



Implementing School Based Teacher Training: The Case
Study of Departments of Education for Intellectually
Disabled Students in Turkey

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Philosophy

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Teachers: the new generation will be your devotion!

H. Martini

Dedication

This work is dedicated to my son Ata.

Declaration

I confirm that this is my own work and the use of all material from other sources has been properly and fully acknowledged.

Oguzhan Hazir

Signed

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Now that this research has reached the end of its journey, I express my sincere gratitude to all those who supported and assisted me in completing this academic study and making this research possible.

When I wrote my first personal statement to apply for my master`s degree, I said `I know it is a very long path with many ups and downs, but even long distances start with a small step`. I am now happy to reach the end of another big step in my life, and this research would not have been completed without the help of several people who have always supported me during my study.

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Abstract

This study examines the different practices followed in four different regions' school-based teaching practice programmes in Turkey, which comprised a university environment which is the Department of Education for Intellectually Disabled Students (DEIDS) and the schools to which student teachers (ST) are sent for their teaching practice. It also investigates what differences there are between these two environments and why these differences occur in the system. In order to understand the system clearly, the following main research question is addressed in detail: What are the reasons for the differences and similarities in school-based teacher training programmes in Turkey?

The most appropriate way to understand the similarities and differences between the practices of the participants in the programme was to use a case-study approach using qualitative data collection methods, semi-structured interviews and a background information form which helped to keep the interviews short in order to elicit straightforward and apposite answers. The sample was selected from university supervisors and school teachers who conduct the practice programme in the training schools in the four regions. The data were collected from a total of 26 participants: thirteen university tutors (UT) and thirteen cooperating teachers (CT). Four contexts give shape to the study by combining the variety of accessed research data and the findings from previous studies: the Professional Context, the Structural Context, the Material Context and the Partnership Context. Using these four contexts helps to see the main actors' levels of agency by looking at their practices from the individual-proxy-collective agency in the programme. The data on what they were practising, their perceptions of their roles, the reasons for their practice in their own ways, their

collaboration with their partners and what they knew about the programme's requirements and their responsibilities were categorised and discussed under these four contexts. The key findings are that most of the participants were not properly aware of the national standards or their own responsibilities. Additionally, their practices were principally based on collective actions geared to suit their own particular environment. Poor partnership between the participants is another significant problem which was identified between the environments. It is suggested that all of these issues were primarily due to the participants' low level of agency.

This study makes a number of recommendations. First, the level of agency of the participants in the programme needs to be developed to ensure a possibly better and standardised environment. Second, inspection on an advisory basis rather than enforcing the participants needs to be established to ensure that common standards are followed by everyone, at least to some level. Finally, inter-participant cooperation and collaboration within the programme needs to be created to a common standard and improved.

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List of abbreviations

ABC	Antecedent-Behaviour-Consequence
BA	Bachelor's Degree
BCT	Bostan Cooperating Teacher
BUT	Bostan University Tutor
CHP	Republican People's Party
CT	Cooperating Teacher
DCHE	Department of Child Healthcare and Education
DEGS	Department of Education for Gifted Students
DEHIS	Department of Education for Hearing Impaired Students
DEIDS	Department of Education for Intellectually Disabled Students
DEVIS	Department of Education for Visually Impaired Students
DoE	Department of Education
EARGED	Department of Education for Research and Development
ECT	Elmas Cooperating Teacher
EFL	English as a Foreign Language
EUT	Elmas University Tutor
FI	Formal Institution
HCT	Hun Cooperating Teacher
HUT	Hun University Tutor
IEP	Individualized Education Program
ITP	Individualized Teaching Program
KCT	Kuscu Cooperating Teacher
KPSS	Public Personal Selection Examination
KUT	Kuscu University Tutor
MEB	Ministry of National Education
N-FI	Non-Formal Institution
OCEM	Autistic Children Education Schools
OERM	Private Special Rehabilitation Schools
ÖSS	National Student Selection Examination
RAM	Counselling and Research Centre

SBTTS	School-Based Teacher Training System
SEN	Special Educational Needs
ST	Student Teacher
TPHI	Teacher of People with Hearing Impairments
TPID	Teacher of People with Intellectual Disabilities
TPVI	Teacher of People with Visual Impairments
UT	University Tutor
YÖK	Higher Education Council

Chapter 1: Introduction

1.1. Chapter introduction

This chapter describes the motivation and rationale behind this study. Additionally, it shows the significance and the contributions of this study and describes the structure of the thesis. The chapter also gives a brief history of the Turkish education system and explains the structure of the Higher Education Council (YÖK) and the Ministry of National Education (MEB).

1.2. My motivation for this study

I am qualified as a Teacher of People with Intellectual Disabilities (TPID) from Gazi University in Turkey. I undertook a four-year course consisting of theoretical and practical teaching practices. The first three years were theory-based and the final year was practice. In the Department of Education for Intellectual Disabled Students' (DEIDS) course programme in Gazi University (2016), there were eight semesters; the first six semesters were theory and the final two were implemented in a training school. There are two semesters in an academic year. The first semester runs from September to February and the second from February until June. We were sent to a training school for five days a week during our school placement, with three student teachers (STs) in one class. We had specific responsibilities in regard to the teaching practicum such as assessing students with Special Educational Needs' (SEN) academic and social skills performance, preparing teaching materials and portfolios, and conducting five teaching sessions during the year. Before starting students' performance assessment, our tutor showed us how to make this assessment and we followed her instructions.

During our five teaching sessions, cooperating teachers (CTs) went out of the class and our university tutor (UT) observed our performance.

I also graduated from Teacher Training High School. If students graduate from these schools and choose the Department of Education (DoE) after taking the National Student Selection Examination (ÖSS), they gain extra points in their exam. Therefore, most of my colleagues selected the DoE, especially TPIDs. During my school placement, I discussed various issues regarding their teaching practicum with colleagues who were doing their school placement in DEIDS, which brought me to realize that there were differences between our teaching practicum programmes.

After I graduated from Gazi University, I moved to another city and started to work in a private SEN school. There were around 300 students, and 25 teachers were responsible for them. These teachers were TPIDs, but most of them had graduated in different subjects under the DoE, such as classroom teachers and pre-school teachers, because of the certificate programmes available for becoming a TPID.

When I started to work in this school, the education co-ordinator assigned me to some students from other teachers. During my work, I discussed what they did regarding particular academic issues in terms of learning their students' performance from their perspective, notwithstanding the fact that I was also assessing my students. However, they described various differences regarding their work with their students. Some teachers were, like me, recent graduates. When we talked about our pre-service education, their theoretical lessons appeared to have been very similar to my own theoretical courses. However, their school placement criteria were completely different from my teaching practicum. Whilst my own teaching practicum had meant going to the training school for five days a week, some went for four days, others for

three, and some only went for two days. As well as such a clear diversity in teaching day requirements, it also became apparent that UTs did not always visit the training schools to perform observations and to give feedback to their STs, whilst some of my colleagues had only seen their UT two or three times in a semester. Although our CT did not observe us, some CTs who were collaborating with different universities did observe their STs. Furthermore, some of my colleagues did not conduct any teaching sessions, but just observed their CTs; in comparison, we conducted five teaching sessions and performance assessment sessions over two semesters.

Moreover, the certificated TPID teachers' teaching implementations were completely different from the DEIDS' criteria. The teachers said that they received 420 hours of SEN theoretical courses and 120 hours of SEN practice to earn their TPID certificate. The whole situation was very complicated and difficult for me. Initially, I argued that my school placement had been better than others on the basis that more practice is better than less. Although my university organized their own system based on an intensive practice, they had other issues in their program which need to be considered carefully such as lack of collaboration between university and training school partnership. Further, they do not focus on increasing STs' motivation to do this profession, because the organizing the program on conducting the teaching session may not always enough unless focusing on motivation, satisfaction, partnership between colleagues, and between university and schools. Further, I looked up YÖK's teacher training regulations and syllabus for each department, MEB Teaching Practice Regulations 2493 and YÖK Law 2547, with other rules on their official webpages which are based on this law. These rules clarify what the participants have to implement in their teaching practicum programme. Not only are STs', UTs' and CTs' tasks clarified, but so are the responsibilities of the DoE, university councils, training

schools, the Provincial Directorate for National Education and the District National Education Directorate for conducting school placement programmes to the expected level. The MEB and YÖK rules which the DEIDS are obliged to follow are in fact performed differently, contrary to these rules; even my own university did not follow them ‘properly’ and no formal or stated reasons were given for not doing so. For these reasons, I decided to research the reasons for the different DEIDS’ implementations of the teaching practicum.

1.3. Rationale behind this study

‘The teacher’ is the most significant element of any education system regarding student achievement (McCaffrey, Lockwood, Koretz, & Hamilton, 2003; Rowan, Correnti, & Miller, 2002; United States Department of Education, 2011). Policy-makers argue that there is a strong link between teacher quality and student success (Hightower *et al.*, 2011). Countries such as the US, South Korea (Strategic Management of Human Capital, 2007) and Finland (Sahlberg, 2010), which can all be considered as pioneers in education, are all intensively focused on teacher effectiveness. Other issues, such as school effectiveness, the school curriculum, use of technology in education, the grouping of students, environmental factors and internal affairs, are also important factors in educational systems. The education system is an expression of all these factors, but their order of importance in any given case may be different. Sanders and Rivers (1996) studied two groups of eight-year-old pupils. The first group were taught by a teacher who had been rated as having a high teaching performance whilst the second had a teacher who had been rated with a low teaching performance. At the end of three years, the first group’s performance had increased from 50 to 90 points, whilst

the second group's performance had decreased from 50 to 37 points. These findings showed that the rate of variance between these two teachers was 53 points, as based on their pupils' learning performance. Aaronson *et al.* (2007), Angrist and Lavy (2001), and Wright, Horn and Sanders, (1997) argued that the teacher is the cornerstone of the education system. Therefore, the education of the teachers themselves is extremely significant in terms of achieving an expected level of teaching professionalism. First, in pre-service education, STs need to be prepared for their jobs by acquiring the essentials which they are going to use in the future.

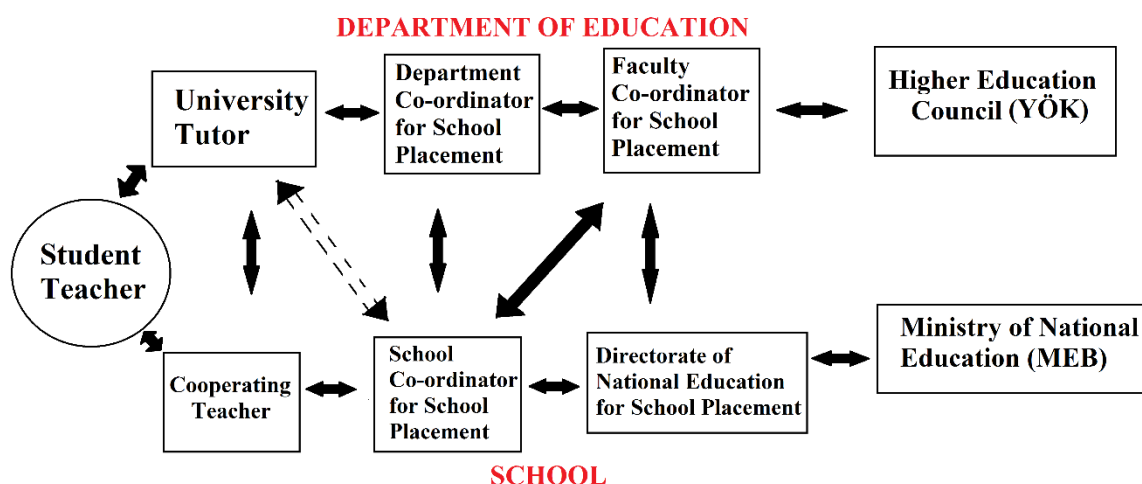
Acquiring these skills takes time. However, teachers are expected to have these skills when they start their profession. This is not just the expectation of others; it is also mandatory for teachers to be able to educate their pupils. Even if it is at a basic level, they need to have this skill. These skills cannot be acquired through theoretical modules or lectures alone (Darling-Hammond, 2010); one of the most well-known way to acquire them is through school placement programmes, which involves both their establishment and implementation. However, this is quite a complicated issue in teacher training. To send STs to a school is just the tip of the iceberg. School-based teacher training needs to have a well-designed programme prepared by experts, and each participant should know his/her role within it. Furthermore, the curriculum, schools' rules, universities' guidelines and regulations should be correlated and should direct how they should be taught. This is just one issue; the participants' roles, school/university partnership, school environment arrangements, schools', universities' and departments' roles, mediating tools such as supportive courses, preparing materials and portfolios are amongst the various other components of what is ultimately a very complicated practice system. At this stage, Bandura's Agency Theory (Bandura, 2000) helped me gain a detailed overview of the system participants'

individual and collective behaviours because of their very complexity. Hence, practice is the best way to learn, but it needs to be studied from a rather broad perspective to justify its importance within teacher training as a whole.

In the Turkish education system, school-based teacher training is also quite complicated. First, there are many subjects under the auspices of the DoE, and each subject participant has to follow the same rules with regard to the appropriate regulations (*see* Diagram 1). However, there are a number of studies which have shown that there are various differences between different school placement programmes, even though there is, in theory, a standard implementation programme for all DoEs (Demirkol, 2004). In particular, Alptekin and Vural (2014) and Ergenekon, Özen, and Batu (2008) stated that DEIDS has these teaching practice differences within the system. First, there is no common teaching practicum programme for these departments. This is particularly interesting because, according to the rules set out by YÖK and the MEB, internship programmes have to be kept to the same standards across universities. In practice, however, universities disregard them or find their own ways to handle YÖK's rules, in a sense benefitting from their autonomy and the lack of any external assessment of their adherence to the required rules.

It can be argued that unstandardized internship programmes can help to nurture different types of STs with their own perspectives and their own ways of handling problems. However, this is not the issue here. These systems are educating and training STs differently (Demirkol, 2004). Teachers' education styles could, in the future, vary from person to person and school to school, and this might ultimately reduce pupils' learning efficiency.

Diagram 1 Faculty/School Collaboration for the Teaching Practice Programme



On the other hand, these differences might also occur with theoretical modules but, as mentioned above, there are regulations and a syllabus for maintaining standards, and these are controlled through the portfolios and exam papers required from departments (YÖK, 2016g). The course books, which are written independently by lecturers, follow these syllabuses and help to maintain theoretical standards amongst universities. There is just one book related to the teaching practicum for DEIDS which is written by Guzel-Ozmen (2012), but this, for the main part, only deals with the general structure of the practice (Ozmen *et al.*, 2012) and the number of books and other publications need to be increased for understanding theoretical perspectives in detail.

School placement is controlled by the STs' portfolios (YÖK, 1998). According to YÖK (1998), STs are assessed through their portfolios for school experience and inclusive practice; in addition, the teaching practicum programme is assessed through portfolios and UTs' and CTs' observation. However, some UTs do not go to schools to observe their STs' implementation. UTs may think STs have to "swim, or they sink" (Spencer, 1938, cited by Hagger and McIntyre, 2006), or they may have a different viewpoint or other explanation for their approach. Additionally, some departments may pretend that they follow YÖK rules because there is no other required

assessment for school placement, or there may be a naive belief that receiving a portfolio necessitates following the appropriate YÖK rules. Hence, theory can be assessed through portfolios and exams in the light of YÖK's syllabus (YÖK, 2006a, 2006b, 2006c, 2006d) and the books written by lecturers who follow YÖK rules, whilst the school placement itself is implemented differently between both departments (Alptekin & Vural, 2014) and lecturers (Özen, Ergenekon, & Batu, 2009; Taşdere, 2014), both of whom are merely paying lip service to the rules and this is a problem that needs to be investigated.

In the school-based teacher training system (SBTTS), there are three main stakeholders: STs, UTs and CTs. UTs and CTs are directly responsible for STs becoming good teachers. MEB and YÖK teaching practicum regulations assign compulsory tasks to each actor and there are various rules which have to be followed. However, at this point differences arise, as both UTs and CTs adapt the programme for different purposes (Alptekin *et al.*, 2014; Demirkol, 2004; Özen *et al.*, 2008;2009; Taşdere, 2014). Some departments also implement techniques in compliance with MEB and YÖK rules during their school placements (Vuran, Ergenekon & Unlu, 2014). The purpose here is to show the various approaches adopted across both departments and participants. There is some research in the literature (Alptekin *et al.*, 2014; Atmis, 2013; Azar, 2003; Bağcioglu, 1997; Bural, 2010; Buyuktaskapu, 2004; Özen *et al.*, 2009; Şahin, 2005) which has addressed these issues both directly and indirectly. The authors of these studies have tried to examine these problems from different perspectives; however, no obvious attempt has been made to find out *why* these differences occur. Colleagues do not generally reveal the reasons why each university has its own unique system. Bandura's Agency theory helps to examine the

reasons for these issues. There is a huge opportunity to fill a significant gap in our understanding of this area by analysing the reasons why these differences occur.

The aim of this current study is therefore to find what the differences are both within and between DEIDS, and to find out why these differences occur in contravention of the YÖK and MEB rules.

1.4. Significance and outcomes of the study

The practical differences in school placements might result in different teaching implementations between colleagues in their future professional working lives. Primarily, there are, officially, 22 public and private DEIDS in Turkey. Teaching practicum systems show various differences between different DEIDS (Alptekin & Vural, 2014). However, when STs graduate with bachelor degrees and diplomas, they have the opportunity to work with other TPIDs who have graduated from different DEIDS, in public schools. First, in public schools, MEB Special Education Regulations (Article 2509) state that from the pre-school education level until the lower secondary education level (Year 5; 9.5 or 10-year-olds), two TPIDs must be employed in one SEN class, and that the number of students with each SEN should be, at maximum, ten. From Year 7 (11.5 or 12-year-olds) until Year 8 (12.5 or 13-year-olds) of lower secondary classes, either one TPID and one teaching assistant or two TPIDs must be employed. If there is just one TPID, the classroom can only have a maximum of six pupils, but generally they employ two teachers in cases of larger class numbers. If pupils have multiple difficulties, the number of pupils is set at a maximum of six for two TPIDs. As can be seen in the appropriate regulations, there are generally two TPIDs in any given class; they work with the same pupils; they consult with the

same parents; they prepare materials for the same class; and they do teaching sessions for the same pupils. Even though these teachers might have individual differences, there can also be highly active differences in the school environment between their teaching profession skills; their teaching performance, teaching techniques, behaviour and classroom management skills can all be potentially different. These might adversely affect SEN pupils' learning performance because graduate teachers can originate from different DEIDS and it causes the differences for the quality of teachers who come from these different DEIDS. Certainly, each teacher might have his/her own unique teaching style, but of greater importance is the fact that they need to learn how to be good teachers precisely in order to have their own unique styles. There may be different ways to reach this aim, but if they cannot learn how to reach this level properly, they cannot hope to achieve it. They may still have their own style, but it cannot be said that any particular teacher's individual, unique system works best. Moreover, one of the most significant issues is their collaboration. A lack of standards, or different implementations of such standards, can also cause problems in collaborations between teachers and other support staff. The requirements of collaborations between teachers is "innovative, student-centred and collaborative learning methods in order to successfully implement" (Vangrieken, Dochy, Raes and Kyndt, 2015, p.2). All these requirements may be learnt and developed through the improved standardisation and understanding of common theory and practice.

Various dissertations and articles have shown that various DoEs implement the school placement programme differently, and that there are various implementation difficulties within their systems. Even if they do not work in the same class, the differences between TPIDs can cause obvious differences with regard to, for instance, their collaboration and information derived from group meetings. Additionally, they

may well go on to be future CTs, who will then, of course, educate their STs according to their own experiences, and mostly according to their practicum experience, because of the manner in which they received their teaching practice mentoring during that time. Reasons such as those discussed above can result in quality differences between TPIDs; students may be adversely influenced, or otherwise, accordingly.

Second, after they graduate from their DEIDS, STs can be employed in public school as mentioned above, or can become lecturers at a university. Additionally, there are some differences in employing teachers who graduated from university. There is no balance between the number of teachers and teacher shortages in some subjects. For example, there are simply not enough DEIDS graduates to meet the requirement for such in Turkey. The number of departments has been too low. There were just nine departments in 2007, but this number has since increased rapidly; there are now 22 universities with DEIDS.

However, the MEB decided to award certificates for teaching intellectually disabled students to other DoE teachers between 2009 and 2013, increasing the number of these departments' successful students. In this way, they planned to tackle two major problems; first, the teacher shortage problem was solved and second, other subject teachers were employed within the body of the MEB. They have to receive SEN course theory (420 hours) and practice (120 hours) to gain this certificate. The MEB would argue that this is enough to become a TPID. All DoEs have to give some common courses, which amount to 2160 hours. Therefore, a total of $(2160 + 540)$ 2700 hours is required to become a TPID; however, DEIDS give 7200 hours for both common and specific courses (*See* table 1). DEIDS also have 450 hours for the teaching practice programme in schools, but certificated teachers got only 120 hours practice.

Table 1 Comparison of The Course Hours for Becoming TPID And Certificated Teachers

	The length of Theoretical Courses	The length of Practical Courses	Total hours for Theoretical and practical courses	The length of MEB's common sessions	Total hours
The length of course hours becoming TPIDS in DEIDS	4590 hours	450 hours	5040 hours	2160 hours	(5040+2160=) 7200 hours
The length of course hours becoming certificated teachers	420 hours	120 hours	540 hours		(540+2160=) 2700 hours

The school day generally starts at 9:00 am and finishes at 3:00 pm (with a one-hour lunch break), which means five hours in a day in training school. In other words, a certificated teacher has to complete just 24 days of practice. The MEB might have thought that certificated teachers can achieve a positive transfer of skills from their previous profession into SEN, but the children have totally different backgrounds from both their teachers and from each other. Further, after a couple of years, there will be a sufficient number of DEIDS graduates, but the government had already employed certificated TPIDS from other departments. In other words, certificated teachers who do not have SEN background work with pupils with SEN in public schools, while most DEIDS graduates would be waiting to be employed in the future. Comparing TPIDS and certificated TPIDS, there are significant differences in the ability of TPIDS in terms of planning, preparation, classroom and teaching arrangement performance in class (Nougaret et al., 2005; Özyürek, 2008). Hence, it may be the employment of certificated teachers in public schools as TPIDS which causes these differences.

In the Turkish education system, STs with intellectually disabled placements are not evenly spread over Turkey and therefore universities' training school options are generally limited due to the shortage of SEN classes. There are four types of SEN school for teaching practicum: the Vocational High School for SEN, the Educational Implementation School for SEN, Autistic Children's Education Schools (OCEM), and Sub-Special Classes in primary schools. Teachers who work in these schools can be a CT as a part of the teaching practice system. During the teaching practice programme, the CT has an important impact on STs' teaching profession progress (Shantz, 2000). The CT aims "to support the mentee's learning and development as a teacher, and their integration into and acceptance by the cultures of the school and the profession" (Hobson & Malderez, 2013, p.90), and they are very significant in terms of providing role models, partners and teaching guidance for the ST (Woods & Weasmer, 2003; Johnson, 2011). They also teach how the real system works and they do mentoring before/during/after the ST faces defining issues and teach how to become a better teacher (Johnson, 2003). Although the CT clearly plays an important role in the system, the MEB allows the employment of any teacher as a CT, without qualifications, in Turkish internship programmes.

When they get an ST in their class, most CTs probably recall their own teaching practice, and they observe other CTs or UTs. The certificated TPID could also be one of the reasons for any differences observed. They may do mentoring in the manner in which they were mentored during their own school placement. If their school placement was undertaken in a different manner to the requirements of the YÖK and MEB rules, they will most likely emulate their own recalled practicum. This issue is valid for both certificated TPIDs and TPIDs who graduated from DEIDS. On the other hand, there may not be MEB teaching practice regulations in their teaching practicum

time because the MEB teaching practice regulations (Number 2493) were first enacted in 1998. They may have graduated before this time, which may in turn result in completely different implementation models, even if teachers who graduated after 1998 only partially apply the regulations. From a CT perspective, all these factors could result in different implementation models in school placements.

Beside this, although the CT has very important role, the school placement programme is conducted mainly by the UTs (Vuran *et al.*, 2014). For this reason, their role in the system is particularly significant. University lecturers can become UTs after a general tutoring education. According to Henry and Weber (2010) and Rosenberg, O'Shea and O'Shea, (2005), the UT has a critical role in school placement, as regarding STs' successful transfer of theory into practice. Hence, the UTs' education needs to be given priority. Although some universities have different tutoring models, it is generally an observation-based education. UT candidates go to a training school with an experienced UT and observe him/her; after a semester, they get a small number of STs on whom to practise their tutoring skills (Vuran *et al.*, 2014). However, the universities' teaching practicum models are generally designed for what they want to do in the system. They may think that the system is not working well, or is not well-structured or detailed, or believe that they can do better, or may think that the STs can learn for themselves in the field or they may just follow the DEIDS' common practice rules for observing their colleagues. These can all result in differences in the system, and indeed might affect new stakeholders in the system. This is because more recent UTs mostly follow the DEIDS' unwritten rules.

Moreover, the UTs and CTs always have to collaborate regarding their common STs (MEB, 1998). The teaching practice programme creates a combination of academics'

and practitioners' knowledge, and the school environment aids the learning of real-world knowledge (Zeichner, 2010). According to MacDougall, Mtika, Reid and Weir (2016), UTs argue that they should have a good and strong relationship with CTs and other participants in the school system with regard to maintaining standards and meeting common expectations in teaching practice. In addition to Zeichner's (2010) argument, Ievers, Wylie, Gray, Áingléis and Cummins (2013) discussed the sharing of responsibility in terms of "understandings of the fusion of theory and practice" (p.184), that is, the collaboration of UTs and CTs for the betterment of STs' progress. Hereby, UTs and CTs share teaching practice tasks and information regarding STs' progress, they observe, make suggestions, show the quick and easily understandable ways to teach knowledge or skills, and assess STs. All these arrangements and the collaboration between the CT and UT help to develop teaching and learning (Koster, Korthagen & Wubbels, 1998), and STs learn how to teach well in real-world environments. However, such collaboration does not work properly in school placements (Özen et al., 2009; Yikmiş, Özak, Acar, & Karabulut, 2014). In some universities, the CT plays the more dominant role whilst the UT is more dominant in others. They have a relationship, but it is different from what is expected (Demirkol, 2004), and they may consequently affect each other's performance in the system; consequently, their STs are also affected. Taking all these points into consideration, such circumstances can result in a vicious circle in the system which is amplified year by year, affecting newly graduated STs who themselves will become CTs in the future. All these factors can cause differences in the system and can negatively affect teachers' teaching performance and the pupils' general and academic levels might be adversely affected. There is a possible problem with this issue: these differences might cause bigger problems both now and in the future due to the UTs' and CTs' previous

experience in their own undergraduate courses and their communities' unwritten or written implementation rules. Consequently, the reason for their occurrence needs to be learned.

1.5. Theoretical/Practical contribution

This study is unique both theoretically and practically. Earlier studies (Alkan, Şimşek, & Erdem, 2013; Alptekin & Vural, 2014; Atmis, 2013; Aydın, 2016; Aydın *et al.*, 2007; Aytaç, 2010; Aytacli, 2012; Bağcıoğlu, 1997; Buyuktaskapu, 2004; Demirkol, 2004; Kale, 2011; Kirksekiz *et al.*, 2015; Mete, 2013; Silay & Gök, 2004; Ünver, 2003; Yıldız, 2012) have mostly focused on CTs' and UTs' collaboration and communication and the guidance which they give to STs in the school placement programme. These studies have had a significant impact in the literature in terms of what they achieved in specific issues during the different DoEs' school placement programmes, such as for English teachers, science teachers, primary school teachers and geography teachers. However, their findings have not reported the possible reasons *behind* existing problems.

The purpose of this current study is to determine if there are differences in school placement programmes for the various DEIDS in Turkey and, if there are, why these differences arise between the DEIDS' teaching practicum and between DEIDS and the standards. The theory and practice are important complementary elements in teacher training (Darling-Hammond, 2001). As Darling-Hammond argued, I believe that these two aspects complement each other during training; however, in the Turkish education system, the DEIDS' teaching practice programmes need to give priority to research because, as far as I have observed and has been shown in a few studies (Alptekin & Vural, 2014; Özen *et al.*, 2009; Vuran *et al.*, 2014; Yikmiş *et al.*, 2014) in the literature,

the teaching practicums are implemented differently since the YÖK and MEB rules were enacted. Certainly, there may be differences in theory as well, but such differences would be unlikely to be as significant as differences in teaching practice because of YÖK's syllabus for each subject. The teaching practice programme needs to be researched clearly, highlighting all the reasons for such occurrences. What is happening in the system can then be understood, including all the 'hidden' reasons. To research this topic can be quite beneficial for the literature; first, this is, to the best of my knowledge, the first study which attempts to identify the reasons for the differences in school placements which are in contravention of the YÖK and MEB rules.

Taylor and Francis (1804 Journals), Sage (730 Journals), Web of Science (SCI-SSCI-AHCI- SPCI-SSPCI Journals), Science Direct (2242 Journals and over 14.000 E-book), Springer Link (3304 Journals, 214.887 books), Oxford Journals Online (285 Journals), JSTOR (over 600 Journals, EThOS (over 400.000 PhD dissertations), EBSCO (12.224 Journals), Tubitak ULAKBIM, Wiley Online Library (1470 Journals), Ankara University Online Journals (49 interdisciplinary subjects), Educational Sciences: Theory & Practice, DergiPark (556 interdisciplinary subjects from all Turkish universities and a total of 960 journals) and YÖK's National Dissertation Centre have been all been researched using the key words 'special needs', 'SEN', 'special education', 'teaching practice', 'teaching practicum', 'school experiment', 'school placement', 'teacher training', 'intellectually disabled', 'university-school partnership', 'interns', 'internship', 'trainee', 'teacher training' and 'cooperating teachers'. Additionally, some Turkish key words were used: '*Özel Eğitim*' (special education), '*Öğretmenlik Uygulaması*' (teaching practice), '*Zihin Engelliler Öğretmenliği*' (teacher of people with intellectual disabilities), '*Okul Deneyimi*' (school experience), '*Fakülte-Okul İşbirliği*' (faculty-school partnership)

and ‘*Uygulama*’ (implementation) in the literature where there is a gap relating to DEIDS’ teaching practice differences in Turkey. The researchers who work in Turkish DEIDS (Alptekin & Vural, 2014; Bural, 2010; Ergenekon et al., 2008; Özen, et al., 2009; Vuran, et al., 2014; Yikmis et al., 2014) looked at STs, CTs and UTs, and considered their collaboration, training school environment and use of materials. However, they did not research *why* the system participants implemented different practices in the various DEIDS. Additionally, Demirkol (2004) suggested researching the main actors in terms of how they perform their expected tasks within the teaching practicum system. Although this suggestion does not cover all of my research areas, one of the research questions’ expected findings should also fill this gap in the literature.

Further, the analysis made in this current study is different from those in the literature. Bandura’s Agency theory has been used for the first time in the analysis of the teaching practicum to further understand and to analyse in detail the teaching system processes, and our understanding of the participants’ relationships to each other in DEIDS in the Turkish literature.

This current study also contributes, in a practical sense, to the teaching practicum system. Turkish master’s and PhD students who graduate in Turkey or other countries have to send their dissertations to YÖK’s national dissertation centre for equivalent transactions; indeed, after completing this current research, this study also has to be sent to YÖK.

The research participants will be lecturers (UT) and teachers (CT). They are aware of the bureaucratic procedures in the academic environment in Turkey. YÖK’s researchers may look at the findings in this study to potentially reconsider the reasons

for the apparent differences between school placements. Bagcioglu's (1997) work may be a good example of how to understand how academic research can contribute practically to such situations. One of the main problems before 1998 was the lack of regulations regarding collaborative issues between the MEB and university education faculties in terms of teaching practice. After that study, policy-makers (YÖK and MEB) established new regulations to resolve this issue. Whilst it cannot be asserted that that study was the only reason for the changes being introduced, it is nevertheless obvious that policy-makers were influenced by the results of the study.

The aim of this current study is to contribute to the academic world theoretically and practically. Consequently, this research is planned to be conducted in the school placement programme with CTs and UTs in Turkey.

1.6. Structure of the thesis

In this chapter, a general picture has been shown of the Turkish education system and its sub-components related to school-based teacher training. The researcher's motivation for carrying out this study and the rationale behind the research have also been set out. In the following chapters, how this research can contribute to the academic world and a review of the relevant existing studies which helped to inform the research will be presented in Chapter 2: Literature Review. After looking at the literature critically, the researcher decided to conduct this research with UTs and CTs in the teaching practice programmes in Turkish SEN Departments, and the rationale for choosing these participants, their numbers, regions, and the reasons for choosing the case study and data collection techniques will be presented in Chapter 3: Methodology. The data collection and the techniques used for analysing and

processing the raw data will be described in Chapter 4: Findings. During the data collection process, limitations were identified which affect the study and these will also be discussed in Chapter 4. The findings will be presented under four contexts in order to draw a clearer picture and they will be discussed under these contexts in the subsequent chapter, together with a consideration of their contribution to the academic world (Chapter 5: Discussion). The findings will be linked with the relevant previous research and at the end of the chapter, and possible ways to address the limitations of the study will be discussed. Finally, in Chapter 6: Conclusion, the ways in which the findings answer the research questions will be considered and their original contribution to the knowledge and their practical implications will be considered. Suggestions for future research on this whole field of study will also be made. At the end of the thesis are the References and the Appendices.

1.7. A brief history of the Turkish education system

Modernizing the education system in Turkey started in the Ottoman Empire's latter years but was not properly implemented because of wars, domestic insurrections and other major political problems (Fer, 2005). After the First World War, the Grand National Assembly of Turkey (TBMM) was established on 23 April 1920 by Mustafa Kemal Atatürk. He believed that education is one of the most important issues for a state. Even though the First World War was lost (from Turkey's point of view) with significant damage to infrastructure, the collapse of the Ottoman Empire and the start of the Turkish War of Independence, the MEB was established twelve days after the TBMM had been established (Okcabol, 2005).

The Ottoman Empire's education system was different from that of the Republic of Turkey. Sultan II Mahmud enacted an education paper for compulsory primary education in 1824 (Ergün, 2005). Additionally, the Primary School Regulation was enacted in 1847 and four-year primary education, starting at an average age of seven years old, was made compulsory through this same regulation (Akyuz, 1995; Somel, 2010). These schools taught Turkish literacy with the Arabic alphabet, and basic Islamic information. After further education regulations were declared to establish schools in rural and urban areas in 1869 (Cihan, 2007; Somel, 2010), the Empire started to open elementary schools, taking its example from European countries. These elementary schools comprised primary schools and lower secondary schools. Additionally, there were high schools and universities. However, these schools were not common at that time. Moreover, there were Muslim theological schools (*Madrasah*); such schools have a long history, having been established in 1331. These schools gave scientific and Islamic religious lessons (Ergün, 2005). They were under the control of Sheikh al-Islam. They were quite well organized and focused on scientific research (Ergün, 2005). However, *Madrasah* did not work effectively in the nineteenth and twentieth centuries; for instance, they ignored the positive scientific studies and developments of the time. Additionally, nepotism and bribery was rife in these schools and some of the *Madrasahs`* staff joined local rebellions (Özyilmaz, 1993). From then, the *Madrasah* education system gradually ceased to work because of these internal problems and external issues such as war.

After the First World War, the new TBMM council and MEB were established in 1920. The first education congress decided that a new Turkish education system would be national (Ankara, 15 July, 1921) (Abaci, 2006). After the collapse of the Ottoman Empire, Atatürk proclaimed the Republic of Turkey on 29 October 1923. According

to Ataturk, the new republic should be secular, unlike the Ottoman Empire, which had been governed under Sharia Law. First, one of the most significant reforms in education was “the Law on the Unification of Education” (Article 430) on 3 March 1924. This law stated that all schools in Turkey would come under the supervision of the MEB. Moreover, all *Madrasahs* were closed. Religion and state issues were legally separated.

The MEB planned to invite experts to Turkey in order to establish a democratic education system and a teacher training system. First, John Dewey was invited from the US, and came to Ankara and Istanbul between 19 July and 10 September 1924 (Ata, 2001). After his observation of the system, he suggested that the education must be supported financially; he focused on learning through experience and problem-solving skills in the individuals’ social environments; he also stated that teacher education is one of the most significant issues in the system, and that they needed to apply what they had learnt in theory. On this latter basis, clinical schools would be required to be accessed by the DoE (Dewey, 1939). After his report, in 1926, Ataturk established an education faculty called Gazi (Gazi was Ataturk’s title). After Dewey, experts from other countries were invited to help to organize other parts of the state education system: Joachim Kuhne from Germany in 1925, both a minister and a researcher in technical education; Omar Buyse from Belgium in 1927, technical education; Professor Albert Malche from Switzerland in 1931-2, technical education; Ord. Professor Philippe Schwartz from Germany in 1933-1952, university education systems; Professor W. Dickermann from the US in 1951, common public education; K.V. Wofford from the US in 1951, village schools; Professor John Ruffi from the US in 1952, secondary education; E. Tompkins from the US in 1952-1953, secondary education; Professor L. Beals from the US in 1952-1953, guidance in schools;

Professor R.J. Maaske from the US in 1953, teacher training; and Dr E.S. Gorvine from the US in 1955-1956, technical education (MEB Head of Inspector System, 2010). Moreover, in the last years of the Ottoman Empire, a few students had gone to France for postgraduate education and the MEB consequently enacted a law (Law 1416) by order of Ataturk to send a number of students abroad every year to receive their postgraduate education (Ulu, 2014).

The Turkish education board was established on 22 March 1926 in order to manage the secular and combined education system under the MEB (Article 789) (Fer, 2005). Also, the Arabic alphabet was another problematic issue for the MEB because it was not appropriate for the Turkish language (Karakuş, 2006) and literacy rates were low; male literacy rates were 7% and female rates were 3% (Karakuş, 2006; Meydan, 2010). The Latin alphabet was adopted into the Turkish language with some letters added, such as ç (ch), ğ, ı, ö, ş (sh) and ü; but q, w and x were dropped (Çakir, 2008) and the alphabet revolution was achieved (Article 1353) (MEB, 1928) on 1 November 1928 (Dönmez, 2009).

Before these reforms, religion and education were amalgamated. Lessons involved the effects of religion. For example, learning the Arabic alphabet in Turkish language studies, and the writing, recitation and spelling of Arabic letters were combined with Qur'anic and religious studies, alongside maths, music, geography, history, painting, agriculture and handiwork lessons (Fer, 2005). As can be seen, these lessons show that Islamic and Arabic influences were quite overt. Whilst these lessons were in the 1924 education plan, they were subsequently gradually changed. Educational reforms separated religion and education. Religious studies were stopped from the end of the 1920s, a process which took until 1950. Whilst religious studies remained in the curriculum in 1950, they were optional until 1982, at which point the relevant law was

changed. Religious lessons had previously been compulsory (Yildiz, 2009). On the other hand, education was made free and compulsory for children between the ages of seven and fourteen (Şahin, 2005) in 1924. Furthermore, five years (in urban areas) and three years (in rural areas) of primary schooling were compulsory and these pupils were taught together in the same class (from one to five) with a single teacher (Fidan & Baykul, 1994).

After the alphabet reform, the education system was re-organized, and attempts to decrease Arabic word usage were made, with alternative Turkish words being created (Günay & Çelik, 2010). This was done to reduce Arabic influences on Turkish people. Turkish lessons did not contain the writing, recitation and spelling of Arabic letters any more and lessons' names were changed into Turkish names.

The Turkish educational revolution, which aimed to adopt the newly transformed Latin alphabet and to use Turkish words instead of Arabic words, had been achieved. However, the Republic of Turkey did not have sufficient adequately educated people and most people lived in rural areas. First, Ataturk used army sergeants who were literate by sending them back to the rural areas from which they had originated to teach literacy in 1936 (Öcal, 2008). However, this in itself was not enough. Ataturk and his supporters argued for the establishment of multi-purpose institutes. Finally, in 1937, these institutes were indeed established and were named 'village institutes' (Tan, 2006; Uygun, 2007). The main aim of these village institutes was to educate versatile people, for example as teachers, carpenters, farmers, construction foremen, repairmen or blacksmiths (Atmaca, 2009; Tonguç, 2007). In other words, the village institutes were formed with the aim of creating a body of multi-professional, well-educated men who were expert at teaching, planting, building and repairs, making them available in rural areas. However, there was some speculation on political issues (that is, communism)

regarding these schools (Altunya, 2006), so village institutes were closed in 1948 and the name was changed to ‘Primary School Teacher’s Training Schools’. They were opened in the same buildings in 1954 (Cizmeli, 2007). These schools provided education until 1973, when the MEB Basic Law was changed for these schools. According to Article 1739, clause 43, anyone wanting to be a teacher had to gain a bachelor’s degree (MEB, 1973b). As a result of this law, some of these schools were reformed as colleges until 1976, whilst others were reformed as Teacher Training High Schools until 1989, essentially because of the MEB’s lack of interest in them (Gelisli, 2000). Ultimately, they were transformed into Anatolian Teacher Training High Schools in the 1989-1990 academic year (Article 20723:1990) (Turan, 2012). Finally, in 2012, these schools were closed completely and became science schools or Anatolian high schools for everyone who meets the requirements for these schools.

1.7.1. The stages of the education system

Education in Turkey today is compulsory from the age of 5.5 to 17.5/18, and it is free in public schools (*see* Table 1). Even though it is not free in private schools, the government supports 50% of the educational cost to parents. According to the Turkish Statistical Institute (2014) primary schools had 98.86% (2012-2013) and 99.57% (2013-2014), and lower secondary schools had 93.09% (2012-2013) and 94.52% (2013-2014) participation rates.

The Turkish education system has two semesters: the Autumn semester and the Spring semester. The Autumn semester begins in mid-September or early October and ends in January. There is then a two-week break until the Spring semester, which begins in

February and ends in June. The Turkish education system consists of seven stages, three of which (primary school, lower secondary school and high school) are compulsory, a total of twelve years). The seven stages are pre-school education, primary school education, lower secondary school education, high school education, university education, master`s degree education and doctoral degree education.

1.7.1.1. Pre-school education

This is not compulsory; parents may send their children to pre-school kindergartens between the ages of three and five-and-a-half. However, if the parents think that their child is not developmentally eligible to start primary school, they can apply for deferment, and with a consent letter they can send their child for an extra two semesters to a kindergarten.

1.7.1.2. Primary education

Compulsory education starts with primary education (four years) and is free. There are some basic lessons which are Turkish literacy, maths, daily life, music, visual arts, physical training and English (starting in the second grade). It covers the ages from five-and-a-half to nine-and-a-half.

1.7.1.3. Lower-secondary schools

These schools are also compulsory and free. There are two different schools at this grade. The first is the lower secondary school, as in the previous 4+4+4 education

system. The other is the `Lower Secondary School for Imams and Preachers`. MEB legislation (2014) states in Article 11 paragraph 7-b, that if parents give consent to send their child to a Lower Secondary School for Imams and Preachers, pupils can maintain other subjects in addition to religious education. Furthermore, according to the School Board Regulations of the Ministry of Education (1983), the pupils benefited from free board, meals and transportation under the new education system (4+4+4) from 10 September 2012. There were also differences in lessons: the basic lessons such as maths, Turkish, science and history were the same, but they had extra religious lessons, such as How to Read and Pronounce the Qur'an, and Muhammad's Life.

Table 2 The Turkish Education System 4+4+4

Ages		Doctorate			Recognized exit point of the education system
		4th year			
		3rd year			
		2nd year			
25/26		1st year			
	Graduate School	Master's 2nd year		Medical Degree	
		1st year	Master's		
		Bachelor's		6th year	
			5th year	5th year	
		4th year	4th year	4th year	Associate Degree
		3rd year	3rd year	3rd year	Diploma
		2nd year	2nd year	2nd year	2nd year
17.5/1st		1st year	1st year	1st year	1st year
		Faculty/ Higher Education School			Vocational Higher School
UNIVERSITY					
17.5/13th	Special Needs Education				
12th		High School/Anatolia High School/		Vocational High School	
11th		Science High School/Fine Arts and			
10th		Sports High School/Social Sciences			
13.5/9th		High School (Compulsory Education)			
8th					
7th					
6th		Lower Secondary School/ Lower Secondary School for Imam and Preacher			
9.5/5th		(Compulsory Education)			
4th					
3rd					
2nd	Primary School (Compulsory Education)				
5.5/1st					
5					
4	Kindergarten/Nursery Class				
3					

1.8. Special education in Turkey

Special education has a long history in Turkey. Attention was first focused on people with visual or hearing impairments and on gifted people in the time of the Ottoman Empire. They established *Enderun* schools for gifted people in order to eventually employ them in various important bureaucratic posts (Zeyrek & Erken, 2009). However, the Empire did not consider people with SEN until the nineteenth century. According to the MEB's (2013c) formal records, the first hearing-impaired children's school was established under the supervision of the Istanbul School of Commerce in 1889, and a few years later, visually-impaired children's classes were opened in the same school. It was closed thirty years later when the Ottoman Empire collapsed in 1919 (Melekoglu, Cakiroglu, & Malmgren, 2009). These schools opened again in Izmir under the supervision of the Ministry of Health until 1950 (Kargin, 2003). The MEB established a Special Education Services department under the supervision of the General Directorate of Primary Education in 1950, so responsibility for these types of school was transferred to the MEB (Gultekin, 2012).

In 1952, foreign experts were again invited to Turkey in order to establish a Department of Education for people with SEN (Dincer, 2004). At that time, the Gazi Education Faculty opened a two-year Special Education Programme. Applicants for teaching posts in this programme had to have worked in a primary school for at least three years. However, after only two years, it was closed and the Guidance and Research Centre was established in 1955 in the Gazi Education Faculty. In 1965, Ankara University opened a four-year SEN department for educating special education experts; this remained the only SEN department until 1982, when it was combined Psychological Services by the YÖK.

The first four-Year SEN teacher training department was opened by Anadolu University in 1983. Until this time, schools which needed SEN teachers employed primary school teachers (Demir, 2004). After the opening of the department at Anadolu University, the Gazi Education Faculty opened its Department for the Education of People with Intellectual Disabilities (DEIDS) and visual impairment in 1987 (Demir, 2004; Kargin, 2003). The MEB (2006) defines intellectually-disabled students as those who are below the average in terms of intellectual progress, who have limitations or difficulties in learning concepts and social and practical skills, and where this arises in developmental stages before the age of eighteen. In 1994, another DEIDS was opened in Abant Izzet Baysal University. Thereafter, Karadeniz Technical University (1998), OnDokuz Mayis University (2001) and Konya Selcuk University (2001) opened DEIDS and the Department of Education for People with Hearing Impairment (Dincer, 2004). Currently, there are 22 DEIDS in Turkey.

The General Directorate of Special Education was established in 1980. Additionally, guidance and counselling were added to this department in 1983. In the same year, the Children with SEN decree (Article 2916) was enacted (Akçamete, 1998). The aim of this decree was to educate children with SEN in order to orientate them to the environment and the general public. This decree focused on the child's type of disability and its severity. In addition, under this article, the MEB was only considering children with SEN and their private special rehabilitation schools (OERM). This law had some significant points:

- Earliness in diagnosing SEN is vitally important;
- Children with SEN must not be isolated from their social environment;

- All rehabilitation and educational activities are arranged in order to achieve non-stop education for students with SEN. (MEB, 1983)

After nine years, the General Directorate of Special Education Guidance and Counselling Services was established in 1992 because of increasing needs in SEN areas, and in order to increase their effectiveness and reach more people (MEB, 2013c). In 1994, the Salamanca Statement were presented and accepted by 92 states, including Turkey, and 25 international organizations (Dede, 1996; UNESCO, 1994). After this, the MEB reorganized and re-established the Article 2916 decree in 1997 in order to increase mainstream participation of individuals with SEN.

The new decree, 'Article 573: a decree for People with SEN', was published in the Official Gazette in the light of the Salamanca Statement. MEB researchers have changed and added some points, which are contained in Article 2916 and 573 decrees (*see* Table 2) (MEB, 1983; Resmi Gazete, 1997).

Table 3 Comparison of Decrees 2916 and 573

2916 Decree	573 Decree
573 decree looks at people's general and vocational education	2916 decree looks at children's orientation to the environment and public in terms of their aim.
573 decree looks at people's direct or indirect education services in schools, courses, and programmes	2916 decree looks only at children with SEN and Private Special Education rehabilitation Centres (OERM) which are under supervision MEB.
573 decree says always people with SEN	2916 decree says children with SEN.
573 decree looks at "life-long-learning"	2916 decree looks only at 4-18 years old people with SEN.
573 decree looks at students with SEN request, skills, abilities and expectations for placement to schools and classes	2916 decree looks at types of child disability and its level for placement in schools and class.
573 decree says each student with SEN must have an individualized education program,	2916 decree says that the education of students with SEN should be organized by the MEB.
573 decree says that inclusive education is to be given priority,	2916 decree says that children with SEN are to take precaution for education with their peer

(Official Gazette, 1997; 573 decree, 1997; MEB, 1983).

The Article 573 decree is more developed and has been more fully analysed than the Article 2916 decree. In addition, the 573 decree details diagnosing, assessing and placing students with SEN. The first step is that the family or teachers of a pupil may realize that something is wrong with that particular child. The family consults a doctor and, after medical examination, doctors produce a committee report on the child. The child is sent to a Counselling and Research Centre (RAM). The RAM has teachers for people with intellectual disabilities, visual and hearing impairments, and guidance counsellors. RAMs have these experts in order to assess a child's academic, social, communicative and intellectual activities and physical activities once a year. The 573

decree requires that priority be given to sending such children to inclusive classrooms (MEB, 2006), which is why they generally forward children whose performance is close to that of their peers. After diagnosing a child, the child's teacher takes control of his/her education in the least limited education environment, and an individualised education programme is prepared for each pupil (MEB, 2006). Basically, teachers carry out all these programmes. However, children who need to be educated in different places, such as home or hospital, have a programme prepared by their own private teachers. They have to consider the RAM judgment; the RAM does not just judge the type of disability and its severity, but does decide the teaching aims, any long- or short-term aims, and what pupils need to learn. In addition, the RAM gives permission for SEN pupils to go to mainstream schools based on the type and severity of their disability. They can be sent to Private Special Education Rehabilitation Centres (OERM), primary or high schools, Autistic Children's Education Centres (OCEM) or can be considered for education at home or in hospital with due consideration of their age, type of disability, the severity of the disability and parents' expectations or requests (Vural & Yücesoy, 2003).

1.9. The structure of the higher education council

1.9.1. Introduction

In this section, I shall describe in detail the autonomy of the universities and the structures of teacher education and Departments of Education for intellectually disabled students in Turkey.

1.9.2. Autonomy of universities

I shall describe next university autonomy, the role of YÖK and the implications which these have on prospective teacher training and internship programmes. Autonomy is the right to self-govern a corporation based on the rules applied by a higher body. Collier (2002) stated that autonomy is self-governance and Erdem (2013) supported Collier`s definition. Autonomy connotes self-governing an organization based on state law. Some schools of thought argue that universities ought to be one of those autonomous organizations in order to perform their duties to the highest of standards (Erdem, 2013). The European Rectors` Union conference in 1975 stated that an autonomous university should have freedom in both teaching and research practices. Furthermore, such an arrangement is a basis for developing dynamic, creative, constructive, ethical, independent and beneficial education environments in universities (Zhou, 2014). Karayalcin (1964) argued the necessity for autonomy in universities for two reasons, academic and implementation. In other words, universities` academic independence is protected against external factors as long as they are managed by their own organs. Indeed, the best way is to give responsibility to universities in some areas because external corporations do not have sufficient information on university organs and their operation. Moreover, universities can be prepared to use all resources in a more controlled and organized way should they gain autonomy (Erdem, 2013). In order to have autonomy in a university, it is expected that it must have financial, academic and administrative autonomy as a prerequisite to harmonizing these same factors.

The Republic of Turkey also argues for the autonomy of Turkish universities. Consequently, the first autonomy law was published as ‘Universities Law number 4936’ in 1946 (MEB, 2016). The first article of this law described university autonomy

and the second described Turkish universities as autonomous and legal entities (MEB 2015). However, it cannot be said that the universities at that time were well-organized or fully autonomous. In spite of the fact that they had financial and academic autonomy, they did not have administrative autonomy because academic lecturers fell under the supervision of the MEB (Ayiter, 1966), which clearly affected any proposed autonomy. After fourteen years, some of the universities' laws were changed and clause number 115 was added in 1960. This law stated that universities had full autonomy, which meant academic, financial *and* administrative autonomy, effectively removing the MEB's authority over academic personnel. Furthermore, the Main Law was changed in 1961, and Law 120 guaranteed university autonomy. This law had three articles:

- 1) Universities which have autonomy are legal entities;
- 2) Academic lecturers are managed and inspected by organs which are established by themselves;
- 3) University organs and academic lecturers cannot be suspended by that which is outside government departments.

In addition, Universities Law Number 1750, Article 2 stated that universities were legal entities and Article 43 stipulated that the MEB was empowered to establish colleges and universities, but that universities could establish their own new departments, institutions, research centres and publication centres.

On the other hand, their financial autonomy system is different from that in the UK university system. As is known, students have to pay for university education in some parts of the UK and this fee income acts as a major source of funding for the universities. In Turkish universities, however, attendance is free depending on students

getting a high enough score in their national exams to allow them to attend. This is because the finance ministry has a fund for each university which is calculated based on the number of universities, so their financial autonomy only starts after getting money from the finance ministry.

YÖK was established in 1981 in order to gather all universities under one authority, and to arrange a coherent approach between YÖK departments and other departments' processes, authorities, responsibilities, duties, university publications, and lecturers', students' and other personnel issues under YÖK Law number 2547. YÖK also arranges bachelor's, master's and PhD courses. They plan all education semesters. For example, departments of people with intellectual disabilities have a four-year plan; lecturers and departments have to follow this plan. The plan shows all the lessons which must be given during semesters. Additionally, YÖK publishes a syllabus summary for lessons.

1.9.2.1. Theoretical base of university autonomy

As explained above, after the Republic of Turkey was established, professors and other experts were invited from various countries to help to address various issues. In 1931, Professor Albert Malche from Geneva University went to Turkey and prepared a report for the Turkish universities. He suggested university reform in order to develop their system. Ataturk prepared a paper based on Malche's discussing "university autonomy, universities' responsibility *vis-à-vis* society, academic development criteria, the role of the rector's leadership, the common curriculum for interdisciplinary subjects, the key role of libraries, etc." (Guruz, 2003). First, the TBMM opened Istanbul University instead of Ottoman University (Article 2253). According to this law, rectors were

appointed by the Minister of National Education, deans by the Minister based on rectors' advice and professors by the Minister based on the determination of faculty councils. In brief, therefore, the first steps towards university autonomy began in 1931.

Until 1946, there was only one political party in Turkey; the Republican People's Party (CHP) established by Ataturk. In 1946, CHP put the multi-party system into law, and further accepted universities' autonomy through this law. Hence, the universities' reformed systems were not developed from the Ottoman university system; on the contrary, European ideas were used as the premise for developing science, technology and social sciences in Turkey (Giritli, 2013; Guruz, 2003).

1.9.3. The structure of teacher education

The period of teacher education is generally four years; however, specific subjects require one year of English preparation as well. Some of their language of instruction is English. Because of this, associated programmes take five years. Teacher training consists of theory and practice. All of these higher education universities come under the auspices of YÖK; accordingly, YÖK sets the regulations, rules and syllabuses for the universities. In addition, a master's degree normally takes two years; a PhD four years. University lesson hours are arranged in accordance with the Bologna Process. As previously explained, there are two semesters, Autumn and Spring. Each semester has 30 ECTS credits (Univeristy of Firat, 2014), which are distributed over lessons. According to Mersin University (2014), 1 ECTS credit corresponds to 30 hours, which means that each semester corresponds to 30 hours x 30 ECTS, a total of 900 hours course periods in each semester which must be achieved. If students fail, they have an opportunity to take the failed exam again in the following semester. In addition, by the

end of four years, students must have successfully completed a total of eight semesters; in other words, they have to achieve (8 x 30) 240 ECTS (7200 hours) credits.

1.9.4. The structure of the department of education for intellectually disabled students

1.9.4.1. Bachelor degree programme

STs intending to teach intellectually disabled students also have to complete eight semesters successfully (*see* Table 3). The first six semesters are theoretical; the remaining two semesters are dominated by a school placement programme. In the fifth semester, there is a school experience and inclusive practices course; STs attend training schools in order to observe and understand the school environment. The first two semesters will gradually adapt STs to SEN. There are general lessons alongside SEN lessons, such as computing, Atatürk's Principles and Reforms History (he introduced radical reforms in political, social, legal, cultural and economic areas) and Turkish language (*see* Table 3). Other SEN lessons are general introductions to SEN. This university predominantly focuses on SEN between semesters 3 and 8. STs receive a general education on teaching intellectually disabled students. There is no specific department for autism or learning difficulties. Lessons can be changed depending on the university. Some universities focus on a deeply behaviourist approach, others focus on cognitive approaches.

1.9.4.2. Certificated teachers

There are some specific departments which can apply for a TPID certificate; the subjects are ‘primary school teacher’, ‘teacher of people with visual impairments’ (TPVI) and ‘teacher of people with hearing impairments’ (TPHI). Besides this, the MEB has certified teachers who graduated from the education faculty. As explained above, YÖK determines all lessons run in universities because there are some common lessons in every subject in education faculties (YÖK, 2015d) and in their ECTS credits (Anadolu University, 2015, Pamukkale University, 2015). According to Kocaeli University (2015), Ankara University (2013) and Mersin University (2015), 1 ECTS credit equates to 30 lesson hours. As can be seen in Table 4, there are fifteen common lessons, which means a total of 72 ECTS credits. In other words, these STs get $(72 \times 30 = 2160)$ 2160 common lesson hours. It is therefore quite reasonable that the MEB could have been thinking that these lessons would be comprehensive and that they could be supported by some extra 540 hours TPID subject courses.

The 540 hours course consists of 420 hours of theoretical courses and 120 hours practice (*see* Table 5). Practical education must be fifteen hours in the Guidance and Research Centre (RAM), fifteen hours in a kindergarten which has SEN pupils, thirty hours in SEN classes in primary schools or lower secondary schools, and thirty hours in SEN vocational high schools. Additionally, every class has a maximum capacity of forty students. Classes are arranged with due consideration for these rules.

There is another issue which was put into force by YÖK in 2014 in order for teachers to obtain certification in further subjects. If the individuals have worked in private SEN rehabilitation centres or in public schools for at least one year, they do not need to take a teaching practicum course (Article:10(4)) (YÖK, 2014).

Table 4 University of Gazi, SEN subjects lesson plan for four years, 2011

Code	Course Name	Category
Semester 1		
ZE101A	FIELD OF SPECIAL EDUCATION	Required
ZE103MB	INTRODUCTION TO EDUCATIONAL SCIENCE	Required
ZE105MB	INTRODUCTION TO PSYCHOLOGY	Required
ZE107GK	FOREIGN LANGUAGE -I	Required
ZE109GK	ATATÜRK'S PRINCIPLES AND REVOLUTIONARY HISTORY -1	Required
ZE111GK	COMPUTER-1	Required
ZE113GK	TURKISH -1: WRITTEN EXPRESSION	Required
Semester 2		
ZE102A	INTELLECTUAL DISABILITIES AND THEIR TRAINING	Required
ZE104MB	EDUCATIONAL PSYCHOLOGY	Required
ZE106MB	INDIVIDUAL DIFFERENCES AND PSYCHOLOGICAL APPROACHES	Required
ZE108GK	ATATÜRK'S PRINCIPLES AND REVOLUTIONARY HISTORY -2	Required
ZE110GK	FOREIGN LANGUAGE -II (ENGLISH)	Required
ZE112GK	COMPUTER-2	Required
ZE114GK	TURKISH -2: ORAL EXPRESSION	Required
ZE116GK	HEALTH ISSUES AND FIRST AID	Required
Semester 3		
ZE201A	CHANGING ATTITUDES TOWARDS CHILDREN WITH IMPAIRMENT	Required
ZE203A	INCLUSION AND SPECIAL EDUCATION SERVICES	Required
ZE205A	APPLIED BEHAVIOR ANALYSIS	Required
ZE207MB	EDUCATIONAL AND BEHAVIORAL APPRAISAL	Required
ZE209MB	TEACHING PRINCIPLES AND METHODS	Required
ZE211A	TEACHING OF SOCIAL SKILLS	Elective
ZE221GK	TURKISH EDUCATIONAL HISTORY	Elective
Semester 4		
ZE202A	TEACHING CONCEPTS AND SKILLS TO THE STUDENTS WITH INTEL. DISABILITIES	Required
ZE204A	TEACHING MATHEMATICS TO STUDENTS WITH INTEL. DISABILITIES	Required
ZE206A	TEACHING ARTS AND CRAFTS TO STUDENTS WITH INTEL. DISABILITIES	Required
ZE208A	EARLY CHILDHOOD SPECIAL EDUCATION	Required
ZE210A	TEACHING SOCIAL STUDIES TO CHILDREN WITH INTELLECTUAL DISABILITIES	Required
ZE212A	TEACHING COMMUNICATION SKILLS TO STUDENTS WITH INTEL. DISABILITIES	Required
ZE214MB	INDIVIDUALIZED EDUCATIONAL PROGRAMMES	Required
ZE216A	ELECTIVE-2	Elective
Semester 5		
ZE301A	TEACHING READING AND WRITING	Required
ZE303A	TEACHING SCIENCE	Required
ZE305MB	SCHOOL EXPERIENCE AND INCLUSIVE PRACTICES	Required
ZE307MB	DEVELOPING INDIVIDUALIZED EDUCATIONAL PROGRAMME AND ASSESSMENT	Required
ZE309MB	CLASSROOM MANAGEMENT	Required
ZE311MB	COUNSELING AND GUIDANCE	Required
ZE321A	ELECTIVE-3 (ASSISTIVE TECHNOLOGY)	Required
Semester 6		
ZE302A	TEACHING DAILY LIVING SKILLS AND SOCIAL SKILLS TO THE MENTALLY DISABL	Required
ZE304A	PARENT TRAINING	Required
ZE306A	TEACHING SINGING AND PLAY TO STUDENTS WITH INTEL. DISABILITIES	Required
ZE308GK	RESEARCH METHODOLOGY	Required
ZE310GK	COMMUNITY SERVICES PRACTICES	Required
ZE312A	ELECTIVE-4 (BEHAVIOR MANAGEMENT)	Required
ZE322A	ELECTIVE-5 (TEACHING TURKISH)	Elective
ZE332GK	ELECTIVE-2 (CULTURE AND LEARNING)	Required
Semester 7		
ZE401A	INSTRUCTIONAL TECHNOLOGIES AND MATERIAL DEVELOPMENT	Required
ZE403A	LAWS AND SPECIAL EDUCATION	Required
ZE405MB	PRACTICUM-1	Required
ZE407MB	SEMINAR-1	Required
Semester 8		
ZE402A	INSTRUCTIONAL TECHNOLOGIES AND MATERIAL DEVELOPMENT	Required
ZE404MB	PRACTICUM-2	Required
ZE406MB	TURKISH EDUCATIONAL SYSTEM AND SCHOOL MANAGEMENT	Required
ZE408MB	SEMINAR-1	Required

Table 5 Common Lessons in Departments of Education

Education Faculty Common Courses	ECTS Credits
Educational Sciences	3
Educational Psychology	3
Principles and Methods of Teaching	4
Scientific Research Methods	3
Teaching Technologies and Materials Design	4
Community Service Practices	3
Teaching Practice	10
Special Education	3
Classroom Management	4
Guidance	5
Foreign Language (English)	5
School Experience and Teaching Practice	6
Ataturk's Principles and Revolution History	4
Computer	9
Turkish (Writing and Speaking Skills)	6
Total	72

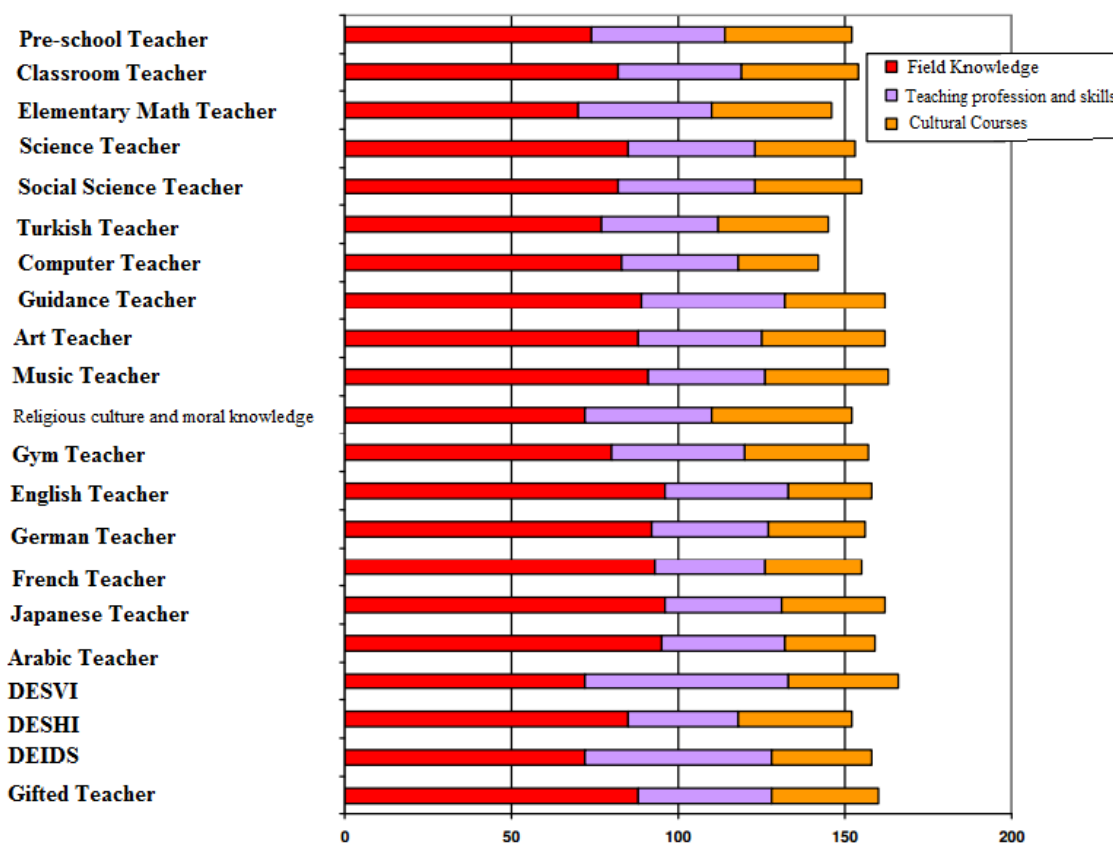
Table 6 Certificated Teachers' Course Programme

Courses	Course Period (Hours)	
	Theory	Practice
Special Education	8	
Individuals who need SEN	26	16
Reason of Disabilities	4	
The history of SEN and its Development	4	
Prevalence Ratio of SEN in Turkey and the World	10	
Special Education in Turkey and Policy	14	8
Diagnosis and Assessment in Special Education	12	4
Support Services in Special Education	12	8
Special Education Arrangements for People with SEN	4	
Changing Attitudes to Individuals with SEN	4	
People with Intellectual Disabilities	6	
Classification of People with Intellectually Disabilities	2	8
The Progress and Prevalence Ratio of People with Intellectual Disabilities	14	
To Prevent being Intellectually Disabled	12	4
Teaching Techniques and Methods for People with Intellectual Disabilities	20	8
Learning Phases for People with Intellectual Disabilities	6	
Early Childhood Period for People with Intellectual Disabilities	20	8
Preschool Education Period for People with Intellectual Disabilities	6	
Applied Behavioural Analysis	34	8
Preparation of Individualized Education Program	18	6
Assessment of Individualized Education Program	16	2
Communication Skills for People with Intellectual Disabilities	30	8
Teaching Notion for People with Intellectual Disabilities	34	8
Teaching Skills for People with Intellectual Disabilities	30	8
Teaching Literacy and Turkish to People with Intellectual Disabilities	26	8
Teaching Math to People with Intellectual Disabilities	26	8
Parents in Special Education	12	
Testing and Assessment	2	
Total	420	120

1.9.5. The regulations of the syllabus

The Higher Education Executive Council started to re-organize the DoE training systems through the 97.39.2761 assize on 4 November 1997, and within this framework, new teacher training systems were brought into force (YÖK, 2016). Before 1997, the various DoEs could implement their systems with relative freedom due to a lack of standardisation (Bagcioglu, 1997). After eight years, YÖK (2016) argued that the system needed to be updated (because of the Ministry of Education and civil society organizations) through the organization of symposia, panel discussions, workshops and academic conferences. In 2003-2004, the MEB changed some regulations in primary school education and DoEs directly related to these schools; consequently, YÖK needed to change in consideration of the MEB's rules. Besides this, the Republic of Turkey joined the European Higher Education Area, and one of its main aims was to achieve similar learning outcomes with similar approaches and techniques (YÖK, 2016). Taking all the above into consideration, YÖK updated 97.39.2761 assize on 2 February 2007. The new programme comprised around 50% field knowledge, 30% teaching profession and skills and 20% cultural courses. These ratios and teaching hours vary according to particular teaching branch requirements (*see* Diagram 2).

Diagram 2 Departments of Education in Turkey



DESHI: Department of Education for Student with Hearing Impaired

DESVI: Department of Education for Student with Visually Impaired

DEIDS: Department of Education for Intellectually Disabled Students

1.9.6. The syllabus of the department of education for intellectually disabled students

1.9.6.1. Instructions regarding school placement

YÖK (2016) also explained teachers' school placement programmes' content. There is a syllabus for this. These are three courses, described below, for school placement programmes in the final three semesters (semesters 6, 7 and 8).

Semester 6 - School experience and inclusion implementation

Gaining school experience in inclusion classes, collaborating with guidance teachers, class teachers and other personnel to manage classrooms, making teaching adaptations, presentation inclusion practices, problems and results.

Semester 7 - Teaching practice 1

Preparation and implementation of behaviour-changing programmes, anecdotal recording, transferring anecdotal records to ABC records, determining problem behaviour from one student, deciding on the behaviour-changing technique, implementing it, keeping reports, assessing the student's performance, teaching skill sessions, keeping records, looking at its permanence and generalization, showing the records in a graph.

Semester 8 - Teaching practice 2

Teaching sessions in notions, skills, academic and playing skills, keeping records, looking at their permanence and generalization, showing the records in a graph, preparation and implementation of behaviour-changing programmes, anecdotal recording, transferring anecdotal records to ABC records, determining problem behaviour from one student, deciding on the behaviour-changing technique, implementing it, keeping reports, assessing the student's performance, teaching skill sessions, keeping records.

However, there is a problem in this plan. The instructions set out above were taken from the DEIDS program on YÖK's official webpage (YÖK, 2016i) whilst the plan below was taken from another of YÖK's official webpages, from the DoE general

information (*see* Appendix 1) (YÖK, 2016b, 2016c, 2016f, 2016d, 2016e, 2016a). As can be seen, there are conflicts between the DEIDS' programme and their general explanation on the same website.

The final changes in the bachelor degree programmes in education faculties concentrated on STs' teaching practice in schools. School placement consists of:

Semester 6	School Experience 1
Semester 7	School Experience 2
Semester 8	Teaching Practice

Additionally, the master's degree (without thesis) programme has these courses in semesters 1, 2 and 3.

For these courses, STs are informed about their duties in their assigned schools by the UT. In education faculties, there is a faculty/school collaboration plan which covers teaching practice studies. STs are informed under this plan about the responsibilities of UTs and CTs, and their own role in this programme.

At the beginning of each course, its aim and structure are explained to STs by the lecturers. The activities which must be completed, how to keep study records, how their studies will be assessed and who will assess them, are explained. The UT (who is responsible for a group of candidates) reviews the STs' studies of the previous week on a weekly basis. In addition, the UT will explain what activities must be completed in school over the following week, and organise and give guidance on reporting on each required activity.

Similarly, STs are informed about the length and the nature of their teaching, and how to record their studies. They are also informed about how, when and by whom their progress will be assessed.

STs have to prepare a portfolio for school experience 1-2 and their teaching practice. The UT will indicate what their portfolios should contain, and will show examples of previous years' portfolios.

1.9.7. UTs' responsibilities

In October 1998, the Directive of Teacher Candidates' Teaching Practice in schools dependent on the MEB (Regulation Number 2493) were prepared, in cooperation with the MEB and YÖK. UTs work under an autonomous organization, however, as previously explained, this particular regulation was prepared in a cooperative manner, so UTs are responsible under these rules as well. According to this, the role of the UT is described (p.6) as referring "to a higher education institution's lecturer planning, and conducting the assessment of teacher candidates, who are trained in their subject and have teaching skills, and have completed implementation studies". The UTs' duties and responsibilities are defined in the general context of these regulations; in addition, YÖK defines further tasks and responsibilities under 97.39.2761 assize (*see* Appendix 1). Regulation 2493 (*see* Appendix 2) defined:

e) Duty and responsibilities of University Tutor

1. Prepare teacher candidates with teaching practice activities.
2. Plan teacher candidates' implementation activities by collaborating with the coordinator of the training school and CT.
3. Watches and inspects teacher candidates' studies regularly with the CT.
4. Provides guidance and counselling for teacher candidates at each level of implementation.
5. Evaluates STs' studies at the end of the implementation with the CT and sends the students' practice report to the faculty management.

1.9.8. Summary

In this section, the structure of YÖK has been described in detail. First, the autonomy of universities has been explained in terms of legal entities, the structure of DEIDS, the regulations of the syllabus, DEIDS school placements and the main responsibilities of UTs. Under the regulations, UTs and CTs are the main participants in terms of conducting the school placement programme (YÖK, n.d.; YÖK, 2016f, 2016a, 2016b, 2016e, 2016h, 2016d). Their responsibilities and tasks were defined in this section, and in the next section, the structure of the MEB and the CTs' responsibilities will be briefly explained.

1.10. The structure of the ministry of national education

1.10.1. Introduction

In this section, I shall describe the employment of teachers in public schools, the regulations which must be met to become a CT, a CT's responsibilities with the associated theoretical basis and finally the teaching practicum regulations.

1.10.2. The employment of teachers in public school

Teachers who have graduated from Turkish universities or Northern Cyprus universities can be employed in public schools in Turkey. There is a national exam for all DoEs. Teachers have to gain a high enough score, which is changed every year depending on the MEB teacher employment numbers/ requirements.

1.10.2.1. Public personnel selection examination

“A central selection examination held for the selection of the individuals to be appointed to public service for the first time and for the pre-screening of the individuals who will later sit for a competitive examination to be appointed to professions at public institutions and organizations” (Official Gazette, cited by Yalcin, Sagirli, Yalcin and Yalcin, 2012, p. 73). The Public Personnel Selection Examination consists of two exams held over the course of a day. The first is the General Ability/Culture` exam, which includes Turkish, maths, history, geography, citizenship and general knowledge. Other subjects only require that this exam be taken and passed. However, if the candidate is a teacher, he/she has to take a second exam in ‘Educational Sciences’, which measures the ST’s educational knowledge. Every teacher has to pass this exam in order to become a state teacher. Teachers of intellectually disabled pupils also have to pass this exam. If they get a high enough score, they have either to select one of 25 schools to work in, or they can select option 26, which stipulates “I can work anywhere, the MEB can decide where”. Some schools might be not popular preferences, so the MEB generally sends such teachers to these schools.

The number of intellectually disabled students' teachers who graduate is not currently sufficient to meet educational needs. Due to the need for such teachers, the STs who would like to go on to be TPIDs are not required to gain high scores from this exam. For example, if they get around 50%, they might still be appointed to a school.

1.10.2.2. Teacher appointment department

This department falls under the supervision of the MEB. There are three service zones for teachers in Turkey; each service zone consists of six service areas. Each service areas' obligations change depending on their parent service zone (*see* Table 6) (Communiques Article for Appoint to Teachers, 2013).

Table 7 Communiques Article for the Appointment of Teachers

Service Zone	Service Areas	Compulsory Working Years (Average)	Service Point/Year
1	1	0	10
1	2	0	11
1	3	0	12
1	4	7	14
1	5	6	16
1	6	5	18
2	1	0	12
2	2	0	13
2	3	0	14
2	4	6	18
2	5	5	20
2	6	4	22
3	1	0	14
3	2	0	16
3	3	0	18
3	4	5	22
3	5	4	26
3	6	3	30

These service zones and service areas can be determined by specific situations. These situations are generally different in different geographical zones. For example, zone 1 covers mostly the north, west, northwest, south and southwest of Turkey; some schools in the associated cities also have compulsory working years. Zone 2 covers cities closest towards the east of Turkey and Zone 3 covers the east of Turkey. As already stated, each zone is separated into six service areas, each of which covers similar schools. There are also some schools in compulsory working fields. These working fields are determined according to particular economic issues, the distance of schools from town centres, transportation, weather conditions and the prevalence of terrorist activities. Istanbul is one of the most crowded cities in the world; there are nearly fifteen million people living there. Transportation, distance and economic difficulties are very significant issues. Additionally, the east and southeast of Turkey suffer from problems of both terrorism, transportation and severe weather conditions.

Another issue is gaining points; teachers are awarded points depending on their service zone and service area. These points are effective in their appointment to other schools. The MEB can decide on the alteration of educational issues and their organization. Teachers cannot change their school on their own initiative. All teachers' replacements are planned under the supervision of the MEB. As can be seen in Table 6, each service area has a compulsory and a non-compulsory working area. Points can be used for the first three service areas; for example, if a teacher works in the third service zone and the fifth service area, he/she will be awarded 26 points a year. Let us consider, as a hypothetical example, that the first service zone's and the second service area's schools point rating is 100. Based on this, a teacher has to work for at least four years to reach this number of working points ($26 \times 4 = 104$ points). These areas are more comfortable, are easier to get to, are better in an economic sense, and are safer.

Consequently, these issues influence the determination of service zones and service areas.

1.10.3. The regulations for becoming a CT

The MEB and YÖK have various regulations regarding how school placements are implemented (*see* Diagram 1). Under these regulations, participants' tasks and responsibilities are explained, but both sets of regulations and their associated official webpages fail to explain how to become a CT. Generally, CTs are selected in cooperation with UTs and training schools' heads for school placement. The DEIDS' school placement programme has another drawback for CTs. Ergenekon *et al.* (2008) stated that there are limited SEN schools for conducting school placements, therefore TPIDS who work in these schools take on the responsibilities of CTs. In other words, a CT may or may not have had training to act as a CT, even though MEB regulations actively require such training.

1.10.4. CTs' responsibilities

In the school placement programme, a CT is defined in Teaching Practice regulation 2493 as "a classroom or subject matter teacher who has teacher training skills and is selected by experienced teachers in training schools. They give guidance and counselling to teacher candidates in gaining the behaviour required in the teaching profession". Regulation 2493 sets out CTs' main responsibilities; in addition to these tasks, 'The Instructions for School Placement' section also describes UTs' and CTs' responsibilities (*see* Table 7) (*see* Appendix 2).

Table 8 Duties and Responsibilities of CTs

i) **Duty and Responsibilities of Cooperating Teachers.**

1. Prepare implementation activities of STs in collaboration with their CT and coordinator of training school.
2. Ensures the implementation program's required activities are conducted, gives guidance to STs to apply implementation activities successfully, and watches and inspects those activities.
3. Evaluates STs' implementation studies at the end of practice, and reports on such to the coordinator of training school.

1.10.5. Summary

In this section, the structure of the MEB and its related sub- categories has been described. Teachers' employment has been explained through the Public Personal Selection Exams, their appointment to other public schools has been described, and CTs' responsibilities under the MEB's teaching practicum regulation 2493, have been defined.

1.11. A general overview of the introduction chapter

This chapter started by explaining my motivation for conducting this research. The experiences which I have faced in my life have always helped me to plan my future, and one of them has been this PhD research. After explaining this study from my perspective, the rationale for the study was described in the light of the findings of previously conducted studies on what UTs and CTs do in the teaching practice programme. Primarily, this research makes a contribution to the Turkish education system by identifying the differences between their practices. The government employs two teachers in each SEN class and they consistently teach the same pupils and consult with the same parents. Collaboration between teachers is also vitally

important. Having different core practices between teachers can cause conflicts and can have negative influences on the expected outcomes from pupils, parents, teachers and the school environment. This study is the first of its kind to explore this topic and was designed to fill this gap in the literature and demonstrate to the education authorities the differences in the reasons for teachers' different practices. With this new knowledge, they might be able to devise alternative ways to deal with these issues permanently.

In order to understand the need for and the logic of this study, it was necessary to describe briefly the history of the Turkish education system in order to show where the changes have come from, starting in the fourteenth century, continuing through the period of the Ottoman Empire and the establishment the Republic of Turkey, and exploring other more recent major changes. The various stages in the education system and the development of the understanding of SEN in Turkey were then explained. Additionally, SEN teachers' training and other relevant certificate programmes in Turkey's universities under the YÖK and in collaboration with the MEB were described. The YÖK is separate from the MEB and is responsible for managing teacher training and giving autonomy to the universities to ensure that it is delivered. YÖK also has an agreement with MEB for delivering the teaching practice programme in the training schools. All of the regulations for these processes have been explained in this chapter. After STs have graduated from these university departments, their employment becomes the next issue because these graduates work in schools and some of them will also become CTs in the practice programme. This creates a self-perpetuating structure and the complex different practices which have arisen enabled the researcher to carry out this current research study.

Chapter 2: Literature Review

2.1. Chapter introduction

In this chapter, I shall first discuss theoretical education and putting theory into practice in teacher training: “The quality of schooling is heavily dependent, primarily dependent, on the quality of its teachers and their teaching” (Hagger & McIntyre, 2006, p.1). Since teachers have the biggest impact on their students’ learning performance, it is clear that their education is particularly important, and this will be discussed below.

I shall then give a general description and definition as to how the school placement programme is conducted. Specifically, I shall consider school placements in DEIDS and the extent to which they follow MEB and YÖK regulations. The contexts of Turkish and international teaching practicum and the importance of all the participants will be discussed. Finally, the theoretical framework used for this study, Agency Theory and the rationale for using the `contexts` will be presented.

2.2. The importance of theoretical education in teacher training

First, a theory is defined by Leedy and Ormrod (2005, p.5) as “an organized body of concepts and principles intended to explain a particular phenomenon” which has not been proven yet. Taking a rather simplistic view, theory looks at how and why things happen (Atkinson, 2012). Accordingly, theories motivate the development of knowledge under this explanation.

Teacher education needs to consider both the theoretical and practical sides of teaching, but the theory is expected to be the basis of teaching implementation under the ‘skin’ of teacher training; in addition, a meaningful store of teachers’ theoretical knowledge is learned in the university environment, and STs link what they are taught there to what they encounter in the school in which they carry out their practical teacher training (the ‘training school’ hereafter) (Gravett & Ramsaroop, 2017; Salazar, 2017; Sutherland, Scanlon, & Sperring, 2005). From Sutherland *et al.*’s (2005) perspective, theory can thus become more meaningful. Additionally, STs can understand the reasons behind particular forms of behaviour. Theoretical education also suggests a proactive approach “to make predictions (hypotheses)” (Leedy & Ormrod, 2005, p.5) regarding potentially expected, or unexpected, behaviour. Moreover, theoretical education can be seen as guidance towards implementation; it helps to avoid behaving in evasive, incidental, cursory and random ways (Tasdelen, 2003). As a result, theoretical education shaping the practice in teacher education might be important.

During a teacher training programme, educating STs effectively is important in order for them to be successful in their professional lives. This can be actualized by planning the balance of theoretical courses and practice within the programme (Conderman, Morin, & Stephens, 2005). However, this may not be enough to become an effective teacher. There are a few main points which must be considered with regard to creating successful teachers. One of the main arguments is how STs learn from practice, whilst the others centre on the CTs’ teaching and mentoring efficacy in the school environment, UTs’ supervising efficacy, the school environment itself, the STs’ own educational experiences and the value of their theoretical knowledge (Conderman *et al.*, 2005).

2.3. The importance of putting theory into practice in teacher training: an international perspective

When ‘theoretical knowledge’ and ‘individuals’ experiences’ are transferred into practice, individuals’ implementations gain value in teacher education (Hagger & McIntyre, 2006). In other words, the reflection of the learned behaviours in a real environment is a quite significant step towards becoming a teacher (Borko & Mayfield, 1995; Brouwer & Korthagen, 2005; Hagger & McIntyre, 2006; Yuan, 2017) because just learning the theory of the profession can never be sufficient to allow an individual to perform actual teaching duties. When STs go to a school, they might face a variety of problems related to the school system, the teaching environment, teachers, parents and pupils. Addressing these challenges helps them to think about how to overcome them. This is the reason why a student teaching programme is conducted in a real school environment with real scenarios (Magaya & Crawley, 2011). In that environment, STs’ theoretical knowledge and their own experience in the system combine (Hamilton, 2010). Becoming a successful teacher can be learned and improved upon by observing experienced teachers, getting feedback and critique from supervisors and mentors, facing problems during a placement by implementation, (Coe, Aloisi, Higgins, & Major, 2014; Lunenberg, Korthagen, & Swennen, 2007) reflecting on what has been learned (Fell, 2017) and testing theory in practice (Henry & Weber, 2010; Rosenberg, O’Shea, & O’Shea, 2005; Silva, Marques, Teixeira, & Teixeria, 2014). “Doing is the best way of learning” (Hagger *et al.*, 2008, p.175) and Hagger *et al.* (2008), Bullough, Young, & Draper (2004) and Suwaed (2011) argue that if someone studies by doing, they learn better, and in terms of learning from practice to improve the development of STs’ competency, Klett (2011) states that they need to balance theory with practice.

Doing practice through different types of application is as fundamental as learning theory. Further, theory is reinforced by its practice. The candidates for any job can use the theory which they have learned in a future job more effectively by enhancing their expertise through practice. The connection between theory and practice therefore needs to be taken into serious consideration between the university and school environments (Darling-Hammond, 2010; Ragland, 2017). The school environment gives the opportunity for STs to practise what they have learned in the university environment (Magaya & Crawley, 2011). Through these experiences, STs learn how to link their abstract knowledge to a real environment and, by learning by trial and error, their personal and professional development is increased (Ergenekon *et al.*, 2008). In addition, this approach needs to be organized and conducted in a particular way which provides the best practicable setting according to the legitimate demands and concerns of the STs, pupils and society in the real school environment (Leke-ateh, Edwin, Assan, & Debeila, 2013). According to Darling-Hammond (2010, p.42), “It is impossible to teach recruits how to teach powerfully by asking them to imagine what they have never seen or to suggest they ‘do the opposite’ of what they have observed in the classroom”. STs therefore need to implement the theoretical knowledge which constitutes the basis of their teacher education in a real school environment and under teacher educators’ surveillance (Lunenberg *et al.*, 2007).

Taking everything mentioned above into consideration, there are some highly significant linked dimensions which can be categorised as ‘practice’ and ‘theory’ in order to successfully educate teachers as regards the needs of the education system. Klett, (2011, p.12) had an expression for the connection between theory and practice: “theory without practice is empty, practice without theory is blind”.

2.4. The importance of the participants in the school-based teacher training system

SBTTS is the last step in pre-service education which trainee teachers can get full professional support with real sample cases in a real environment from UTs and cooperating teachers before starting to work professionally. When teachers work professionally alone in a classroom, they can also learn new ways of teaching or techniques and can update their knowledge from the educational resources, student experiences, school-related events and in-service training (Bredeson & Johansson, 2000). In their professional life, they also need to understand pupils, colleagues and parents, and they must find a way to touch their students' enthusiasm for learning anything. Additionally, it is very important to communicate in a good way with parents in order for them to be able to encourage their children's improvement. Before doing this, teachers need to learn effective classroom management, to develop communications skills, to follow technological developments and use them efficiently, and to reflect on their practices and remain open to improving their knowledge continuously (Darling-Hammond, 2006). These all issues can be learned from someone who has a theoretical background, who can link the theory into practice, who knows the field and has gained sufficient experience to be an effective teacher of STs (Borko & Mayfield, 1995; Henry & Weber, 2010; Leke-ateh *et al.*, 2013; Lunenberg *et al.*, 2007; Rosenberg *et al.*, 2005).

One of the most significant issue is STs' learning throughout the teaching practice programme, and it has quite a complex structure which needs to be taken into consideration carefully, because it may not always result an active learning environment or lead to the expected outcome (Lunenberg & Korthagen, 2003;

Lunenberg et al., 2007) even though the participants' practice the requirements. For these reasons, as well as creating a structured system, the programme also needs to consider a few issues; updating the curriculum regularly considering values and cultural traditions, informing the participants of all updates and innovations, the functionality of putting theory into practice, and all the participants' personal and emotional support (Ahonen, Pyhältö, Pietarinen, & Soini, 2015; Hagger et al., 2008; Mukeredzi, 2014; Uusiautti & Määttä, 2012). In addition to these issues, the new requirements can also be met considering the teaching practice environment's circumstances.

The way in which STs learn also needs to be understood in detail. If the programme is structured to teach the teaching profession through activities using different perspectives, STs' learning might be achieved. First, they learn to teach by engaging their own pedagogical activities and involving themselves in their group events, getting constructive feedback and directions from their supervisors for their negative and positive practices, supporting them to develop their practice and to think about linking theory and practice critically, attending courses and participating in the training schools (Ahonen et al., 2015), and also reflecting on their observations and experiences in the schools (Mukeredzi, 2014). In addition, as long as STs feel free to practice how they understand the system under CTs' supervision, their teacher identity can start to develop in their mind, and this can increase their self-efficacy. Finally, the relationship between UTs and CTs, other participants and STs is vitally important for supporting STs emotionally and professionally, because STs need to feel satisfied with their practices. Additionally, the relationship between UTs and CTs has a significant role on STs' perceived efficacy because they are not just supervisors for STs, they have to

be a role model to (Hagger et al., 2008) and to shape STs` perceptions of what a professional teacher should be.

As is widely known, STs go to a training school where they become involved in teaching practice and bridge their theoretical knowledge gained from their university course with real-life practice (Borko & Mayfield, 1995; Hamilton, 2010). So before and during the teaching practice programme, a supervisor has to support STs` theory into practice in collaboration with a teacher in the training school who can establish STs` personal pedagogy by helping to apply the STs` theoretical understanding into practice (Hamilton, 2010; Kiggundu & Nayimuli, 2009; Lunenberg *et al.*, 2007). Teacher educators mostly shape STs` way of thinking, improve their teaching skills and teach them how to see alternative ways of teaching (Lunenberg & Korthagen, 2003; Lunenberg *et al.*, 2007; Magaya & Crawley, 2011). Nevertheless, teacher educators, both UT and CT, should not expect their STs to be exactly like themselves. Supervisors are role model for STs (Jones *et al.*, 2014; Kiggundu & Nayimuli, 2009; Lunenberg & Korthagen, 2003; Paulson, 2014; Weasmer & Woods, 2003), but everyone has a different understanding, social life and personality. The ways of processing nature and knowledge vary from person to person (Korthagen, 2004; Lunenberg & Korthagen, 2003), so STs have to find their own voice and get opportunities to practise. This recalls the words of Nelson Mandela: “If we let our own light shine, we unconsciously give other people permission to do the same”. So the role models should be open-minded and let their STs become creative. However, educators must also be aware of the way that STs view practice: sometimes, trying to become creative can also lead to unnecessary behaviour.

UTs have a significant effect on STs` learning and also have responsibilities in the practice programme (Paulson, 2014; Yuan, 2017). First, the collaboration between a

UT and an ST needs to be clearly constructed, their role definitions and STs' long-term and short-term goals must be clearly explained and the UT must make sure that STs understand why they are involved in the practice programme, and how and why they have to practise in the desired way (Goldman, 2011). Further, the UT should arrange regular meetings in order to understand what the STs have done, what they will do next and why, what they have learned and whether they understand the purpose of being in the programme. All this requires them to have good communication, a strong relationship and effective collaboration with their STs (Spencer, 2007), discussions about the preparation of material, the school and class arrangements, and concerns and feelings about the other people involved in the programme. CTs must regularly observe and evaluate the STs' practices, and provide feedback before, during and after their independent teaching sessions based on a common understanding, and share the experiences, ideas and expectations about the school regularly (Kern, 2004).

In addition to the UT, CTs are also important actors in the training school for SBTTS (Jones *et al.*, 2014; Ragland, 2017). Their main role is based on supporting STs' learning and improvement for becoming a teacher (Crasborn *et al.*, 2015; Russell & Russell, 2011), encouraging their integration into the school culture and helping them to learn the teaching profession (Hobson & Malderez, 2013; Salazar, 2017). It can be said that they too are basically role models (Russell & Russell, 2011), providers of guidance (Johnson, 2011; Woods & Weasmer, 2003) and mentors or coaches (Spencer, 2007) in the real-life environment (Johnson, 2003). They not only have to provide guidance and mentoring in the class but must also assist the STs to develop a personal pedagogy (Crasborn *et al.*, 2015; Hamilton, 2010; Leshem, 2014; Magaya & Crawley, 2011; Russell & Russell, 2011). Their guidance should follow the path of "description, analysis and interpretation" (Brouwer & Korthagen, 2005, p.159) because the

classroom activities require a sequence and are linked to each other throughout the practice programme. This is a complex process which requires careful guidance in the training school. CTs must check and assess the process and also observe STs' reflections about what they have learned and improved in the classroom (N. Brouwer & Korthagen, 2005; Ragland, 2017; Salazar, 2017; Spencer, 2007; Yuan, 2017) and how they can transfer this knowledge and experience into other practices. This reflective thinking allows STs to discuss and understand conflicts and settings through cognitive inquiry, and also teaches them questioning, decision-making, becoming open-minded, and being open to collaboration with others (Weiss & Weiss, 2001). All these supervisions are controlled and assessed mostly by CTs. So because of the significance of these issues, the selection of CTs is quite important. Head teachers need to be careful about assessing the CTs' capability and should give priorities to allocating enthusiastic teachers to be CTs (Farrish, 2017; Goldman, 2011; Kern, 2004).

This supervision is not just based on CTs or UTs; an effective teaching practice needs to be based on a strong partnership between the university and the training school (Bullough *et al.*, 2006; Furlong *et al.*, 2000; Hamilton, 2010; Paulson, 2014; Smith *et al.*, 2006) because they each complement the other (Spencer, 2007). They must always have coordination, be enthusiastic about communicating with colleagues (N. Brouwer & Korthagen, 2005; Paulson, 2014; Russell & Russell, 2011), be open-minded, and encourage each other to share their expectations, ideas, beliefs, future plans, classroom priorities, pupils' performances and parents' expectations (Farrish, 2017; Spencer, 2007). School staff are part of the teaching practice programme and UTs generally regularly visit the school to keep in touch with the administrators and teachers, and to observe STs' practices in the class (Kern, 2004). It can be said that achieving an effective partnership between university and training school involves a combination

of theory and practice. Additionally, having a partnership model between these two environments also gives STs the opportunity to use a variety of resources (Magaya & Crawley, 2011), to benefit from different perspectives and to understand what their supervisors expect, and an ST must also learn how to communicate and collaborate with colleagues through the co-operation of UTs and CTs (Gravett & Ramsaroop, 2017).

Significant actors in the programme are also head teachers. Although there has been a great deal of research on the roles of UTs, CTs and STs and their collaboration, few studies have been conducted on the role of head teachers in the teaching practice programme (Holland, 2008). Basically, they have the power to affect the quality of teaching and the social processes in the school (Sammons & Bakkum, 2014). Their main duty is to create a healthy environment which leaves nobody behind (Bredeson & Johansson, 2000). Head teachers must also involve the STs in the school environment, such as by letting them complete official forms, give electronic grades and learn the school's daily routine (Holland, 2008), including the distribution of the pupils and teachers across the classes, and relationships between the school staff members. They have official rules about undertaking teaching practice in their schools and although some people think that as long as the rules are implemented correctly, every issue will go smoothly, it does not always work properly in an organization even though it can seem that the system is working well. This is because individuals have their own culture, emotions and feelings. This is what can make them become innovative, to think about becoming more creative, sensitive and constructive (Maughan *et al.*, 2012). Before head teachers put their own ideas into action in the school, they must learn always to consider the pupils, other teachers and parents, and STs can benefit academically and socially from a realistic perspective with the result

that their leadership can gain real meaning. Finally, head teachers also need to be keen to collaborate and to communicate what other actors have learned in the university environment by building strong collaborative partnerships (Goldman, 2011; Gravett & Ramsaroop, 2017; Russell & Russell, 2011).

2.4. An explanation of the process of DEIDS teacher education and how closely it follows MEB and YÖK rules

There are 22 DEIDS in Turkey and they conduct their education activities under YÖK regulations. As discussed above, YÖK has a syllabus and regulations for teacher training. In this section, their role in the system will be discussed, as will how the DEIDS follow the appropriate regulations. First, the MEB has no role in the university environment. When UTs and STs go out to training schools for teaching practice, they have to consider some basic rules of the school environment. In the university environment, each DEIDS puts its course programme on its official webpage. These DEIDS course programmes and the YÖK syllabus are consistent with each other. ‘School Experience and Inclusive Practices’, ‘Teaching Practicum 1-2’, ‘Applied Behavioural Analysis’ and other courses show that the DEIDS follow the required standards. Each semester, after the exams and implementations, lecturers have to get portfolios from their STs and submit them, along with the exam papers, to the headship of the DEIDS and the DEIDS subsequently submit these documents to YÖK. In this way, YÖK believes that standards can be maintained between the different DEIDS.

2.5. Critical review of research studies within Turkish and international context

In this section, I shall first discuss SBTTSs in Turkey related to the current study and then a number of international studies in this field. I shall also give details of several issues related to these studies such as how the data were collected, the numbers of participants, details about them and where they were based, how the data were analysed, the key results and the discussions. The Turkish and international resources discussed here comprise dissertations, articles, reports and conference papers.

Bagcioglu's (1997) findings were particularly significant. One of the main problems before 1998 was a lack of regulations for arranging issues of teaching practice between the MEB and university education faculties. Bagcioglu (1997) surveyed a large number of participants in order to procure relevant data, and her findings helped to suggest a number of radical changes. After the publication of the findings, policy-makers established new regulations to resolve the issues highlighted in this study. Whilst it cannot be asserted that the study was the sole reason for these changes, it is nevertheless clear that policy-makers placed considerable emphasis on the results of the study.

Another issue raised by Bagcioglu (1997) was the lack of guidance from CTs to STs on teaching practice. Several studies (Alptekin & Vural, 2014; Bagcioglu, 1997; Çevik & Alat, 2012; Vuran, Ergenekon & Unlu, 2014) from 1997 to the present have addressed this problem. It is therefore clear that this problem still exists and could well be approaching the point at which it becomes irreversible. CTs were also considered by Bagcioglu (1997) to not know their own tasks and responsibilities properly to the development of STs. There are a few studies which reached the same results (Alptekin & Vural, 2014; Altan & Sağlamel, 2015; Aydin, 2016; Bardak, 2015; Cetin & Bulut,

2002; Demirkol, 2004; Eraslan, 2009). These studies also show that the problems with CTs in the SBTTS exist in various subjects in different DoEs in Turkey.

Koc (1998) examined the reasons for this lack of quality using mixed methods, with questionnaires both before and after testing and observation. He found that UTs did not know their own duties in the programme. This shows not only that CTs were ignorant of what is required of them, as had been found by Bagcioglu (1997), but also that the UTs' supervision was problematic. He suggested that the frequency of observing STs in the school environment by UTs should be increased to respond to these problems. He also argued that YÖK's standards and requirements were not taken into proper consideration by UTs.

Koc's (1988) and Bagcioglu's (1997) findings were replicated by Buyuktaskapu (2004), but this should not be seen as a confirmation of their results, but rather that these issues were, in fact, ongoing problems which had not been addressed between 1988 and 2004 even though YÖK updated its teacher training syllabus and instructions in 2007.

A few studies have been conducted in the SEN area specifically on SBTTS. These will be discussed below in detail. After conducting a study at the 19 Mayıs University, Samsun, Alptekin and Vural (2014) found that between DEIDS, the school placement programmes showed significant differences with regard to UTs' self-efficacy, the number of UTs in the departments, and the number of training schools and their quality. The researchers used semi-structured interviews and descriptive analysis to gather and process the data. Their findings were categorized into three areas; problems arising from STs, those arising from CTs and those arising from UTs. The individual differences between UTs were significant between their departments. Furthermore, a

lack of guidance by CTs, as previous studies had found, providing insufficient support for STs, CTs' ignorance of their responsibilities, the complexity of participants' roles and insufficient classroom management were seen as serious problems. It was also clear that CTs' negative attitudes and beliefs adversely affect STs' teaching skills. First, the STs commented on several deficiencies relating to the theoretical knowledge imparted to them, to classroom management, to conflicts in their role in schools, to effective time management and to communication issues between school management and teachers.

Second, the STs reported that the CTs had graduated in different subjects rather than SEN departments and therefore could not provide sufficient guidance and help to the STs as regards their teaching practice activities. Nartgün (2004) and Özyürek (2008) made similar findings related to non-SEN trained teachers' insufficient support for STs.

Finally, they stated that UTs do not provide sufficient support for STs. Although this study is conducted with STs in DEIDS, other researchers conducted their research in various subjects and found the same results (Alptekin & Vural, 2014; Aydin, 2016; Aydin & Akgun, 2013; Aytacli, 2012; Buyuktaskapu, 2004; Ergenekon *et al.*, 2008; Ibrahim, 2013; Kirksekiz *et al.*, 2015; Kizilcaoglu, 2005; Mete, 2013; Mokoena, 2017; Ozkilib *et al.*, 2008; Özmen, 2008; Yikmis *et al.*, 2014). These problems, and the differences between different universities, might ultimately have occurred because the common rules from YÖK and the MEB regulations were repeatedly disregarded.

Bural (2010) studied teaching practice problems in relation to DEIDS. Although he made an effort to investigate the issue as fully as possible, he could not find any differences from the results of other studies. I personally believe that the frameworks

used in other studies cannot be transferred to this department's internship programme directly for a variety of reasons. Although DEIDS offer many research opportunities, Bural (2010) only replicated the results of earlier studies by identifying a lack of communication and collaboration. University/training school collaboration is vitally significant for SBTTS. However, other studies have again reached similar conclusions to those of with Bural (2010). These are; Alkan *et al.*, 2013; Alptekin & Vural, 2014; Atmis, 2013; Aydin, 2016; Aydin *et al.*, 2007; Aytac, 2010; Aytac, 2012; Bagcioglu, 1997; Bardak, 2015; Buyuktasapu, 2004; Demirkol, 2004; Ibrahim, 2013; Kale, 2011; Kirksekiz *et al.*, 2015; Meegan, Dunning, Belton, & Woods, 2013; Mokoena, 2017; Ünver, 2003; Yildiz, 2012.

Ergenekon *et al.* (2008) also evaluated STs' opinions and suggestions about teaching practice. They carried out semi-structured interviews with 26 volunteer STs who had completed their teacher training in training schools in Eskisehir city. Descriptive analysis of the findings showed that teaching practice at Anadolu University, which is in Eskisehir city, was undertaken in two different schools for each ST. However, MEB Law 2493, Article 11, requires that "if teaching practice cannot be completed in one school for any reason, the ST may be sent to another school to complete their internship". This means that each ST has to complete his/her training in one school unless extraordinary circumstances arise, but Anadolu University was sending each candidate to two different schools as a matter of course. This shows that departments tend to adopt a teaching practicum programme as they see fit.

Most of the participants stated that completing their teaching practice in two different schools was actually beneficial for them, although they also thought that there were some associated drawbacks, such as that they had needed to learn school rules, teachers' names, teaching styles and other issues in two different schools. Half of the

participants stated that they had not received enough feedback from their UTs and that their UT should have undertaken more observation of their instruction sessions. However, Law 2493 and YÖK Law 2547 clearly define CTs' and UTs' responsibilities and duties as involving both giving feedback (verbal and written) and regular observation.

Yikmiş *et al.* (2014) evaluated the role of CTs in the classroom environment in teaching practice from the point of view of the student TPIDs. They used semi-structured interviews to explore the views of 24 STs registered at the Abant İzzet Baysal University in Bolu. The findings showed that CTs had not given sufficient guidance to the STs during the implementation of the programme, and twenty participants stated that their CTs had not given them adequate feedback and did not help them in an effective manner throughout the teaching practice preparation process. Additionally, most of them did not think that the classroom environment was well designed; they did not consider it appropriate for instructional courses. These findings show that the teaching practice programme has a number of significant problems with regard to mentoring and arranging classroom environmental issues.

Although the teaching practice triad of UT-CT-ST is quite significant in the system, there are other actors who may or may not have direct involvement with STs, such as department practice coordinators and head teachers who have important roles in the programme, so collaboration between the university faculty and these key people in the training schools is another significant issue which needs to be considered in detail. Alkan *et al.* (2013) conducted a wide-ranging study with 670 CTs and 22 head teachers from 22 different training schools in order to determine what these staff members expected from the school experience course. They collected data using a questionnaire which comprised demographic information and a combination of open-ended and

closed questions. Content analysis was used to process the results and the data generated several themes: 'the effectiveness of the process', 'faculty/school collaboration', 'duration of the teaching practice programme', and 'no suggestion/no need for change'. He reached similar results to those of other researchers and added another dimension to the collaboration between university and training school. There are communication and collaboration problems between head teachers and university practice coordinators. They do not know each other (Kale, 2011); they simply sign the appropriate documents and send them to one another. This signifies their unawareness of their responsibilities (Ünver, 2003). Tatlılioğlu and Okyay (2012) studied the role of head teachers` and teachers` educational leadership in SEN schools and demonstrated that the administrator is one of the most significant actors in the school environment (Sezgin & Tinmaz, 2017). Alkan *et al.* (2013), however, found that head teachers are generally unwilling to be involved the programme actively because they already have a heavy workload in the school and the programme adds to it and creates what they see as unnecessary paperwork (Alkan *et al.*, 2013; Artut & Bal, 2005). Because of this perceived extra workload, head teachers have insufficient communication with STs, CTs and UTs (Aydin *et al.*, 2007).

Özen *et al.* (2009) used semi-structured interviews with DEIDS and employed descriptive analysis to evaluate the opinions of 26 STs about the programme, the training schools and CTs' performance. Almost half of the participants were happy with the teaching practice which they had done in the training schools and they stated that they were satisfied with their CTs, who had motivated them to practise freely in the class. The other half, however, had had negative experiences and were not happy with the extra tasks given to them by the head teachers, which are not compulsory for trainee teachers, but the administrators wanted to make use of the free labour provided

by STs. Further, according to these dissatisfied STs, the CTs did not provide sufficient feedback and the STs did not feel sufficiently confident to deliver the teaching sessions independently. The researchers suggested that CTs need to be educated by the departments on how to provide mentoring. The study had two different results. On both sides, STs' needs must be examined closely by looking critically at their training schools and their CTs, because the results show two different understandings.

Vuran *et al.* (2014), from the same department as Özen *et al.* (2009), looked how to train supervisors in the school-based teaching practice programme. They used action research in order to explore the teaching process and the cycle which it follows. Two groups of participants were directly and indirectly involved in the study. The directly involved participants were UT candidates, a UT and a reliable coordinator. The indirect participants were nine STs and three CTs. Data were collected from video and voice recordings, training documents and training diaries. Analysis of the data showed four principal themes involved in the functioning of the school placement programme; the operation of the practice, the competencies and the responsibilities of a supervisor, and the components of the practice cycle. This programme enables DEIDSs to create a standardised teaching practice programme. The results showed that CTs are not involved in sufficient practices, so UTs prefer to conduct the programme based predominantly on their own departments.

These studies have revealed the issues affecting the programme but failed to explain why these issues occur. They discussed that these problems are the main reasons for having inappropriate practices instead of looking at the source of behaviours on the human level. As can be seen from the literature, some studies have been conducted in various subjects in DoE, but only a handful have focused on the practice in DEIDS. These studies also referred to the insufficient practices existing in the programme, but

no-one has discussed the role and perception of the main actors in the system. This current study was therefore designed to look at behaviours and where they come from which have not yet been researched in the Turkish literature.

There are also several international studies which have been conducted on the teaching practice programme, and some of these will be considered next.

In the Republic of Ireland, Meegan *et al.* (2013) examined UTs' experiences and CTs' perceptions of school-based teaching practice for physical education. Fifty-minute focus group interviews each with six UTs were conducted and constant comparative data analysis was used to process the findings. According to their particular teaching practice programme, each actor has his/her own responsibilities, but there are nevertheless some issues which can be discussed in relation to the implementation of the programme as a whole. For example, some CTs manage the programme poorly and misinterpret both their own responsibilities and the position of STs in the class, which causes frustration for some supervisors. The UTs thought that CTs should practise what is actually in programme. Meegan *et al.* (2013) stated that although CTs join the programme voluntarily and are not paid for it, they should nevertheless carry out observations or fill out feedback forms. The UTs in that study did not talk about how they used the programme booklet, but they did state that there are different practices and different levels of interaction among CTs because there are some who did not attend the training sessions. Also, because some CTs feel uncomfortable about it, they pass incorrect feedback to the UTs. Also, if their STs get lower grades from UTs, CTs feel guilty and frustrated because they feel that the STs who have been their responsibility should not get lower marks. Furthermore, Meegan *et al.* (2013) stated that UTs and CTs do have a surface level of collaboration but that some CTs are unwilling to participate in the programme because they are not paid for participating.

All of these comments show that there are some issues which need to be considered for a programme to run smoothly between university and school.

Ibrahim (2013) studied STs' supervision in a United Arab Emirates' (UAE) teacher training programme. Data were collected from 126 STs' and 68 CTs' questionnaire responses and from ten twenty-minute interviews with UTs. It was found that STs completed the programme in order to get a degree and not for improving their own teaching skills, that UTs and CTs had no collaboration and that UTs had visited the training school only two or three times during the practice programme to assess STs' performance. Therefore, the CTs did not know what was required and the UTs did not know what the STs did in the training school, which made it difficult for STs to practise effectively and they were unable to benefit properly from the CTs' guidance. Although the STs were not happy with UTs' failure to visit the schools, they just accepted their directions. On the other hand, the UTs did not like the STs' low levels of readiness and enthusiasm for the programme. Also, the STs expected to see more collaboration between UTs and CTs, and wanted to have their own autonomy in the training class. To address these issues, the researchers suggested having more collaborative approaches between UTs, CTs and STs during the school-based teaching practice programme in the UAE.

Research was conducted by Bardak (2015) in Northern Cyprus, where students have a system equivalent to Turkey's YÖK. Semi-structured interviews were carried out with twenty newly graduated teachers regarding their experience in the previous year of a school-based practice programme, and 36 STs' training folders were analysed. The interview data enabled comparisons to be made of the participants' professional experiences, in-service training and pre-service training practices. Several important findings were made. First, as previous studies had found (Alkan *et al.*, 2013; Alptekin &

Vural, 2014; Atmis, 2013; Kale, 2011; Kirksekiz *et al.*, 2015), Bardak (2015) identified a lack of collaboration between university faculty and training school, specifically between UTs and CTs. The participants generally were unaware of their responsibilities (Aydin, 2016) because they had not been trained about what to do or what is required in the programme (Alptekin & Vural, 2014; Altan & Sađlamel, 2015; Bardak, 2015; Demirkol, 2004; Eraslan, 2009). The STs had consequently received insufficient feedback, as has been found in other studies (Alptekin & Vural, 2014; Aydin, 2016; Ergenekon *et al.*, 2008; Ibrahim, 2013; Kirksekiz *et al.*, 2015; Mete, 2013; Mokoena, 2017). Also, the system structure needs to be re-organized to provide professional development because the STs wanted to get more experience of conducting independent teaching sessions and to get useful professional feedback from their UTs and CTs. Bardak (2015) too added to the frequent observation that CTs and UTs generally do not know their responsibilities.

Younus, Farooq and Tabassum (2017) exploring the currently used evaluation methods in two different teaching practice programmes in Punjab in Pakistan. Three formal (FI) and one non-formal institution (N-FI) were involved and a hundred UTs from the FI and a hundred UTs from the N-FI participated in the study. Data were collected using an open-ended questionnaire to determine the weakness of assessments in the SBTTS. Most of the supervisors (95% of the UTs from the N-FI and 92% of the UTs from the FI) stated that the duration of the programme was insufficient. Also, 7% of the UTs from the FI thought that CTs and head teachers lacked training school support and did not have much interest in the teaching practice programme. Apart from these views, the institutions' priorities were different: 71% of the N-FI UTs thought that STs were insufficiently prepared, 69% stated that STs' training context was not well structured and 64% thought that the STs were evaluated superficially. There were

also 55% who thought that the distribution of STs to each UT was unbalanced. Other issues were lack of an external examiner to evaluate the system (41%), untrained UTs (32%) and an unstandardized assessment system (23%). On the other side, 49% of the UTs from the FI stated that STs had poor independent teaching sessions, 46% thought that CTs' performance was inadequate and 46% thought that the lack of laboratories in schools prevented them from having a well-structured teaching practice programme. Finally, as Meegan *et al.* (2013) had found in Ireland, there was a financial problem as well, but in this case it was not about payment for CTs because the UTs stated that STs also need to be paid for their service in the training schools. As can be seen from these findings, there were differences between the two types of institution even though they shared the same Punjabi culture and region. Younus *et al.* (2017), however, did not discuss why these institutions had different views. If they had identified the real reasons for these differences, they might have been able to make radical suggestions about maintaining similar practices at the expected level.

In South Africa, Mokoena (2017) examined STs' experiences of school-based teaching practice in open and distance-learning institutions. Sixty STs completed a questionnaire and five took part in semi-structured interviews. Content analysis was used for the interviews and descriptive statistics were used to analyse the quantitative data. The findings were interesting. First, each term or semester, STs were allocated to a training school, but fifty (83%) of them stated that they were not placed in a school on time. This shows a lack of communication between the university and the training schools. Further, 66% of the UTs did not undertake sufficient supervision in the training school because of limited staff in the departments. Of the STs, 58% were unhappy with the CTs' mentoring whereas the other 42% thought that CTs' mentoring skills meet their expectations. Further, the CTs generally did not hand over the class

to STs for them to conduct teaching sessions independently, so their training was predominantly based on observation of the class. Because of the structure of the institutions, the researcher suggested that the online school placement programmes could be controlled by STs which could ensure that complications never recur; and that a practice guide book is necessary because the various actors (UT and CT) have different practices according to their different institutions.

Finally, another study conducted on Finnish SBTTS by Uusiautti and Määttä (2012) focused on how they train good teachers and the main participants' role and STs' learning process. First, Uusiautti and Määttä (2012) stated that the practice programme not only consisted of the SBTTS regulations and that the university's quality was not the only issue leading to a good training programme. Their main starting point was STs' learning process in the system. In the DoE, STs attend lectures to learning about teaching and didactics and understanding human development. Within this perspective, the Finnish programme aimed to teach STs first how they reach all pupils, influence their lives, have a strong intrinsic motivation, teach problem-solving, and not isolate them from their own society for a better future. They also allow STs to have freedom to practise in the light of STs' own potential. The programme is structured to give these opportunities to STs, and STs have to meet some quantitative responsibilities at the same time. The interesting issue which marks it out from the other studies discussed above is that the Finnish programme is designed to achieve its purposes in short time period rather than spreading the programme out for a long period.

In addition, the researchers pointed out that a supervisor's regular commitment to the programme is important for ensuring that the STs integrate theory into practice considering the issues discussed above with STs' own teaching style with a

constructive support by teacher educators who collaborate with each other (UT-CT) and interact with their colleagues and their supervisors in a regularly updated curriculum. Hence, Uusiautti and Määttä (2012) said that this model is more integrated in the teacher training programme and gains more meaning because of STs' intrinsic motivation for having lifelong, good quality teaching in the schools.

In the studies conducted in Turkey, Northern Cyprus, Pakistan, South Africa, Ireland and the UAE discussed above, the researchers collected data from very broad areas using different data collection techniques based on the qualitative, quantitative and mixed method approaches. Although the researchers obtained a range of rich data, they all revealed important issues in the practice programme. First, the researchers predominantly found that the practices of UTs and training school teachers had complications in the school-based teaching practice programme in various DoEs. These were mainly based on the insufficient support given to their STs. CTs generally did not know their duties and responsibilities, which led to a lack of guidance, insufficient feedback and poor preparation. Having too many STs in a class also leads to having insufficient mentoring of the STs, which makes CTs unwilling to do any mentoring. Another unwilling group of people involved in the programmes are head teachers. They are one of the cornerstones of a school (Sezgin & Tinmaz, 2017; Tatlılioğlu & Okyay, 2012), but they are unwilling to be involved in the programme because it brings extra work, so they do not want to accept STs in their schools. On the other hand, in Finnish SBTTs, the system seems to be more integrated. Their main concern is to focus on STs' inner development. They have to achieve a few responsibilities, but the main understanding is that conducting more teaching sessions cannot necessarily produce good quality outcomes unless STs are supported in the

various issues mentioned above. UTs and CTs support STs regularly and allow them to become more creative under their supervision.

Another highly significant issue for other countries' SBTTS was the lack of communication and collaboration between university faculties and training school. Participants from these two environments generally preferred not to collaborate or communicate with those from other environments. They generally did not know what is required in the practice programme but were unwilling to make contact with others. UTs did not attempt to share their own expectations, ideas, experiences or understandings related to teacher training properly. On the other hand, CTs also did not co-operate with UTs. CTs had limited knowledge of mentoring, so their practice was only on a superficial level. The lack of a collaborative partnership causes differences between these two departments, between different subjects, between the programmes and the official rules, and even between classes' practices.

The studies from different countries show that school-based teacher training programmes need to be examined in detail by considering both internal and external factors and looking at other more integrated teaching practice programmes such as the Finnish SBTTS. There are several common issues in the findings of Turkish and international studies; faculty/school partnership problems, the main actors' insufficient support for STs in the training school, the lack of CTs' guidance and the fact that they do not know their duties and responsibilities. These common findings show that there are similar problems in practice programmes even though they are located far away from each other. However, Arabic, Pakistani and Turkish cultures show more similarities most probably because of the effects of their shared Islamic beliefs. Their religion affects people's life-style, quality of life, mindset, belief, way of thinking, independent thinking skills, critical thinking and their potential to act. These effects

must therefore be considered carefully in social science studies because they are the reasons for behaviour. But behaviour is not only changed by the effects of religion. There are also other internal and external factors which influence human behaviour. When the practices identified by the studies discussed above and the reasons for the similarities and differences between them are considered, human behaviours need to be examined and taken into consideration, like the Finnish SBTTS, because of the agency structure which affects human activities and gives the participants more meaningful practice sessions even if they are not enforced by inspectors or the school authorities. In the following section, Bandura`s agency theory, which will be used in this study in order to understand the participants` real reasons for implementing their own views, will be explained and discussed.

2.6. Teacher agency

Teacher agency has an important role because it affects not only STs` development but also their personal practices, and the structure and the actors in their learning environment (Toom, Pyhältö, & Rust, 2015). Bandura (2001) stated that people`s nature and quality of life are influenced by their agency. There are various definitions of `agency`: Toom *et al.* (2015) described it as “teachers` active efforts to make choices and intentional action in a way that makes a significant difference” (p.615). Their identity in a professional society is their agency (Kumpulainen, Toom, & Saalasti, 2012). Priestley (2015) described it simply as the “capacity to act” (p.1). It also refers to actions performed deliberately to make a change. When people act in order to make a change, their evaluations of and intentions in their own behaviour also need to be considered in order to be able to understand how agency works (Edwards, 2015).

Bandura (2018) wrote that “To be an agent is to intentionally make things happen by one’s actions” (p.130). He emphasized the role of an active and conscious mind on actions. Agency includes the ability to make decisions freely without being totally dependent on external factors (Bandura, 1997). These decisions also bring changes to the environment. Agency can also be described as an individual’s potential for actively affecting the *status quo*.

Individuals take on extra responsibilities from their profession. Primarily, they have their own free thoughts about making things happen, but their working environment is also vitally important. In the teaching profession, they have to communicate and collaborate with their colleagues and with pupils’ parents, and an appropriate balance between their colleagues and their own wishes has to be maintained (Toom *et al.*, 2015).

There are four main dimensions of agency; intention, foresight, self-regulation and self-reflection (Bandura, 1997; 2001; 2018), all of which happen through the existence of a belief system because that is the main aspect of an individual’s agency. If they do not have any belief in their ability to achieve intended events, people will not make any attempt to do so (Bandura, 1997). There is therefore a strong link between belief and agency. A belief system also gives individuals an intention to act and is the first step of an action. When teaching a particular topic, making a mistake is not a part of agency. For example, in $2+2=5$, the mathematical mistake is made unintentionally and does not involve any agentic behaviour. It might cause other linked problems but it does not affect individuals’ agency, because their intention directs them to act (Bandura, 2001) and their capacity allows them to address the issue. The foresight related to an action also motivates them to act deliberately (Toom *et al.*, 2015) and helps them to have a plan for the future. These two dimensions prepare individuals for

the next stage; self-regulation. They perform what they intended and planned and control the change. Edwards (2015) stated that action and its examination are important for an individual's agency. Individuals assess their own actions (Toom *et al.*, 2015). This is one of the most significant points in agency theory; individuals must make an evaluation of their actions, the results of them and their colleagues' reactions. The main idea of agency is solely to react against given practices (Kumpulainen *et al.*, 2012) either by active thinking or not. Teachers therefore have to think consciously about their actions. Thinking is the core process of agency and creates all the issues in the mind. However, while focusing on conscious behaviour, we must also take into consideration unconscious actions, because "Consciously, we teach what we know; unconsciously, we teach who we are" (Hamachek, 1999, p.209). The determination of a sense of agency cannot be achieved only by considering what people say because their actions are also a key component which enables others to understand the level of their sense of agency. This reminds us of the well-known proverb that 'actions speak louder than words'.

2.6.1. Personal, Proxy and Collective agency

Human beings live in a society of their own making and there is inter-dependent interaction between humans and their environment because they are partly products of their environment by creating, changing, choosing their environmental circumstances (Bandura, 2000; 2006). Although any demanded action is directly related to an individual's potential, it is also related to his/her relationships and communications with other participants in the same environment and with a shared belief. Even though their environment affects people's own human agency partly, those individuals who

have a strong level of professional agency can resist environmental factors which conflict with their professional agency, because the professional agency for teachers refers also new creative and original ways of practising their profession within their environment (Dovemark, 2010; Hokka *et al.*, 2017). As discussed in detail in the first part of this chapter, the existing literature shows that the rules for Turkish SEN teaching practice programmes have not always been practised properly for a variety of reasons. These reasons gain a meaning depending on the participants' agency. Having the same limitations in two different environments can be explained differently: although participants in one department hide behind it as an excuse for not practising their responsibility, another department's participants can create new ways to tackle it. They may fail to put these new things into practice, or its function may change in the system because they are not controlling it systematically or are losing the motivation to practise it. It is also based on their level of professional agency which operates at the individual level. Even so, there are also other forms of agency which influence the activities in people's lives (Bandura, 2000). These are proxy and collective agencies. So there are three forms of agency, personal, proxy and collective, which can affect events within societies either on an individual level or a collective level or both.

In this threefold kind of agency, which is the main feature of mediation, people share their responsibility with those who will perform the desired behaviour (Bandura, 2018). People sometimes want to feel secure, so the tasks which may not be possible for a specific person to conduct at the expected level can be given to other individuals who can accomplish it (Bandura, 2000; 2001). This can sometimes be business sharing: individuals might claim also that they have too many tasks and responsibilities, which can put their responsibilities at risk, or it might be difficult for

people to take responsibility for one reason or another (Bandura, 1997). Carrying out business under stress can reduce people's effectiveness. If a work environment is likely to change, this presents the easiest reason for avoiding the work. However, the work still has to be done, so an individual can share the responsibility with others. Another circumstance is that when extra work is given to people, they can transfer the extra work to people who work under them. For example, in the current researcher's personal experience (and not drawn from any previous research), in Turkish universities, experienced academics who have a PhD supervise the school-based teaching practice programme by allocating the responsibility for supervising STs to research assistants who are currently carrying out MA or PhD studies. Sharing this responsibility with research assistants in this way is like an unwritten rule in some departments.

Since the early days, humans have lived together (Bandura, 1997). They have to have inter-dependent relationships in their societies in order to achieve their aims (Bandura, 2000; 2006). The shared belief of a society is a cornerstone of collective agency (Bandura, 2000; Hokka *et al.*, 2017; Ibrahim, 2011). However, it is too simplistic to say that shared belief is equal to collective agency. It is not wrong, but it is not enough. The way in which a belief is shared is important. Mutual communication, a sense of joint action, interpersonal harmony and coordination within a group are also basic elements of collective agency (Bandura, 2000; 2006).

Furthermore, the collective understandings and the common beliefs in a society limit and direct the behaviour of the individuals within it. In other words, with an increase in free-thinking skills, individuals will begin to develop their own sense of self, but they also need to take the society's norms into consideration as well. Individuals often adapt their behaviour consciously or unconsciously to their collective understanding

by making changes in their own behaviour because behaving contrary to the written or unwritten rules of a group isolates individuals from the society, so individuals generally adapt to the collective understanding by interacting, coordinating, collaborating and sharing their knowledge and experience with other members of the group.

Another point is how a group's collective understanding can be measured. Bandura (2000) suggested two forms of measurement; assessing individuals' personal capability within their group, and evaluating the applications of the active members of the group as a whole and making interpretations on the capabilities of the group. When examining the capability of a whole group, how the participants interact and coordinate with one another in the group and how it affects the group's collective actions need to be examined in order to understand collective agency.

However, collective agency cannot be evaluated only by looking at the group from the broader perspective as a whole because each participant also has his/her personal agency and the level of each participant's personal agency can affect the measurement of the collective agency as well (Bandura, 2000). For example, if a research group's collective agency is seeking to evaluate, the participants' personal agencies also need to be considered because assessing the group by looking at it only from a group understanding may not be enough to reach reliable data. If that group is writing an article related to Agency Theory, and Albert Bandura is a member of the group, the collective measurement may show differences in comparison with a group which does not contain Albert Bandura on another occasion. In addition to this concept, proxy agency can be also be related to collective understanding. Sharing a responsibility or finding an expert to carry out the tasks in the programme may be collective

understanding as well as personal agency. As a result, in a study, collective, proxy and personal agencies need to work together depending on the structure of the research.

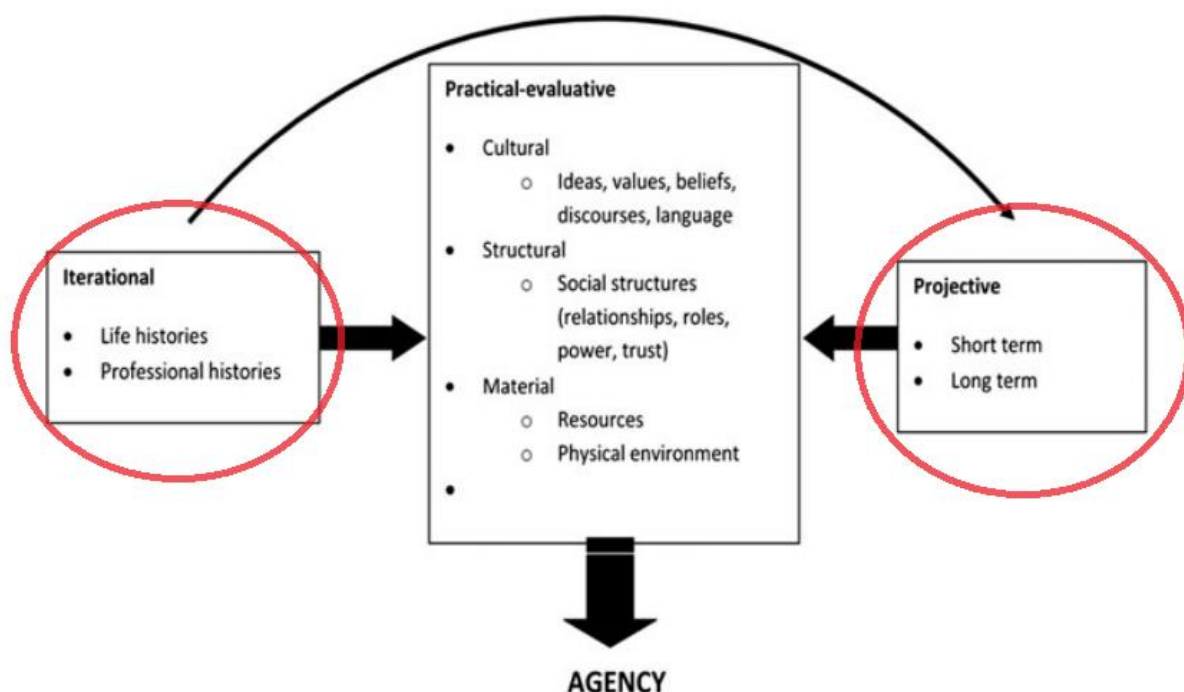
There are also two different approaches to agency theory, the ecological and the relational approach, and these approaches will be explained and discussed next.

2.6.2. The ecological approach

The agency of the ecological model, in which agency is seen as a concept rather than an individual, is dependent on the interaction of the communal and physical situations performed by the actors (Kirby & Mclaughlin, 2016). Biesta, Priestley and Robinson (2015) sought to understand the meaning of agency and how it is achieved in concrete environments and in specific ecological settings and situations. Agency is the result of the interaction of individual efforts and existing resources with contextual and structural factors (Biesta & Tedder, 2007). Each individual's effort against the actions and the existing environment is different. Accordingly, at the end of this interaction an original situation occurs. In order to understand these actions, Emirbayer and Mische (1998) defined "human agency as a temporally embedded process of social engagement, informed by the past (in its habitual aspect), but also oriented toward the future (as a capacity to imagine alternative possibilities) and toward the present (as a capacity to contextualize past habits and future projects within the contingencies of the moment)" (p.972). In other words, human agency can be understood in the way that the past has an effect on the present situation and that the tendencies of the future are related to the present situation. This model is not appropriate for the current study for two reasons; first, the intention of this study is to understand differences between individual and collective behaviour because there is a collective action in each

environment which affect individuals, and individuals also affect the collective understanding. I shall also discuss why experienced members of academic staff prefer not to conduct supervision and pass this responsibility on to their research assistants who have no official responsibility for overseeing the practice programme. If I try to explain my data using this approach, I can. However, my data do not fit exactly into this approach.

Diagram 3 A model for understanding the achievement of ecological agency (Biesta et al., 2015, p.627)



As can be seen in diagram 3, the two red circles are looking to past and future dimensions. However, in the current study the collected data do not support these dimensions. The data are predominantly based on practical-evaluative dimensions. Consequently, this approach does not help this current research.

2.6.3. The relational approach

Relational agency is not basically an objective to be defined as a cooperative action. Rather, it is the capacity to examine and use support for other participants to transform the objective so that it meets the requirements (Edwards & D'Arcy, 2004). In addition, relational agency is the ability of individuals to communicate with their surroundings and to interact with the outside world's pressures using their own skills (Edwards & Mackenzie, 2005). This model looks very similar to Bandura's collective agency. The important issue here is what distinguishes these two types of agency; relational agency, in which individuals develop themselves by taking advantage of the group (Edwards & D'Arcy, 2004), and collective agency, in which they act collectively in order to achieve success (Bandura, 2000). Bandura's human agency is related to individuals' beliefs which motivate and direct their behaviour (Bandura, 1997). However, relational agency is based on interpretation of the issues by understanding the environment as a whole with all its participants and resources (Edwards, 2005). Relational agency might be helpful for the discussion of the current research data. However, Bandura's personal-proxy-collective agency explanations do fit more into the current research by enabling a discussion of the participants' actions considering their own beliefs and understandings and how these are shaped individually and/or collectively. Also, the participants' proxies can be clearly explained by Bandura's agency theory. Therefore, this model is also not helpful for discussing my findings.

2.7. The rationale for using 'contexts'

In this section, the rationale for using 'contexts' is explained in detail for a better understanding of the collected data on the School-Based Teaching Practice programme

in Turkey. As already discussed in the literature review, the SBTTS is complicated in structure. Normally in each organization, there are some core issues which need to be discussed in order to understand how each particular system works, such as the structure of the physical environment, school staff profile, student profile, number of staff members, school budget, information technologies, school management, school culture, and school rules and regulations (Ball, Maguire, & Braun, 2012). Ball *et al.* (2012) focused on four different dimensions (*see* Table 8). In this current study, four different contexts are also going to be used to discuss similar sub-categories as was done above with the collected data. One of them is ‘Material Context’, modelled on Ball *et al.*’s (2012) and Biesta *et al.*’s (2015) work on analysing the current school placement programme data, because the resources and physical environments are quite significant for my research too. This context will therefore be used for understanding the material dimensions of my findings. In addition, the participants’ practices are also quite significant, and their practice occurs because of the combination of various internal and external issues; these issues can be identified as ideas, beliefs and roles in the system. These all can be grouped under ‘professional context’. Ball *et al.* (2012) had a ‘professional culture’ dimension in their study (*see* Table 8), referring to “ethos, commitments within schools, asking whether and how they shape policy enactments” (p.26). This shows that their collected data was mostly related to cultural issues in the school environment such as school climate, value system, responsibility and loyalty, and their effects on the form of policy practices.

Nieto (1999) defined culture as “the ever-changing values, traditions, social and political relationships, and worldview created, shared, and transformed by a group of people bound together by a combination of factors that can include a common history, geographic location, language, social class and religion” (p.129). Based on the above

two viewpoints, one of my contexts could also have been ‘professional culture’, however, my data is related to only participants’ practices and their ideas, beliefs and roles.

Table 9 Contextual Dimensions of Policy Enactment used by Ball et al. (2012)

Contextual Dimensions	
<i>Material Contexts</i>	such as staffing, budget, buildings, technology and infrastructure
<i>Professional Cultures</i>	such as values, teacher commitments and experiences, and policy management in schools
<i>Situated Contexts</i>	such as locale, school histories and intakes
<i>External Contexts</i>	such as degree and quality of local authority support; pressures and expectations from the broader policy context, league table positions, legal requirements and responsibilities

Although these issues are part of the cultural dimension, they do not correspond to the professional culture properly because an individual’s own practice, role and understanding are only one side of the cultural dimension. In addition to these individual issues, culture also has other factors which come from external aspects, such as shared understanding, values, social positions, relationship, history, religion and location. Although, this study is designed to look at the collective sense of agency, the data allow a view of individuals’ behaviours and their inner motivation and then, following this, group behaviour will be discussed under that context, considering individuals’ practices, because the individuals’ agency capacity enables them to affect events and form their existing lives (Bandura, 2000). It would therefore be too narrow

to present my findings in a sub-category of 'professional culture', so 'professional context' has been used as a sub-category instead.

In addition, sub-categories entitled 'situated context' and 'external context' would not be appropriate for my data analysis and discussion because in 'situated context' a school's history, intake and location would have to be considered, but these issues are not a concern for the current study (Ball, *et al*, 2012). Also, although 'external context' has several aspects which are appropriate to my research such as participants' expectations and pressures, these aspects are inter-related in the professional context with belief, ideas, roles and practice (*see* Table 8). So, 'external context' and 'situated factors' are not helpful categories for properly understanding the participants' practices, so they will not be used and instead two additional contexts will be added to 'material context' and 'professional context': 'partnership' and 'structural context'.

Ball *et al.* (2012) and Biesta *et al.* (2015) conducted their studies only in the school environment, and their contexts do not properly help for understanding my research data because the current study has two different environments which are required to have co-operation with each other and need two additional dimensions for better understanding. In these two different environments, the participants in each environment (school and university) are required to work as a team with shared and equal responsibility considering their colleagues within other schools (Koster, Korthagen, & Wubbels, 1998). That partnership is one of the most important dimensions for the school-based teaching practice programme. This particularly involves the key personnel in the system, the UTs and the CTs, who primarily conduct the practice programme and have to teach STs how to become teachers at the expected level in the real environment.

When discussing the partnership context, the term ‘partnership’ needs to be clarified, because there are different models which are referred to as ‘partnership’. Furlong *et al.* (2000) suggested that there are two different partnership models; complementary (*see* Table 9) and collaborative partnerships (*see* Table 11). In the complementary model, the training school and the university are separate and have complementary duties, but they do not have any collaboration or dialogue for bringing these responsibilities together. This model is shown in Table 9. The complementary model primarily refers to the assessment and mentoring conducted by school teachers, and schools are responsible for the training practices in this regard. In the current study, the school teacher is the only person tasked with conducting the system in some regions. UTs generally leave the trainees with CTs in the training school (*see* Table 10). This partnership can therefore be explained under the complementary partnership model.

Table 10 Complementary Partnership: Key Features (Furlong et al., 2000)

Planning	Broad planning of structure with agreed areas of responsibility
<i>Higher Education visits to school</i>	None, or only for troubleshooting
<i>Documentation</i>	Strongly emphasised, defining areas of responsibility
<i>Content</i>	Separate knowledge domains, no opportunities for dialogue
<i>Mentoring</i>	Mentoring comes from knowledge base of school
<i>Assessment</i>	School is responsible for teaching assessment
<i>Contractual relationship</i>	Legalistic, finance-led with discrete areas of responsibility
<i>Legitimation</i>	Either principled commitment to role of school or pragmatic due to limited resources

Furlong *et al.* (2000) focused on only the school-dominant partnership, but the dominant responsibilities in the current study change according to the environment. For example, some departments stated that the system needs to be conducted only by UTs, excluding CTs, and that UTs always visit the training school with their STs and observe, assess and give feedback to the STs on their practices.

Table 11 Complementary Partnership in DEIDS: Key Features (Furlong et al. 2000)

Planning	Planning the structure with agreed areas of responsibilities by the coordination of UT
<i>Higher Education visits to school</i>	Accompany STs regularly, generally excluding CTs
<i>Documentation</i>	Defining the responsibilities and required documents in the DEIDS
<i>Content</i>	Separate knowledge domains, no opportunities for dialogue
<i>Supervising</i>	Supervision is based on the university departments' structure
<i>Assessment</i>	University departments are responsible for teaching assessment
<i>Contractual relationship</i>	CTs and UTs have shared official financial agreement, but CTs' role is superficial
<i>Legitimation</i>	Shared responsibilities do not serve DEIDS' purpose or are pragmatic due to limited resources

This model can still be explained under complementary partnership because the responsibility is still taken predominantly by one environment in the system. Consequently, UTs predominant practice which excludes the CTs can be called a 'complementary partnership' (*see* Table 10).

The other model is the 'collaborative model', which is based on shared responsibilities by the UTs and CTs in the school placement programme (*see* Table 11). STs implement what they have learned and critique the learnt skills and knowledge within

the training school in the light of collaboration between UTs and CTs. This model is suggested in the regulations (No: 2916), but ‘complementary partnership’ appears to be the more preferred model and it enables a clearer understanding of the Turkish school-based teaching programme’s partnership context.

One of the most significant dimensions is ‘structural context’. Bandura’s (2000) proxy and collective agency explained in Chapter 2 helps to understand the current research data more clearly because the social actors are also quite significant for understanding behaviours rather than only personal agency. The school-based teaching practice programme is based on a structure involving departmental, governmental and school rules, their own system and programme (*see* Table 12).

Biesta *et al.*'s (2015) ecological construction is mainly based on structural, material and cultural effects. Furthermore, Emirbayer and Mische (1998) stated that “... structural contexts profoundly influence how actors in different periods and places see their worlds as more or less responsive to human imagination, purpose, and effort” (p.973).

As can be seen, in different approaches, the role of structure is quite significant for making sense of behaviour. Therefore, the structural context might aid an understanding of the participants’ behaviours.

Table 12 Collaborative Partnership: Key Features (Furlong et al. 2000)

Planning	Emphasis on giving all tutors and teachers opportunities to work together in small groups
<i>Higher Education visits to school</i>	Collaborative to discuss professional issues together
<i>Documentation</i>	Codifies emerging collaborative practice
<i>Content</i>	Schools and universities recognize the legitimacy and differences of each other's contribution to an ongoing dialogue
<i>Mentoring</i>	Defined as giving STs access to teachers' professional knowledge, mentor training as professional development, learning to articulate embedded knowledge
<i>Assessment</i>	Collaborative based on triangulation
<i>Contractual relationship</i>	Negotiated, personal
<i>Legitimation</i>	Commitment to the value of collaboration in Initial Teacher Education

Taking the all sub-categories discussed above into consideration, these topics can be drawn together under a few main contexts within a framework for seeing the bigger picture from a broader perspective. These main contexts are the material context (Ball et al., 2012; Biesta et al., 2015), the structural context (Biesta et al., 2015; Emirbayer & Mische, 1998), the partnership context and the professional context, and they all complement each other.

Table 13 Contextual Factors for the School-Based Teacher Training Programme

Material Context	<ul style="list-style-type: none"> ● Resources <ul style="list-style-type: none"> ▪ Number of staff members ▪ Number of STs per UT/CT ▪ Training Documents ▪ Giving Feedback ▪ Information Technology
Structural Context	<ul style="list-style-type: none"> ● Organizational Structure <ul style="list-style-type: none"> ▪ Rules ▪ Department/School Programme
Partnership Context	<ul style="list-style-type: none"> ● Communication ● Collaboration ● Trust ● Relationship
Professional Context	<ul style="list-style-type: none"> ● Practice ● Ideas ● Beliefs ● Roles

2.8. Chapter summary

In this chapter, the importance of theoretical education in teacher training has been discussed; applying this theory into practice and the importance of the school-based teaching practice for all the participants were then presented in the light of the existing Turkish and international literature. After these sections, the critical literature review was discussed and dissertations and journals from various DoEs and few relevant studies were critically discussed. Finally, Bandura's agency theory and the rationale of using the context were discussed in the final section and its application to the current study was explained.

Chapter 3: Methodology

3.1. Chapter Introduction

The purpose of this chapter is to describe and justify the chosen research approaches and to explain the best ways by which to answer the research questions. A qualitative methodology was chosen, in particular an interpretative approach, in order to understand what CTs and UTs do and the beliefs and attitudes behind their behaviour in the DEIDS' school placement programme in Turkey. I shall explain how the qualitative research method was selected from the epistemological and ontological perspectives. I shall also describe the data collection methods under two headings: a background information form and the semi-structured interview technique.

I shall then set out the research questions for this study after explaining the research problem. I shall then consider the ethical issues related to the study: ensuring the confidentiality and anonymity of the locations and the participants, and the reliability and validity of the findings. Finally, I shall describe the pilot study and the data collection difficulties which were encountered.

3.2. Research paradigm

3.2.1. Ontological and epistemological assumptions

Scholars have a variety of assumptions regarding the nature of information and the educational communal world (Mtika, 2008). These assumptions shape their research style and technique. They may have some ontological assumptions on the subjective

or objective reality on which their understanding is based. Researchers who argue for objective reality claim that reality already exists independently; they study positivism in terms of the epistemological view because positivism overlaps between a basic perspective and objective reality. Positivists also argue objectivity in the real world, and they claim that if researchers want to understand reality, they must distance themselves from the phenomenon of interest. Further, they generally perform quantitative research because data obtained from this approach are more objective and of a nature that can be tested because of their reality in the world regardless of the 'human factor'.

On the other hand, some scholars argue that researchers have their own unique perceptions and perspectives, and that these are shaped by epistemological and ontological notions (Marsh & Furlong, 2002). To make an analogy, it can be said that these notions are like spectacles and each individual has – or even needs – his or her own different ontological and epistemological spectacles. Individuals make assumptions on the nature of the societal world and their own knowledge under the ontological philosophy and these assumptions affect the form of any study (Marsh & Furlong, 2002). According to the ontological philosophy, reality is dependent upon an implicit interpretation of the social world, and each individual has his or her own personal understanding regarding actions. In addition, each action is specific to its own events; in other words, it cannot be interpreted from a broad, generalised view based on previous experience (Mack, 2010). The interpretation of events is different from person to person. Such multiple perspectives cannot be categorised as a general perspective of humanity. Further, according to such people, "causation in social sciences is determined by interpreted meaning and symbols" (Cohen, Manion, & Morrison, 2007, p.19).

The epistemological approach of this current study is based on constructivism. Contrary to the view of positivists, constructivists argue that the world is constructed of the social and the discursive, and these are not independent of the human factor; indeed, they are in interaction with it (Marsh & Furlong, 2002). Hence, the ontological understanding of subjective reality and constructivism tends to have the same understanding. In other words, ontological and epistemological understanding complement each other in this current research.

Although positivists aim to reach objective reality, the constructivist approach seeks to understand “the subjective world of human experience” (Cohen & Manion, 1994, p.36). Instead of their dissociation, understanding and perception are required because a human is a subjective being. Everyone has their own theoretical framework depending on their experiences, and their own understanding which arises from different perspectives and perceptions in a particular circumstance (Lodico, Spaulding, and Voegtler, 2006). Therefore, Yanow (2000) argued that researchers do not exclude their beliefs, emotions and values. This may be an advantage or a disadvantage depending on the individual case in question. If a researcher conducts research to support his/her claims or beliefs, then this may be to their detriment. On the other hand, it may be to their advantage if the researcher has a personal history of the research problem in question, is familiar with the research area and has a good understanding as to which associated areas need to be addressed in more detail.

According to constructivists, thought, meaning and comment are based on the individual's perceptions of physical, social and personal experience; what is more, “it emphasizes the ability of the individual to construct meaning” (Mack, 2010, p.7). Learning (that is, what has been learnt) is a function of mental structure, beliefs and existing experience (Gray, 1997; Jonassen, 1991). In this respect, meaning and

interpretation are structures that cannot be transferred because they are subjective. From this point of view, “Constructivism is a view of learning based on the belief that knowledge isn't a thing that can be simply given by the teacher at the front of the room to students in their desks” (Gray, 1997, p.1). Individuals are the creators and constructors of meaning-commentary and knowledge.

Constructivists generally rely on qualitative study (Mackenzie & Knipe, 2006) for “understanding the participants’ experience and to build the researchers’ theory on the study” (Cohen & Manion, 1994). In this current study, as was explained in the previous chapters, UTs and CTs were the participants from whom data were collected which were qualitative in nature because this study focused on the participants’ personal beliefs, attitudes and experiences. This was because values, beliefs and attitudes affect the way individuals interact with the world. This in turn informs the need for the study to concentrate on the participants’ understanding of the social world from their own perspectives. In order to achieve this understanding, the epistemological base of this study must be appropriate to explain or reflect people’s perspectives; in addition to this, the researcher needs to interact with the participants in an expressive manner (Lodico *et al.*, 2006). These methods offer a mutual opportunity to this effect, and they allow the researcher to view the world from the participants’ own perspectives. The person who knows and the knowledge which is ‘known’ are inseparable; the object of an investigation and the investigation itself are entirely correlated (Lodico, Spaulding, and Voegtle, 2006). This process requires the use of a qualitative research methodology because qualitative methods bring researchers closer to understanding the points of view of the research actors (Denzin & Lincoln, 2005). There are various techniques within this method, such as interviews, observation, the participants’ video

records and autobiographies. Then, the analysis of the findings may help to address the research aims successfully.

The qualitative research design of this study will be explained in the next section.

3.3. The case study

There are different qualitative research forms in the social sciences. Case study is one of them and is generally the preferred way to conduct qualitative research (Stake, 2005) if the researcher is looking to answer ‘how’ and ‘why’ questions; or has little or no control of other people’s actions, or is focusing on a modern phenomenon (Yin, 2015). Stake (2005) added that case studies are a method of exploring complex situations with rich description and contextual analysis, and can be used to investigate a phenomenon which it is difficult to distinguish from the context of the case. In cases where holistic and in-depth analysis is needed, it can be said that case study can provide a solid guide and allow complex issues to be understood and explored. It also give the researcher an opportunity to understand the theories in actions and to create or develop new theories (Merriam, 1988). It can also give more freedom to look at issues from different perspectives when considering topics and data.

Even so, case study also has some limitations: the researcher cannot construct an overall exact viewpoint for analysing the collected data (Steinberg, 2015) because data drawn from a small number of people or a few communities cannot be generalised to represent all communities. For example, if a researcher collects data from semi-structured interviews with ten SEN teachers related to their efficacy in teaching social skills in two schools, the researcher cannot say that all SEN teachers are ‘effective’ or ‘ineffective’ in teaching these skills. The researcher can, however, generalize findings

from case studies in terms of theoretical arrangements (Yin, 2015). Another limitation of case study is the possibility of misinterpreting the findings into other cases and constructs, which can result from the processing of data by only one researcher (Cohen, Manion, & Morrison, 2011). For this reason, in this current study, after the researcher had identified themes and completed the coding under these themes, another PhD student familiar with the research area and the themes conducted an independent coding. Most of the codes were similar and the differences were discussed with the independent researcher before deciding the logical themes for each code. In this current study, the case was the UTs and the CTs who deliver the practice programme in the training schools in the school-based teaching practice programme in four different regions in Turkey.

3.4. Qualitative study research methodology

The purpose of this section is to explain what qualitative research methods actually are and the rationale behind their usage. Qualitative research “is a situated activity that locates the observer in the world” (Denzin and Lincoln, 2005, p. 3) and which uses qualitative data collection methods such as observation, interview, document analysis, photographs and video/audio recordings and then processes holistic and realistic events in their `natural` settings (Denzin and Lincoln, 2005; Open University, 2001). In addition, qualitative research is a method which can be used to address a research problem through the interpretivist approach based on the interdisciplinary holistic perspective. The facts and events which are being studied are investigated by considering their context and are interpreted in terms of people attributing meaning to

them. People's views are important because of their relevance to interpreting and transferring knowledge regarding their behaviours.

Qualitative research is one of the methods that has been developed in order to understand people's perspectives and to explore the depths of the social system as shaped by the efforts of the individuals who constitute it (Lodico *et al.*, 2006). Research designed with qualitative methods aims to reach a deep understanding of the issues addressed in the research effort itself (Denzin & Lincoln, 2005). This aspect of the research inquiry addresses individuals' perceived realities and gives considerable importance to the subjective perspectives of the interviewee.

Furthermore, in qualitative research, the deterministic approach is of less significance, and occurrences between events of interest are not necessarily considered to have cause-and-effect relationships (Cohen, Manion, & Morrison, 2003; Denzin & Lincoln, 2005). Quantitative data and statistics are given less emphasis, and the focus is placed instead on verbal data and qualitative analysis. Qualitative researchers use the language of context and events, and examination is in the context of events (Open University, 2001). Problems which occur in values and norms are not analysed in isolation from the system, but the intention is to reveal the interpretation and meaning of a network of sovereign relationships based on their situation within their natural environment (Open University, 2001).

Qualitative research helps to give an in-depth understanding of the views received from participants whereas quantitative research helps to measure these opinions (Denzin & Lincoln, 2005). Due to the nature of qualitative research, dealing with emotional and conceptual responses rather than disinterested, objective, measurable behaviours, actually adds 'emotion' and 'texture' to pure quantitative research. Whilst

qualitative research answers ‘how’ and ‘why’ questions, quantitative research often seeks answers to questions of a ‘what’, ‘how many’ and ‘how often’ nature (Brikci, 2007). Because the complex structures of social phenomena of interest are hard to predict, qualitative research can be used to explore them. Also in quantitative research, the researchers seek evidence because the research process can be planned down to the last detail; for this reason, qualitative research is constructivist whilst quantitative research is descriptive. Furthermore, in qualitative research, researchers generally work with a small number of people, and do not intend to generalize their findings or to reach any firm conclusions (Denzin and Lincoln, 2005).

3.4.1. The rationale behind using a qualitative methodology

In general, the qualitative method is chosen when the researcher wants to extract details from the participants regarding the natural settings of events in order to understand a system process, rather than considering the averaged views of a large number of people. According to previous studies on the current topic (Alptekin & Vural, 2014; Aytac, 2010; Bagcioglu, 1997; Demirkol, 2004; Ergenekon et al., 2008; Koc, 1998; Özen et al., 2009; Vuran et al., 2014; Yikmiş et al., 2014), the school placement programme shows differences in each DoE, regardless of the common umbrella of MEB and YÖK rules. Previous researchers, however, have not really focused on the reasons for these differences, and it is clear that this topic needs to be explored because, in order to have the expected impact on teaching implementation, the reasons for any potential problems identified in previous studies need to be understood. Nevertheless, it was not easy to explore system differences and the reasons behind them. First, ‘what the participants do in the system’ needs to be understood clearly after consideration of the relevant dependent and independent variables; their

beliefs and attitudes need to be researched and qualitative research appropriately tends to gather emotional and conceptual answers. People's beliefs and attitudes affect their behaviour (Bandura, 1993). As already explained, UTs, CTs and STs are the main actors in school placement, and the CTs and UTs are responsible for an ST's professional development (*see* Diagram 1). Therefore, the UTs' and CTs' beliefs, attitudes and behaviour need to be clearly understood through the analysis of the participants' own perspectives.

I did not need to explore the CTs' and UTs' perspectives by using closed questions, yes/no questions or Likert-scale questions. These techniques do not address the aims of this study because the school placement programme shows differences in each department; the participants were unique, they had their own perspectives and perceptions, and they are subjective beings. The data received from them could not therefore be generalised entirely, but an overall analysis of the data might lead to a general idea of school placement implementations in Turkish DEIDS. For these reasons, this study needed to interpret the meaning of the participants' understanding, so qualitative research methods were entirely appropriate for this study.

3.5. Data collection methods

Data were collected using two qualitative research techniques, background information forms and semi-structured interviews. As has already been explained, the key questions 'what is happening in the system' and 'if differences *do* exist, *why* do they arise in the system' were researched in detail, using the appropriate data collection techniques for addressing CTs' and UTs' personal histories, experience and implementation. The background information form was designed to determine what

the participants and their collaborators did in the DEIDS school placement system, so an exploration of what they did, their experience, personal histories, their expected roles in regard to DEIDS and the school environment, their relationships with their colleagues and collaborators in the system and the reasoning behind their implementation of the programme was carried out using the semi-structured interview technique. These elements were the main research points because they affect teachers' points of view and the ways in which they implement the school placement programme. These two data collection techniques are explained in greater detail next.

3.5.1. Background information form

This technique was used to support the interviews with the participants by collecting appropriate background data, and both techniques were implemented in the same manner for UTs and CTs. The form comprised gap-filling and multiple-choice questions regarding CTs' and UTs' own experiences and those of their collaborators (reciprocally between UTs and CTs). There were eleven gap-filling and six multiple choice questions about the main actors' roles in school placement. Examples of the areas explored were: 'How many years have you worked as a teacher/lecturer/CT/UT?', 'What subject did you graduate in?', 'How many semesters is your school placement programme conducted over?' and 'How many STs attend the training school?'. These questions could also be asked in a semi-structured interview, but the interviews took an average of 35 minutes under normal circumstances and if these background questions had been added to the interview questions, the interviews would have become too complicated and could possibly also take a minimum of 50-55 minutes to complete. The participants may well have become fatigued, which might lead to later questions not being answered as fully or enthusiastically; this could clearly be a

problem when each question in the interview carries equal significance towards understanding the system clearly. That is why it was preferable to ask descriptive questions in the form, and completing it took a maximum of five minutes. So neither the participants nor the researcher became fatigued and the researcher was free to ask the main interview questions directly after the descriptive data had been collected. The form also helped to understand whether there were differences in the teaching practice programmes which were contrary to the required national standards.

3.5.2. The semi-structured interview technique

As part of the qualitative research methodology, the semi-structured interview technique was used for this study: “The qualitative research interview attempts to understand the world from the subjects’ points of view, to unfold the meaning of their experiences, to uncover their lived world prior to scientific explanations” (Kvale and Brinkmann, 2009, p.1). The aim of using this technique was to explore the participants’ experience, personal history and reactions in the system, and to understand their beliefs, attitudes and perceptions of their role within it. This technique helped to generate rich information and to understand internal and external reasons for particular forms of behaviour (Newton, 2010).

On the other hand, observation of the participants in a training school could also have been used for this study. However, it might have been difficult to understand and to perceive their behaviour, where it came from, how they worked, and how they collaborated in the system through observation alone, as a school-based teacher training system is a huge area, and each participant has various roles within it. Also, there were two different environments involved in this study, university and training

school, so there were two different communities within which the participants interacted. To observe the UTs and CTs in the classroom might have been sufficient to generate appropriate data, but this would need to be done for a long time in the school environment, and the time limitations in this study made this impractical. Even if the observation technique had been used, it might have still been difficult to understand the behaviour and its dependent and independent variables. To understand this fully and to make the best use of the semi-structured format, personal interaction with the participants was necessary. So face-to-face interviews were preferred, and each one took an average of 35 minutes with a total of 26 participants (thirteen UTs and thirteen CTs).

Semi-structured interviews were used because of their data collection format, which is more flexible than a structured interview (Kvale and Brinkmann, 2009). When the main questions were asked, additional supportive questions linked to the main questions could also be asked. One of the advantages of using this technique was that the key questions were prepared in advance, which made the process more systematic but still allowed the collection of extra comparable data. However, there were also some disadvantages. The first is that it was possible to increase the participants' bias through the questions asked. They might have been disturbed by some of the questions, and consequently might have avoided answering them with complete honesty. To address this possibility, the researcher clearly had a very important role in terms of preparing the questions and the manner in which they were asked; the researcher had to play the roles of both theatre player and examiner. Some of the UTs and CTs were clearly trying to avoid responding to some of the questions, so the researcher needed to relax them and (re)gain their trust during the interview. Accordingly, the expected

data were collected from them and supplementary questions could be asked. For example:

Previously, you gave answers which suggest that you do *not* observe/give verbal or written feedback/evaluation; if this is the case, which parts of the regulations *do* you follow?

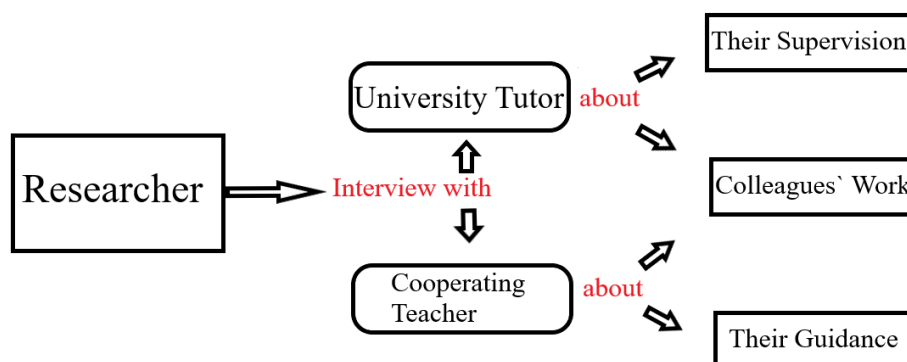
In addition, there were some concerns regarding conducting this research through interview and background information forms because the participants might have tried to give the answers which they felt were expected, rather than discuss how they honestly felt; it is not always possible to be sure whether they have told the truth or have to some degree dissembled. However, I was able to look at the internal consistency of their answers. There were some participants who tried to explain what they did not do or what they wished to do. These answers are shown in the findings chapter and discussed in the subsequent chapter. In addition, there were a few questions which were designed to investigate other participants' work within the system. For example:

What kinds of task does the CT/UT do within the system?

Do you share experiences/ideas/expectations/feedback with the CT or UT regarding the education of the STs?

There were ten open-ended questions designed to investigate individuals' work from their colleagues' points of view (*see* Diagram 4).

Diagram 4 The Data Collection, Interview and Background Information Form Structure



Investigating and comparing the answers received from the individual respondents and from their colleagues helped in achieving a consistent understanding of the data. During the whole 35 minutes of each interview, their answers were compared with their responses on the background information form at the same time. Two pilot interviews were held which took 26 minutes and 31 minutes, and it was found that it was possible to acquire sufficient and rich data only if the interview lasted for a minimum of 25 minutes. The main interviews actually lasted for 30-35 minutes, depending on the individual participants. Additionally, they all signed an informed consent form which explained that their name, school name or any means of personal identification would remain anonymous, so they had no reason to dissemble as long as they felt safe with regard to the security and anonymity of their data; how the data might be used should not have mattered to them personally. However, whatever they said, they still had to explain what they did in the system and why. Each participant also talked about his/her collaborators' implementation, so their answers could also be compared with each other. For all these reasons, semi-structured interviews were used to collect data which were entirely relevant to answering the research questions.

3.6. Sampling strategy

In a qualitative study, identifying participants and location(s) is important for being able to reach the expected level of data and helps to comprehend the research aims (Cohen, Manion, & Morrison, 2007). The researcher therefore needs to have particular criteria for deciding where to collect data and from whom. Before deciding the research regions and the most appropriate participants, sampling models were researched and theoretical models were tried out. Non-random sampling was used and purposive sampling within the non-random sampling model was used for selecting the participants and regions. Berg (2001) stated that researchers who use purposive sampling models decide which model is convenient for the research based on their own experience and judgement. The participants for this current study were selected for their appropriateness to the research and the richness of the data which they might provide (Cohen et al., 2007; Vanderstoep & Johnston, 2009). As already explained, there were 22 DEIDS in 2016, and four of them were selected on the basis of opening date, the number of participants and the geographical region, as well as by reference to published studies. For example, Hun region had only two lecturers in the department, and I wanted to include these two UTs in order to learn how they trained their STs in the school-based teaching practice programme. Elmas region had sufficient members of the academic staff and I planned to look at how their system was working. The other two regions also had specific differences which made their experience relevant to this study. For these reasons, purposive sampling was used to select the most appropriate regions and participants for this study. The main aim of the study is to answer research questions, so the sampling process was conducted purposely considering the variations described above. Before visiting the departments and training schools, I

made contact with one or two potential participants and arranged to meet them. On my arrival, I was advised to conduct the study with some recommended UTs, and the head teachers also advised me to contact some experienced CTs who knew the area of my research. So a well-planned sampling strategy is important because it is not always possible to carry out research with all the members of the relevant communities. It also enables a data collection map to be drawn and gives a theoretical base for the methodology of the proposed study. In a nutshell, it can be said that the methodological techniques which are selected are one of the most important elements which form the basis of the research.

3.7. Research problem and research questions

In this section, I shall describe the research problem and set out the questions devised in order to explain why UTs and CTs do not follow the required regulations and why their variations occur in the context of the theoretical framework for this study, which is Bandura's agency theory. First, the school-based teacher training system has two different types of participant; those in the school environment (where implementation is CT-based), and those in the university environment (whose activities are UT-based). For this reason, it might be extremely complicated to understand and analyse the system as a whole. Therefore, the system itself, and each element within it, needs to be clearly understood. By identifying the participants' individual and collective behaviours using Bandura's agency theory, the position of each element can be individually and/or collectively understood, and can help us to see the system's operation clearly. For this reason, agency theory was used to help to explain the reason for the differences in the participants' behaviours.

In a multi-cultural system, there are likely to be some difficulties related to the school-based teacher training system. Some practitioners, UTs, heads of DEIDS, CTs or school coordinators may have beliefs and practices which run contrary to the regulations. They might think, for instance, that the system as defined by these regulations does not work in practice. For instance, even though the system stipulates thirteen hours for the weekly teaching practicum programme in the official course programme for STs' teaching school sessions, Vural, Ergenekon and Unlu (2014) argued that this is not enough, and therefore their university added an extra two hours to teaching sessions for STs in training schools. On the other hand, other participants have biased the system towards less effort, or they were reluctant, and some of their agency towards implementing the system was not sufficiently high to achieve the expected teaching practice level; this in turn affected their beliefs about making changes to the system (Harris and Lazar, 2011). In the light of the findings reported in various dissertations and articles related to teaching practice in Turkey, the potential problems discussed above might also be valid for the school-based teacher training system. For these reasons, Bandura's agency theory helped to reveal the behaviour of the system participants from both the general and the personal perspective and their relations with each other at the group and the individual level. The school-based teacher training system was therefore analysed and understood more clearly by looking at their own individual, proxy and collective agencies. This helped to demonstrate the different practices and their level of agency in the system and how they reacted towards the environmental factors and the programme requirements.

Alptekin and Vural (2014) stated that UTs' and CTs' beliefs and organizational structure can cause variations across the system; Vuran *et al.* (2014) and Ozmen *et al.* (2010) showed that such beliefs can cause differences in the system. The findings of

other studies [it is not their results, their findings help us to make predictions], also demonstrate the differences in the system which result from UTs' and CTs' individual and collective beliefs. Harris and Lazar (2011) made similar findings, adding that individuals' reluctance to comply with the rules and adapting the system to need less effort can also cause differences in the application of the system. Because some of the participants were unaware of the programme's requirements, they modified it to suit their particular environmental factors.

The aim of this study is to identify the differences in the system and to attempt to explain them using Bandura's agency theory by investigating the UTs, CTs and STs who work in school-based teacher training system for DEIDS in Turkey.

The following research question and sub-questions formed the basis of this research;

What are the reasons for the differences and similarities in school-based teacher training programmes in Turkey?

From this main question, the sub-questions are:

1. If there are differences, what are the differences between the implementation of school-based teacher training systems and YÖK's/MEB's teaching practice rules?
2. If there are differences, why are there different practices between the school-based teacher training systems?
 - 2.1. How do Cooperating Teachers and University Tutors perceive their role in the school-based teacher training system?
 - 2.2. If there are differences, why do Cooperating Teachers and University Tutors implement their duties differently to the requirements of the YÖK and MEB rules?

- 2.3. What is the role of other participants in implementing University Tutors' and Cooperating Teachers' tasks within the school-based teacher training programmes?
3. If there are differences, how can they be explained in terms of agency theory?

3.8. Data analysis

The main aim of the data analysis was to understand the real reasons for differences and similarities within DEIDS and between DEIDS which exist contrary to YÖK and MEB rules. The collected data needed to be clearly analysed by coding, grouping and categorizing and by eliminating irrelevant material. If the system could be seen clearly by the use of well-structured analysis, the reasons for the variety of behaviours might be found more easily by applying various theories. Thematic analysis was therefore used as the most appropriate method of analysis.

3.8.1. Thematic analysis

Thematic analysis was used to determine the reasons for differences and similarities in different DEIDS' programmes in contravention of the rules. Thematic analysis has an advantageous flexibility over other possible forms of analysis (Braun & Clarke, 2006).

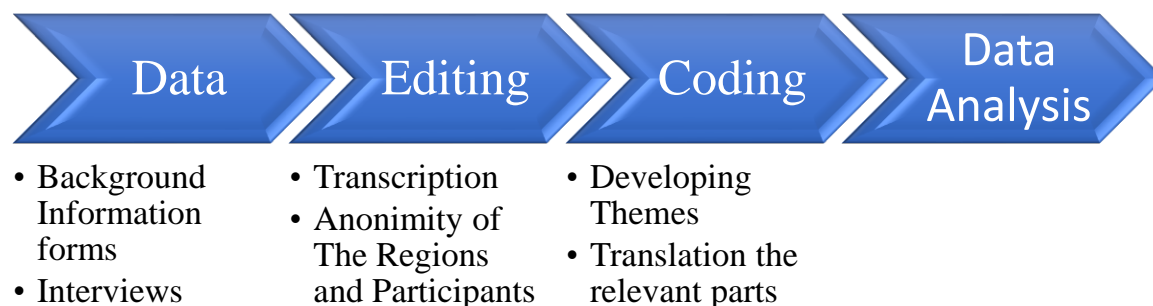
In order to draw a big school placement picture to identify the reasons for differences and similarities in the delivery of the programme, the relevant data needed to be clearly separated from the raw data because qualitative data must be easy to understand and

accessible (Berg, 2001). It can also be said that the raw data acquired in this current study had a complex structure because it included a very large amount of information and the high proportion of irrelevant data was a consequence of differences between the participants. For example, Selcen's (HUT1) interview lasted for 70 minutes and most of the raw data was irrelevant because she told many unnecessary stories. Hers was the first interview, so I was inexperienced in being able to control the interview properly and she provided more irrelevant information than I had expected. For complexities such as this, it might have been difficult to focus on the relevant data properly, so the raw data had to be categorised and reduced in order to have a more desirable and more useful outcome.

The stages of the thematic analysis followed the inductive approach, which is basically a process of reasoning on the basis of every single line of data, contrary to the deductive approach in which results come from a theory or hypothesis (Vanderstoep & Johnston, 2009).

The data analysis was a continuous process: after the interviews had been completed and the background information forms had been collected, the audio-recordings were transcribed using the NVIVO 11 software. In the next stage, similar data were identified and coded under different headings. These headings were then sorted under broader headings considering their similarities. This was not an easy process because many themes were created and discarded several times before a final set of broad themes was decided. Using NVIVO 11 software prevented the waste of a lot of time because it helped to reduce the data and allowed changes to the themes easily. Displaying the data on the programme facilitated the identification of divergent ways of thinking (Hilal & Alabri, 2013).

Diagram 5 Steps in the Data Analysis Process



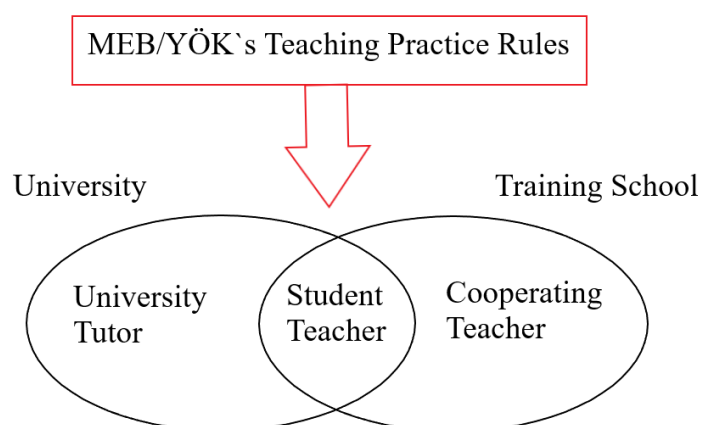
3.9. Ethical principles

3.9.1. The study and participants' relationships

The school-based teacher training programme is complex and includes participants who have different but equally important roles in two different environments. These participants were UTs, CTs, STs, schools, university departments, faculty coordinators for school placements, the directorates of national education and the relevant staff of YÖK and MEB (*see* Diagram 1). However, the UTs and CTs have the most significant effect on STs' teaching careers because they interact regarding the STs' progress. A UT's supervising efficacy and a CT's mentoring efficacy have crucial roles in teaching an ST the profession (Conderman *et al.*, 2005). UTs, CTs and STs always have direct interactions. The regulations, instructions and the university/school rules are implemented by UTs and CTs, ideally in collaboration (*see* Diagram 6). The

other participants' duties and responsibilities are different in a hierarchical sense as the appropriate regulations stipulate.

Diagram 6 The research participants: UTs, CTs and STs



This study was planned to focus on the different implementations of the school placement programme contrary to current teaching practice regulations. If there are assumptions regarding the application of the regulations, it is clearly the UTs and CTs who need to be studied most closely in this regard. The research questions were prepared with consideration for their roles and responsibilities in the system. Collecting data from UTs and CTs was therefore the obvious way to answer the research questions and to address the main research aims (*see* Diagram 1).

3.9.2. Ethical considerations

In this section, I shall discuss in greater detail the ethical considerations relevant to this study. Before the data collection could be carried out, relevant ethical considerations needed to be clarified by the researcher because they were obviously very important and might have affected the direction of the research findings if they

were not well planned. Everyone might be able to distinguish what is right or wrong, but in some cases, there may be different interpretations because everyone has his or her own personal understanding of particular issues (Resnik, 2015). Undertaking the teaching practice programme in a training school can be accepted as required learning for an ST's teaching career. Nonetheless, an observation of STs' tutoring, the period of their teaching sessions and the preparation of materials in the schools may show variations because of individuals' differences. In one environment, people's understanding may be just one variable requiring ethical consideration. Nevertheless, different places give rise to different individual or collective understandings, cultures, perspectives and ideas. In particular, a different country or region may well give rise to different issues; bureaucratic considerations with their own rules, and cultural and linguistic issues, and this current study was carried out in Turkey. Therefore, before the data collection, all these issues had to be addressed and associated tasks had to be fulfilled under the requirements of the university ethics committee, which considered my research draft in the context of the UK's Freedom of Information Act, 2000, the Data Protection Act, 1998, and the university's information security requirements. I also had to receive online courses related to these rules.

In addition, the collected data (raw and anonymised) had to be protected, always with due consideration for the Data Protection Act (1998). The collection of data is also quite a sensitive point as regards ethics. According to the data collection techniques employed, research data need to be collected under the appropriate rules. In this study, semi-structured interviews were planned to be carried out on a one-to-one basis, so personal data needed to be handled justly and legally, and not shared with any third party except for my supervisors. In addition, acquiring the participants' informed consent was a basic requirement. Some of them agreed to be interviewed but did not

consent to the interview being audio-recorded, so in these cases, I took notes during the interview. Some of the identified potential participants did not want to be interviewed, so I had to look for other available similar participants. They might have also requested removal of their data during or after the data collection process. In this case, I needed to clarify non-relevant points and explain why this research needed to be conducted with them, and what would happen after data collection. Some of them thought that I was inspecting them personally for some unexpected situation, so I had to explain clearly the aim of the study and show them supportive proof related to my position in the UK to reassure them that they were not being inspected. In addition, the collected data were not just related to individuals' personal lives but also to school and university implementations. Hence, the schools' and departments' consent also needed to be obtained. Normally in Turkey, if data collection is to be performed across multiple cities, consent has to be obtained from the Department of Education for Research and Development (EARGED) under the MEB (EARGED, 2006). However, the EARGED has been permanently closed in 2016, so consent was obtained from the MEB. Taking all this into consideration, before, during and after data collection, the ethical considerations set down by the university's ethical committee must always be followed, and the consent of the participants and their heads or principals has to be obtained.

3.10. Confidentiality

The privacy of the participants is the most significant ethical requirement for conducting research of this nature. Safeguarding identities and working locations is a required point for consideration (Denzin and Lincoln, 2005). Before starting data

collection, confidentiality needs to be ensured as a primary consideration in order to prevent unexpected exposure. The participants' data was secured and not published for the brief period before it was anonymised. All these issues were explained to the participants and to their departments. First, they needed to feel safe and then their interview answers can be obtained from them truthfully and straightforwardly without them feeling any anxiety or undue pressure. They had to understand that they were not being inspected or graded in any way. I therefore gave them the consent form and explained all the points clearly; after that, they could be satisfied that their data was not recognizable, that their identity and location were concealed and that their data were to be only used for my research and any associated relevant publications or presentations.

The research data were not difficult to anonymise because although there are 22 DEIDS in Turkey and each DEIDS sends its STs to three or four training schools, the data were collected from only four DEIDS in different locations in Turkey. Each region had a different number of UTs and CTs for each programme, and they were interviewed and they completed the background information form. It was therefore not possible for their identities or locations to be deduced after the findings were anonymised.

3.11. Anonymity of the participants

There were 26 participants from the four regions. Before collecting the data, all the issues described above were clearly explained to the participants, and their anonymity was guaranteed because they talked about the system and some of them were critical of their colleagues, their managers and the training programme. After the data were

published, they may have had problems if they could be identified. It was therefore particularly important to guarantee that their data would be protected securely. All the participants' names and those of their cities and universities were given a pseudonym; also, no individual schools were named. The coding of the data was carried out using these pseudonyms, and they are also used in this thesis and will be used in any publications which develop from it.

3.12. Influencing the participants' daily routine

There were two different environments; university and school. UTs are more flexible than CTs because CTs have other responsibilities for their own pupils' education. Therefore, I had to plan the interview dates carefully in order to avoid interrupting the everyday routines of the CTs and their pupils. However, there were two teachers in a class, and when one left the classroom, the other teacher took care of the pupils, which gave me flexibility. Also, the interviews took an average 30-35 minutes which meant approximately an hour in each school. The interview times were therefore planned with the CTs to arrange the most convenient time for them. Similar arrangements were made with the UTs in order to avoid affecting their other duties.

3.13. Reliability and validity of the findings

During any research process, the researcher seeks answers to a question. In terms of the accuracy of the answers, mistakes or inaccuracies relating to the two concepts developed in the forefront of scientific research methods stand out; the validity and the reliability of the findings. These will be used to assess the quality of the study.

However, the meaning of reliability and validity in qualitative research is different from quantitative studies (Cohen, Manion and Morrison, 2011).

The validity of any research is determined by looking at the link between the research methods and the research topic. In other words, how can we be sure that collecting data through interviews and the completion of background information forms by UTs and CTs is an appropriate way to conduct this research? (Punch, 2011).

Additionally, internal validity is one of the main requirements for conducting any research properly. It was essential to ensure the sufficiency of reaching purpose in performing this study. Interviews and background information form questions were prepared in order to address the research questions, and the data collection methods and their contents were ultimately intended to serve the research purposes. There are some basic requirements to ensure the internal validity of such a qualitative research approach: “authenticity, which is the ability of the research to report a situation through the eyes of the participants; cogency, credibility and plausibility of the data” (Cohen, Manion, & Morrison, 2011, pp.184-185). As regards credibility, the collected data had to accurately reflect the views of the UTs and CTs interviewed (Thomson, 2011).

Even though techniques can be chosen for their apparent appropriateness, the content of the techniques may not be sufficient and would thus negatively affect the findings. Accordingly, the data collection techniques and their contents must always be prepared with a view as to whether their structure answers the research questions (Punch, 2011). Failure to do this may well waste the time of both the researcher and the participants and may also waste the financial resources of the researcher. Although techniques and contents are of significant structural relevance, the interpretation of data is also

important: “Interpretations are not based on the researcher’s perspective but that of the participant” (Thomson, 2011, p.79).

I looked at various research designs in teacher education which have used agency theory as their theoretical framework. These studies have generally focused on qualitative research designs: observation, interview, focus groups and so on. Researchers have explained and justified why these techniques were used in their studies and have conducted their research successfully. I therefore have good reason to assume that my research design is valid.

The reliability of qualitative research requires ensuring that the participants understand what questions are to be asked and what information they are intended to obtain. In other words, this required the transfer of my own comprehension of the questions to the participants. According to Denzin and Lincoln (1994; cited by Cohen *et al.*, 2011, p.202), the criteria for reliability are ‘stability of observations’ if another researcher can reach the same data at different times and places when conducting qualitative research; ‘parallel forms’ if the researcher can assess other phenomena and achieve the same content; and ‘inter-rater reliability’ if another observer can interpret the research with the same conceptual framework. If these can be achieved, the research can be said to be reliable. In this current study, the data were collected by one researcher from 26 participants, but coded and translated into English by two different people at different times and places separately, and their analyses were then compared. Most of them were similar and the minor differences were discussed and the most convenient and logical understanding was adopted.

All the participants from the different training schools and DEIDS had to understand the questions in the interview and the background information form in the same way

as their colleagues at different times and in different places. Additionally, during the analysis of the audio-recorded interviews after their transcription, I discussed the interpretation of these data with my supervisors, who agreed on the same perspectives using the same theoretical frameworks. The reliability of this study can therefore be considered to be high.

3.14. Pilot study

Before conducting research in the field, a pilot study can be performed in order to understand whether the questions intended to be posed are answered in the manner towards which the researcher is aiming. I carried out a pilot study, and this will be discussed in this section. I planned to collect data from two different groups, UTs and CTs, so for the pilot study I contacted one UT and one CT from different school placement programmes and carried out one-to-one Skype interviews with them separately. About two hours before the interviews, I sent them a background information form, and these were filled out and returned to my university email address. I reviewed the responses on the forms before starting the interviews and had them open on my private screen during each interview. While I was asking the questions, both the UT and the CT were relaxed and enthusiastic to answer my questions. However, I realized one problem when I asked the general question ‘What is the role of school placement in teacher training?’ and one of them responded by talking about how s/he conducted the programme. After a while, I tactfully interrupted and asked ‘Well, as you know, teacher training consists of theory and practice; what is the role of practice in the system?’ Because the interview had started with a general question, s/he may have thought that my question was actually asking about his/her

personal implementation of the system. Additionally, I compared their answers with the background information details which I had open on my screen. I was faced with some inconsistent answers, so I asked ‘Previously, you gave answers which suggest that you do not visit the school to observe their teaching sessions; given this, which parts of the regulations do you follow?’ I then recorded the response. I also realised that I needed to summarize what they had said and get confirmation by asking ‘Did I understand correctly?’. In the first pilot interview, I did not do this, and the questions were sometimes misunderstood. Although it takes more time to repeat their sentences briefly, it did help to reduce errors in the data.

3.15. Difficulties in data collection

While collecting data in the field, I faced some problems. The data were collected in Turkey, which has an area of 783,356 km² which is three times larger than the UK (242,495 km²). I visited four different cities in four different regions for data collection. To travel from one city to another takes a minimum of five hours by train or bus and, in each city, between four and ten interviews were conducted, so arranging an appointment with a CT and UT was quite difficult on the same day. Before leaving the UK, I arranged all the interview dates, but the respondents all had busy lives. So I stayed between four and seven days in each city because the participants did not have sufficient time to do an interview effectively, so the appointments were re-scheduled. Although one UT promised to come after his work session, he did not, which wasted half a day because I had to make an appointment with another UT.

Another reason for changing the data collection days was the 15 July coup attempt. As a consequence of this unfortunate event, all Turkish bureaucracy slowed down and getting research permission letters took two months rather than the usual fifteen

working days. The government also started to investigate supporters of the coup in government organizations, including universities. If they found anyone with links to coup supporters, that person was immediately dismissed.

During the time that I was in Turkey for the data collection, two CTs thought that I was inspecting them even though I showed them the official research consent forms, and they did not give consent to recording their voices. Both of them said if I wanted to interview them, I would have to write down what they said. For this reason, I missed some parts of the interview. However, after each interview, I went immediately to another room and recorded my own voice relating their responses in order not to forget what they had said. Before each interview, I showed the interviewee the University of Reading consent forms for the study, gave them my supervisor's name, and explained what I was doing. The participants relaxed a bit after this. Although they did not allow me to record their voices, they were nevertheless not afraid to criticize the school placement system. There was no difference between these two CTs and other participants except that the UTs talked more freely because they understood what I was trying to do.

3.16. Chapter summary

In this chapter, the rationale for using a qualitative methodology, the data collection methods, the case study process and the thematic analysis have been described and discussed and the use of background information forms and semi-structured interviews has been explained and justified, along with the rationale behind their use and their limitations. The research questions were set out and their associated problems were prepared within the conceptual framework with the intention of acquiring sufficient

relevant data. Next, the ethical principles were discussed, which were the relationships between the study and participants, the confidentiality and anonymity of the locations and the participants, and avoiding any influence on their daily routine. Also, the reliability and validity of the study's findings have been explained in terms of the study's requirements and what was done to meet them. A pilot study was described in detail, and difficulties associated with the data collection have been discussed.

Chapter 4: Findings

4.1. Chapter Introduction

In this chapter, the data collected from the semi-structured interviews and the background information forms from UT and CT in the SBTTS will be presented and briefly discussed. The numbers of participating UTs and CTs show differences reflecting the numbers of lecturers and teachers in the cities involved (*see* Table 13).

Table 14 The number of participants in four different cities in Turkey

<i>Region</i>	<i>Number of UTs</i>	<i>Number of CTs</i>
Bostan Region	3	3
Elmas Region	5	5
Kuscu Region	3	3
Hun Region	2	2

The names of the cities and the participants have been changed in order to preserve the anonymity of the participants; the cities are named Bostan City, Elmas City, Kuscu City and Hun City; the name of the universities is the same as those of the cities; Bostan University, Elmas University, Kuscu University and Hun University. The participants' pseudonyms are shown in Table 14.

The contexts have been organized and categorised in order to understand the findings clearly. The rationale for these contexts is explained below. The MEB teaching practice regulations and the school-based practices in the four regions are shown in Table 16. This table shows the extent to which the practices meet the requirements of the MEB regulations. Areas which follow the regulations are shaded in green, areas

which are non-compliant in yellow, and areas in which some of the respondents followed them but others did not are shown in blue. In addition to the MEB rules, the YÖK also has rules related to the school-based practice programme for DEIDS and these are shown in Table 15.

Table 15 The participants' pseudonyms

City	University	University Tutors	Cooperating Teachers		
Bostan City	Bostan University	BUT1	Aydan	BCT1	Ayben
		BUT2	Ata	BCT2	Ayca
		BUT3	Aylin	BCT3	Basak
Elmas City	Elmas University	EUT1	Narin	ECT1	Belkis
		EUT2	Gulhan	ECT2	Firat
		EUT3	Sude	ECT3	Colpan
		EUT4	Tayfur	ECT4	Nazim
		EUT5	Ozay	ECT5	Ilkay
Kuscu City	Kuscu University	KUT1	Gazi	KCT1	Nihal
		KUT2	Selcuk	KCT2	Ilgaz
		KUT3	Aybike	KCT3	Sarp
Hun City	Hun University	HUT1	Selcen	HCT1	Umut
		HUT2	Azra	HCT2	Ezgi

Table 16 The Higher Education Council's Teaching Practice Rules

Semesters	Student Teachers' Tasks in the Teaching Practice Programme
7. Semester: Teaching Practice 1	... learn how to prepare and to implement the behaviour-changing programme
	... learn to keep an anecdotal record
	... transfer anecdotal record's row data to A-B-C (Antecedent – Behaviour - Consequences) data
	... determine a behaviour to be changed of a student from the records kept
	... decide behaviour-changing techniques
	... learn to implement behaviour-changing techniques
	... learn how to keep a report on the end of implementing behaviour-changing techniques
	... learn how to determine students' performance by an assessment tool which is prepared by the ST
	... implement teaching methods skilfully
	... learn how to keep records of his/her skill teaching
	... learn how to study the permanence and generalization of the skills which are taught to students and the presentation of the study records
8. Semester: Teaching Practice 2	... undertake teaching for specific topics in the notions, skills, play and academic fields
	... keep records on their implementation and study the permanence and generalization of their teaching
	... prepare and implement a behaviour-changing programme
	... keep an anecdotal record
	... transfer anecdotal record's row data to A-B-C (Antecedent – Behaviour - Consequences) data
	... understand how to determine a behaviour to be changed of a student from the records kept
	... learn decide and implement behaviour-changing techniques
	... keep a daily report of the end of implementing behaviour-changing techniques
... keep a final report on the implementing of behaviour changes	

The findings on the implementation in the four regions of the rules set out in Table 16 will be presented and compared under each theme shown in these government rules. The findings were collected from the background information forms and the semi-

structured interviews. The background information form asked mainly descriptive questions which consisted of multiple-choice and gap-filling questions in order to obtain short and straight answers related to the system process. After receiving completed forms from the participants, semi-structured interviews were conducted. In these interviews, the questions were designed to learn what was happening, what the participants knew about the system and why they or their colleagues practised in the way that they did.

Another significant issue was coding the participants. The first letter of the code represents the region's pseudonym, and the subsequent letters UT and CT signify 'university tutor' (UT) or 'cooperating teacher' (CT). For example; EUT2 refers to 'Elmas Region's University Tutor 2'.

The Turkish transcripts from the interviews were translated by the researcher and another Turkish native speaker who had lived in the UK for six years and spoke English fluently, and quotations from them are presented here in italics.

No: 2493 MEB Regulations	Bostan Region's SBTTS	Elmas Region's SBTTS	Kuscu Region's SBTTS	Hun Region's SBTTS
STs' Activities				
Article 7- The practice is done for one whole day in the last semester or two half days in at least one semester...	2 half days per week	3 half days per week	2 half days per week	2 half days per week
Article 7- in at least one semester...	2 semesters	2 semesters	2 semesters	2 semesters
Article 7- ... STs must conduct at least 24 hours of teaching in person.	BCT1: 44 hours BCT2/BCT3: 40-50 hours BUT1/BUT2: 65 hours BUT3: 17 hours	ECT1/ECT2/ECT3/ECT4/ECT5: 3 hours pw (22*3=66h) EUT1: 3 hours pw (22*3=66h) EUT2/EUT4: 5 hours pw (22*5=110h) EUT3/EUT5: 6 hours pw (22*6=132h)	KCT1/KCT2/KCT3: 5-6 hours KUT1: 24 hours KUT2: 2 hours/pw (28*2=56) KUT3: 7-8 hours	HCT1/HCT2: 1 hour HUT1: 3 hours p/d (3h*2d*28w=168) HUT2: 1-2 hour/s
Article 11- if the practice cannot be completed in one school for any reason, the ST is sent to another school to complete the internship.	same training school	training school is changed each semester	training school is changed each semester	same training school
CTs' Activities				
Article 10-f- ... Duty of CT ... get maximum six interns, but mentors get a maximum of two interns for each session.	BCT1/BCT2/BCT3: 2 STs	ECT1/ECT2: 2-3 STs ECT3/ECT4/ECT5: 2 STs	KCT1: 1-2 STs KCT2: 2 STs KCT3: 2-3 STs	HCT1: 1-2 STs HCT2: 2 STs
Article 6-e-3-... Duty of UT: watches and inspects trainees' studies regularly with the cooperating teacher	BCT1/BCT2/BCT3: UT visits twice per week BUT1/BUT2: UT visits once per week BUT3: UT visits twice per week	ECT1/ECT3/ECT5: UT visits twice per week ECT2/ECT4: UT visits 3 times per week EUT1/EUT4/EUT5: UT visits 4 times per week	KCT1: UT visits once per semester KCT2: UT visits 3 times per semester KCT3: UT visits twice per semester KUT1: UT visits once per fortnight	HCT1: UT visits 1-2 per semester HCT2: UT visits 2-3 times in a year HUT1: UT visits 1-2 per fortnight HUT2: UT visits 3 times per month

<p>Article 6-i-3- Duty of CTs: evaluate STs' implementation studies at the end of practice, and report on such to the coordinator of the training school.</p> <p>Article 10-m- STs are assessed by their UT and CT separately.</p> <p>Article 6-i-2- Duty of CTs: ensure that the implementation programme's required activities are conducted; give guidance to STs to apply implementation activities successfully and watch and inspect those activities.</p> <p>UTs' Activities</p>	<p>BCT1: "I do not know"</p> <p>BCT2/BCT2: UT assess/give grades</p> <p>BUT1: CT and UT assess/give grades</p> <p>BUT2/BUT3: UT assess/give grades</p> <p>BCT1/BCT3: CTs' practices are inappropriate</p> <p>BCT2: CTs' practices are appropriate</p> <p>BUT1/BUT2/BUT3: CTs' practices are inappropriate</p>	<p>EUT2/EUT3: UT visits once per week</p> <p>ECT1/ECT2/ECT3/ECT4/ECT5: CT and UT assess/give grades</p> <p>EUT1/EUT2/EUT3/EUT4/EUT5: CT and UT assess/give grades</p> <p>ECT1/ECT2/ECT3/ECT4/ECT5: CTs' practices are appropriate (see details)</p> <p>EUT1/EUT2/EUT4/EUT5: CTs' practices are inappropriate</p> <p>EUT3 CTs' practices are appropriate</p>	<p>KUT2: UT visits 3 times per semester</p> <p>KUT3: UT visits once per week</p> <p>KCT1/KCT3: CT assess/give grades</p> <p>KCT2: UT assess/give grades</p> <p>KUT1/KUT2/KUT3: CT and UT assess/give grades</p> <p>KCT1/KCT2/KCT3: CTs' practices are appropriate</p> <p>KUT1/KUT2: CTs' practices are inappropriate</p> <p>KUT3: CTs' practices are appropriate</p>	<p>HCT1/ HCT2: CT and UT assess/give grades</p> <p>HUT1/HUT2: CT and UT assess/give grades</p> <p>HCT1/HCT2: CTs' practices are appropriate</p> <p>HUT1: CTs' practices are inappropriate</p> <p>HUT2: CTs' practices are appropriate</p>
<p>Article 10-d- ... not to exceed fifteen interns per UT</p>	<p>BUT1: 16 STs</p> <p>BUT2: 16-17 STs</p> <p>BUT3: 16 STs</p>	<p>EUT1: 12 STs</p> <p>EUT2: 15 STs</p> <p>EUT3: 2 STs</p> <p>EUT4: 14 STs</p> <p>EUT5: 12 STs</p>	<p>KUT1: 20 STs</p> <p>KUT2: 40 STs</p> <p>KUT3: 20 STs</p>	<p>HUT1: 26 STs</p> <p>HUT2: 16 STs</p>

<p>Article 6-e-3- ... Duty of UT: watch and inspect STs' studies regularly with the cooperating teacher</p> <p>Article 10-k- Every week, the UT and STs discuss and evaluate their teaching practice in schools.</p>	<p>BCT1/BCT2/BCT3: UT visits twice per week</p> <p>BUT1/BUT2: UT visits once per week</p>	<p>ECT1: UT visits 1-2 times per week</p> <p>ECT2: UT visits 2-3 times per week</p> <p>ECT3/ECT5: UT visits twice per week</p> <p>ECT4: UT visits 3 times per week</p> <p>EUT1/EUT4/EUT5: UT visits 4 times per week</p> <p>EUT2/EUT3: UT visits once per week</p>	<p>KCT1: UT visits once per semester</p> <p>KCT2: UT visits 3 times per semester</p> <p>KCT3: UT visits twice per semester</p> <p>KUT1/KUT3: UT visits once per fortnight</p> <p>KUT2: UT visits 3 times per semester</p>	<p>HCT1: UT visits 1-2 times per semester</p> <p>HCT2: UT visits 2-3 times in a year</p> <p>HUT1: UT visits 1-2 times per fortnight</p> <p>HUT2: UT visits 3 times per month</p>
<p>Article 6-e-3- Duty of UT: watch and inspect STs' studies regularly with the CT.</p>	<p>BCT1/BCT2/BCT3: UT and CT watch and inspect</p>	<p>ECT1/ECT2/ECT3/ECT4/ECT5: UT and CT watch and inspect</p>	<p>KCT1/KCT2/KCT3: Only CT watches and inspects</p>	<p>HCT1/HCT2: Only CT watches and inspects</p>
	<p>BUT1/BUT2/BUT3: Only UT watches and inspects</p>	<p>EUT1/EUT2/EUT3/EUT5: UT and CT watch and inspect</p> <p>EUT4: Only UT watches and inspects</p>	<p>KUT1/KUT2: UT and CT watch and inspect</p> <p>KUT3: Only CT watches and inspects</p>	
<p>Article 6-e-5- Duty of UT: evaluate STs' studies at the end of the implementation with the CT</p>	<p>BCT1: "I do not know"</p> <p>BCT2/BCT3: UT assess/give grades</p> <p>BUT1: CT and UT assess/give grades</p> <p>BUT2/BUT3: UT assess/give grades</p>	<p>ECT1/ECT2/ECT3/ECT4/ECT5: CT and UT assess/give grades</p> <p>EUT1/EUT2/EUT3/EUT4/EUT5: CT and UT assess/give grades</p>	<p>KCT1/KCT3: CT assess/give grades</p> <p>KCT2: UT assess/give grades</p> <p>KUT1/KUT2/KUT3: CT and UT assess/give grades</p>	<p>HCT1/HCT2: CT and UT assess/give grades</p> <p>HUT1/HUT2: CT and UT assess/give grades</p>
<p>Article 10-g UT informs his/her interns on the fundamentals of teaching practice, the activities of teaching practice and the rules which must be followed.</p>	<p>BCT1/BCT2/BCT3: UTs' practices are appropriate</p>	<p>ECT1/ECT2/ECT3/ECT4/ECT5: UTs' practices are appropriate</p>	<p>KCT1/KCT2/KCT3: UTs' practices are inappropriate</p>	<p>HCT1/HCT2: UTs' practices are inappropriate</p>
<p>Article 10-h UT takes his/her interns to training schools and introduces them to head teachers, the coordinator of the training school and CTs</p>	<p>BUT1/BUT2/BUT3: UTs' practices are appropriate</p>	<p>EUT1/EUT2/EUT3/EUT4/EUT5: UTs' practices are appropriate</p>	<p>KUT1/KUT2/KUT3: UTs' practices are appropriate</p>	<p>HUT1/HUT2: UTs' practices are appropriate</p>

Article 6-e-4 UT provides guidance and counselling for STs at each level of implementation.

Article 6-e-1 UT prepares trainees with teaching practice activities.

Other System Participants' Activities

Duty of training schools' heads
Article 6-h-3 Arrange meetings with CTs and STs and inform them of their duties and responsibilities.

All participants: school heads' practices are inappropriate

ECT1/ECT3/ECT5: school heads' practices are inappropriate
ECT2/ECT4: school heads' practices are appropriate
EUT1/EUT2/EUT3/EUT4/EUT5: school heads' practices are inappropriate

All participants: school heads' practices are inappropriate

All participants: school heads' practices are inappropriate

Article 6-h-4 Arrange the necessary educational environment

All UTs and CTs: school heads' practices are appropriate

ECT2/ECT4: school heads' practices are appropriate
All others: school heads' practices are inappropriate

All participants: school heads' practices are inappropriate

All participants: school heads' practices are inappropriate

Article 6-I-3 Duties and Responsibilities of the implementation coordinator of training school: watch, assess and takes measures to correct problems with implementation studies.

BCT1/BCT2/BCT3/BUT1/BUT2/BUT3: coordinator of training school's practices are inappropriate

ECT1/ECT2/ECT3/ECT4/ECT5 and EUT1/EUT2/EUT3/EUT4/EUT5: coordinator of training school's practices are inappropriate

KCT1/KCT2/KCT3/KUT1/KUT2/KUT3: coordinator of training school's practices are inappropriate

HCT1/HCT2/HUT1/HUT2: coordinator of training school's practices are inappropriate

Article 6-d-1- Duty of the Departmental Implementation Coordinator: provides coordination and collaboration between departmental UTs and implementation of studies related to departments.

BCT1/BCT2/BCT3/BUT1/BUT2/BUT3: no comment on duty of the Departmental Implementation Coordinator

ECT1/ECT2/ECT3/ECT4/ECT5: no comment on duty of the Departmental Implementation Coordinator
EUT1/EUT2/EUT3 /EUT4/EUT5 claimed that they give their role to the team leaders.

KCT1/KCT2/KCT3/KUT1KUT2/KUT3: no comment on duty of the Departmental Implementation Coordinator

HCT1/HCT2/HUT1/HUT2: no comment on duty of the Departmental Implementation Coordinator

<p>Article 6-1-2- ... coordinator of training school: plan STs' activities in collaboration with UTs ...</p> <p>Article 6-e-2-Duty of UT: plan STs implementation activities by collaborating with the coordinator of the training school</p> <p>Article 6-i-1-Duty of CT: prepare implementation activities of STs in collaboration with coordinator of training school ...</p>	<p>Neither UTs nor CTs have any collaboration with coordinator of training school.</p>	<p>Neither UTs nor CTs have any collaboration with coordinator of training school.</p>	<p>Neither UTs nor CTs have any collaboration with coordinator of training school.</p>
<p>Green Coloured Shapes: Appropriate to the rules</p>	<p>Yellow Coloured Shapes: Inappropriate to the rules</p>		<p>Blue Coloured Shapes: Some of them appropriate and some of them are Inappropriate to the rules</p>

Table 17 MEB's school-based practice regulations and the four regions' teaching practices in Turkey

RESEARCH QUESTIONS

The research questions for this study are

1. If there are differences, what are the differences between the implementation of school-based teacher training systems and YÖK's/MEB's teaching practice rules?
2. If there are differences, why are there different practices between the school-based teacher training systems?
 - 2.1. How do Cooperating Teachers and University Tutors perceive their role in the school-based teacher training system?
 - 2.2. If there are differences, why do Cooperating Teachers and University Tutors implement their duties differently to the requirements of the YÖK and MEB rules?
 - 2.3. What is the role of other participants in implementing University Tutors' and Cooperating Teachers' tasks within the school-based teacher training programmes?
3. If there are differences, how can they be explained in terms of agency theory?

4.2. Partnership context

In this section, the findings on the collaboration between the main participants, UTs and CTs, and the cooperation of other system participants in the views of the UTs and CTs in the four different regions will be presented and comparisons of the findings will be made between the departments and between the departments and government rules. As has been explained, the two groups of participants are from different environments and they have their own explanations of collaboration. If this collaboration issue is presented from UTs' and CTs' perspectives, the findings might be more understandable for the readers, so UT/CT collaboration and the cooperation of other system participants will be presented separately.

Briefly, it was found that these two environments do not have a very strong collaboration in the teaching practice programme. When they were asked about the reasons for this lack of collaboration, the participants had their own explanations based on their own experiences, attitudes and beliefs. Also, the other staff involved in the system seemed mostly not to participate actively in the school-based practice programme and they generally preferred to handle the bureaucratic issues related to the programme. After presenting all of the findings, a general overview of all the regions will be set out.

4.2.1. Bostan region's partnership context

4.2.1.1. Bostan region's CTS' collaboration

In Bostan region, three CTs discussed their collaboration with UTs. They stated that the main participants are the UTs and that they manage the system. They also said that they are responsible for their own classes and that STs visit their classes under their UTs' supervision. Although they talked about what STs do in the classes, they nevertheless saw themselves as second-level significant participants in the system. These factors also affected the participants' collaboration in the system. As can be seen from Table 16, Articles 6-e-3 and 10-m state that UTs and CTs are required to collaborate in the system. The findings show that UTs visited the training schools regularly every week, and Ayca (BCT2) and Basak (BCT3) stated that UTs and CTs give STs training grades for the programme. However, Ayben (BCT1) said *I do not know who gives their grades, trainees conduct the system with only UTs*. She added that she did not know exactly what the official requirements are. When asked about her collaboration with UTs, she responded *I do not have communication with UTs, we do not share our ideas, expectations or feedback, they have their own plan and they are so busy*. This explanation might help to understand why she did not know the requirements exactly, because she thought that STs are mainly under UTs' supervision and that she did not have any role. However, the rules say UTs and CTs should give feedback in collaboration. Furthermore, there is no orientation programme or course on how guidance should be given. The regulations also do not have any specific details for CTs' and UTs' training, but Article 5-g refers to the principle of continuous improvement of practice process and staff: "According to outcomes which are

obtained from teaching practice studies; teaching practice processes and, alongside this, staff qualifications which relate to practice are consistently improved”.

Ayca stated that she only talked with an UT once or twice for a year, but she said *if I want to share my ideas, I feel that I can share my words with UT*. Ayca also thought that she had her own class and students to deal with and that STs were UTs’ responsibility. Basak, however, stated that she had good communication with UTs. If she could not change problem behaviour, she would ask for help from the UT. These findings show that UTs regularly visited training school to supervise STs’ practices and that both UTs and CTs gave the STs grades, but it seems that they did not have good collaboration. The reason for this will be further explored looking from UTs’ perspectives and other variations of the issue.

4.2.1.2. Bostan region’s UTs’ collaboration

In the Bostan region, the UTs’ explanations might help to understand why CTs and UTs seem not to have had good collaboration in the teaching practice programme. All three participants stated that CTs are not sufficiently qualified to conduct the school-based practice programme because of their educational background. Aydan (BUT1) and Ata (BUT2) stated that the numbers of teachers who graduated from the DEIDS are very limited, which is why paid teachers and certificated teachers have been employed for both SEN students’ and STs’ training. They therefore thought that they are not capable of teaching intellectually disabled pupils, so they preferred not to collaborate with CTs. However, STs are in CTs’ classrooms, so Aydan said *We say to our trainees, ‘Do what your teacher says in the class, but ignore their advice. Just carry out what we planned’*.

In addition, Articles 6-e-3 and 6-e-5 in Table 16 also show that the programme should be conducted with collaboration between UTs and CTs. The CTs stated that both CTs and UTs observe and inspect STs' studies together, but the UTs did not agree with this. They claimed that UTs are the only participants who deliver the system and that all the CTs do it to accept STs into their classrooms. They therefore might think that they are watching them, but the STs' teaching session observations are carried out by UTs after sending the CT out of the classroom. In relation to Article 6-e-5, the CTs also stated that only UTs gave grades even though the regulations state that both UTs and CTs should evaluate STs' performance. These responses show that the CTs perceived themselves to be separated from the system by the UTs, and it looks as if they did not have any problem with this practice model.

4.2.1.3. Bostan region's other system participants' activities

In Bostan region, the UTs and CTs commented on the practices of the other participants in the school-based practice programme. The findings show that the other actors in the programme seemed not to participate properly in the system. There is only one rule which seems appropriate for examining the UTs' and CTs' explanations: Article 6-h-4 states that "Training schools' heads arrange the necessary educational environment". All of the respondents claimed that the head teachers were *well-intentioned* and tried to organize the required environments. Aydan said that *The school heads are quite significant for conducting this system, they are so enthusiastic about helping us to have a better system. They organize the school environment and look at our requests.* Ata, who was a practice coordinator from a university environment said *We try always to have good communication with head teachers. They*

see our studies and help us to conduct this system effectively, such as providing a resource room, arranging the class environment or taking students out of the class for one-to-one teaching sessions. Aylin (BUT3), Ayben (BCT1), Ayca (BCT2) and Basak (BCT3) gave similar explanations about them arranging the educational environment.

There are also other tasks which have to be undertaken by the school actors – the head teachers, practice coordinators in the training school and guidance teachers. For example, “arranging meetings between CTs and STs and informing them about STs and their responsibilities” (Article 6-h-3) and “observing and assessing the implementation of studies” (Articles 6-I-2 and 6-I-3). The respondents stated that the other participants in the system except for UTs, CTs and STs did not actively join the school-based practice programme. According to all the UTs and to Basak, the requirements listed above had not been implemented by the school headship. First, Aydan, Ata and Basak stated that the school heads generally arranged bureaucratic issues in the SBTTS but that although they arranged the school environment as part of the programme, they did not seem to be interested in other tasks within the programme. Furthermore, Ayca, Basak, Ata and Aylin said that there were no guidance teachers in their schools; there were only head teachers and they only organized the school environment.

Consequently, the respondents believed that the school heads arranged the school environment bearing in mind what UTs’ need in order to ensure better practices. Except for this task, they generally dealt with paperwork issues for arranging the training schools and classes rather than observing and assessing the programme in the school and collaborating with UTs.

4.2.1.4. Overview of Bostan region's partnership context

As stated in the regulations referred to in the section above, the two environments must have effective collaboration in order to train STs in the school-based practice programme. However, the findings show that the participants' practices in the programme prevented good collaboration. The UTs complained about teachers' limited teaching skills in SEN. They were employed from different subjects into SEN so they were not keen to collaborate with the CTs. On the other hand, when the CTs were asked about collaboration with UTs, they responded that they did not have any collaboration because the people from the university environment conducted their own study, generally excluding CTs, and thought that without them (CTs), the programme could be quite effectively conducted by the UTs. Additionally, other actors were generally happy not to be involved in the system and only arranged the school environment. For all these reasons, the collaboration between the participants could be perceived not to be working properly and could at best be called a complementary partnership (John Furlong et al., 2000).

4.2.2. Elmas region's partnership context

4.2.2.1. Elmas regions CTs' collaboration

In contrast to Bostan Region, in Elmas region, the CTs claimed that they shared their ideas and expectations and their STs' performance in the class with UTs in the teaching practice programme, and that UTs planned STs' sessions bearing in mind the pupils' performance and the CTs' comments. Table 16 shows that UTs visited the training schools regularly, although their weekly visits showed differences. Also, teachers in

the training schools claimed that they gave STs' training grades in conjunction with UTs.

Belkis (ECT1) and Ilkay (ECT5) stated that they shared their pupils' performance and their characteristic features with UTs and STs. Additionally, if the UTs gave suggestions to Belkis, she said that she took them into consideration and produced better feedback to the UTs. Firat (ECT2) and Colpan (ECT3) had a similar perspective and both gave feedback to their STs about adjusting the tone of voice, and claimed that they had a good relationship with the UT. Nazim (ECT4) said that *UTs generally come to observe STs' sessions. When they come to our class, we share our experience and knowledge. Sometimes, the UTs inform us about new materials and techniques.* The comments made by the CTs show that they were happy with the current programme and claimed that they conducted the programme in collaboration with the UTs. Even so, other variations of this relationship need to be researched more deeply in order to understand their partnership context.

4.2.2.2. Elmas region's UTs' collaboration

This section presents the findings on UTs' collaboration with CTs from the UTs' viewpoint. All five UTs in Elmas region stated that they generally shared the basic issues with CTs in the training school. Narin (EUT1) said *We generally share some knowledge with CTs, but we do not get involved in their business. We give feedback to our STs in the training class. If the trainees encounter any problem, we intervene over this problem. We do not talk with CTs, because if we discuss things too much, various problems might arise between us and CTs.* On the other hand, Gulhan (EUT2), Tayfur (EUT4) and Sude (EUT3) stated that they considered their role to be important because

When we leave the school, the STs stay with the CTs in the class (Tayfur). For example, if an ST wants to study echolalia, Sude first expected that the ST would ask for the CT's consent. She communicated with CTs regularly both through the STs and face-to-face over issues of this kind.

Table 16 shows that UTs went to the training schools regularly and observed, inspected and gave grades in conjunction with CTs in Elmas region's school-based practice programme. These practices seem to follow to the rules. Further, in relation to Article 10-h, all of the participants stated that UTs introduce the training school and the managers and CTs. These practices also appear to comply with the rules. However, most of them did not know the rules, and did not bother to find out whether their practices had a theoretical or legal base; they just followed the DEIDS' practice programme.

Ozay (EUT5) pointed out a different issue, commenting that UTs generally shared only very superficial issues with CTs. He said that he did not share any detailed information with CTs because *These schools are different from our organization, and CTs are open to criticism and do not develop themselves*. For these reasons, he explained that he did not collaborate effectively with the CTs.

So although the UTs believed that the CTs' role is important and did share some information with them and respect them, they preferred to implement the programme in detail with the STs without involving a CT.

4.2.2.3. Elmas region's other system participants' activities

In this section, I shall discuss the practices of the other system participants in Elmas region from the viewpoint of UTs and CTs. The findings showed different viewpoints among these actors. Table 16 shows the compliance of these participants' practices in comparison with the other regions and with the rules. Two CTs, Firat (ECT2) and Nazim (ECT4), stated that the school head arranged meetings with CTs and STs to discuss their responsibilities and arranged the school environment for the STs at the beginning of their first semester in the school. On the other hand, other respondents stated that the roles of head teachers and guidance teachers are important in the teaching practice programme but that they generally seem to play no part in the system, which works on the basis on the activities of the UTs, CTs and STs.

Furthermore, four UTs, Gulhan, Sude, Tayfur and Ozay stated that head teachers' primary aim is to use STs' presence in their school as if they were teaching assistants, and Gulhan added that they see STs' issues in the training school as an extra task for themselves. Ozay support Gulhan's explanation. He said *The managers do not help our prospective teachers. Frankly, our STs are also faced with psychological and physiological violence from the MEB's staff in the training school because they do not adopt our STs as part of the training school.* For issues such as this, these four respondents believed that the staff who worked in the MEB's training schools generally did not organize the school system for their STs.

Another issue is the responsibility of school coordinators to observe, assess and take measures to correct STs' problems with implementation (Article 6-I-3). According to all ten respondents from the two environments, head teachers have the greatest responsibility in the system but that they did not know who the practice coordinator in

the training school was. The UTs also stated that the department coordinator had no collaboration with UTs in the programme, contrary to Article 6-d-1 (*see* Table 16). However, all five UTs stated that the DEIDS' practice programme shared the coordinators' role with the team leaders, and that they provided coordination with UTs. There were experienced UTs and newly started UTs in each group containing five or six supervisors and a team leader. According to them, this coordinator only dealt with bureaucratic issues between the training school and the university. Even though the supervisors said that practice coordinators do not collaborate with UTs, they did share their responsibility among the team leaders.

Although two respondents stated that the school heads arranged meetings and organized the school environment with CTs and STs in the school, others stated that they played no part in the system and that their role was neither positive nor negative. Also, all of the respondents claimed that they did not know who the practice coordinator in the training school was. Their explanations show that there was a lack of communication and coordination between the staff in the system, as is shown by the different claims and comments made on the other participants' duties and responsibilities. This could be a result of the fact that the training programme was regarded as an extra task for the staff in the training school, or that it was based predominantly on the UTs, or for some other reason. Finally, in DEIDS the coordinator's role was shared by team leaders and they organize the programme for the coordinator, although the UTs regarded the coordinator as incapable. The shared responsibility can be regarded as compliant with the rules. These reasons will be considered in detail along with other explanations in the discussion chapter. Agency theory might also help to explain the behaviour of individuals and of groups involved in the programme.

4.2.2.4. Overview of Elmas region's partnership context

In Elmas Region, the participants' explanations show that they had superficial collaboration, which, although it was better than the partnership in Bostan region, cannot be categorised as a 'collaborative partnership' (John Furlong et al., 2000) between UTs and CTs. The CTs claimed that they had good collaboration with UTs, but the UTs said that they had communication with CTs only on the surface level. Other system participants undertook some of the organization, but sought to use STs as a source of free labour and were involved in delivering the programme effectively. So the system was principally conducted by the UTs, and the CTs and the other system participants had a superficial collaboration with UTs, but not very detailed.

4.2.3. Hun region's partnership context

4.2.3.1. Hun region's CTs' collaboration

In Hun region, the CTs had some claims and explanations about UTs and their own collaboration with them. They criticised UTs' implementations. Umut (HCT1) and Ezgi (HCT2) complained about Selcen's (HUT1) and Azra's (HUT2) practice. Umut said that *UTs might be more active; they only come at the beginning and end of the year to give and collect training folders*. Ezgi said *I give STs some directions thinking about my own bachelor's degree SBTTs, I give them some forms but they tell me that I am wrong, that their UT said that they must practise in a different way. Because of this inconsistency, they do not listen to me*. She was open to sharing ideas, information, feedback and experiences but the UTs did not visit the school regularly and had different implementation methods. She said *I might not know what to do clearly, but*

the UTs did not attempt to talk to us about these issues. It seems that the UTs did not visit the training schools regularly, even though Article 6-e-3 states that UTs must observe and inspect STs' studies regularly in conjunction with the CT. Umut and Ezgi stated that the UTs gave grades after looking through the STs' files, even though the CTs gave grade to STs as well. Nevertheless, this seems to comply with the rules. This does not mean that the relevant rule is adequate, but the way in which the rules are implemented might need to be investigated or adjustments might be necessary to see this implementation of the system against a bigger picture. These comments by the two CTs, Umut and Ezgi, show that they had no collaboration with UTs in Hun region's school-based practice.

4.2.3.2. Hun region's UTs' collaboration

Under this heading, I shall present the findings on the collaboration between the UTs and the CTs from the UTs' perspective. In the previous section, serious criticisms about their collaboration were made by the CTs. The UTs views might help us to understand whether the CTs' claims are right. These explanations might not be enough to determine how the system works, but they might provide a start for thinking about their system. First, Selcen (HUT1) claimed that she shared her experiences, feedback and ideas with CTs. However, she added *This year I am going to work alone in this department, so the visits might not happen regularly.* She added that she and the CT observed STs' teaching sessions, and she claimed that they both gave feedback both written and verbally. This seems contrary to the claims made by the CTs. Azra (HUT2), however, said that they did not go to the training schools to observe their STs. Accordingly, they did not collaborate with the CTs. When they were asked about their

own experience, ideas and feedback, Azra said *Actually we shared once about an ST's problem behaviour*. This suggests that they did not collaborate regularly. Azra also said that *CTs want to see us (UTs) more frequently*. According to her, there was no environment for collaborating with CTs. Finally, this system needs to be understood by looking at other variations. Selcen's and Azra's claims seemed to differ. Selcen's claim seems not to be right; she seems to be pretending that her department is doing better than it actually is. Two CTs and one UT claimed that they had no collaboration and although Selcen said that she did collaborate with them, her practice shows that she did not, but that she was trying to show herself in a better light than was actually the case.

4.2.3.3. Hun region's other system participants' activities

In this section, I shall present the opinions of the UTs and CTs in Hun region the other system participants. Umut (HCT1) and Ezgi (HCT2) stated that the teaching practice programme in Hun region was conducted only the CTs and that other system participants had no role in it; Umut said that *They only deal with bureaucratic issues in the system*. Ezgi also said that *Other system participants handle only paperwork during the programme*.

All four of the participants stated that the other system participants had no role in the system in terms of collaboration or coordination. Transferred supervisors were biased, which is why the findings show that the other staff did not actively participate in the school-based practice programme in their view.

4.2.3.4. Overview of Hun region's partnership context

The staff in Hun region gave useful explanations about their collaborations with their partners. The CTs complained about the infrequency of the UTs' visits to the training schools; they claimed that the UTs did not collaborate with them. In addition to the CTs, Azra (HUT2) offered a similar explanation. However, Selcen claimed that she regularly observed trainees and gave them feedback along with the CTs. Umut, Ezgi and Azra gave similar explanations, but Selcen had a different viewpoint. She was possibly trying to show her department as better than it actually was because she was a head of department, or she might have misunderstood the question. When other data are analysed more deeply, the real reason might arise later in this study. Finally, it was thought that the other participants, like school heads, generally handled paperwork rather than participating and improving the activities.

4.2.4. Kусcu region's partnership context

4.2.4.1. Kусcu region's CTs' collaboration

In this section, I shall present the findings about the operation of the teaching practice programme in Kусcu region. Generally, the CTs complained about the UTs' practices in the training schools. They stated that the UTs usually only visited the training schools two or three times a year and talked with the head teachers. This does not help to train STs and it does not comply with the rules (*see* Table 16). For example, Nihal (KCT1) said *I do not know what they do during the teaching practice programme because they do not come, and we do not communicate*. Ilgaz (KCT2) also said that UTs do not appreciate what CTs do in a training class. For example, he gave an

evaluation form to his STs but the UTs said that this form was useless, and they gave out their own form. However, Ilgaz stated *I had downloaded this form from the MEB's official webpage*. So this issue seems rather complicated. The form might be useless or it might be contrary to DEIDS' normal forms, so it is necessary to look at other explanations. Nihal and Ilgaz wanted to see UTs more often, and they complained about their implementation model. Sarp (KCT3) seemed to be content with the system, unlike the other two CTs. He said *I share my ideas, experiences with UTs*. However, he also said that the UTs did not visit the training class, and added *We did not talk last year as well*. He seemed to be optimistic and his answers show that he was unaware of what collaboration is required under the rules. Another issue was evaluation of the STs. All three CTs stated that UTs did not observe or inspect STs' sessions, and both Nihal and Sarp claimed that they were the only people who gave grades to the STs. Ilgaz, however, said that only UTs give the STs grades, but that they only look at STs' training folders. As can be seen in Article 10-m in Table 16, STs must be assessed by UTs and CTs separately. So the CTs' explanations show that there was a contradiction in this area as well. Consequently, the findings from the CTs' comments show that they did not have good collaboration between CTs and UTs.

4.2.4.2. Kuscu region's UTs' collaboration

Under this heading, I shall present the findings from Kuscu DEIDS' UTs. Just as the CTs had complained about the UTs, they UTs also complained about the CTs' practices. Gazi (KUT1) said *There is a conflict between what we say to our STs and what the CTs tell STs to implement*. He blamed the issue of paid and certificated teachers: *They just get a time-limited course and start to work as a TPID, and they get*

STs but they are incapable of providing guidance. He blamed CTs' incapability for the fact that he did visit schools, but said that the real reason is that ... *We do not have an observation culture in our department, so we do not go to the training school to observe STs.* Article 6-e-3, however, states that STs' studies must be observed and inspected by UTs and CTs regularly. According to Gazi, the reason for not observing them was because of the CTs. Aybike (KUT3) supported Gazi's explanation. Selcuk (KUT2) claimed that he did not have much time to observe STs in the training school but added that *STs should take the teaching role independently and should integrate with the class. They can learn teaching better when they are left alone.* This idea might have occurred before or after Selcuk's practices. If it occurred before, the *sink or swim* notion can be the base for her theoretical understanding. If it occurred later, she might just have been looking to justify her behaviour, but her intensive workload suggests that she was looking for a reason for her behaviour. Additionally Aybike commented on her limited time, which meant that she could not visit the training school regularly. It seems these UTs had some external issues which affected the system negatively. Three of them said that they were too busy and did not have time to carry out the expected activities for the teaching practice programme. For all these reasons, these two environments seem not to have had good collaboration.

4.2.4.3. Kuseu region's other system participants' activities

Under this heading, I shall present the findings in regard to the other system participants' activities in Kuseu region from the UTs' and CTs' perspectives. The UTs and CTs commented that school heads did not actively participate in the teaching practice programme. For instance, Nihal (KCT1) said that *School heads do not know*

what we do in the class, the role of training teachers. They do not have any role in the system. Ilgaz (KCT2) also stated that head teachers control only the STs' attendance at the school, and that *If they come late to the school, they are not allowed to sign the attendance paper.* Sarp (KCT3) also said that the school staff were not involved actively in the teaching practice programme.

The UTs also criticized the school heads' practices. He claimed that the UTs had requested the required practices and organizations from head teachers but that they did not consider these requests seriously. According to Gazi (KUT1), head teachers perform only two duties; to determine each ST's class and to monitor their attendance at these classes. He continued *The MEB clearly designed school heads' duties, but there are problems about carrying out these duties in the school environment.* Selcuk stated that he organized all the implementations. Although the other staff members had quite important roles in the system, the UTs undertook these duties themselves because of the passive role which head teachers had in the system. Finally, Aybike claimed that these other staff generally dealt only with bureaucratic issues during the programme in the training school.

Consequently, all six participants claimed that the system revolved around only UTs and CTs as programme conductors, and that the other participants in the system, the head teachers and guidance teachers, did not actively participate in the programme. They only dealt with two issues: the paperwork for the system, and STs' attendance. In Kuscu region, therefore, these respondents' explanations show that other system participants did not actively carry out their own responsibilities and duties in compliance with the rules.

4.2.4.4. Overview of Kuscü region's partnership context

The comments presented above show that the CTs and the UTs blamed each other for not having good collaboration in the practice programme. The UTs also raised external issues which prevented good relationships between participants, such as limited time because of having too many STs, and the absence of an observation culture for STs in the training school. Additionally, the CTs complained about the evaluation of STs. They said that they observed and inspected trainees without help from UTs, and that they gave them their final grades. However, the rules state that both UTs and CTs must give final grades. The CTs said *We are the only people who give final grades* but the UTs said *UTs and CTs give final grades*. It can clearly be understood that CTs and UTs seem to have no collaboration and that the CTs did not know that UTs must give final grades as well. Also, the other actors in the programme dealt only with paperwork issues and were not involved in the programme. As a result of these findings, it seems that in Kuscü Region there was not good collaboration in the teaching practice programme, and in general, the participants complained about everyone else and blamed other system participants and circumstances for the shortcomings.

4.2.5. A general overview of the partnership context

The practices of the key participants, UTs and CTs, and their collaboration with their colleagues from the other environment have been presented. Four different regions have been explored, and all four have shown differences. For example, Bostan university's participants generally thought that the CTs in Bostan region's training schools have different backgrounds, such as 'paid teacher' or 'certificated teacher' and are not adequately trained to deliver the teaching practice programme. So they

regularly visit the training schools to observe and inspect their STs' activities, excluding the CTs from the process. Kuseu university's participants also complained about the paid and certificated teacher issue and believed that the lack of collaboration was due to these teachers' incompetence. Even so, they did not regularly attend STs' teaching sessions. They also had external issues, such as limited time and resources, for not visiting the training schools and this had a negative effect on collaboration. CTs in Kuseu region said that they were keen to study with UTs, but that the UTs did not come and share their experiences with them. In Bostan region, the CTs seemed satisfied with UTs' practices, although they did not participate or were not able to participate in the system. They might have thought that if the UTs supervised STs regularly, they did not need to be concerned with the STs. However, teaching practice regulation 2493 states that the practice programme must be conducted by UTs and CTs in collaboration.

In Elmas region, the system seems to be better organized than in other regions. The CTs stated that they had good collaboration with the UTs. The UTs also accepted that they had collaboration and considered that they had a significant role, but they also said that collaboration level was not what the CTs thought that it was. The UTs claimed that they collaborated over core issues but not in a very detailed way.

In Hun region, the implementation of the system seemed a bit complicated because both of the CTs said that UTs did not attend their STs' sessions and did not observe their studies. In other words, the UTs conducted the teaching practice programme from the university environment without actually visiting the training classes. The CTs said that UTs sometimes visited the training school but that they only communicated with the head teachers. The CTs therefore complained about the lack of collaboration between them and UTs. Selcen (HUT1), however, claimed that she always observed

STs' session and gave written and verbal feedback to each trainee together with the CTs. However, she had 26 STs under her supervision. It seemed that she already had too many trainees according to the rules, and her explanations seemed to be complicated. She was most probably trying to show her department in a better light than was actually the case. Another UT supported the CTs' complaint. Contrary to Selcen's explanation, the UTs, even Selcen, seemed not to visit the training schools regularly and did not observe and inspect STs' teaching sessions. Additionally, the CTs wanted to see UTs in their classrooms to observe the STs as part of their collaboration. However, they complained about UTs' practices. Consequently, in Hun region, it looks as if there was not good collaboration at the level required by the rules.

Although the rules give responsibilities to school heads, coordinators and guidance teachers (*see* Table 16), these people generally preferred only to deal with basic issues such as paperwork and making various changes in the school environment. Hence, they did not have good collaboration with UTs or CTs over the delivery of the programme.

The findings show that each region had its own explanation for the level of collaboration, and the participants discussed this on the basis of their own individual understandings, rights and viewpoints. It can be said that none of the regions had a 'collaborative partnership', and they can therefore be categorised under 'complementary partnership', even though Elmas region had better partnership than the other three regions.

4.3. Structural context

In this section, I shall describe the structural context of the training schools' and departments' SBTTS. There is a common structural issue relating to employing supervisors. According to YÖK Law 2547, the practice should be conducted by a lecturer who has a PhD, but the departments usually employ research assistants to undertake the work. This might cause differences or reduce the quality of the work, but some departments develop an alternative way to address this; they provide a training programme for novice supervisors. Apart from this, almost all of the UT and CT participants were unaware of the teaching practice regulations. They usually replicated the existing programme and followed their colleagues' practices, or they changed the programme to suit their own agency. Except for some issues referred to above, most of the findings show that each DEIDS had its own programme. There were several factors which affected the shape of the programme, such as a shortage of lecturers, too many trainees, CTs' lack of qualifications and departments' motivation to develop the programme. On the other hand, all of the training schools generally had similar practices because they stated that DEIDS are the main determiners and that they primarily followed their directions and programme. For these reasons, the structure of the four regions will be discussed separately next and comparisons will be made between Bostan, Elmas, Kuscu and Hun regions and the ways that they respond to the rules.

4.3.1. Bostan region's structural context

All six participants in Bostan University's DEIDS school placement programme stated that the programme was conducted over two semesters and that the STs did not change

their training school between the two semesters. Additionally, they all stated that STs went to the training school for two half-days each week, and the CTs said that two STs come into their training class each year. Bostan region therefore followed the government regulations with regard to teaching practice placements, but there was a discrepancy both between the participants and between the regulations and the participants regarding the amount of individual teaching that each ST should undertake (see Table 16, the first four rows). The CTs claimed that the STs deliver teaching sessions for between 40 and 50 hours, and Aydan (BUT1) and Ata (BUT2) said that their STs conducted 65 hours of teaching sessions over a year, which shows that the CTs' and the UTs' statements showed compliance with the rules. These two UTs stated that they organized the school placement system based on the notion that 'more practice is better than less'. Aydan said *STs conduct too many teaching sessions, and during the sessions we give instant feedback and they re-organize the session or change their behaviour. In this way they gain much experience from it.* Aylin, however, said that STs deliver seventeen hours of teaching sessions in total over a year's practice. When asked about the total length of the teaching sessions, the CTs said that they followed what the UTs had planned for the STs, and Aydan and Ata clearly believed that having a lot of practice is one of the most effective ways of learning the teaching profession. Nevertheless, Aylin stated that a *Seventeen hours of teaching sessions is enough for learning teaching*, which is below the government's requirement (see Article 7 in Table 16) and she added that *STs must attend a couple of sessions in the DEIDS at the same time, so the training programme has to be conducted on a balanced basis in two different environments.*

In addition, the UTs generally had no confidence in CTs' knowledge because they were either paid teachers or certificated teachers from a different subject (see Table

17). Ayben (BCT1) also agreed that they (CTs) were not being involved in the programme, and said *UTs generally come and work with STs and we do not actively attend their programme*, and the UTs said that they did not really know what their role was in the system.

Another issue is how they know what to do; Aydan and Ata had the same background because DEVIS and DEIDS are under the SEN department, and learn/teach the same courses, except that DEVIS provides extra courses; braille alphabet teaching, independent working, and they received the same training before starting to supervise.

Table 18 Bostan Participants' Bachelor's Degree Subjects

DEIDS' name	Participants' codes	BA qualification
BOSTAN	BUT1	DEIDS
	BUT2	DEVIS
	BUT3	Turkish Teacher
	BCT1	Business Administration
	BCT2	Classroom Teacher
	BCT3	DEVIS

DEVIS: Department of Education for Visually Impaired Students

DEIDS: Department of Education for Intellectually Disabled Students

Yellow signifies graduates from other subjects

Green signifies graduates from DEIDS

Aylin was working in an autism foundation. On the other hand, Ayben had a diploma in business management and had only received 80 hours of theoretical courses. Ayca was a classroom teacher and Basak a teacher of people with visual impairment (TPVI), but TPVI teachers can officially also work in the SEN area with other disability groups. All of them claimed that they recalled their previous employment experiences, but that

its quality was open to discussion because the CTs were not from areas which are involved with intellectual disabilities, and Aylin had graduated in Turkish teaching. However, Aylin said *I follow what Aydan and Ata do because they know the area better than me.*

This structure shows similarities and differences between the rules and the participants' practice. STs were sent to a training school for two half-days for two semesters and the total length of their teaching sessions showed differences based on the CTs' understanding. They thought that if STs can gain more experience, they will learn better, but Aylin said that they should deliver seventeen hours of practical teaching, which is contrary to the rules. Additionally, UTs did not involve CTs in the programme because of their inappropriate academic background and also carried out more supervision in the schools rather than CTs. The CTs also accepted that they did not know what was required when they became CTs, and they only recalled their previous experiences. Because of this understanding, DEIDS restructured its own model based on spending more time in the school.

4.3.2. Elmas region's structural context

All ten respondents from Elmas region said that the school-based practice was conducted over two semesters in the final year of the four-year teacher-training programme in DEIDS. However, contrary to the government rules, the training schools to which the STs were sent changed each semester. When the reason for this change was asked, the UTs gave two different responses. Gulhan (EUT2) and Sude (EUT3) said that the system had already existed when they started to work in Elmas university's DEIDS. Another response was given by Narin (EUT1), Tayfur (EUT4)

and Ozay (EUT5), who said that sending STs to a different school each semester gave them extra experience. The CTs, however, said that they did not know why different STs came to their class each semester; they just commented that the DEIDS decided what would happen. Article 11, however, states that training schools must not be changed unless there is a particular reason for doing so, such as changed circumstances in a school.

Another issue is the number of days in a week which STs spend in the training school. The government rule states “Two half-days or one whole day per week” (Article 7, *see* Table 16). However, there was a discrepancy between this region’s practice and the rules. The participants stated that STs went to the training schools for three half-days. Belkis (ECT1), Firat (ECT2), Narin, Sude and Tayfur all stated that the reason for this was that two half-days is not enough for STs to benefit from the programme. Tayfur also said that *YÖK gives a specific syllabus and hours for teaching practice, and says that this is only a minimum requirement. They do not set an upper limit for implementation.* Clearly he did not know the rule. In addition, Firat, Gulhan, Ilkay, Ozay and Sude believed that spending more time in the school is better for the STs to gain additional experience. Colpan (ECT3) said that she was not sure why the STs came for three half-days and that she was just following what the DEIDS said. So most participants believed that three half-days training was undertaken for a better outcome. The other viewpoints will be discussed in detail after all the findings have been presented.

The STs’ practical teaching sessions in this region should also be discussed because there were differences both between the participants and between the regulations and the participants regarding the total amount of individual teaching that each ST ought to deliver, but Article 7 states that ‘STs must conduct at least 24 teaching hours’. The

CTs' data were collected from one training school in Elmas region and all of the CTs stated that STs deliver one three-hour session per week (three hours over eleven weeks for two semesters amounts to 66 hours). Narin was conducting her supervision in a primary school with a SEN class and she said the same thing as the CTs. Tayfur and Gulhan, however, were delivering the programme in a SEN school which had more pupils and more time, so their STs delivered a five-hour teaching session per week (five hours over eleven weeks for two semesters amounts to 110 hours). Also, Sude and Ozay went to a SEN research centre which was managed by Elmas DEIDS, so they could give their STs more opportunities to deliver teaching sessions (six hours over eleven weeks for two semesters amounts to 110 hours). All these teaching hours conformed to the rules, and the respondents stated that they practised this intensive model in order to achieve a better outcome. When STs were delivering this number of sessions, the UTs usually went to the training school to observe them because they believed that the CTs were not sufficiently trained to provide guidance for the STs because they were from different academic disciplines (*see* Table 18). Ozay said that *They do not try to improve their knowledge*. However, the CTs stated that they shared pupils' records and provided guidance in some cases benefitting from their previous experience, but they also accepted that their main aim was to educate the pupils. Belkis said that *STs are a second-level plan for us (CTs), because we must educate our own pupils first*. This understanding seems to support the UTs' perspective.

Finally, Elmas DEIDS developed a structure for having a standardised model in its departments. It had a training programme for UTs, an eighteen-month master/apprentice model, and Ozay, Gulhan and Sude had taken it. Narin and Tayfur had been working there more than seven years and had different academic backgrounds, but they both followed the programme and helped to develop this model

so that newly employed research assistants received this training. Sude explained *First I observed different experienced supervisors regularly and they started to give me small duties like reading training folders, and gave me feedback on it, and then last semester, they gave me two STs, and observed how I supervised them.* This model can help to maintain a similar level of supervision, but if the other DEIDS do not have this sort of model, these STs and other DEIDS' STs are going to have to work together in their professional life and there may be some conflict between their teaching models and techniques.

Table 19 Elmas Region's Participants Bachelor's Qualifications

DEIDS' name	Participants' codes	BA qualification
ELMAS	ECT1	Classroom Teacher
	ECT2	DEHIS
	ECT3	DEHIS
	ECT4	DEIDS
	ECT5	DEIDS
	EUT1	Sociology
	EUT2	DEIDS
	EUT3	DEIDS
	EUT4	Philosophy Teacher
	EUT5	DEIDS

DEHIS: Department of Education for Hearing Impaired Students

DEIDS: Department of Education for Intellectually Disabled Students

Yellow signifies graduates in other subjects

Green signifies graduates from DEIDS

Consequently, Elmas region had its own structure. STs were sent for three half-days a week to a training school over two semesters, and the school changed each semester

for them to gain more experience. This was done with good intentions, but it is contrary to the rule as set down in Article 11. Also, the total length of STs' teaching practice sessions under the rule must be "at least 24 hours", which is compliant, and although differences were found based on the type of training school, it was already over the minimum requirement. When STs were in the schools, UTs usually went to observe their sessions because they did not want to leave their STs with a CT because the CTs were not sufficiently trained to provide mentoring for STs. Although the CTs stated that they did provide guidance to STs by recalling their own past experiences, they confessed that their pupils were their priority and that the STs took second place.

Further, Elmas DEIDS had a UT training programme which seems to be original because other DEIDS did not have this type of training but recalled their previous experience or copied their colleagues. All this shows that that Elmas region, like Bostan region, has developed its own unique system. These issues will be considered in the discussion chapter, and their reasons for implementing the programme in this way will be examined along with other variations on the theories.

4.3.3. Kuseu region's structural context

In Kuseu region, the participants explained that the school-based practice programme was conducted over two semesters, and that STs were sent to a different training school each semester. Gazi (KUT1) was a practice coordinator in the DEIDS and said that *If STs gain experience from different environments, it will be more beneficial for their professional working life*. He said that they worked this way for a better outcome, even though, as discussed before, the rules state that the training school should not be changed unless there are exceptional circumstances. In addition, all the respondents

stated that STs attend training schools for two half-days a week, and Aybike (KUT3) said that *Two half-days is enough in the training school, because they also have 'classroom management' and 'material preparation' modules in the DEIDS*. Kuscü region seems to follow the rules over this issue and over the STs' total time spent on teaching practice. Nevertheless, there was an inconsistency both between participants and between the rules and respondents in terms of the number of STs' individual practical teaching sessions (see Table 16). Nihal (KCT1), Ilgaz (KCT2) and Sarp (KCT3) said that STs conduct five or six hours of individual teaching over the two semesters. On the other hand, the UTs gave totally conflicting responses. Gazi (KUT1) claimed that STs deliver 24 hours of practical teaching in a year, whereas Selcuk (KUT2) said they deliver two hours of teaching every week which means two hours over fourteen weeks for two semesters, a total of 56 hours of practical teaching sessions. Finally, Aybike (KUT3) said that they gave seven or eight hours of teaching, as the CTs had explained. However, in Article 7 (see Table 16), the government rules state that "at least 24 hours teaching must be done in person". Although the UTs claimed that these hours were followed, both the UTs and the CTs said that the UTs visited only a couple of times in a year. In other words, their claims seem to have been based on their predictions and not on what actually happened.

The UTs also complained about CTs' inadequateness because all of them were either paid teachers or certificated teachers (see Table 19). Even so, there were conflicting responses on this issue. The UTs stated that they did not visit the training schools because the CTs were from other subject areas, but they were nevertheless sending their STs to these CTs' classes to learn the teaching profession. Selcuk and Aybike also stated that they had too many students and could not visit the schools regularly, so they left STs with the CTs. However, Gazi, an education coordinator, said *We do*

not have an observation culture in our department, so we do not visit the training schools to observe the STs. On the other hand, the CTs also complained about the lack of UTs' visit, but accepted that that was the way that Kuscu DEIDS had set up its structure. The CTs also stated that they did not know what to do in the training class so they recalled their own experiences and undergraduate practice. Nihal and Ilgaz stated that they helped STs if they showed that they were keen to learn the teaching profession. However, Ilgaz had graduated in agricultural engineering and he said that *STs are ready and well-planned, I am learning how to do teaching, they help me.* They had cooperation, which was good, but he was a CT and his duties were to observe, to assess their teaching and to give them feedback on it, but he did not know how to do it. The structure of the system in Kuscu region therefore looked complicated.

Table 20 Kuscu Region's Participants' Bachelor's Qualifications

DEIDS name	Participants' code	BA qualification
KUSCU	KUT1	DEIDS
	KUT2	kindergarten teaching
	KUT3	DEIDS
	KCT1	Classroom Teacher
	KCT2	Classroom Teacher
	KCT3	Agriculture Engineering
DEIDS: Department of Education for Intellectually Disabled Students		
Yellow signifies graduates in other subjects		Green signifies graduates from DEIDS

STs were sent to the training schools on two half-days a week over two semesters and their training school was changed each semester for them to gain more experience, but the UTs did not visit the training schools or observe the STs regularly. Beside this, even though they knew that the CTs did not know how to guide STs, they still did not

visit the training schools, but left the STs with the CTs. The CTs used their previous experience to help the STs if they were enthusiastic. However, they stated that there had only been one or two enthusiastic STs in the previous three years. Ilgaz was unaware of the rules and stated that he learned from the STs (*see* Table 19). These issues seem to be complicated, so other variations need to be considered in order to be able to understand the reason for these differences.

4.3.4. Hun region's structural context

All four participants from the Hun region's teaching practice programme stated that STs attended CTs' lessons for two half-days a week over two semesters and that the training school remained the same for a year, which showed compliance with the rules. Even so, there were inconsistencies between participants and the rules and even between participants. Umut (HCT1) and Ezgi (HCT2) stated that STs conducted only one-hour teaching sessions over two semesters. Azra (HUT2) supported this; she said *As far as I know, there is no written rule in our teaching practice plan for conducting teaching sessions, but I think that they do only one or two one-to-one teaching sessions.* As can be seen from this comment, she was not sure what was happening and was giving only an assumption. She was a recently graduated gifted teacher and had received no training for becoming a supervisor. She said, *I was just employed as a research assistant in the intellectual disabled area, just started on my master`s course.* She simply did not know her duties or the rules, but followed Selcen's instructions. However, Selcen stated that *STs conduct an individual three-hour teaching session every day*, which meant that they delivered three-hours classes on two half-days over fourteen weeks for two semesters, a total of 168 hours during each year's programme.

Although her explanation looks consistent with the government rules (*see* Table 16), the responses of other respondents did not support her claims. It looks as she was pretending that she was doing better than was actually the case.

Additionally, the CTs stated that the UTs did not visit the schools and their STs only to observe. Ezgi (HCT2) said *If they want to lead a session, they do, but generally they observe what I do in the class.* Umut made a similar comment. They also stated that they thought that their own undergraduate practice and previous experiences were useful for giving guidance to STs, but that the STs did not listen to them because these CTs claimed that the UTs instruct STs only to listen to them (UTs) in the department. Ezgi said *When I say something to them, the STs say 'We asked our UT and she said it must be done this way'.* This shows that the practice system was predominantly based on STs being observed on two half-days per week over two semesters with CTs' guidance which was based on recalling their own experience and without any input from the UTs. As can be seen from Table 16, these practices do not comply with the rules. There may be external or internal reasons for implementing this practice in this way, and this needs to be considered in depth in order to understand why the government's rules have not been applied properly. It certainly cannot be said from these findings that the required practices were not being followed precisely. There were also other themes and other explanations given by each respondent. All these findings can give us a better understanding of the way that the system is practised.

4.3.5. A general overview of the structural context

The way that the teaching practice programme has been delivered in the four different regions examined in this study have been presented above. All four SBTTS had been conducting their programmes over the previous two semesters as required by the rules. In addition, Elmas region's STs attended the training schools on three half-days whilst STs in the other three regions did so for two half-days. Aybike (KUT3) stated that two half-days were sufficient for STs to spend in a training school because they also had additional theoretical courses to attend in the DEIDS. However, the respondents from Elmas region claimed that two half-days were not adequate for effective teacher training; they thought that this programme should be conducted on three half-days for the STs to gain more experience. Despite the government rule stating "two half-days or one whole day per week", Elmas university's DEIDS claimed that they contravened it in order to achieve a better outcome.

The regulations state that STs must attend the same school for two semesters, but both Elmas and Kuscu universities had been sending their STs to different schools for each semester in order for them to gain experience in different environments, school operations and with SEN pupils. On the other hand, Bostan and Hun universities' SDTs went to the same training school in both semesters in compliance with the rule.

Another important issue was the total length of STs practice teaching sessions in the training schools. As Table 16 shows, the rules state that at least 24 teaching sessions must be conducted by STs on their own. There were discrepancies between participants in each region and between the regions, leading to differences between the rules and the respondents' reports of the number of teaching sessions conducted by STs. Almost all of the participants had their own explanations for these discrepancies

in terms of their motivation and various external and internal reasons. This issue needs to be examined more deeply in the light of other findings.

Participants from the two different environments gave different explanations for STs' practices. For example, Kuscu's UTs agreed about what their STs did on placement: teaching sessions, observations, performance assessment and preparing training folders. However, Kuscu's CTs stated that STs mostly observed. They observed the class during the first semester, and only undertook an active teaching role for between five and six hours of teaching sessions in the second semester. Kuscu's UTs did not visit the training schools to observe STs' teaching sessions, but merely predicted what their STs should have been doing. The respondents from Hun university made similar comments. Selcen claimed that STs delivered teaching sessions for three hours a day, Hun's CTs stated that they only observed and might only do a maximum teaching of one hour over a year. These discrepancies may have a logical explanation from their point of view, but other findings show that Selcen's claims are not realistic and that UTs did not always practise what they preached (Lunenberg et al., 2007).

On the other hand, Bostan and Elmas regions' UTs' and CTs' explanations seem similar compared with the Kuscu and Hun participants. They spoke about intensive teaching practice, but there were still different explanations given. The reasons for these different claims may have been differences in departmental agency, motivation or individual's internal or external circumstances. Finally, almost all of the university departments employed research assistants as UTs, which is in contravention of the rules, but Elmas region had a training programme to teach them how to carry out supervision. Almost all of the UTs and CTs, however, just replicated their department's existing programme and were unaware of YÖK's and MEB's regulations. All of these explanations need to be investigated from a broad perspective

looking also at other variations. When all their explanations in the themes under each research question have been analysed, a better picture can be drawn for the school-based practice programme.

4.4. Material context

The material context of School-Based Teaching Practice involves the number of staff members and STs, information technologies (IT), giving feedback and training documents. These all have a big impact on the programme, and the participants' behaviours were shaped by these material issues. For example, Bostan DEIDS suffered from limited time but was using IT and giving group feedback for conducting the programme effectively. However, Kuscu DEIDS had the same problem but preferred to leave the STs with the CTs and did not visit the training schools regularly. On the other hand, the CTs suffered from a lack of role definition and did not know what to do, so they applied their previous experience and undergraduate practice when they gave documents to the STs. Consequently, the results from the two environments will be discussed next because these issues might affect the environment differently and because people create their own unique culture in their organizations, but they also have a link with other environments and their practice affects them directly. Accordingly, the participants' reactions in regard to these issues will be considered region by region.

4.4.1. Bostan region's material context

In Bostan region, there were some limitations which can be categorised under material context. These were too many STs for each UT and limited time for applying the programme. However, the UTs claimed that these obstacles had been tackled by

making a few changes. First, each UT had sixteen or seventeen STs because of a shortage of lecturers, even though the rule states a maximum of fifteen STs for each UT (Article 10-d, *see* Table 16.). There is not a big gap between the rule and the practice, but they nevertheless exceeded the maximum number of STs prescribed. Additionally, they had an understanding about what comprises an intensive teaching practice programme: Ata (BUT2) said *STs can learn the profession as long as they conduct many teaching sessions independently under our supervision*. Aydan (BUT1) agreed. Also, as discussed in the previous sections, they did not want to involve CTs in the programme because of their perceived inadequacy. They therefore sought to spend more time with STs in the schools rather than letting the CTs have a guidance role. However, Aydan said *We have too big a workload. We generally visit the training school to observe our STs, but sometimes we cannot manage the time and we use IT. Our STs video-record their teaching sessions in the class and bring the recordings to us and we watch them together*. Ata and Aylin (BUT3) supported Aydan's explanation, and they said that they generally gave feedback to a group because of limited time. After an ST had delivered a teaching session, the UT gave feedback in the group and they aimed to show these feedbacks to the other STs as well, so they watched the recordings as a group and discussed them together. Three CTs in the training school gave similar explanations. Ayca (BCT2) said *We do not have any role; UTs conduct the system with STs in our class. Even I do not know my role ... Am I called like cooperating teacher for consulting STs? How nice* (she smiled with a big grin). Ayben (BCT1) and Basak (BCT3) agreed with Ayca's explanation related to UTs' practices. Basak said that she benefitted from her own undergraduate practices for helping the STs but she also said that the system was conducted by UTs, and that CTs helped STs

with basic issues such as pupils' SEN reports and education plans, Interestingly, all of the CTs were happy not to be involved and agreed that the system was working well.

Consequently, the system was conducted by UTs and they faced various difficulties related to material issues, also they did not trust CTs' SEN knowledge, but devised a new alternative way which was not written in the rules. Although this was inappropriate, their creative techniques helped them to deliver the programme as the DEIDS intended.

4.4.2. Elmas region's material context

In Elmas region, there is a structured programme conducted by DEIDS and the participants used the materials based on the DEIDS structured programme: the number of UTs was high so they did not need to think about addressing the issue of staff numbers, unlike Bostan DEIDS. They had supervisory teams consisting of five or six UTs and they each had between twelve and fifteen STs, as can be seen from Table 16 (the line of Article 10-d). Even so, Sude (EUT3) had only two STs and explained *This year, I am the team leader so I am managing the UTs and I can only take two STs because of my other tasks.* Having more than 80 lecturers enabled them to create whatever model they liked.

Furthermore, STs had to deliver a few teaching sessions in each semester, but these involved pupils' student assessments, a session plan, short- and long-term aims, and material preparation. They had a materials preparation theoretical course, but Sude said *We do not have a materials preparation course, we use these hours in the training school and STs prepare material and we give them feedback on its appropriateness to the session.* The UTs also gave weekly written feedback to the STs on their preparation

and teaching session, and they had weekly group meetings to discuss what they had done in the previous week and what they would do in the following week.

On the other side, the CTs' stated that this system worked very well, because *Their UTs are always accompanying the STs and we are here to help them* (Belkis (ECT1)).

Other CTs gave similar explanations and added that they were involved in delivering the programme, such as by showing the STs how to write pupils' reports, helping to devise pupils' Individualized Education Plans (IEP) and Individualized Teaching Plans (ITP). Additionally, most of the CTs referred to using the voice in the class effectively. Ilkay (ECT5) said *While STs are conducting a session independently, they sometimes cannot control their tone of voice, and this can affect their teaching performance negatively. We teach them how to take a breath from the diaphragm.*

These comments all show that Elmas region had quite a high number of UTs which enabled them to behave more freely considering STs' intended profession, such as by giving written feedback and arranging weekly group meetings. The CTs also claimed that they did a few practices for the STs but they also accepted that the UTs were the main participants and that they helped them when UTs and STs arrive in their classrooms.

4.4.3. Kусcu region's material context

Kусcu region had similar problems to Bostan region. Contrary to Article 10-d (*see* Table 16), the number of STs for each UT varied between twenty and forty, which was far higher than the stipulated maximum of fifteen. Their disadvantage was that they each had more STs than other DEIDS, and the number of UTs was not sufficient for these numbers of STs. However, this did not prevent them from finding an alternative

way to conduct the programme effectively, just as in Bostan region. However, these UTs preferred to leave their STs in the training school with the CTs and not visit the training school regularly. When asked why they did this, Gazi (KUT1) explained *We have too big a workload and cannot manage the time, and the CTs in the training schools are generally paid or certificated teachers, so they are not sufficiently qualified to give guidance. We generally give feedback in our departments when our STs come to our room.* Aybike (KUT3) agreed with this and Selcuk (KUT2) added *I have 40 STs under my supervision, I already told the CTs that this year I cannot visit regularly because I have too much work and do not have sufficient time.* This could be a valid reason, but Gazi said that the reason for not visiting the schools was because of the department's culture. The CTs complained about this. They said that they wanted to collaborate with the UTs because they did not know their role clearly and they could give guidance on some basic issues, such as showing the STs the folders for each pupil, but the STs only observed the class.

Ilgaz (KCT2) said *I downloaded a general assessment form for our pupils and gave it to our STs, but they refused to take it, because their UTs had told them 'This form is useless', but I had downloaded it from the Guidance and Research Centre's webpage,* which is published by the MEB. However, Gazi said *They download some useless forms from the internet which do not apply to all age groups, but our forms are more detailed and cover other age groups as well.* In this case, both sides believed that they were right considering their own aims, but nonetheless the forms which Ilgaz had downloaded are published by officers who are generally BA graduates. This may be acceptable but each DEIDS has its own style and the downloaded forms might not be appropriate to their system. Also, the STs followed the UTs' instructions because the greatest percentage of their final grade is given by their UTs. Kuscu DEIDS therefore

suffered from too many STs and too few UTs, and the UTs claimed that this gave them extra work and prevented them from visiting the training schools. Although these issues can be problem, Gazi commented that they did not observe STs in the schools because of their departmental cultural. Also, the CTs had some practices based on their past experience and this created conflicts between the department and the schools over the use of pupils' assessment forms.

4.4.4. Hun region's material context

In Hun region, similar issues were found to those in Kuscu. Selcen (HUT1) had 26 trainees and Azra (HUT2) had sixteen trainees under their supervision, which is contrary to the rules. They said that they were the only lecturers in the department. They may have been justified in complaining about being unable to fulfil some of the requirements but they had created a way of overcoming the problem. They gave a communication diary to each ST and Selcen said *I read these diaries and I am not looking at what they did, I am looking for reflective thinking*. She collected these diaries at the end of each semester in order to give the STs grades, and not for giving them any feedback. The only way of getting feedback was from the CTs, but the CTs complained about the STs' behaviour. Ezgi (HCT2) said *I just use what I learned in my own undergraduate practice, but the STs ignore what I say because their UTs have told them 'CTs' instructions are wrong; do what I say'. OK, I might not know what is required, but no-one is helping me*. Umut (HCT1) gave a similar explanation that the CTs generally tried to show STs the core issues related to the pupils, but Hun region's training programme was mainly based on the STs merely observing in the training schools.

4.4.5. A general overview of the material context

As has been shown, each region had its own version of the teaching practice programme, and the different issues which they faced had over time shaped the structure of their programme. This had a domino effect which eventually affected all the factors in the programme. The first issue was the numbers of UTs and STs. The DEIDS which faced limited resources made changes to their programme to meet their own circumstances. For example, Bostan DEIDS used video feedback and group meetings to deliver a better system, although they had limited numbers of UTs and excluded the CTs from the programme. On the other hand, Kuscu and Hun regions also had limited resources but they generally left their STs with CTs, even though they were often critical of CTs' capability to provide guidance. Hun DEIDS used a creative technique for assessing the STs' practices, a communication diary, but that was only used for grading STs, and its effectiveness is open to discussion. In addition, Gazi said *We do not have an observation culture in our DEIDS*. Therefore, they did not visit the schools, which is more understandable than blaming limited resources and criticizing the paid and certificated teachers.

In contrast, Elmas region had a different and manageable programme which did not need to be changed to adapt to limited resources. They had sufficient UTs and resources so they could devise a practice programme more freely and based on an intensive practice, as in Bostan. However, Elmas UTs arranged weekly meetings and gave written feedback regularly, which is consistent with the rules.

On the other side, the CTs helped STs over fundamental issues using their own experience; such as adjusting STs' tone of voice (only Elmas CTs), showing STs their pupils' SEN reports, IEP and ITP, because they said that they did not know what to do

exactly, and that their role was unclear. Although Bostan DEIDS excluded CTs from the program, Elmas DEIDS did have communication on a basic level. In Kuscu and Hun region, it was totally different from the other two regions. In Kuscu and Hun, DEIDS left STs with CTs and did not observe what their STs were doing in the schools. They just looked at their training folders, and in Hun also checked their diaries. As a result, all these practices showed changes based on their ability to react to the current situation.

4.5. Professional context

In the professional context, the implementation and management of the teaching practice by UTs and CTs and their reasons for doing it in that particular way will be presented from their own point of view. These reasons depended on the participants' ideas and beliefs and how they saw their role in the programme. Each environment had its own programme and they therefore need to be taken into consideration separately, although they do have a direct effect on the other environments' practice programme. Briefly, DEIDS participants saw their role as the main performer, with the CTs helping them. However, there were differences in practice in the different regions, although the overall idea was mostly common between the DEIDS. On the other side, CTs had a problem related to their role, and they claimed that they did not know what to do so they tried to put into practice what they had seen in their previous experience. One of the most interesting findings is that almost no participants were aware of the teaching practice regulations. By presenting the respondents' perspectives, similar ideas and different ideas will be compared between participants and between regions considering what is required by the MEB and YÖK rules and what is actually practised. These findings will be presented region by region next.

4.5.1. Bostan region's professional context

4.5.1.1. UTs' professional context

In this section, Bostan UTs' perspectives on school-based practice in terms of the professional context will be presented. All three UTs believed that they could manage the system and did not want to involve the CTs because they thought that the CTs in training schools were not sufficiently experienced to provide mentoring; they were generally graduates in other subjects and mostly certificated and paid teachers. So the UTs visited the training school, observed their STs' practice sessions and gave them feedback. If they could not give the time, they expected video recordings to be made of the STs' sessions and they watched these and gave the STs feedback in the department, and they generally preferred to hold group meetings for two reasons; limited time and showing the feedback to other participants. The reason for recording the sessions and holding group meetings was to be able to deliver the programme to their expected level.

All of them had similar explanations for the role of practice in the training; they believed that the first three years of theoretical courses should be put into practice in the final year. Aydan (BUT1) also said *In the practice, our trainees learn by making mistakes, we give feedback, then they do it again and again.* Ata (BUT2) and Aylin (BUT3) agreed with this. They believed that more practice is better than less. In this way, the 'material preparation' and 'changing behaviours' theoretical modules were transformed into practice by the STs spending more time in the training school, even though it ran against the MEB and YÖK rules.

Their programme was designed by Ata and Aydan, who said that they organized this school placement programme by looking at their previous DEIDS' teaching practice programme because they were working in the same department before working in Bostan region, and they had received one year of training for becoming supervisors there. It was like a master/apprentice model. Considering this training and other practices, they argued that that old programme was working effectively. Aylin also talked about this issue. She said that these two academics had designed their current programme and that she followed what they put in the programme. She had graduated from a Turkish teaching department so she said *I do not have enough background to organize this programme, so I follow what they have put into our system*. She had worked for an autism foundation before becoming a lecturer, and she added *I also benefit from my old experiences [at the Autism Foundation] while supervising STs*.

Another issue was the YÖK and MEB rules for the school placement programme. Aydan and Ata claimed that they knew the rules but there were discrepancies between what they knew and what they actually did. Aydan said *The rule says; in one class, we have to put six trainees. This is impossible for us; how we can train them in one class?* Ata made a similar comment. However, Article 10-f (see Table 16) states that "Cooperating teachers get a maximum of six interns, but mentors get a maximum of two interns for each session". So they were partly right, but, they might have been confused about the rules.

Consequently, the UTs believed that they were the only actors in the school placement programme because of the CTs' lack of qualifications and the UTs' own understanding about training the STs. The Bostan DEIDS system had been organized by Aydan and Ata who had replicated their previous department's implementations. These participants all believed that STs learn by doing and experiencing in the field with real

students. Although they faced some difficulties because of limited resources, they had nevertheless introduced some creative changes to the current situation. Furthermore, Aylin followed her colleagues' programme for the department because she believed that they were better than her because she had graduated in a different subject. Finally, Aydan and Ata knew a few of the rules about school placement but there were discrepancies between their knowledge and the actual rules.

4.5.1.2. CTs' professional context

Under this heading, the perspectives of the three CTs will be presented. They believed that the most important actors in the system are UTs and they saw their own role as merely managing their own classes. These CTs did not have an intellectual disability qualification, they had been transferred from other subjects, in Ayben's case from Business Management. They had little information about the practice programme and they said that head teachers did not know what was happening in the system and did not participate in it. Basak (BCT3) also said that *No-one controls what we are doing with the STs. There is no external examiner. Head teachers do not know what to do. So teaching something to STs is completely based on CTs' conscientiousness.* This issue is also discussed in other regions.

All three CTs had different perspectives on the role of practice in teacher training. Ayben said that *STs learn by watching and living, and they see different disability groups.* Ayca and Basak talked about their professional development. They said that practice is the first step in the teaching professional and Basak added *They learn how to transfer theory into practice.* Ayca believed that STs learn by doing and Ayben agreed that the only way to learn teaching is to do more practice. However, they did

not think that they had an important role in the system because UTs managed the system and excluded them. They did not know what their role was or the teaching practice regulations. They also said that no-one had given them any information about the regulations. Basak said that she looked back to her own undergraduate practices and implemented these in the current programme.

So in summary, they believed that the practice programme is quite important and that UTs are the most significant participants in the system. UTs managed the whole programme and they believed that it was quite effective at teaching STs how to become teachers, although CTs were excluded from the programme. However, these CTs did not know their position or role in regard to STs.

4.5.1.3. A general overview of Bostan region's professional context

In the Bostan region, six UTs and CTs participated in this study. All of the participants believed that the system was managed and controlled by UTs, who did not want CTs to play any part in the system; they believed that CTs were not capable of mentoring STs and were out of subject. The CTs did not know what they had to do when STs came into their classroom, so they just carried on with their normal practices in the belief that they did not need to participate in the system. If STs came into the class, the STs observed them, and they sometimes worked together with pupils in the class. The system programme had been designed by two UTs, Ata and Aydan, who believed that their previous university had had an effective system and they had replicated it in Bostan university, and had organized the system on the basis of 'more practice is better', bearing in mind Bostan region's environmental factors, and they had restructured the programme to suit CTs' capabilities and the limited resources, and these issues had been overcome by the creative changes which they had made to the

programme. So the system was managed by the UTs, and the CTs believed that it was working effectively, even though they had been excluded by the UTs because of their perceived inadequacy.

4.5.2. Elmas region's professional context

4.5.2.1. UTs' professional context

Under this heading, the viewpoints of the Elmas UTs will be presented and the similarities and differences between them and the other regions will be shown. In this department, all five participants said that there was a teaching practice programme created by academics in the DEIDS. They all implemented this programme and thought that it was effective. Although it was thought to be well-designed, Tayfur (EUT4) and Ozay (EUT5) believed that this system could be developed further because there were some discrepancies between the UTs' assessments on STs' teaching performance. Tayfur said *When three or four UTs evaluate the same teaching session separately, different grades come up. This shows us that personal differences also affect assessments.* This discrepancy could be addressed by making some changes. For example, Ozay stated that *The most important issue is the lack of external examiners in our department. If the government establishes this system, the programme would be conducted better.* Tayfur added that writing a diary for effective communication and seeing written feedback would be more effective for planning.

Additionally, Narin (EUT1), Gulhan (EUT2) and Sude (EUT3) said that they did not need to look at the MEB and YÖK teaching practice rules because they believed that their system was well designed. Although Tayfur and Ozay both claimed to know the rules, they nevertheless implemented the local DEIDS' programme because they

thought that their system was better than any other university's DEIDS system; some of the respondents said that other departments had their own implementation styles and they thought that those other models were insufficient. They therefore followed Elmas DEIDS' programme. In addition, in their system, the DEIDS created teams to divide the workload. Each team had five or six UTs and they read STs' training folders and regularly gave them verbal and written feedback, and held regular weekly meetings to assess the STs' teaching practices. Furthermore, they also ensured the effectiveness of their system by looking at STs' first and last performance in the programme. For all these reasons, they thought that their system was well designed.

This DEIDS programme also had a supervisor training programme for prospective UTs. It used a master/apprentice model and newly appointed UTs observed and started to read STs' folders under the supervision of experienced UTs. Gulhan (EUT2), Sude (EUT3) and Ozay (EUT5) had trained in this way and thought that it was beneficial. Two other UTs had been employed in the department for a long time and did not get any such training: when asked about this, they said that they followed what their colleagues did and learned by observing their colleagues.

According to all five respondents, the practice was a way of transferring theoretical knowledge into the real classroom environment, and they thought that UTs, CTs and STs had quite significant roles: UTs managed the system whereas CTs helped STs to experience the classroom environment and see real documents for SEN students. However, Ozay believed that CTs were not capable of mentoring, so he preferred to manage his own STs regularly, and Tayfur realised that all CTs are not same, and that if they have good background, STs can be educated well in their classes. So the UTs generally collaborated with the CTs, but only at a superficial level.

Another issue arose about sending STs to different schools on three half-day a week each semester. All of the UTs discussed this issue and said that it is not one person's decision. The issue had been discussed in the UTs' meetings and they had decided to send the STs to different schools in order for them to encounter different pupils, environments and staff members on three half-days rather than two half-days because two half-days was not enough; the more time STs spend in a training school, they better they are likely to learn. They also believed that this model was beneficial for their students. However, the rules state that teaching practice should be completed in one school unless extraordinary circumstances arise.

So this DEIDS had its own system and all five respondents thought that their model was well-designed and working well, even though two of them argued that it needed to be developed further. It was certainly better than any other DEIDS' programme. It also had a supervision training programme which helped novice UTs to learn how to do supervision. Interestingly, several other DEIDS' UTs also talked about their own undergraduate experiences, but none of them mentioned their undergraduate training performance because they already had a course for becoming a UT. They also thought that three half-days can be better than two, and that sending STs to different schools each semester can be beneficial for them gaining more experience in a real-life environment. Consequently, this DEIDS' UTs believed that their own programme was beneficial for educating both STs and UTs.

4.5.2.2. CTs' professional context

In this training school, there were five CTs and they gave some details about what they thought about the current teaching practice programme and where their

implementations came from. They agreed that school-based practice is one of the most important parts of teacher training and that this school placement programme was designed to give STs more practical experience of teaching.

Additionally, the CTs said that they used what they had learned in their own undergraduate teaching practice programme and their past experiences. Belkis (ECT1) said *I got a certificate course and transferred my knowledge from classroom teaching into TPID. I do what I learned in these courses. Nevertheless, I had a more detailed teaching literacy course in my BA than TPID students and I combine these knowledges while doing mentoring.* Firat (ECT2) and Colpan (ECT3) had graduated from DEHIS but they could not officially work with intellectually disabled students. These teachers recalled their own past experiences related to mentoring. They also thought that pupils' forms, reports and classroom management are quite significant, so they tried to help with these issues. In addition, all five CTs said that they believed that this programme is beneficial for STs because they compared the first and last performance during the programme in order to see the STs' progress.

However, they stated that their pupils were important for them; Colpan said *My main aim in this school is to educate my pupils; STs take second place for me.* Other CTs agreed with this view.

So all five CTs believed that the practice system was significant for increasing STs' experiences. They also believed that SEN students were significant for them because the whole education system was created for SEN students. They stated that they followed the DEIDS' programme in the training school because they did not know what was required, so they did mentoring by using their own past experiences. Some

of CTs had trained in other subjects and they believed that they could effectively combine knowledge gained in two subjects for mentoring.

4.5.2.3. A general overview of Elmas region's professional context

In Elmas region, ten respondents participated in this study. They gave different explanations and understandings about the teaching practice programme, and almost all their beliefs about the role of practice in teacher training were similar. They were focused on STs gaining experience and transferring theory into practice. There were also some complaints about the teaching practice programme and some UTs believed that although their system was created by members of their department and it looked well designed, it still needed to be developed further. There was a one-year training programme for UTs in the form of a master/apprenticeship model. However, Tayfur (EUT4) criticized the system, pointing out that the same ST had been assessed by three or four supervisors and received different grades, so the UTs added their personalities into grading STs.

There was an issue over the provision of three half-days training whereas the rules state "... one whole day or two half days...". They believed that STs need to gain more experience so the DEIDS increased the number of days; they also wanted STs to change schools each semester in order to gain more experience, which is also contrary to the rules.

In these two environments, only two UTs knew the rules. They criticized their current programme and one of them commented on the lack of external examiners, but they still followed this system because all five UTs and all five CTs thought that their current system was well-designed and effective. Three UTs had trained with the

department's supervision training programme, and the other two followed what their colleagues did, but all the UTs' findings show that they followed the Elmas DEIDS' programme. On the other hand, the CTs did not know the rules or the programme's requirements, so they drew on their own past experience.

4.5.3. Kусcu region's professional context

4.5.3.1. UTs' professional context

The three Kусcu participants gave their perspectives on the school placement programme. They had slightly different understandings of the role of practice in teacher training. Gazi said *The role of teaching practice is to transform theory into practice*, Selcuk said that it prepares STs for their professional life and Aybike said that *The main aim is to increase STs' experience*. All three participants thought that the main actors were UTs and CTs.

Selcuk argued that teaching is a profession built on nature, but it can be improved by extra training. Gazi, however, thought that the STs' programme consisted of three steps; *introducing the system, collecting the information, and implementing it*. He saw his role as giving feedback, correcting STs' mistakes, and evaluating their teaching practices. Aybike made similar comments to Gazi.

There was a paid/certificated teacher issue in this region. Gazi and Aybike said that mentor CTs were generally from out of subject, and this affected the training programme negatively because they did not think that they were capable of mentoring in the classroom. Although they thought that CTs were incapable of mentoring, they

still did not visit the training school to observe STs' performance. Gazi said *We do not have an observation culture in this department.*

Gazi knew the teaching practice rules and was practice coordinator in the DEIDS. Even though he knew the rules, his and the other two UTs' practices looked similar. They complained about limited resources and gave this reason for not visiting the schools. Aybike also did not have time to go to observe STs in the training school. Nonetheless, these explanations look like excuses for not going, and Gazi's explanation about not having an observation culture seems more realistic because Aybike said that *In this department, new ideas do not work, we have a system and just follow it.* Aybike added a comment about a newly appointed lecturer in their department; *That new lecturer wants to change something in the practice, but, no, she cannot change anything. Changes do not work in this department.* During the interview, Aybike became quite agitated about this.

Furthermore, these UTs did not get any training for becoming supervisors. After starting work in the DEIDS, they automatically started to work as UTs. All of them recalled their own undergraduate experiences for supervising the STs.

Consequently, in this department, the participants believed that the practice programme helped to increase STs' experience and prepare them for their professional working life. According to them, UTs and CTs were the main actors. They also discussed paid/certificated teachers being employed as mentors and although they complained about this, they still did not visit their STs in the training schools. They also said that they did not have time to visit, but Gazi's and Aybike's comments show that they had a programme which was based on not visiting the training schools, but

leaving the STs with CTs. There were discrepancies between their answers. Their explanations will be discussed in detail in the following chapter.

4.5.3.2. CTs' professional context

The three respondents in this training school talked about their training system. They explained that in the practice programme, STs learned by experience and by being prepared for their future profession. Nihal (KCT1) and Sarp (KCT3) believed that only CTs were the main actors in the system. However, Nihal commented that nobody checked what the CTs did in the schools: *There is a lack of external assessment, the practice is only based on only our conscience*, although they were the only people involved in delivering the programme. Ilgaz (KCT2) thought that STs, UTs, CTs and head teachers all had significant roles in the system but he believed that the head teacher can manage the programme as well. However, all the CTs stated that the UTs did not visit the training school to observe STs' practice sessions, and they did not know what they were doing in the DEIDS. Therefore, they complained about the UTs. They believed that leading a teaching session, getting feedback and material preparation are significant for becoming a teacher. Therefore, they believed that the system must not be based only on observation. Until that year, STs had only been observing during a year, but DEIDS had recently introduced a new system; STs had to conduct five teaching sessions during the practice programme, and they looked a bit unwilling about this because they did not believe that this new system would work. Although STs conducted five hours of teaching session over two semesters, this contravened the rules, which state that they must teach for at least 24 hours in a year.

All three teachers were certificated teachers and Nihal said that *The certificated course modules were quite beneficial, and I use this information for mentoring as well.* Sarp had been an agricultural engineer and took a one-year PGCE course to become classroom teacher and then took another certificated course to become a TPID. Additionally, these three teachers said that they did not know the practice regulations, and that no-one had informed them about them. Other school participants paid no attention to this issue but used their own experience for mentoring. Nihal and Ilgaz said that they used their own undergraduate experience and gained more experience while mentoring, and they had given some evaluation forms to STs, but the UTs had refused to use them, claiming that they were useless. Ilgaz commented *When UTs behave like that, STs do not listen to us.*

Sarp's position was different. Sarp said *I worked with machines in my undergraduate internship, but I learned to teach by watching my colleagues.* He also claimed that STs are quite good at teaching: *They know everything about the SEN and got theoretical courses on it; I benefited from them.* He thought that CTs did all the required practices in training school. However, his ideas looked unrealistic. He said that he did not know the area clearly and was learning from STs, so was optimistic because STs were teaching him the subject.

The final issue is that Nihal and Ilgaz said that if STs wanted to develop their teaching skills, they would help them, but, if they did not, they were not willing to mentor them.

These respondents therefore believed that the practice programme was significant and that it must combine observation, teaching and material preparation, but their current system was based only on observation, and UTs did not attend the training school activities. Therefore, these CTs did not believe that their own system was working

well. Additionally, they did not know the rules and they used their own undergraduate and professional experience for providing mentoring. Also, the mentoring was based on STs' enthusiasm. If STs only wanted a degree without learning the teaching profession, the CTs would not mentor them. They believed that teaching can be learned most effectively if STs are keen to learn.

4.5.3.3. A general overview of Kuscü region's professional context

In Kuscü region, three CTs and three UTs participated in this study. All six respondents stated that the practice programme was a significant part of teacher training. According to the UTs, the main actors in the system were UTs, CTs and STs.

The CTs complained about UTs not visiting the classes. They therefore said that the only main actors in the system were the CTs. On the other side, the UTs claimed that they did not have time to visit schools and complained about the paid and certificated teacher issue because the CTs were not sufficiently competent to mentor STs. These reasons look like an easy excuse. Gazi said that in this DEIDS they did not have an observation culture for monitoring STs' practical training sessions, and Aybike was extremely opposed to any change. The respondents drew on their undergraduate knowledge and previous experiences gained over time to make their contribution to the programme.

4.5.4. Hun region's professional context

4.5.4.1. UTs' professional context

In the Hun department, two UTs gave their perspectives on the teaching practice programme. Selcen said that *School-based teacher training means combining theory and practice* and Azra said that *It means gaining experience of teaching before graduation*. According to Azra, the main actor in the system is the UT, but their STs completed the programme under the CTs' supervision. Azra said that their programme was organized around observation with a two-hour one-to-one teaching practice session with pupils with intellectual disabilities. Azra also claimed that the programme was working well and that she had not encountered any problems. However, when she started to talk more, she used several possibility terms such as *I suppose, I think, maybe*, and claimed that she did not know the programme in great detail but just followed Selcen's directions.

The programme had been designed by Selcen. She believed that the main actors in the system were UTs and CTs because the system puts pressure on both, but nonetheless, the system was delivered only by the CTs in the training schools. She said *I do not have time, there are 26 trainees under my supervision, and I have extra modules in the DEIDS. Today I started work at 9 o'clock in the morning and will finish at midnight*. Therefore, she could not manage her time due to limited resources, so she created an alternative system to address the problem. Each ST had to keep a daily training diary. She monitored and compared these diaries between the STs and gave grades on what they had done in the school and on their training folders. She claimed that she did her best in these circumstances.

Selcen also said that she had looked at other DEIDS' teaching practice programmes and had created the programme on what she had found worked best. However, neither of these UTs were aware of the formal practice rules. When the discrepancies between the rules and their implementations were pointed out, she replied *Well, I think I should change it after looking at the rules, but, I do not have a choice. I cannot observe my STs in the school because of the limited time.* Azra said that she followed what Selcen did because she believed that as head of department, Selcen would know more than her.

Consequently, in this department, the UTs believed that the main aim of the practice programme was to increase STs' experience by using their theoretical knowledge in classroom practice. Azra thought that the system was working well, but Selcen complained about limited resources and said that *In other DEIDS, some practice models are core, but here it is a luxury for me because of the lack of lecturers.* She devised an alternative way to grade ST's work by telling them to keep daily dairies so that she could monitor their progress and make comparisons between dairies. However, there was no effective feedback and the UTs left their STs with CTs, as was done by the Kuscu DEIDS.

4.5.4.2. CTs' professional context

In Hun region, only two CTs participated in this study. There were more CTs in the region but the number of participants was decided bearing in mind the overall Hun DEIDS' staff numbers. The two CTs talked about their views of the programme. On the role of practice in teacher training, Umut and Ezgi believed that practice is important if it is implemented effectively. Umut said *The practice helps to transfer*

theoretical knowledge into the real environment, and Ezgi said that *It has a role for gaining experience*. Ezgi said that in theory, UTs and CTs are the most important actors, but that in that school, the CTs were the only actors because UTs did not attend the practice sessions. Umut said *The CT is the only significant staff member in the programme*. They actually had different understandings, but they interpreted their situation similarly.

Both Ezgi and Umut said that they did not know what to do officially as mentors, so they had used their own student experience. Ezgi had tried to make recommendations to STs, but they only listened to their UTs and just observed for the whole year. So both respondents admitted that their system was not working properly; they just followed what the DEIDS said because the last word about the STs training came from the university department.

4.5.4.3. A general overview of Hun region's professional context

All of the Hun CTs and UTs believed that the teaching practice programme played a big role for STs to become teachers and gain experience. Even so, they accepted that there were some difficulties which affected STs' training negatively. The CTs argued that the system was based on observation and that UTs did not observe STs' practice sessions in the training school. The UTs said that they could not manage their time due to limited resources, but one had devised a diary system for monitoring STs' progress, and they received a grade on the basis of that diary and their training folder. Additionally, none of them know the MEB or YÖK rules, so both CTs and UTs drew on their undergraduate experience for managing the system. Azra believed that the

system was working well because she was unaware of the rules, but others did not think that their STs learned the teaching profession properly.

4.5.5. A general overview of the professional context

The participants' practices, beliefs, ideas and how they saw their role in the programme have been presented. Generally, participants from the same environment had similar practices and reasons for implementing the programme in their own way, but there were different practices and explanations between the four DEIDS. Although the training schools' participants had no connection with each other, their main discussion points were the same. They did not know the regulations and they did not have any information about what their tasks and responsibilities were in the school-based teaching practice programme. Also they recalled their own past experiences for guiding STs in their classes. In addition, Bostan, Kuscu and Elmas DEIDS generally thought that CTs were not capable of delivering the programme. Bostan DEIDS excluded CTs from the programme, whereas Elmas DEIDS preferred to maintain collaboration at the surface level because Elmas DEIDS thought that it was the authority about what happens in the classroom. Although Kuscu DEIDS thought that the CTs were not sufficiently trained to give guidance, they nevertheless left their STs with CTs in the training school for two key semesters. Gazi explained that this was a consequence of the lack of an observation culture in the department. In addition to Kuscu DEIDS, Hun region had a similar practice. Hun DEIDS suffered from limited resources, and this was their reason for not visiting the training schools regularly.

In the training schools, the CTs generally claimed that UTs were the main actors and that they managed the system. However, Kuscu and Hun CTs claimed that UTs did

not trust CTs' knowledge and directed STs only to listen to their UTs. On other hand, Elmas CTs said that STs took second place for them because their pupils were their priority. Also, all the Bostan CTs said that they had no active role but that the UTs managed the programme effectively. They also accepted that they did not know what needed to be done. Finally, two CTs and one UT mentioned the lack of an inspection system during the programme.

Elmas and Bostan DEIDS believed that STs learn the teaching profession by experiencing and conducting real-life teaching sessions. Therefore, their STs delivered more teaching sessions than the requirements. Also, Elmas DEIDS' STs attended the training school for three half-days a week in different schools in each semester, which contravenes the rules, but the reason for doing this was for them to gain more experience.

Hun and Kuscu DEIDS' participants also did not get any training to become supervisors, whilst most of the Elmas and Bostan DEIDS' UTs did. The participants who did not get any training stated that they drew on their past experience, but the trained UTs in general seemed to be more organized and aware of what was required. They were also more prepared to make changes to the existing programme.

4.6. A general overview of the findings

Each of the four of the regions studied had its unique school-based teaching practice programme. Accordingly, the participants' explanations showed differences based on the different environments. In some cases, however, the participants gave the same explanation. For example, almost all of the participants from both universities and training schools had no clear knowledge of the rules. There were a few participants

who claimed that they did know the rules, but they preferred to follow their DEIDS programme rather than make changes to the current situation in order to comply with the rules. In addition, there was a common practice in the DEIDS related to selecting UTs. Normally, under YÖK law 2547, lecturers with a PhD can conduct the programme, but these lecturers generally passed the responsibility on to their research assistants who are undertaking MA or PhD studies.

On the other hand, all the CTs claimed that they did not know their tasks or responsibilities, and they used their own past experiences or followed their colleagues' practices. These findings show that they were not aware of their role in the system, and they complained that no-one showed them what to do. One of their main concerns was about the absence of any inspection system. If they had an examiner who visited them regularly, they would be able to learn and manage more of their own practices. However, the Board of Education and Discipline published a role definition for teachers, in which Article 15 states: "Teachers ... (i) have to read the article in declaration journals, follow the changes in it, and sign it to signify that they have read it ..." (Declaration Journal for Teachers, Number 2528, 2001). All of the roles are defined in that journal, but they were even unaware of what the journal is.

Briefly, Bostan, Kuscu and Hun regions had limited resource issues, leading to them allocating more than fifteen STs to each UT and a shortage of lecturers, and each region had its own practices for dealing with these limitations based on their own motivation. For example, Bostan DEIDS used video feedback and group meetings for giving feedback; Hun DEIDS used a daily training diary for STs and the UTs allocated grades after looking at the diaries and STs' training folders. Although their new technique looks like an original way of monitoring STs' progress, it did not help STs to get feedback or improve their preparedness for the teaching profession because they

were just left with a CT during the two semesters and their UTs did not visit the schools regularly. On the other hand, Kuscü also claimed to have too large a workload and could not manage the time, so they sent their STs to the training schools and the programme was conducted by CTs on three half-days for the STs to gain more experience, which is in contravention of the rules. One UT said that they did not have an observation culture in their department, so they failed to visit the schools regularly but still sent the STs there for an additional day to gain more experience. Those STs spent more time without their supervisors.

Although Bostan DEIDS had limited resources, they do not want to collaborate with CTs because they regarded them as incapable of providing guidance. Most CTs were from out of subject, or were certificated or paid teachers. Therefore, Bostan UTs preferred to spend more time in the training school and not involve CTs in the programme. UTs also thought that if STs deliver more practice teaching sessions, they will learn the profession more effectively. Elmas DEIDS had similar issues, but generally had better collaboration than the other three DEIDS, but it was still superficial because they did not know the rules, and did not develop themselves, but they were the authority in the class, so their collaboration was mostly on the surface level.

Elmas DEIDS did not have any resource problems so they developed a programme which suited their circumstances. They created a structured programme based on STs delivering intensive teaching sessions, similar to Bostan DEIDS. They gave weekly written feedback and held a weekly meeting to discuss past and future actions. Their programme was spread over three half-days a week and the schools changed every semester so that STs could learn more from different teachers and pupils in different environments. Additionally, they had a supervisor training programme which helped

novice UTs to learn how to do supervision. Two of Bostan's UTs had received this training before moving on to provide supervision in their new DEIDS. When asked about their practices and the programme, they responded more clearly than others who had not received the training because the others generally used their previous experience for doing supervision. Despite the differences, all these changes contributed to an effective structure by mixing and combining others' practices.

Chapter 5: Discussion

5.1. Chapter Introduction

The purpose of this study was to identify what differences there are between different DEIDS school placement programmes and why these differences occur in their systems between each other and in contravention of national teaching practice regulations. To address this purpose, a qualitative research study was conducted using semi-structured interviews and background information forms with 26 participants, thirteen UTs from universities and thirteen CTs from schools used for training STs in four different regions of Turkey. The participants' sense of agency has also been assessed. In this chapter, the findings will be discussed.

Research questions

The following main research question and sub-questions formed the basis of this study;

What are the reasons for the differences and similarities in school-based teacher training programmes in Turkey?

Arising from this main question, the sub-questions were:

1. If there are differences, what are the differences between the implementation of school-based teacher training systems and YÖK/MEB's teaching practice rules?
2. If there are differences, why are there different practices between the school-based teacher training systems?
 - 2.1. How do Cooperating teachers and University Tutors perceive their role in the school-based teacher training system?

- 2.2. If there are differences, why do Cooperating Teachers and University Tutors implement their duties differently from the requirements of YÖK and MEB rules?
- 2.3. What is the role of other participants on implementing University Tutors' and Cooperating Teachers' tasks within the school-based teacher training programmes?
3. If there are differences, how can they be explained in terms of agency theory?

Although the government has issued and published teaching practice regulations, there are major differences between the government's rules and departments' practices, and also between the practices of different departments across Turkey. This finding matched those of Ergenekon (2008) and Alptekin and Vural (2014) who conducted studies in SEN departments in order to explore the school-based practice programme in Turkey. The current findings show that almost none of the respondents were aware of the practice rules (MEB, 1998; YÖK, 2016c, 2016e, 2016a, 2016f) and that their practice was shaped by other factors, such as their individual and collective sense of agency and their own beliefs, ideas and roles in their departments and schools. The findings will be discussed in this chapter under four headings; the partnership context, the material context, the structural context and the professional context.

5.2. Partnership context

The partnership context refers to the communication, collaboration, trust and relationship between the parties involved. These sub-categories are inter-related. For instance, collaboration overlaps with and is inter-connected with communication, trust and relationship between the training school and the university environment: “Collaborations are defined as organizational and inter-organizational structures where resources, power, authority are shared and where people are brought together to achieve common goals that could not be accomplished by a single individual or organization independently” (Kagan, 1991 cited by Rice, 2002). Furlong *et al.* (2000) defined this model as ‘collaborative partnership’. The official Turkish school-based teaching practice programme expects to see collaborative partnership in the system. The government rules do not use the term ‘collaborative partnership’ but the expectations of participants certainly fit it. The practice programme is organized as a school/university partnership in order to achieve common goals (Darling-Hammond, LaPointe, Meyerson, & Orr, 2007; MEB, 1998; YÖK, 2016). This partnership is principally between UTs and CTs, and their collaboration is a key element for the delivery of the programme (Rice, 2002). The roles of other participants such as head teachers and teaching practice coordinators in the training schools and departments apart from UTs and CTs are also significant for delivering the programme effectively. Under the regulations, their roles are based on assessing and organizing the practice programme in the school. UTs and CTs have common responsibilities for improving STs’ pedagogical practices (Sempowicz & Hudson, 2011). However, the findings show that the intended partnership in the programme does not work properly, and it can be said that all four university departments in this study had complementary partnerships with the training schools. It was found that control of the system was

predominantly held by only one environment, and that the other environment had a passive role. These two models and the level of partnership between the two environments need first to be discussed separately and then they will be compared.

5.2.1. Universities` partnership settings

In general, UTs' sense of agency shaped their practice during the programme and the findings show that in all four departments the participants preferred to take or to give all responsibility in the programme rather than collaborating with one another. The respondents suggested several reasons for this the lack of collaboration but they generally preferred to discuss their colleagues' practices, backgrounds and beliefs. The findings show that the system is based around a complementary model (and in some cases quite a weak model) and provide more detail about how each university differs and possible reasons for this. First, in Bostan DEIDS, the UTs collectively preferred not to collaborate with the CTs in the training schools because they regarded the CTs' background education as inadequate in terms of the programme (*see* Table 20). All of the CTs had academic backgrounds in fields other than teaching intellectually disabled pupils, such as business management, classroom teacher and teacher of people with visual impairment (*see* Table 20). For this reason, the UTs believed that they were not capable of mentoring STs, even though CTs undertake a 540-hour certificated course before starting to teach in a SEN environment. Table 20 shows that they did not receive any orientation or training for supporting school-based teaching practice and that they did not know the requirements for the programme (Alptekin & Vural, 2014; Altan & Sağlamel, 2015; Aydin, 2016; Ibrahim, 2013; Younus et al., 2017). These findings

partly support UTs' wish to exclude them, but the UTs did not see it as part of their role to support the CTs to become better at being mentors.

Nartgun (2012) studied certificated teachers who had transferred from other subjects into SEN teaching and found that CTs also accept that they were not qualified to work in this subject, and that if they had an opportunity to work in their own subject, they would not work with SEN pupils (Nartgun, 2012). Alptekin and Vural (2014) also found that CTs who had graduated in other education subject areas did not have sufficient knowledge, and Özyürek (2008) stated that the duration of the certificate course is not enough for transferring other subject teachers into SEN subjects.

Table 21 Cooperating Teachers' Background Information

Region	Participants' Codes	Undergraduate Subject	Training for becoming CT	for Know the SBTB Rules
BOSTAN	BCT1	Business Management	No Training	Do not Know
	BCT2	Classroom Teacher		
	BCT2	DEVIS		
	ECT1	Classroom Teacher		
	ECT2	DEHIS		
	ECT3	DEHIS		
ELMAS	ECT4	DEIDS		
	ECT5	DEIDS		
KUSCU	KCT1	Classroom Teacher		
	KCT2	Classroom Teacher		
	KCT3	Agriculture Engineer		
	HCT1	DEHIS		
HUN	HCT2	DEIDS		

DEVIS: Department of Education for Visually Impaired Students
DEHIS: Department of Education for Hearing Impaired Students
DEIDS: Department of Education for Intellectually Disabled Students

Yellow signifies graduates in other subjects Green signifies graduates from DEIDS

Nougaret *et al.* (2005) found that there was a huge gap between Teachers of People with Intellectual Disabilities (TPID) and certificated TPIDs' planning and environmental arrangement skills and their ability to organize teaching practice sessions. As a result of this understanding, Bostan DEIDS re-organized the school

placement programme and excluded CTs from it, and also spent more time providing guidance and giving feedback before, during and after the STs' teaching sessions in order to monitor STs' practices instead of letting CTs do it (*see* Table 21: Complementary Partnership). This shows that the Bostan DEIDS had a higher sense of agency and re-organized the system for a better outcome as far as the environmental factors allowed, but rejected collaboration with CTs because of the issues discussed above (*see* Table 20). In addition, UTs were asked how they ensured that their STs became teachers at the expected level, and they replied that they compared STs' first and last weeks of teaching practice and preparation. In other words, the programme was based on UTs' judgemental assessment of STs' progress in their teaching performance.

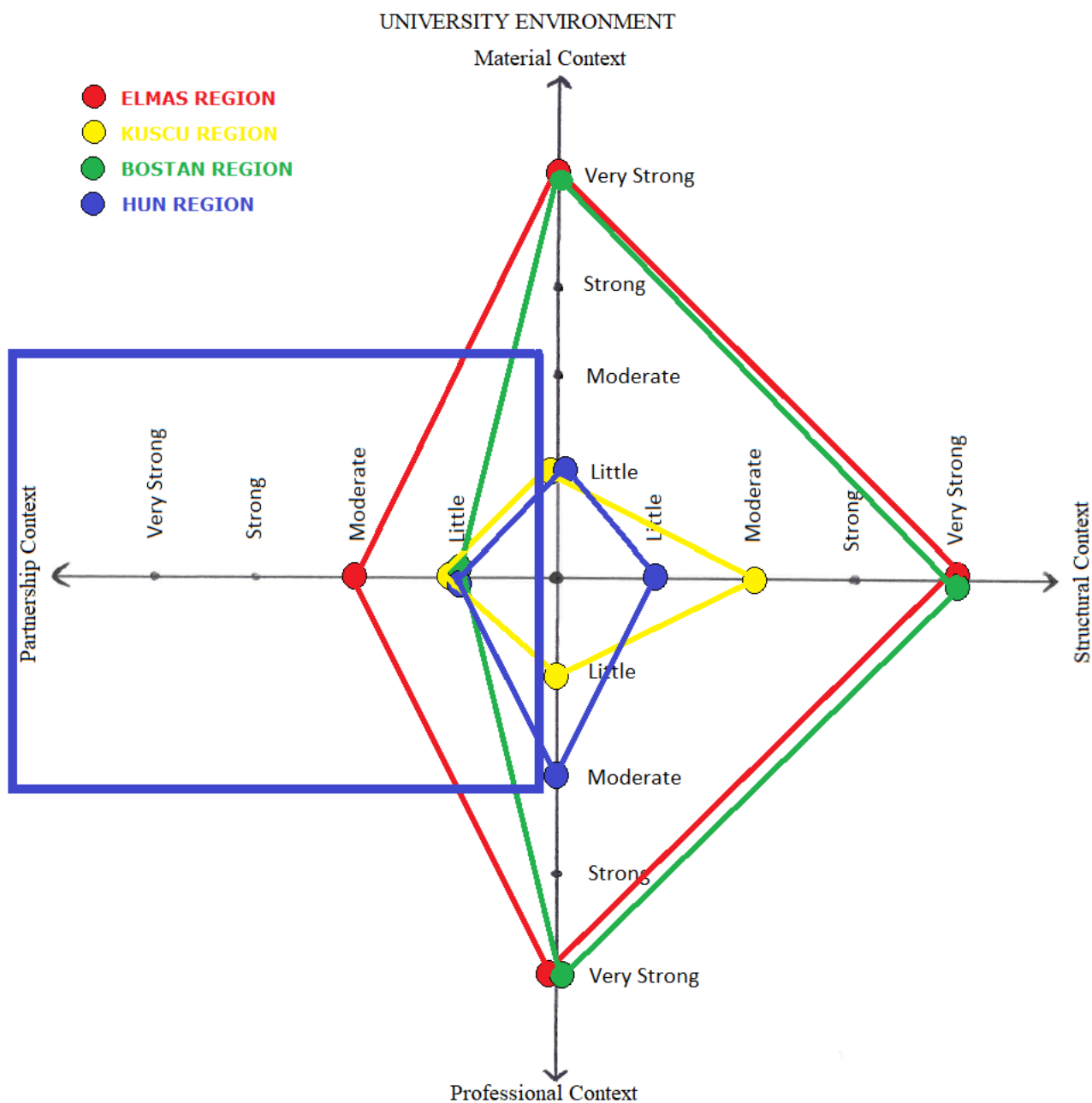
Table 22 Partnership Models in Turkey's School Placement Context

Region	Partnership Model	Dominant Role is Taken by
Kuscu Region	Complementary Partnership	Training School (CTs)
Elmas Region	Complementary Partnership	University (UTs)
Bostan Region	Complementary Partnership	University (UTs)
Hun Region	Complementary Partnership	Training School (CTs)

In Kuscu region, the respondents discussed the same certification issue, but their understanding was largely based on complaining about the practices of their colleagues working in the other environment. Although they saw this as a problem in the system, they made no extra effort to address it. On the contrary, they organized the programme so that STs carried out their practice with only CTs in the training school. In other

words, the UTs had no contact with STs during their school placement. This caused a lack of communication and collaboration between the two environments in the system and showed that Kuscu DEIDS had a low sense of agency. In addition to the Kuscu DEIDS, the Hun DEIDS' respondents said that their system was also organized on STs only observing, so the UTs did not visit the training schools or collaborate with CTs. Bural (2010) and Buyuktaskapu (2004) also found that some departments sent their STs to a training school and left them with the CTs (complementary partnership) (*see* Table 21). However, Hamilton, (2010) found that STs were required to reflect on what they had learned and to inquire into the components of the programme in their area. In the Hun DEIDS, there was a shortage of lecturers (Kirksekiz et al., 2015; Mokoena, 2017) which will be discussed under 'material context' in detail. Because of this problem, the Hun DEIDS preferred to leave STs with CTs, and not observe STs' practices or communicate with CTs because of limited time and the shortage of lecturers. Özkılıç, Bilgin and Kartal (2008) found that university lecturers had too large a workload related to theoretical courses. Furthermore, they needed constantly to concentrate on their research in order to survive in their academic territory (Chetty & Lubben, 2010). Although these issues seem to have been a problem, it is clear that they made no effort to collaborate with CTs. If they had a high sense of agency, they would have tried to resolve these limitations; for example, if the Hun UTs could not visit the training school, they could have arranged training sessions for CTs in the DEIDS and maintained communication with the CTs over STs' professional development, but they simply complained and behaved as if they had no choice. They seemed to be using these limitations as an excuse for avoiding their duties, which shows that the Hun and Kuscu DEIDS had a low partnership understanding (*see* Diagram 7).

Diagram 7 The Level of Partnership Context for the University Environment



In the Elmas DEIDS, the UTs did share some issues with CTs such as deciding the STs' teaching topic and time. The UTs visited the training schools primarily to observe STs and claimed that they communicated with the CTs, but not much, because some UTs stated that some of the CTs had not developed their knowledge and were untrained

to guide STs (*see* Table 20) (Clarke, Triggs, & Nielsen, 2014; Mutemeri & Chetty, 2011). Bagcioglu (1997) and Salazar (2017) found that CTs generally did no preparation for their guidance role and did not follow new techniques and implementations in the SEN area. Leshem (2014), Paulson (2014) and Yildiz (2012) also found that CTs were not well prepared and did not have enough knowledge to be able to provide guidance. The Kuscu and Hun DEIDS gave similar explanations. CTs had download various assessment forms for SEN pupils from the internet and shared them with the STs, but the UTs did not accept them because they claimed that the forms did not cover all age groups, and they told their STs to ignore what the CTs gave them. Altan and Sađlamel (2015) and evik and Alat (2012) found that Turkish CTs were unable to support STs during the school practice period. In addition, some CTs were unwilling to provide mentoring in their classes (Altan & Sađlamel, 2015; Artut & Bal, 2005; Borko & Mayfield, 1995; Kale, 2011; Younus et al., 2017), and because of their unwillingness, UTs generally preferred to implement partnership on a very superficial level. Because of behaviour like this by CTs, the school and university partnership were very weak (Mutemeri & Chetty, 2011; zen, Ergenekon, & Batu, 2009) and their system was more of a complementary partnership than a collaborative partnership. These issues led the Elmas DEIDS to introduce more practice by reorganizing the system with STs in the training school. This shows that their understanding was very similar to that in Bostan DEIDS, but, as can be seen from Diagram 7, Elmas had a more effective partnership than the Bostan, Kuscu and Hun DEIDS, but the partnership in all the departments can still be described as complementary.

Consequently, there are several issues discussed above which affected the partnerships between universities and training schools during the school placement programme.

However, these were probably not the only reason for having or not having an effective partnership in the programme. Their understandings, ideas and beliefs shaped their own behaviours and also affected their collective understanding (Bandura, 2000, 2006). These understandings produced the different approaches and implementations. This shows how these DEIDS adapted their approach and Diagram 7 shows that the Elmas DEIDS had a moderate level of partnership and that the other three DEIDS had little partnership.

5.2.2. School partnership settings

In the training school, the partnership understanding was different from that in the university environment. Almost all of the respondents believed that UTs are the key actors in the system and they were content to follow UTs' instructions. As Table 20 shows, most of CTs had graduated in other subjects and had become certificated after a 540-hour course but had not received any training before mentoring SEN pupils (Altan & Sađlamel, 2015). For this reason, they accepted that UTs knew the subject better than they did, so they respected the UTs' knowledge and status. Their perspective on UTs' status in the system can be also explained in terms of culture, because academics in Turkish culture occupy one of the most highly-regarded professions (Sunar, Kaya, & Otrar, 2015). However, in Bostan region the CTs stated that the system was working well between UTs and STs and that only they (the CTs) took care of their SEN pupils. Similar explanations were given by the Elmas CTs; their main concern was their SEN pupils and STs were their second priority. The interesting issue is that these two departments' UTs regularly visited the training schools and preferred not to collaborate with the CTs. There are two different perspectives here;

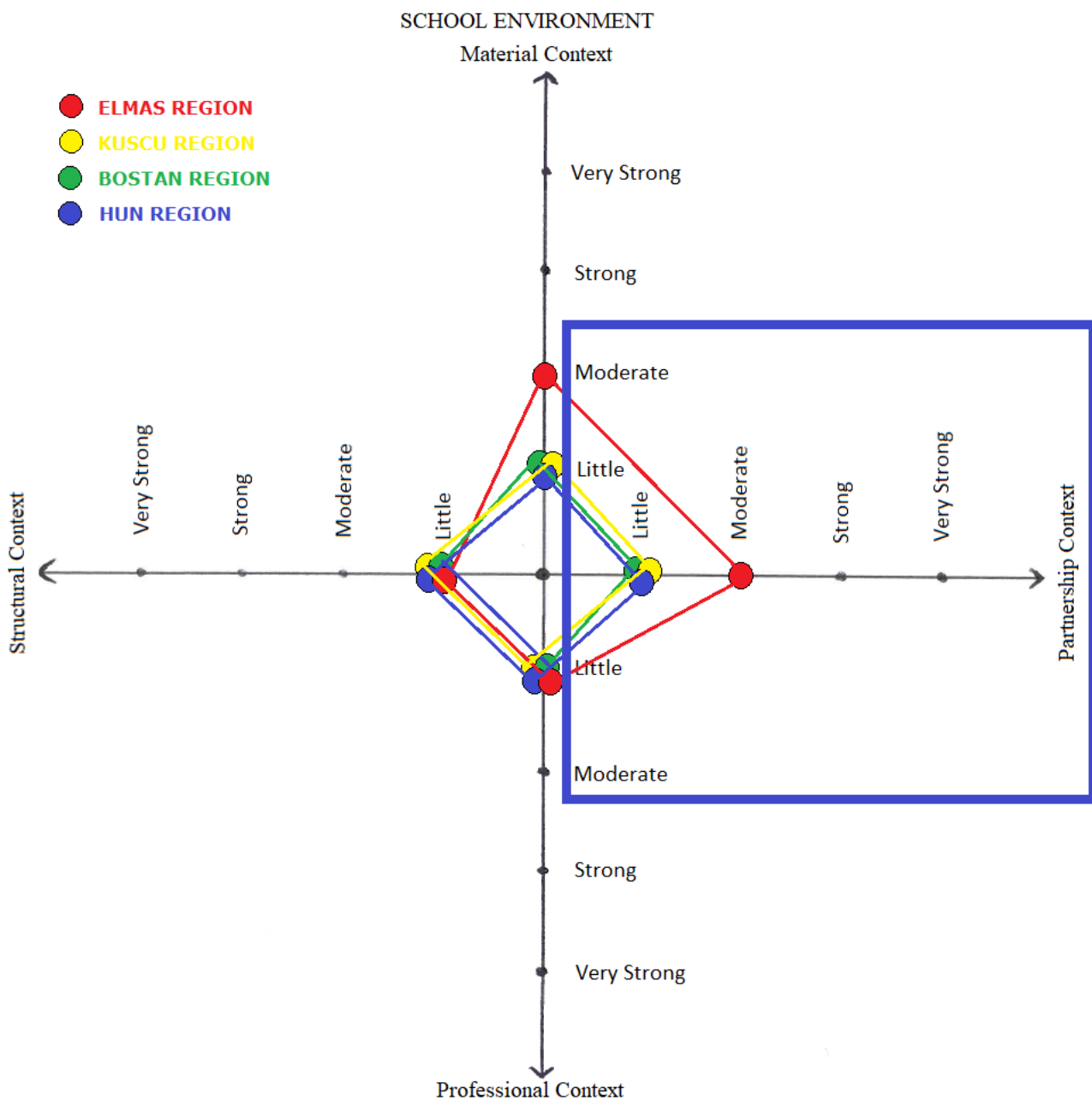
first, the CTs were excluded from the system as the UTs stated, so they were searching for a logical way to determine their role in the school, and second, they did not want to concern themselves with STs because it would give them extra work and they had not received any training for mentoring. These two reasons were the excuse for CTs not to have a partnership and not to help the STs with their teaching practice.

The Kuscu and Hun regions' CTs stated that the UTs there did not visit the training schools and did not collaborate with them, but that they conducted the system. In these two school environments, most of the CTs stated that they needed guidance in how to mentor STs because, as Table 20 shows, they received no training and were unaware of the existence of any rules. The CTs sometimes needed to be supported by UTs during the programme (Farrish, 2017; Paulson, 2014) but said that UTs were not always prepared to guide STs in the training school (Alkan et al., 2013; Ibrahim, 2013) because of their departmental culture. Furthermore, in Kuscu and Hun regions, the CTs stated that UTs evaluates STs' training progress only by looking at their training folders and without communicating with CTs. Ergenekon *et al.* (2008) found that although UTs had a significant role in the practice programme, they did not give sufficient feedback to their STs in the training school (Aydin, 2016; Bardak, 2015; Chandler, Chan, & Jiang, 2013; Ergenekon, Özen, & Batu, 2008; Kirksekiz et al., 2015; Özmen, 2008; Yikmiş, Özak, Acar, & Karabulut, 2014b).

The final issue for consideration here is the negative instructions which UTs gave to STs about CTs, as a result of which, whenever CTs gave any direction to STs, the STs ignored it and only took notice of their UTs' supervision. Although CTs had download assessment forms from the official website, the UTs had refused to use them and provided their own department's assessment forms to STs. However, mentoring is a field in which both CTs and STs have to work in cooperation and develop themselves

professionally on both sides (Russell & Russell, 2011), but the main determiner in the system is the fact that it is the UTs who give them their final grades. Furthermore, in Turkish culture, UTs have a highly prestigious job, and people think that they are experts in their area (Sunar et al., 2015), so the STs listened to their UTs rather than to CTs in training school even though the UTs did not visit the training schools in the Hun and Kuscu regions. This same issue has also been reported in the UAE (Ibrahim, 2013). A similar issue was identified in Bostan region, although there the UTs did visit the training schools regularly. Aydan (BUT1) stated that they advised STs in their department *do not oppose CTs but do what you learnt in the DEIDS*. Supporting evidence for this has been provided by Jones, Kelsey and Brown, (2014) who found that if STs do not believe that they can benefit from CTs' advice, they do not collaborate and this creates an uncomfortable training environment.

Diagram 8 The Level of Partnership Context for the Training School Environment



The findings show that in Elmas region, some of the UTs and all of the CTs shared their ideas and feedback with each other, but at quite a superficial level. Nevertheless, in all four regions there were collaboration issues over the school/university partnership for different reasons, such as CTs’ own understanding and background, and DEIDS’ collective understanding about the teaching practice programme. Bullough and Draper (2004), Salazar (2017) and Payant and Murphy (2012) made

similar findings that there is generally a problem of the lack of communication and collaboration between UTs and CTs in terms of both the system and their role expectations.

5.2.3. Other system participants' partnership settings

In addition, the rules give responsibilities to the school administration in the training programme. Arslantas and Ozkan (2014), Bredeson and Johansson (2000), Holland (2008), Sezgin and Tinmaz (2017) and Tatlıoğlu and Okyay (2012) all stated that the head teacher is one of the most important figures in the school environment. However, UTs and CTs stated that heads generally dealt only with bureaucratic issues or preferred to play no part in the training programme (Alkan et al., 2013; Kale, 2011; Younus et al., 2017). Mete (2013) also found that head teachers paid little attention to the system; they thought that the programme generates extra work so they restricted themselves to handling the paperwork. Alkan, Şimşek and Erdem (2013) also found that school heads were unwilling to participate in the programme (Kale, 2011; Younus et al., 2017). Also heads and other administrative staff do not always welcome STs into their schools (Kiggundu & Nayimuli, 2009). Artut and Bal (2005), Aydın and Akgun (2013), Aydın, Selcuk and Yesilyurt (2007), Bağcıoğlu (1997), Kale (2011), Silay and Gök (2004) and Yeşilyurt and Semerci (2011) all made similar findings. In addition, specifically in SEN teacher training programmes, the lack of collaboration between school heads and the main participants is a remarkable situation because of the heads' obvious unwillingness to participate. Alptekin and Vural (2011), Bural (2010) and Özen, Ergenekon and Batu (2009) conducted their research in the Turkish SEN area and their findings were very similar to those reported here. Ünver (2003),

however, suggested that head teachers do not know their tasks in regard to school-based teaching practice and that there is no in-service training for them, so they might understandably be unwilling to become involved in the programme. As a result of all these findings, in these four regions there were problems of co-operation and collaboration for other system participants as well as for UTs, CTs and STs.

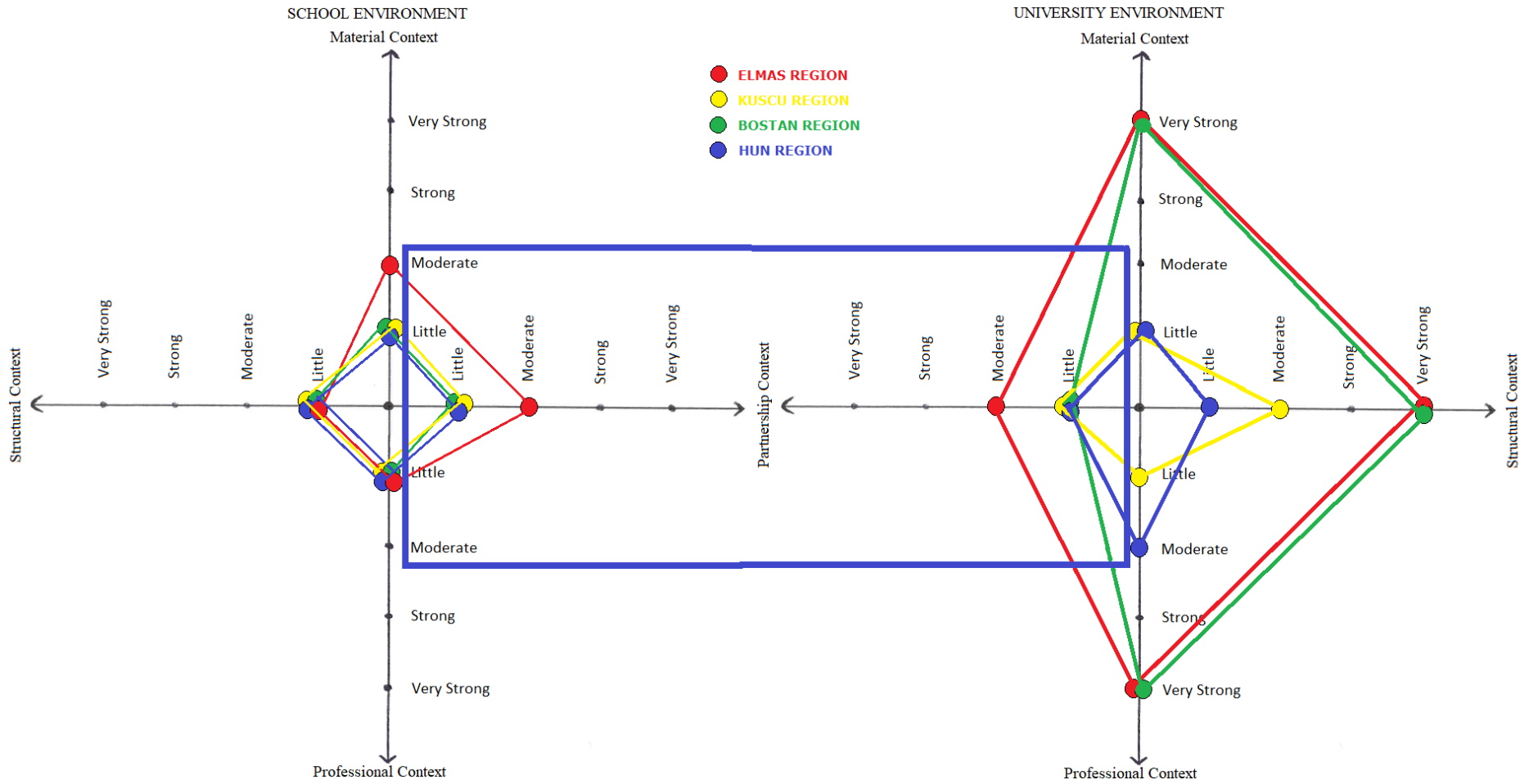
5.2.4. Overview of the main participants' collaboration

Taking all the factors discussed above into consideration, there were several obstacles to collaboration. First, CTs were considered to be insufficiently trained and UTs did not see it as their role to support the CTs in this respect. The Elmas UTs believed that CTs did not have adequate knowledge to provide mentoring (Alptekin & Vural, 2014; Altan & Sağlamel, 2015; Aydin, 2016; Bağcıoğlu, 1997; Bardak, 2015; Cetin & Bulut, 2002; Demirkol, 2004; Eraslan, 2009; Ibrahim, 2013; Younus et al., 2017), and did not seek to improve themselves. The Bostan UTs had the same understanding and stated that STs inadequacy occurs because of their non-SEN training background (Nartgün, 2004). However, the Kusu and Hun CTs stated that UTs did not visit the training schools and needed to be supported by them (Paulson, 2014). Although they had transferred from other subjects into SEN teaching after taking a certification course, they could still have been supported by UTs regularly. In this case, some UTs seem to have been biased against these CTs' background. Second, there may be another reason for the unwillingness on both sides (university and school) to conduct teaching practice as a UT because UTs are selected from volunteer lecturers in the DEIDS (Ergenekon, Özen, & Batu, 2008). On the other side, some CTs were unwilling to provide mentoring (Borko & Mayfield, 1995) and did not try to improve their skills or

techniques (*see* Diagram 9). They were also employed automatically because of the limited number of training schools. The reason for their unwillingness could be the limited number of schools or another reason. However, Magaya and Crawley (2011) and Salazar (2017) suggested that CTs should be selected on the basis of their willingness to be involved in the programme. For all these reasons, UTs did not trust CTs' guidance and they assessed their STs' training only by looking at their training folders, and some of the UTs also refused CTs' guidance and advised their STs to ignore CTs' instructions in Kuscu region. Another issue is organizing the programme considering their environmental factors. In some departments, the system was totally based on STs observing, and UTs did not visit the training schools due to their low sense of agency, and these limitations can be seen as a reason for not having a collaborative partnership between participants from the different environments. Even so, these limitations and environmental changes are not the only reason for not doing what is required. If they had a higher sense of agency, they would be more collaborative over conducting the system. Hence, there were core partnership problems between school and university in the system, and this problem occurred because of participants' collective agency in the system. When participants behave collectively, it affects individuals' communications, collaborations and shared beliefs (Bandura, 2000, 2006) and their system is generally based on a complementary partnership. The Kuscu and Hun DEIDS gave the guidance authority to the CTs whilst the Elmas and Bostan DEIDS took this responsibility on themselves. Although Elmas and Bostan practised this in order to achieve a better practice programme for one reason or another, Kuscu and Hun gave the role to CTs because of environmental factors. However, all of the regions generally preferred to give the responsibility to the CTs or take the responsibility on themselves rather than trying to improve the

partnership between CTs and UTs. This shows that they had a lower sense of agency for the partnership context, although Elmas had a slightly higher sense of agency compared with the other regions.

Diagram 9 The Level of Partnership Context for School/University



5.3. Material context

The material context refers to the resources in both the university and the school environment for delivering the school-based teaching practice programme, such as the number of staff members and STs, and various feedback and training documents. It also refers to the physical aspects of the environments, for instance information technologies, layout quality and spaciousness (Ball et al., 2012). These sub-categories affected the participants' practices directly or indirectly. The participants were not isolated from the environment. The environment can be considered, in line with Bronfenbronner (1977), as an inter-related cycle in which one aspect affects all the others (the Ecological Cycle) (Leonard & Blvd, 2011). Their individual and collective understanding influences the planned environmental changes, and these changes which can also be affected by other factors beyond the participants' control also influence people's practices. These material issues will be examined separately under the different environments and their effects on other environments will be discussed at the end of the section.

5.3.1. University material settings

As described in Chapter 2, there is a standardised teaching practice system prescribed by MEB and YÖK. However, each DEIDS altered the requirements because of internal and external issues. These changes affected the programme structure and alternatives occurred in the system contrary to the official requirements, as described below.

Although the rules say that 'UTs get a maximum of fifteen STs', the Kuscu, Hun and Bostan UTs had more than fifteen STs each (*see* Table 22). Although the number of

Bostan DEIDS' STs was not high as those in Kuseu and Hun regions, they also exceeded the limit set down in the regulations. Having too many STs under a UT's supervision has been discussed in previous studies in Turkey, and this issue influences the programme structure and the quality of the outcomes negatively (Kirksekiz et al., 2015; Mokoena, 2017; Özmen, 2008). Additionally, various international studies have reached similar findings in different countries (Conderman, Morin, & Stephens, 2005; Woods & Weasmer, 2003; Zulu, 2015). Although these studies have shown that a large number of STs affects the quality of the training, the problem can be substantially overcome by the programme participants; if they constantly try make choices and seek different alternatives, their understanding forces them to think more creatively (Hokka et al., 2017). Accordingly, the number of STs would not be as much of a problem as the Kuseu and Hun respondents had complained. These infringements of the rules occurred because of the limited numbers of UTs. The differences discussed below were the results of individuals' beliefs and groups' shared beliefs regarding environmental issues (Bandura, 2006; Ibrahim, 2011). For example, the Bostan UTs used video recordings for giving feedback. They each supervised slightly more STs than the regulations stipulated (*see* Table 22) because they could not always manage their time but wanted to conduct the school placement programme without involving CTs because of the CTs perceived inadequacy, so the STs video-recorded their practice teaching sessions and UTs gave them feedback on the video. Although this model was devised because of staff limitations and the official rules do not mention the use of video recording, Andrews, Bobo and Spurlock (2010) found that video feedback helps to improve knowledge significantly. Fukkink, Trienekens and Kramer (2011), Henderson and Phillips (2015), Mathisen (2012), McCarthy (2015) and Van Vondel *et al.* (2017) all made similar findings.

Table 23 The Number of STs under each UT

DEIDS	Participants' codes	Number of STs for each UT
BOSTAN	BUT1	16
	BUT2	16-17
	BUT2	16
ELMAS	EUT1	12
	EUT2	15
	EUT3	2
	EUT4	14
	EUT5	12
KUSCU	KUT1	20
	KUT2	40
	KUT3	20
HUN	HUT1	26
	HUT2	16
Yellow signifies a contravention of the rules		Green signifies compliance with the rules

The Bostan, Kuscu and Elmas UTs all discussed STs' practice feedback process as a group rather than giving one-to-one feedback in the department. They had a variety of reasons for doing this; having too many students, no time, and/or the value of sharing the feedback with other STs. In the regulations (Number 2493), UTs '... watch and inspect STs' studies regularly' (6-e-3) and '... every week, the UT and STs discuss and evaluate their teaching practice in schools' (10-k). Nevertheless, the rules do not

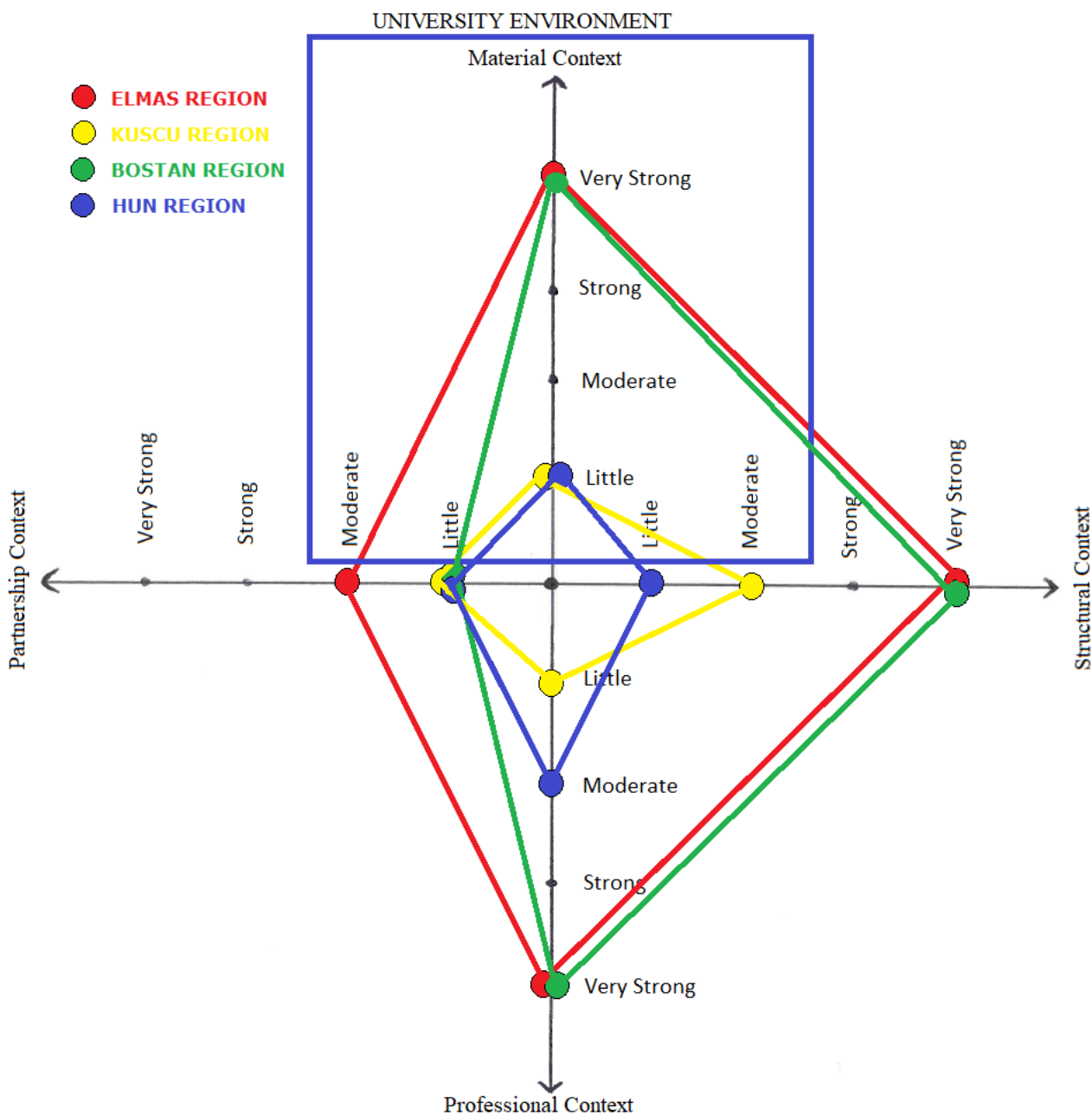
give any details on whether feedback should be given to an individual or a group, so the variations show how the different DEIDS applied their own systems. The Elmas and Bostan UTs stated that other STs also learned from each individual's feedback. Korthagen and Vasalos (2005) stated that "within a group discussion, the participants learn how to recognize core qualities in each other" (p.61). It also helps to improve STs critical reflection (Al-Issa, 2008). Group discussions allow the instructor to organize an environment for exchanging ideas and practices between UTs and STs and also between STs (Brazil, Ester, & Juca, 1994). Although the Bostan DEIDS were affected by limited resources, they had found an alternative way to give feedback and they gave group feedback both after observing STs' teaching sessions and after watching STs' videos. These two DEIDS, Elmas and Bostan, therefore had a high sense of agency for having good practice. However, the Kuscu DEIDS preferred not to visit training schools to collaborate with CTs over observing STs, they only gave group feedback based on the STs' preparations and verbal explanations of what STs had done in the training school and did not make any further effort to monitor STs' teaching improvements in their departments. It can therefore be said that they had a lower sense of agency collectively. Finally, the Hun DEIDS had a different method for giving feedback; they used a communications diary rather than giving individual (face-to-face) or group feedback. But even though the starting point of the diary idea looks as if they were motivated to deliver the system smoothly, in practice the diary idea was weak, because the UTs only collected the diaries twice in two semesters, at the end of each semester, for giving grades. Therefore, their level of agency in the material context was low (*see* Diagram 10). Bural (2010) studied Turkish SEN departments and found that STs did not receive enough feedback from CTs to contribute to their professional development (Kirksekiz et al., 2015; Özen et al., 2009; Özmen, 2008;

Yikmiş et al., 2014b) or to that of UTs (Aydin, 2016; Bardak, 2015; Ergenekon, Özen, & Batu, 2008; Kirksekiz et al., 2015; Özmen, 2008; Yikmiş et al., 2014b), and also did not get adequate help from them during the planning stage (Alptekin & Vural, 2014; Aydin & Akgun, 2013; Aytaccli, 2012; Buyuktaskapu, 2004; Kizilcaoglu, 2005; Mete, 2013; Mokoena, 2017; Özmen, 2008). Other studies in different countries have made similar findings (Chandler et al., 2013; Hightower et al., 2011; Ibrahim, 2013; Mokoena, 2017; Salazar, 2017; Zulu, 2015).

In addition to group discussion, the Elmas UTs stated that they also gave weekly written feedback on what STs had prepared for conducting a teaching session. Kern (2004), Kiggundu and Nayimuli (2009), Salazar (2017) and Tukay *et al.* (2016) all stated that verbal and written feedback is significant for STs, and McCarthy (2015) suggested that written feedback is more understandable and helpful for STs than verbal feedback. Clarke, Triggs and Nielsen (2014), Mathisen (2012) and Zulu (2015) also stated that written feedback has crucial importance in the teaching practice programme. However, other departments' UTs generally gave verbal feedback to their STs for the reasons stated above. Therefore, the Elmas departments' agency in the material context was higher than that of the Kuscu and Hun DEIDS. Although Elmas and Bostan had different feedback techniques, they both showed a high level of agency. The Bostan DEIDS generally conducted video-based feedback rather than written feedback because their limited resources and their high level of agency drove them to act in more creative ways (Dovemark, 2010; Hokka et al., 2017) even though they contravened the rules. Their alternative practices were pragmatic attempts to maintain the required level of quality, so it can be said that both Elmas and Bostan DEIDS had strong level of agency in the material context (*see* Diagram 10).

Consequently, all of the practices related to material issues in the system were based on the departments' available resources for the SBTTS. There were also some environmental limitations such as a shortage of lecturers which affected the system, and whether they were affected negatively or positively by these limitations was largely in the hands of the departments themselves. Bostan, Kuscu and Hun suffered from this issue, but Kuscu and Hun simply complained about it and left their STs with the CTs whereas the Hun UTs used a diary system which did not work very well. In Bostan, however, they used video and group feedback which had many advantages. The Kuscu respondents also used group feedback but it was superficial and based on only STs' verbal and written reports. Unlike these DEIDS, Elmas had organized a system in which group and written feedback was given weekly and each UT supervised fewer than fifteen STs, unlike the other three departments. This was also in contravention of the rules. All these issues show that they had environmental and occupational exposure to each other and that this affected their behaviour and beliefs (*see* Diagram 10). These changes led to collective belief and influenced their collective power (Bandura, 2006; Ibrahim, 2011).

Diagram 10 Material Context for the University Environment



5.3.2. School material settings

As discussed under Partnership Context, the departments predominantly had a complementary partnership model which influenced all the participants in the programme either negatively or positively. In Hun and Kuscu regions, the teaching

practice programme was mainly carried out by CTs and STs in the training schools because the UTs from these two departments did not visit the schools for any purpose. Also, the CTs in both of these regions stated that STs delivered only a few teaching sessions and mainly just observed over two semesters. It is interesting that these schools complained about the system as a whole, the lack of collaboration, STs' readiness and communications rather than talking about what they did during the programme. They also admitted that they did not know their roles or duties and had received no training about what was required. Lunenberg, Korthagen and Swennen (2007) and Woods and Weasmer (2003) also found a lack of role definition between the participants in the teaching practice programme. Almost all of the respondents in this current study commented on similar issues. Additionally, as Table 20 shows, most of them came from other subject areas and needed an orientation course before going into the school placement programme in SEN and although they underwent a 540-hour course before working with SEN pupils, the course contained no instruction on how to provide mentoring or guidance.

The CTs also generally complained about the lack of collaboration and communication with UTs and that neither their head teachers nor the UTs had informed them of the teaching practice regulations. However, this is not other people's job. The Board of Education and Discipline published role definitions for teachers which stipulated (Article 15) that 'Teachers ... (i) have to read the articles in the declaration journals, follow the changes shown in them, and sign them to show that they have read and accepted them...' (Declaration Journal for Teachers, Number 2528, 2001).

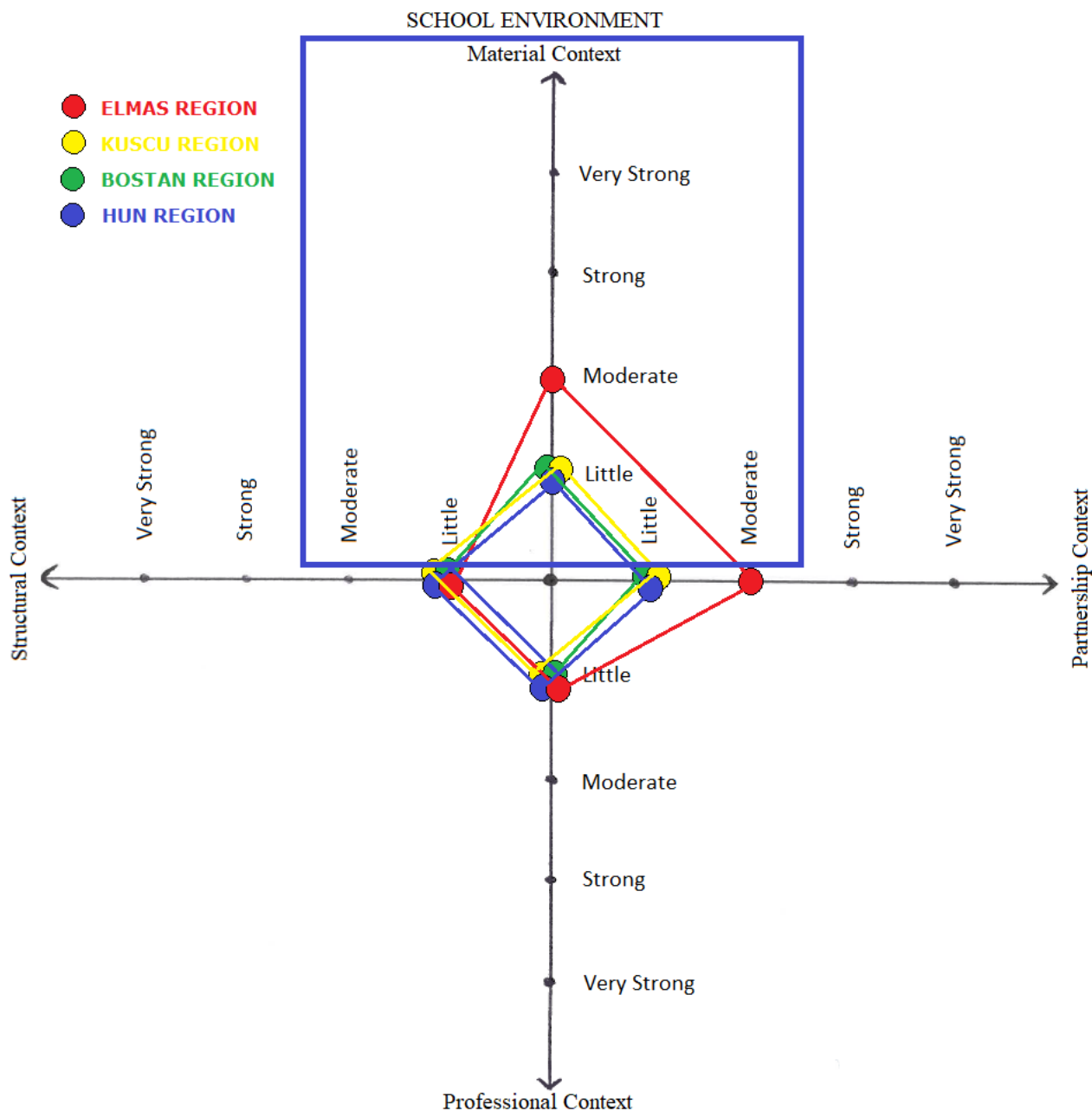
Table 24 CTs' Background Information

DEIDS	Participants' codes	Total Teaching Years	Teaching Years in SEN	Years of Mentoring
BOSTAN	BCT1	3	3	1
	BCT2	9	5	1
	BCT3	7	7	5
ELMAS	ECT1	21	16	10
	ECT2	5	5	2
	ECT3	9	5	5
	ECT4	5	5	3.5
	ECT5	6	6	3.5
KUSCU	KCT1	12	4	4
	KCT2	11	5	5
	KCT3	20	5	4
HUN	HCT1	20	20	1
	HCT2	9	9	1
DEVIS: Department of Education for Visually Impaired Students DEHIS: Department of Education for Hearing Impaired Students DEIDS: Department of Education for Intellectually Disabled Students				
Yellow signifies graduates from other subjects		Green signifies graduates from DEIDS		

Blaming others is an easy way to obfuscate for not discharging their own duties and responsibilities. As can be seen from Table 23, the number of years that they had been mentoring differed but they all made similar comments which showed that individuals shaped their beliefs according to their self-efficacy and the influence of uncontrollable

external factors. Accordingly, a new common belief had arisen and they explained that in general the system was based on that understanding rather talking about which technique or which materials they used. They only spoke superficially about their own individual practices.

Diagram 11 Material Context for the School Environment



Furthermore, the Bostan and Elmas DEIDS controlled the system in the training schools and the Bostan DEIDS do not involve CTs in the system; the CTs stated that the UTs conducted the system alone and that it was quite an effective way for becoming a teacher. Similar explanations were given by all of them. This suggests that the CTs were happy not to be involved and not to have the extra duties. It also shows that Bostan's CTs' level of agency was as low as that of the CTs in Kuscu and Hun regions. These three regions' CTs were not highly motivated to deliver the system and it seemed to be a culture in those schools which influenced the individuals negatively (*see* Diagram 11).

On the other hand, the Elmas CTs had a higher sense of agency than the other three regions' CTs in terms of the material context (*see* Diagram 11). The Elmas CTs shared the SEN pupils' training folders, prepared IEP and ITP with the STs, and helped STs to learn how to teach effectively. Most of them focused on teaching STs how to use their voice in the classroom effectively. McCarthy (2015) stressed the importance of "adjusting the volume or tone of their voice" (p.155) in the class and how this is quite significant for communicating effectively with pupils. Also, IEPs in SEN subject are required to be taught by CTs (Farrish, 2017). So the Elmas CTs' degree of agency can be called 'moderate', rather than any higher (*see* Diagram 11) because they stated that their primary responsibility was teaching their SEN pupils and that STs were their secondary concern. Ergenekon *et al.* (2008) made the same findings. The CTs did not give detailed feedback but instant verbal feedback in the classroom, and they did not check what STs planned for the class. They just showed IEPs, ITPs and pupils' folders to the STs. But STs need to deliver more practice sessions to a plan which requires preparation. Kirksekiz *et al.* (2015), Özen *et al.* (2009), Özmen *et al.* (2008), Yikmiş

et al. (2014) and Salazar (2017) all found that CTs did not have sufficient practice at preparation in the SBTTS.

So CTs in Kuscu, Hun and Bostan regions were not actively involved the school placement programme. Kuscu's and Hun's STs' practices were mostly based on observation and they only delivered a few independent practice teaching sessions. This system was quite a conventional model and when their practices were investigated, they started to explain what they did superficially and mostly complained about the system's deficiencies. Furthermore, Bostan's CTs accepted that the SBTTS is quite beneficial without CTs having a role in the system. These three regions' CTs therefore had little sense of agency. However, Elmas's CTs had more practice sessions than in the other regions. Although Table 20 shows that there were different subject teachers and DEIDS with different numbers of years of mentoring experience (*see* Table 23), the CTs generally gave similar explanations, some showing better agency than others, but still not high. Therefore, their level of agency can be put at moderate. Overall, the CTs therefore had a low sense of agency in the SBTSS, and their collective and individual roles, beliefs and practices influenced the way that they delivered the system (Bandura, 2000, 2001, 2006, 2018).

5.3.3. Overview of the material context in universities and training schools

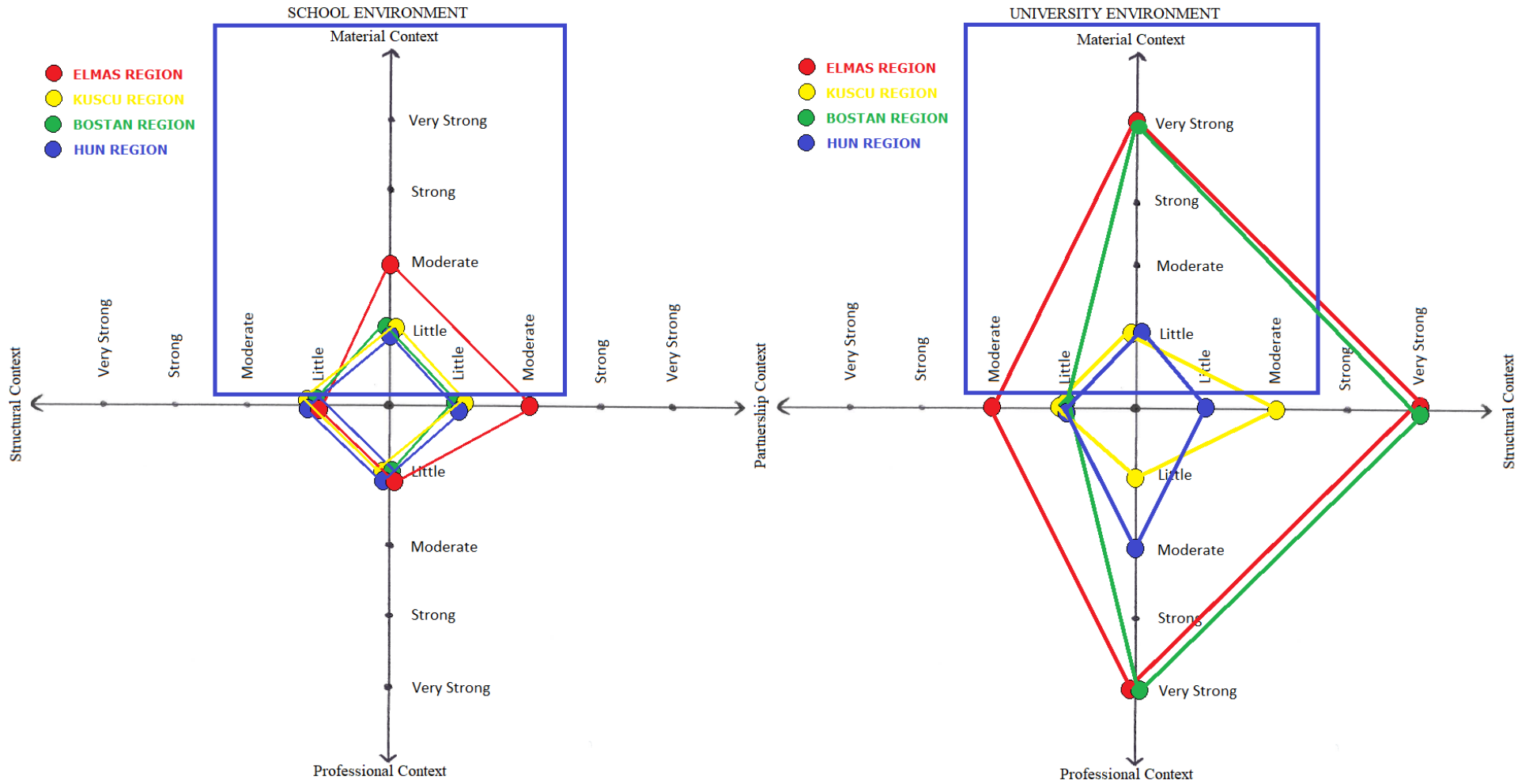
The universities' and school's material issues shaped both group and individual practices. Also, the main determinants of the system seem to have been the UTs. As has been explained, in Kuscu and Hun regions, the UTs did not visit the training schools but left the STs with the CTs. On the other hand, the Bostan and Elmas UTs

regularly visited STs and delivered the system in accordance with their departments' rules. All these implementations were the results of specific models which were the outcome of their collective behaviour. Although there were minor individual differences, the respondents generally followed what their departments expected from them. Nevertheless, these expectations were not based on individuals' collective understanding, but also on uncontrollable external factors (Bandura, 2000). The participants' understandings and beliefs were therefore shaped over time and showed a collective agency. For example, Bostan DEIDS has limited resources and shaped their system to take this into account by using video recordings and group feedback. Their main understanding was based on STs needing to deliver more independent teaching sessions and the belief that CTs were not capable of mentoring. They spent more time with their STs in order to have a better outcome, and their level of agency enabled them to be creative about the way in which they delivered the system (Dovemark, 2010; Hokka et al., 2017). Therefore, Elmas and Bostan UTs had a high level of agency. These departments also gave feedback based on each department's circumstances; individual or group and verbal or written feedback. The verbal feedback was based on group discussions and STs learned from each other's feedback and understood the requirements (Korthagen & Vasalos, 2005). Therefore the Elmas and Bostan DEIDS had a very strong level of agency (*see* Diagram 12). However, there was a big gap between Elmas CTs and Bostan CTs. Both stated that their system was beneficial for a better outcome, but that their role in the system was different, but whereas the Elmas CTs had some specific practices such as showing the STs SEN pupils' folders, IEPs and ITPs or teaching them how to adjust their tone of voice during a teaching session, the Bostan CTs had no mentoring role and did nothing beyond

teaching their SEN pupils. Therefore, the Elmas CTs' level of agency was higher than that of the Bostan CTs (*see* Diagram 12).

Furthermore, the role of the Kuscu and Hun CTs was different from the Elmas and Bostan CTs. Their systems were based on CTs' practices rather than UTs'. The UTs claimed that they had limited resources which affected their practices, but they made little effort to address these limitations; they just left the STs with the CTs. Nonetheless, the CTs complained about the lack of UTs' collaboration and communication and the fact that they did not visit the training schools, rather than talking about their own practices in detail. They generally avoided talking about what they were doing. The systems in Kuscu and Hun regions were based on STs observing. The CTs there complained about this but did not make any extra effort to improve STs' teaching skills. Hence, their motivation appeared to be lower than that of the Elmas CTs. Consequently, in Hun and Kuscu regions, both environments had little sense of collective agency, whereas the Elmas DEIDS had a very strong sense of agency, and their CTs had a moderate level of agency. Bostan DEIDS also had a very strong collective sense of agency, but their CTs had little individual sense of agency (*see* Diagram 12).

Diagram 12 Material Context for Universities and Training Schools



5.4. Structural context

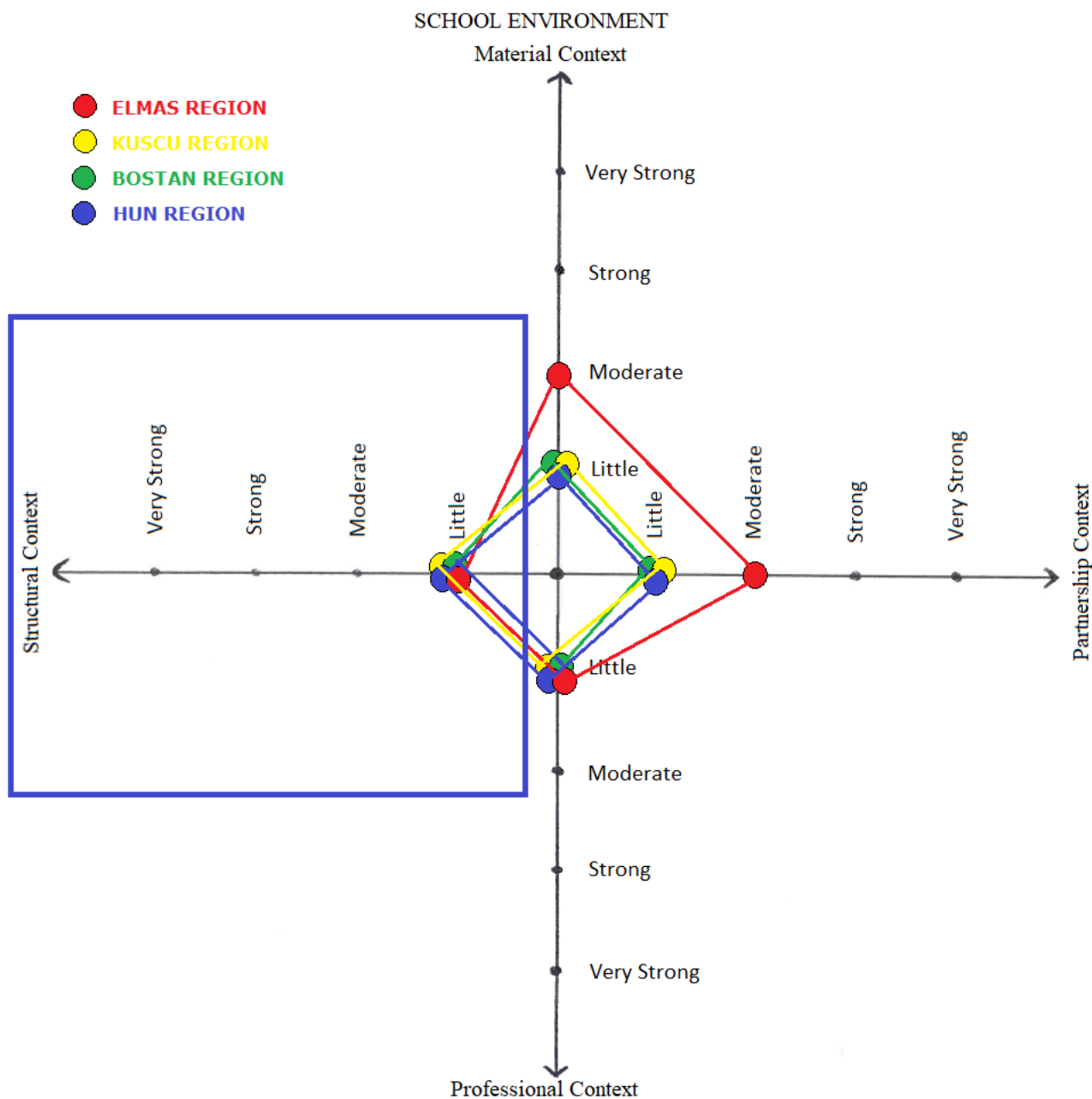
Structural context refers to the organizational structure, such as the school-based teaching practice rules in the four different regions, and departments' and schools' written or verbal rules and programmes. Individuals live in a community and work together to use their collective power to produce things which cannot be achieved individually (Bandura, 2000). In the context of this study, this collective behaviour requires a structure in organizations which is shaped by group members' shared beliefs, individuals' beliefs, government requirements from the groups and uncontrollable environmental factors. In order to understand these four regions' respondents' behaviours, their structural contexts need to be discussed in detail. Under the heading of structural context, I shall consider the roles and practices of STs, UTs and CTs.

As has been explained, there are standardised rules set down by the MEB and YÖK. However, the departments' structures in each region showed differences because of departmental, environmental and material circumstances, and these will be discussed in the context of their visible practices. Although there are two different environments involved, the training schools did not have any direct relationship with the school-based practice programme, even though they are very important in the system, According to the MEB's SEN regulations (2000), SEN school teachers' primary aim is to educate SEN pupils. In this study, the CTs' were particularly concerned about this responsibility and responded to the questions during the interviews in respect to their pupils rather than to STs, making it clear that STs took second place as far as they were concerned. Ergenekon *et al.* (2008) made the same finding. Also, CTs do not receive any training or orientation before starting mentoring (Altan & Sağlamel, 2015), so they

do not pay much attention to the system. Crasborn *et al.* (2015) stated that CTs generally give advice and do not focus on how to reflect STs' learning within their teaching. Several studies have shown that they receive no preparation for providing guidance and do not seek to improve their knowledge of teaching techniques (Altan & Sağlamel, 2015; Bağcıoğlu, 1997; Çevik & Alat, 2012; Salazar, 2017; Yildiz, 2012). However, Lunenberg *et al.* (2007) pointed out that CTs have some difficulties in transferring their practice into words and that they do not know their roles clearly. Mtika (2008) made a similar finding. Therefore, CTs may not know how to develop themselves or transfer what they know. Furthermore, the CTs stated that they followed the DEIDS' practices in their classes. This was very common in the training schools. This collective understanding occurs for several reasons; their role is not clear and they are not given any specific training, or they do not want to spend extra time looking after STs because they already have responsibilities and duties for their SEN pupils, and school teachers generally believe that university academics always know better. Sunar, Kaya and Otrar (2015) also stated that the academic profession is one of the top jobs in Turkey and that this 'professional reputation scale' not only applies to teachers' opinions of academics but also to those in other professions or not employed at all. Their research was conducted with 2219 participants in 35 cities in Turkey and although their findings did not refer specifically to teachers' understanding, it can be understood that academics are held in high regard in Turkey and that teachers are no exception to this view. Additionally, school administrators dealt only with bureaucratic issues and generally were not involved in the teaching practice system (Alkan *et al.*, 2013; Kale, 2011; Younus *et al.*, 2017). Therefore, it can be said that the school environment did not cause structural changes in the teaching practice

programme and largely followed DEIDS' practices. Consequently, these four regions' level of agency can be categorised as low (*see* Diagram 13).

Diagram 13 Structural Context for the School Environment



On the other hand, the DEIDS had more freedom to restructure the teaching practice system based on their departmental understandings and beliefs. Elmas and Kuscu regions changed the training school each semester, although the rules stipulate in

Article 11 that ‘if the practice cannot be completed in one school for any reason, the ST is sent to another school to complete the internship’. However, Kirksekiz *et al.* (2015), Maughan, Teeman and Wilson (2012) and Sammons and Bakkum (2014) produced findings which support these two departments’ practices by showing that getting experience in different classes with different teachers improves STs’ teaching skills. This understanding can be criticized. If the CTs in different schools give them little support, it will be less beneficial for the STs. The CTs’ support in the current programme was not sufficient (Çevik & Alat, 2012; Mete, 2013; Özmen, 2008; Yikmiş *et al.*, 2014b), but sending the STs to other environments where they could observe different disability groups and types, and different teachers, head teachers and environments, might nevertheless increase STs’ experience. Özen *et al.* (2009) researched SEN departments in Turkey and made similar findings to Elmas and Kuscu universities’ policy of changing training school, suggesting that it would be beneficial for STs. Although the Kuscu DEIDS changed the schools for a good reason, the UTs had no culture of visiting the schools to observe their STs, but only visited them from one to three times each semester, and the STs taught only a couple of practice sessions over the two semesters. However, their STs’ practice needs to be based on conducting teaching sessions under UTs’ or CTs’ supervision (Gravett & Ramsaroop, 2017) because they learn by doing (Bullough *et al.*, 2006; Feiman-Nemser, 1998; Hagger & McIntyre, 2006; Mtika, 2008; Suwaed, 2011) with a process of reflection built around this for their learning from practice to be effective. Furthermore, when the school or university culture allowed STs to do reflective teaching, they learned to teach effectively (Weiss & Weiss, 2001).

The school placements were generally two half-days a week over two semesters in compliance with the rules stipulating ‘one whole day or two half days per week’.

However, the Elmas DEIDS send their STs out on three half-days a week for them to gain more experience with real students in a real environment. Ergenekon, Özen and Batu (2008) and Vuran *et al.* (2014) made similar findings. Even though this practice model is supported by several prior studies, a teaching practice programme still needs CTs to support the STs' learning process, and the partnership between DEIDS and training school must be conducted effectively.

Additionally, although the MEB's rules state in Article 7 that '...STs must conduct at least 24 hours of teaching in person', there were huge differences between the departments and between the rules and the departments (*see* Table 24). The Bostan and Elmas DEIDS were based on STs carrying out more individual teaching practice, which met the requirements. Vuran, Ergenekon and Unlu (2014) found that in Anadolu University, STs led many more teaching sessions than the official requirements in order to increase their teaching experience, and Ozmen *et al.*, (2012) showed the effectiveness of Gazi University's DEIDS' teaching practice programme, which was based on intensive school-based practice for five days a week over two semesters. These two Turkish SEN studies suggested that STs need to spend more time in the training school in order to gain more experience. Gravett and Ramsaroop (2017) also recommended that teacher training needs to be based predominantly on STs practising personally because they learn to teach by experiencing (Suwaed, 2011; Bullough, Young, & Draper, 2006).

The Kuscu and Hun DEIDS' explanation and their CTs' explanations were not consistent (*see* Table 24). These departments also had a weaker form of complementary partnership and their UTs did not collaborate or communicate with CTs. The CTs in these regions managed the programme on their own.

Table 25 The Total Number of Hours for Each Students Teacher's Teaching Sessions

DEIDS	Participants' codes	Total hours of each ST's practice teaching sessions in the training school
BOSTAN	BUT1	65 hours
	BUT2	65 hours
	BUT2	17 Hours
	BCT1	44 hours (2 hours PW)
	BCT2	40-50 hours
	BCT3	40-50 hours
ELMAS	EUT1	66 hours (3 hours PW)
	EUT2	110 hours (5 hours PW)
	EUT3	132 hours (6 hours PW)
	EUT4	110 hours (5 hours PW)
	EUT5	132 hours (6 hours PW)
	ECT1	66 hours (3 hours PW)
	ECT2	66 hours (3 hours PW)
	ECT3	66 hours (3 hours PW)
	ECT4	66 hours (3 hours PW)
	ECT5	66 hours (3 hours PW)
	KUT1	24 hours
	KUT2	56 hours (2 hours PW)
	KUT3	7-8 hours

KUSCU	KCT1	5-6 hours
	KCT2	5-6 hours
	KCT3	5-6 hours
HUN	HUT1	168 hours (6 hours PW)
	HUT2	NONE
	HCT1	1 hour
	HCT2	1 hour
Yellow signifies contravention of the rules		Green signifies compliance with the rules

When asked about the STs' teaching sessions, the UTs' responses were based on their own preferences; one said ... *I think that they are conducting two hours teaching session per week...* , because CTs stated that fewer hours were allowed for STs' teaching sessions and that they conducted the system with STs in the training school. For example, Kuscu CTs stated that STs gave a maximum of five to six hours teaching over two semesters, which was less than UTs' claimed. A notable finding was that the UTs did not have any idea about how many hours of practice teaching STs gave. A similar thing was found in the Hun DEIDS, where the head of department claimed that STs conducted teaching sessions for three hours a day which is a total of 168 hours over two semesters, whereas the other UT and two CTs stated that they did not conduct any teaching sessions, except perhaps for one hour. These UTs did not visit the training schools as a department rule, and new UTs simply followed this norm in order not to be excluded from the group, or because it was easier, or because they had persuaded themselves that it was better. All these behaviours are a result of too much importance being given to collective behaviour, because they were members of their

own community and acted in accordance with the collective norm (Bandura, 2000, 2001, 2006, 2018). This all shows that STs' independent teaching practice was not sufficient based on their self-established rules. Buyuktaskapu (2004) also found that STs delivered insufficient practice teaching sessions. If the STs regularly attended sessions predominantly to observe, and if they prepared an appropriate training folder, they generally passed the course. Nevertheless, during the school placement programme, STs are expected to deliver practice teaching sessions in order to learn how to teach (Sempowicz & Hudson, 2011) because this experience will shape their teaching expertise positively (Leshem, 2012).

The rules (Chapter 2; Article g) also stipulate the principle of continuous improvement in the practice process for UTs and CTs, but no details are given about how this should be achieved. Only Elmas DEIDS had a training system for becoming a UT. Borko and Mayfield (1995) and Lunenberg, Korthagen and Swennen (2007) stated that the UT's role is quite significant in a teacher-training programme and that they need to know how to give supervision. Kern (2004), Goldman (2011) and Vuran, Ergenekon and Unlu (2014) stated that lecturers who are keen to do supervision need to be trained to do so. Vuran *et al.* (2014) recommended that a DEIDS should have a master/apprentice model for training lecturers, Some of the Bostan UTs had transferred from another SEN department and had already attended a training course for becoming a UT, but other UTs in the department had had no training, so they followed the trained UTs on the assumption that they were the main participants who had the power to change the structure and they accepted that their trained colleagues knew the area better than they did themselves. So their collective behaviour pushed others to follow their practices and a new collective agency grew up in Bostan because of its environmental uniqueness, other individuals' perspectives and the Bostan DEIDS' structures.

Nevertheless, UTs from the other two departments stated that they had just started to be UTs without any training or consideration of their previous experience. Mtika (2008) also found that UTs were not qualified to give supervision in the practice programme.

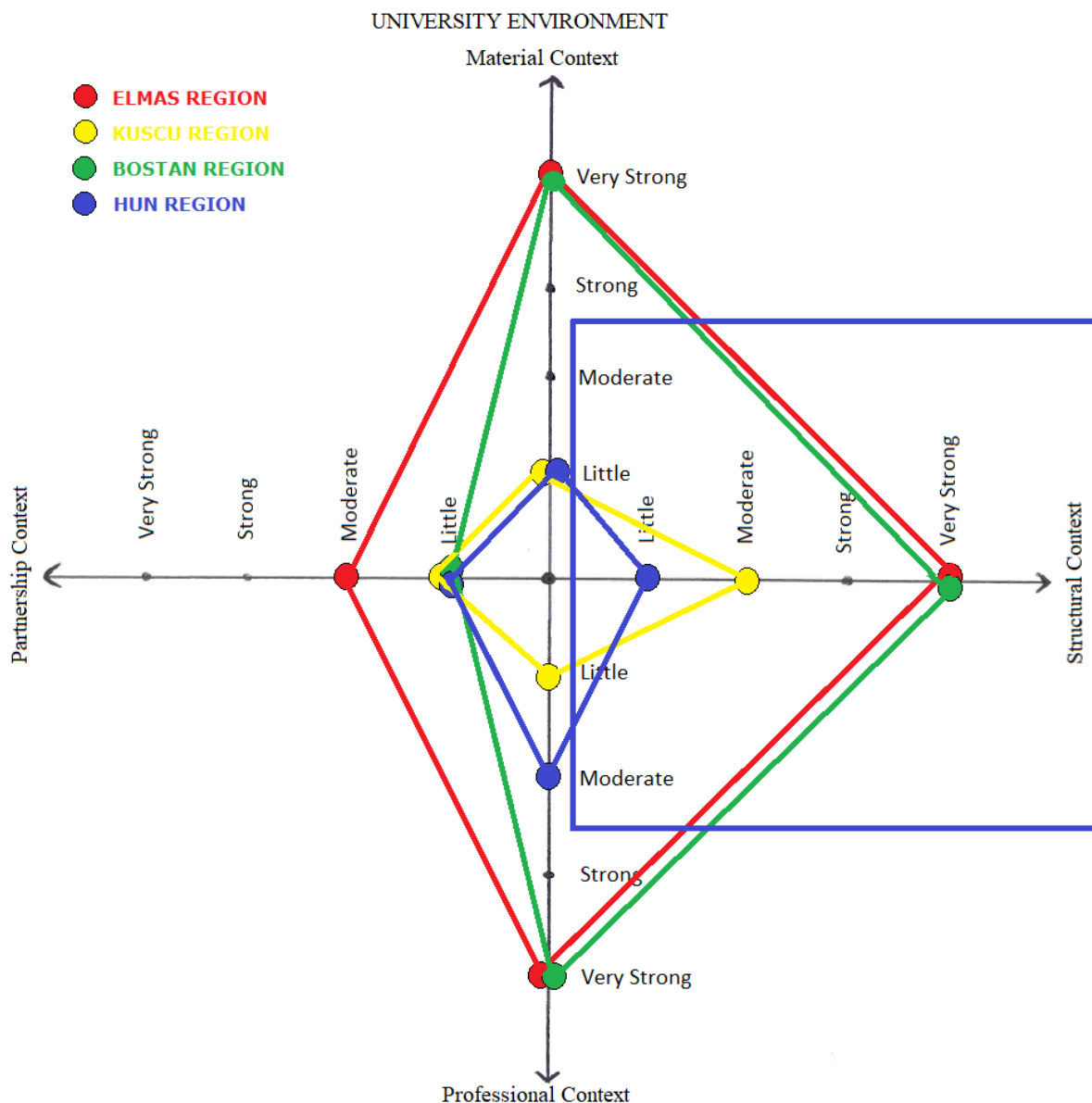
Furthermore, in the Turkish school placement programme, a structural change of some kind was found in all the DEIDS involved in this study. Research assistants were responsible for conducting the teaching practice programme as UTs, but their role definition in YÖK law 2457, Article 33-a, clearly states that 'Research assistants are teaching assistants who assist in research, examination and experiments in higher education institutions and perform other related tasks given by the competent bodies...', which shows that they are in an assistant role; and regulation 2493 states that the role of a UT 'refers to a higher education institution's lecturer planning, and conducting the assessment of STs, who are trained in their subject and have teaching skills, and have completed implementation studies'. So although research assistants are not officially responsible for conduct the system and the STs are registered under the name of a UT, the research assistants nevertheless perform the supervision on behalf of lecturers. This seemed to be a common unwritten rule among the lecturers in the DEIDS. People reverted to proxy control because they did not want to deal with the hard work needed to develop the necessary competencies in order to be able to assume the responsibilities and stresses required by the training practices (Bandura, 1997, 2000, 2001, 2006) and any misgivings which people might have about this situation were usually suppressed. Furthermore, the lecturers who are officially responsible for STs receive payment for it and whether or not they pass that supervision fee on to the research assistants depends entirely on the individual lecturer's conscience. All this heavily influences research assistants' practices; they

generally comply with the department's accepted norm and do not question what is required and why it is done like that, and they just aim to get through the two semesters without having any problems.

Furthermore, most of CTs were certificated and paid teachers which means that they had not graduated from DEIDS (*see* Table 20). This issue did not occur because of the departments' or training schools' planning or organization. It is a government plan and it affects the whole programme. Alptekin and Vural (2014) and Özyürek (2008) found that these transferred teachers' SEN knowledge is not sufficient for them to work effectively in this area and causes several problems in communication and collaboration between CTs, UTs, STs, and parents.

In the Turkish context, Nartgün (2004) also found that certificated teachers' knowledge is not enough for them to teach SEN pupils. Similarly, in the US Nougaret (2005) stated that there are significant differences between SEN-trained and non-SEN-trained teachers. For this reason, Bostan DEIDS excluded CTs from the system and made extra effort in the training schools in order to achieve a better outcome. The UTs believed that there are significant developments between STs' first and last practice teaching performance which reflect what they have learned. Therefore, they made an extra effort in the programme to enhance this; for example, in the theoretical part of the course, STs learned about material preparation and this theoretical knowledge has to be transferred to the practical part of the course, and this has to be done in the training school. This is a reason for UTs to visit the school more frequently. Similar issues were present in the Elmas DEIDS, but they did not exclude CTs from the system even though their system was organized predominantly around UTs' providing supervision in the school.

Diagram 14 University Environment Structural Context



Taking all the issues discussed above into consideration, CTs generally have no role in structuring the school placement programme but preferred to follow the DEIDS' directions in the system. On the other hand, each DEIDS had a different social structure and this influenced how they delivered the SBTTS, except for one similarity which was using research assistants as UTs in lieu of the experienced lecturers in the departments who by this use of proxy agency gained both extra income and more time

for conducting their research or other activities (Bandura, 2000, 2001, 2006, 2018). The Elmas and Bostan DEIDS had intensive practices and their systems were structured around STs conducting more teaching sessions. The Bostan UTs visited the schools regularly and observed STs' practice sessions, but excluded the CTs because of their perceived inadequacy. Additionally, Elmas changed the training schools and sent STs out for three half-days a week for them to gain more experience, all of which contravened the rule stating 'one whole day or two half days ...in one school ...'. These two departments therefore showed a high sense of agency (*see* Diagram 14) and although there were minor variations between the participants in the DEIDS, their organizational behaviour showed similarities overall. On the other hand, the Kuscu DEIDS also changed the training school each semester for the same purpose as Elmas; gaining more experience. However, Elmas constantly monitored their STs in the schools, but Kuscu did not. Although Kuscu was acting with good intent, they did not monitor the STs in the training school, so their level of agency was lower than Elmas and Bostan, but higher than the Hun DEIDS (*see* Diagram 14).

5.5. Professional context

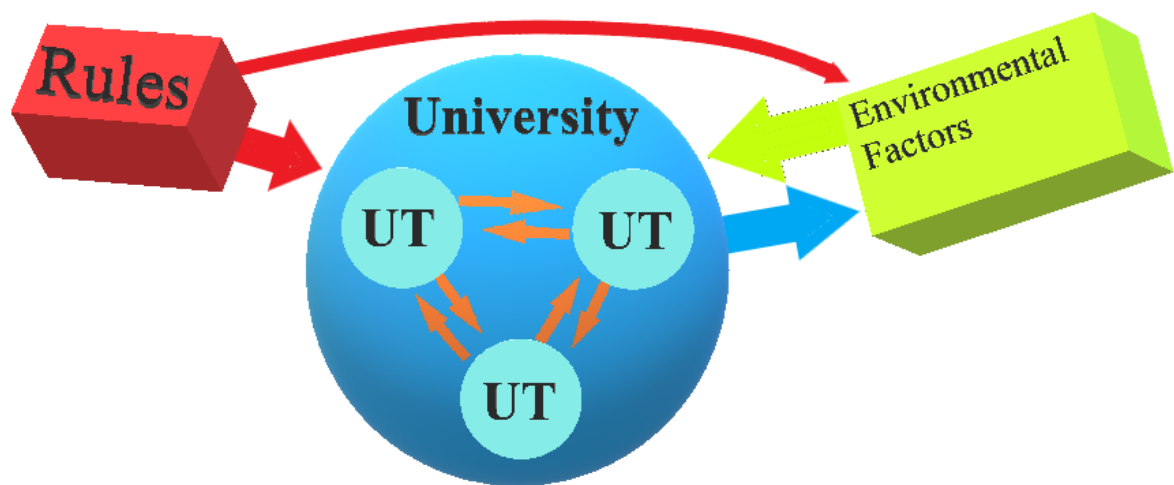
Professional context refers to the main participants' practices, ideas, beliefs and roles in school-based teaching practice. Under this context, I shall examine the UTs' and CTs' professional practices and the reasons for them. Both UTs and CTs are part of an organization and do not decide what is required individually (Hokka et al., 2017). Indeed, many of the results which they aim for can only be achieved through interdependent efforts. So they must work together to achieve things which they cannot do on their own (Bandura, 2000). They have to be part of a community and their

behaviours are shaped in the community and show similarities with their colleagues. This common implementation creates a shared belief (Ibrahim, 2011). Nonetheless, the achievements of a group are not only the knowledge and skills shared by the different members, but also the interactive, coordinated and synergistic dynamics of their operations (Bandura, 2000, 2006, 2018). Bandura stated that there are two main approaches to measuring the perceived effectiveness of a group. The first method collects individual members' evaluations of their personal abilities to carry out the particular functions which they perform in the group. The second method is to evaluate the members' ability to work as a whole. The latter holistic assessment includes the coordination and interactive aspects which operate within it. Therefore, in the interviews, the UTs and CTs were asked about their own practices and their practices with others as a group, and their interactions, coordination and beliefs. The professional context will therefore be discussed under two headings considering the two environments; university department and school.

5.5.1. University professional settings

In the departments, the UT participants' practices showed similarities with each other although there were minor individual differences. Each UT had his/her own beliefs, but their beliefs were also shaped over time by the group's expectations, their colleagues and uncontrollable external issues arising from their own original environmental factors. To say that collective agency is based only on shared beliefs is too simplistic; there are other factors such as rules, environmental factors and relations with colleagues in the department (Bandura, 2000, 2006) (*see* Diagram 15).

Diagram 15 Collective Agency in the University Environment



All these factors reveal the departments' collective agency and the effects which it has within the school-based teaching practice system. In the four different departments, each DEIDS' level and type of agency was unique because of their original environments, situations and participants, but some of their objectives showed similarities. For example, the Bostan and Elmas DEIDS had intensive programmes because they believed that STs learn by doing and experiencing (Feiman-Nemser, 1998; Suwaed, 2011; Tukay et al., 2016; Yuan, 2017) under UTs' supervision. They also argued that their supervision is an inseparable part of STs' practice teaching sessions because the ST's need experts' suggestions and support (Korthagen, 2004; Leke-ateh et al., 2013) and the school placement is the last step before STs gain independence in the profession. However, the Kuscu and Hun DEIDS seemed to think that having a successful school-based teaching practice programme was not their primary purpose. The Hun DEIDS stated that they just aimed to have a smooth programme without any problem because there were only two UTs but over 40 STs in the department. These two departments complained about the limited resources, but the Kuscu DEIDS had made no attempts to find an alternative way and avoid risks.

The Hun DEIDS, however, sought to address the problem of limited staff by giving their STs a communications diary. These UTs did not visit the schools, but instead the STs completed their diaries and the UTs then read them and made comparisons between them. This can be accepted as an alternative way of supervising the STs, but it was used only for giving them grades and not for giving them regular feedback, and although they claimed that they regularly observed STs in the school, comparison of the UTs' and CTs' data makes their explanation seem unrealistic. Lunenberg and Korthagen (2003) stated that UTs in teaching training do not always practice what they preach (p.29).

As discussed above, Bostan and Elmas had an intensive practice system based on STs having many practice teaching sessions. This was fully compliant with the rule which states '... at least 24 hours of teaching sessions'. However, neither of them sought to involve CTs and Bostan DEIDS were particularly strict on this issue; they excluded CTs from the programme whereas the Elmas DEIDS' UTs collaborated with them superficially and not in any detailed way. The reason for excluding CTs from the programme was their background status. As can be seen from Table 20, most of the CT participants were certificated or paid teachers and the UTs believed that these teachers were not capable of providing sufficient guidance to STs. However, the role of CTs is significant (as both the Turkish and the international literature have shown) and the rules state that UTs and CTs have to work together to deliver the programme. CTs can influence STs' understanding and help them with instructional philosophies, teaching practices, decisions and job satisfaction (Niels Brouwer & Korthagen, 2005) and have an overall beneficial impact on STs' attitudes, actions and improvement (Altan & Sađlamel, 2015; Weiss & Weiss, 2001). Weiss and Weiss (2001) stated that they are the most important influences on STs' learning in the programme. However,

both Nartgün (2004) and Özyürek (2008) raised similar concerns about CTs to those of the Bostan DEIDS. The Bostan DEIDS believed that certificated SEN teachers are not capable of managing practice teaching sessions because there is no training for becoming a CT. Nartgün (2004) further suggested that certificated teachers themselves do not see their role as sufficient for SEN teaching. So the Bostan DEIDS used UTs to provide supervision in the schools rather than CTs. They sometimes had limited resources and limited time, so their STs video-recorded their practice teaching sessions and these were used for giving feedback. This was quite an effective way to give feedback and they believed that STs could learn better if they could watch their own performances. Fukkink, Trienekens and Kramer (2011), Henderson and Phillips (2015), Mathisen, (2012), McCarthy (2015), Özkul and Ortaçtepe (2017) and Van Vondel *et al.* (2017) all found that video-based feedback has a significant influence on STs' learning. This shows that Bostan had quite a high sense of agency and found an alternative way when they encountered a difficulty rather than complaining and pretending that they were doing it better than they actually were.

In addition to Bostan, the Elmas DEIDs also had a structured system and the UTs followed the programme without any limited resources. They regularly gave written and verbal feedback both individually and in groups, and regularly visited the training schools to observe STs' practice teaching sessions. It seems that their system worked well and in accordance with the rules in most cases, but they changed the school each semester and they sent STs to schools on three half-days a week, both of which were contraventions of the rules. Their departmental aim was also based on intensive practices and letting STs experience different types of disability in different schools in order to better prepare them for becoming qualified teachers. Kirksekiz *et al.* (2015) stated that the effectiveness of the practice programme can be increased if STs gain

experience from more than one school teacher in different classroom environments. Vuran *et al.*'s (2014) findings also support the Elmas DEIDS' understanding that if STs spend time in different schools with different teachers and SEN students, they can learn the teaching profession more effectively. The Elmas DEIDS' model seemed to be very structured and the UTs claimed that it worked well. However, this model did not properly focus on a collaborative partnership because the CTs had less of a role than the UTs. Additionally, although an intensively structured model can seem good, some of the practices were inappropriate even though the aim was to achieve better practice. If each university has a different model, the graduates' teaching styles, approaches and professional practices would be different and would lead to a lack of collaboration with their colleagues in the same classroom, because in the Turkish education system, as explained in the Introduction, the MEB generally allocates two teachers to each class. Therefore, DEIDS first need to keep to a standard structure so that they can raise the quality together.

As discussed above, the Elmas and Bostan DEIDS' participants' readiness for supervision was generally quite high and they knew what to do in the system. They structured their system to fit their circumstances. Even if they were to receive training for delivering the practice system, they might still have low self-efficacy. However, their data showed consistency between what they said and what they did. The practice system was mainly based on STs achieving a better outcome and gaining more experience, so their collective agency was high even though individuals started off with a different sense of agency. Everyone had his/her own potential to bring change to the existing system in their own environment. For example, Ozay (EUT5) suggested that an inspection system would force the participants to collaborate more. Bandura (2000) commented that individuals live in a society and can achieve the intended goal

by working together. In their individual roles, they were affected by other participants, the environment and the department. Even though individuals (UTs) did not have same background (*see* Table 25) or understanding, if they could begin to comply with the departmental rules, their agency would change over time in the light of each department's expectations and programme.

Table 26 UTs' Background Information

DEIDS	Participants' codes	BA subject
BOSTAN	BUT1	DEIDS
	BUT2	DEVIS
	BUT3	Turkish Teacher
ELMAS	EUT1	Sociology
	EUT2	DEIDS
	EUT3	DEIDS
	EUT4	Philosophy Teacher
	EUT5	DEIDS
KUSCU	KUT1	DEIDS
	KUT2	Kindergarten teaching
	KUT3	DEIDS
HUN	HUT1	DCHE
	HUT2	DEGS
DEVIS: Department of Education for Visually Impaired Students DCHE: Department of Child Healthcare and Education DEIDS: Department of Education for Intellectually Disabled Students DEGS: Department of Education for Gifted Students		
Green signifies DEIDS graduates		Yellow signifies graduates in other subjects

The findings shows that the participants who received training for becoming a UT (BUT1-BUT2-EUT1-EUT3-EUT5) in the university generally had a higher sense of agency because their explanations showed that they knew why the practice programme

is important and must be delivered properly. Vuran *et al.* (2014) stated that UTs' training has a great influence on their supervision skills and enables them to improve their STs' learning performance dramatically.

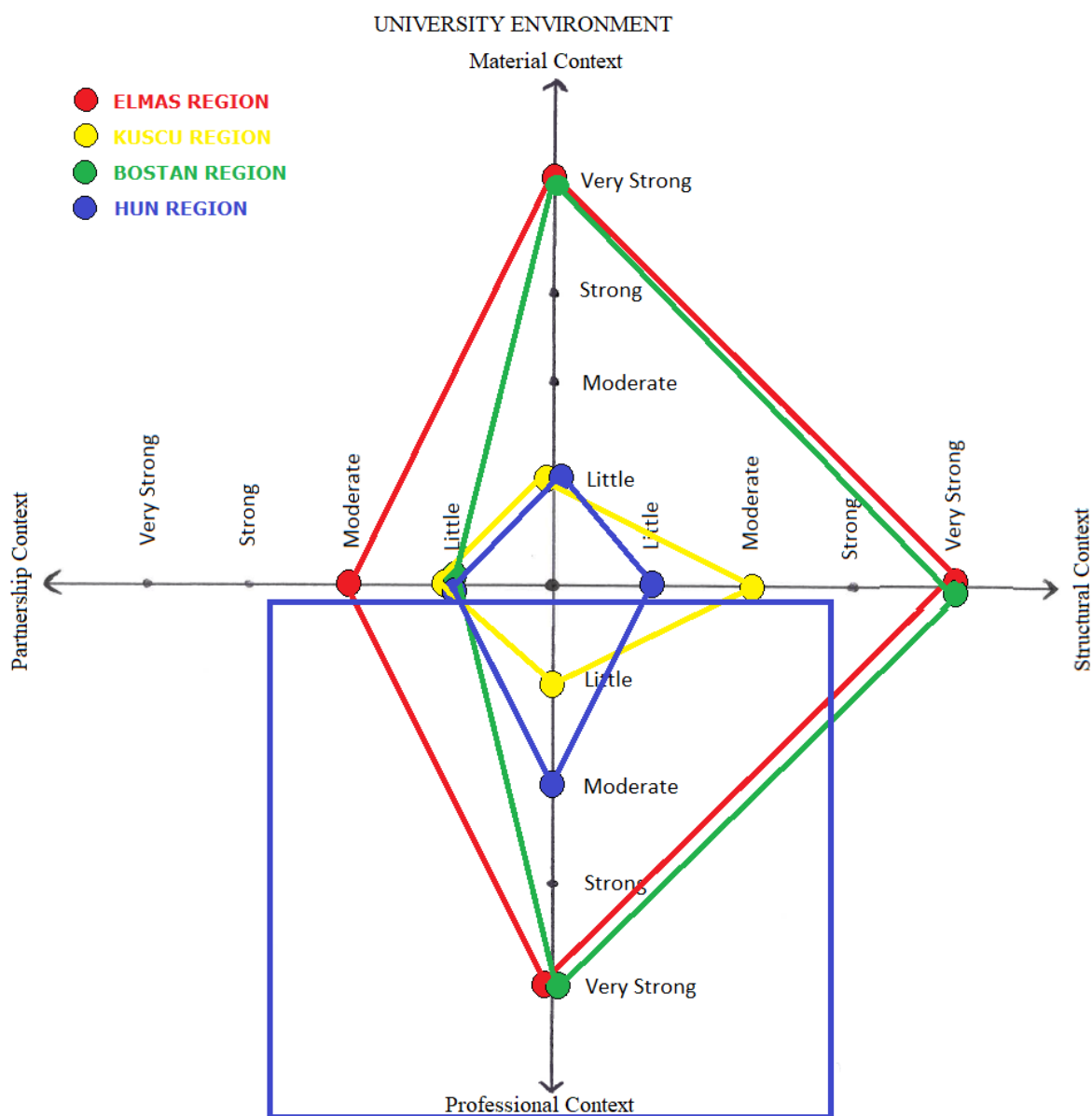
Although the others had received no training for becoming a UT, they learned how to supervise STs by collaborating and working with their colleagues, and over time their collective and individual agency started to be coherent.

On the other hand, the Kuscu and Hun DEIDS' participants stated that they had just started to do supervision without any training. They claimed that they benefitted from copying their colleagues' supervision, which means they started to be part of the department, and they also recalled their own undergraduate practice. However, Younus *et al.* (2017) found that the UTs in their study were inadequate as supervisors because they had had no training; they were not motivated to supervise STs and their knowledge was insufficient (Kizilcaoglu, 2005; Yesilyurt & Semerci, 2013). For this reason, these departments' UTs did not know their role or responsibilities clearly, so they preferred merely to observe and follow the departments' current system which was affected by environmental issues (*see* Diagram 15) without questioning it. Over time, this also affected their individual agency.

The Kuscu and Hun departments' UTs did not visit the schools and left their STs with CTs. Even so, they said that they had good practices despite facing some difficulties, but in reality, there was a conflict between what they preached and what they practised. The CTs had a different opinion and even the UTs had different views from one another, so there was no coherence. Therefore their individual agency was influenced by the collective agency and shaped by the group agency, because collective considerations and mutual beliefs directed and limited individuals' actions.

The findings suggest that the four regions can be grouped into two different understandings of collective agency. The Elmas and Bostan DEIDS had a very strong sense of agency whilst the Kuscu and Hun DEIDS had a low sense of agency based on their individual views and the departments' existing practices which affected individual agency and collective agency because of their interacting and communication (Bandura, 2000, 2006) (see Diagram 16).

Diagram 16 Professional Context for the University Environment



5.5.2. School Professional Settings

In this section, I shall consider CTs' professional perspectives in terms of their ideas, beliefs and practices and their own and UTs' roles in SBTTS. Under the rules (number 2493), CTs have various responsibilities and roles. However, CTs in all four cases stated that they did not know the teaching practice regulations, and most of them admitted that they did not know their tasks or responsibilities. The international and Turkish literature identified this problem. (Alptekin & Vural, 2014; Altan & Sağlamel, 2015; Aydın, 2016; Bağcıoğlu, 1997; Bardak, 2015; Cetin & Bulut, 2002; Demirkol, 2004; Eraslan, 2009; Farrish, 2017; Ibrahim, 2013; Ragland, 2017; Younus et al., 2017) Their findings showed that the main problem related to CTs is that they do not know their duties or the course requirements in the school placement programme. Altan and Sağlamel (2015) and Bağcıoğlu (1997) pointed out that the main reason for them not knowing their responsibilities is they do not get any training for becoming a CT. According to these prior studies, CTs need training for learning their duties. The Board of Education and Discipline states in Article 15 that 'Teachers ... (i) have to read the articles in declaration journals, understand them, and sign it to say that they have understood it ...'. (Declaration Journal for Teachers, Number 2528, 2001), but it is clear that they made no attempt to learn what they needed to know (Artut & Bal, 2005; Aydın, 2016; Younus et al., 2017). Knowing their tasks and responsibilities will not mean that they will practice them better, but it will draw a map of the programme for them to see clearly what is expected.

On the other hand, some researchers in the SEN area in Turkey have criticized CTs capability in the system. Yikmiş *et al.* (2014) stated that CTs are not appropriate models for the school placement programme in the SEN area because their knowledge is inadequate for giving STs feedback on developing a positive attitude towards the

teaching profession and on feeling self-confidence, for motivating them to enter this profession, and for being a role model in terms of course preparation and presentation and using IEP preparation, and they do no preparation or provide sufficient reinforcement for STs and they have no communication with STs (Kirksekiz et al., 2015; Özen et al., 2009; Özmen, 2008; Yikmiş et al., 2014b). These shortcomings show that CTs do not know their responsibilities and that they have several deficiencies in the whole area of teaching practice.

Because there is no training for becoming a CT, they stated that they usually drew on their previous experience for conducting the programme. Most of them stated that they benefitted from their own undergraduate practices and from their certificated course, which involves 540 hours training, for transferring into SEN from other subjects. Ragland (2017) made similar findings; most CTs (92%) benefitted from their past experiences while working with STs in the training school. However, most of the participants in this current study had different academic backgrounds, which meant they had undergone different teaching practice programmes, and some of them had not had any practice programme at all because their original subjects had been outside the faculty of education (*see* Table 20). The findings show that their past experiences were not particularly strong, so it was like a vicious circle: untrained CTs guide STs, STs become CTs after graduating and then provide guidance drawn on their own inadequate training. So their guidance based on their own experience might not actually be very effective.

In addition, the CTs generally positively approached the idea of having STs in the class but felt that they could not help them because they did not have enough knowledge to be able to do so (Alptekin & Vural, 2014; Altan & Sağlamel, 2015; Aydin, 2016; Bağcıoğlu, 1997; Bardak, 2015; Cetin & Bulut, 2002; Demirkol, 2004; Eraslan, 2009;

Ibrahim, 2013; Younus et al., 2017). The Bostan and Elmas DEIDS excluded CTs and the CTs there accepted that UTs were main actors and that they themselves took second place because they believed that the UTs managed the system very well. They just helped STs in their classrooms over basic issues. Additionally, these CTs also stated that STs take second place for them because their priority is to educate their SEN pupils rather than train STs (Ergenekon, Özen, & Sema Batu, 2008). CTs might think that their SEN pupils could be at risk because STs are inexperienced in dealing with them (Spencer, 2007) or they might have been avoiding admitting that their knowledge was inadequate, or they regarded STs as an extra workload (Bagcioglu, 1997).

On the other hand, the Kuscü and Hun CTs delivered the system in the training schools without UTs. Although the UTs there did not trust CTs' practice, they still did not visit the CTs' classes to collaborate with them over observing and assessing their STs' practice teaching sessions. The UTs refused to use the CTs' student assessment forms and gave the STs their own forms on the grounds that the CTs' forms had too narrow an age group and had been downloaded from the internet, so they were useless. However, the CTs had downloaded them from the website of the provincial directorate for national education. Ultimately, STs have to listen to UTs and ignore CTs' instructions. Nevertheless, the school placement system need to be based on mutual trust between CTs and STs (Jones et al., 2014; Russell & Russell, 2011) and also on communication between them (Jones et al., 2014), but this system was mostly based on STs observing over two semesters and then graduating without delivering even a few practice teaching sessions and getting sufficient feedback on them. However, CTs' practice and their knowledge were also not sufficient. Although it seems that they had a point over the issue of the assessment forms, at all other times they did not provide sufficient guidance. Instead of practising and guiding STs, they complained about

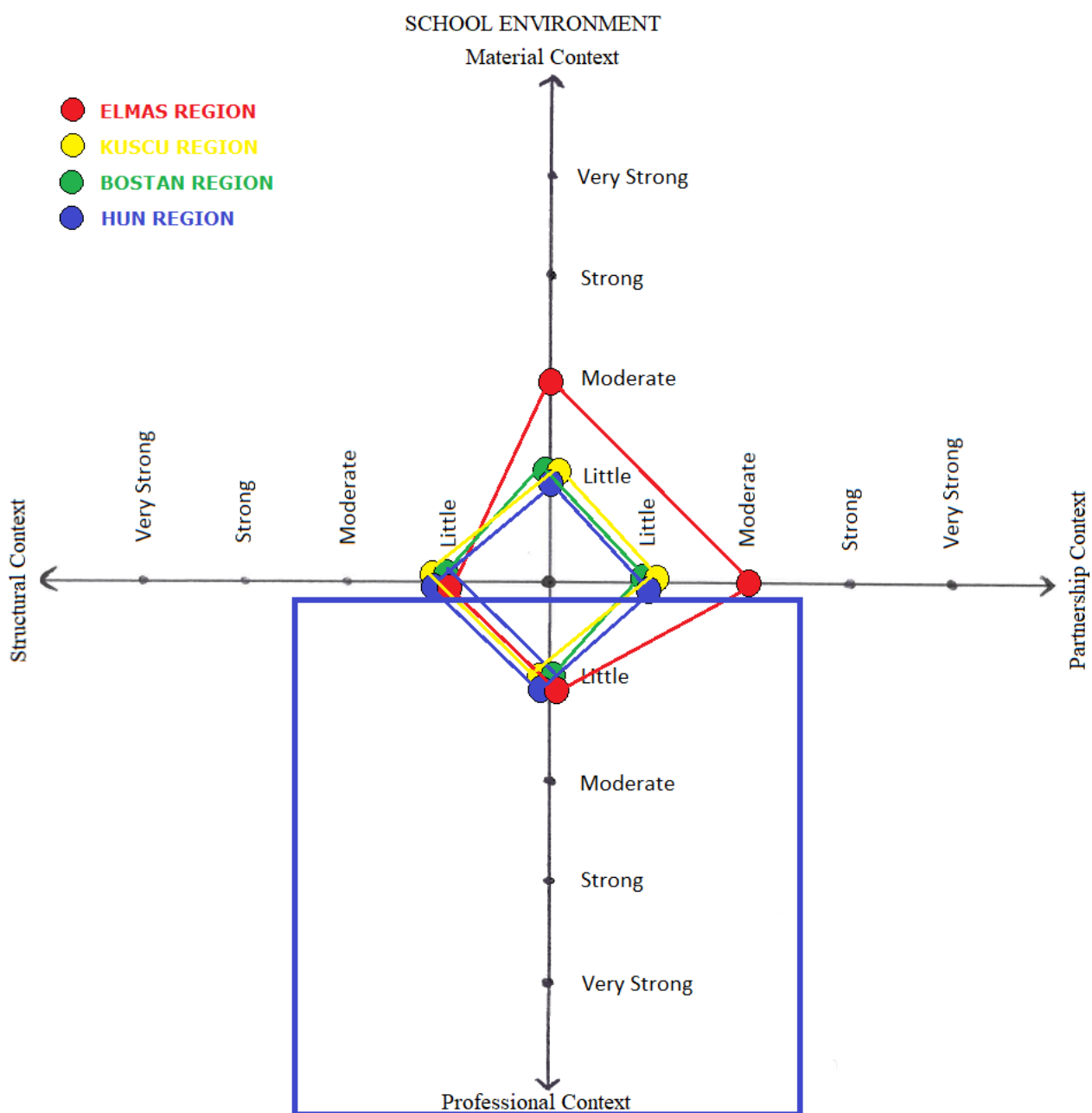
them and said that they would only help enthusiastic STs. It would seem that they had high self-efficacy, but their collective and individual sense of agency was low (*see* Diagram 17) and they would not work with STs and usually blamed others.

Two CTs and one UT spoke of the lack of expert assessment. The CTs stated that CTs can do whatever they want in the class, because no-one is checking them, not even head teachers. This was also valid for UTs. In a centralized education system like the Turkish system, checks and assessments are always given by the higher authorities. However, as has been discussed throughout this thesis, head teachers had negative attitudes and preferred to stay out of the programme (Alkan et al., 2013; Kale, 2011; Silay & Gök, 2004; Younus et al., 2017), and there was no inspection system for the school-based teaching practice programme. Younus *et al.* (2017) stated that teaching practice need to be assessed both internally and externally by experienced CTs or head teachers. They added that the participants would be aware of what skills will be assessed and will concentrate on them. However, the participants might feel stressed and their agency might decrease, even though they might pretend that they are practising what is required. This practical suggestion therefore needs to be carefully handled, and more research into this issue is needed.

Consequently, the CTs were responsible for conducting the programme in the training school in collaboration with the UTs, but the CTs did not know their tasks or duties and they received no training for becoming CTs. Although they had no awareness of their duties and responsibilities, the regulations state that they are responsible for learning the requirements. However, they made no attempts to learn what they needed to know, and generally blamed others. Therefore, the Bostan and Elmas DEIDS preferred to conduct the system without involving CTs in the programme properly because of their perceived inadequacy. Furthermore, all four regions' CTs tended to

recall their own past experiences for giving guidance to STs. This can be accepted as a good way to provide guidance, but everyone has different experiences and a different undergraduate background (*see* Table 20), which might lead to inappropriate and insufficient guidance and a lack of communication, and might inform STs wrongly. Therefore, the Kuscu and Hun UTs told their STs to ignore what CTs gave them because their forms were useless. The interesting issue is that they instructed their STs not to work with the CTs, but they did not visit the training schools but left the STs with the CTs. Also, three participants (two CTs and one UT) criticized the lack of expert external assessment. The final issue is that the CTs in Kuscu and Hun regions looked at STs' enthusiasm: if STs were not keen to improve themselves, the CTs would make no effort to increase their willingness to help. It seems as if the CTs had found an easy way to avoid being involved in training STs and to avoid taking any risks. All this shows that the CTs' collective sense of agency was low (*see* Diagram 17) and the Bostan and Elmas UTs spent more time with their STs whereas the Kuscu and Hun DEIDS sent their STs to the schools and did not follow their development there.

Diagram 17 Professional Context in the Training School Environment



5.5.3. Overview of the professional context in university and training schools

As known, there are four regions and each one has a unique teaching practice program although some of them have similar objectives and understanding in their own

environments. For example, Elmas and Bostan DEIDS stated if their trainees gain more experience and conduct more teaching sessions in the training schools, the STs` reflection on the teaching profession would be easier. However, the practice program does not always work as planned based on the rules. Environmental and professional circumstances may cause the differences, and these differences are shaped based on the level of the groups` potential in the program. When the practitioners face limited resources issues, for example Bostan DEIDS, they create new ways to overcome the problems. they benefit from video feedback. If UTs had a collaborative partnership understanding rather than complementary partnership, they would work together and did not have to spend too much time in the training school or video feedback issues. However, Bostan UTs stated that they do not trust CTs` knowledge because they are generally either certificated or paid teacher. The UTs are partly right, because CTs said that they do not know the rules and how to do guidance to a ST. CTs only benefit from their past experiences. These issues valid also for all training schools in this research. However, the UTs do not attempt to increase CTs` mentoring knowledge. UTs prefer to do supervision by their own in Bostan regions, because they think that they can help more comparing the CTs. It shows that UTs do not avoid against the problems, and find the solution using unusual ways although these ways bring them extra workload and these practices are inappropriate to the rules. Hence, it can be said that they have high level of agency (Diagram 18). Beside this region, Hun DEIDS also have a creative practice; communication training diary. The UTs aimed to keep controlled the STs in the training without going the training school, but they only look at the training diary at the end of each semester for giving grade. It is a creative way in theory, but it is used only for grading options. This application shows that they have a moderate sense of agency, but not high, because they ignore its` practices. On the other side, Hun CTs`

complained for lack of UTs` supervision, collaboration and communication in the program, however, they did not talk on what they do as a mentor teacher in detail. To blame or complaining is easier than talking on what they did. It shows that Hun CTs` level of agency is lower than Hun UTs` level of agency (Diagram 18).

In addition, Elmas region`s school placement program is the quite structured and do not have resource problem. Their program is also aimed to STs conduct more teaching sessions under the UTs` supervisions. Further, the STs go to the different schools three half days per week each semester. These rules were existing before some of these UTs employed, but they followed the program quite well, because this department has a supervision training program before doing supervision professionally. This course keeps the UTs` practice on a standard in the department. Some of UTs work quite long time, and they did not get any training, but their practices are also similar, because of behaving collectively. However, this department also has collaboration issue which is structured on only UTs`, and CTs join this partnership superficially. UTs generally supervise STs by themselves, and they have a communication with CTs on a superficial level. Beside this, CTs stated that STs are at the second plan for them as well, because their prior aim is their pupils. Furthermore, [as discussed above] the CTs do not know what their role and tasks are in the practice program. Although UTs have a facial communication with CTs, the program is working well, and the participants are aware of what they do and why they do in this way. Knowing the requirements help them to show their potential for bringing change to the status quo in their environment [although they have different background, getting training for becoming UT help them to have similar practices], and the practices in Elmas DEIDS show that they have high sense of agency (Diagram 18). On the other environments, except BUT1 and BUT2, other UTs in different DEIDS did not get any training, and they only

think their past experiences and their own BA` school-based teaching practice program for doing supervision.

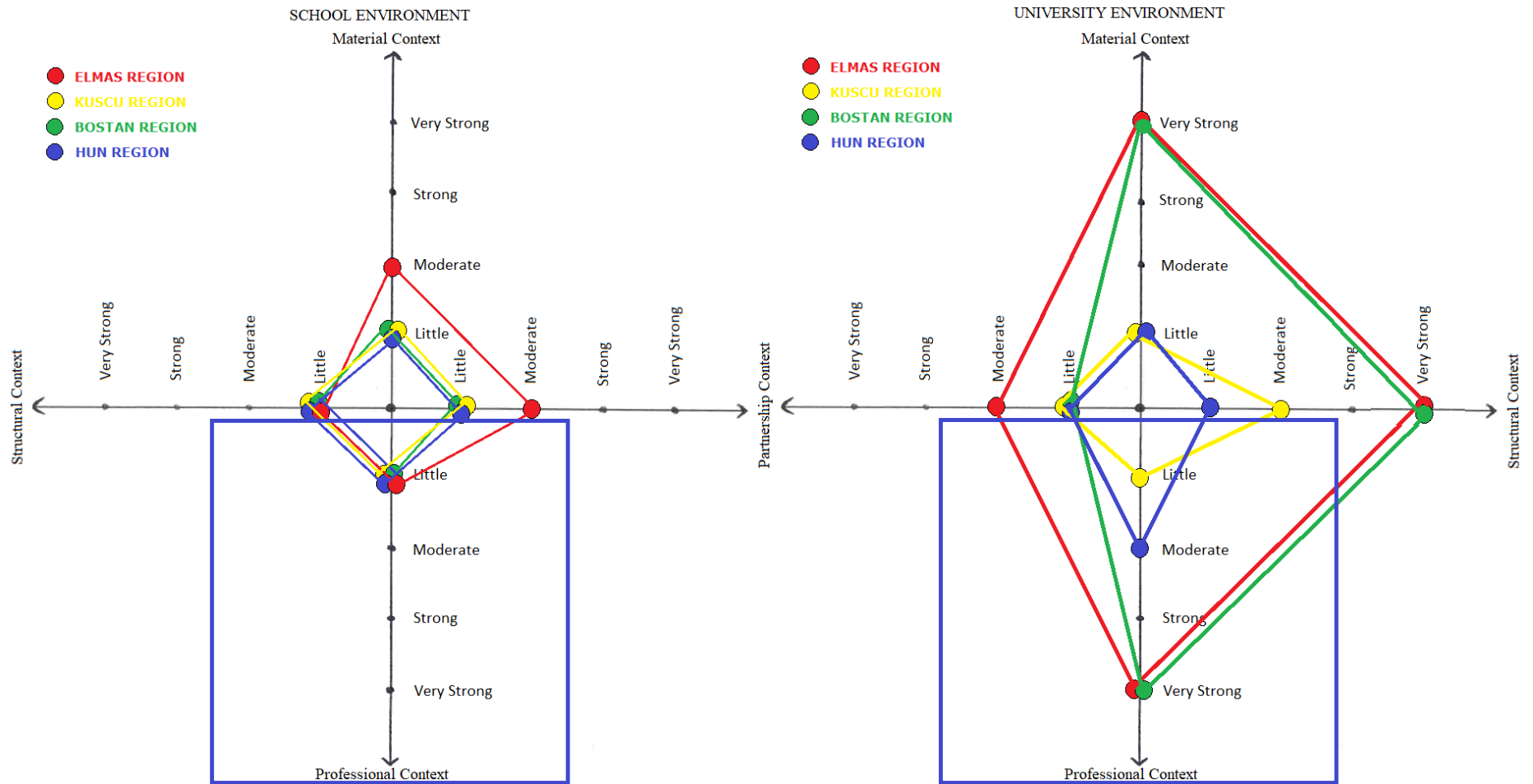
Lastly, Kuscu regions` UTs` and CTs` are from two different environments and their only link is STs. The UTs leave the STs in the training school with CTs, and CTs` conduct the program, but the CTs are not satisfied to conduct the program alone in the training school, because the UTs do not visit the school. UTs generally talked on their limited time, resources. However, the real reason is not having this observation culture, so they do not go to the training school collectively. Further KUT3 stated that the teaching practice in this department has a system, and there are newly employed UTs who wants to bring changes. However, KUT3 do not believe nothing can change. Her belief says *it goes always whatever done before*. This understanding shows that she has negative attitudes against the program (Koc, 1998) her level of agency is low. Importantly her actions are shaped based on her potential (Bandura, 1997).

Although they do not visit training school for observing their trainees` practices, they warn the STs for ignoring what CTs give, because the UTs stated CTs download the forms from unsafe webpage, and these assessment forms are not address all disability age groups. However, the CTs download these forms from official MEB`s webpage. At the end, STs listen UTs, and ignore CTs` directions. Although STs are in the training school under the CTs` guidance, they listen UTs rather than CTs. Further, CTs do not do guidance STs if they are not keen on to learn [KCT2 stated that the number of enthusiastic STs is 1-2 in last 3 years], and CTs continued STs generally prefer to wait at the back seats of the street and to observe the class, not enthusiastic to learn. EUT5 from Elmas, KCT1 from Kuscu and BCT3 from Bostan discussed that the practice program needs an inspecting system, they do whatever they want, because no

one knows and checking what the teachers do in the class. Therefore, they said that inspection program bring them more motivation.

Kuscu Region`s program is quite complicated and STs conduct 5-6 teaching sessions in two semesters, although the rule says ...at least 24 -hour-teaching session. However, each UT had different number of teachings. They do not know what STs do in the training school exactly. UTs give grades looking STs` training folder. Due to these reasons, Kuscu regions` participants use their potential for complaining about the system, and not focusing on how to train better teacher, so their sense of agency is lower than other regions (Diagram 18).

Diagram 18 Professional Context for University and Training school Environment



5.6. An overview of the discussion chapter

The school-based teaching practice programme has been discussed in this chapter under four different contexts: the partnership context, the material context, the structural context and the professional context. Some components of these contexts overlap and have been discussed under more than one context. The Bostan and Elmas UTs focused primarily on intensive practices for teacher training. They believed that if STs conduct more teaching sessions, they can learn the profession more effectively and gain more experience. Also, the Elmas DEIDS sent their STs to training schools on three half-days a week and changed the school each semester. They also observed their STs' practices in the training school. The Elmas CTs were also involved in the system, but their involvement was only superficial. They helped STs by showing them various materials, such as IEP, ITP and SEN students' reports, and by regulating the tone of voice which the STs used in the classroom, but all other issues were dealt with by the UTs. The Bostan DEIDS' practice was similar, but they had a shortage of lecturers and allocated more STs to each UT, which was in contravention of the rules. They had, however, devised an alternative way to deliver the system, by using video feedback. If the UTs could not manage the time to observe sessions in the classroom, their STs video-recorded their sessions and UTs and other STs watched the recordings together and this helped others to see and discuss what should and should not be done in the classroom. Also, even though they had limited resources, they nevertheless still excluded CTs from the programme because of CTs' perceived inadequateness. None of the CTs from all four different regions knew their official responsibilities and tasks, so the Bostan and Elmas DEIDS did not want to involve them in the programme, whereas the Kuscu and Hun DEIDS left their STs with only CTs in the training school. The CTs were also not doing enough mentoring, but the Kuscu and Hun UTs did not

go out to help their STs or the CTs. These UTs hid behind the limited resource issue and did not try to find a way of addressing these problems. The Hun DEIDS did establish the use of a notebook by STs, but the UTs used it only for grading STs at the end of a semester, and it is not very effective to assess STs only once or twice in two semesters. Furthermore, the Hun and Kuscu UTs tended to complain about the limitations rather than create effective practices to resolve them. Therefore, the Kuscu and Hun DEIDS and training schools had very little sense of agency.

In addition, the Bostan UTs did not give regular written feedback, whereas the Elmas UTs gave weekly written feedback to the STs. Also, none of the four regions had a 'collaborative' partnership, they had predominantly a 'complementary' partnership which was based on only one side managing the system. Consequently, both had quite a high sense of agency even though there were minor individual differences between participants. Finally, these DEIDS and training schools had different understandings, beliefs, relations and communications between schools and departments. Despite these different understandings, however, a few participants from three of the regions criticized the lack of external assessment during their programme. There were also environmental issues which affected the participants' practices and some groups had re-organized the system to address these factors based on their level of agency. Hence, the Elmas and Bostan DEIDS had a high sense of agency whilst the Kuscu and Hun DEIDS had little sense of agency. On the other hand, in the training schools, the head teachers generally dealt only with bureaucratic issues related to the programme. Also, the CTs did not know their tasks and did not try to learn what was required of them individually, and the training school CTs in all four regions generally had little sense of agency.

At the end of this discussion chapter, a new picture can be drawn. The reason for not knowing their responsibilities, the lack of guidance and not having collaborative partnership between university departments and training schools in the Turkish teaching practice programme was that they generally had a low sense of agency about doing what was required in the programme. It can therefore be said that all these practices were related to their sense of agency, both individually and collectively. The participants' personal and collective agency has to be clearly understood in order to be able to develop their collaborative partnership practices and maintain their practices at the required level in the programme. Furlong *et al.*'s (2000) collaborative model gives detailed information on how to create a collaborative environment, but without a complete understanding of human agency, putting this model into practice might not always lead to permanent ideal results. As can be seen from the findings of this current study, it is not easy to practise new models unless the sense of agency is increased.

There was also criticism of the lack of any form of inspection in the Turkish teaching practice programme. According to the participants, this should mean that inspectors visit the training schools and observe STs', CTs' and UTs' practices and check the training documents. From the comments which they made, it was clear that they believed that regular inspections would ensure that they delivered a standardized programme. It can therefore be said the government's current model is not fully appropriate, and that it could be developed bearing in mind both other countries' integrated models and the Turkish culture. If the inspection model which the participants suggested were to be brought forward, the practitioners might feel under pressure and uncomfortable about their practices being assessed, or they might merely pretend to comply with requirements simply to satisfy the inspectors, which might decrease teacher educators' level of agency about mentoring. Because they were not

inspected, they might produce a low performance. So instead of the current model, teachers should be self-managing. They should be self-assessed and free to decide how to act. In addition to the self-management issue, an external inspection system needs to be introduced to the practice programme for giving constructive feedback and recommendations to the actors and checking compliance with the standardised system practices from different perspectives, which is unlike the punitive inspection system which the participants envisaged. As discussed in the Methodology chapter, there is no single right in the ontological perspective, and the truths which individuals accept can differ. Although the practices of individuals can be appropriate because of their high agency, they may not be helpful for creating a standardized high agency model throughout the country. There are 22 DEIDS departments across Turkey, all of which have different understandings. If agency can be established in these groups, individuals can perform well and the standardization of their practices can be maintained by the use of an inspection system which gives constructive feedback to the participants rather than admonitory sanctions. For this to work, the authorities can discuss how to organize the examiners' function in a way which provides a self-assessment environment and creates within the framework a common purpose by increasing the educators' collective and individual agency. Additionally, this type of inspection system may not be appropriate for Turkish SBTTs; their cultural traditions, values and beliefs need to be taken into consideration carefully for a more integrated system. The new models, either this inspection system or another system, can then be discussed by policy makers participating in the DEIDS for new models. First, the authorities need to develop the participants' individual and collective agency. They could also focus on more integrated programmes in other countries and create new integrated models by

benefitting from other countries` models being incorporated into Turkish SBTTs considering always Turkey`s educational structure and culture.

So the level of teachers` agency needs to be increased bearing Turkish culture in mind because teacher agency is inseparable from culture (Bandura, 2006). Pre-service teacher agency should be increased before they are sent to a training school, and CTs` and UTs` learning environment for their profession first needs to be re-organized. Vuran, Ergenekon and Ünlü (2014) stated that teacher educators need training before starting their supervision. If they do not know what to do, they might lose their professional motivation and practice based on their intrinsic motivation. By providing training to both UTs and CTs separately, their motivation and their capacity for teaching and mentoring and preparing STs to learn the profession could be improved (Calvert, 2016). Calvert (2016) recommended some supporting issues for increasing teacher agency;

If teacher educators join a team which has common aims and benefits, and at least half the teachers in the school join in the decision-making in the programme, individuals will not feel excluded. In this way, the norms and rules of the SBTTs, schools and universities can be determined in this team. As discussed many times in this thesis, most of the UTs and all of the CTs did not know the rules. Creating an active team will allow the members who do not know the rules to learn what is required, and they will also learn their own responsibilities and tasks in the system. They will actively contribute to STs` assessment and give constructive feedback, and will learn how to develop a continuous training plan and programme (Greany & Brown, 2015).

Greany and Brown (2015) stated that mutual trust and communication between participants needs to happen in their learning atmosphere. If they feel that they are part

of their learning community and know that they are not alone and will always be supported by their partners and head teachers, they will be more able to identify problems and create alternative ways to address them. Also, other system participants such as head teachers and DEIDS' practice coordinators do not currently actively join the programme, but if they join the suggested teams, they could learn that these requirements do not take too much time and that it is not difficult to contribute to STs' professional development; in this way, they could become more well-intentioned towards the teaching practice programme. So each actor in the team performs his/her tasks effectively and the team can achieve good results. For example, the Bostan UTs knew that the programme is their part of their job and resolved the limited time problem by introducing video feedback, but it cannot be said that Bostan region had a fully effective practice system because there was no collaborative partnership for a variety of reasons. The same applied in the Elmas DEIDS because although the departments there provided intensive practical teaching sessions for the STs and feedback was given by UTs, and time and energy were invested to produce a better system, they did not create a training team which involved the CTs properly.

If teachers' agency can be increased, then an effective collaborative model can be created and other problematic issues can be addressed because the collaborative partnership will enable all the actors to be part of the system and to learn to address all the issues together. The principal concern should therefore be to have a collaborative partnership in the SBTTS. Collaboration is a process whereby individuals with different responsibilities come together for common purposes (UNESCO, 2018). CTs in the training school and UTs with different responsibilities need the opportunity to work and plan together based on the concept of continuous criticism (Hagger & McIntyre, 2006) so that the teaching practice programme can become successful. It

can be said that integrated collaboration between the university and the school is crucial for developing an appropriate teaching practice environment for the STs (Mutton, Burn, & Menter, 2017; Villers & Mackisack, 2011).

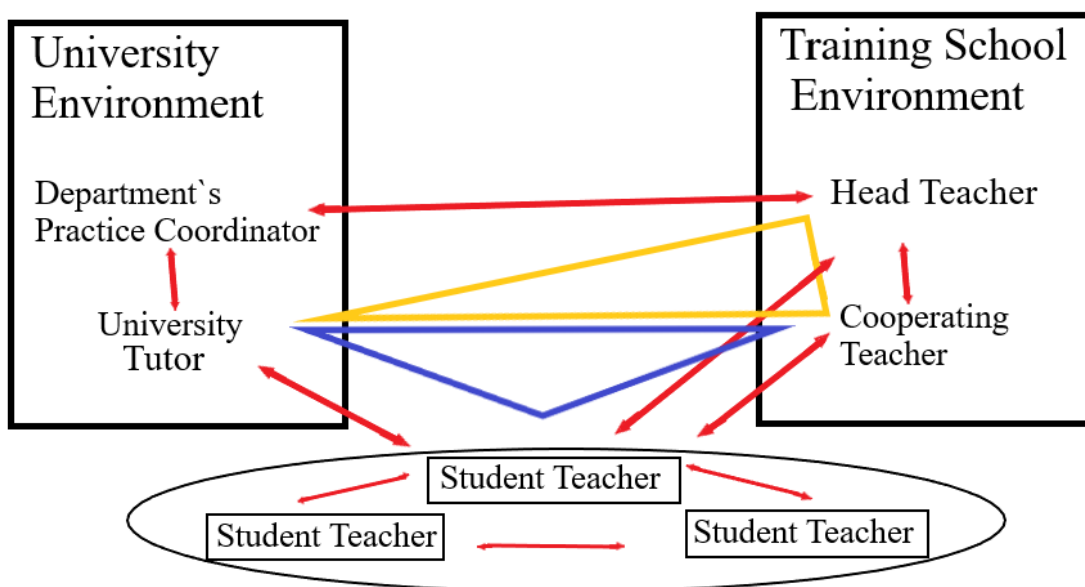
Furlong *et al.* (2000) suggested some key features (*see p.81*) for an ideal collaborative partnership between university and training school. They focused on *planning* for UTs and CTs to operate together, which would require the UTs *to visit the training schools*. Accordingly, their collaborative partnership could then be coded (*documentation*) based on their role. Their role could also be clarified and legitimized because each environment has different duties and responsibilities (*content*). Despite these different responsibilities and capabilities, however, the actors could agree on collaborating together and have a commitment to the importance of collaboration (*legitimation*) during the school-based teaching practice programme (*contractual relationship*). Additionally, this model would give opportunities for accessing STs' progress in learning professional knowledge and skills, and for gaining professional development by benefitting from existing and continuing practices in the school environment through the main actors' (UT-CT) *mentoring*. STs could learn the profession by preparing documents, practising lesson preparations and interpreting the gained experiences and knowledge (*reflecting*) under CTs' supervision. In itself, this model may not be enough to ensure any real improvement, so in addition to this collaborative model, ways of increasing STs' agency also need to be considered in detail by the actors.

One of the main issues for STs' learning is their *assessment*. When STs get feedback on what they practise, they must always have opportunities to improve their knowledge and perform better. So the proposed model could be further improved by supporting the actors through information technology, such as creating a website, publishing

sample videos, devising simulation games and providing voice recordings or pictures for the actors. Sometimes a video can be more effective than words. If this proposed model can be practised effectively, the school placement programme could be delivered at a very high level of quality.

Within the proposed partnership model, the participants who would be actively involved in the programme are [ST-UT], [ST-CT], [ST-head teacher], [ST-CT-UT triad], [UT-CT and head teacher], [head teacher and CT partnership], [head teacher and department's practice coordinator partnership], [coordinator and UT partnership] and [STs-STs partnerships] (*see* Diagram 19).

Diagram 19 School-University Partnership Map



The proposed partnership model also involves several fundamental issues which were stated in a school/university partnership report published by University College London (UCL) by Greany and Brown (2015). These issues have a direct influence on the actors' practices. First, UTs and CTs must be partners and not have a hierarchy

(*power and control*), and they should request what they want instead of giving an order because that might cause them to practise unwillingly in the system and thus reduce their level of agency. Instead of this, a new shared practice environment in which “all voices must be heard” (*see p.13*) needs to be implemented. This new environment needs to be practised as if it is a new cultural environment which is separate from both university and training school. This will enable the actors to be more creative (*‘mind the gap’*). Even if this new model can be created successfully, its continuity is still based on the individual human`s capacity. As discussed above, the capacity to act (Priestley, 2015) refers to actors` agency, which is the core issue here and must be considered carefully to ensure that all actions contribute to the success of the whole.

Additionally, there must be leaders who can organize and allocate the duties and responsibilities and create a collaborative environment between UTs and CTs in regard to the school environment. The actors are not individually autonomous (Bandura, 2000, 2006) but are required to contribute to collective action in this model, so the leaders must consider cultural and collective actions so that they can address potential problems which might arise in the future (*the importance of leadership*). Consistency and intentional relevance between the participants are also important. When a problem occurs in the school environment related to practice, UTs and CTs need to have a collaborative inquiry approach and think critically together to address the problem (*strategic relevance and fit*). A final key issue is *material resources*. When the participants face any resource limitations such as finance, time management and energy, they can address them by collaborating with other participants. Sustaining this collaborative partnership is crucial for keeping relations alive between the participants and can provide opportunities to increase their potential to resolve the problems.

If each participant's agency can be increased on the lines of Calvert's (2016) and Greany and Brown's (2015) recommendations, Furlong *et al.*'s (2000) collaborative partnership can be accomplished.

In addition, increasing the quantity (the number of days, teaching sessions, UTs for each ST group) in the SBTTS will not always affect the quality of the outcomes. Uusiautti and Määttä (2012) show the use of a more integrated teaching practice programme in Finland. The Finnish SBTTS focuses on increasing STs' agency and having a collaborative partnership between the participants rather than creating an intensive programme, as was the case in the Elmas and Bostan DEIDS. Hence, their system looks more likely to have good quality outcomes, so increasing the quantity might not always have a direct proportion with increasing quality.

Consequently, the issues which are currently seen as problems in the system by the participants in this current study can be addressed by both collective and individual actions, and CTs can be effectively involved the system because each participant's level of agency will be increased.

CHAPTER 6: CONCLUSION

6.1. Chapter Introduction

In this final chapter, I shall draw together the research findings under the main and sub-research questions. The original and practical contributions of this research to the knowledge will be presented. The findings of this study will be sent to the Turkish authorities in MEB and YÖK in order that potential practical recommendations for having more integrated teaching practice programmes in DEIDS, increasing the use of similar standard practices between the DEIDS and between DEIDS and the government`s rules, can be considered. This study does have several limitations which restrict its generalisability; sample size, locations, language, selection of the participants in the training schools and universities, and the overall socio-political context. All of these limitations will be discussed in detail. In addition, the research might be extended or developed by looking at the issues from different perspectives or by being conducted with different and/or additional participants and/or methodological techniques; some recommendations for future researchers will therefore be offered.

6.2. Research questions

The aim of this study was to determine the differences between DEIDS and between DEIDS and the government`s rules, and to identify why these differences occur in these programmes despite the official requirements as clearly set down in the relevant rules and regulations. The study was designed to answer the main research question;

What are the reasons for the differences and similarities in school-based teacher training programmes in Turkey?

This main question raised several sub-questions which helped to understand and answer the main question. These sub-questions will be answered and the findings will be summarised in the sections which follow.

6.2.1. If there are differences, what are the differences between the implementation of school-based teacher training systems and the YÖK/MEB` teaching practice rules? (RQ1)

During the data analysis, the four regions' SBTTS and the official rules were compared and the differences were shown in comparison with each other and with the rules. Basically, individuals and environments have unique implementations. Any study focusing on these unique implementations has to compare the DEIDS with each other and also with the official rules in detail. First, as stated in the Findings chapter, in two regions (Kuscu and Hun), the practice programme was conducted predominantly by CTs and STs, whereas in the other two regions (Elmas and Bostan), the UTs preferred to conduct the programme with their STs by largely excluding the CTs, and they used the training schools only for the STs to conduct their practice teaching sessions without attempting to collaborate with the CTs.

Previous studies have revealed various differences in the programme, such as having too many STs under each UT's supervision and UTs being unable to manage their time effectively as a consequence. This can be accepted as a problem in the practice programme. Participants from two departments (Kuscu and Hun) discussed how this

issue affected their supervision quality negatively. One of them (Hun) had introduced a diary system for looking at STs' practices, but it was only used to give grades at the end of each semester and not for providing regular feedback. Another department (Bostan) faced the same problem but had devised an alternative way to resolve it by using video feedback rather than complaining, as the other departments had done.

Another important finding was related to the collaboration between UTs and CTs who were certificated TPIDs and paid teachers. Some departments regarded this issue as a problem because such CTs were regarded as not capable of working in SEN, which confirms the findings of previous studies (Alptekin & Vural, 2014; Nartgün, 2004; Özyürek, 2008). These certificated teachers accepted that they did not know the SEN area properly. For this reason, the UTs did not want to collaborate with CTs properly, and what collaboration there was between them was only at a superficial level. Although some UTs pointed to this issue as the reason for not collaborating with CTs, there was no collaborative partnership between any departments and training schools for a variety of reasons, such as the desire to have more control over the programme, other actors' (practice coordinator and head teacher) practices, and other structural difficulties based on the UTs' and CTs' limited resource explanations. Furthermore, the UTs gave insufficient feedback in collaboration with CTs even though the rules stipulate that STs must get feedback regularly from a collaboration between UT and CT. As stated in the literature, getting feedback from UTs and CTs is one of the core issues in the teaching practice programme.

All of the issues referred to above are new findings and the reasons behind them as well as other differences which were already identified in previous studies will be discussed under the following research questions.

6.2.2. If there are differences, why are there different practices between the school-based teacher training systems? (RQ2)

The differences which have been described above need to be explained clearly with their real reasons. When the participants were asked about these issues, they discussed the differences by giving quite logical explanations for them. However, the reasons which they gave were generally only on a superficial level and their explanations did not help to understand the real reasons for the differences. Several issues therefore need to be examined in detail. First, how the participants perceived their role in the programme, why they had their own programme, why they contravened the government's clear rules, and what influence the other system participants had on the main participants' practices in the programme. This question will be thoroughly answered under the following sub-questions.

6.2.2.1. How do Cooperating teachers and university tutors perceive their role in the school-based teacher training system? (RQ2.1)

The participants' perceptions are quite important for clearly understanding the reasons for their behaviour. Previous studies have been satisfied with describing the practices through participants' own statements rather than interpreting their behaviours or explanations. This interpretation is an important area of novel contribution of this current thesis. Generally, the participants' perceptions showed differences based on their cultural environment. In the different programmes, the UTs generally saw themselves as the main actors. If they regularly visited training schools in order to supervise their STs, they wanted to use the CTs' classes without actually involving the

CTs properly in the programme. If they preferred to leave their STs with CTs and only discuss STs' practices within the DEIDS, they generally perceived that although the CTs also had a role, the UT was the main actor in the practice programme.

In these departments, as stated before, the CTs generally saw their role on a surface level, such as showing STs pupils' documents, ITEs and IEPs. In all four regions, CTs accepted that UTs were the core actors and knew the system better than CTs. However, CTs were generally not happy with UTs' collaboration and communication. Although some of them argued that the system was working well, they had no collaborative partnership with UTs because the UTs did not believe that CTs were capable of mentoring, and wanted to have more control over STs practices. CTs therefore saw their role as secondary. All the CTs admitted that they did not know their responsibilities or duties in terms of the programme and were not even aware of the existence of the government's rules. This affected their mentoring activities and, as stated in the Findings chapter, they usually recalled their own undergraduate experiences for offering mentoring to STs. Furthermore, there were only a few UTs who had been trained to become supervisors and who stated that their theoretical supervisory knowledge came from that training. The majority of UTs had not received any training for becoming supervisors, so they recalled their own experiences and observed what their colleagues did. Interestingly, they too were mostly unaware of their responsibilities and duties and of the official rules.

As can be seen from the findings, the perceptions of their role were different between the trained and the non-trained UTs. When they were supported with theoretical knowledge before they undertook supervision, they felt more organized and in control compared with the others. So, both CTs and UTs generally accepted that the main actor was the UT. The UTs did not see CTs as part of the programme and only use the CTs'

classes for their STs to practice teaching. The CTs also perceived their role as secondary. Both UTs and CTs behaved collectively and, as will be discussed next, this shaped their perceptions of their roles in the practice programme.

6.2.2.2. If there are differences, why do cooperating teachers and university tutors implement their duties differently from the requirements of the YÖK and MEB rules? (RQ2.2)

As can be seen in the Findings chapter, the main performers in the SBTTS had different practices and their own reasons for these different implementations. Their practices need to be considered collectively because each DEIDS and each training school had its own system, and newly employed participants simply followed the local norm. The main reason for the different practices between DEIDS and between DEDIS and the rules was that the participants did not know their own duties or the teaching practice regulations, and they worked as was expected in their own environmental culture and according to their own experiences. This is another important contribution which this thesis makes. UTs generally followed their colleagues' practices and their own past experiences. There were similarities in each department because of the department's structure and culture. A good example of this is that one department clearly did not visit the training schools to supervise their STs because there was no culture of observation in the department.

UTs' practices can be categorised under two points; having an intensive practice, or shaping their practices to address the negative effects of limited resources. In the structured systems which were designed to give STs more practice teaching sessions and for them to get feedback regularly from their UTs, the programme had been

reorganized in order to achieve these aims. They changed the number of training days, they changed training schools each semester so that STs could experience different environments, they transformed the theoretical courses into practice by enabling STs to spend more time in the training schools, they increased the number of STs' independent teaching sessions, and they created UT teams for reading training documents and giving verbal and written feedback to STs. They could behave freely in this way because they had sufficient time and enough UTs. Although some departments undoubtedly suffered from limited resources, they nevertheless focused on finding ways for STs to conduct more practice teaching sessions, and for giving feedback by letting the STs video-record their teaching sessions and then watching the recordings together in the department so that the UTs could give verbal feedback in a group meeting. Two departments preferred not to involve CTs in the programme properly because they were not perceived as sufficiently capable of mentoring STs. Some of them also believed that CTs were mostly certificated or paid teachers and therefore did not have sufficient background in the SEN area to mentor or teach their STs. They therefore spent more time in the training school for supervising their STs.

The other departments which suffered from limited resources organized their system to suit what resources they did have. Their main argument was that they did not have sufficient time to go to the schools because of the extra workload which it would bring. They had a shortage of lecturers so the lecturers each had to conduct more theoretical sessions and also had to handle their own academic research. This naturally affected their ability to supervise their STs properly. Consequently they usually left their STs with CTs. However, the CTs were uncomfortable about this because the UTs did not communicate with them over it. Some UTs managed their STs from the department by telling them only to follow their (UTs') instructions when they were in the training

schools. This was because they also believed that they knew better than the CTs, but did not have the time to visit the schools. That the UTs' theoretical knowledge was better than that of CTs was also accepted by all of the CTs, but the UTs still did not visit the training schools for all the reasons given above.

All of these non-compliant practices had their own reasons, and the different versions of the programme can be accepted as good or bad systems. However, the main issue is why all these differences exist in the SBTTS. Offering an explaining for this is another contribution which this thesis makes. First, the participants felt more comfortable about doing what they already knew. In addition, neither of the environments had a training programme for UTs or CTs, which allowed the participants to practice in their own way. The environmental issues discussed above also affected their practices. Therefore, they preferred to follow the comfortable ways of the existing programme which had been developed in their own environment.

The second reason is that they did not know what the requirements are. The official rules are not updated regularly and the participants in the national programme are not informed about the official rules. In centralized systems, these duties are generally undertaken by the higher authorities but the practice programme is generally understood by the participants in terms of the UT-CT-ST triad. This does not mean that UTs and CTs are not responsible for learning the requirements. Also, head teachers in schools and practice coordinators in the universities have a responsibility to arrange the requirements for the programme to be delivered effectively. All of these issues allowed the participants to practice in a way which they found comfortable, which inevitably led to the different practices between DEIDS and between DEIDS and the rules.

6.2.2.3. What is the role of other participants on implementing university tutors' and cooperating teachers' tasks within the school-based teacher training programme? (RQ2.3)

Unlike the UTs' and CTs' different implementations of the teaching practice programme, head teachers generally had similar practices in the different regions. A school has a complicated structure with a combination of staff members, pupils, classes, materials and rules. When STs start to attend a training school regularly, extra work is created for head teachers. Heads do not know the rules or their tasks, and there is no in-service training for them before they get involved in the programme (Ünver, 2003), so they need to learn their responsibilities, arrange the school and class environment for the STs, provide extra materials for them, and arrange appropriate meetings. For all these reasons, they are generally unwilling to become involved in the school placement programme (Alkan, Şimşek, & Erdem, 2013; Mete, 2013). Although they generally do not want STs in their schools, some of the administrators in Elmas Region wanted to use STs as part of their own workforce in the classroom, and the UTs did not want this because STs are not eligible to work professionally and they already have their own duties in their school placement programme. Except for these practices, heads generally paid no attention to the programme (Artut & Bal, (2005); Aydın & Akgun, (2013); Aydın, Selcuk, & Yesilyurt, (2007); Bağcıoğlu, (1997); Kale, (2011); Silay & Gök, (2004); Yeşilyurt & Semerci, (2011) and simply dealt with the paperwork between the authorities and the universities.

6.2.3. If there are differences, how can they be explained in terms of agency theory? (RQ3)

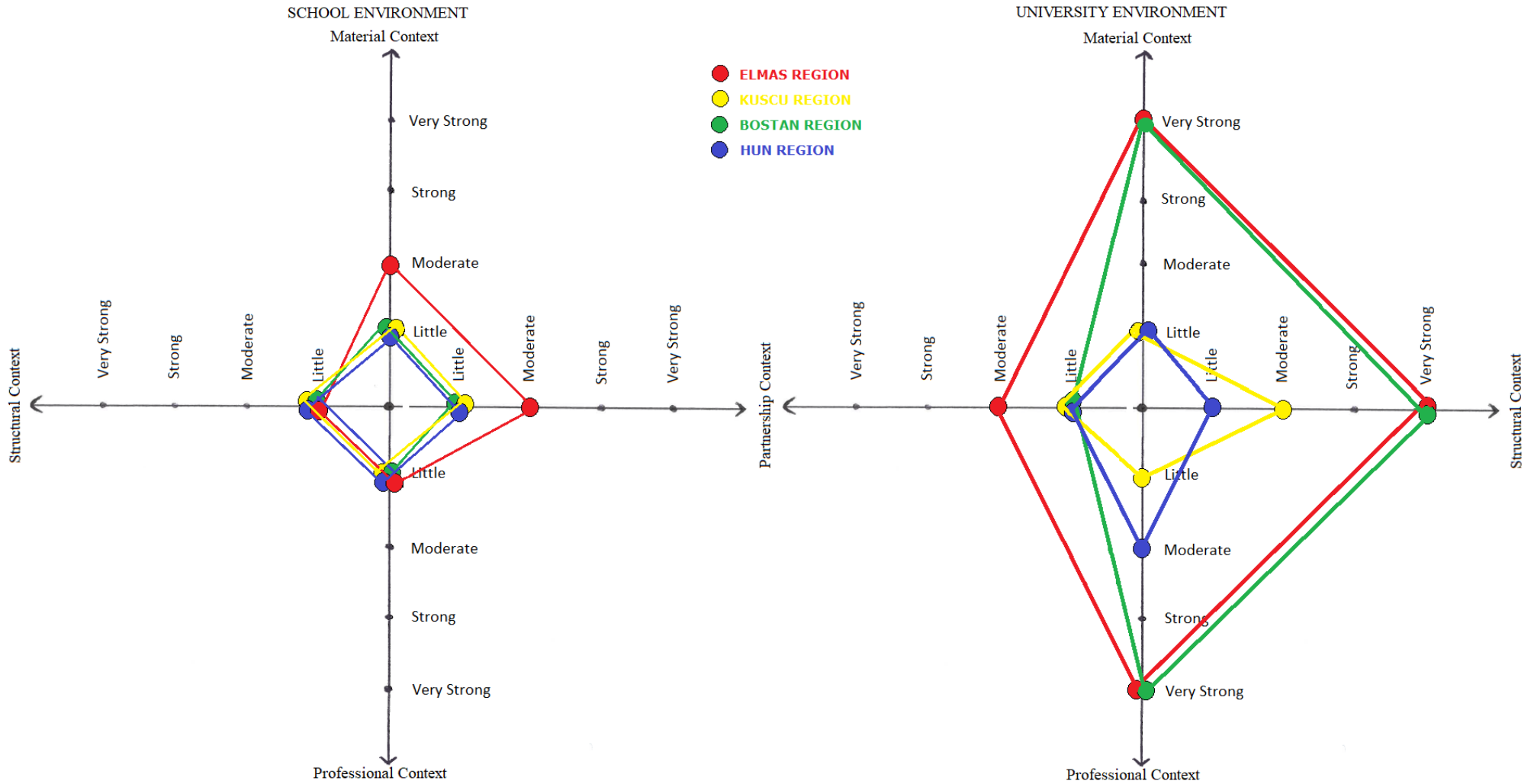
Having an explanation for a behaviour does not always show the real reason for it because the participants' explanations had several dimensions and they generally spoke only of the superficial one, but the other internal and external factors which affect the behaviour of individuals and of groups also need to be examined in detail. Clarifying these differences between the departments with agency theory is another original contribution of this thesis, and will give other researchers the opportunity to look at the behaviours from a different perspective to explain a theory.

First, they have been categorised under the four different contexts; the partnership context, the material context, the structural context and the professional context, and under these contexts, the participants' practices have been discussed at length in Chapter 6 and are shown on a diagram which helped us to see the system clearly (*see* Diagram 20). Furthermore, their practices were discussed using Bandura's agency theory in order to offer a clearer explanation.

Agency theory comprises three different forms; personal, proxy and collective agency. When considering personal agency, researchers need to look at the motivational, affective, cognitive and selection processes (Bandura, 2000). However, people sometimes want to share their responsibilities, or they do not have control over the conditions in their environment, so other system participants can conduct the programme on their behalf. This form of agency is defined as a proxy. Human beings live in a society and many of their requirements or desires can only be achieved, or can be achieved more effectively, through co-dependent efforts (Bandura, 2000, 2006). Increased interdependence in the way that human beings function demonstrates the

role of a shared belief in the importance of collective behaviour. However, shared belief alone is not enough to lead to collective behaviour.

Diagram 20 The Participants' Teacher Training Dimensions in the Training Schools and Universities



There are two core issues in collective behaviour: acting in harmony and having coordination based on mutual interaction. In other words, the participants in an environment affect each other. If people do not believe that they can change or prevent a behaviour in themselves, they do not devote any effort to it. For example, one UT from Kuscü Region stated (desperately) that a newly employed UT is very enthusiastic about developing the teaching practice programme, but that change is not possible in that particular department because it already has a system and the other members involved are not willing to change it. Two other UTs had a similar explanation for their established system. In their system, UTs did not visit the training schools to observe STs' practice teaching sessions because the department had no regular regime for making regular visits, and newly employed UTs simply complied with the department's system. The UTs complained about the limited resources which influenced their practices negatively rather than discussing existing rules in the department. Another Kuscü UT explained that the DEIDS had a culture of not visiting training schools or of observing STs practice teaching sessions there. So they left the STs with CTs in the schools but had no collaborative partnership with CTs, and the STs delivered five to six hours of teaching sessions in total rather than what the UTs thought they did. But the UTs did not know how many teaching hours the STs delivered in the school so their explanation was inconsistent. Also the UTs told the STs to ignore the CTs' instructions because they believed that the CTs had downloaded documents from unreliable webpages. The CTs also complained about this issue, saying that the STs did not listen to them and preferred only to observe the classes. The CTs also stated that they would not help STs if they were not keen to learn to teach. They put no effort into mentoring unless STs showed a willingness to learn. Most of the UTs and all of the CTs were completely unaware of the official teaching

practice rules. They tended to recall their past experiences but they did not all have the same background. They had been trained as SEN teachers, classroom teachers, kindergarten teachers and even an agricultural engineer, so their past experiences were completely different, and neither UTs nor CTs had any idea about their responsibilities or tasks. They also did not discuss in the interviews what they knew or did not know. So the level of agency in the Kuscu DEIDS' professional, material and partnership contexts was relatively low. Despite that, however, the department changed training schools each semester for the STs to gain more experience in different schools with different pupils with SEN and different staff members. This was the only creative practice for the STs, so their level of agency in the structural context was moderate (*see* Diagram 20). Overall, therefore, their level of agency over all four contexts can be defined as low.

None of the CTs in any of the regions knew their responsibilities or tasks and they claimed that they followed the UTs on the assumption that the UTs knew better than them. The Hun CTs stated that UTs did not regularly visit the training schools and that they (the CTs) conducted the programme. Their practices were similar to those in Kuscu: STs there ignored the CTs on their UTs' instructions. Whereas the Kuscu STs delivered five to six hours of practice teaching sessions, the Hun STs delivered only a maximum of one or two hours independently, and the practice programme was based on STs simply observing over two semesters. Unless STs can deliver practice sessions independently, there can be no chance of them getting feedback from their mentors, so there was no effective feedback system in either Hun or Kuscu regions.

The Hun UTs suffered from limited resources; there were an average of forty students in each year of the four-year course but only two lecturers. Lecturers from other subjects were employed on a temporary basis. The head of the department (one of Hun

UTs) said that temporary lecturers were not good at teaching or supervising in the SEN area, but that there was a shortage of lecturers which had to be managed. The UTs had therefore introduced training diaries for STs, but these diaries were not used for providing feedback, but only for giving grades at the end of each semester. So although in theory it seemed to be a creative idea for overcoming the staff shortage problem, in practice the diaries actually served a less useful purpose. One UT claimed that she observed STs' practices regularly every fortnight, but she had 26 STs under her supervision and theoretical modules to deliver, so her claim seems to be an exaggeration. The CTs stated that UTs visited the training schools only a couple of times a year for meeting head teachers, which makes her claim entirely unrealistic. Because of the introduction of the diaries, it can be said that the UTs had a moderate sense of agency in the professional context, but their other practices showed that they had a low level of agency in the partnership, structural and material contexts (*see* Diagram 20).

In the Bostan and Elmas regions, the systems were totally different. They had a similar understanding that STs need intensive practice in the training schools supported by their UTs. The Elmas UTs were open to collaborating with CTs superficially over the programme but the Bostan UTs did not want to co-operate with CTs on the grounds that they were not SEN graduates and did not have any clear knowledge of the particular area or how to mentor STs. So although the Bostan UTs had limited numbers, they nevertheless re-organized the system to exclude the CTs and to spend more time in the training school with their STs instead of letting the CTs mentor them, but sometimes they could not manage their time to achieve this so they told their STs to video-record their practice sessions and then all the STs watched the recordings together with their supervisor in the department; the UTs then gave them group

feedback in the meetings. The Elmas UTs also organized the practice programme to achieve a better outcome. Both the Bostan and the Elmas UTs made a judgemental assessment and tried to ensure that their programme was effective. In the Elmas DEIDS, they had a UT training programme, and although the Bostan DEIDS did not have anything similar, two of the Bostan UTs had received training from their previous institution. The UTs who had been trained were therefore more highly motivated and organized and knew each stage of the programme, and the training helped to keep the UTs' practices consistent. The Elmas STs visited the training schools on three half-days a week and each semester the school was changed for them to gain more experience. It can therefore be said that the Elmas and Bostan UTs had a very high level of agency in the professional, structural and material contexts. But the Elmas UTs had a moderate level of agency in the partnership context, whereas the Bostan UTs only had a low level of agency in that context.

In the Elmas training schools, the CTs are aware of some practices which might help STs in their professional life, although they did not know their own responsibilities or the rules clearly. They showed IEPs, ITPs and SEN pupils' documents to the STs and taught them how to adjust their tone of voice in the classroom, but their mentoring activities were inadequate because they just followed UTs' instructions and plans. This same model was found in the Bostan training schools, but there the UTs and STs planned teaching sessions together and the CTs accepted this lack of collaboration. They thought that the system worked well, so they did not need to play any greater part in it. They were unaware of their role even though they were expected to be mentors. Because of all these practices, the Bostan CTs had a low level of agency in all four contexts, whereas in Elmas they had a moderate level of agency in the

partnership and material contexts but a low level in the structural and professional contexts (*see* Diagram 20).

The final issue in all four departments is that research assistants were used for sharing the workload. Under the rules, academics who have a PhD must be supervisors in the SBTTS, but they usually passed their responsibilities on to their research assistants who were studying for a master's or a PhD. This was proxy agency. But the research assistants' adequacy to undertake the UT responsibilities is a controversial issue (the adequacy of their PhD supervisors also needs to be addressed, but that is an issue which requires a separate study), because they are given no training and their knowledge, background and experience are likely to be insufficient for them to be able to manage the programme on their own.

So the SBTTS is primarily organized locally on the basis of each DEIDS' individual circumstances. The CTs follow the UTs' instructions and the UTs' and CTs' abilities have a direct effect on the delivery of the program. The Bostan and Elmas DEIDS' collective agency was relatively high in their environment, and the UTs there were generally highly motivated. The Kuscu and Hun regions, however, regarded their limited resources collectively as something beyond their control and used that as an excuse for not fulfilling their responsibilities. If they had a higher level of agency, they might have the potential to be more creative. In addition, almost all the CTs' sense of agency was low and they were unaware of their responsibilities. Almost none of the participants knew the official rules and were only able to use their previous experience. Only the lecturers who had received training to become UTs could use that training to provide effective supervision. Although some of them had different academic backgrounds, the training helped them to apply similar practices and supervision. Consequently, in all cases their practices were shaped by their own environments. If

the environment is structured to encourage high motivation to train to become a good teacher, it will enable the participants to be creative and introduce constructive implementations.

6.3. Original contributions to knowledge

In the previous sections, the original contributions which this study makes to knowledge have been briefly mentioned. In this section, I shall draw them together and discuss them in greater detail because they constitute the most important element of this innovative study.

- i. The first contribution which this study makes is that it is the first study which has shown in detail the differences which exist in four selected Turkish SEN departments. Major differences have been identified between DEIDS, and between DEIDS and the government`s rules for the training of SEN teachers. The differences were described and possible reasons for them have been suggested.
- ii. The existing literature shows that there was a gap in understanding why each SBTTS is practised differently in four Turkish universities` SEN departments. This study was designed to fill this gap in the literature, so it is the first study which has researched why there are differences in each DEIDS in contravention of the MEB/YÖK rules. The reasons why the SBTTS is not delivered in a standard way has been explored in detail.
- iii. A typology was generated from the processed data. Four different contexts helped to map this research data in a more organized way than has been done previously. Although for two of these contexts, the material context

and the structural context, previous studies have helped to develop a research context, this was not enough to create a contextual framework for this current study. The findings led the researcher to create two additional contexts, the professional context and the partnership context. Together, these four different contexts form an original model for researchers who choose a deductive approach for their data analysis. This is a further original contribution of the current study.

- iv. In addition, a new model has been created. This model shows the level of the programme's components, structure, relations, standards and participants between two environments, university (theoretical knowledge) and school (practical experience), using these four contexts. This model might help in understanding the roles of the participants in the different environments who also work collaboratively with the other environment.
- v. This study also applies agency theory to the Turkish teacher training system in universities' SEN departments. Before this study, researchers had not attempted to use this theory for understanding people's individual or collective behaviour. This might therefore offer a new perspective to future researchers.
- vi. This research also contributes a new understanding to the knowledge in terms of the participants' likely reactions when there is no inspection system in place. One possible inspection system was suggested in the Discussion chapter, but the most appropriate system should be introduced bearing in mind the participants' level of agency and their cultural structures (*see* Table 26).

- vii. This is the first research study which has revealed the antipathy among UTs towards the role of paid and certificated teachers as CTs in the SEN SBTTS.

Table 27 Possible practices as a result of a lack of inspection system

In organizations where there are no inspection activities, the participants, individually or in group, decide what to do in the light of their own or groups` motivation			
If participants are motivated; he/she makes a lot of effort for better result in the system;		If the participants are not much motivated; he/she makes less or no effort in the system;	
If he/she knows what to do; the expected outcome may be reached due to individual effort		If he/she knows what to do; he/she performs the tasks at the minimum level looking only quantitative requirements rather than qualitative issues.	
If he/she does not know what to do; it may be only time/energy/money wasting due to individual effort		If he/she does not know what to do; it may be only time/energy/money wasting due to individual effort	
If their group;		If their group;	
is motivated too;	is not much motivated;	is motivated;	is not much motivated too;
He/she develops the group motivation ¹		He/she affects the group motivation negatively	He/she does not do anything and push his/her tasks off on to his/her partners
	He/she communicates limitedly with his/her group, does what he/she knows ¹		
	He/she obeys to the group and transform his/her practices considering the group rules		He/she gives priorities to other tasks
	He/she quits to work		He/she blames others for not performing their own tasks
	If the system is already exist/working without her/him, he/she pretends that he/she is implementing similar what his/her partners are doing		
<p><i>Note: the table needs to be read from top to bottom.</i></p> <p><i>1: this section valids only for the participants who are motivated and knows what to do</i></p>			

6.4. Practical contribution

This study was intended to make a practical contribution to the teaching practicum system. The reasons which the participants gave for the differences in the school-based teaching practice programme in Turkish SEN departments, and the real reasons behind the reasons which they gave, have been presented. This can be considered a significant practical contribution to teacher training because the system is changing year by year as a consequence of untrained UTs and mentor CTs in the system. They train STs and those STs go on to become teachers, supervisors or mentors, so it is likely that STs will enter the profession badly prepared and then guide other STs about an area which they do not know properly. The only thing that they can trust is their experience, but in some cases, the theory is also required to support their practices and guidance. The findings of this study have identified the problem in the system and suggested the probable causes of it.

Turkish master`s degree and PhD students who graduate in Turkey or in other countries have to send their dissertations and theses to YÖK`s national dissertation centre for equivalent transactions. This current study will therefore be submitted to the dissertation centre as well. In addition, the general directorate of teacher training and education will be informed about this study. It is hoped that they might take the issues raised in this study into serious and professional consideration, and that some practical improvements might be made to the system.

6.5. Limitations of the study

The constraints of Turkey`s geographical circumstances, the nature of the data collection process, the participants` availability, and the researchers` time management and resources limited this research to four different regions which represented purposive sampling in this case study. Due to the nature of the case study, the results cannot be generalized to other SEN departments and training schools. This is naturally an inevitable limitation of the study.

Furthermore, semi-structured interviews were used for data collection and the participants might not always have been honest in their responses or might not have shared relevant thoughts according to what they deemed appropriate. The researcher explained all the precautions undertaken in order to ensure the anonymity of the participants, their data and their voice recordings. In one region, however, that became a significant and totally unpredicted problem. After the 15 July coup attempt, the government investigated potential coup supporters in all government organizations. Two of the CTs therefore did not fully trust what I had told them about my research. They said that they would agree to be interviewed but would not allow me to record their voices because the research might have been a covert government investigation. So for their two interviews (each took around 30 minutes), I took notes and then immediately after each interview, I made my own recording in order not to forget the key points of the interviews. Then all the notes and the recordings were combined and transcribed. This did not affect the course of the interviews, but it did represent a divergence from the intended methodology.

Another limitation is the researcher`s own position in regard to this research. My own history in the topic and my experience, expectations, ideas, belief and values could all

have affected my perceptions. During the data analysis, my techniques might have been biased. However, the real argument against my biases is that the four university and training school participants provide such different answers. It agrees with much of the already published research, and all of this made my research as objective and professional as possible.

The semi-structured interviews and background information forms were in the Turkish language. Since Turkish is my native language, I translated the relevant parts, and my interpretation of the findings was also in Turkish, so everything was translated into English. Translation is a completely subjective issue; it can differ from person to person. There could be misinterpretation or bias in regard to some terms or words. In order to reduce this potential limitation, another person whose mother tongue was also Turkish but who lived in the UK was asked to check all the translations. In this way, the possibility of limitations accruing from the translation was minimised.

6.6. Recommendations for further research

Future researchers who want to study school-based teacher training could usefully focus on the following areas.

- 1) This study was conducted in four different regions, so future researchers could replicate it with larger and different populations. They could also use different data collection techniques for acquiring richer data. UTs' and CTs' guidance and supervision could be compared between participants, between departments, and between departments and the standards. In addition, other system actors such as education coordinators in both university departments and training schools, and head teachers could be involved in future research in order to enable a fuller understanding of the system.
- 2) Two main groups of actors, UTs and CTs, were involved in this study. In future studies, the mentoring provided by both could be measured and their practices discussed separately in different SEN subjects or other DoEs in the Turkish context. UTs and CTs have a very complicated structure in the programme because experienced UTs who have a PhD devolve their responsibilities to their research assistants who cannot conduct the programme officially. The perceived roles of these research assistants and of experienced UTs could be discussed separately and compared with each other in the programme. Additionally, the different understandings and perceptions of their role held by lecturers who trained to become UTs and by other UTs who started to do supervision without training could be discussed with considerably more data drawn from SEN and other DoE subjects. Also, the different feedback styles used by these two types of UT could be also researched and the reasons for the similarities and differences between them could be explored in greater detail.

Their autonomy is also another issue: it could be researched in terms of their understanding of autonomy and the level of their knowledge of academic, financial and administrative autonomy.

- 3) CTs also have a complicated structure because there are three types of CT: SEN BA graduates, certificated SEN teachers, and paid teachers who can have any degree, even a two-year-college degree. However, no previous research has been conducted on these different CTs' understandings of their role, their perception or comparisons between their practices. Similar studies could also be carried out in the training schools to make comparisons between head teachers, and between heads and school administrators. Future researchers could also focus on the roles and practices of these administrators and explore the reasons why they generally prefer to stay out of the training programme. They could be interviewed or data could be collected using different techniques.
- 4) Additionally, the policymakers in MEB and YÖK are obviously key participants in a standardised system. Their perceptions of their role and their responsibilities, and their awareness of the ways in which the rules are interpreted and implemented could be researched. While researching them, possible models of an inspection system in the practice programme could be discussed, and other countries' inspection models and SBTTS could be explored and compared with the structure of the Turkish teaching practice programme.
- 5) In the current study, CTs described how they tended to follow UTs' instructions and suggestions even though there is no actual hierarchy imposed on their relationship. Sunar *et al.* (2015) looked at professional reputation from

a broad perspective, but this subject needs further and deeper research in order to understanding fully why CTs respect UTs so much in Turkish culture. Future researchers could therefore collect data on the views of school teachers, head teachers, CTs and university staff on the way in which UTs' professional reputation is regarded.

- 6) Finally, this current study revealed data on what appears to shape a new understanding of the behaviour of individuals and of groups who are not subject to an internal or external inspection system. The self-ordained approach shown in Table 26 could be developed by conducting supportive research in different environments with a larger population. On this point, the current researcher's assumptions made on the collected data could be more fully researched and the findings could be used to develop a new approach to research of this kind using agency theory.

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APENDICES

APPENDIX 1: YÖK`s school placement instructions

Introduction

This report of school experience for prospective teachers in training schools I and II has been prepared as a guidance to appropriate teaching practice and lessons.

The last changes in bachelor degree programs in education faculties have concentrated on teacher candidates` teaching practice in schools. School practice consists of:

6. Semester	School Experience 1
7. Semester	School Experience 2
8. Semester	Teaching Practice

Additionally, the master's degree (without thesis) program has these courses in 1. 2. and 3. Semesters.

For these courses, teacher candidates are informed as to their duties in their assigned schools by the university tutor. In education faculties, there is a faculty-school collaboration plan which covers teaching practice studies. Teacher candidates are informed, pursuant to this plan, about the responsibilities of university tutors and cooperating teachers, and their role in this program.

At the beginning of each course, its aim and structure are explained to the teacher candidates by the lecturers. The activities which must be completed, how to keep study records, how their studies will be assessed and who will assess it, are explained to the teacher candidates. The university tutor (who is responsible for a group of candidates) reviews the teacher candidates` studies of the previous week on a weekly basis. In addition, the lecturer will explain what activities must be completed in school over the following week, and organise and give guidance on reporting on each required activity.

Similarly, they are informed for how long and the manner of their teaching, and how to record their studies. They are also informed as to how, when, and who will assess their studies.

Teacher candidates have to prepare a portfolio for school experience 1-2 and teaching practice. The university tutor will indicate what their portfolios should contain, and will show examples of previous years' portfolios.

CHAPTER 1-ACTIVITIES IN SCHOOLS

School experience 1 is a course based on observation and interview in order to determine teachers, programs, students, and teacher candidates training school. The aim of this course is for teacher candidates to recognize different aspects of the teaching profession and to act as a basis for their theoretical courses.

When School experience 1 course is completed, teacher candidates must have acquired the following:

- a systematic approach to school teaching and organizational systems.
- have knowledge about school management, the work done on a regular basis in schools and school facilities.
- to gain experience in session activities through observation.

School Experience 2 is a planned course for observation and teaching practice in learning, and teaching process in a training school.

When the School experience 2 course is complete, teacher candidates must have acquired the following:

- how to implement short term activities in the classroom
- how to recognize individual students` differences in terms of learning and improvement.
- gained necessary skills for working with other teachers and be active in the school

Teaching Practice is a planned course with the aim of gaining and developing professional competence; development of teacher candidates' skills and knowledge, which is thus gained before implementation in the school environment.

When the teaching practice course is complete, teacher candidates must have acquired the following:

- develop the required skill of the teaching profession, through teaching practice in different classes in order to gain such a teaching experience.
- comment on students' assessment techniques, learn their specific subject programs in school, and be familiar with the appropriate course books.
- developing and sharing the experiences gained in training school with their group and their university tutors.

CHAPTER 2- TRAINING SCHOOL FOLDER

Preparing a training school folder of teacher candidates is very important. In this folder, it should be possible to add or remove punched pockets and sheets as necessary.

The following information about the various stages of work in the school must be in this file:

1. Introduction information:

- Name and surname of teacher candidates
- Student ID
- Name of Department
- Name of their main subject
- Academic year and semester
- Name of Training school
- Name of Cooperating teacher
- Names of University tutors

2. A timeline showing all events related to School Experience and Teaching Practice courses in schools: This timeline must show the classrooms which will be studied in,

and the dates on which these studies were undertaken. This timeline is given to the teacher candidates by their cooperating teacher.

3. for School Experience 1 and 2:

Implementation list of desired activity.

Details about the activities carried out: Answers to the questions asked of teacher candidates should be written for each event. Additionally, notes, reports, reviews, charts or other materials may also be included to this list. The answers must be written clearly for assessment by the cooperating teacher and university tutor, and must be recorded for each event.

4. Information on Teaching Practice: In this section, the information reported from teaching practice classes is arranged separately for each class. The documents indicated below are recorded for each class:

- Student list for each class
- Each lesson plan and its notes, which are generally lesson specific.
- Prepared and used activity papers, exams, assessments and other beneficial materials.
- Teacher candidates add an assessment section at the end of each of their teaching sessions.
- If the teaching session is observed, this information is added to folder for that session.

5. Observations and commentary about the other courses which the teacher candidate has observed: The 'Lesson Observation Form', or any other record method which is acceptable, is used.

6. Teacher candidates' subjects' education program, course books used and exams.

7. Application Log related to daily experience and learning skills at the training school.

8. School trips, visits to various agencies, educational social activities, and documents relating to special educational programs organized by the school as extra-curricular activities which teacher candidates have attended.

9. In a separate section of the file, other relevant official documents mentioned below must be recorded.

- The layout and structure of the application school
- Rules to be complied with in school, regulations and instructions.
- Nomination and appointment regulations.
- Student enrolment and acceptance.
- The Faculty-school cooperation-related documents.
- Laboratories, libraries, and so on. Documents related to the associated working rules.
- Parents meetings, and documents related to class meetings.
- Documents related to guidance.
- National Education Work Calendar.
- All other relevant documents (Action Plan, the Disciplinary Board, Subject Teachers Committee, the Parent-Teacher Association for Cooperation, etc.).

The cooperating teacher and university tutor may want to exercise significant control over teacher candidates' practice folders. Teacher candidates have to carry the folder at all times and have to update them continuously. A record of the activities, assessments, and other notes, which have already been completed must be in the folder.

CHAPTER 3 EVALUATION OF SCHOOL EXPERIENCE 1

Activities in the School Experience I Course are listed in the following form. Ideally, teacher candidates must do one activity in the School experience course every week for as long as they are in training school. If this is not possible, the university tutor decides which activities will be done by teacher candidates, and whether to assess these activities formally or whether the activity can be done without any official evaluation. How observation results should be presented by the teacher candidates is explained. Which presentations will be assessed, and which should be put in the implementation folder is also explained.

After an activity is completed, teacher candidates have to write a report. This report must include, for example: answers to questions, notes, evaluation or results,

completion of the program schedule, and other necessary work. It must be presented in this order. The link between answers and activities must be carefully determined. In this way, the university tutor can easily follow the activities completed by the teacher candidates.

After every activity, teacher candidates have to give a report, as explained above, to the university tutor. The university tutor arranges a meeting every week for the theoretical part of the school experience course, during which three major issues are addressed:

- To summarize the responses from each activity group
- To discuss this experience with the teacher candidates, including debate in a theoretical context; to connect with practice studies in schools and theoretical principals and notions which are learnt in the faculty.
- To guide and inform teacher candidates as to what they need to add to their report, as related to subsequent activities in training schools.

While teacher candidates complete the school experience form, the activity time is put on the report. In addition, the university tutor fills out the report and accepts whether the report is complete and has been sufficiently discussed by the teacher candidates. The lecturer adds his/her comment and assessment score.

The university tutor reads the report and gives constructive feedback to the teacher candidates.

At the end of the school experience 1 course, teacher candidates submit a training school folder to the university tutor. In this folder, all activity reports and other necessary information is included (see Chapter 2).

Final Evaluation of the School Experience 1

Teacher candidates' end of period score for School Experience 1 takes into consideration the following:

- Teacher candidates complete their activities as agreed at the beginning of the period.
- Quality of reports from teachers regarding these activities.
- All teaching staff materials requested by lecturers from the candidates.
- All other activities connected with the school.

- Attention paid to the school experience.

The cooperating teacher and (if appropriate) other teachers will be part of the teacher candidates' evaluation and will contribute to evaluating teacher candidates performance over the school experience 1 course.

Activity	Topic	Date of completion (Interim/fulfil)	Report		University tutor comment	Additional Note
			Writing	Discussing		
1.1	Term Plan					
1.2	One day at school the cooperating teacher					
1.3	One day at school the teacher candidates					
1.4	Examination of a student					
1.5	Teaching methods					
1.6	Sub branch in your teaching methods					
1.7	Observation of courses					
1.8	Observation of lessons in your sub branch					
1.9	Course methods and classroom control					
1.10	Observation of asking questions					
1.11	Software tools and resources at school					
1.12	School principals and school rules					
1.13	School and community					
1.14	Microteaching techniques					
1.15	Evaluation of school experience					

CHAPTER 4 EVALUATION OF SCHOOL EXPERIENCE 2

School Experience II course activities are listed in the following form.

Activity	Topic	Date of completion (Inter-fulfil)	Report		University tutor comment	Additional Note
			Writing	Discussing		
1.1	Term Plan					
1.2	Instructions and explanations					
1.3	Exercise Asking questions					
1.4	Course management and classroom control					
1.5	Evaluation of student work					
1.6	Use of textbooks					
1.7	Group work					
1.8	Preparing and using worksheets					
1.9	Assessment and record keeping					
1.10	Test development, scoring, analysis					
1.11	The use of analogies in teaching					
1.12	Lesson planning and sequencing activities					
1.13	Evaluation of school experience					

CHAPTER 5 EVALUATION OF TEACHING PRACTICE

Both the university tutor and cooperating teacher evaluate teacher candidates over teaching practice course in accordance with the education faculty. Teaching Practice Evaluation form is structured to summarize the improvement in teacher candidates' teaching skills. A copy of the observation form is given to teacher candidates after each course. Teacher candidates assess themselves through this form, and try to improve in areas where their skills might be weak or otherwise lacking.

The portfolio which is prepared during the teaching practice course by teacher candidates is the most important criterion for assessing their activities and improvement over the teaching practice course.

The university tutor or cooperating teacher show their completed observation forms to teacher candidates, and talk about their strengths and weaknesses in their teaching performance and give [constructive] verbal and written feedback.

Teacher candidates' improvements on teaching practice and the level of their learning is illustrated via a lesson observation form. A teacher candidate's teaching practice final grade is given via a teaching practice evaluation form based on the lesson observation forms. This final grade form is completed by the cooperating teacher and university tutor; however, the teacher candidate's final grade is given by the university tutor.

Examples and explanations of the teaching practice evaluation and lesson observation forms are given below.

Lesson Observation Form

The lesson observation form is created in order to assess and measure teacher candidates' classroom teaching skills. The articles in this form show teacher candidates' observable qualifications. There are two fundamental aims of this form, which are:

1. To give feedback related to teacher candidates' teaching practice sessions
2. To give concrete data to the cooperating teacher and university tutor in order to help complete the teaching practice evaluation form.

Each teacher candidate must be assessed continuously via this observation form. Teacher candidates' observable behaviours must be noted. This form is completed during teaching sessions by the cooperating teacher and university tutor, and given to the teacher candidates. A copy of this form must be put in the practice folder to help teaching candidates evaluate their improvement.

Observers can also write their own comments in the 'additional notes' section of the form related to teacher candidates' studies. Teacher candidates are given this form by the observer, read it and write their own comment, sign it, and then return it to the observer.

This lesson observation form may not be conducive to observe specific competencies and behaviours related to any specific field because the form is quite general in nature,

and is consequently not prepared with due consideration for any given subject. In this case, if the observer has this sort of problem, he/she can express this via his/her own comments and explanation on this same form. Additionally, the observer may have the opportunity to use school experience 1 and 2 forms.

CHAPTER 6

Form

A requirement of the School experience 2 and teaching practice courses are that any course which is given by teacher candidates is observed by the cooperating teacher and university tutor and (if appropriate to circumstance), other teachers. These observations are especially important in teaching practice and they affect the score that teacher candidates will ultimately receive. The observation form record must be completed separately by the university tutor and cooperating teacher. According to School Experience 2 requirements, teacher candidates are responsible for teaching minor activities over a short part of the sessions.

The observer must indicate their observations, and the duration, of the session given by the teacher candidate.

During teaching practice sessions, teacher candidates give the course as a teacher by using different teaching methods. The observer completes the observation form record for each session which is observed.

Teacher candidates put the form in their folders and ensure the form is completed by the observer. At the end of the semester, the observation form is given to the university tutor by the teacher candidates.

Giving Feedback

In school experience 2 and teaching practice, the cooperating teacher or university tutor who observes the teacher candidates complete an observation form. Additionally, they give feedback to teacher candidates.

This feedback is vitally important. Observers (the cooperating teacher or lecturer) must give careful considered feedback on teacher candidates' performances. This is the best means by which the teacher candidate might gain the most benefit, and a significant means by which they might improve their teaching skills. Giving feedback for a

session does require the observer to have good assessment and communication skills. The observer and candidates discuss the session, with the observer leading the discussion. S/he must be constructive, careful, fair and open-minded while assessing and discussing the teacher candidate's performance. The topics for giving feedback, as per the list below, must be considered:

- Feedback must be given as early as possible after the session. Giving feedback in the classroom after students have left the classroom is the best option. In this way, they may have the opportunity to discuss the material used and use of the blackboard in the session. It is easier at this point to remember the reaction of students in the classroom, and their response to particular sessions and activities.
- The observer must complete an observation form, and must take notes during the session. He/she will benefit from these notes during the verbal evaluation.
- Feedback should be detailed and comprehensive. It should take approximately 15 to 30 minutes. It includes both general and specific factors. Evaluation will cover all the issues mentioned in the form.
- Whilst giving feedback, the cooperating teacher or university tutor must help the teacher candidates assess their own teaching skills; they must be active during getting feedback.
- Feedback should include praise, criticism and suggestions related to alternative teaching methods.
- Topics discussed in the feedback should be determined by order of importance.
- The structure of the feedback must be related to the course aims and the students' education.
- After getting feedback, the observer and candidates decide on various topics for study until the next observation.
- The verbal feedback must be given in written form to teacher candidates. Teacher candidates have to put this feedback their practice portfolio.

LESSON OBSERVATION FORM

Teacher candidates:

Observer:

Topic:

School:

Class:

The Number of Students

Date:

		Inadequate	Acceptable	Good	Explanation and Comment
1.0	Subject and Education of the Field				
1.1	Knowledge of Topic				
1.1.1	Know the basic principles and concepts on the subject				
	the basic principles and concepts in the topic to be able to associate a logical consistency				
	Verbal and visual language that requires the subject (figures, diagrams, charts, formulas, etc.) To use as appropriate				
	Being able to relate with other subjects of the subject area				
1.2	Knowledge of Field				
	Special teaching approach, knowledge of methods and techniques				
	To benefit from the education technology				
	To determine students' weak skills correctly				
	to create adequate and appropriate responses to student questions				

	ensuring the security of the learning environment				
2.0	Teaching-Learning Process				
2.1	Planning				
	to write Lesson plan clear, understandable and in order				
	To express the aim and target behaviours clearly.				
	to determine appropriate methods and techniques for Target behaviours				
	to prepare and to select appropriate tools and materials				
	To determine appropriate evaluation format for target behaviour.				
	To relate Subject to the previous and next lesson.				
2.2	Teaching Session				
	To use teaching techniques and methods appropriately.				
	To use session time effectively				
	To organize activities for students' actively joint				
	To be able to continue teaching according to individual differences				
	To use appropriately teaching materials and tools considering class learning level				
	Summarize and give appropriate feedbacks				
	To associate the topics with real life issues				
	To evaluate the level of reaching the target behaviour				

2.3	Classroom Management				
	Beginning of session				
2.3.1	To make a proper introduction to the course				
2.3.2	to attract to Course students' interest and attention				
	During Session				
	To provide a democratic learning environment				
	to ensure the continuity of the motive and interest				
	To take proper precautions against problem behaviours.				
	To use praise and attitudinize behaviours				
	At the end of the session				
	To summarize the session				
	To be able to provide information and tasks related to the future course				
2.3.9	To prepare students to take out of the classroom				

2.4	Communication				
	to communicate effectively with students				
	be able to give clear explanations and instructions				
	To be able to ask thoughtful questions appropriate for the topic				
	To use tone of voice effectively				
	To listen students patiently				
	to use verbal language and body language effectively				
	TOTAL				Not:

Summary:

The comments about which activities have been done and how it is thought to students by teacher candidates.

Cooperating teacher

University tutor

Signature

Signature

Teacher Candidate's comment

Signature

APPENDIX 2: 2493 the teaching practicum regulations

<p>The directive of Teacher Candidates` Teaching Practice in schools dependent on Ministry of National Education (MEB)</p>
<p>The Pronouncements Journal : October 1998/2493</p> <p>Appendix and Changes:</p> <ol style="list-style-type: none"> 1) Dated 04/01/2010 and numbered B.08.0.ÖEG.0.13.01.02-380 / 01-08 Treasury Confirmation 2) Confirmation of Ministers dated 04.12.2012 and numbered 202 434
<p>FIRST CHAPTER</p> <p>General Provisions</p> <p>Purpose</p> <p>Article 1-The aim of this directive is to arrange procedures and principles related to teaching practice:</p> <ul style="list-style-type: none"> -to prepare teacher candidates for the teaching profession, -to habilitate them to use their theoretical knowledge, which are subject- specific training, and the knowledge, skills, attitude and habits of the teaching profession in real-world education and training environments.
<p>Scope</p> <p>Article 2: This directive comprises the aim, principles and methods of teaching practice in public or private schools dependent on the MEB for teacher candidates who are members of higher education institutions.</p>
<p>Legal Basis</p> <p>Article 3- This directive has been prepared based on the Basic Law of National Education number 1739, the Law on the Organization and Duties of the Ministry of National Education number 3797 and the relevant provisions of the Higher Education (YÖK) Act 2547</p>

Definitions

Article 4- In this directive:

`Teacher Candidates` refers to higher education students who continue to teaching programs, or undertake teaching practice in their specific area and level in the school environment.

`Teaching Practice` refers to a session that involves various types of activities. Teacher candidates gain teaching skills in the field of teaching, at the level they aspire to, by giving a specific lecture, and lectures, within the classroom. It provides teacher candidates with the opportunity to learn how to discuss and assess the implementation of activities.

`School Experience` expresses the sessions in the faculty curriculum lessons that involve the recognition of daily life, schools' organizations, and management in schools. It also involves the analysis of the education environment, participation in activities outside of lessons, observation of experienced teachers on the job, working with students on a one-to-one basis or in small groups, giving the opportunity to obtain short-term teaching experience, and providing the opportunity to adopt correct detection of teacher candidates' suitable for the teaching profession.

`Faculty` refers to teacher training faculties and higher education schools.

`Training school` refers to the implementation of teaching practices in public or private, boarding or day school, pre-school, primary, general or occupational high school, special education, apprenticeship and prevalent educational institutions.

`Faculty Practice Coordinator` refers to the vice dean or assistant manager in a college who is responsible for organizing activities in schools according to the principles determined from implementing teacher candidates' planned work . These programs

are also conducted in collaboration with lecturers, the coordinator of the directorate of national education, and the school practice coordinator.

`Departmental Practice Coordinator` refers to lecturers planning and carrying out the administrative tasks and teaching practice of a department, in collaboration with the Faculty Practice Coordinator.

`University tutor` refers to a higher education institution's lecturer planning, and conducting the assessment of teacher candidates, who are trained in their subject and have teaching skills, and have completed implementation studies.

`Implementation Coordinator of the Directorate of National Education` refers to the directorate of national education or his/her assistant in a province, or the director of national education or departmental manager in a district. They actualize teacher candidates' implementation activities according to planned principles, collaborating with faculty and school practice coordinators.

`School Practice Coordinator` refers to a head teacher or a vice-principal providing communication and coordination among the relevant institutions and individuals for conducting implementation activities in accordance with the principles set forth by the school.

`Cooperating teacher` refers to a classroom or subject matter teacher who has teacher training skills and is selected by experienced teachers in training schools. They give guidance and counselling to teacher candidates in gaining the behaviour required in the teaching profession.

`The National Committee for Teacher Training` refers to an advisory team which consists of representatives from the MEB, YÖK and teacher training institutions in order to facilitate the effective and permanent functioning of the teacher training system and contribute towards a more qualified teacher training system.

SECOND CHAPTER

Teaching Practice Principles

Article-5 Teaching practice is planned, programmed and conducted in accordance with the following principles:

a) The principle of cooperation and coordination between institutions: The basis of teaching practice is determined jointly by the Higher Education Council and the Ministry of Education. Implementation studies are conducted based on the principles determined and sharing responsibilities across teacher training institutions in coordination with the National Education Directorates. The National Committee for Teacher Training, which was established by the Chairman of the Higher Education Council, plays an active role in determining these principles.

b) The implementation of the principle of the school environment: Teaching practice is conducted by placing teacher candidates in classes which have a cooperating teacher related to their specific subject in public or private, boarding or day school, pre-school, primary, general or occupational high school, special education, apprenticeship and prevalent educational institutions affiliated to the MEB by determined province-district directorates of national education and faculty deans.

c) Active participation principle: For prospective teachers, teaching, learning, and the effective participation in the process of communication is essential. For this, all teachers in teaching practice are asked to perform a series of events in person. For teacher candidates, it is ensured that this process will be performed in an incremental and continuous manner, and with increasing responsibility throughout the process.

Teacher candidates do implementation preparation, observation in training school, join cooperating teachers` tasks, and join education-training/management and out of lesson activities, in order to assess implementation studies.

d) The implementation process principle is spread over a long time period: The teaching practice programme consists of a series of processes such as planning, researching, participation, analysing, inception, evaluation and progression. Each of these processes consists of stages of preparation, implementation, practice and

evaluation. Teacher candidates need much more time than the time they will actually have to practice in order to gain teacher behaviours at the desired level through these processes. For this reason, teacher practices are spread over the programme at intervals of at least one half term in order to give teacher candidates increased responsibility and practice qualification.

e) Common Evaluation Principle: A teacher candidate's performance in teacher practice is evaluated separately by the university tutor and the practice teacher due to the planning and carrying out of practice activities. The teacher candidate's success in teacher practice is assessed as a score by combining the evaluation of the university tutor and the practice teacher in compliance with the "Education-Teaching and Examination Regulation" of the faculty. The university tutor submits scores to the faculty administration.

f) Content and Diversity Principle: The teaching profession comprises a variety of activities such as class preparation, class presentation, classroom management, workshop and laboratory management, the guidance of students in subjects related to school and family business. Besides, teachers work in different regions, public or private schools, boarding or day schools, urban or rural schools, independent or merged schools. Therefore, teaching practice is planned and carried out to encompass all the duties and areas of responsibility which the teaching profession requires.

g) The principle of continuous improvement of practice process and staff: According to outcomes which are obtained from teaching practice studies; teaching practice processes and, alongside this, staff qualifications which relate to practice is consistently improved.

h) The Principle of Controlled and Compatible Implementation: Achieving the expected benefits from teaching practice is only possible with close monitoring, guiding, amending and correcting deficiencies and evaluating activities which teacher candidates will do in the context of their teaching practice by a faculty's lecturers. Therefore, teaching practice is carried out in institutions associated with the implementation schools in the state or province where the faculty is located.

THIRD CHAPTER

Duties and Responsibilities

<p>Article 6-In the teaching practice:</p> <p>a) Duties and responsibilities of the National Committee for Teacher Training:</p>
<p>1. The institution provides the flow of information between The Higher Education Council and the National Ministry of Education, and between The Higher Education Council and Faculties and other related institutions.</p>
<p>2. The institution carries out model and infrastructure work, which is one of the most important aspects of teaching practice and training, for which it is necessary to have cooperation between the faculty and school.</p>
<p>3. The institution makes effective and efficient Pre-service training and In-service training in accordance (direction) with the country's needs and priorities, and in accordance with contemporary developments and research findings in the teaching field.</p>
<p>4. It determines the country's priorities and the regions which have teacher shortages, it distributes students as necessary for every subject, and it works in coordination with the National Ministry of Education to supply teachers, and manages their employment.</p>
<p>5. It creates the schedule and lessons of teacher practise and training, and any associated updates.</p>
<p>6. It improves national criteria related to teacher practice and training, and evaluates their practice.</p>
<p>b) Duties and responsibilities of Faculty Committee</p>
<p>1. Determines lecturers, considering suggestions from departments.</p>
<p>2. Determines training schools in coordination with the Implementation Coordinator of the city-district's National Education Directorate.</p>

3. Provides activities in training schools to be implemented effectively and efficiently.
4. Teacher training schools in the process of practice (1) Organizes meetings, courses and seminars which are related to practice work in order to gain increased cooperation of training schools.
c) Duties and responsibilities of the Implementation Coordinator of the Faculty:
1. Determines training schools in coordination with the Departmental Implementation Coordinator and National Education Directorate, and determines the required distribution of teacher candidates.
2. Watches and controls practice working on behalf of faculties.
3. Evaluates teaching practice implementation and takes due precautions for its development.
d) Duty and responsibilities of the Departmental Implementation Coordinator:
1. Provides coordination and collaboration between departmental university tutors and implementation of studies related to departments.
2. Prepare a teacher candidates list, which is given to each university tutor and university tutors; send it for implementation by the coordinator of the faculty.
3. Help the implementation coordinator of the faculty with selecting training schools.
e) Duty and responsibilities of university tutor
1. Prepare teacher candidates with teaching practice activities.
2. Plan teacher candidates' implementation activities by collaborating with the coordinator of the training school and cooperating teacher.
3. Watches and inspects teacher candidates' studies regularly with the cooperating teacher.
4. Provides guidance and counselling for teacher candidates at each level of implementation.
5. Evaluates teacher candidates' studies at the end of the implementation with the cooperating teacher and sends the students' report to the faculty management.

f) Duties and Responsibilities of the Province-District Directorate of National Education
1. Takes into service one of the assistant managers in the Province Directorate of National Education, and one of the branch managers in the District Directorate of National Education, as 'Implementation Coordinator of the Directorate of National Education'.
2. Determines the village and town schools which are different socio-economically and culturally and their quota of implementation considering teachers' subjects, and distributes these quotas to faculties collaborating with the Implementation Coordinator of the Faculty.
3. Provides the 'Implementation Coordinator of the Directorate of National Education', the 'Coordinator of the Training school' and cooperating teachers for implementation of studies meetings, seminars and courses which are arranged by the faculty.
4. Takes measures to facilitate collaboration and coordination between training schools and teacher training institutions.
5. Watches and inspects implementation studies.
g) Duties and Responsibilities of the Implementation Coordinator of the Directorate of National Education
1. Determines training schools collaborating with implementation coordinators of the faculty and school.
2. Determines implementation quotas of training schools considering their subject, and their distribution to faculties.
3. Inspects and assesses teaching practice, takes necessary measures to conduct it effectively.
h) Duty and Responsibilities of training schools' headship
1. Determines the coordinator of training school.
2. Determines cooperating teachers in collaboration with university tutors.
3. Arranges meetings with cooperating teachers and teacher candidates, and inform them of their duties and responsibilities.
4. Arranges the necessary educational environment for performing implementation studies effectively.

5. Inspects cooperating teachers' implementation studies.
I) Duty and Responsibilities of the implementation coordinator of training school.
1. Provide coordination and collaboration between the Directorate of National Education, school management and the faculty.
2. Plans teacher candidates' implementation activities in collaboration with university tutors and cooperating teachers.
3. Watches, assess and takes measures to correct problems with implementation studies
i) Duty and Responsibilities of cooperating teachers.
1. Prepare implementation activities of teacher candidates in collaboration with their cooperating teacher and coordinator of training school.
2. Ensures the implementation program's required activities are conducted, gives guidance to teacher candidates to apply implementation activities successfully, and watches and inspects those activities.
3. Evaluates teacher candidates' implementation studies at the end of practice, and reports on such to the coordinator of training school.
j) Duty and responsibilities of Teacher Candidates
1. Study regularly and plan in order to successfully complete the teaching practice program. He/she should collaborate with their cooperating teacher, university tutor and other teacher candidates to achieve this aim.
2. Fulfills the requirements of the implementation program while he/she collaborates with their university tutor, teachers and other school personnel.
3. Delivers a portfolio, which includes their studies, reports, and plans which are done during practice, to their university tutor.
4. Continuously strives to improve their personal and professional qualifications.
FOURTH CHAPTER
Conducting the Implementation
Time and Duration of Teaching Practice

Article 7- Teaching Practice in BA/BSci and at master levels is done for one whole day in the last semester or two half days in at least one semester. Teacher candidates must have done at least 24 hours of teaching in person.

Teacher candidates can be separated into two groups taking into consideration the capacity of the training school and the number of teacher candidates, and the teaching practice program can be achieved in two semesters.

Time and Duration of School Experience Course

Article 8- School Experience Course has been done, determining semesters for bachelor degree and master`s degree programs according to procedures and principles of directives and in a particular time.

Practice Place

Article 9- School experience and teaching practice has been done in training schools in the appropriate province, which include the faculty or districts.

The subject and class teachers who will work in primary schools do a part of their internship in village schools, to the extent that possibilities and conditions permit.

Planning, conducting and Evaluation of Implementation

Article 10- The following procedures will be performed for the implementation.

a) Practice coordinator of the faculty determines the number of interns according to their specific subject in collaboration with the appropriate head of department.

b) Practice coordinator of Provincial-district director of education determines the quota of interns for each school considering interns` specific subjects in collaboration with the principals of teaching training schools.

c) Practice Coordinator of Provincial-district the Director of Education and Practice Coordinator of the faculty distribute the quota of interns, with regard to their subject, to each faculty.

d) Practice Coordinator of the faculty and the Practice Coordinator of the department collaborate together to determine the grouping of interns to each university tutor (not to exceed 15 interns per university tutor)
e) Practice Coordinator of the faculty prepares a list which includes the distribution of interns and the university tutor who is responsible for the interns, whilst considering the quota of interns which is given, and sends it to Provincial-district Director of Education.
The Provincial-district Director of Education gets approval for this list from the governor/district governorship, and then the list is sent to training school principals and the deanery of faculties.
f) Coordinator of training school determines which cooperating teachers collaborate with which university tutors. Cooperating teachers get maximum six interns, but, mentors get a maximum of two interns for each session.
g) University tutor informs his/her interns on the fundamentals of teaching practice, the activities of teaching practice and the rules which must be followed.
h) University tutor takes his/her interns to training schools and introduces them to head teachers, the coordinator of training school and cooperating teachers.
Coordinator of training school acquaints the interns with schools and school activities.
I) University tutors, cooperating teachers and interns collaboratively prepare a teaching practice plan.
i) Interns fulfil the activities in the teaching practice activity plan under the guidance of the mentor and university tutors. They prepare a study report for each activity.
j) University tutor or cooperating teacher records their own observations. After the session, they evaluate the results with teacher candidates.
k) Every week, the university tutor and teacher candidates discuss and evaluate their teaching practice in schools.
l) At the end of teaching practice, the teacher candidate presents a portfolio, which includes the activities and reports, and gives this to the university tutors.
m) Teacher candidates are assessed by their university tutors and cooperating teachers separately. University tutors put together these two assessments and give them to faculty management.
FIFTH CHAPTER

<p>Various Provisions</p> <p>Article 11- if teaching practice cannot be completed in one school for any reason, the teacher candidate is sent to another school to complete their internship.</p>
<p>Article 12- if there are no training schools in place which include a faculty for candidate's specific subject, they can be sent a similar subject to practice as long as the faculty board agree.</p>
<p>Article 13- if there are no training schools in place, teacher candidates can be sent to another school which is easy to access in another city.</p>
<p>Article 14- if the training school cannot be found in the city or nearby cities because of any reason or natural disaster or similar problems, teacher candidates can be sent to different faculty to do their teaching practice with other faculties' teacher candidates. They complete all courses in that faculty. A protocol is signed between their practice faculty and their previous faculty. Teacher candidates' accommodation needs are addressed by the Ministry of National Education or local administrative boards.</p>
<p>Discipline Rules</p> <p>Article 15- teacher candidates are liable for absenteeism, the implementation of the curriculum with daily courses in subjects, and to obey the rules in training schools. The Higher Education Council legislation is applicable to teacher candidates in matters of discipline and other issues.</p>
<p>Force</p> <p>Article 16-This Directive shall enter into force on the date of approval.</p>
<p>Conductive</p> <p>Article 17-The provisions of this Directive will be conducted by the Minister of National Education.</p>

APPENDIX 3: Syllabus of department of education for intellectually disabled students by higher education council (YÖK)

6. Semester: School Experience and Inclusive Practices

- Teacher Candidates are expected to gain school experience join inclusion practices in the schools
- Teacher Candidates are expected planning preparatory work for inclusive education
- Teacher Candidates should have learned to collaborate with classroom teacher, guide teacher and other personals in inclusion practice
- Teacher Candidates are expected to learn how to manage classroom in inclusive class
- Teacher Candidates should understand how to make instructional adaptations inclusion practice, to conduct it and to present it in inclusive class,
- Teacher Candidates should fully understand problems and provide suggestions in inclusion practices

7. Semester: Teaching Practice 1

- Teacher Candidates learn how to prepare and to implement behaviour changing program
- Teacher Candidates learn to keep anecdotal record
- They are expected to transfer anecdotal record`s row data to A-B-C (Antecedent- Behaviour- Consequences) Data
- They are expected to understand to determine a behaviour to be changed of a student from the records kept
- They are expected to decide behaviour changing techniques
- They are taught to implement behaviour changing technique
- They learn how to keep a report end of implementing behaviour changing technique
- They learn how to determine students` performance by performance assessment tool which is prepared by teacher candidates
- They are informed on implementing skilfully teaching methods
- They learn how to keep records of his/her skill teaching

- They are informed on how to study on permanence and generalization of the skills which is taught to students and presentation of the study records.

8. Semester: **Teaching Practice 2**

- Teacher Candidates do teaching for specific topics in notions, skills, play and academic fields.
- Teacher Candidates are expected to keep records for their implementations and to study on permanence and generalization of their teaching.
- Teacher Candidates are owed to prepare and to implement behaviour changing program
- Teacher Candidates are expected to keep anecdotal record
- They transfer anecdotal record`s row data to A-B-C (Antecedent-Behaviour- Consequences) Data
- They need to understand how to determine a behaviour to be changed of a student from the records kept
- They are expected to learn decide and implement behaviour changing techniques
- Teacher Candidates are expected to keep daily report end of implementing behaviour changing techniques
- They keep a final report for their implementing behaviour changes

APPENDIX 4: Cooperating teacher background information form

I have been working as a teacher for ____ years, and have been working as a SEN teacher for _____ years. I graduated from _____ department. I have participated in mentoring activities for ____ years in a school-based teacher training system. The program I participated in is conducted over ____ semester/s. I am generally responsible for ____ student teacher/s each semester. ____ student teacher/s join/s each lectures. **Same / Different** student teachers attend to my lecturers (are they replaced each semester, or otherwise) for ____ days in a week during the teaching practicum. In addition, university tutor comes to training school for _____ times in **a week/a month/a semester/a year** in order to observe student teachers' teaching sessions and practice. Generally, **I / the University Tutor / both the University Tutor and myself** observe/s student teachers` teaching sessions in the classroom. Their teaching sessions average ____ hours over the practicum and each teaching session takes average _____ hours. Before and after teaching sessions, **verbal / written / both verbal and written** feedback is given by **me / the University Tutor / both the University Tutor and myself**. Finally, student teachers` final evaluations are conducted by **me / the University Tutor/ both of the University Tutor and myself**.

APPENDIX 5: Turkish cooperating teacher background information form

Uygulama Sınıf Öğretmeni: Tecrübe, Bilgi Alma Formu

Milli Eğitim Bakanlığına bağlı devlet kurumlarında veya özel kurumlarda _____ yıldır öğretmenlik yapıyorum. Ayrıca _____ yıldır zihin engelliler öğretmenliği görevini yürütüyorum. Lisans programında _____ bölümünden mezun oldum. Öğretmenlik uygulaması programı için uygulama sınıf öğretmenliği görevini _____ yıldır yürütüyorum. Su an yürüttüğüm öğretmenlik uygulaması programı toplam _____ yarıyıl sürmektedir. Öğretmenlik uygulaması programında her yarıyıl genellikle _____ tane uygulama öğrencisinden sorumlu oluyorum. Ek olarak, benim bir dersime genellikle _____ tane uygulama öğrencisi katılır. Bütün yarıyıllar içinde öğretmenlik uygulaması programı boyunca derslerime **ayni/farklı** uygulama öğrencileri katılır (Her yarıyıl uygulama öğrencilerinin uygulama okulları **değişir/değişmez**). Uygulama öğrencileri haftada _____ gün uygulama okuluna gelirler. Ek olarak, uygulama öğretim elemanı haftada/ayda/yarıyılıda/yılıda _____ defa uygulama öğrencisinin öğretim oturumlarını ve öğretmenlik uygulaması çalışmalarını izlemeye gelir. Genellikle, uygulama öğrencisinin sınıf içerisindeki öğretim oturumlarını **sadece ben/ sadece uygulama öğretim elemanı/ ayni anda hem ben hem de uygulama öğretim elemanı** gözlemler/im/z. Ayrıca, uygulama öğrencisinin, bütün öğretmenlik uygulaması programı boyunca sınıfınızda bağımsız olarak yaptığı öğretmenlik oturumu ortalama _____ saattir. Uygulama öğrencilerinin yapmış oldukları öğretim oturumları ortalama _____ saat sürmektedir.

Öğretim oturumlarından önce ve sonra, uygulana öğrencisine **sadece ben/ sadece uygulama öğretim elemanı/ hem ben hem de uygulama öğretim elemanı** yapacağı öğretim için **sözel/ yazılı/ hem yazılı hem de sözlü** geribildirim verir/im/z. Son olarak, uygulama öğrencisinin öğretmenlik uygulaması otlandırmasını **sadece ben/ sadece uygulama öğretim elemanı/ hem ben hem de uygulama öğretim elemanı** yapar/im.

APPENDIX 6: Cooperating teacher interview questions

Cooperating Teacher Interview Questions

1. What is the role of school placement in teacher training?
 - a) Who do you think are the main participants in this system?
 1. Why do you think the person you named above is main participant?
 - b) How do 'Student Teachers' learn to teach during practice?
 - c) Can you say how 'Student Teachers' in your school learn to become better teachers?
2. Can you explain what your general duties as a 'Cooperating Teacher' are?
 - a) What do you see as your role in teacher training?
 - b) How do you support 'Student Teachers' when they learn to teach?
3. Do you have a particular mentoring model in mind?
 - a) How did you become a teacher? In particular, were you mentored/ supervised under a particular teaching practicum model?
 - b) Can you say how you learnt to teach during your school placement?
 1. What sort of things you did in your school placement?
 - (a) Did you observe people?
 - (b) Did you do teaching?
 - (c) How did you receive feedback?
 - (d) What were the experiences you most valued?
 - c) How would you define the similarities or differences between the teaching practice you learnt when you were trained and your current mentoring models?

4. How do you see role of other participants (such as; University Tutor, school principal, practice coordinator, university department) in the teaching practicum program?
 - a) How do you see role of a 'University Tutor'?
 1. What kind of tasks does he/she do within the system?
 - b) Regarding your collaboration with the 'University Tutor':
 1. Do you share experiences/ideas/expectations/feedback with the 'University Tutor' regarding the education of the 'Student Teachers'?
 - a. (If "yes") What sort of information, etc, you share?
 - b. (If "no") What are the limitations due to not sharing your experience/ ideas/ expectations/ feedback?
 - c) How do you see role of other system participants in implementing your and the University Tutor' tasks in school-based teacher training systems?
 1. What do you think is their influence on the system?
 2. Would you classify this influence as negative or positive? (i.e. which influences are positive, which are not?)

5. How do you know what has to be done during teaching practice program?
 - a) (If he/she knows regulations) What do you know about these regulations?
 1. Do you think these regulations are well structured?
 - (a) (If "yes") Which parts are good for school placements?
 - (b) (If "no") Why do you think it is not well structured?
 2. Comparing your implementation in the system and MEB and YÖK rules, what can you say regarding following these rules?

- (a) (If the interviewees claim to follow the system but there are conflicts between this claim and their previous answers)
Previously, you gave answers that suggest you do *not* observe/ give verbal or written feedback/ evaluation; given this, which parts of the regulations *do* you follow?
3. (Despite of knowing the rules, they are not followed) As you know you are not following the rules closely, can you explain what you see as being the problem with them?
 4. (Despite of knowing the rules, they are not followed) Given that you do not follow the rules closely, how do you decide your best practice with regards to student teachers?
- b) (If he/she gives different answers rather than talking on the rules or if it is understood that they do not know the rules) How did you learn your implementation model?
1. Do you think it is well structured?
 - a) (If it is not thought well-structured) Why do you think it is not well-structured?
 - i) If you think it is not well-structured, what are the reasons following this model?
 2. How can you make sure that your implementation model is good with regards to student teachers?
 3. Do you know that there is a standardized model which set up by MEB and YÖK between school placement programs for department of education for intellectual disabled students?
 - a) (If yes) What do you know about these regulations?

- i)** Do you think these regulations are well structured?
 - (a)** (if yes) Which parts are good for school placements?
 - (b)** (If no) Why do you think it is not well structured?
- b)** (If no) What are the reasons not following this standardised model?

APPENDIX 7: Turkish cooperating teacher interview questions

Uygulama Sınıf Öğretmeni Mülakat Soruları

1. Öğretmen eğitimi içerisinde öğretmenlik uygulaması programımın rolü nedir?
 - a) Öğretmenlik Uygulaması programının temel elemanlarının kim olduğunu düşünüyorsunuz?
 - 1) Peki, neden bahsettiğiniz bu kişilerin öğretmenlik uygulaması için önemli olduğunu düşünüyorsunuz?
 - b) Öğretmenlik uygulaması programı boyunca genel olarak uygulama öğrenci öğretmenliği nasıl öğrenirler?
 - c) Peki, sizin okulunuzda, uygulama öğrencileri iyi bir öğretmen olmak için neler yaparlar?
2. Uygulama sınıf öğretmeni olarak, sizin görevleriniz nelerdir?
 - a) Öğretmenlik uygulaması içerisinde kendi rolünüzü nasıl görüyorsunuz?
 - b) Peki, Uygulama öğrencileri nasıl öğreteceğini öğrenirken siz nasıl yardımcı oluyorsunuz?
3. Kullanmış olduğunuz belirli bir danışmanlık modeli veya tekniği var midir?
 - a) Lisans eğitiminizi nasıl tamamladınız, kısaca anlatabilir misiniz? Uygulama öğrencisi olarak öğretmenlik uygulaması programı içerisindeyken, uygulama sınıf öğretmeni ve/veya uygulama öğretim elemanı tarafından size nasıl bir danışmanlık yapıldı?
 - b) Peki, siz öğretmenlik yapmayı nasıl öğrendiniz?
 - 1) Öğretmenlik uygulaması programında neler yaptınız?
 - (a) Uygulama okulunda insanları gözlemlediniz mi?
 - (b) Bağımsız olarak öğretim oturumları yaptınız mı?

(c) Peki, nasıl geribildirim aldınız?

(d) Size göre bu uygulama içerisindeki en önemli tecrübe edinilen bölüm veya yer neresidir?

c) Peki, sizin şuan yaptığınız uygulama sınıf öğretmenliği ile lisans eğitim zamanında aldığınız öğretmenlik uygulaması arasındaki benzerlikler ve farklılıklar nelerdir?

4. Öğretmenlik uygulaması programı içerisindeki diğer katılımcıların rollerini (Uygulama öğretim elemanı, okul müdürü, rehber öğretmen, anabilim dalı) nasıl görüyorsunuz?

a) Uygulama öğretim elemanının rolünü nasıl görüyorsunuz?

1) Bu sistem içerisinde uygulama öğretim elemanı ne tür görevleri yerine getirmektedir?

b) Uygulama öğretim elemanı ile olan çalışmanızı göz önüne aldığınızda:

1. Öğretmenlik uygulaması içerisinde, uygulama öğrencisinin eğitimi açısından, uygulama öğretim elemanı ile deneyimlerinizi, fikirlerinizi, beklentilerinizi ve geribildirimlerinizi paylaşır mısınız?

(a) (Eğer 'evet') Ne tür bilgileri paylaşırsınız?

(b) (Eğer 'hayır') Bu tür bilgileri paylaşmamanızın önündeki sınırlayıcı faktörler nelerdir?

c) Öğretmenlik uygulaması programı içerisindeki diğer çalışanların sizin ve uygulama öğretim elemanı üzerindeki etkisi veya rolü nedir?

1) Onların sistem içerisindeki etkisi nasıldır?

2) Mümkünse, onların öğretmenlik uygulaması programına olumlu mu yoksa olumsuz bir etkisi olduğunu açıklayabilir misiniz? (Örnek verecek olursak, neler olumludur, neler olumsuzdur?)

5. Öğretmenlik uygulaması boyunca neyin nasıl yapılacağına nasıl karar veriyorsunuz?
- a) (Eğer yönetmeliği biliyorsa) Bu yönetmelikler hakkında ne biliyorsunuz?
1. Bu yönetmeliklerin iyi bir şekilde hazırlandığını düşünüyor musunuz?
 - (a) (Eğer `evet`) Öğretmenlik uygulaması için hangi bölümlerin iyi hazırlandığını düşünüyorsunuz?
 - (b) (Eğer `hayır`) Niçin bunun iyi hazırlanmadığını düşünüyorsunuz?
 2. Sizin uygulamalarınız ve MEB ile YÖK uygulamalarınızı kıyasladığımızda, bu kuralların takip edilip edilmemesi ile alakalı ne söyleyebilirsiniz?
 - (a) Eğer katilimce yönetmeliği takip ettiğini iddia ederse, ama arada tutarsızlıklar varsa: Ama az önce gözlem yapmadığınızı/ hem yazılı hem de sözlü geribildirim vermediğinizi söylediniz. Siz yönetmeliğin hangi bölümlerini uyguladığınızı düşünüyorsunuz?
 3. (Kuralları bilmesine rağmen, takip etmiyorsa) Bu yönetmeliği takip etmediğinizi söylediniz, peki bu yönetmelikle ilgili problemin ne olduğunu düşünüyorsunuz?
 4. (Kuralları bilmesine rağmen takip etmiyorsa) Az önce yönetmeliği takip etmediğinizi söylediniz, peki iyi bir öğretmenlik uygulaması için en iyi uygulama programının ne olduğuna nasıl karar veriyorsunuz?
- b) (Eğer katilimce kurallar haricinde başka bir cevap verirse veya kurallardan haberi olmadığı anlaşılırsa) Su an uyguladığınız uygulamayı nasıl öğrendiniz?

1. Bunun iyi bir şekilde organize edildiğini düşünüyor musunuz?
 - a) (İyi hazırlanmadığı düşünülüyorsa) Niçin bunun iyi hazırlanmadığını düşünüyorsunuz?
 - i) Eğer bu uygulamanın iyi hazırlanmadığını düşünüyorsanız, bu uygulamayı takip etme nedenleriniz nelerdir?
2. Bu uygulama modelinin staj öğrencileri açısından faydalı olduğuna nasıl emin olabiliyorsunuz?
3. MEB ve YÖK tarafından hazırlanmış, öğretmenlik uygulaması standartlaştırma yönetmeliği hakkında bilginiz var mı?
 - a) (Eğer `evet`) Bu yönetmelikler hakkında ne biliyorsunuz?
 - i) Bu yönetmeliklerin iyi hazırlandığını düşünüyor musunuz?
 - (a) (eğer `evet`) Öğretmenlik uygulaması için hangi bölümlerin iyi olduğunu düşünüyorsunuz?
 - (b) (Eğer `hayır`) Niçin bunun iyi hazırlanmadığını düşünüyorsunuz?
 - b) (Eğer `hayır`) Bu standartlaştırılmış modeli takip etmeme nedenleri ne olabilir?

APPENDIX 8: University tutor background information form

University Tutor Background Information Form

I have been working as a lecturer for ____ years, and I graduated from _____ department. I have participated in tutoring activities for ____ years in a school-based teacher training system. The program I participated in was conducted over ____ semester/s. I am generally responsible for ____ student teacher/s each semester. The student teachers` training schools are **changed/ not changed** (are they re-placed each semester, or otherwise) each semester. Student teachers attend cooperating teachers` lectures for ____ days in a week during the teaching practicum. In addition, I go to training school for _____ times in **a week/a month/a semester/a year** in order to observe student teachers' teaching sessions and practice. Generally, **I / the Cooperating Teacher / both the Cooperating Teacher and myself** observe/s student teachers` teaching sessions in the classroom. Their teaching sessions average ____ hours over the practicum and each teaching session takes average _____ hours. Before and after teaching sessions, **verbal / written / both verbal and written** feedback is given by **me / the Cooperating teacher / both the Cooperating Teacher and myself**. Finally, student teachers` final evaluations are conducted by **me / the cooperating teacher / both of the cooperating teacher and myself**.

APPENDIX 9: Turkish university tutor background information form

Uygulama Öğretim Elemanı: Tecrübe, Bilgi Alma Formu

Üniversitenin zihin engelliler öğretmenliği anabilim dalında _____ yıldır öğretim elemanı olarak çalışıyorum. Lisans programında _____ bölümünden mezun oldum. Öğretmenlik uygulaması programı için uygulama öğretim elemanlığı görevini _____ yıldır yürütüyorum. Su an yürüttüğüm öğretmenlik uygulaması programı toplam _____ yarıyıl sürmektedir. Öğretmenlik uygulaması programında her yarıyıl genellikle _____ tane uygulama öğrencisinden sorumlu oluyorum. Uygulama öğrencilerinin uygulama okulları **degismektedir/değişmemektedir.** (Her dönem uygulama öğrencileri **ayni/farkli** uygulama okullarına gönderilir.) Uygulama öğrencileri öğretmenlik uygulaması programı boyunca haftada _____ gün uygulama okulunda uygulama sınıf öğretmenin derslerine katılırlar. Ek olarak, uygulama öğretim elemanı olarak **haftada/ayda/donemde/yilda** _____ defa uygulama öğrencisinin öğretim oturumlarını ve öğretmenlik uygulaması çalışmalarını izlemek için uygulama okuluna giderim. Genellikle, uygulama öğrencisinin sınıf içerisindeki öğretim oturumlarını **sadece ben/ sadece uygulama sınıf öğretmeni / ayni anda hem ben hem de uygulama sınıf öğretmeni** gözlemler/im/z. Ayrıca, uygulama öğrencisinin, bütün öğretmenlik uygulaması programı boyunca sınıfınızda bağımsız olarak yaptığı öğretmenlik oturumu ortalama ___ saattir. Uygulama öğrencilerinin yapmış oldukları öğretim oturumları ortalama _____ saat sürmektedir. Öğretim oturumlarından önce ve sonra, uygulama öğrencisine **sadece ben/ sadece uygulama sınıf öğretmeni/ hem ben hem de uygulama sınıf öğretmeni** yapacağı öğretim için **sözel/ yazılı/ hem yazılı hem de sözlü** geribildirim verir/im/z. Son olarak, uygulama öğrencisinin öğretmenlik

uygulamasını otlandırmasını **sadece ben/ sadece uygulama sınıf öğretmeni/ hem ben hem de uygulama sınıf öğretmeni** yapar/im.

APPENDIX 10: University tutor interview questions

University Tutor Interview Questions

6. What is the role of school placement in teacher training?
 - d) Who do you think are the main participants in this system?
 2. Why do you think the person you named above is main participant?
 - e) How do 'Student Teachers' learn to teach during practice?
 - f) Can you say how 'Student Teachers' in training school learn to become better teachers?
7. Can you explain what your general duties as a 'University Tutor' are?
 - c) What do you see as your role in teacher training?
 - d) How do you support 'Student Teachers' when they learn to teach?
8. Do you have a particular mentoring model in mind?
 - d) How did you become a teacher? In particular, were you mentored/ supervised under a particular teaching practicum model?
 - e) Can you say how you learnt to teach during your school placement?
 2. What sort of things you did in your school placement?
 - (a) Did you observe people?
 - (b) Did you do teaching?
 - (c) How did you receive feedback?
 - (d) What were the experiences you most valued?
 - f) How would you define the similarities or differences between the teaching practice you learnt when you were trained and your current mentoring models?
 - g) How did you become a tutor?
 1. What sort of things did you need to learn to become a tutor?

- (a) How long did it take?
 - (b) Did you have a supervisor who was directly responsible for you?
 - (c) Did you observe the colleagues/supervisors who were responsible for your supervising practice?
 - (d) Did you learn teaching under the control of your supervisor?
 - (e) How did you receive feedback?
 - (f) What were the experiences you most valued?
- 2) How would you define the similarities or differences between your teaching practices' supervision practices when you were trained and your current tutoring models?
9. How do you see role of other participants (such as; school principal, practice coordinator, university department) in the teaching practicum program?
- d) How do you see role of a 'Cooperating Teacher'?
 - 1. What kind of tasks does he/she do within the system?
 - e) Regarding your collaboration with the 'Cooperating Teacher':
 - 2. Do you share experiences/ideas/expectations/feedback with the 'Cooperating Teacher' regarding the education of the 'Student Teachers'?
 - a. (If "yes") What sort of information, etc, you share?
 - b. (If "no") What are the limitations due to not sharing your experience/ ideas/expectations/ feedback?
 - f) How do you see role of other system participants in implementing you and the Cooperating Teachers` tasks in school-based teacher training systems?
 - 3. What do you think is their influence on the system?

4. Would you classify this influence as negative or positive? (i.e. which influences are positive, which are not?)

10. How do you know what have to be done during teaching practice program?

c) (If he/she knows regulations) What do you know about these regulations?

1. Do you think these regulations are well structured?

(a) (If “yes”) Which parts are good for school placements?

(b) (If “no”) Why do you think it is not well structured?

2. Comparing your implementation in the system and MEB and YÖK rules, what can you say regarding following these rules?

(a) (If the interviewees claim to follow the system but there are conflicts between this claim and their previous answers) Previously, you gave answers that suggest you do *not* observe/ give verbal or written feedback/ evaluation; given this, which parts of the regulations *do* you follow?

5. (Despite of knowing the rules, they are not followed) As you know you are not following the rules closely, can you explain what you see as being the problem with them?

6. (Despite of knowing the rules, they are not followed) Given that you do not follow the rules closely, how do you decide your best practice with regards to student teachers?

d) (If he/she gives different answers rather than talking on the rules or if it is understood that they do not know the rules) How did you learn your implementation model?

1. Do you think it is well structured?

b) (If it is not thought well-structured) Why do you think it is not well-structured?

ii) If you think it is not well-structured, what are the reasons following this model?

2. How can you make sure that your implementation model is good with regards to student teachers?

3. Do you know that there is a standardized model which set up by MEB and YÖK between school placement programs for department of education for intellectual disabled students?

c) (If yes) What do you know about these regulations?

i) Do you think these regulations are well structured?

(a) (if yes) Which parts are good for school placements?

(b) (If no) Why do you think it is not well structured?

d) (If no) What are the reasons not following this standardised model?

APPENDIX 11: Turkish university tutor interview questions

Uygulama Öğretim Elemanı Mülakat Soruları

1. Öğretmen eğitimi içerisinde öğretmenlik uygulaması programının rolü nedir?
 - a) Öğretmenlik Uygulaması programının temel elemanlarının kim olduğunu düşünüyorsunuz?
 - 1) Peki, neden bahsettiğiniz bu kişilerin öğretmenlik uygulaması için önemli olduğunu düşünüyorsunuz?
 - b) Öğretmenlik uygulaması programı boyunca genel olarak uygulama öğrenci öğretmenliği nasıl öğrenirler?
 - c) Peki, uygulama okulunda, uygulama öğrencileri iyi bir öğretmen olmak için neler yaparlar?
2. Uygulama öğretim elemanı olarak, sizin görevleriniz nelerdir?
 - a) Öğretmenlik uygulaması içerisinde kendi rolünüzü nasıl görüyorsunuz?
 - b) Peki, Uygulama öğrencileri nasıl öğreteceğini öğrenirken siz nasıl yardımcı oluyorsunuz?
3. Kullanmış olduğunuz belirli bir danışmanlık modeli veya tekniği var midir?
 - a) Lisans eğitiminizi nasıl tamamladınız, kısaca anlatabilir misiniz? Uygulama öğrencisi olarak öğretmenlik uygulaması programı içerisindeyken, uygulama sınıf öğretmeni ve/veya uygulama öğretim elemanı tarafından size nasıl bir danışmanlık yapıldı?
 - b) Peki, siz öğretmenlik yapmayı nasıl öğrendiniz?
 - 1) Öğretmenlik uygulaması programında neler yaptınız?
 - (a) Uygulama okulunda insanları gözlemlediniz mi?
 - (b) Bağımsız olarak öğretim oturumları yaptınız mı?
 - (c) Peki, nasıl geribildirim aldınız?
 - (d) Size göre bu uygulama içerisindeki en önemli tecrübe edinilen bölüm veya yer neresidir?
 - c) Peki, sizin şuan yaptığınız uygulama sınıf öğretmenliği ile lisans eğitim zamanında aldığınız öğretmenlik uygulaması arasındaki benzerlikler ve farklılıklar nelerdir?
 - d) Siz nasıl uygulama öğretim elemanı oldunuz?

- 1) Uygulama öğretim elemanı olmak için ne tür görevleri yerine getirmeniz gerekmektedir?
 - (a) Ne kadar süre sonra bağımsız olarak uygulama öğrencisine bağımsız olarak danışmanlık yapmaya başladınız?
 - (b) Siz uygulama öğretim elemanı olmadan önce, danışmanlığı öğrenirken sizden direkt olarak sorumlu bir danışman öğretim elemanı var mıydı?
 - (c) Uygulama öğretim elemanlığı mesleğini öğrenirken, uygulama programı içerisinde iş arkadaşlarınızı veya sizden sorumlu olan danışman öğretim elemanını gözlemlediniz mi?
 - (d) Bu sistem içerisinde, sizden sorumlu olan danışman öğretim elemanı aracılığı ile mi öğretmeyi öğrendiniz?
 - (e) Peki, nasıl geribildirim aldınız?
 - (f) Size göre bu uygulama içerisindeki en önemli tecrübe edinilen bölüm veya yer neresidir?
 - 2) Peki, sizin şuan yaptığınız uygulama öğretim elemanlığı ile size öğretilen danışmanlık eğitimi arasındaki benzerlikler ve farklılıklar nelerdir?
- 4. Öğretmenlik uygulaması programı içerisindeki diğer katılımcıların rollerini (Uygulama sınıf öğretmeni, okul müdürü, rehber öğretmen, anabilim dalı) nasıl görüyorsunuz?**
- a) Uygulama sınıf öğretmenin rolünü nasıl görüyorsunuz?**
 - 1) Bu sistem içerisinde uygulama sınıf öğretmeni ne tür görevleri yerine getirmektedir?**
 - b) Uygulama sınıf öğretmeni ile olan çalışmanızı göz önüne aldığımızda:**
 - 1) Öğretmenlik uygulaması içerisinde, uygulama öğrencisinin eğitimi açısından, uygulama sınıf öğretmeni ile deneyimlerinizi, fikirlerinizi, beklentilerinizi ve geribildirimlerinizi paylaşır mısınız?**
 - (a) (Eğer `evet`) Ne tür bilgileri paylaşırsınız?**
 - (b) (Eğer `hayır`) Bu tür bilgileri paylaşmamanızın önündeki sınırlayıcı faktörler nelerdir?**
 - c) Öğretmenlik uygulaması programı içerisindeki diğer çalışanların sizin ve uygulama sınıf öğretmeni üzerindeki etkisi veya rolü nedir?**
 - 1) Onların sistem içerisindeki etkisi nasıldır?**

- 2) Mükünse, onların öğretmenlik uygulaması programına olumlu mu yoksa olumsuz bir etkisi olduğunu açıklayabilir misiniz? (Örnek verecek olursak, neler olumludur, neler olumsuzdur?)
5. Öğretmenlik uygulaması boyunca neyin nasıl yapılacağına nasıl karar veriyorsunuz?
- c) (Eğer yönetmeliği biliyorsa) Bu yönetmelikler hakkında ne biliyorsunuz?
1. Bu yönetmeliklerin iyi bir şekilde hazırlandığını düşünüyor musunuz?

(c) (Eğer `evet`) Öğretmenlik uygulaması için hangi bölümlerin iyi hazırlandığını düşünüyorsunuz?

(d) (Eğer `hayır`) Niçin bunun iyi hazırlanmadığını düşünüyorsunuz?
 2. Sizin uygulamalarınız ve MEB ile YÖK uygulamalarınızı kıyasladığımızda, bu kuralların takip edilip edilmemesi ile alakalı ne söyleyebilirsiniz?

(b) Eğer katilimce yönetmeliği takip ettiğini iddia ederse, ama arada tutarsızlıklar varsa: Ama az önce gözlem yapmadığınızı/ hem yazılı hem de sözlü geribildirim vermediğinizi söylediniz. Siz yönetmeliğin hangi bölümlerini uyguladığınızı düşünüyorsunuz?
 3. (Kuralları bilmesine rağmen, takip etmiyorsa) Bu yönetmeliği takip etmediğinizi söylediniz, peki bu yönetmelikle ilgili problemin ne olduğunu düşünüyorsunuz?
 4. (Kuralları bilmesine rağmen takip etmiyorsa) Az önce yönetmeliği takip etmediğinizi söylediniz, peki iyi bir öğretmenlik uygulaması için en iyi uygulama programının ne olduğuna nasıl karar veriyorsunuz?
- d) (Eğer katilimce kurallar haricinde başka bir cevap verirse veya kurallardan haberi olmadığı anlaşılırsa) Su an uyguladığınız uygulamayı nasıl öğrendiniz?
1. Bunun iyi bir şekilde organize edildiğini düşünüyor musunuz?

b) (İyi hazırlanmadığı düşünülüyorsa) Niçin bunun iyi hazırlanmadığını düşünüyorsunuz?

ii) Eğer bu uygulamanın iyi hazırlanmadığını düşünüyorsanız, bu uygulamayı takip etme nedenleriniz nelerdir?

2. Bu uygulama modelinin staj öğrencileri açısından faydalı olduğuna nasıl emin olabiliyorsunuz?
3. MEB ve YÖK tarafından hazırlanmış, öğretmenlik uygulaması standartlaştırma yönetmeliği hakkında bilginiz var mı?
 - c) (Eğer `evet`) Bu yönetmelikler hakkında ne biliyorsunuz?
 - ii) Bu yönetmeliklerin iyi hazırlandığını düşünüyor musunuz?
 - (c) (eğer `evet`) Öğretmenlik uygulaması için hangi bölümlerin iyi olduğunu düşünüyorsunuz?
 - (d) (Eğer `hayır`) Niçin bunun iyi hazırlanmadığını düşünüyorsunuz?
 - d) (Eğer `hayır`) Bu standartlaştırılmış modeli takip etmeme nedenleri ne olabilir?

APPENDIX 12: Ethical approval form

University of Reading
Institute of Education
Ethical Approval Form A (version May 2015)



Tick one:

Staff project: _____ PhD EdD _____

Name of applicant (s): Oguzhan Hazir

Title of project: Implementing School Based Teacher Training: The Case of Departments of Education for Intellectually Disabled Students in Turkey.

Name of supervisor (for student projects): Dr Tim Williams and Dr Richard John Harris

Please complete the form below including relevant sections overleaf.

	YES	NO	
Have you prepared an Information Sheet for participants and/or their parents/carers that:			
a) explains the purpose(s) of the project	✓		
b) explains how they have been selected as potential participants	✓		
c) gives a full, fair and clear account of what will be asked of them and how the information that they provide will be used	✓		
d) makes clear that participation in the project is voluntary	✓		
e) explains the arrangements to allow participants to withdraw at any stage if they wish	✓		
f) explains the arrangements to ensure the confidentiality of any material collected during the project, including secure arrangements for its storage, retention and disposal	✓		
g) explains the arrangements for publishing the research results and, if confidentiality might be affected, for obtaining written consent for this	✓		
h) explains the arrangements for providing participants with the research results if they wish to have them	✓		
i) gives the name and designation of the member of staff with responsibility for the project together with contact details, including email. If any of the project investigators are students at the IoE, then this information must be included and their name provided	✓		
k) explains, where applicable, the arrangements for expenses and other payments to be made to the participants	✓		
j) includes a standard statement indicating the process of ethical review at the University undergone by the project, as follows: ‘This project has been reviewed following the procedures of the University Research Ethics Committee and has been given a favourable ethical opinion for conduct’.	✓		
k) includes a standard statement regarding insurance: ‘The University has the appropriate insurances in place. Full details are available on request’.	✓		
Please answer the following questions			
1) Will you provide participants involved in your research with all the information necessary to ensure that they are fully informed and not in any way deceived or misled as to the purpose(s) and nature of the research? (Please use the subheadings used in the example information sheets on blackboard to ensure this).	✓		
2) Will you seek written or other formal consent from all participants, if they are able to provide it, in addition to (1)?	✓		
3) Is there any risk that participants may experience physical or psychological distress in taking part in your research?			✓
4) Have you taken the online training modules in data protection and information security (which can be found here: http://www.reading.ac.uk/internal/imps/Staffpages/imps-training.aspx)?	✓		
5) Have you read the Health and Safety booklet (available on Blackboard) and completed a Risk Assessment Form to be included with this ethics application?	✓		
6) Does your research comply with the University’s Code of Good Practice in Research?	✓		
	YES	NO	N.A.
7) If your research is taking place in a school, have you prepared an information sheet and consent form to gain the permission in writing of the head teacher or other relevant supervisory professional?	✓		
8) Has the data collector obtained consent from the participant? http://www.reading.ac.uk/internal/imps/Staffpages/imps-training.aspx			✓
9) If your research involves working with children under the age of 16 (or those whose special educational needs mean they are unable to give informed consent), have you prepared an information sheet and consent form for parents/carers to seek permission in writing, or to give parents/carers the opportunity to decline consent?			✓

10) If your research involves processing sensitive personal data ¹ , or if it involves audio/video recordings, have you obtained the explicit consent of participants/parents?	✓		
11) If you are using a data processor to subcontract any part of your research, have you got a written contract with that contractor which (a) specifies that the contractor is required to act only on your instructions, and (b) provides for appropriate technical and organisational security measures to protect the data?			✓
12a) Does your research involve data collection outside the UK?	✓		
12b) If the answer to question 12a is "yes", does your research comply with the legal and ethical requirements for doing research in that country?	✓		
13a) Does your research involve collecting data in a language other than English?	✓		
13b) If the answer to question 13a is "yes", please confirm that information sheets, consent forms, and research instruments, where appropriate, have been directly translated from the English versions submitted with this application.	✓		
14a. Does the proposed research involve children under the age of 5?		✓	
14b. If the answer to question 14a is "yes": My Head of School (or authorised Head of Department) has given details of the proposed research to the University's insurance officer, and the research will not proceed until I have confirmation that insurance cover is in place.			✓
If you have answered YES to Question 3, please complete Section B below			

Please complete **either** Section A **or** Section B and provide the details required in support of your application. Sign the form (Section C) then submit it with all relevant attachments (e.g. information sheets, consent forms, tests, questionnaires, interview schedules) to the Institute's Ethics Committee for consideration. Any missing information will result in the form being returned to you.

A: My research goes beyond the 'accepted custom and practice of teaching' but I consider that this project has no significant ethical implications . (Please tick the box.)	
Please state the total number of participants that will be involved in the project and give a breakdown of how many there are in each category e.g. teachers, parents, pupils etc.	
Give a brief description of the aims and the methods (participants, instruments and procedures) of the project in up to 200 words noting: 1. title of project 2. purpose of project and its academic rationale 3. brief description of methods and measurements 4. participants: recruitment methods, number, age, gender, exclusion/inclusion criteria 5. consent and participant information arrangements, debriefing (attach forms where necessary) 6. a clear and concise statement of the ethical considerations raised by the project and how you intend to deal with them. 7. estimated start date and duration of project	
B: I consider that this project may have ethical implications that should be brought before the Institute's Ethics Committee.	✓
Please state the total number of participants that will be involved in the project and give a breakdown of how many there are in each category e.g. teachers, parents, pupils etc. 16 participants will be involved in this research. 8 of them will be university tutor from university environment and 8 of them will be cooperating teacher from practice school environment.	
Give a brief description of the aims and the methods (participants, instruments and procedures) of the project in up to 200 words. 1. title of project 2. purpose of project and its academic rationale 3. brief description of methods and measurements 4. participants: recruitment methods, number, age, gender, exclusion/inclusion criteria 5. consent and participant information arrangements, debriefing (attach forms where necessary) 6. a clear and concise statement of the ethical considerations raised by the project and how you intend to deal with them. 7. estimated start date and duration of project	

¹ Sensitive personal data consists of information relating to the racial or ethnic origin of a data subject, their political opinions, religious beliefs, trade union membership, sexual life, physical or mental health or condition, or criminal offences or record.

Implementing School Based Teacher Training: The Case of Departments of Education for Intellectually Disabled Students in Turkey.

This study is going to focus on school placement in Department of Education for Intellectual Disabled Students (DEIDS) in Turkey. There are 22 DEIDS in Turkey and the previous research shows that there are differences between them in the implementation of school placements and as compared with the national regulations. If they have different implementation models and approaches for transferring theory into practice, their students' learning performance may differ because of their teaching differences. This study will focus on what differences there are (if any) and why these differences occur in the school placement system. Cultural-Historical-Activity Theory, Resistance to Change theory and Self-Efficacy Theory will be used to understand the system and the reasons for differences. The data will be collected from 24 participants in 4 DEIDS. Two University tutors and two cooperating teachers will participate from each school placement program. The participants will fill in a background information form to find out current practice lasting about 5 minutes, and then will have an interview lasting about 45 minutes which will be recorded. Written consent will be obtained from each participant, DEIDS and 'Department of Education for Research and Development' for schools. The data will be gathered over three months, between October and December 2016.

C: SIGNATURE OF APPLICANT:

Note: a signature is required. Typed names are not acceptable.

I have declared all relevant information regarding my proposed project and confirm that ethical good practice will be followed within the project.

Signed:

Print Name: Oguzhan HAZIR

Date 20/05/2016

STATEMENT OF ETHICAL APPROVAL FOR PROPOSALS SUBMITTED TO THE INSTITUTE ETHICS COMMITTEE

This project has been considered using agreed Institute procedures and is now approved.

Signed:

Print Name: Xiao Lan Curdt-Christiansen

Date 10 October 2016

(IoE Research Ethics Committee representative)*

* A decision to allow a project to proceed is not an expert assessment of its content or of the possible risks involved in the investigation, nor does it detract in any way from the ultimate responsibility which students/investigators must themselves have for these matters. Approval is granted on the basis of the information declared by the applicant.

APPENDIX 13: Cooperating teacher information and consent forms



Cooperating Teacher information sheet

Research Project: Implementing School Based Teacher Training: The Case of Departments of Education for Intellectually Disabled Students in Turkey.

Researcher: Mr. Oguzhan Hazir

Project Supervisors: Dr Tim Williams, Dr Richard John Harris

We would like to invite you to take part in a research study about school placement.

What is the study?

The study is being conducted by the University of Reading. It aims to find out the differences between school placements in departments of education for intellectually disabled students in Turkey, and what the reasons are behind these differences.

It hopes to make recommendations regarding how we can best help to teaching practicum program to make progress in terms of finding out the differences with its reason of occurrence.

The study will involve cooperating teachers and university tutors who collaborate together during student teachers' school placement. If the participants who will be interviewed give their consent, they will be audio recorded and they will fill out a background information form. The recordings will be transcribed and anonymised before being analysed. However, they do not have to be audio recorded. The researcher can take notes during the interview.

Why have I been chosen to take part?

You have been invited to take part in the project because you have expressed an interest in being involved in our project, because you are working as a cooperating teacher for student teachers who are enrolled in department of education for intellectually disabled students and because your view as a cooperating teacher about mentoring are quite valuable reaching the research aims.

Do I have to take part?

It is entirely up to you whether you participate. You may also withdraw your consent to participation at any time during the project, without any repercussions to you, by contacting the PhD Researcher, Mr. Oguzhan Hazir, Tel: +44 (0)7874301127, email: o.hazir@pgr.reading.ac.uk

What will happen if I take part?

You will be asked to complete a short background information form to find out how the school placement works and your experience of it. This should take about 5 minutes to complete.

Furthermore, we will also record interviews with cooperating teachers and university tutors, if they give their consent. The interview takes approximately 30 minutes and it will be recorded, and the recordings will be transcribed. Nevertheless, they do not have to be audio

recorded. In this interview, the researcher would like to get extra information about the school placement from your point of view. During the interview (conducted by the PhD Researcher, Oguzhan Hazir), brief written notes will be made.

What are the risks and benefits of taking part?

The information you give will remain confidential and will only be seen by the research team listed at the start of this letter. Neither you, university tutors, department of education or the school will be identifiable in any published report resulting from the study. Information about individuals will not be shared with the school.

Participants in similar studies have found it interesting to take part. We anticipate that the findings of the study will be useful for teaching practicum.

What will happen to the data?

Any data collected will be held in strict confidence and no real names will be used in this study or in any subsequent publications. The records of this study will be kept private. No identifiers linking you, the university tutor, department of education or the school to the study will be included in any sort of report that might be published. Participants will be assigned a number and will be referred to by that number in all records. Research records will be stored securely in a locked filing cabinet and on a password-protected computer and only the research team will have access to the records. The data will be destroyed securely once the findings of the study are written up, after five years. The results of the study will be presented at national and international conferences, and in written reports and articles. We can send you electronic copies of these publications if you wish.

What happens if I change my mind?

You can change your mind at any time without any repercussions. During the research, you can stop completing the activities at any time. If you change your mind after data collection has ended, we will discard your data.

Who has reviewed the study?

This project has been reviewed following the procedures of the University Research Ethics Committee and has been given a favourable ethical opinion for conduct. The University has the appropriate insurances in place. Full details are available on request.

What happens if something goes wrong?

In the unlikely case of concern or complaint, you can contact:

Dr Tim Williams, University of Reading; Tel: +44 (0) 118 378 2631,
Email: timothy.williams@reading.ac.uk

[Dr Richard John Harris, University of Reading Tel: +44 \(0\) 118 378 2725](mailto:r.j.harris@reading.ac.uk)
Email: r.j.harris@reading.ac.uk

Where can I get more information?

If you would like more information, please contact Mr. Oguzhan Hazir

Tel: +44 (0)7874301127 email: o.hazir@pgr.reading.ac.uk

We do hope that you will agree to your participation in the study. If you do, please complete the attached consent form and return it, sealed, in the pre-paid envelope provided, to us.

Thank you for your time.

Research Project: Implementing School Based Teacher Training: The Case of Departments of Education for Intellectually Disabled Students in Turkey.

Cooperating Teacher Consent Form

I have read the Information Sheet about the project and received a copy of it.

I understand what the purpose of the project is and what is required of me. All my questions have been answered.

Name of Cooperating Teacher: _____

Name of school: _____

Please tick as appropriate:

I consent to complete a background information form

I consent to be interviewed by Oguzhan Hazir

I consent to this interview being recorded:

Signed: _____

Date: ____/____/____

APPENDIX 14: Turkish cooperating teacher information and consent forms

Uygulama Sınıf Öğretmeni Bilgilendirme Formu

Araştırma Konusu: Öğretmenlik Uygulaması Programının Uygulanması: Türkiye’de ki Özel Eğitim Bölümleri Vaka Çalışması

Araştırmacı: Oğuzhan Hazır

Araştırma Danışmanları: Dr. Tim Williams, Dr. Richard John Harris

Sizi öğretmenlik uygulaması ile alakalı olan çalışmamızda yer almanız için davet ediyoruz.

Bu çalışma neyi içermektedir?

Bir kaç hafta önce bu çalışma için sizinle iletişime geçmiştik. Bu çalışma Reading Üniversitesi tarafından yürütülmektedir ve zihin engelliler öğretmenliği bölümlerinde uygulanan öğretmenlik uygulaması programlarının farklılıklarını ve bu farklılıklara nelerin neden olduğunu ortaya çıkarmayı amaçlamıştır.

Bu çalışma, öğretmenlik uygulaması programını yürüten anabilim dallarına, uygulamalarındaki farklılıkların nasıl ve niçin ortaya çıktığı üzerine çalışarak, önerilerde bulunmayı amaçlamaktadır.

Bu çalışma, uygulama okullarında ki uygulama öğrencisi ile çalışan uygulama sınıf öğretmenleri ve uygulama öğretim elemanları ile yapılacaktır. Katılımcılardan iki farklı şekilde veri toplanacaktır; tecrübe bilgi alma formu ve mülakat. Mülakat yapılırken, izin verdikleri takdirde katılımcıların ses kaydı yapılacaktır. Bununla beraber, katılımcılar ses kaydına izin vermek zorunda değildirler. Ayrıca bu ses kayıtları anonim bir şekilde yazıya dökülüp analiz edilecektir.

Niçin bu çalışma için uygun olduğum düşünülüyor?

Zihin Engelliler Öğretmenliği anabilimdekinde yer alan öğretmenlik uygulaması programı içerisinde uygulama sınıf öğretmeni olarak görev yapmanızdan dolayı bu çalışma için uygun olduğunuz düşünülmektedir, çünkü bu çalışmada uygulama sınıf öğretmenin deneyimleri, görüşleri, bakisi açısı araştırmanın amaçlarına ulaşmakta faydalı olacaktır.

Bu çalışmaya katılmak zorunda mıyım?

Bu araştırmaya katılmak tamamıyla sizin istediğinize kalmıştır. Eğer arzu ederseniz, araştırma devam ederken bile ayrılabilirsiniz. Eğer herhangi bir sorunuz olursa, araştırmacı Oğuzhan HAZIR ile iletişime geçebilirsiniz. İletişim bilgileri aşağıda yer almaktadır.
Tel: +44 7874 301127, E-Posta adresi: o.hazir@pgr.reading.ac.uk

Eğer bu araştırma da yer alırsam ne olacak?

Bu araştırmada yer alırsanız, sizden ortalama 5 dakika sürecek öğretmenlik uygulaması programı içerisinde ki deneyimlerinizle alakalı tecrübe bilgi alma formu doldurmanız istenecektir.

Ek olarak, uygulama öğretim elemanları ve uygulama sınıf öğretmenleri ile 45 dakika sürecek mülakat yapacağız. Mülakat görüşmesini yaparken, izniniz olursa ses kaydı yapılacaktır. Önce de söylenildiği gibi, ses kaydına izin vermek zorunda değilsiniz. Bu mülakat görüşmesinde de sizden öğretmenlik uygulaması ile alakalı ekstra bilgi istenecektir. Bu mülakat boyunca araştırmacı Oğuzhan Hazır kısa notlar tutacaktır.

Bu çalışmaya katılmanın faydaları ve riskleri nelerdir?

Bu çalışma yukarıda adı geçen proje çalışma grubu haricinde hiç kimse ile paylaşılmayacaktır. Ne siz, ne uygulama öğretim elemanı, ne anabilim dalı, ne de uygulama okulu bu çalışmanın yayınlanmasından sonra, analiz edilen verilerden kimlik tespiti veya herhangi bir çağrışım yapamayacaktır. Hiç bir bilgi kurumlarla paylaşılmayacaktır.

Benzer çalışmalarda ki katılımcılar çalışmanın ilgi çekici olduğunu düşünmelerinden dolayı, bu araştırmaya dâhil olmak istemişlerdir. Bu çalışmanın öğretmenlik uygulaması programının geliştirilmesine katkı sağlayacağını düşünmekteyiz.

Toplanan veriler ne olacak?

Toplanan tüm veriler kesinlikle gizli tutulacak ve hiçbir gerçek isim bu çalışmada veya herhangi bir yayında kullanılmayacaktır. Araştırmada ki kayıtlar tamamıyla gizli tutulacaktır. Sizi açığa çıkaracak herhangi hiçbir bilgi kimse ile paylaşılmayacaktır. Toplanan veriler şifreli bir bilgisayarın içerisinde ve şifreli bir dolabın içerisinde muhafaza edilecektir. Bu çalışmanın bulguları 5 yıl sonra, güvenli bir biçimde imha edilecektir. Çalışmada kullanılan veriler uluslararası kongrelerde, konferanslarda kullanılabilir ancak, kesinlikle anket bilgileri, kopyaları hiçbir yere gönderilmeyecektir. Eğer derseniz, bu çalışmanın elektronik kopyalarını size elektronik posta aracılığı ile gönderebiliriz.

Eğer fikrimi değiştirirsem ne olur?

Eğer fikrinizi değiştirirseniz, istediğiniz zaman araştırmada sizinle ilgili olan kısım devre dışı bırakılır. Araştırma devam ederken, önce de söylendiği gibi, görüşmeyi sonlandırabiliriz. Daha sonra fikrinizi değiştirirseniz, e-posta veyahut telefon aracılığı ile bizimle iletişime geçerseniz, sizin verilerinizi araştırmadan çıkarabiliriz.

Bu çalışmanın araştırma kriterlerine uygunluğunu kim değerlendirdi?

Bu çalışma için gerekli olan tüm prosedürler üniversitenin etik kurulu tarafından kontrol edilmiş olup, Oğuzhan Hazır'a araştırma için veri toplama izni verilmiştir. Reading Üniversitesi, bu çalışma için yerinde sigortaya sahiptir ve dilerse bu bilgiler sizin e-posta adresinize gönderilir.

Eğer yanlış giden bir durum söz konusu olursa, ne yapılmalıdır?

Eğer araştırma ile alakalı, herhangi bir şikâyetiniz, isteğiniz veyahut endişeniz var ise Dr. Tim Williams ve Dr. Richard John Harris ile iletişime geçebilirsiniz.

Dr Tim Williams, Reading Üniversitesi; Tel: +44 (0) 118 378 2631,
E-Posta: timothy.williams@reading.ac.uk

Dr Richard John Harris, Reading Üniversitesi Tel: +44 (0) 118 378 2725
E-Posta: r.j.harris@reading.ac.uk

Daha fazla bilgiyi nereden alabilirim?

Eğer araştırma ile alakalı daha fazla bilgi almak istiyorsanız, lütfen Oğuzhan HAZIR ile iletişime geçiniz.

Tel: +44 7874 301127, E-Posta: o.hazir@pgr.reading.ac.uk

Umarız bu araştırma da yer almayı kabul edersiniz. Eğer bu araştırma da yer almak istiyorsanız lütfen aşağıda yer alan rıza formunu imzalayınız ve istediğiniz halinde araştırmacıya ya da posta aracılığı ile gönderebilirsiniz.

Zaman ayırdığınız için teşekkür ederiz.

Saygılarımızla.

Dr. Tim I. Williams, D.Phil., AFBPsS

Associate Professor

HCPG registered Clinical and Educational Psychologist

Accredited Behavioural and Cognitive Psychotherapist

Araştırma Konusu: Öğretmenlik Uygulaması Programının Uygulanması: Türkiye’de ki Özel Eğitim Bölümleri Vaka Çalışması

Uygulama Sınıf Öğretmeni Rıza Formu

Verilen bilgilendirme formunu okudum ve bir kopyasını aldım.

Bu çalışmanın neyi amaçladığını ve bana neden ihtiyaç duyulduğunu anladım. Çalışma ile alakalı sorumlarım yanıtlandı.

Uygulama Sınıf Öğretmeninin Adı Soyadı: _____

Okulunun Adı: _____

Lütfen aşağıdaki kutuyu işaretleyiniz:

Tecrübe bilgi alma formunu doldurmayı kabul ediyorum.

Oğuzhan Hazır’ın benimle mülakat yapmasını kabul ediyorum.

Bu görüşmenin kayıt edilmesini kabul ediyorum.

İmza: _____

Tarih: ___/___/___

APPENDIX 15: Cooperating teacher interview information and consent form

Researcher:

Name: Oguzhan Hazir

Phone: +44 (0)7874301127

Email: o.hazir@pgr.reading.ac.uk

Principal Supervisor:

Name: Dr. Tim Williams

Phone: +44 (0) 118 378 2631

Email: timothy.williams@reading.ac.uk

COOPERATING TEACHER INFORMATION SHEET

You have been asked to participate in a research study and selected to be a possible participant because of your study experience within school placement for department of education for intellectually disabled students. A total of approximately 16 people have been asked to participate in this study, including 8 university tutor and 8 cooperating teachers. The purpose of this study is to examine different implementations of teaching practicum programs in the department of education for intellectually disabled students in Turkey. The results of this study will be used for research purposes, within my dissertation and as part of external research publications in the future.

If you agree to participate in this study, you will be asked to take part in an interview with the researcher, lasting approximately 30 minutes. The interview will be recorded and transcribed with your permission. However, you do not have to be audio recorded. The transcription will be shown to you in order for you to check its accuracy and to confirm that you are still happy for its contents to be used. The information gathered will be used by the student researcher for data analysis.

Any data collected will be held in strict confidence and no real names will be used in this study or in any subsequent publications. You will be assigned an identification number (ID) only to distinguish your responses from those of other participants. This ID is in no way associated with your name. The records of this study will be kept private. No identifiers linking you to the study will be included in any sort of report that might be published. Research records will be stored securely in a locked filing cabinet and on a password-protected computer and only the student researcher, Mr. Oguzhan Hazir, and the researcher's supervisor, Dr Tim Williams and Dr Richard John Harris will have access to the records. The student researcher can also send the results of this research to you electronically if you wish to have them. We do not anticipate that participation in the project will involve you in any expense.

Your decision to participate is entirely voluntary. Also, you are free to withdrawal your consent at any time, without giving a reason, by contacting the student researcher, Mr. Oguzhan Hazir, on +44 (0)7874301127 or o.hazir@pgr.reading.ac.uk if you wish to withdraw from the study.

This application has been reviewed following the procedures of the University Research Ethics Committee and has been given a favourable ethical opinion for conduct.

If you have any queries or wish to clarify anything about the study, please feel free to contact my supervisor by emailing

Signed: _____

Date: ____/____/____

APPENDIX 16: Turkish cooperating teacher interview information and consent form

Araştırmacı

Adi Soyadı: Oğuzhan Hazır

Telefon: +44 7874 301127

E-Posta: o.hazir@pgr.reading.ac.uk

Araştırma Danışman:

Adi Soyadı: Dr. Tim Williams

Telefon: +44 (0) 118 378 2631

E-Posta: timothy.williams@reading.ac.uk

UYGULAMA SINIF ÖĞRETMENİ BİLGİLENDİRME FORMU

Bu araştırmaya katılımcı olmanız için size bilgilendirme yapılmaktadır. Bu çalışmaya katılmanızı Özel Eğitim öğretmenliği bölümlerindeki öğretmenlik uygulaması programında yer almanızdan ve bu konuda tecrübenizin olmasından dolayı istiyoruz. Bu çalışmaya, öğretmenlik uygulaması programında aktif olarak görev yapan 24 kişi dâhil edilecektir. Bu katılımcıların 12'si uygulama öğretim elemanı, 12'si uygulama sınıf öğretmeni olacaktır. Bu çalışmanın amacı, Türkiye'de ki Özel Eğitim öğretmenliği bölümlerinde ki farklı öğretmenlik uygulaması programlarının incelemektir. Bu çalışmada toplanan veriler, doktora tez çalışmasının araştırma sorularını yanıtlamayı ve gelecekteki yayınlanacak araştırmalar için kullanılacaktır.

Eğer bu çalışmaya katılmayı onaylarsanız, araştırmacı ile yapılacak olan yaklaşık 45 dakikalık mülakata katılacaksınız. Mülakat görüşmesinde ses kaydı yapılacak olup, bu ses kaydı yazılı formata dökülecektir. Bununla birlikte, ses kaydına izin vermek zorunda değilsiniz. Ek olarak, bu yazılı format size de gönderilecek ve eğer siz de ses kaydının düzgün ve doğru bir şekilde yazıya doğduğunu onaylarsanız, sizinle yapılan mülakat görüşmesi doktora araştırmacısının çalışmasına dâhil edilecektir.

Toplanan tüm veriler kesinlikle gizli tutulacaktır ve hiçbir gerçek isimler bu çalışmada veya sonraki yayınlarda kullanılmayacaktır. Sizden alınan verileri, diğer katılımcıların verilerinden ayırt edebilmek amacıyla her katılımcıya bir numara verilecektir. Verilen bu numaralar, kesinlikle sizin adınızı veya kurumuzu ifşa etmeyecek şekilde düzenlenecektir. Bu çalışmanın kayıtları gizli tutulacaktır. Bu çalışma yayınlandığında verilerin sizden veya kurumuzdan toplandığına dair hiç bir bilgi yer almayacaktır. Araştırmanın verileri kilitli bir dosya dolabında ve şifreli bir bilgisayarda koruma altına alınacak olup, bu verilere sadece Oğuzhan Hazır ve danışman Dr. Tim Williams ve Dr. Richard John Harris erişebilecektir. Dilerseniz, araştırmacı size bu çalışmanın sonuçlarını elektronik olarak gönderebilir. Bu çalışmaya katılımınızdan dolayı sahsınıza herhangi bir masraf çıkarılmayacaktır.

Bu çalışmaya katılmak tamamıyla gönüllülük esası üzerine kurulmuştur. Aynı zamanda, dilediğiniz zaman size ait olan verilerin herhangi bir neden belirtmeksizin çalışmadan çıkarılmasını talep edebilirsiniz. Böyle bir istediğiniz olursa, Oğuzhan Hazır ile iletişime geçebilirsiniz. Telefon: +44 7874 301127 E-Posta: o.hazir@pgr.reading.ac.uk

Bu çalışma için gerekli olan tüm prosedürler üniversitenin etik kurulu tarafından kontrol edilmiş olup, Oğuzhan Hazır'a araştırma için veri toplama izni verilmiştir.

Çalışma ile alakalı herhangi bir sorunuz, şikâyetiniz veya öneriniz varsa, lütfen araştırma danışmanı ile iletişime geçiniz.

Rıza Formu

Araştırma Konusu: Öğretmenlik Uygulaması Programının Uygulanması: Türkiye'de ki Özel Eğitim Bölümleri Vaka Çalışması

Bilgilendirme formunda yazılanları okudum ve Oğuzhan Hazır araştırma ile alakalı gerekli bilgilendirmeleri yaptı.

Bu araştırmanın amaçları, benim neden bu çalışmada bulunmam gerektiği ve sorduğum sorular tatmin edici şekilde araştırmacı tarafından açıklandı. Bilgilendirme formunda anlatılan bilgilerin benimle ilgili olmasından dolayı bu çalışmada katılımcı olmayı kabul ediyorum.

Benimle mülakat yapılmasını, mülakat süresince ses kaydı yapılmasını ve bu ses kaydının yazılı formata dökülmesini kabul ediyorum.

Bu çalışmaya katılımcı olmamın gönüllülük esası üzerine kurulu olduğunu ve istediğim zaman herhangi bir neden belirtmeksizin araştırmadan benimle ilgili olan bölümlerin çıkartılabileceğini anladım.

Bilgilendirme formunun ve bu rıza formunun bir kopyasını aldım.

Lütfen aşağıdaki uygun olan yerleri işaretleyiniz:

Benimle mülakat yapılmasını onaylıyorum.

_____ Evet Hayır _____

Mülakat sırasında ses kaydı yapılmasını onaylıyorum.

_____ Evet Hayır _____

Adi Soyadı: _____

İmza: _____

Tarih: _____

APPENDIX 17: University tutor information and consent forms

University Tutor information sheet

Research Project: Implementing School Based Teacher Training: The Case of Departments of Education for Intellectually Disabled Students in Turkey.

Researcher: Mr. Oguzhan Hazir

Project Supervisors: Dr Tim Williams, Dr Richard John Harris

We would like to invite you to take part in a research study about school placement.

What is the study?

The study is being conducted by the University of Reading. It aims to find out the differences between school placements in departments of education for intellectually disabled students in Turkey, and what the reasons are behind these differences.

It hopes to make recommendations regarding how we can best help to teaching practicum program to make progress in terms of finding out the differences with its reason of occurrence.

The study will involve cooperating teachers and university tutors who collaborate together during student teachers' school placement. If the participants who will be interviewed give their consent, they will be audio recorded and they will fill out a background information form. The recordings will be transcribed and anonymised before being analysed. However, they do not have to be audio recorded. The researcher can take notes during the interview.

Why have I been chosen to take part?

You have been invited to take part in the project because you have expressed an interest in being involved in our project, because you are working as a university tutor for student teachers who are enrolled in department of education for intellectually disabled students and because your view as a university tutor about tutoring are quite valuable reaching the research aims.

Do I have to take part?

It is entirely up to you whether you participate. You may also withdraw your consent to participation at any time during the dissertation, without any repercussions to you, by contacting the PhD Researcher, Mr. Oguzhan Hazir, Tel: +44 (0)7874301127, email: o.hazir@pgr.reading.ac.uk

What will happen if I take part?

You will be asked to complete a short background information form to find out how the school placement works and your experience of it. This should take about 5 minutes to complete.

Furthermore, we will also record interviews with cooperating teachers and university tutors, if they give their consent. The interview takes approximately 30 minutes and it will be recorded, and the recordings will be transcribed. Nevertheless, they do not have to be audio recorded. In this interview, the researcher would like to get extra information about the

school placement from your point of view. During the interview (conducted by the PhD Researcher, Oguzhan Hazir), brief written notes will be made.

What are the risks and benefits of taking part?

The information you give will remain confidential and will only be seen by the research team listed at the start of this letter. Neither you, cooperating teachers, department of education or the school will be identifiable in any published report resulting from the study. Information about individuals will not be shared with the school.

Participants in similar studies have found it interesting to take part. We anticipate that the findings of the study will be useful for teaching practicum.

What will happen to the data?

Any data collected will be held in strict confidence and no real names will be used in this study or in any subsequent publications. The records of this study will be kept private. No identifiers linking you, the cooperating teacher, department of education or the school to the study will be included in any sort of report that might be published. Participants will be assigned a number and will be referred to by that number in all records. Research records will be stored securely in a locked filing cabinet and on a password-protected computer and only the research team will have access to the records. The data will be destroyed securely once the findings of the study are written up, after five years. The results of the study will be presented at national and international conferences, and in written reports and articles. We can send you electronic copies of these publications if you wish.

What happens if I change my mind?

You can change your mind at any time without any repercussions. During the research, you can stop completing the activities at any time. If you change your mind after data collection has ended, we will discard your data.

Who has reviewed the study?

This project has been reviewed following the procedures of the University Research Ethics Committee and has been given a favourable ethical opinion for conduct. The University has the appropriate insurances in place. Full details are available on request.

What happens if something goes wrong?

In the unlikely case of concern or complaint, you can contact:

Dr Tim Williams, University of Reading; Tel: +44 (0) 118 378 2631,
Email: timothy.williams@reading.ac.uk

[Dr Richard John Harris, University of Reading Tel: +44 \(0\) 118 378 2725](mailto:r.j.harris@reading.ac.uk)
Email: r.j.harris@reading.ac.uk

Where can I get more information?

If you would like more information, please contact Mr. Oguzhan Hazir

Tel: +44 (0)7874301127 email: o.hazir@pgr.reading.ac.uk

We do hope that you will agree to your participation in the study. If you do, please complete the attached consent form and return it, sealed, in the pre-paid envelope provided, to us.

Thank you for your time.

Research Project: Implementing School Based Teacher Training: The Case of Departments of Education for Intellectually Disabled Students in Turkey.

University Tutor Consent Form

I have read the Information Sheet about the project and received a copy of it.

I understand what the purpose of the project is and what is required of me. All my questions have been answered.

Name of University Tutor: _____

Name of department: _____

Name of university: _____

Please tick as appropriate:

I consent to complete a background information form

I consent to be interviewed by Oguzhan Hazir

I consent to this interview being recorded:

Signed: _____

Date: ____/____/____

APPENDIX 18: University tutor information and consent forms

Uygulama Öğretim Elemanı Bilgilendirme Formu

Araştırma Konusu: Öğretmenlik Uygulaması Programının Uygulanması: Türkiye’de ki Özel Eğitim Bölümleri Vaka Çalışması

Araştırmacı: Oğuzhan Hazır

Araştırma Danışmanları: Dr. Tim Williams, Dr. Richard John Harris

Sizi öğretmenlik uygulaması ile alakalı olan çalışmamızda yer almanız için davet ediyoruz.

Bu çalışma neyi içermektedir?

Bir kaç hafta önce bu çalışma için sizinle iletişime geçmiştik. Bu çalışma Reading Üniversitesi tarafından yürütülmektedir ve zihin engelliler öğretmenliği bölümlerinde uygulanan öğretmenlik uygulaması programlarının farklılıklarını ve bu farklılıklara nelerin neden olduğunu ortaya çıkarmayı amaçlamıştır.

Bu çalışma, öğretmenlik uygulaması programını yürüten anabilim dallarına, uygulamalarında ki farklılıkların nasıl ve niçin ortaya çıktığı üzerine çalışarak, önerilerde bulunmayı ummaktadır.

Bu çalışma, uygulama okullarında ki uygulama öğrencisi ile çalışan uygulama sınıf öğretmenleri ve uygulama öğretim elemanları ile yapılacaktır. Katılımcılardan iki farklı şekilde veri toplanacaktır; tecrübe bilgi alma formu ve mülakat. Mülakat yapılırken, izin verdikleri takdirde katılımcıların ses kaydı yapılacaktır. Bununla beraber, katılımcılar ses kaydına izin vermek zorunda değildirler. Ayrıca bu ses kayıtları anonim bir şekilde yazıya dökülüp analiz edilecektir.

Niçin bu çalışma için uygun olduğum düşünülüyor?

Zihin Engelliler Öğretmenliği anabilimdekinde yer alan öğretmenlik uygulaması programı içerisinde uygulama öğretim elemanı olarak görev yapmanızdan dolayı bu çalışma için uygun olduğunuz düşünülmektedir, çünkü bu çalışmada uygulama öğretim elemanının deneyimleri, görüşleri, bakışı araştırmanın amaçlarına ulaşmakta faydalı olacaktır.

Bu çalışmaya katılmak zorunda mıyım?

Bu araştırmaya katılmak tamamıyla sizin istediğinize kalmıştır. Eğer arzu ederseniz, araştırma devam ederken bile ayrılabilirsiniz. Eğer herhangi bir sorunuz olursa, araştırmacı Oğuzhan HAZIR ile iletişime geçebilirsiniz. İletişim bilgileri aşağıda yer almaktadır.
Tel: +44 7874 301127, E-Posta adresi: o.hazir@pgr.reading.ac.uk

Eğer bu araştırma da yer alırsam ne olacak?

Bu araştırmada yer alırsanız, sizden ortalama 5 dakika sürecek öğretmenlik uygulaması programı içerisindeki deneyimlerinizle alakalı tecrübe bilgi alma formu doldurmanız istenecektir.

Ek olarak, uygulama öğretim elemanları ve uygulama sınıf öğretmenleri ile 45 dakika sürecek mülakat yapacağız. Mülakat görüşmesini yaparken, izniniz olursa ses kaydı yapılacaktır. Önce de söylenildiği gibi, ses kaydına izin vermek zorunda değilsiniz. Bu mülakat görüşmesinde de sizden öğretmenlik uygulaması ile alakalı ekstra bilgi istenecektir. Bu mülakat boyunca araştırmacı Oğuzhan Hazır kısa notlar tutacaktır.

Bu çalışmaya katılmanın faydaları ve riskleri nelerdir?

Bu çalışma yukarıda adı geçen proje çalışma grubu haricinde hiç kimse ile paylaşılmayacaktır. Ne siz, ne uygulama sınıf öğretmeni, ne anabilim dalınız, ne de uygulama okulu bu çalışmanın yayınlanmasından sonra, analiz edilen verilerden kimlik tespiti veya herhangi bir çağrışım yapamayacaktır. Hiç bir bilgi kurumlarla paylaşılmayacaktır.

Benzer çalışmalarda ki katılımcılar çalışmanın ilgi çekici olduğunu düşünmelerinden dolayı, bu araştırmaya dâhil olmak istemişlerdir. Bu çalışmanın öğretmenlik uygulaması programının geliştirilmesine katkı sağlayacağını düşünmekteyiz.

Toplanan veriler ne olacak?

Toplanan tüm veriler kesinlikle gizli tutulacak ve hiçbir gerçek isim bu çalışmada veya herhangi bir yayında kullanılmayacaktır. Araştırmada ki kayıtlar tamamıyla gizli tutulacaktır. Sizi açığa çıkaracak herhangi hiçbir bilgi kimse ile paylaşılmayacaktır. Toplanan veriler şifreli bir bilgisayarın içerisinde ve şifreli bir dolabın içerisinde muhafaza edilecektir. Bu çalışmanın bulguları 5 yıl sonra, güvenli bir biçimde imha edilecektir. Çalışmada kullanılan veriler uluslararası kongrelerde, konferanslarda kullanılabilir ancak, kesinlikle anket bilgileri, kopyaları hiçbir yere gönderilmeyecektir. Eğer dilerseniz, bu çalışmanın elektronik kopyalarını size elektronik posta aracılığı ile gönderebiliriz.

Eğer fikrimi değiştirirsem ne olur?

Eğer fikrinizi değiştirirseniz, istediğiniz zaman araştırmada sizinle ilgili olan kısım devre dışı bırakılır. Araştırma devam ederken, önceden de söylenildiği gibi, görüşmeyi sonlandırabiliriz. Daha sonra fikrinizi değiştirirseniz, e-posta veyahut telefon aracılığı ile bizimle iletişime geçerseniz, sizin verilerinizi araştırmadan çıkarabiliriz.

Bu çalışmanın araştırma kriterlerine uygunluğunu kim değerlendirdi?

Bu çalışma için gerekli olan tüm prosedürler üniversitenin etik kurulu tarafından kontrol edilmiş olup, Oğuzhan Hazır'a araştırma için veri toplama izni verilmiştir. Reading Üniversitesi, bu çalışma için yerinde sigortaya sahiptir ve dilerse bu bilgiler sizin e-posta adresinize gönderilir.

Eğer yanlış giden bir durum söz konusu olursa, ne yapılmalıdır?

Eğer araştırma ile alakalı, herhangi bir şikâyetiniz, isteğiniz veyahut endişeniz var ise Dr. Tim Williams ve Dr. Richard John Harris ile iletişime geçebilirsiniz.

Dr. Tim Williams, Reading Üniversitesi; Tel: +44 (0) 118 378 2631,
E-Posta: timothy.williams@reading.ac.uk

Dr. Richard John Harris, Reading Üniversitesi Tel: +44 (0) 118 378 2725
E-Posta: r.j.harris@reading.ac.uk

Daha fazla bilgiyi nereden alabilirim?

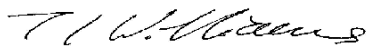
Eğer araştırma ile alakalı daha fazla bilgi almak istiyorsanız, lütfen Oğuzhan HAZIR ile iletişime geçiniz.

Tel: +44 7874 301127, E-Posta: o.hazir@pgr.reading.ac.uk

Umarız bu araştırma da yer almayı kabul edersiniz. Eğer bu araştırma da yer almak istiyorsanız lütfen aşağıda yer alan rıza formunu imzalayınız ve istediğiniz halinde araştırmacıya ya da posta aracılığı ile gönderebilirsiniz.

Zaman ayırdığınız için teşekkür ederiz.

Saygılarımızla.



Dr. Tim I. Williams, D.Phil., AFBPsS

Associate Professor

HCPC registered Clinical and Educational Psychologist

Accredited Behavioural and Cognitive Psychotherapist

Araştırma Konusu: Öğretmenlik Uygulaması Programının Uygulanması: Türkiye’de ki Özel Eğitim Bölümleri Vaka Çalışması

Bolum Başkanı Rıza Formu

Verilen bilgilendirme formunu okudum ve bir kopyasını aldım.

Bu çalışmanın neyi amaçladığını ve bana neden ihtiyaç duyulduğunu anladım. Çalışma ile alakalı sorumlarım yanıtlandı.

Uygulama Öğretim Elemanının Adı Soyadı: _____

Anabilim dalının adı: _____

Bolumun adı: _____

Üniversitenin adı: _____

Lütfen aşağıdaki kutuyu işaretleyiniz:

Tecrübe bilgi alma formunu doldurmayı kabul ediyorum.

Oğuzhan Hazır’ın benimle görüşme yapmasını kabul ediyorum.

İmza: _____

Tarih: ___/___/___

APPENDIX 19: University tutor interview information and consent form

Researcher:

Name: Oguzhan Hazir

Phone: +44 (0)7874301127

Email: o.hazir@pgr.reading.ac.uk

Principal Supervisor:

Name: Dr. Tim Williams

Phone: +44 (0) 118 378 2631

Email: timothy.williams@reading.ac.uk

UNIVERSITY TUTOR INFORMATION SHEET

You have been asked to participate in a research study and selected to be a possible participant because of your study experience within school placement for department of education for intellectually disabled students. A total of approximately 16 people have been asked to participate in this study, including 8 university tutor and 8 cooperating teachers. The purpose of this study is to examine different implementations of teaching practicum programs in the department of education for intellectually disabled students in Turkey. The results of this study will be used for research purposes, within my dissertation and as part of external research publications in the future.

If you agree to participate in this study, you will be asked to take part in an interview with the researcher, lasting approximately 30 minutes. The interview will be recorded and transcribed with your permission. However, you do not have to be audio recorded. The transcription will be shown to you in order for you to check its accuracy and to confirm that you are still happy for its contents to be used. The information gathered will be used by the student researcher for data analysis.

Any data collected will be held in strict confidence and no real names will be used in this study or in any subsequent publications. You will be assigned an identification number (ID) only to distinguish your responses from those of other participants. This ID is in no way associated with your name. The records of this study will be kept private. No identifiers linking you to the study will be included in any sort of report that might be published. Research records will be stored securely in a locked filing cabinet and on a password-protected computer and only the student researcher, Mr. Oguzhan Hazir, and the researcher's supervisor, Dr Tim Williams and Dr Richard John Harris will have access to the records. The student researcher can also send the results of this research to you electronically if you wish to have them. We do not anticipate that participation in the project will involve you in any expense.

Your decision to participate is entirely voluntary. Also, you are free to withdraw your consent at any time, without giving a reason, by contacting the student researcher, Mr. Oguzhan Hazir, on +44 (0)7874301127 or o.hazir@pgr.reading.ac.uk if you wish to withdraw from the study.

This application has been reviewed following the procedures of the University Research Ethics Committee and has been given a favourable ethical opinion for conduct.

If you have any queries or wish to clarify anything about the study, please feel free to contact my supervisor by emailing

APPENDIX 20: Turkish university tutor interview information and consent form

Arařtırmacı

Adi Soyadı: Oğuzhan Hazır

Telefon: +44 7874 301127

E-Posta: o.hazir@pgr.reading.ac.uk

Arařtırma Danıřmanı:

Adi Soyadı: Dr. Tim Williams

Telefon: +44 (0) 118 378 2631

E-Posta: timothy.williams@reading.ac.uk

UYGULAMA ÖĐRETİM ELEMANI BİLGİLENDİRME FORMU

Bu arařtırmaya katılımcı olmanız için size bilgilendirme yapılmaktadır. Bu çalışmaya katılmanızı Özel Eğitim öğretmenliđi bölümlerindeki öğretmenlik uygulaması programında yer almanızdan ve bu konuda tecrübenizin olmasından dolayı istiyoruz. Bu çalışmaya, öğretmenlik uygulaması programında aktif olarak görev yapan 24 kiři dâhil edilecektir. Bu katılımcıların 12'si uygulama öğretim elemanı, 12'si uygulama sınıf öğretmeni olacaktır. Bu çalışmanın amacı, Türkiye'de ki Özel Eğitim öğretmenliđi bölümlerinde ki farklı öğretmenlik uygulaması programlarının incelemektir. Bu çalışmada toplanan veriler, doktora tez çalışmasının arařtırma sorularını yanıtlamayı ve gelecekteki yayınlanacak arařtırmalar için kullanılacaktır.

Eđer bu çalışmaya katılmayı onaylarsanız, arařtırmacı ile yapılacak olan yaklaşık 45 dakikalık mülakata katılacaksınız. Mülakat görüşmesinde ses kaydı yapılacak olup, bu ses kaydı yazılı formata dökülecektir. Bununla birlikte, ses kaydına izin vermek zorunda değilsiniz. Ek olarak, bu yazılı format size de gönderilecek ve eđer siz de ses kaydının düzgün ve doğru bir şekilde yazıya dođulduđunu onaylarsanız, sizinle yapılan mülakat görüşmesi doktora arařtırmacısının çalışmasına dâhil edilecektir.

Toplanan tüm veriler kesinlikle gizli tutulacaktır ve hiçbir gerçek isimler bu çalışmada veya sonraki yayınlarda kullanılmayacaktır. Sizden alınan verileri, diđer katılımcıların verilerinden ayırt edebilmek amacıyla her katılımcıya bir numara verilecektir. Verilen bu numaralar, kesinlikle sizin adınızı veya kurumuzu ifřa etmeyecek şekilde düzenlenecektir. Bu çalışmanın kayıtları gizli tutulacaktır. Bu çalışma yayımlandıđında verilerin sizden veya kurumuzdan toplandıđına dair hiç bir bilgi yer almayacaktır. Arařtırmanın verileri kilitli bir dosya dolabında ve řifreli bir bilgisayarda koruma altına alınacak olup, bu verilere sadece Oğuzhan Hazır ve danıřman Dr. Tim Williams ve Dr. Richard John Harris erişebilecektir. Dilerseniz, arařtırmacı size bu çalışmanın sonuçlarını elektronik olarak gönderebilir. Bu çalışmaya katılımınızdan dolayı sahsınıza herhangi bir masraf çıkarılmayacaktır.

Bu çalışmaya katılmak tamamıyla gönüllülük esasi üzerine kurulmuřtur. Aynı zamanda, dilediđiniz zaman size ait olan verilerin herhangi bir neden belirtmeksizin çalışmadan

çıkarılmasını talep edebilirsiniz. Böyle bir istediğiniz olursa, Oğuzhan Hazır ile iletişime geçebilirsiniz. Telefon: +44 7874 301127 E-Posta: o.hazir@pgr.reading.ac.uk

Bu çalışma için gerekli olan tüm prosedürler üniversitenin etik kurulu tarafından kontrol edilmiş olup, Oğuzhan Hazır'a araştırma için veri toplama izni verilmiştir.

Çalışma ile alakalı herhangi bir sorunuz, şikâyetiniz veya öneriniz varsa, lütfen araştırma danışmanı ile iletişime geçiniz.

Rıza Formu

Araştırma Konusu: Öğretmenlik Uygulaması Programının Uygulanması: Türkiye'de ki Özel Eğitim Bölümleri Vaka Çalışması

Bilgilendirme formunda yazılanları okudum ve Oğuzhan Hazır araştırma ile alakalı gerekli bilgilendirmeleri yaptı.

Bu araştırmanın amaçları, benim neden bu çalışmada bulunmam gerektiği ve sorduğum sorular tatmin edici şekilde araştırmacı tarafından açıklandı. Bilgilendirme formunda anlatılan bilgilerin benimle ilgili olmasından dolayı bu çalışmada katılımcı olmayı kabul ediyorum.

Benimle mülakat yapılmasını, mülakat süresince ses kaydı yapılmasını ve bu ses kaydının yazılı formata dökülmesini kabul ediyorum.

Bu çalışmaya katılımcı olmamın gönüllülük esası üzerine kurulu olduğunu ve istediğim zaman herhangi bir neden belirtmeksizin araştırmadan benimle ilgili olan bölümlerin çıkartılabileceğini anladım.

Bilgilendirme formunun ve bu rıza formunun bir kopyasını aldım.

Lütfen aşağıdaki uygun olan yerleri işaretleyiniz:

Benimle mülakat yapılmasını onaylıyorum.

Evet

Hayır

Mülakat sırasında ses kaydı yapılmasını onaylıyorum.

Evet

Hayır

Adi Soyadı: _____

İmza: _____

Tarih: _____

APPENDIX 21: Head of department information and consent forms

Head of Department information sheet

Research Project: Implementing School Based Teacher Training: The Case of Departments of Education for Intellectually Disabled Students in Turkey.

Researcher: Mr. Oguzhan Hazir

Project Supervisors: Dr Tim Williams, Dr Richard John Harris

Dear Head of Department

We are writing to invite your department to take part in a research study about school placement.

What is the study?

A few weeks ago we contacted you about a study. The study is being conducted by the University of Reading. It aims to find out the differences between school placements in departments of education for intellectually disabled students in Turkey, and what the reasons are behind these differences.

It hopes to make recommendations regarding how we can best help to teaching practicum program to make progress in terms of finding out the differences with its reason of occurrence.

The study will involve cooperating teachers and university tutors who collaborate together during student teachers' school placement. If the participants who will be interviewed give their consent, they will be audio recorded and they will fill out a background information form. The recordings will be transcribed and anonymised before being analysed. However, they do not have to be audio recorded. The researcher can take notes during the interview.

Why has this school been chosen to take part?

Following our previous letter, you kindly allowed us to have interview with member of staff with responsibility for student teachers in your teaching practicum during the initial phase of the project. Mrs/Mr responded to the interview and background information form expressed an interest in further involvement with our project. In addition, your department is being invited to take part in the project because this research is conducted in department of education for intellectually disabled students, and because your department is being conducted teaching practicum program.

Does the department have to take part?

It is entirely up to you whether you give permission for the department to participate. You may also withdraw your consent to participation at any time during the project, without any repercussions to you, by contacting the PhD Researcher, Mr. Oguzhan Hazir, Tel: +44 (0)7874301127, email: o.hazir@pgr.reading.ac.uk

What will happen if the department takes part?

With your agreement, participation would involve us administering school placement by conducted the main actors Mrs/Mr. Each participant would be involved in approximately 30 minutes of interviewing and 5 minutes for filling out background information form. The sessions will be audio recorded, with university tutors' consent. Nevertheless, they do not have to be audio recorded. These interview sessions will be planned with contacting university tutor and these sessions would be administered in their available time, out of teaching theory or teaching practicum times. Additionally, these interview sessions and filling out background information form will be done in a separate room. In front of this door, the sign will be put as *'there is an interview approximately 35 minutes'* for preventing interruption of interviews.

If you agree to the department's participation, we will seek further consent from university tutors themselves.

What are the risks and benefits of taking part?

The information given by participants in the study will remain confidential and will only be seen by the research team listed at the start of this letter. Neither your department or university, nor university tutors will be identifiable in any published report resulting from the study. Information about individuals will not be shared with the departments.

Participants in similar studies have found it interesting to take part. We anticipate that the findings of the study will be useful for teaching practicum.

What will happen to the data?

Any data collected will be held in strict confidence and no real names will be used in this study or in any subsequent publications. The records of this study will be kept private. No identifiers linking you, the university tutor or department of education to the study will be included in any sort of report that might be published. Participants will be assigned a number and will be referred to by that number in all records. Research records will be stored securely in a locked filing cabinet and on a password-protected computer and only the research team will have access to the records. The data will be destroyed securely once the findings of the study are written up, after five years. The results of the study will be presented at national and international conferences, and in written reports and articles. We can send you electronic copies of these publications if you wish.

What happens if I change my mind?

You can change your mind at any time without any repercussions. If you change your mind after data collection has ended, we will discard the department's data.

What happens if something goes wrong?

In the unlikely case of concern or complaint, you can contact:

Dr Tim Williams, University of Reading; Tel: +44 (0) 118 378 2631,
Email: timothy.williams@reading.ac.uk

[Dr Richard John Harris, University of Reading Tel: +44 \(0\) 118 378 2725](#)
[Email: r.j.harris@reading.ac.uk](mailto:r.j.harris@reading.ac.uk)

Where can I get more information?


If you would like more information, please contact Mr. Oguzhan Hazir
Tel: +44 (0)7874301127 email: o.hazir@pgr.reading.ac.uk

We do hope that you will agree to your participation in the study. If you do, please complete the attached consent form and return it, sealed, in the pre-paid envelope provided, to us.

This project has been reviewed following the procedures of the University Research Ethics Committee and has been given a favourable ethical opinion for conduct. The University has the appropriate insurances in place. Full details are available on request.

Thank you for your time.

Yours sincerely



Dr Tim I. Williams, D.Phil., AFBPsS

Associate Professor

HCPC registered Clinical and Educational Psychologist

Accredited Behavioural and Cognitive Psychotherapist

Research Project: Implementing School Based Teacher Training: The Case of Departments of Education for Intellectually Disabled Students in Turkey.

Head of Department Consent Form

I have read the Information Sheet about the project and received a copy of it.

I understand what the purpose of the project is and what is required of me. All my questions have been answered.

Name of Head of Department: _____

Name of Department: _____

Name of University: _____

Please tick as appropriate:

I consent to the involvement of my department in the project as outlined in the Information Sheet

Name: _____

Signed: _____

Date: ____/____/____

APPENDIX 22: Turkish head of department information and consent forms

Bölüm Başkanı Bilgilendirme Formu

Araştırma Konusu: Öğretmenlik Uygulaması Programının Uygulanması: Türkiye’de ki Özel Eğitim Bölümleri Vaka Çalışması

Araştırmacı: Oğuzhan Hazır

Araştırma Danışmanları: Dr. Tim Williams, Dr. Richard John Harris

Sayın Bölüm Başkanı,

Başkanlığınızı yürüttüğünüz Özel Eğitim Bölümünü, öğretmenlik uygulaması ile alakalı olan çalışmamızda yer alması için davet ediyoruz.

Bu çalışma neyi içermektedir?

Bir kaç hafta önce bu çalışma için sizinle iletişime geçmiştik. Bu çalışma Reading Üniversitesi tarafından yürütülmektedir ve zihin engelliler öğretmenliği bölümlerinde uygulanan öğretmenlik uygulaması programlarının farklılıklarını ve bu farklılıklara nelerin neden olduğunu ortaya çıkarmayı amaçlamıştır.

Bu çalışma, öğretmenlik uygulaması programını yürüten anabilim dallarına, uygulamalarında ki farklılıkların nasıl ve niçin ortaya çıktığı üzerine çalışarak, önerilerde bulunmayı ummaktadır.

Bu çalışma, uygulama okullarında ki uygulama öğrencisi ile çalışan uygulama sınıf öğretmenleri ve uygulama öğretim elemanları ile yapılacaktır. Katılımcılardan iki farklı şekilde veri toplanacaktır; tecrübe bilgi alma formu ve mülakat. Mülakat yapılırken, katılımcıların ses kaydı yapılacaktır. Katılımcılar bu ses kaydına izin vermek zorunda değildirler. Ayrıca bu ses kayıtları anonim bir şekilde yazıya dökülüp analiz edilecektir.

Niçin sizin Özel Eğitim bölümünüz bu araştırma için seçildi?

Önceki bilgilendirme konuşmamızda, bölümünüz içerisinde ki öğretmenlik uygulamasına katılan uygulama öğretim elemanları ile çalışma yapmamızın uygun olabileceğini söylediniz. Bu çalışma sadece Zihin Engelliler Öğretmenliği bölümlerinde öğretmenlik uygulaması programını yürüten bölümler ile yapılmaktadır. Sizin bölümünüzün de bu uygulama çalışmalarını yürütmesinden dolayı bu çalışma için uygun olduğu düşünülmüştür.

Bu çalışmaya katılmak zorunda mıyım?

Bu araştırmaya katılmak tamamıyla sizin istediğinize kalmıştır. Eğer arzu ederseniz, araştırma devam ederken bile ayrılabilirsiniz. Eğer herhangi bir sorunuz olursa, araştırmacı Oğuzhan HAZIR ile iletişime geçebilirsiniz. İletişim bilgileri aşağıda yer almaktadır.

Tel: +44 7874 301127, E-Posta adresi: o.hazir@pgr.reading.ac.uk

Eğer bu araştırma da yer alırsam ne olacak?

Bu araştırmaya izin verirseniz, öğretmenlik uygulaması programının içerisindeki ana aktörlerden birisi olan uygulama öğretim elemanından elde edilen veriler bu araştırmanın sonuca ulaşmasına çok büyük katkı sağlayacaktır. Katılımcılardan, yaklaşık 45 dakikalık mülakata katılması ve 5 dakikalık tecrübe bilgi alma formunu doldurması istenecektir. Mülakat yapılırken katılımcıların izni olursa ses kaydı yapılacaktır. Mülakat için, uygulama öğretim elemanından, ders ve uygulama saatleri dışında, müsait olduğu bir zamanda randevu alınacaktır. Ayrıca, bu çalışmalar ayrı bir odada yapılacaktır. Bu çalışma yapılırken, odanın kapısına “50 Dakika sürecek bir çalışma vardır” yazısı asılacaktır.

Bu çalışma Oğuzhan Hazır’ın doktora araştırması için yapılacak olup, daha önceden öğretim elemanları ile çalışma konusunda deneyimi bulunmaktadır.

Eğer bölümünüzün bu çalışmaya dâhil edilmesini onaylarsanız, uygulama öğretim elemanlarına da ayrıca çalışmaya katılmaları için rıza formu doldurmaları istenecektir.

Toplanan veriler ne olacak?

Toplanan tüm veriler kesinlikle gizli tutulacak ve hiçbir gerçek isim bu çalışmada veya herhangi bir yayında kullanılmayacaktır. Araştırmada ki kayıtlar tamamıyla gizli tutulacaktır. Sizi açığa çıkaracak herhangi hiçbir bilgi kimse ile paylaşılmayacaktır. Toplanan veriler şifreli bir bilgisayarın içerisinde ve şifreli bir dolabın içerisinde muhafaza edilecektir. Bu çalışmanın bulguları 5 yıl sonra, güvenli bir biçimde imha edilecektir. Çalışmada kullanılan veriler uluslararası kongrelerde, konferanslarda kullanılabilir ancak, kesinlikle anket bilgileri, kopyaları hiçbir yere gönderilmeyecektir. Eğer derseniz, bu çalışmanın elektronik kopyalarını size elektronik posta aracılığı ile gönderebiliriz.

Eğer fikrimi değiştirirsem ne olur?

Eğer fikrinizi değiştirirseniz, istediğiniz zaman araştırmada sizinle ilgili olan kısım devre dışı bırakılır. Araştırma devam ederken, önce de söylenildiği gibi, görüşmeyi sonlandırabiliriz. Daha sonra fikrinizi değiştirirseniz, e-posta veyahut telefon aracılığı ile bizimle iletişime geçerseniz, sizin verilerinizi araştırmadan çıkarabiliriz.

Eğer yanlış giden bir durum söz konusu olursa, ne yapılmalıdır?

Eğer araştırma ile alakalı, herhangi bir şikâyetiniz, isteğiniz veyahut endişeniz var ise Dr. Tim Williams ve Dr. Richard John Harris ile iletişime geçebilirsiniz.

Dr Tim Williams, Reading Üniversitesi; Tel: +44 (0) 118 378 2631,
E-Posta: timothy.williams@reading.ac.uk

Dr Richard John Harris, Reading Üniversitesi Tel: +44 (0) 118 378 2725
E-Posta: r.j.harris@reading.ac.uk

Daha fazla bilgiyi nereden alabilirim?

Eğer araştırma ile alakalı daha fazla bilgi almak istiyorsanız, lütfen Oğuzhan HAZIR ile iletişime geçiniz.

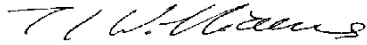
Tel: +44 7874 301127, E-Posta: o.hazir@pgr.reading.ac.uk

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Saygılarımızla.



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Araştırma Konusu: Öğretmenlik Uygulaması Programının Uygulanması: Türkiye’de ki Özel Eğitim Bölümleri Vaka Çalışması

Bolum Başkanı Rıza Formu

Verilen bilgilendirme formunu okudum ve bir kopyasını aldım.

Bu çalışmanın neyi amaçladığını ve bana neden ihtiyaç duyulduğunu anladım. Çalışma ile alakalı sorumlularım yanıtlandı.

Anabilim dalının adı: _____

Bölümün adı: _____

Üniversitenin adı: _____

Lütfen aşağıdaki kutuyu işaretleyiniz:

Bilgilendirme formunda anlatıldığı üzere, bölümümde araştırma yapılmasına izin veriyorum.

Adı Soyadı: _____

İmza: _____

Tarih: ___/___/___

APPENDIX 23: Turkish interview translation sample

...Bence öğretmenlik yaparak yaşayarak öğrenilen bir durum. Bana kendi stajımda bu imkanlar verilmedi. Benim öyle bir fırsatım olsaydı, CT'nin bana kaybettirdiği zamanı, uygulama yaparak kazanabilirdim çünkü ben çok hatalar yaparak öğrendim. İlk başladığım zaman, stajdayken bu hatları görmedim, görmem için fırsat da verilmedi. Ama birazcık öğrencide de bitiyor, o olaya dahil olmasıyla ilgili bir şey, dahil olup, kendin öğretmenlik, uygulamasının da, aktif rol yer alırsa, çok faydalı, ama böyle geri planda gözlem kısmında daha çok etkili olduğunu düşünmüyorum, yani öğretmenlik uygulamasına bir dönem mesela gözlem ağırlıklı geliyorlar, bir dönem aktif rol alıyorlar genelde bize gelen stajyerler. O gözlem kısmının faydalı olduğuna inanmıyorum...

“... I think that teaching is a career which is learned by living and experiencing. These opportunities were not given to me in my internship. If I had had the opportunity, I would have won back the time that CTs had lost me by denying me the opportunity to practise, because when I started to teach, I learned by making many mistakes. When I first started in the school placement programme, I did not see these mistakes in my internship, and I was not allowed to learn from them. But learning also depends on the student, something related to his involvement in the event, including himself, teaching himself, taking part in an active role; all these are very useful, but I do not think that the current system is effective by having STs only observing in the class. In other words, trainees are currently coming to the teaching practice programme for a period of observation, and then in another semester they usually take an active role. However, I do not believe that the observation part is useful: STs need to learn by doing, not by watching”.