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Improving the employment regime of school administrators

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Restructuring of relations among

Integrating existing information systems
Establishing an integrated Educational Data Warehouse
Expanding the Informational capacity

Supporting teachers with physical and legal security
Improving the transparency of educational system
Establishing an efficient健康发展 information and administrative management system
Overcoming resistance to change

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HOW TO STRUCTURE EFFICIENT AND OPEN GOVERNANCE?

HOW TO TRANSFORM THE SCHOOL ENVIRONMENT?
**INFRASTRUCTURE REFORMS**

**Content Infrastructure**
- Curriculum
- Vocational development program
- Digital content and ecosystem
- Business, academia, NGO-originated certification programs

**Evaluation Infrastructure**
- School Development Model
- Learning analytics
- Qualification-based measurement & evaluation
- e-Portfolio
- Recognition-Orientation Model

**Content Infrastructure**
- Employment Rig PDs - Additional Indicators
- Regulations
- HR incentive mechanisms
- Change in organizational structure
- Protocols with local administrations
- Agreements with the business world and NGOs
- International cooperation agreements

**Physical Infrastructure**
- Design-Skill Labs
- Early childhood centers and mobile buses
- Vocational and technical high schools positioned in the industry
- School / neighborhood sports clubs
- Revolving fund production centers for vocational high schools

**Financial Infrastructure**
- School development budget
- Charitable donation model
- Vocational high schools micro-credit and scholar
- Vocational high schools revolving fund structure

**Data Infrastructure**
- Integration of existing information systems
- Integrated Educational Data Warehouses
- School Geographical Information System

**FOCUS ON PRIORITY AREAS**

**Educational function that values every single child**
- Observing interests, skills and idiosyncrasy
- Customized, flexible and modular
- Curiosity triggering
- Uncovering passion and courage
- Prioritizing total development
- Experience focused
- Allocating time for deepening
- Using measurement for the development of the child

**Teachers and school administrators who bring the system to life**
- Putting love and compassion at the center of their job
- Fed by the differences among children
- Supporting social development
- Removing the barriers to learning
- Prioritizing the involvement of children
- Enriching the classroom environment
- Guided by science
- Open to innovations, self-improving

**Self-improving, reliable school environment**
- Guaranteeing physical and emotional confidence
- Adopting continuous development as a vision
- Motivating children and teachers, making them feel valuable and happy
- Improving their learning environment
- Helping children acquire life skills
- Providing access to enhanced opportunities
- Capable of taking initiative and accountability
- Capable of managing resources in line with the
- School Development Plan

**Open / efficient governance and administration**
- Data-based decision making
- Providing all types of support to the Schools Development Plan
- Sharing with NGOs and academia
- Observing the priorities of the business world
- Vening merits
- Reduced bureaucracy

**3-YEAR CONCRETE TARGETS**
- Gaps across schools will begin to be closed
- Schools will turn into living spaces for children
- Vocational high schools will become preferable
- Exam pressure will be reduced
- Children will feature modern age skills
- The professional satisfaction of teachers and school administrators will be bolstered
- Early childhood education will be expanded
- Children with special needs will be given the educational opportunities they deserve

**HIGH-QUALITY AND INCLUSIVE EDUCATION**

**CHILDREN, STRONG TURKEY**

**Toward Vision 2023**
Every single child will be able to transit from education to career in line with his/her interests, skills, and temperament and will have the possibility to realize his/her potential

**Children Enhanced with Academic Achievements**
Every single child will have his/her sense of and will for self-efficacy enhanced, and children will enjoy learning and transform knowledge into social value

**Children Enhanced with Individual and Social Awareness**
Every child will recognize himself / herself, develop humanitarian, national, and spiritual values, and internalize environmental sentivity
CONTENT AND IMPLEMENTATION

CURRICULA WILL BE RESTRUCTURED AS FLEXIBLE AND MODULAR STRUCTURES, LINKED WITH SKILL SETS, IN AN INTEGRATED MANNER ACROSS ALL LEVELS.

WHILE COMPULSORY COURSES IN BASIC SKILLS WILL BE RETAINED, COMPULSORY COURSE HOURS AND COURSE TYPES WILL BE REDUCED AND MORE TIME WILL BE ALLOCATED TO DEEPENING, PERSONALIZATION, AND APPLICATION.

DESIGN-SKILL LABS WILL BE ESTABLISHED AT ALL SCHOOLS FOR THE DEVELOPMENT OF THE INTERESTS, TALENTS, AND CHARACTER OF OUR CHILDREN.
SCHOOL DEVELOPMENT MODEL

A SCHOOL DEVELOPMENT MODEL WILL BE ESTABLISHED THROUGH WHICH ALL WHO ARE INVOLVED IN CHILDREN'S LEARNING WILL TAKE PART IN THE SCHOOL IMPROVEMENT ACTIVITIES
DATA-BASED MANAGEMENT WITH LEARNING ANALYTICS TOOLS

A SCHOOL-LEVEL DATA-BASED PLANNING AND MANAGEMENT SYSTEM WILL BE INTRODUCED FOR MONITORING, EVALUATING, AND DEVELOPING MANAGEMENT AND LEARNING ACTIVITIES NATIONWIDE.

A LEARNING ANALYTICS PLATFORM, TO BE USED IN DECISION MAKING FOR THE DEVELOPMENT OF LEARNING, WILL BE DEVELOPED.

THE DATABASES USED BY TEACHERS, PARENTS, SCHOOL ADMINISTRATORS, AND EDUCATION MANAGERS WILL BE SIMPLIFIED AND INTEGRATED.

THROUGH DATA-BASED MANAGEMENT, THE BUREAUCRATIC WORKLOAD OF TEACHERS AND SCHOOL AND EDUCATION ADMINISTRATORS WILL BE REDUCED.
A QUALIFICATION-BASED EVALUATION SYSTEM WILL BE ESTABLISHED TO IDENTIFY, MONITOR, AND SUPPORT THE QUALIFICATIONS OF OUR CHILDREN IN ALL COURSES AND LEVELS.

AN E-PORTFOLIO WILL BE PREPARED FOR EACH CHILD TO MONITOR, EVALUATE, IMPROVE, AND ORIENT THE CHILD FROM EARLY CHILDHOOD UNTIL THE END OF UPPER SECONDARY EDUCATION.

A STUDENT ACHIEVEMENT MONITORING SURVEY WILL BE CONDUCTED TO SEE HOW THE SYSTEM AND THE DECISIONS WORK AT THE DEFINED GRADE LEVELS BASED ON THE ACADEMIC OUTPUT OF STUDENTS AND WITHOUT ANY USE OF SCORING.

THE NUMBER OF SCHOOLS ADMITTING STUDENTS BY EXAMS WILL BE GRADUALLY REDUCED IN LINE WITH IMPROVEMENTS IN THE SCHOOL AND LEARNING ECOSYSTEMS.
SUCCESSFUL TEACHERS WITH HIGH LEVELS OF VOCATIONAL QUALIFICATIONS WILL BE SENT ABROAD TO ENHANCE THEIR KNOWLEDGE AND EXPERIENCE.

APPOINTMENT OF SCHOOL ADMINISTRATORS WILL BE BASED ON WRITTEN EXAMS MEASURING QUALIFICATIONS AS WELL AS OTHER OBJECTIVE CRITERIA.

CERTIFICATE-BASED PEDAGOGICAL FORMATION WILL BE REPLACED BY A TEACHING PROFESSION SPECIALIZATION PROGRAM AT THE POSTGRADUATE LEVEL.

AT THE FACULTIES OF EDUCATION THAT FULFILL THE REQUIRED CRITERIA, ORIGINAL PRACTICE-ORIENTED TEACHER TRAINING PROGRAMS WILL BE CREATED.

PREPARATORY WORK WILL BE UNDERTAKEN TO SHORTEN THE COMPULSORY SERVICE TIME REQUIREMENT FOR CONTRACTED TEACHERS.
RESOURCES WILL BE CREATED THROUGH THE COOPERATION INITIATIVES AND PROJECTS TO BE UNDERTAKEN BY THE MINISTRY OF NATIONAL EDUCATION WITH OTHER MINISTRIES.

A PROVINCIAL AND MINISTERIAL LEVEL ORGANIZATION WILL BE ESTABLISHED TO MORE EFFECTIVELY MANAGE CHARITY DONATIONS FOR EDUCATION.

A SCHOOL DEVELOPMENT BUDGET WILL BE ALLOCATED TO EACH SCHOOL IN LINE WITH ITS SCHOOL DEVELOPMENT PLANS TO SUPPORT ITS DEVELOPMENT ACCORDING TO ITS OWN CAPACITY.
IN OUR INSPECTION SYSTEM, THE REVIEW, RESEARCH, AND INVESTIGATION COMPONENT AND THE INSTITUTIONAL GUIDANCE COMPONENT WILL BE SEPARATED FROM EACH OTHER, AND TWO DISTINCT SPECIALIZATION AREAS WILL BE CREATED.

MINISTRY INSPECTORS WILL BE ASSIGNED A NEW ROLE SPECIFICALLY TO ENSURE, MONITOR, AND REPORT COHERENCE IN THE IMPLEMENTATION OF THE MINISTRY’S EDUCATIONAL POLICIES AND PRACTICES.

IN OUR INSPECTION SYSTEM, THE GUIDANCE FUNCTION WILL BE STRUCTURED IN LINE WITH THE SCHOOL DEVELOPMENT MODEL.
GUIDANCE AND PSYCHOLOGICAL COUNSELING

THROUGH THE ESTABLISHMENT OF A CAREER GUIDANCE SYSTEM, PROCESSES WILL BE ESTABLISHED FOR CHILDREN TO GAIN SELF-RECOGNITION, LEARN ABOUT PROFESSIONS, AND CONSIDER CAREER CHOICES.

NEW MEASUREMENT INSTRUMENTS WILL BE DEVELOPED FOR USE IN GUIDANCE SERVICES, TAKING INTO CONSIDERATION OUR CULTURAL CODES.

THE ROLE, STRUCTURE, AND FUNCTION OF PSYCHOLOGICAL COUNSELING AND GUIDANCE (PCG) SERVICES IN THE EDUCATION SYSTEM WILL BE RESTRUCTURED ALONG WITH THE RELEVANT LEGAL BASIS.

THE STRUCTURE OF GUIDANCE RESEARCH CENTERS WILL BE UPDATED IN LIGHT OF CURRENT NEEDS AND WAYS TO RESPOND TO THEM.
LOCAL ADMINISTRATIONS WILL BE GIVEN INCENTIVES TO PROVIDE SERVICES IN THE FIELD OF SPECIAL EDUCATION, WITH THE NECESSARY SUPPORT FOR CURRICULUM AND TEACHER PROFESSIONAL DEVELOPMENT PROGRAMS PROVIDED BY THE MINISTRY OF NATIONAL EDUCATION.

MOBILE PLATFORMS WILL BE ESTABLISHED TO DISSEMINATE SPECIAL NEEDS EDUCATION SERVICES FOR CHILDREN WITH SPECIAL NEEDS.

PROVINCIAL SCREENING ACTIVITIES WILL BE CARRIED OUT TO IDENTIFY CHILDREN WITH SPECIAL NEEDS ACROSS TURKEY AND TO PRODUCE A NEEDS MAP.
NEW LEGISLATION WILL BE PREPARED FOR THE EDUCATION OF INDIVIDUALS WITH SPECIAL TALENTS.

A BOARD OF EDUCATION, SCIENCE AND EVALUATION FOR STUDENTS WITH SPECIAL TALENTS WILL BE SET UP.

A BOARD OF EDUCATION, SCIENCE AND EVALUATION FOR STUDENTS WITH SPECIAL TALENTS WILL BE SET UP.

THE PRACTICES USED WITH STUDENTS WITH SPECIAL TALENTS IN THE SCHOOL AND EDUCATION SYSTEM WILL BE REVIEWED.
FOREIGN LANGUAGE EDUCATION

THE PRIORITY SKILLS NEEDED BY CHILDREN WILL BE IDENTIFIED FOR DIFFERENT SCHOOL TYPES AND PROGRAMS.

POST-GRADUATE PROGRAMS WILL BE LAUNCHED TO IMPROVE THE GENERAL AND SPECIFIC FIELD QUALIFICATIONS OF FOREIGN LANGUAGE TEACHERS, AND THEY WILL BE OFFERED OPPORTUNITIES TO ATTEND INTERNATIONAL CERTIFICATION PROGRAMS.

ENGLISH LANGUAGE LEARNING WILL BE SUPPORTED WITH ONLINE LEARNING ENVIRONMENTS AND MOBILE TECHNOLOGIES.
DIGITAL CONTENT & SKILLS-BACKED TRANSFORMATION OF THE LEARNING PROCESS

WITH THE PARTICIPATION OF DIFFERENT ACTORS AND INSTITUTIONS FROM THE TURKISH EDUCATION SYSTEM, AN ECOSYSTEM FOR DEVELOPMENT OF DIGITAL EDUCATION AND TEACHING CONTENTS WILL BE CREATED.

LEADER TEACHERS WHO DEVELOP DIGITAL LEARNING MATERIALS WILL BE SUPPORTED AND ENCOURAGED.
EARLY CHILDHOOD

AGE 5 WILL BE COMPULSORY FOR EARLY CHILDHOOD EDUCATION.

ALTERNATIVE EARLY CHILDHOOD EDUCATION MODELS WITH FLEXIBLE TIMING ARRANGEMENTS WILL BE IMPLEMENTED FOR CHILDREN IN RURAL AND LOW-POPULATED SETTLEMENT AREAS.

THE NUTRITION NEEDS OF CHILDREN ATTENDING EARLY CHILDHOOD EDUCATION AT SCHOOLS WITH DISADVANTAGED CONDITIONS WILL BE MET AND MATERIAL SUPPORT WILL BE PROVIDED FOR FAMILIES.
BASIC EDUCATION

SCHOOL-NEIGHBORHOOD SPORTS CLUBS WILL BE ESTABLISHED IN THE ENROLLMENT AREA OF EACH SCHOOL TO MAKE THE SCHOOL AND STUDENTS A PART OF THEIR NEIGHBORHOOD.

DESIGN-SKILL LABS WILL BE ESTABLISHED TO EQUIP STUDENTS WITH LIVING SKILLS IN LINE WITH THEIR INTERESTS, TALENTS, AND CHARACTERS.

RECESS TIMES WILL BE INCREASED, TAKING INTO CONSIDERATION THE DEVELOPMENTAL CHARACTERISTICS OF PRIMARY EDUCATION STUDENTS.
A FLEXIBLE AND MODULAR CURRICULUM WILL BE APPLIED IN SECONDARY EDUCATION, AND COURSE HOURS WILL BE REDUCED DEPENDING ON THE COURSE SCHEDULE.

FLEXIBLE OPTIONAL COURSE SETS WILL BE STRUCTURED ACCORDING TO THE INTERESTS, TALENTS, AND CHARACTERS OF STUDENTS IN SECONDARY EDUCATION.

THE QUALITY OF BOARDING SERVICES WILL BE IMPROVED.
CRITERIA WILL BE DEVELOPED FOR TEACHERS AND SCHOOL ADMINISTRATORS IN LINE WITH THE OBJECTIVES AND FUNCTIONS OF NATURAL SCIENCES AND SOCIAL SCIENCES UPPER SECONDARY SCHOOLS.

COURSE SCHEDULES WILL BE RESTRUCTURED TO IMPROVE STUDENTS’ SCIENTIFIC RESEARCH SKILLS.

CRITERIA WILL BE DEVELOPED FOR TEACHERS AND SCHOOL ADMINISTRATORS IN LINE WITH THE OBJECTIVES AND FUNCTIONS OF NATURAL SCIENCES AND SOCIAL SCIENCES UPPER SECONDARY SCHOOLS.
IMAM - HATIP LOWER AND UPPER SECONDARY SCHOOLS

THE COOPERATION BETWEEN IMAM-HATIP SCHOOLS AND UNIVERSITIES WILL BE STRENGTHENED TO SUPPORT THE ACADEMIC AND VOCATIONAL DEVELOPMENT OF OUR CHILDREN.

SUMMER SCHOOL PROGRAMS WILL BE LAUNCHED TO DEVELOP THE ARABIC AND ENGLISH LANGUAGE SKILLS OF OUR CHILDREN.
VOCATIONAL AND TECHNICAL EDUCATION

THE 15 PERCENT DEDUCTION BY THE TREASURY FROM THE REVOLVING FUND REVENUES OF VOCATIONAL AND TECHNICAL SECONDARY EDUCATION INSTITUTIONS WILL BE REDUCED TO 1 PERCENT.

THE CURRICULUM FOR VOCATIONAL AND TECHNICAL EDUCATION WILL BE STRUCTURED IN A FLEXIBLE AND MODULAR WAY. OCCUPATIONAL EDUCATION AND TRAININGS IN THESE SCHOOLS WILL BEGIN AT GRADE 9.
PRIVATE EDUCATION

DIVERSE MEASURES NECESSARY TO PREVENT UNFAIR COMPETITION IN PRIVATE EDUCATION WILL BE IMPLEMENTED.

COOPERATION WILL BE SUPPORTED BETWEEN PUBLIC AND PRIVATE EDUCATION INSTITUTIONS AIMED AT IMPLEMENTING INNOVATIVE PRACTICES.

THE SYSTEM OF INSPECTION AND GUIDANCE FOR PRIVATE EDUCATION INSTITUTIONS WILL BE CONVERTED TO ONE THAT IS CENTERED ON LEARNING.
LIFELONG LEARNING

THE CURRICULUM FOR CITIZENS WHO ARE OUTSIDE THE FORMAL EDUCATION SYSTEM DUE TO THEIR AGE WILL BE SIMPLIFIED.

A NATIONAL LIFELONG LEARNING MONITORING SYSTEM WILL BE ESTABLISHED.

AWARENESS RAISING AND SKILLS TRAINING COURSES WILL BE DEVELOPED TO PROMOTE LITERACY IN A VARIETY OF 21ST CENTURY SKILLS.