

Comparison of Teacher and School Managers' Assignment Policies Between South Korea, Singapore, Japan, Finland and Turkey

Comparación de las políticas de asignación de maestros y directores escolares entre Corea del Sur, Singapur, Japón, Finlandia y Turquía

Mahmut AKSOY 

İnönü University, Turkey

ORCID: <https://orcid.org/0000-0001-9672-8765>

Ahmet Alper KARAGÖZOĞLU 

Firat University, Turkey

ORCID: <https://orcid.org/0000-0002-5416-7274>

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*Correspondence

Email: aksymahmut@gmail.com

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Summary

In this study, South Korea, Singapore, Japan, Finland and Turkey Countries teachers and school administrators were compared in terms of assignment policies. In this research, a holistic multiple state pattern, which is one of the qualitative research types, was used. The reason for using this method has been examined in accordance with the problem situation of these countries and then compared with each other. The appointment policies of teachers and school administrators should be evaluated along with other processes. South Korea, Singapore, Japan, Finland countries excelled in PISA 2003, 2006, 2009 and 2012 exams. The selection of qualified teachers and school administrators plays an important role in this success of these countries. While choosing candidates for education faculties in these countries, exams measure their teaching skills via central exams. In the process of assigning teachers, central exams are conducted, but institutions again conduct exams that measure their teaching skills. Teaching appeal is a profession in these countries. Because in these countries, teaching has all the features such as respectability, high status, job guarantee and high salary. Teacher salaries in these countries are above the average of OECD countries. In addition, great importance is attached to the in-service training of school administrators and teachers in these countries. The salaries of teachers in Turkey is below the average of OECD countries.

Keywords: South Korea, Finland, Singapore, Japan, Turkey, Teachers and School Administrators Assignment Policies.

Resumen

En este estudio, se comparó a los profesores y administradores escolares de Corea del Sur, Singapur, Japón, Finlandia y Turquía en términos de políticas de asignación. En esta investigación, se utilizó un patrón holístico de estados múltiples, que es uno de los tipos de investigación cualitativa. La razón para utilizar este método se ha examinado de acuerdo con la situación problemática de estos países y luego se ha comparado entre sí. Las políticas de nombramiento de maestros y administradores escolares deben evaluarse junto con otros procesos. Los países de Corea del Sur, Singapur, Japón y Finlandia sobresalieron en los exámenes PISA 2003, 2006, 2009 y 2012. La selección de maestros y administradores escolares calificados juega un papel importante en este éxito de estos países. Al elegir candidatos para las facultades de educación en estos países, los exámenes miden sus habilidades docentes a través de exámenes centrales. En el proceso de asignación de profesores, se llevan a cabo exámenes centrales, pero las instituciones vuelven a realizar exámenes que miden sus habilidades docentes. La enseñanza del atractivo es una profesión en estos países. Porque en estos países, la enseñanza tiene todas las características como respetabilidad, alto estatus, garantía de empleo y salario alto. Los salarios de los docentes en estos países están por encima del promedio de los países de la OCDE. Además, se concede gran importancia a la formación en servicio de los administradores y profesores de las escuelas en estos países. Los salarios de los profesores en Turquía están por debajo del promedio de los países de la OCDE.

Palabras clave: Políticas de asignación de profesores y administradores escolares de Corea del Sur, Finlandia, Singapur, Japón, Turquía.

Introduction

the first purpose of education is to control whether this goal has occurred by creating a change of behavior in the direction we are asked in people. comparative examinations are conducted in many different countries around the world, comparing the achievements of students. with these examinations, it is made by the oecd to evaluate the achievements of the students and demonstrate the success of the countries in education. one of them is the international student evaluation programme (pisa), which evaluates the achievements of students from countries around the world by doing it every three years (meb, 2013). another program is the international mathematics and science trends survey (timss) implemented once every four years by the international educational achievement assessment agency (yücel and others, 2013). these internationally implemented programs to measure the achievements of students in the field of education have contributed many to researchers and research. these programs measure the performance of students with different characteristics in different countries (bilican and others, 2011).

schools are one of the main points of the concept of education. a lot has been said about the concept of school over the centuries. in the historical process, the tasks imposed on schools differed. but basically schools have been institutions that educate state-affiliated individuals. in other words, schools have become institutions that educate individuals to achieve the economic, social and political goals set out by the state (olson, 2007). today, the task of schools is to give students the skills to solve the problems they face. in addition, the individual has a very important function in understanding his own world better (sungur, 2001). in order for schools to perform the sightings in a good way, students, curriculums and teachers must work harmoniously. the most important task in this trilateral group falls to teachers. teachers implement the state's education policy, but they influence these policies in the field. teachers start training and develop and implement (erdoğan ve cüceloğlu, 2013). in this context, teachers are the components that contribute the most to the school.

teachers, which are an indispensable part of the education system, are the producers of education services. teachers are the most effective in raising high-quality students and raising successful students (şişman, 2002). teachers who are so important in educating students are also very important in education. policies to be pursued in the training and appointment of teachers directly affect the quality and success of education. in this context, it is necessary to increase the quality of teachers in order to increase the success of the education system. in other words, it is necessary to increase the quality of teachers in order for the education system to be effective (gökçe ve kahraman, 2010). in this context, the appointment and placement of teachers and school administrators at the center of the education system is an important issue (karip, 2007).

how do the policies of appointing teachers and school administrators in singapore, south korea, japan and finland, the countries that have been successful in the pisa and timss international exams, are implemented in this study? the question of this research constitutes the problem status.

purpose of research

the aim of this research is to compare turkey with these countries by examining school administrators and teacher assignment policies in singapore, south korea, japan and finland, countries with high student success in international exams. it is also to make recommendations on teacher and school administrator appointment policies.

Method

model of research

in this study, a holistic multi-state pattern was used from qualitative research types. the reason for using this method is that these countries are examined in line with the problem situation and then compare them to each other. qualitative holistic multi-state study is the approach in which one or more groups are thoroughly examined by the program (mcmilan, 2000). in this method, states are evaluated as a whole in itself, and then these situations are compared to each other. verilerin toplanması

document examination was used in the collection of data related to the research from qualitative methods. this method analyzes facts and events related to the intended targets. first, the literature on this subject was scanned and the criteria were determined in order to compare the school manager and teacher appointment policies of these countries. in this context, the data is collected (yıldırım ve şimşek, 2006).

when using the document analysis method, the first sources were tried to be reached. during the collection phase of the data, the data obtained from the official institutions of the countries and the studies carried out in this field were used. in addition, the results of pisa and timss, international exams, have been used (karasar, 2005).

Results

at this stage of the research, the official documents of the countries concerned and the data obtained as a result of their reports were reported. school administrator and teacher assignment policies of these countries are explained by reviewing.

teachers and school administrators assignment policies in south korea

in south korea' educational structure, school management or directorate is seen as a very respected status. school administrators are selected in two ways: a promotion and an invitation. qualification certificate must be obtained first to become the headmaster of the school. assistant principals or teachers who receive this document may be the headmaster. secondly, people who have a certificate of proficiency to become headmaster are invited by the ministry to this staff. the school's tenure at south korean public schools is four years, and the person can do so twice at most. in private schools, school principals' tenure depends on the legislation of the private school (kim and others, 2006).

there is no difference between the wages of teachers, principals and assistant principals in south korea's education system. the salaries of these people who work at the school consist of basic monthly and different payments. a teacher must serve 37 years in order to receive the highest salary. in case of this, many teachers receive a higher salary from school principals at the age of 62 who are retirement age (kim and others, 2006). the teaching profession in south korea is a respected profession. the working conditions of the teaching profession are also good. respecting entangles the teaching profession and the good working conditions prepare the environment for young people to choose this profession. teachers are divided into groups in the form of secondary school teachers, assistant teachers, professional consultants according to the second part of the primary and secondary education law (kim, 2007).

teaching education in south korea is given by different types of higher education institutions (ncee, 2013). primary school teachers are trained by the national education university, the teaching college at jeju university and the university of korean national education. for secondary school teachers, 368 institutions are trained (ingersoll, 2007). in order to become an elementary school teacher in this country, it is necessary to receive education from these thirteen educational institutions. primary school teaching is one of the most requested professions in this country. high school graduates generally prefer these departments (ncee, 2013).

in south korea, teachers do not need to obtain any certificates after taking office. however, teachers are required to receive in-service training for at least thirty days a year. teachers in south korea receive more in-service training than oecd countries (aras and sözen, 2012). according to

oecd 2009 results, 91.9% of teachers participate in in-service training. only 46.8% of in-service training activities are mandatory (oecd, 2009). in this case, it shows that the other participants participated voluntarily. teacher salaries in south korea higher than oecd countries average (balcı ve diğerleri, 2011). teacher salaries in south korea are \$46,232 (oecd, 2012). this rate is well above the average of oecd countries.

in order to work in state-affiliated educational institutions, teacher candidates in this country must take an exam called "teacher placement". (kim, 2007). the content of this exam consists of training and personality tests of the state and provincial education office. the first stage of the exam consists of a test that allows you to measure general education courses. this test is 30% of the exam. in the second phase of the exam, there are open-ended questions that measure field and professional knowledge. in this section, it accounts for 70% of the exam (kwon, 2004). as a result of this exam, the scores of the teachers are sorted by higher to low and sorted according to the quotas of the schools.

teacher and school administrators assignment policies in singapore

singapore has enjoyed great success in exams such as pisa and timss internationally in recent years. the contribution of school administrators and teachers plays an important role in this success. singapore's education system has a broader system, rather than focusing on a single point in school administrators and teacher selection and training. teacher candidates are trained by the national education institute at nanyang university of technology (oecd, 2012). this institution, which trains teacher candidates, consists of twelve academic groups, three it sets and selected research centers. the teacher candidates who graduate from this institution have the opportunity to do a master's and doctorate degree as part-time (unesco, 2011).

in singapore, teacher candidates receive a salary of 60% of a beginner's salary (oecd, 2012). the reason such a high salary is paid is to ensure that teacher candidates only deal with education. singapore is a country of various ethnic groups, but only merit is important in the selection of teachers and school administrators (me, 2008). teacher candidates are selected by the school board, which includes experienced school principals. it is very important that teachers are academically equipped. because the students that teachers will teach have different personality traits. only one in six candidates is a teacher in the election between teacher candidates. in this case, it shows how serious the evaluation was made (bakioğlu and göçmen, 2013).

in this country, the application of the teaching profession is also given importance. in other words, teachers do enough practice in a classroom environment. the national institute of education connects to each school at the same time with technological devices, bringing the real classroom environment to pre-service education. this application allows teacher candidates to see the actual classroom environment before starting their mission (schleicher, 2011). the national education institute evaluates teacher candidates through their learning processes. this board observes the candidate's pedagogical skills and professional values while evaluating. as a result of these observations, candidates who are not suitable for the teacher profession are eliminated (auguste, kihn ve miller, 2010).

after becoming a teacher, teacher candidates are evaluated annually by a board according to certain criteria. these criteria evaluate the teacher's teaching ability annually. these criteria do not measure the teacher's academic adequacies only. with academic competence, the character development of teachers, cooperation with different groups, relationships with their colleagues at the school are measured in qualifications. teachers see this qualification process as a process that improves career (schleicher, 2011). the ministry of education has imposed a requirement for teachers to receive 100 hours of in-service training. this practice allows teachers to better serve students by recognizing new education programs.

teaching in singapore is a respected profession. the state makes many applications to increase this dignity in society. one of these applications is the organization of parties to teachers by the president on the day of teachers. the president awards a variety of awards to teachers who have done great effort and success in this party. in singapore, the economic situation of teachers is seen as extremely good. a person who has just started teaching is charged more than medical doctors (auguste, kihn ve miller, 2010). in addition, teachers who succeed in singapore are paid

extra and teachers compete. teachers are given high salaries only for the purpose of turning to education.

school administrators are one of the most important elements of a school. school administrators should be constantly innovative. school administrators also have a big impact on the process of teachers developing themselves. the choice or appointment of a school administrator in singapore is different from other countries. singapore uses "choose and train" site (bakioğlu and göçmen, 2013). talent discovery plays an important role in the selection of school administrators in singapore's education system. those who are candidates for the middle tier in school administration are ranked according to their leadership characteristics. these candidates are then interviewed by a group of school administrators. by passing this interview, the selected candidates begin to receive leadership training and become members of the leadership team at the school when they finish their education. people with these mid-level managers are evaluated every year. people with high leadership qualities nominate for deputy director. assistant principal candidates undergo interviews and various examinations. passers-by are trained on a large scale. the most important point of assistant manager is leadership characteristics (jensen, 2012).

teachers and school administrators assignment policies in japan

being a teacher in japan, one of the countries where the teaching profession is respected, is completed as a very difficult process. with the diplomas given by the faculty of education, it can also be done with the teaching certificates given by other faculties. this application is defined as teacher training in the open system (polat and arabacı, 2012). this application is aimed at candidates who graduate from higher education institutions outside educational colleges. teacher certificates received in the open system are required in order to teach at all levels of schools. certificates are called upper secondary education certificates for kindergarten and primary school for lower education, secondary education and higher secondary education. however, there are secondary schools covering lower and lower secondary education. there is not a single certificate in order to work in such schools. therefore, teachers must obtain certificates separately depending on which level they will work at (jacobs, 2012).

in japan, the teaching certificate is divided into three, ordinary, temporary and private teaching. first, the ordinary teaching certificate is considered the most popular certificate. ordinary teaching certificate is issued by provincial education boards as a result of the completion of the education programs carried out by the ministry of education or universities. this certificate applies to ten years everywhere in japan (fujita, 2007). the temporary teaching certificate is issued when the employer cannot find someone with an ordinary teaching certificate. this certificate is valid only in the province where it was issued and has three years of validity. this certificate is not valid across the country (erdoğan, 2005). the certificate of private teaching is valid throughout the country but only applies for ten years in the province in which it is issued. this certificate is issued as a result of meeting with an expert person at the request of the employer. in addition, in order for the teacher candidate to receive this certificate, the provincial education board must pass the training staff exam (fujita, 2007).

in japan, the recruitment process of teacher candidates takes place very selectively. the reason for this situation is that there is a lot of demand for the teaching profession besides the importance given to the teaching profession. teaching salaries in japan have declined since 2005 (oecd, 2012). but teacher salaries in japan are higher than in other countries. therefore, teachers in japan do not have any economic problems (balcı and others, 2011). in order to become a teacher in public schools in japan, the provincial educational institution is required to pass the recruitment exam. this exam is applied separately for each school level. this exam evaluates teacher candidates as a whole by measuring them in areas such as exam skills, skills and proficiency (fujita, 2007). this exam consists of written exam, practical exam, interview, article and thesis exam, course plan preparation and knowledge and skills tests departments that will be shown in different situations in the school.

after passing the exam, the teacher candidates are listed according to the exam results within the scope of the province or the major city and are hired in the order of registration. the first year of recruitment is considered as a trial period, although the education board hires teachers according to the schools in need (ingersoll, 2007). if the teacher candidates on this list cannot be assigned, they must take the exam again the following year. candidates who want to be teachers

in private schools choose private schools themselves (balcı and others, 2011). if teacher candidates are assigned to public schools, they receive six months of candidacy training. teachers receiving candidacy training can be appointed as public servants (erdoğan, 2005). teachers who start work as public servants alternately within the state every seven to eight years. in addition, all teachers assigned to public school must receive in-service training (fujita, 2007).

in japan, school administrator appointments are made by regional educational institutions and local educational institutions. regional educational institutions and local educational institutions choose school principals themselves. school administrators are appointed taking into account the leadership characteristics. in addition, very careful and meticulous treatment is made when making the appointment. in addition to the leadership characteristics of the candidates, their attitude to the profession and its success in applied studies are also taken into account. the school administrators who have been appointed have in-service training processes. in-service trainings contribute to the professional development of school administrators (mete, 2013).

teacher and school administrators assignment policies in finland

finland is one of the countries where teaching is seen as a very respectable profession. state and local governments have taken up the task of appointing teachers in finland. school principals or school board choose the selection of teachers in schools connected to municipalities. teachers' skills, master's degree and internship training play an important role in the process of appointing teachers (ekici and öter, 2010). this country has daily care centers for preschool children. teachers working in these care centers must have a bachelor's degree or master's degree. other personnel working in these institutions must have at least a secondary education degree. teachers who work in kindergarten or other preschool institutions must have a grade teacher or kindergarten teacher's degree. teachers who will work in primary and secondary education are required to graduate and pedagogical work. vocational teachers are asked as prerequisites for undergraduate graduates. vocational teachers are required to have a bachelor's degree or master's degree according to the institution where they work. teachers who will teach at the six-year level of primary school should have master's degrees, while teachers who will serve in the first level of secondary education and high schools have received pedagogical formation with master's degree. must (fbne, 2013).

there is no central examination system for teacher assignments in finland. local authorities or schools make teacher appointments according to their own terms. schools set their own terms to hire teacher candidates who meet these conditions (fbne, 2014). students do not take any central examinations to be assigned after graduating from the faculty of education. local governments and state governments are choosing teachers. school principals choose teachers themselves as local authorities give school principals the right to be autonomous (bakioğlu and elverici, 2014).

there is no central examination in finland for school administrator assignments. in finland, school administrator appointments are also made by state and local governments. local authorities and schools hire school administrators by setting their own terms for management. selected school administrators have in-service training. because the principle of lifelong learning in finland applies to school administrators (fbne, 2013).

teacher and school administrators assignment policies in turkey

teacher candidates who graduate from the faculties of education in turkey or who have been certified by formation can work in any special educational institution. teacher candidates must take the public personnel selection exam (kpss) in order to take part in the state. candidates take the exam (öabt) after the kpss exam. the candidates for the teachers who take these examinations are assigned according to the score they received. while the scores of these exams are effective in teacher assignments, the university graduation averages do not have an impact. this causes a lot of criticism, causing teacher candidates not to pay attention to university courses.

teacher candidates do not pay attention to university courses by focusing on kpss exam (saylan, 2014).

after passing these exams, the candidates become teachers. after working for a year, the prospective teachers take the written and oral examination by the ministry. the prospective teacher should also perform successfully at the school during a year of work. the nomination process of the successful candidate teachers at these stages is terminated by the governor's office. the ministry of education is making teacher appointments. the candidates who inform their candidates by making the ministry's appointment announcements via the website apply to the provincial or district national education directorates with the necessary documents. candidates have 40 choices and one non-preference assignment. the results of the appointment are announced by the ministry on its website. the one-year candidacy process of teachers begins. the nomination process of teachers who succeed in the candidacy process is terminated by the governor's office (meb, 2015).

in turkey, school administrators are carried out with the relevant directorship published by the ministry of national education. with this regulation, the appointments of deputy director are made by central examination. managers' appointments are made among the assistant managers as a result of evaluation and interview, depending on the working time. in addition, assistant principals are looked at if their score is equal, master's studies and in-service training participations are looked at. (meb, 2015). regulations governing the appointment of school administrators in our country are frequently changing.

Result and Discussion

school administrators and teacher appointment policies implemented in south korea, singapore, japan and finland differ in some aspects of our country. the teaching profession is a profession that is respected in society. the main reasons for this are respectability, job guarantee and high salary (ekinci and öter, 2010). finland's most senior primary school teacher has an annual salary of \$37,453, \$44,788 in japan and \$46,338 in south korea. the teacher salaries of these countries are higher than the oecd average. the average salary of oecd countries is \$37,603 (oecd, 2012). although the teaching profession in turkey is perceived as a respectable profession, teacher salaries have decreased over time. in 2012, for example, a teacher's salary was twelve times lower than in 1965. since 1985, teacher salaries have increased in turkey since 1980, while teacher salaries have decreased since 1980. teaching salaries have fallen behind as wages from many other professional groups (süngü, 2012). many studies on teachers' salaries have concluded that the job inademination of teachers in turkey is very low in terms of salary (erdem ve çevik, 2010). in this context, teacher salaries in turkey are lower than these countries compared to these countries. lower salaries affect teachers' job efficiency and education. the demand for institutions teaching in south korea, singapore, japan and finland is very high. for this reason, teachers are selective institutions (westbury, 2005). in these four countries, candidates take a central exam first and then take the exam of the faculties that teach teaching. students who are successful in these two examinations are accepted to the faculty of education. in all of these countries, faculties take written, oral and practical examinations while taking students (polat ve arabacı, 2012). in turkey, students who have graduated from high school are accepted to these faculties if they receive enough points to win the faculty of education as a result of the multiple choice exam conducted by ösym. in turkey, the faculties of education do not take a separate exam while taking students from other countries' educational faculties, finland only eight faculty of education provides primary school teaching education. in south korea, only thirteen education faculty teach primary school teachers.

in other words, institutions that provide primary school teaching education have a limited and specialized structure. in singapore, only the national institute of education at nanyang university of technology trains teachers. he teaches teaching faculty in japan. in addition, students studying in other faculties can become teachers by obtaining certificates. there are three types of teaching certificates in japan. although the choice and appointment of teachers in japan is different from other countries, it is systematic. the institutions that provide teaching training have been determined. in these countries, the institutions that provide teaching education do not increase. in turkey, the number of faculty of education is very high. all state and private universities have a

faculty of education. in addition, the transition to higher education (ygs) exam conducted by ösym is conducted only to eliminate the candidates. teaching has many unique features. it can't be determined only by a multiple choice exam.

to become a teacher in japan, you need to be a bachelor's degree. however, being a master's degree is left to the teacher's choice. in finland, this is a little different. there is a master's degree requirement to become a teacher in finland. it is mandatory to have a master's degree for all teachers except preschool and vocational teaching. in singapore's education system, it is enough to be a graduate to be a teacher, but there is only one institution in this country that trains teachers. to be a teacher in south korea, it is enough to graduate. in south korea, teacher candidates must practice teaching in order to obtain a teaching certificate in preschool, primary and secondary education. in turkey, it is enough to graduate from education. however, besides the faculties of education, he can become a teacher by taking pedagogical formation in other faculties. the status of becoming a teacher with pedagogical formation training is not available in the education system of other countries. there are differences in terms of the institutions that make appointments. in japan, teachers and school administrators are appointed by regional educational institutions and local educational institutions. in finland, it is made by state and local governments. in south korea, the state and provincial education office appoints teachers and school administrators to public schools. in singapore, he is the ministry of education for teacher appointments. in turkey, the governor's office ends the nomination process of the successful candidate teacher a year after the ministry of national education appointed a candidate teacher. finland does not have a central teacher assignment exam. the institutions that will receive teachers receive teachers according to their criteria. in japan, the central teacher assignment exam is conducted three times a year and consists of two stages. the first stage is made across the country and consists of general culture, field knowledge and professional knowledge. in these examinations, there are skills tests as well as written exam sections. in the second phase of the exam, sample lecture narration and interviews are carried out. in turkey, kpss is held every year at the end of may and in july the field exam is performed. the first stage, kpss, consists of two sessions. the general culture and general talent test is the first session, the second session of the educational sciences test. the third session is the field information test conducted in july. these exams are held across the country. in the candidacy process, three evaluation examinations are conducted at the end of this period. all central teacher exams conducted in turkey are multiple choice. however, in japan, with multiple choice examinations, written examinations and sample course narration are applied. in finland, local authorities and school principals are free.

one of the reasons south korea, singapore, japan and finland are successful in education worldwide is the policies of appointing teachers and school administrators. it is not considered separate from the concept of cultivating designation policies. in other words, assignment and upbringing are processes that affect each other. in these countries, appointments are based on the central system, but local governments have more power. in turkey, the central system makes the appointments of school administrators and teachers. in this case, various disruptions occur in assignments. in many areas of education, things are moving slowly, and school administrators and teacher appointments are also affected.

as a result, the teaching profession in south korea, singapore, japan, finland and turkey is considered respectable. in order to achieve successful results in the education system in turkey, some changes must be made on issues such as the appointment, training and selection of school administrators and teachers. it is not right to evaluate school administrator and teacher

assignments alone. teacher selection should be reduced to high schools, only graduates of educational faculties should be teachers at the university.

Suggestions

- in south korea, singapore, japan and finland, the high salaries of teachers and school administrators are higher. in turkey, the salaries of school administrators and teachers should be increased.
- the development of leadership should be considered a profession other than teaching.
- since turkey is the center of the education system, many disruptions occur in assignments and other educational issues. in turkey, the power of local authorities can be increased in terms of school administrators and teacher appointments. in this way, teachers and administrators in schools can be met more quickly.
- in south korea, singapore, japan and finland, many tests are conducted that measure written and oral teaching knowledge in teacher selection and assignments. school administrator assignments also take exams that measure leadership. it is applied as an education policy for these countries to pay attention to leadership when choosing a school administrator. in turkey, there are school administrators and multiple choice-weighted exams in the selection and appointment of teachers in general. examinations and practices that measure teacher knowledge should be done more.
- in this study, teachers are not recruited from other institutions other than the institutions that train teachers in countries comparable to turkey. in other words, the institutions that provide teacher training at the university are clear. in turkey, besides the faculties of education, other faculties can be teachers with pedagogical formation. only the faculty of education should be taught.

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