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# Certain Developed Countries' School Manager Training Models and In The Light Of These Models Suggestions For Turkey's School Manager Training

Tuğba TURABİK<sup>a \*</sup>, Gülsün ATANUR BASKAN<sup>b</sup>, Seval KOÇAK<sup>c</sup><sup>a</sup> Hacettepe University, Beytepe Campus, Division of Educational Sciences, Ankara, 06800, Turkey<sup>b</sup> Hacettepe University, Beytepe Campus, Division of Educational Sciences, Ankara, 06800, Turkey<sup>c</sup> Hacettepe University, Beytepe Campus, Division of Educational Sciences, Ankara, 06800, Turkey

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## Abstract

School managers are one of the most important elements of education systems. School managers are charge with to provide smooth functioning of educational activities in schools, the development of the school in all respects and students', teachers' and other staffs' satisfaction. Also they are in charge with guiding and supervising teachers during education activities. School managers are extremely important for carrying out schools' vision and mission. In this case, splendidly training school managers who have such an importance for education systems and bring them in equipment which is required for serving their school well enough have quite importance. Various countries of the World have their own school manager training models which are compatible with the countries' economical, cultural and social features and attuned to the requirements of time or trying to find an ideal model. In this study, certain developed countries' school manager models are examined and in the light of these models some beneficial suggestions are offered for developing Turkey's school manager training model.

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## 1. Introduction

The role of school managers in education has changed remarkably in time. The managers are not only the leaders of education but in charge of financial status, personnel and the courses of their schools as a manager. In old times, school managers were picked among the senior and experienced teachers who took significant duties

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\*Corresponding Author: Tuğba TURABİK. Tel.: +90-312-297-8550  
E-mail address: [tugbaturabik@gmail.com](mailto:tugbaturabik@gmail.com)

for education. However, today's school managers have to comprehend development of education, have perfect management skills, be qualified leaders to administer a school.<sup>[†]</sup>

Undoubtedly, management of the schools having an important role for the reforms made in the community and the transfer of policies to their citizens of the countries cannot be left to ordinary persons. Therefore, it is crucial that the persons who want to become school managers are educated in qualified way.

## 2. Training and Assignment of School Managers in Turkey

The assignment of school managers in our country is set out by “the Regulation on Assignment and Relocation of the Managers of Educational Institutions of Ministry of National Education (MEB)”. When the regulation is reviewed, there is no special article for training before service of the managers, for assignment it is enough to be teacher graduated from higher education. According to the regulation, those who want to be principal has to participate in written and oral exams. Assignment score is determined by taking 70% of the score of written exam, 30% of oral exam and the score calculated based on “Manager Assignment Form” containing the trainings received by manager candidates, awards and punishment, career situations and additional scores towards some special cases. The qualifications sought for those who will apply to the exam for principals are as follows:

- Being teacher graduated from higher education,
- To continue in service as teacher in staff of the Ministry as of the deadline,
- To have served as regular teacher for minimum two years,
- To have served as head assistant of principal or assistant principal or the teacher having principal authorization for one year as of the last application date of written exam,
- Not to be dismissed from management duty as a result of judicial or administrative proceedings or not to take the punishment of depriving from salary or a more severe one in the last four years as of the last application date of written exam.<sup>[‡]</sup>

### 2.1. Exams and their Evaluations

#### 2.1.1. Written Exam:

Written exam is made through central system, considering staff needs. The candidate taking 70 or above for full score of 100 is deemed successful. Written exams have three years validity. The subjects and score ratios of written exam are: Turkish grammar: 10%, Human Relations and Communication for Management :4%, School management and improvement: 10%, Leadership of training-education: 10%, ethics in Education and management: 4%, Turkish administration system: 5%, Protocol rules: 2%, Atatürk's Principles and History of Turkish Revolution: 2%, General Culture: 8%, Legislation on various subjects such as education, official duty, tender, knowledge acquisition<sup>[§]</sup>

#### 2.1.2. Oral Exam

The subjects and score ratios of oral exam are: legislation knowledge and specialty level: 20%, analytical thinking and analysis capability: 10%, representation ability and merit level: 15%, compatibility of his/her attitudes and reactions with the job to be done: 10%, reasoning power and comprehension level: 10%, communication skills, self confidence and persuasive ability: 10%, command of innovations and technologic developments: 10%, general culture level : 15%.<sup>[\*\*]</sup>

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† Alava, Halttunen and Risku, 2012

‡ The Regulation on Assignment and Relocation of the Managers of Educational Institution of MEB

§ The Regulation on Assignment and Relocation of the Managers of Educational Institution of Ministry of National Education

\*\* The Regulation on Assignment and Relocation of the Managers of Educational Institution of Ministry of National Education

### 2.1.3. Manager Evaluation Form

This form comprises of five chapters. In the first chapter, score is given for trainings of the candidate. Within the scope of management field of philosophy of doctorate and master degree, Departments of Education Management and Policy, Public Administration, Public Administration and Policy and their sub-departments and other programs accepted equal to these program by Higher Education Council are taken into consideration. In the second chapter, rewards and punishment of the candidate are assessed. In the third chapter regarding career, titles of Specialist Teaching and Head Teaching are evaluated. In the fourth chapter, additional scores relating to some cases are included and various services are appraised in the fifth chapter. <sup>[††]</sup>

### 2.2. Assignment

With reference to the assignments to be carried out, assignment score is determined on the basis of 70% of written exam score, 30% of oral exam score and full of the score calculated according to Manager Evaluation Form. The educational institutions that candidates are to be assigned are established based on the preferences to be made and the superiority of assignment score. The managers of educational institutions are assigned by governor upon proposal of the provincial director of national Education.

### 2.3. In service Trainings

With the purpose of keeping up with reforms made in education, becoming more efficient about school management and being more beneficial to their institutions accordingly, in service trainings are provided for school managers. These trainings organized by Ministry of National Education under the authority of Directorate General of Human Resources and made under supervision of related units differ substantially. When in service training schemes of 2012 and 2013, prepared by In service Department of Ministry of National Education are looked at, it is seen that these trainings are focused on school management and leadership approaches, computer and internet based education and management systems, project monitoring and evaluation and performance management. <sup>[‡‡]</sup> In addition, the seminars particularly for these projects are also given with the intent of understanding and healthy execution of the projects performed in schools in some periods. However it is a subject open to discuss that school principals become efficient leaders in consequence of only these trainings given.

## 3. Training and Assignment of School Managers in England

To be principal in this country, it is required to be teacher and having master's or doctorate degree. Equal certificates recognized by the government are also accepted as valid. In addition to these, experience and sufficiency for management are also among the conditions sought. Proficiencies of principals are tested by means of discussions along with the certificates. In the course of discussions, questions about curriculum vitae, experience, professional success, ability, professionalism, etc. are addressed to principals. Furthermore, principal candidates are observed, while giving a lesson or managing a meeting. The activities like working actually with an experienced principal, taking part in school development projects are also realized in training process. <sup>[§§]</sup>

NPQH (National Professional Qualification for Headship) program is applied for those who want to become principal in England for the purpose of acquiring Professional skills. With this program, it is targeted that a practical and vocational training based on school development are presented to the teachers who desire to be principal. NPQH is a comprehensive training program in terms of duration and content. <sup>[\*\*\*\*]</sup> NCLS (National College for School Leadership) was opened for NPQH put in practice firstly in 1997. In 2009, NPQH certificate was made compulsory for those who want to be assigned as school manager. The objective of NPQH program is to add

†† The Regulation on Assignment and Relocation of the Managers of Educational Institution of Ministry of National Education

‡‡ MEB In service training schemes 2012 and 2013

§§ Akin, 2012

\*\*\* Çınkır, 2002

necessary proficiencies and appropriate viewpoint to the teachers for being an efficient principal. The content of the program is consists of “shaping the future”, “leading to education-training”, “self development and working with group”, “management and organization, accounting necessity” of important subjects for school headship.<sup>[†††]</sup>

NPQH program comprises from four different modules. First module is the module of “school development and strategic leadership”, compulsory for all candidates. It is 180 hours in total including course studies of 60 hours. Second module is “training and education” module, third module is “human resource management” module and fourth module is “financial management and human resources development”. Course of 90 hours are given for second, third and fourth modules.<sup>[‡‡‡]</sup>

The fields that candidates applying to NPQH program are missing or insufficient and needs development and the experience level in management area are determined in evaluation centres, so the most appropriate training scheme is prepared for principal candidates. The training to be received lasts 6-12 months according to the scheme. The candidates becoming successful at the end of the scheme apply to the staff of school headship announced. “Board of Directors of the School” decides for recruitment of principal.

Manager of the institution in Board of Directors of School, a representative selected among parents, one representative for both staff executing education-training activities and the staff carrying out the activities out of education- training; representative of local training authorities and top level manager are attended as invitee. The methods such as interview with the candidates applying to announcement, introductory presentation by candidate, psychological tests, taking views of parents are used.<sup>[§§§]</sup> The candidate found successful at the end of process is assigned to principal. For assigned principal, a fund is allocated to spend for trainings like academic courses, mentorship or consultancy towards his/her vocational development in next two years.<sup>[\*\*\*\*]</sup>

### 3.1. In Service Trainings

Principals are also trained in service trainings. In these in service trainings comprising from three stages, studies are carried out with the aim of understanding between the relation among focusing on personal development and efficient leadership roles and school performance of principals.

In first stage regarding preparation, a questionnaire for identification about leadership styles and features are given the members of school community selected by principals before workshop. In the second stage on workshop, questionnaire results are evaluated; principals make schemes regarding what type of studies are to be done for self development and their schools. The third stage is post-workshop stage. Principal shares questionnaire results with teachers, provides their contribution to this process, explaining the changes planned in this stage. In addition, through some websites specific to principals, information exchange of the teachers in different places of the World becomes possible. The groups involved in the workshop come together one year later in the final stage. They evaluate the progress recorded and review individual and school objectives, evaluation results again.<sup>[††††]</sup>

## 4. Training and Assignment of School Managers in South Korea

School managers have to possess a special license in Korea. The trainings aimed at this license are given through Teacher Training Unit of Korean Ministry of Education by Korean Teacher University and Seoul National University. The training given comprises three stages. First stage covers school management schemes, studies on preparation of necessary publication and information resources. In the second stage, development of Professional management skills of candidates are aimed through the trainings given by special institutions and organizations. In the third stage, purpose is to enhance proficiencies of manager candidates by means of the courses of instructional leadership and education reforms given by the possibilities of universities, team projects, seminars and distance learning. Training programs are based on that school managers are trained as Professional managers having leader

††† retrieved from Chung by Süngü, 2012

‡‡‡ retrieved from Duncan by Balyer and Gündüz, 2011

§§§ retrieved from Huber and Pashiardis by Süngü, 2012

\*\*\*\* retrieved from Thody by Süngü, 2012

†††† Balyer and Gündüz, 2011

image of education reform, leaders of education and training.<sup>[\*\*\*\*]</sup>

#### 4.1. Main ways to become school manager

In South Korea, no special institution is available for preparation to occupation professionally before service for principal. Therefore, preparing school managers can be considered in making career by taking manager certificate. The most frequently used way to become school manager is that firstly a teacher serves as deputy principal and later promotes to headship. A teacher may be serving as researcher or auditor in local government institutions related to education while he/she is about to be assigned to assistant manager duty or manager duty of assistant directorship. These both duties are also accepted as the position of education expertise and the work experiences in these positions brings additional score for promotion. While passing to assistant manager duty or manager duty, it is required that individuals get quite high scores for the categories such as career fields, work performance, in service training, additional scores. Candidates are selected among those who take the highest score respectively. Candidates have to pass from a training of 180 hours, given by the government. The candidate as much as threefold of vacant positions are employed, starting from the person with the highest score.

#### 4.2. Alternative ways to become school manager

The alternatives to become principal without getting certificate is very restricted. However, “Special Exceptional Criteria for Accreditation of Principals” that allows those who want to be principal out of education field and need the experience pertaining to education are available. As per Primary and Secondary Education Law, in the cases envisaged for development and improvement of school the persons without certificate can manage school. But this exceptional situation is only utilized in independent schools.

However, the government has started a pilot application that persons not having certificate can also take office in government schools. This pilot study has been primarily initiated in some secondary school and high schools selected. If uncertified principals assigned in the direction of “Special Exceptional Criteria for Accreditation of Principals according to the conclusions of practices become successful, this situation will be generalized in other schools as well and the chance of becoming principal of the persons not having certificate will rise.

#### 4.3. In Service Trainings

In service trainings are provided by three institutions. Certification training for primary education institutions is given by In Service Training Centre of Primary Education Institutions affiliated to Seoul National Education University and by In service Training Centre of Secondary Education Institutions affiliated to Seoul National University’s Teacher College for secondary education institutions. In addition, In Service Training Centre working connected with Korean National University provides certificate trainings for headship at primary and secondary education level.

These training programs are scheduled in 30 days and 180 hours. The program consists of general education 10-20%, important subjects and special skills 10%, the subjects required for school management such as education management, organization management and finance 70-80%. The studies towards development of in service trainings are still continued.

#### 4.4. In Service Trainings

In service trainings are provided by In service Training Centre affiliated to Korean National Education University, In service training centre for education management connected to Seoul National University and In service Training Centre for Education and Human Resources affiliated to the Ministry of Education and Development of Human Resources. Duration of the trainings shows difference between 14 hours and 600 hours according to the institution. Trainings contain the subjects like developing innovation and negotiation skills of

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\*\*\*\* Kandasamy and Blaton, 2004

principals, training of information and communication Technologies. Due to inexistence of necessity, participation in these trainings is quite low. Studies are continued to make improvement in in-service training.

## 5. Training and Assignment of School Managers in Australia (Victoria Region)

Australian Government launched a system for improving government schools in 2003. This system is primarily founded on three priorities to enhance learning outputs of students, these are 1) to discern and meet different needs of students, 2) to structure skills of those working in education field, so strength learning-teaching relationship, 3) finally, to improve schools, in other words, form efficient schools. For formation of effective schools, share of principals having qualification to manage these schools is great. Therefore, various strategies such as “Learning to Lead Effective Schools” for developing school leadership are followed in Australia. Within the scope of “Learning to Lead Effective Schools”, with 19 different programs, trainings are given principal candidates, assistant principals and principals. §§§§

In Australia where an education system giving importance to locality for distribution of power and right, away from centralization exists, it is aimed to train school leaders in accordance with 21th century. With this purpose, thirteen proficiency areas that school leaders should have are determined. [\*\*\*\*\*] These are listed as follows: concentrating on success, analytical thinking, thinking big, conceptual knowledge, awareness of responsibility, collecting information, impressing others, leadership to school community, self managing, raising school capacity to the highest level, ambition of learning and teaching, supporting others, becoming starter. [†††††]

In the report regarding “Selection of School Principals”, prepared by Education and Early Childhood Development Unit of Victoria State Government, it is emphasized that efficient schools can keep existence through actions and attitudes such as professional leadership, focusing on learning and teaching, shared visions and objectives, targeted education, high expectations, learning communities, accountability, protecting learning environment following setting in motion. [†††††] Selection of principals to become efficient Professional leaders is also realized by school council. School council selects a person having the qualifications like technical leadership, humanitarian leadership, educational leadership, symbolic leadership and cultural leadership as principal among the candidates. [§§§§§]

### 5.1. Preparatory Trainings

In Australia, preparatory trainings are given mostly for the potential candidates like teachers who want to become school manager and the school manager candidates who passed pre-selection but have not taken the office yet. These trainings are not compulsory, given for the duration changing from one day to one year. Trainings are made by universities, vocational education institutions, independent training providers or training authorities. Training fee is met by the institution that individual is affiliated to or the participants giving training. These trainings having quite wide contents are provided by way of combined courses, group studies, individual study or virtual networks. [\*\*\*\*\*]

### 5.2. Trainings given while starting to job

Trainings lasting one or two days, mostly compulsory and given just before coming into office for the persons who has assigned newly to school headship duty. [†††††]

### 5.3. In Service Trainings

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§§§§ Pont, Nuche, Moorman, 2008

\*\*\*\*\* retrieved from Townsed by Şişman and Turan, 2002

††††† retrieved from Townsed by Şişman and Turan, 2002

‡‡‡‡‡ Principal Selection, 2012

§§§§§ Education and Training Reform Act 2006, Ministerial Orders, 2007

\*\*\*\*\* Pont, Nuche, Moorman, 2008

††††† Pont, Nuche, Moorman, 2008

In service trainings given by means of combined courses, group studies, individual working or virtual networks by universities, vocational education institutions, independent education providers or education authorities are concentrated on school headship and educational leadership. [\*\*\*\*\*]

## 6. Conclusion and Recommendations

No program for training of school managers is available in our country. Candidates obtain a total score by giving additional scores to their some qualifications and passing only from written and oral exams and the person having the highest score is assigned as principal among these candidates. However, considering other countries, it is observed that the individuals who want to become school manager is selected meticulously, trained as efficient leaders for formation of effective schools. NPQH, an institution founded especially for training school managers in England is the indicator how well this country has understood the importance of school managers. Furthermore, the principals in these countries are selected among candidates by reviewing their various qualifications by school boards or school councils. Within these councils or boards, the members of school employees and parents to be affected primarily from actions of principals are present. Thus, it is rightful decision that these persons have a voice in selection of principals. In our country, it is necessary to train principals in a way to respond these needs after determination of the needs of our schools. The persons giving trainings should also become the person experienced and expert in his/her field.

If it is thought that principals are chief of the teachers in school, their education levels higher than teachers will increase their powers to affect teachers. Thus, principals should at least have postgraduate diploma especially in the field of education management.

For assignment of principals, consensus should be provided by also taking views of stakeholders of school. Due the fact that principals should also be leaders to guide in educational, organizational, cultural and other areas to the teachers, students, other staff in school and parents, the persons having such features should be assigned as principal. Unfortunately, no these features can be measured only through exams. Therefore, extended evaluation models should be used while selecting principals, provided that leadership characteristics can be analyzed in depth.

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