers to be developed professionally, measures should be taken to ensure close cooperation with the business world.

“In-service trainings attended by administrators and teachers should be reflected in their personal rights and should be credited and taken into account in graduate studies.”

3.17. Evaluation of the 17th National Education Council in Terms of Teaching Profession (13-17 November 2006)

This council focuses on the duties of teachers in terms of guidance and special education. Cooperation between the council of higher education (CoHE) and Ministry of National Education (MoNE) plays an important role in teacher education. Collaboration with the environment is also explained with reference to the teacher's guiding role. In the context of more effective cooperation with the environment, activities involving parents are encouraged. Both pre-service and in-service training of teachers are highlighted. All this tried to take into account the personal rights of the teacher. The legal background is emphasized in the context of teacher education. Some of the decisions taken are as follows:

“The personal rights of all education employees should be improved.

Guidance should be carried out with the joint efforts of students, parents, teachers, school administrators, professional chambers, local governments, public and private employers, written and visual media, especially guidance counselors.

In order to increase the quality of the candidate teacher training process, effective cooperation and coordination should be ensured between the relevant education faculty, Ministry of Education and practice schools. The sharing of responsibility and authority between the Ministry of National Education, CoHE and education faculties in training candidate teachers should be determined in detail and concretely.

In order to increase the frequency of meetings between parents, teachers and administrators, to make relations warm and at the same time to ensure a positive attitude of the student, social activities in and out of school should be included widely; Teachers, students, administrators and parents should frequently take part in joint activities. Encouraging arrangements should be made for parent-teacher associations to unite and organize at village, district, provincial and national levels.

“In order to increase student quality, differences between regions should be taken into account, and the social, economic and cultural structure of the regions should be well known by education administrators and teachers.”

3.18. Evaluation of the 18th National Education Council in Terms of Teaching Profession (01-05 November 2010)

In this council, more emphasis is placed on the training of teachers than in other councils. Teachers' education, personal rights and duties are

taken into account as a whole. The education of teachers is evaluated both in cooperation with CoHE-MoNE and in terms of teachers' participation in various activities to improve themselves. It seems that the development of teachers is important, and the personnel rights of teachers such as wages and appointment are also emphasized. Additionally, emphasis is placed on providing various environments so that they can perform their duties better and more comfortably. Some of the decisions taken are as follows:

“Turkish National Committee for Teacher Training, which is an important working group in terms of developing the teacher training system; It should be restructured, strengthened, a new regulation regarding its composition, powers and responsibilities should be made, and it should be turned into a board that can make decisions independently of CoHE-MoNE.

Efforts to increase the income level and status of teachers should be accelerated; Different practices such as permanent, contract, paid and substitute teaching in teacher employment should be abolished and all teachers should be employed on a permanent basis; Current contracted teachers should be recruited; Successful teachers should be rewarded, and “compulsory district service compensation” should be paid to those working in compulsory service regions.

Teachers' in-service training activities and congresses, seminars, conferences, etc. documents they received as a result of scientific activities; Necessary regulations should be made regarding teacher qualifications and performance evaluation and remuneration in determining career stages.

“In order to establish an adequate and common understanding of guidance for school administrators and teachers, emphasis should be given to in-service training in line with new models and approaches in the field of psychological counseling and guidance.”

3.19. Evaluation of the 19th National Education Council in Terms of Teaching Profession (02-06 December 2014)

This council is aimed at improving the quality of the teaching profession. It can be considered as a model proposal for the teaching profession. Increasing the quality in teaching has been examined from the following aspects: The characteristics required from teacher candidates and their selection, the way in-service training is used in the education of teachers and the quality of in-service training, focusing on the problem of how teacher candidates will be selected for the profession, what kind of training they should receive after being selected, and the quality of in-service training

in the education of teachers. development-orientedDevelopment-oriented education and how this will be reflected in yourtheir career, how the status of teaching can be brought to the desired level. However, at the point of doing all these, the emphasis is on ensuring work safety at the school. Some of the decisions taken are as follows:

“One of the prerequisites for increasing teacher qualifications is to recruit willing, successful students who have the cognitive as well as affective and psycho-motor competencies of the profession.

Although the selection of successful students who meet the characteristics and requirements of the profession in the process of increasing the qualifications of teachers creates an improvement in the quality of the profession, it is of critical importance to improve the pre-service undergraduate education and training processes aimed at professionalization and qualification increase on the basis of teacher competencies with the following aspects.

It is thought that more structured practice-based models are needed by ‘mentor’ teachers who have the necessary training and experience in this regard, in the process of training teacher candidates within the institution and system following the selection of teachers into the profession.

Increasing the social and professional reputation that the teaching profession deserves; “It is thought that there is a need for a legal regulation that will create a common understanding and establish a norm between concepts such as competence, qualification and standard.”

3.20. Evaluation of the 20th National Education Council in Terms of Teaching Profession (01-03 December 2021)

In this council, education was evaluated structurally - in the context of educational levels. Another point that draws attention here is that teachers discuss professional - in-service - development in terms of improving teacher training and supporting professional development. In addition, cooperation and duties with the environment are also taken into account in this meeting. Some of the decisions taken are as follows:

“Preschool teachers with a bachelor’s degree in pre-school teaching should be employed in pre-school education institutions.

InformationData obtained from different sources using formal and informal evaluation methods for students at all grade levels, with the cooperation of family, school administration, teacher, guidance counselor/ psychological counselor and other experts (in line with the request of the school and/or family), should be recorded in the portfolios on e-School.

Curriculum and course contents in higher education institutions that train teachers; It should be reviewed in terms of field knowledge and skills, educational philosophy, teaching strategies, methods and techniques; The improvement to be made should be carried out in a way that includes business and professional ethics, common cultural heritage, national and universal values, social diversity and richness and inclusiveness, responds to global developments and puts people at the center.”

4. Result, Discussion and Recommendations

NECs, which are the subject of the study conducted with qualitative research method aiming to examine the decisions taken in the NECs in the context of the teaching profession, have been held 20 times. Councils are official meetings that are considered as sources in the making of education policies and where various issues related to education are discussed. These meetings are attended by educational management politicians at various levels, academicians, and various education-related parties such as unions - school managers, teachers, academics, representatives of educational unions, etc. The agenda regarding education is discussed in the councils. Some of the decisions discussed and taken in NECs are related to the teaching profession. NECs bring up different aspects of the teaching profession. They show that the decisions taken based on the agenda have both management and stakeholder dimensions of the teaching profession. It is seen that the basic dimensions are intertwined and support each other. However, it is noteworthy that expectations and suggestions are put forward in each NECs in order to fulfill the teaching profession in accordance with its purpose. Among these suggestions, the fact that there are regulations such as the Teaching Profession Law, which comes into force in 2022, makes NECs even more important. The essence of the decisions taken in NECs in the context of the teaching profession is to raise the status of the teaching profession. In addition, teacher-centered decisions were made in some NECs (10, 18, 19).

When we look at the relevant literature, it is understood that although NECs, which are decisive in the context of education policies, have been studied, the subject has not been researched either directly or in a comprehensive-holistic way. NECs have been studied by Deniz (2001), history and education policies; Evren (2018), vocational-technical education; Göktürk (2006) and Carpenter-Kılıç (2007), interaction with political periods; Dinç (1999,) interaction with the republican period; Yılmaz (2019) foreign language education; Omca (2019) geography teaching; Ürün (2019), teacher training; Daş (2019), education policy and system; Aygül (2019)

primary school programs; Tofur, Aypay & Yücel (2016) in the context of expectations from the teachers and programs. However, the current study reveals the teaching profession in NECs from both administrative (in terms of professional and legal infrastructure) and stakeholder perspectives. The results of the current study are based on Ürün's (2019), teacher training; Daş's (2019), education policy and system; Aygül's (2019) primary school programs; Tofur, Aypay & Yücel's (2016) researched in terms of expectations from the teachers and programs. However, the current study differs from these studies in that it reveals both its approach (holistic and comprehensive) and the managerial aspect of the teaching profession -duty, personnel rights, activities, legislation- and stakeholder -interaction with the environment and education-in detail. In this respect, the current study will contribute to the field by bringing different perspectives on the teaching profession to the agenda.

Based on the results of the study, the following suggestions can be made:

Although it is important to constantly bring the same issues to the agenda in NECs, a mechanism should be established to monitor the decisions taken. In this way, changes and developments in the process should be monitored.

The decisions taken should be removed from the nature of recommendations and put into practice. Legal regulations regarding this issue should be made as recommended in NECs. The regulations to be made should contribute to the status of teaching.

Since the research is conducted based on document review, NECs should be examined using different methods to include stakeholders in the research.

NECs have been the subject of research only at the master's level. They should also be a research topic at the doctoral level.

5. References

- Aminrad, Z., Zakariya, SZBS., Hadi, AS., & Sakari, M. (2012). Environmental Education in Malaysia, Progresses and Challenges Ahead (Review). *Life Science Journal*, 9(2), 1149-1154.
- Aydın, R. (2009). Türkiye’de öğretmen sorunları açısından milli eğitim şûralarının değerlendirilmesi (1980–2000). *Ankara Üniversitesi Eğitim Bilimleri Fakültesi Dergisi*, 42(2), 199-238.
- Aygül, N. H. (2021). *Birinci türkiye büyük millet meclisi ve tek parti dönemi maa-rif/ milli eğitim şûralarında ilkokul programları (1920-1949)*. Bayburt Üniversitesi, Bayburt.
- Bouwman, M., Runhaar, P., Wesselink, R., & Mulder, M. (2017). Fostering teachers’ team learning: An interplay between transformational leadership and participative decision-making? *Teaching and Teacher Education*, 65, 71-80.
- Cabardo, J. R. O. (2016). Levels of participation of the school stakeholders to the different school-initiated activities and the implementation of school-based management. *Journal of Inquiry & Action in Education*, 8(1), 81-94.
- Carpenter-Kılınc, S. (2007). *Milli eğitim şûraları ve siyasi ve intikallar: 1939 – 1960 eğitim üzerinde değişen algular ve diyalog müzakereler* (Yayınlanmamış Yüksek Lisans Tezi). Boğaziçi Üniversitesi, İstanbul.
- Carvalho, M., Cabral, I., Verdasca, J., & Alves, J. (2021). What about us? Teachers’ participation in schools’ strategic action plans. *Participatory Educational Research (PER)*, 8(3), 156-175. <http://dx.doi.org/10.17275/per.21.59.8.3>
- Christensen, L.B., Johnson, R.B. ve Turner, L.A. (2015). A. Aypay (Çev. Ed.) *Araştırma yöntemleri desen ve analiz*. Ankara: Anı.
- Daş, E. (2019). *1990-2015 yılları arasında yapılan milli eğitim şûraları ve Türk eğitim sistemine etkisi* (Yayınlanmamış Yüksek Lisans Tezi). On Dokuz Mayıs Üniversitesi, Samsun.
- Deniz, M. (2001). *Milli eğitim şûralarının tarihçesi ve eğitim politikalarına etkisi* (Yayınlanmamış Yüksek Lisans Tezi). Süleyman Demirel Üniversitesi, Isparta.
- Diñç, S. (1999). *Cumhuriyet döneminde yapılan milli eğitim şûraları ve alınan kararların uygulamaları (1923-1960)* (Yayınlanmamış Yüksek Lisans Tezi). Hacettepe Üniversitesi, Ankara.
- Erođlu, M., Özbek, R., & Şenol, C. (2016). Öğretmenlerin mesleki gelişimine ilişkin milli eğitim şûrası kararlarının incelenmesi. *Uluslararası Eğitim Programları ve Öğretim Çalışmaları Dergisi*, 6(12), 81-88.

- Evren, M. R. (2018). *Milli eğitim şuralarında mesleki ve teknik eğitim (1939-1974)* (Yayınlanmamış Yüksek Lisans Tezi). On Dokuz Mayıs Üniversitesi, Samsun.
- Gökçe, O. (2019). *Klasik ve nitel içerik analizi*. Konya: Çizgi.
- Göktürk, D. (2006). *Tek parti dönemi milli eğitim şuralarının analizi* (Yayınlanmamış Yüksek Lisans Tezi). Boğaziçi Üniversitesi, İstanbul.
- Karataş, İ. H. (2012). Türk eğitim sisteminde toplumsal katılımı sağlamak için bir model önerisi: Yerel eğitim şûrâları. *Amasya Üniversitesi Eğitim Fakültesi Dergisi*, 1(2), 151-166.
- Kholis, N. (2022). The legacy of a school: Developing better schools based on mutual cooperation. *Journal of Social Studies Education Research*, 13(1), 104-124.
- Merriam, S. B. (2015). *Nitel araştırma desen ve uygulama için bir rehber*. S. Turan (Çev. Ed.). Ankara: Nobel.
- Milli Eğitim Bakanlığı (MEB). (2014). *Milli eğitim şuraları*. <http://www.meb.gov.tr>. Erişim tarihi: 25.04.2023.
- Neuman, W. L. (2006). *Toplumsal araştırma yöntemleri* (S. Özge, Çev.). İstanbul: Yayınodası.
- Omca, B. (2019). *Cumhuriyet dönemi'nden günümüze milli eğitim şuralarında coğrafya öğretimi* (Yayınlanmamış Yüksek Lisans Tezi). Gaziosmanpaşa Üniversitesi, Tokat.
- Patton, M. Q. (2014). *Nitel araştırma ve değerlendirme yöntemleri*. M. Bütün, S. B. Demir (Çev. Ed.). Ankara: PegemA.
- Tofur, S. Aypay, Yücel, (2016). Comparative Evaluation of the Decisions of the Turkish National Education Council and Indexes of the Journal of Announcements Between 1980-2014. *Education and Science*, 41(186), 253-274. DOI: 10.15390/EB.2016.6595
- Ürün, E. (2019). *Milli eğitim şuralarında öğretmen yetiştirmeye ilişkin görüşler, kararlar ve önerilerin incelenmesi* (Yayınlanmamış Yüksek Lisans Tezi). Hacettepe Üniversitesi, Ankara.
- Yılmaz, P. (2019). *Milli eğitim şuralarında yabancı dil öğretimi ile ilgili alınan kararlar ve uygulamaya yansımaları* (Yayınlanmamış Yüksek Lisans Tezi). Akdeniz Üniversitesi, Antalya.