



ELSEVIER

Available online at www.sciencedirect.com

ScienceDirect

Procedia - Social and Behavioral Sciences 116 (2014) 5194 – 5199

Procedia
Social and Behavioral Sciences

5th World Conference on Educational Sciences - WCES 2013

WHICH PROGRAMME?

Deniz Özcan ^{a*}, Nuket Gündüz ^b, Gülsün Atanur Başkan ^c^aDepartment of Computer Education and Instructional Technology, Near East University, North Cyprus, Via Mersin 10, Turkey^bDepartment of Computer Education and Instructional Technology, Near East University, North Cyprus, Via Mersin 10, Turkey^cHacettepe University, Beytepe, Ankara 06800, Turkey

Abstract

This paper aimed to examine the teacher training programmes of Shanghai, Korea and Finland which are the top three countries in reading literacy skills PISA 2009, and compare with the teacher training programme of Turkey. The study is based on the document review method. Basic relevant documents were reviewed like Organisation for Economic Co-operation and Development (OECD) report, Ministry of Education, legal documents prepared by the Ministry, legal regulations and decisions on teacher training programmes, official and academic papers. This study reveals differences between the teacher training programmes of top three countries in reading literacy skills PISA 2009 and Turkey in terms of entrance requirement to education faculties, training duration and degrees, inservice training and reputation of the teaching profession.

© 2013 The Authors. Published by Elsevier Ltd. Open access under [CC BY-NC-ND license](http://creativecommons.org/licenses/by-nc-nd/4.0/).

Selection and/or peer-review under responsibility of Academic World Education and Research Center.

Keywords: Teacher training programmes, PISA 2009, reading literacy skills;

Introduction

Programme for International Student Assessment (PISA) is an international study that was launched by the OECD in 1997. It aims to evaluate worldwide education systems every three years by assessing 15-year-olds' competencies in reading, mathematics and science. PISA develops tests which are not directly connected with the school curriculum and also provides context through the background questionnaires which can help analysts interpret the results. The tests are designed to assess to what extent students can apply their knowledge to real-life situations and be equipped for full participation in society at the end of compulsory education.

The “literacy” term used in PISA is concerned with the capacity of students to effectively apply knowledge and skills and to analyze, reason, and communicate as they pose, solve, and interpret problems in different situations. The definition of reading in PISA is the capacity to identify and understand the role of reading in the world, in order to make well-founded judgements and to use and engage with reading in ways that meet the needs of that individual's life as a constructive, concerned and reflective citizen. (OECD,2003).

PISA Tests evaluate students with two different reading materials. One of them is continuous texts such as narration, exposition, and argumentation and the other is noncontinuous texts like graphs, forms, and lists. The reading tasks which students are asked to perform include;

Corresponding Author: Deniz Özcan Tel: 05338755661

E-mail: denizozcan55@hotmail.com

- Retrieving information by locating one or more pieces of discrete information in a text and forming a broad general understanding.
- Developing an interpretation by constructing meaning and drawing inferences using information from one or more parts of the text.
- Reflecting on the content and structure of texts by relating the text to one's own experiences, knowledge, and ideas and critically evaluating ideas.

PISA 2009 results indicate that the top three countries in reading literacy are Shanghai-China, Korea and Finland. However, comparing reading performance and educational performance more generally pose numerous challenges. When teachers give a reading test in a classroom, they require students with varying abilities, attitudes and social backgrounds to respond to the same set of tasks. In addition, educators also compare the performance of schools with the same tests across schools, which may differ significantly in the structure and sequencing of their curricula, their pedagogical emphases and instructional methods, as well as the demographic and social contexts of their student populations. Furthermore, comparing the performance of education systems across countries adds further layers of complexity, because students are given tests in different languages and also the social, economic and cultural context of the countries that are being compared can be very different (OECD,2010) . Referring to the above information, there are many factors that affect students' reading literacy performance.

The ability to read with high levels of understanding is critical to academic success and to lifelong learning. While most children learn to decode texts and identify main ideas in the early elementary grades, many never advance beyond basic levels of comprehension (Buly & Valencia, 2002). So, the role of teacher is very crucial to enable students to upgrade their reading literacy skills. However, implementing high-level interactive text discussions may be difficult for many teachers, in part because such discussions require teachers to teach in ways that they likely did not experience as learners in the school system or even in their teacher education program. Leading high-level text discussions also require substantial skill and planning on the part of teachers. Teachers must know when to challenge students, to draw out a student's idea, to keep quiet, to clarify an idea from the text, and perhaps most importantly, to weave individual participants' comments into a "larger tapestry of meaning" (Goldenberg, 1993).

In accordance, one of the factors affecting the reading literacy skills of the students may be the teacher efficacy. Therefore, the study aims to present information about the teacher training programs of the top three countries which are Shanghai China, Korea, Finland, according to the results of PISA 2009, and compare with Turkey.

2. Aim of the Study

This study aims to examine the teacher training programs of Shanghai China, Korea, Finland which take place as the top three countries in reading literacy skills of PISA 2009, and also the comparison with Turkey.

Method

The study is based on document review method. Basic relevant documents were reviewed like Organisation for Economic Co-operation and Development (OECD) report, Ministry of Education, legal documents prepared by the Ministry, legal regulations and decisions on teacher training, official and academic papers.

4. Findings

The teacher training programmes of each country were examined and briefly explained below.

Teacher Training in Shanghai China

In China, teacher recruitment is not standardized. Rural areas often employ "supply teachers," or teachers who are primarily substitutes, in their local schools, and are not held to the same training and certification standards as other teachers.

In China, there are three types of schools providing education for teachers; special upper secondary schools that qualify teachers for pre-school and primary positions which are equivalent to a high school diploma. Normal colleges, equivalent to a junior college training junior secondary teachers for two years following upper secondary school. Finally, four-year bachelor's degree programs in normal universities train upper secondary teachers.

There are two steps for teachers to be certified in China. First one is to pass the National Mandarin Language Test; the second is to take four examinations in the areas of pedagogy, psychology, teaching methods, and teaching ability. Candidates are required to show teaching abilities like classroom management as part of this examination. It is important to state that teachers from university programmes are not responsible for these four examinations since they are assumed to have this knowledge as a result of their program of study.

In Shanghai, this system is slightly modified for primary school teachers. All primary school teachers are required to hold post-secondary, sub-degree diplomas, although they might enroll in a teacher education school immediately after they complete junior secondary education. In Shanghai, the duration of teacher training programs are three to four years, and the teachers possess both a high school diploma and an additional certificate after completing the programmes. These programs include courses in specific subjects, methodology and pedagogy moreover, teachers are required to undergo practical training.

Teachers' ascent up the teaching career ladder is determined by professional evaluation which is based largely on observations, and several other activities including performing demonstration lessons, providing mentorship and orientation to new teachers and submitting work to education and teaching publications.

In Shanghai schools, teachers must undergo continuous professional development throughout their careers. Teachers have to spend 360 hours on professional development over each five-year period of their career. In order to facilitate teacher development and collaboration, a web platform was established in 2008 for teachers to access and share curriculum ideas, research papers and various other resources.

Teacher Training In Korea

There are various kinds of teacher training programmes in Korea such as kindergarten teacher, elementary school teacher, secondary school teacher, special school teacher, nursing teacher, and librarian. Kindergarten teachers are trained in junior colleges and the early childhood education department or childhood welfare department of four-year universities. Most of the elementary school teachers are trained by 11 universities of education across the country. Korea National University of Education and elementary education department at Ewha Woman's University educate a small number of elementary teachers, too. Secondary school teachers are trained differently and special school teachers are trained in colleges of education, teacher education course in comprehensive universities, and graduate schools of education. Nursing teachers are trained in the department of nursing science in junior colleges and four-year universities. Librarians are trained in the department of documentary information of universities and graduate schools of education.

Four major routes are available for students to get the Secondary School Teacher Certificate. They are national or private colleges of education, department of education, teacher education courses in comprehensive universities, and graduate schools of education. The requirements to acquire the teacher certificate are the same for all graduates which is more than 42 points in a major subject and 20 points in teacher education courses plus a score of equal or above 80 points in both parts to acquire the teacher certificate. After acquiring the required credit points, in order to obtain a teacher certificate, a candidate has to go through an authorization procedure. There are two ways of authorization like non-examination authorization which is applicable to those who have completed the required courses and graduated from teacher education institutions, and the examination-based authorization which the associate teacher certificate is conferred to those who passed the examination-based authorization procedure that is applicable to the people at large who have not enrolled in teacher education institutions or taken teacher education courses.

Teacher Training in Finland

In Finland, teaching is consistently the most admired profession in regular opinion polls of high school graduates among young Finns (Helsingin Sanomat, 2004). To become a teacher, successful candidates must have the highest scores and excellent interpersonal skills. Annually only about 1 in every 10 applicants will be accepted to study to become a teacher in Finnish primary schools.

Primary school teacher candidates are selected in two phases: First, a group of candidates is selected based on matriculation examination results, the high school diploma issued by the school, and relevant records of out-of-school accomplishments. In the second phase: Candidates complete a written exam on assigned books on pedagogy, and engage in an observed clinical activity replicating school situations, where social interaction and communication

skills come into play, moreover top candidates are interviewed and asked to explain why they have decided to become teachers.

Primary school teachers were trained in teacher colleges until the mid-1970s while middle and high school teachers were trained in subject departments of Finnish universities. However, by the end of the 1970s, all teacher education programs became university based. At the same time, teacher education curriculum was strengthened with scientific content and educational research methodologies (Jakku-Sihvonen & Niemi, 2006). Nowadays, master degree is the entry requirement for permanent employment as a teacher in all Finnish basic and high schools. While Preschool and kindergarten teachers must have a bachelor degree, the other teachers must have master's degrees. Primary school teachers major in education, while upper grade teachers concentrate their studies in a particular subject, e.g., mathematics, as well as didactic, consisting of pedagogical content knowledge specific to that subject.

Teacher education aims at the balanced development of the teacher's both personal and professional competences. The priority is to focus on building pedagogical thinking skills that enable teachers to manage the teaching process in accordance with contemporary educational knowledge and practice (Westbury et al., 2005). There are three major areas for primary teacher candidates; one of them is the theory of education, the other is pedagogical content knowledge, and the last one is subject didactics and practice.

Eight universities in Finland have their own teacher education strategies and curricula that are nationally coordinated to ensure coherence, but locally crafted in order to make the best use of the university's resources and other nearby resources.

There are two main ways to become a subject teacher. Most students first complete a master's degree with one major subject and one or two minor subjects, then apply to the department of teacher education for their focus subject. It takes one academic year to complete pedagogical studies, focusing on subject-oriented teaching strategies. The other way of becoming a subject teacher is to apply directly to the teacher education program. Normally, after the second year of subject studies, students start pedagogical studies in the education department.

Teacher Training in Turkey

Teacher training in Turkey was under the supervision of the Ministry of National Education for many years. However, since 1982 all teacher training institutions have been placed under the control of higher education institutions. Teacher candidates in Turkey have to pass a central placement exam to study in education faculties. While the teacher training duration is four years in all fields of preschool and primary education, the duration of secondary school training is five years. In general, concurrent model is applied in teacher training institutions for primary education. However, pedagogy courses are given in two or three terms after subject based courses have been completed for secondary education teacher training.

In 2006, the curriculum of education faculties has been revised, and the ratio of subject based courses is 50-60%, the ratio of pedagogy courses is 25-30% and 15-20% is for general education courses. School experience and practicum courses are compulsory for all teacher candidates and is provided at the senior level. In order to be appointed as a teacher, graduates from education faculties have to take personnel selection exam organized by the government. It is not compulsory in Turkey to attend in-service training programmes as well as master and PhD programmes (YÖK, 2007). Lately, YÖK has taken a decision to apply pedagogy certificate courses in universities, offering a chance for the Art and Sciences graduates to be a teacher (YÖK, 2012).

5. Conclusion and Discussion

When the teacher training programmes of top three countries in PISA 2009 reading literacy skills results are examined it is clearly seen that the teacher training programs of Shanghai, Korea and Finland differ to Turkey's teacher training programme. The striking difference between the countries teacher training programmes is that; in Shanghai, after completing teacher training programs, they have to have additional certificate which consists of specific subjects like methodology and pedagogy and they have to undergo practical training. In Korea, important requirements for a teacher certificate are the teachers have to acquire 42 points in their major subject and 20 points in their teacher education courses. After acquiring the required credit points, they also go through authorization procedure like non-examination for the graduates of education institution, and examination based for those who have not enrolled in teacher education institutions. In Finland, only kindergarten teachers and preschool teachers can have

bachelor degree, other teachers must have at least master degree. However, Turkey has not developed a unique teacher training programme which is appropriate with its own national strategy (MEB, 2011). Thus, the only requirement to be a certified teacher is having a bachelor degree. Like all professions, bachelor and master programmes in teacher training should be restructured in accordance with education policies of Turkey.

Another difference is how the teacher profession is perceived in these four countries; In Finland, teaching is consistently the most admired profession in regular opinion polls of high school graduates among young Finns (Helsingin Sanomat, 2004). Moreover, there is a huge demand to be trained as teachers in Finland, so the entrance to educational faculties is very challenging. Also in Shanghai, teaching is seen as a respected, stable profession with competitive salaries. Moreover, teachers are the most respected people in Korea which give importance to education and educators (Kwon, 2004; Kim, 2007). However, in Turkey, teaching occupation is not like the top three countries in PISA 2009. Teacher profession is looked upon as the last and easy option to consider studying (MEB, 2011).

In terms of inservice teacher training programmes, Shanghai schools require teachers to undergo continuous professional development throughout their careers. Teachers are required to spend 360 hours on professional development over each five-year period of their career. While Finnish teacher education has been praised for its systematic academic structure and high overall quality (Jussila & Saari, 2000), professional development and inservice programs for teachers are more variable. Korea also gives importance to inservice teacher training programmes. Each of the 16 provincial offices of education in Korea provides inservice programs through teacher training centers, and in collaboration with colleges and universities in nearby provinces (Jung, 2001). In Finland, induction of new teachers into their first teaching position is less uniform than initial preparation. However, there is no other requirement to serve as a teacher after graduation in Turkey. Therefore, this situation does not provide any contributions to their professional development. Moreover, educational policies depend on periodic political decisions which can be an answer to why teacher training programmes are not stable and constructed in Turkey. That is, populist approaches play a big role in structuring and introducing the new training programmes. Furthermore; there is a common belief that being a teacher is the last alternative to take up a profession. This leads to decrease the importance and popularity of teacher profession.

When the teacher training programmes of top three countries in reading literacy skills PISA 2009 are examined, it is seen that teacher competences might have an impact on students' success. In this case, teacher training programmes in Turkey should be restructured by considering the teacher training programmes of these top three countries.

References

- Brozo, W. G. Shiel, G. & Topping, K. (2007). Engagement In Reading: Lessons Learned From Three PISA Countries. International Reading Association (304-315) Doi:10.1598/JAAL.51.4.2
- Buly, M. R., & Valencia, S. W. (2002). Below the bar: profiles of students who fail state reading assessments. *Educational Evaluation and Policy*, 24(3), 219e239. <http://dx.doi.org/10.3102/01623737024003219>.
- Goldenberg, C. (1993). Instructional conversations: promoting reading comprehension through discussion. *The Reading Teacher*, 46(4).
- Helsingin Sanomat (2004). Ykkösuosikki: Opettajan ammatti [Top favorite: Teaching profession]. February 11, 2004 <http://www.ncee.org/programs-affiliates/center-on-international-education-benchmarking/top-performing-countries/shanghai-china/shanghai-china-teacher-and-principal-quality/>
- Jakku-Sihvonen, R. & Niemi, H. (Eds.) (2006). Research based teacher education in Finland: Reflections by Finnish teacher educators. Research Report 25. Turku: Finnish Educational Research Association
- Jung, I. (2001). Issues and Challenges of Providing Online Inservice Teacher Training: Korea's experience.
- Jussila, J. & Saari, S. (Eds.) (2000). Teacher education as a future-molding factor: International evaluation of teacher education in Finnish universities. Helsinki: Higher Education Evaluation Council. Available at: <http://www.kka.fi/?l=en&s=4>.
- Kim, E. (2007). The quality and qualifications of the teaching force in the republic of Korea. In R. M. Ingersoll (Ed.), *A Comparative Study of Teacher Preparation and Qualifications in Six Nations*. <http://www.cpre.org/comparative-study-teacher-preparation-and-qualifications-six-nations-1> retrieved from.
- Kwon, O. N. (2004, July). In H. C. Lew (Chair). Mathematics teacher education in Korea. Paper presented at ICME 10, Denmark
- MEB (2011). Ulusal Öğretmen Yetiştirme Strateji Belgesi.
- MEB (Milli Eğitim Bakanlığı) (2000b) 2000 yılı hizmetçi eğitim planı [In-service training annual plan for 2000]. Ankara: MEB Hizmetçi Eğitim Dairesi Başkanlığı
- OECD (2010), PISA 2009 Results: What Students Know and Can Do – Student Performance in Reading, Mathematics and Science (Volume I) <http://dx.doi.org/10.1787/9789264091450-en>

- Organisation for Economic Co-operation and Development. (2003). The PISA 2003 assessment framework: Mathematics, reading, science and problem solving knowledge and skills. Paris: Author. <http://www.oecd.org/pisa/aboutpisa/>
- Westbury, I., Hansen, S-E., Kansanen, P. & Björkvist, O. (2005). Teacher education for research-based practice in expanded roles: Finland's experience. *Scandinavian Journal of Educational Research*, 49(5), 475-485.
- YÖK (2008). Öğretmen Yetiştirme ve Eğitim Fakülteleri. Ankara: Yükseköğretim Kurulu Yayını.
- YÖK. (2007). Öğretmen yetiştirme ve eğitim fakülteleri (1982-2007). Ankara: Yükseköğretim Kurulu.
1. YÖK, Basın Halkla İlişkiler Müşavirliği, 03.05.2012 Tarihli Açıklama