Comparisons of some specifications of the education inspectors in Turkish Republic of Northern Cyprus, Turkey and U.K. (England)

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Abstract
In this study, some specifications of the education inspectors, working for the Education Inspection Systems of Turkish Republic of Northern Cyprus, Turkey and U.K. (England) analysed comparatively. For these three countries, required qualifications, training programmes and duties and responsibilities of education inspectors, analysed separately and then, according to these analysis, similarities and differences tried to introduce and some results have reached.

Keywords; Education inspector; Education Inspector Training Programmes, Duties of Education Inspectors;

1. Introduction
Inspection process has an important role for the education system of a country to work effectively and efficiently. Modern education inspection is a technical and social process. It is drawn up for effective use of the human and material recourses (Atabek, 2001). The aim of the modern education inspection is to improve the processes of teaching and learning. This approach intends to improve the learning environment as a whole. Main outstanding features of the modern education inspection are to rely on co-operation and to be scientific, motivational, analytical and integrative (Aydin, 1993).

Effective inspection of education is an important process for the efficiency and development of the education systems. Undoubtedly, the most important item of the inspection process is the supervisor/inspector (Taymaz, 2005)

Diagnose an education inspection process which emphasises on the development of human resources is a process containing measuring and improving functions. According to this, inspector must gather information about the person or action to be inspected, make an evaluation in the light of the collected information to determine the positive and negative ways, and according to this determination, try to develop the learning-teaching process (Koklu, 1996).

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An effective educational inspection system is not only a powerful means to monitor and guarantee educational quality but also one to help and inform schools and practitioners what should be improved in their teaching and in students’ learning (Sun and Zheng, 2009). It is important to improve some specifications of the inspectors, most important factor of the effective education inspection process, and to make scientific studies related to these specifications. To study on some specifications of the inspectors working for the England, having a settled inspection system, and for Turkey, having a developing inspection system, would have contribution on the inspection system and education inspector training programmes of Turkish Republic of Northern Cyprus.

2. Education Inspectors of Education Inspection System in Turkish Republic of Northern Cyprus

Duties and Responsibilities of Inspectors

Duties and responsibilities of education inspectors stated at the appendix of Law of National Education Inspection, Valuation and Guidance Board as employment schema with an amendment done in 2008 as followings (TRNC The National Education Inspection, Evaluation and Guidance Committee Act, 2006).

Reports the results of the inspection, evaluation, research and observing and detected deficiencies, malfunctions, insufficiencies and inappropriateness’s during inspection, to the Upper Board Presidency through Head Inspector in charge,

- Guide, direct and give in service training to the teachers according to the principles and criteria’s regarded at the lesson, teacher and institution education inspection and evaluation,
- Performs other duties convenient to their positions given by the Chairman, Vice Chairman (Vice Director) of the Education Inspection Board or Education Head Inspector in charge, and liable to finish the duty with a report. Responsible to perform the duties effectively and efficiently against to the Chairman, Vice Chairman (Vice Director) of the Education Inspection Board or Education Head Inspector in charge.

Required Qualifications of Education Inspectors

Required qualifications of education inspectors stated at the appendix of Law of National Education Inspection, Valuation and Guidance Board as employment schema with an amendment done in 2008 as followings (TRNC The National Education Inspection, Evaluation and Guidance Committee, 2010).

Graduated from a Higher Education Institution, which educate for being teacher or graduate from a four-year higher education institution and have pedagogy certificate,

- Working as teacher and/or chief, and/or school administrator at the schools under Ministry and/or education service class at the Departments under Ministry for at least 15 years,
- Having a internationally accepted, at least “intermediate” certificate, for English or popular foreign language, and/or being successful at the Foreign Language Exam of Public Service Commission,
- Being successful at the exams related to the legislation.

Education Inspector Training Programmes

Candidate inspector, selected from the convenient teachers of having required qualifications, is under close supervision, inspection and guidance during the trial period. During this period, all required education opportunities for education, performing duties effectively and efficiently, accommodate with duties, provided. Various in service training programmes are arranged (Public Workers Law, 1979). Beside these, Ministry arrange in service training programmes and postgraduate education for its’ needed education teaching, education inspection or foreign language fields (TRNC The National Education Inspection, Evaluation and Guidance Committee Act, 2006).

3. Education Inspectors of Education Inspection System in Turkey

Duties and Responsibilities of Inspectors

Inspectors, perform the duties, given by the Minister’s order and approval, according to the directives of Inspection Board Presidency. These duties are stated at the Section 10 of Inspection Board Regulation (MEB Inspection Board Regulation, 1993).
• Inspect, investigate and inquire all activities and operations of the organisation of the Ministry and the institutions under are related to the Ministry,
• By investigating the results of implementation of the legislation, make studies to find solutions for the mistakes and deficiencies and report to the presidency about the requirements and personal thoughts to reach the desired levels of job,
• Investigate and study if pupils are educated, gained skills, acknowledge and abilities, in accordance with the aims and principles of National Education ad report the results to the presidency,
• Start the required inquiries related to the responsible people, right after finding of any corruption while performing their duties and inform the presidency immediately,
• Make investigations and researches for the related subjects of the Ministry, attend to the works of commissions, seminars, meetings and similar professional studies those they are charged,
• Do the other jobs those given by laws, regulations, orders and other legislation.

Assistant Inspectors can use these authorities only after a training period, with the approval of the Minister after the offer of the President.

**Required Qualifications of Education Inspectors**

According to the Regulation of Inspection Board, exams of the application and sufficiency for assistant inspectors are made as two level exams, written and oral. Appointment of the successful candidates are done according to the success list (MEB Regulation of Inspection Board, 1993)

Required qualifications of the inspector candidates to apply to this exam are stated at section 17 of Inspection Board Regulation. These qualifications are;

• Having the required qualifications for being State personal, stated at Law No.657, State Personnel Law,
• For the applicant working for schools and institutions under Ministry as teacher or manager; graduate from faculty or at least four years higher education school, ten years teaching experience of related field at the Ministry controlled schools or after five years teaching experience working as manager at Ministry’s organisation or at their school and institution, For the applicant appointed public service for the first time or working for another public sector; graduate from faculty of law, political sciences, economics, management, economics and managerial sciences or national or international higher education institutions approved by authorised institutions as having same level of education to these and have stated lowest grade at the State Personnel Selection Exam (KPSS).
• Not having any obstacles related to attitudes and behaviours to be assistant inspector according to the investigation of their efficiency report,
• Not having this exam more than one,
• At the first day of January of the year that exam to be done, be younger than forty years for the ones working as teacher or manager for the school and institutions under Ministry and thirty years for the ones appointed to public service for the first time,
• Make a declaration on their health status that he/she can work all around the country and travel under all climate condition.

**Education Inspector Training Programmes**

Assistant Inspector training programme explained at the section 33 of Inspection Board Regulation, which is in force since 12/09/1998 (MEB Inspection Board Regulation, 1993).

In service training programmes are organised by the presidency through the three-year Assistant Inspector period about the required legislation and implementation, inspection, research, investigation and inquiry procedures.

Assistant inspector works with one head-inspector for at least one year. Head-inspector can accompany more than one assistant inspector. Related head-inspector takes the required actions for train accompanied assistant inspectors. Assistant inspectors cannot do inspection, research, investigation and inquiries independently unless they are authorised. They do these duties and use authorities together with the head-inspector. Related head-inspector reports to the President if the accompanied assistant inspector can work independently or not.
After two years training programme, depending on the reports, those assistant inspectors found successful, can handle the inspections, research’s, investigations and inquiries independently, with the approval of the Minister after the offer of the President.

Those, unsuccessful according to the reports or having attitudes and behaviours against to be inspector, send to another post.

**Appointment of Education Inspectors**

Assistant inspectors, after working three years, are called for a proficiency exam. It have two levels, written and oral. Those successful at the exam, are appointed as inspector. After working as inspector for five years, successful ones are promoted to Head-inspector position. President is appointed among the head-inspectors working at the board with at least twelve years as inspector (MEB Inspection Board Regulation, 1993).

4. **Education Inspectors of Education Inspection System in England**

Her Majesty’s Inspectors and Additional Inspectors in Educational Inspection System in England perform inspection duty.

**Duty and Responsibilities of Her Majesty’s Inspectors (HMI)**

The duties and Responsibilities of Her Majesty’s Inspectors (HMI) are as follows;

- Inspect the quality of the education provided by schools, how far that education meets the needs of the range of pupils at those schools, the educational standards achieved in those schools, the quality of the leadership in and management of those schools, the spiritual, moral, social and cultural development of pupils at those schools, and report to the Her Majesty’s Chief Inspector,
- Inspect the childcare and children social care,
- Inspect the services for looked after children, safeguarding and child protection,
- Inspect work-based learning and skills training, adult and community learning,
- Inspect how the teachers are trained,
- Control the Additional Inspectors inspecting the schools and colleges,
- Inform the families, schools and the environment about the quality of the education at the school,
- Inspect education and training in prisons and other secure establishments

(Teaching expertise, 2011; Eurydice, 2011; Ofsted, Home, 2011)

Besides these, HMI’s have the right to enter any premises of the inspected institution, investigate all the education related documents, have a copy of them or, if it is needed to take the originals. (Education and Inspection Act, 2006).

**Required Qualifications of Education Inspectors**

**Required Qualifications of Her Majesty’s Inspectors (HMI)**

Inspectors are required to have extensive experience in the sector, so this job is not open as a first career. Most education inspectors have experience at a senior role in the field being inspected, often as a head or deputy head teacher. Inspectors also need:

- At least five years' recent experience in a setting such as teaching, training, inspecting or advising
- A range of experience gained with more than one employer or in a wide-ranging role in one institution
- A relevant professional qualification
- A leadership and management qualification
- Three years' recent management experience
- Up-to-date professional knowledge of education and training (Ofsted, News, 2009)

**Required Qualifications of Additional Inspectors (AI)**

- At least five years experience at a education related institution,
- At least two years successful managerial experience,
- Working for more than one institution,
- Having recent experience on performance evaluation,
- Having information on related legislation, education programmes an recent developments,
Proficiency on information technologies
A clear report from the Criminal Records Bureau for every three years (Serco, 2010)

Education Inspector Training Programmes

Her Majesty’s Inspectors’ (HMI) Training Programmes
At their first year, Her Majesty’s Inspectors have training on inspection methodology, education system and relations with the higher authorities. All Majesty’s Inspectors are benefit from in service training on improving the effectiveness of the Inspection Board and for increasing the proficiency and job satisfaction of the individuals (Oktay, 1999).

Additional Inspectors’ (AI) Training Programmes
Additional Inspectors are trained by Ofsted's partner organisations. The candidates, who have required qualifications, are interviewed, and the successful candidates are put in a group of 25 having similar specifications. Two well-experienced inspector guide them. The training consists of distance learning, 5 days face-to-face training and a guided inspection work. After two days face-to-face training, an evaluation is made. Those evaluated as successful, continues the training and after the final evaluation, successful candidates perform a guided inspection. The Her Majesty’s Inspector who is the head of the group for the inspection does the evaluation of the Additional Inspectors. For unsuccessful candidates can be in another inspection group for reevaluated.

Early years inspectors get job-specific training, lasting 12 weeks. It combines workplace learning, accompanied visits, mentoring support and personal learning. All education and children's services inspectors are expected to keep their skills and knowledge up to date through continuing professional development (Ofsted, News, 2009).

5. Comparison and Conclusion
1. Inspectors have the duty to examine and inspect the education-training services of official and private education institutions and report the result to the related institution in all three countries. Different from other two countries, in England, Her Majesty’s Inspectors also controls the works of the Additional Inspectors performing school inspections. Besides this, they have the duty to inform families, related institutions and public about the quality of the education. Recently, they are also charged with the inspection of the education and training services at jails and other security units.

2. We face the ‘experience at an educational institution’ requirement as common for all three countries. But the experience period differs from one to other. In England, managerial experience and expertise on a field are also stated as requirements. In Turkey, written and oral examinations are also required for acceptance as assistant inspector. And, entering this exam not more than one is among the required qualifications. In Turkish Republic of Northern Cyprus, at least ‘intermediate level’ foreign language certificate is required for inspector candidates.

   It is a requirement to have 15 years teaching experience in Turkish Republic of Northern Cyprus while 10 years teaching experience with 3 years managerial experience required in Turkey, but in England, 5 years teaching and 3 years managerial experience and having publications on various subjects are among required qualifications.

3. All appointed inspectors have in service training in all three countries. But the contents and duration of these trainings differ.

In the light of this study, it can be recommended to do the followings for the selection and training of the Education Inspectors working for the Education Inspection System of Turkish Republic of Northern Cyprus.

The professional proficiencies required for the selection of inspectors must be stated clearly. Priority must be given to post graduates from the Department of Education Management and Inspection of the Faculties of Education during the appointment. Comprehensive training programmes preparing inspectors to the work must be developed, including applied training. On-the-job trainings, provide continuous improvement must be organised during professional life of the inspectors and prizes stimulate participation must be defined.
References