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In-service Teacher Training from International and National Perspectives: the Retention and Loss of Institutional and Academic Memories

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Abstract

By examining the history of national and international in-service teacher education literature, policies, trends, and developments, this paper aims to highlight Turkish institutional and academic memories and the memory that has been lost. Adopting qualitative methodology through context and historical review approaches, policy documents, research articles, official newspapers and websites, and congress minutes were analyzed. The findings indicated that, in an international setting, in-service teacher training has been developed by establishing an understanding and creating memories through implementations, experiences and findings from research. On the other hand, in the Turkish setting in-service teacher training is influenced by changing regulations, personal bureaucratic decisions and fundamental reform movements, which fail to consider the research findings.

Keywords

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Introduction

Although various perceptions throughout time have led to distinct definitions of in-service teacher training, certain level of common conceptions has been reached by different researchers (Dall'Alba, & Sandberg, 2006). First, the target group of in-service training is specified as those people engaged in a profession. At this point, the definition of "profession" is important since it delineates the content of the training (Rogers et al., 2007). Training comprises the activities carried out by professionals to assist the trainees in adapting to sectorial change and development or to increase their professional competences (Ozturk, & Sancak, 2007). Over time, the perception of in-service training has undergone structural changes and has been renamed as professional development (Sandholtz, 2002). In the Turkish context vocational or professional development programs in the sectors of business and education were labeled "in-service training" (Baykan, Gungen, & Unal, 1987; Pakkan, 1995; Ersoy, 1996). However, recently, in the process of restructuring the Turkish Ministry of National Education (MoNE), the term in-service training has been replaced with professional development. Since this study includes the analysis of past literature, the term "in-service training" will be used to include the term professional- development.

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The target group of any training changes depending on the sector. Moreover, sectorial alternations and innovations require changes in the definition of professional competence (Huberman, 1995). In this context, although the definition and purpose of the in-service training in education are the same with other sectors, the content of the training differs regarding the target group, new programs, methods/techniques and technological innovations. In Turkey, MoNE defines in-service training as planned educational activities to develop the knowledge, abilities, perceptions and attitudes of those working in the field of education and to provide training that assists in the changes and innovations to the profession from entry to service until retirement (MoNE, 1994). Considering the professional ability of teachers and educational administrators as well as the qualifications required and the innovations in the education sector, planning, programming and organization of the training necessitates studies that are multi-dimensional, comprehensive and even longitudinal (Boyle, Lamprianou, & Boyle, 2005; Jeanpierre, Oberhauser, & Freeman, 2005; Van Driel, Beijaard, & Verloop, 2001).

The studies investigating the effect of in-service training in Turkey revealed that process designs as well as analyses into the implementation and impact of the training have not been carried out properly (MoNE, 2010). These studies commonly pointed out that effectiveness of the training was evaluated with questionnaires focusing on teacher views. In the structuring and evaluation of the in-service training, the added value of training to learning environments and impact on the learning outcomes were not taken into consideration; and reflections on the scientific studies in the field of professional development were also ignored. However, according to Davis (2003) the developments in education literature should be a primary factor in shaping the structure, context, content, practice of in-service training. In this context, this study first aims to examine the international and national in-service training studies chronologically, and then to compare the historical developments, trends and goals in both contexts. From these comparisons, the historical transformations and developments of in-service training in Turkey will be evaluated. Then recommendations will be given regarding the concept of "in-service" referring to the need for absolute structural changes in Turkey.

Research Question

How do in-service training practices, perceptions, research, expectations and politics in international and national settings change over time?

Method

Most peoples' actions are not directly observable or measurable, thus, first-hand information cannot be obtained from the investigated phenomenon. Content analysis allows for the analysis of human behavior and experience in an indirect way. Furthermore, it is a research design that enables the types of 'communication' that people engaged in to be utilized as data. In other words, content analysis is the analysis of all created communication in a written way (such as books, lecture books, articles, essay, newspapers, novels, magazine writings, cookbooks, songs, political speeches, advertisements, pictures, official and historical documents). Today, these kinds of communication elements can give intense information about many outcomes. In order to analyze the messages that individuals give directly or indirectly, researchers need to classify communication materials. Researchers can enlighten the investigated phenomenon profoundly by developing suitable categories, ratings or scores and by making comparisons through these processes (Fraenkel, Wallen, & Hyun, 2006). In this study, perceptional and implicational changes toward in-service training in international and national settings were examined by analyzing sources such as newspapers, magazines, websites, parliament reports, official gazettes, academic articles, and workshop/seminar/congress reports.

Limitations

This study focuses on the assessment of perceptions tendencies and implications toward in-service educational training by taking into consideration of relevant academic research and policy documents. The literature regarding in-service training was thoroughly examined and a specific case analysis of in-service training activities carried out with elementary science teachers was used as an example. Since science education has been highly affected by political movements, the selected example concerned science education. Thus, this study considers the quick responses to political dynamism. Since the majority of the published international studies on in-service training have mostly been conducted in the USA, this is the main focus of the literature review in this study.

In-Service Teacher Training Activities

When national and international in service activities are examined from a historical perspective, certain transition periods stand out. Although these transition periods are not marked by definite boundaries, they have been determined as a reference throughout the study. In international in-service teacher training studies, the years of 1950, 1970, 1980 and 2000 are categorized as the periods in which transitions occurred. In addition to the political effects, the changes in academic understanding also influence the categorization of the periods. The period prior to 1950 stands out as a time in which there were a limited number of in-service training studies. However, last years of this period remained quite stable in terms of educational studies and political changes with the effects of the Second World War. Between the years 1950 and 1970, the effects of the cold war on educational policies intensely influenced the academic studies on in-service training. The changes that happened in the in-service training area after these years are generally based on academic studies. While the studies conducted after 1980 largely focused on teachers' pedagogy, this developed into full-scale project activities in 1990s and eventually in 2000s leading to the formation of the studies about in-service training.

In the Turkish national context, on the other hand, accurate transition periods can be determined due to the existence of more institution-oriented changes in the past decades. The law on the unification of education passed in 1924 following the proclamation of the Republic of Turkey entirely changed the educational system. In the years from 1930 to 1960 there was no major change within the system. However, the years between 1960 and 1980 were divided into two separate periods due to the institutional changes during this time. The starting point for national analyses was taken to be 1930 because the scanning activities regarding the international studies was first undertaken in this era following the law on the unification of education. In the detailed evaluation of the studies, the features of each period were examined as a summary of the practice and the ideas that were adopted to determine the philosophical and epistemological perception regarding teacher development.

International In-Service Training Activities

1930 to 1950: At the beginning of 1900s, one of the first fields that experienced radical changes both in curriculum and in-class practices was science education. In these studies, it was detected that science subjects engaged children's interest before they started school; but this disappeared after began attending school. To solve this problem, it was asserted that there was a need to expand the curriculum towards the subjects in which the children were interested and not to limit them to particular subjects (Bryan, 1943). It was also highlighted in these processes students should be given an opportunity to undertake research, make observations, experiment and engage in discovery. Furthermore, science should include many more reasoning processes. Thus science would be more meaningful for the students (Potter, 1942). Nevertheless, it was recorded that the scope of the science subject matters was expanded but teachers complained that they fell behind the pedagogical content knowledge. In parallel with the aforementioned processes, the comments from teachers from different branches, particularly science education, concerning their feelings of inadequacy relating to their subject matter knowledge began to shape the structure of in-service training (Potter, 1942; Brandwein, 1945).

One of the rare detailed evaluations of this period was undertaken by Bryan (1943) revealing that decisions regarding the construction of science centers that were taken in 1930s. This proposal aimed to resolve the problem of teacher deficiency in subject matter knowledge due to the new programs and affected their students. These science centers would compensate for students' lack of knowledge about the subject matter (Bryan, 1943). In the forthcoming periods, the importance of student learning and teacher development with the help of experts adopting facilitator roles would emerge.

In addition to the attempts given above, evaluating the effectiveness of in-service training conducted with teachers, school principals and parents, it was found that the development of a teacher influenced the communication with other teachers positively. Moreover, the possible communication barriers between teachers, school principals and parents were eliminated due to their joint participation in training (Bryan, 1943). It was pointed out that parents' sharing unknown facets of their children with teachers and principals was important for teacher practices. Furthermore, principals and teachers understood each other better by the help of training sessions (Bryan, 1943). To summarize, although the effect of experts on student learning outcomes was not examined, it was clearly observed that the experts' participation in the in-service programs scaffold the interaction among teachers, parents and principals. Of the aforementioned interactions, *the teacher-teacher interaction and its importance* became the field of research interest within this period (Segerblom, 1934).

The importance of colleague interaction as well as on-site support emerged in this period. Teachers play a key role in solving the pedagogical problems of their colleagues. Moreover, those who are able to conduct good practices could help others by on-site visits. It was pointed out that this interaction could eliminate the opportunity inequality in education arising from regional differences. Emerging from the idea that teachers with adequate content knowledge and understanding of pedagogy would provide training to others, was witnessed in this period (Bryan, 1943). Also, the necessity of in-service training being of a longitudinal nature first appeared in this period (National Society for the Study of Education, 1947).

The in-service training studies carried out between 1930 and 1950 pointed to the importance of the continuity of training. Teacher trainers, researchers and policy makers drew the conclusion that even short-term training should have continuity. In this context, an effective in-service training program should be more intense and frequent in its first 1-2 years and continue at less frequent intervals until the teachers acquire the required competence. Moreover, the content of the training should be reorganized depending on the teacher development (Bryan, 1943). Towards 1950s, it was decided that each school particularly in the United States should have their own in-service training program this was due to the increase in the number of the teachers and the fact that more and more teachers need the training (National Society for the Study of Education, 1947). Thus, training shifted from centralized to local framework. A summary of the prominent ideas and findings from 1930 to 1950 is as follows;

- *Teacher competences and equipment should be changed according to environmental factors and the necessities of the period.*
  - ✓ *The learning environment should be enriched with the contributions of experts/scientists,*
  - ✓ *Colleague interaction in in-service training is important and necessary training,*
  - ✓ *It is important that teacher training should be in a longitudinal form.*

1950-1970: The most remarkable feature in the in-service training activities of this period was that they included the impact analysis and dissemination activities. *The impact of the in-service training on student learning outcomes was evaluated and corresponding positive implications were carried out to* reach more teachers. For example, Chamberlain (1958) made a comparison between students of teachers who attended in-service training activities and the students of those who did not attended. The results of his research showed that the in-service training activities had a positive effect on student achievement. Other studies conducted in this period also showed a positive correlation between in-service training and the learning outcomes of students. Thus, the outcome of these studies was that more in-service training activities would be carried out to reach more teachers. Thus, in the 1950s, government policy in the USA determined that effective in-service training programs would be enacted through universities. Accordingly, in the early 1960s, the universities launched approximately 300 in-service training programs for teachers in different regions of the country and nearly 13,000 teachers underwent in-service training (Gatewood, & and Obourn, 1963). Again within this time frame, in addition to the program structure mentioned above, in the light of research findings conducted in the fields of learning and teaching, training materials were included in the in-service training curriculum and teaching methods and techniques should be provided to improve the teachers pedagogic knowledge.

The prominent idea of this period indicated that enrichment of learning outcomes occurred as a result of teachers' successful in-class practices. Teachers should have adequate knowledge of current teaching methods and techniques as well as the course materials to increase their in-class practice competencies. The *contents of the in-service training in this period were constructed considering these ideas* (Lammers, 1951; Sims, 1958). However, this new perspective of in-service training did not consider the implementation needs of teachers. The period from 1950 to 1970 was limited to *providing teachers with teaching materials, and information about teaching methods and techniques developed in this period rather than offering training that they needed to manage their development and changes in the educational system.*

The main difference between the 1930s and 1950s is that in the former there was a focus on studies that determined teachers' needs and improvement, while in the 1950s the aim was to disseminate training (containing course materials and teaching methods etc.) by considering the educational research findings without considering teachers' needs. In the 1950s the dissemination of training and the aim of reaching large target groups emerged as a new characteristic that had not existed in the previous periods.

Another development worth mentioning in this period, although its effect was observed in the upcoming periods, was the increasing space race in 1950s and the radical attempts of the USA in education likewise other fields which were in parallel to the first Russian rocket launch in 1957. These developments specifically had their effects on education policies in the 1970s and 80s. The prominent ideas and findings in the period from 1950 to 70 were;

- *New methods, techniques and materials that gained recognition in the field of education and in-service training should be taught to teachers.*
  - ✓ *The dissemination of teacher training programs was synchronized with the implementation outcomes,*
  - ✓ *The content of training included material, methods and techniques.*

1970 to 1980: Unlike previous periods, the main factors determining the direction and content of in-service training in this period were the revision of teaching programs that had previously been implemented. The programs were revised in consideration of the recent developments in the field of education as well as the development level of countries engaged in the Cold War. In particular, in 1957, following the state of panic that had emerged after the launch of Sputnik, the main objectives of reform movements in the USA were teaching programs beginning with the support of private institutions for educational development. Until the end of the 1980s teaching programs had been changed many times and as a result teachers began to have difficulties in adopting in-class practices being unable to adapt to the innovations envisaged by the programs. This lack of synchronization resulted in a large gap between the learning environment and program requirements. This led to the main objective of in-service training activities adopted in this period was to ensure the synchronization between the revised programs and the teachers' classroom practices (Zoller, & Watson, 1974; Rutherford, 1971). In order to achieve this objective, the main methodology of this period was determined in order to increase the interaction between experienced teachers' who had no difficulties in classroom practices and the other teachers (Koran, 1974). Initially, teacher-teacher interaction had come into question becoming one of the main characteristics of the period from 1930 to50. Accordingly, it can be stated that the in-service training activities of this period were structured taking into consideration the past experiences. The continuation of beneficial past experiences was a sign of the formation of the institutional culture in this period.

Another remarkable and distinctive feature of this period is the initiation the close observation of the learning environments and *constructing teacher-training contents in the light of these observations. Micro teaching method was part of the content of in-service training because it had provided teachers with more reflective thinking on their own teaching practices.* It was in this time period, *self-evaluation and reflective thinking gained significance for the first time.* It was claimed that teachers implemented better practices due to the consideration of their own teaching practices (Koran, 1977). For example, the term 'wait time' emerged for the first time in this period and it was asserted that by waiting for a short time after asking a question, teachers asked more interrogatory questions and student responses became more aligned with the content (Koran, 1977). Thus, in the 1970s in-service training programs were designed and implemented in consideration of the research on teacher classroom behaviors including the wait time and the use of microteaching. In essence, contents of the training that aimed to enable teachers to achieve effective classroom practices in order to improve student learning outcomes was shaped by the principle of increasing teacher competency in a behavioral context.

In addition to the competencies regarding the methods given above that were developed in the first half of 1970s, teacher competencies regarding the revised programs were targeted in the second half of the period. However, as a result of the failure to reflect the targeted changes into practice, it was reported that teachers who received the training complained about the shortcomings of the training programs (Zoller, & Watson, 1974). In this period, *a comprehensive in-service training plan was required* to solve the issues e mentioned above (Gabel, Kagan, & Sherwood, 1980). Those problems that had not arisen in previous periods highlighted the overarching principle that "the effect of in-service training on student learning should be identified and verified". Thus, it appeared that the principle reflecting the foundations of behaviorism, the popular learning theory of that period, was put into practice in the evaluation of training.

In the studies conducted in parallel to the aforementioned principle Koran (1977), advocated the importance of designing in-service training contents based upon the effect of training on teacher behaviors as well as on student achievement. Koran's work (1977) was among the first studies that related in-service training to the learning outcomes. He stated that it would be wrong to make a judgment or arrange training without conducting research that established a relation between behavioral gains of the teacher and the students.

The main difference between the 1950s and the 1970s was that in the former years studies about in-service training focused on the number of teachers receiving training and their effects by and large, in the 1970s' the studies largely focused on the teacher's individual in-class behaviors. This change shows the influence of the principle that focused on the objectives that could be observed and evaluated in terms of both the teachers and students. The prominent ideas and findings in the period from 1970 to 80 are as follows;

- The new curriculum programs that were promoted should be taught to teachers through in-service training.
  - ✓ In-service training should include and explore micro teaching, wait time, the impact on teachers' implementation and students' learning outcomes,
  - ✓ The basics of in-service training should be constructed,
  - ✓ In the first half of the period, training on material, methods and techniques was implemented,
  - ✓ In the second half of the period, the training includes the changing curriculum programs,
  - ✓ The in-class behaviors of teachers should be changed towards providing an effective learning environment.

1980- 2000: The increase in the number of studies about the content and evaluation of in-service training at the beginning of 1970s and into the 1980s led the adoption of a new perspective regarding these studies being conducted in more organized and data-driven way. Within this scope, some attempts were initiated to *categorize teacher skills and to determine how to improve these skills, what kind of training modules could be designed as well as how to measure the impacts of training on students and teachers* (Abell & Pizzini, 1992). For example, Molhman, Kierstead, and Gundlach (1982), stated that the main skills a teacher should possess are; good classroom management, ability to plan the teaching processes well and furthermore, to have a positive expectation about students. They pointed out that in-service training should be implemented in regard to these aspects. While Joyce and Showers (1980) suggested an in-service training structure including direct teaching, demonstration, practice, feedback and pedagogical support; Mohlman, Kierstead and Gundlach (1982) added peer observation and feedback to this structure.

The in-service training based on peer observations first began in the United States and then spread to other countries. These observations were considered to increase the impact and productivity of in-service training since they were non-judgmental and aimed to increase student productivity (Mohlman, Kierstead, & Gunlach, 1982). In another study about colleague interaction, Stallings (1980) pointed out that teacher's success was positively affected by training consisting of five sessions per week in which 6 or 7 teachers shared their experiences about new techniques they had implemented with small groups. The idea that the difficulties which teachers face when changing their practices could be overcome by forming small teacher groups that would share problems and produce solutions was also supported by Mohlman, Kierstead, and Gundlach (1982). Although colleague interaction lost its importance from time to time this was continuing theme since the 1930s. The concept that supports *the generation of solutions for the in-class problems of teachers by increasing colleague interaction* has been a vital part of career development since the 1980s. Contrary to the previous period, in this period *in-service training was designed to develop skills rather than the transmission of knowledge.* This new perspective regarding the design of training was a milestone in the history of international in-service training activities.

Mohlman, Kierstead, and Gondlach (1982) pointed out that the aim of in-service training was not to tell teachers what to do but to improve their skills that would enable them to solve their in-class problems. The researchers tried to improve these skills by reconstructing professional belief as well as by increasing colleague interaction. In the training, through the discussions on learning and teaching, the problems teachers faced during the classroom practices and possible solutions were synthesized. Thus, the aim was to scaffold *teachers' conceptual understanding of the impact of epistemological beliefs on*

pedagogical practices. The discussions on learning and teaching and peer observations within the scope of the study undertaken by Kierstead and Gunlach (1982) recommended that teachers asked themselves questions about their pedagogical practices such as "what am I doing and why". The findings pointed out that this self-questioning process changed the teachers' pedagogical practices in a positive way. In the light of the aforementioned studies, the concept of pedagogical content knowledge, added to the literature by Shulman (1986), became the focus of studies conducted in 1990s. Correspondingly, pedagogical content knowledge was perceived as an effective variable influencing the pedagogical competence of a teacher. This change in perspective the impact of which is still felt today resulted in the revision of the content of training. Accordingly, training was constructed on the basis of changing the teacher's pedagogical beliefs in relation to learning and teaching. Alongside this paradigm shift, in the mid-1990s, a "*longitudinal, sustainable and data driven norms based"* fundamental principle also appeared in relation to the development of in-service training.

The emphasis on data-driven studies at the end of 1990s originated from the perspective change in training at the end of 1970s. The lack of planning combined with the upcoming economic and geopolitical threats led to the rudiments being formed based on the training outcomes of that period. For example, Hayes (1995), as a result of his studies conducted with English language teachers in the USA, put forward some structural and content-based principles. Hayes postulated that learning was a slow activity for teachers claiming that since pedagogical change takes time, in-service training should be designed as a long-term process. *This idea that teacher training should be long term process emerged in 1930s and 1950s. It can be argued that beneficial past experiences were taken into account to structure the in-service training.*

The important inference within the framework is that teachers should experience the training themselves as learners and they should be given opportunities to share their experiences. Moreover, existing knowledge and beliefs of teachers should be taken into account within the training. In addition to above-mentioned milestones, Hayes (1995) postulated that the significance of providing teachers with an opportunity to undertake a profound analysis and draw conclusions from their teaching and learning as well as engaging in self-development development requires well-structured follow up mechanism during teachers' in-class practices In this period, in addition to the work of Hayes, a number of other research studies on generating principles concerning the structure of in-service training gained significant momentum, By taking into account the perception, findings and inferences of the previous periods the period from 1980 to 2000 appeared to be an era of norm and principle generation for professional development programs. Such rigorous norm development efforts were also echoed in the reform agenda.

Within this timeframe, there were certain reform movements in the United States. First, the National Education Standards determined by Project 2061 which was led by American Association for the Advancement of Science (AAAS) (1989) and the National Research Council (NRC) in 1996, influenced not only the structure of in-service training but also all aspects of education. These policy documents brought about a re-examination of the required teacher classroom practices in relation to the necessary teacher competences. Similar to the science education reform movements and their reflections on in-service training, several standard and policy documents were launched in History Education (National Center for History in the Schools (NCHS)) in 1996, Foreign Language Education (National Standards for Foreign Language Education) in 1996, and Mathematics Education (National Council of Teachers of Mathematics (NCTM) in 2000 that directly reshaped the professional development structures of teachers' in-service training. In a similar vein, the policy and practice changes in US education system were also echoed in other parts of the globe.

In another part of the world, Chang (1984) conducted an inquiry-based teaching study of teachers working in 85 per cent of primary schools in the city of Taipei in Taiwan. He compared the attitudes, teaching performance and material use as well as the content of the classroom practices of teachers involved in the study together with the other teachers. . In another corner of the world, twelve long-term projects regarding teacher training were conducted in parallel to the aforementioned

study by Chang in 9 African countries (Lawson, Costenson, & Cisneros, 1984). On completion of these projects, the findings were listed in parallel with the most frequent problems and it was aimed to generate solutions in accordance with the perception of the period (Lawson, Costenson, & Cisneros, 1984). Towards the end of the 1990s, theoretical plans about the structure and contents of in-service training emerged in regard to the syntheses of that period and the previous ones. At the end of 1990s, Loucks- Horsley, Stiles, and Hewson (1996) conducted a study regarding the principles of in-service training that was intended to provide details of the required competencies for teachers. This study emerged as an accumulation of the previous studies asserted a series of norms, which would be seen as milestones for the forthcoming periods as well. Synthesizing the gains and findings of previous periods and enlarging Hayes' principles (1995), Loucks-Horsley, Stiles, and Hewson (1996) postulated or one would argue, reiterated that *colleague interaction should be given priority since it was important to provide expert support in action and the process should be longitudinal and contain evaluation.* To summarize, the aforementioned ideas were questioned and discussed in different places in the world along with the United States.

Training to improving teacher competencies were conducted as long-term project activities within different parts of the world. The indispensable sides of projects aligned with the reform movements were the emphasis in the data driven decision-making process. Below is a summary of the prominent ideas and findings in the period between 1980 and 2000;

- To create effective learning environments, training should be conducted to improve pedagogical competences of teachers.
  - ✓ Longitudinal in-service training activities should be conducted,
  - ✓ Priority should be given to colleague interaction,
  - ✓ The learning outcomes of in-service training should be assessed,
  - ✓ The teachers' pedagogical and epistemological readiness should be considered,
  - ✓ The teachers' experience of the process as learners should be taken into account.

2000 to 2013: The norms framing the in-service training in the late 1990s also structured the training activities in the 21st century. When the in-service training structures postulated by Loucks-Horsley, Love, Stiles, Mundry, and Hewson (2003), Guskey (2002), and Thompson, and Zeuli (1999) were carefully examined; some commonalities such as developing teacher subject matter knowledge as well as pedagogical content knowledge, being longitudinal creating a cooperative learning environment and increasing colleague interaction are the backbone of the current in-service programs. As discussed earlier those norms are also an accumulation and refinement of the understanding, experience and data-driven research findings. Such a synthesis becomes crucial for sustainable and reliable reform movements.

Although most of characteristics of current training activities have been transferred from past to present, distinctive characteristics have also emerged, especially, within the last ten years. One of these characteristics is *assessment activities on the impact of training.* The impact of the training on both teachers and students were examined with multidimensional quantitative data. In order to make further analysis that cannot be obtained with quantitative data, qualitative was also adopted. For instance, Guskey (2002) argued in his research that teachers' pedagogical beliefs and practices could change under two circumstances. First, these changes occur as a direct effect of in-service training. Secondly, teachers experience indirect changes in their beliefs and practices based upon the positive outcomes of their classroom practices. According to Guskey (2003), these direct and indirect impacts have a vital importance and should be taken into account in mixed method research studies. This is why *the evaluations regarding the impacts of the in-service training assumes the mission of not only identifying the development of teacher and students but also directly and indirectly ensuring that the teachers have positive pedagogical beliefs in the effectiveness of the approach that they apply* (Guskey, 2002; Rogers et al., 2007). This idea constitutes a paradigm shift when compared with the perceptions of 1980s and 1990s.

Research in 1980s and 1990s regarding the pedagogical content knowledge that emphasized that teacher pedagogy had a complex and intricate structure. Certain characteristics such as classroom management, time management and asking questions are not independent of each other. They are a sequence of behaviors that should be developed cumulatively. This is the reason for emphasizing the importance of developing teachers' pedagogic qualifications as a whole rather than focusing on certain qualifications (Loucks-Horsley et al., 2003). On the other hand, *the ideas in the 21st century that development of the teacher's pedagogic behaviors are examined algorithmically and developed holistically have evolved through the consideration of teacher existing belief and readiness, in-service training processes and the interaction between these variables*. In this context, instead of focusing on teacher competency as a training product, research in this period was mostly conducted about the teacher problems encountered in training as well as the training process and explains how these competencies are acquired.

Shifting the focus from the outcome to the process, through teachers' existing beliefs and experiences, and emphasizing the multi-dimensional assessment of training and their learning outcomes yielded today's norms of in-service training (Guskey, 2003, Randi, & Zeichner, 2005). Within this framework, the most significant characteristic of the period was that learning is a process not only for students but also for teachers. Consequently, in-service training, as a learning activity, should not be a short-term and behavior change oriented activity rather it should be a continuous process of conceptual change taking beliefs, perceptions and prior understanding into an account. Thus, seeing in-service training as an ongoing learning activity placed the emphasis on *the importance of on-site support for teachers.*

The main ideas and findings for the period from 2000 and 2012 are summarized briefly as follows;

- In-service training is not a single event but a process. This training should be planned and implemented as a longitudinal framework considering teacher' beliefs and readiness together with an ongoing support.
  - ✓ Implementation of the in-service training should be undertaken in a teacher-centered way,
  - ✓ xisting beliefs of teachers and their readiness should be taken into account in the structuring the training processes.
  - ✓ Colleague interaction should be highlighted.
  - ✓ An impact assessment of the in-service training on both teachers' and students learning outcomes should be carried out.
  - ✓ Teacher pedagogy as a whole should be supported.

In-service Training Activities in Turkey

In Turkey, there was an absence of scholarly works on in-service training until the 1980s, with neither universities nor education-related institutions collecting systematic data or conducting research to investigate the impacts of the training carried out by state institutions. Consequently, in order to present the historical evolution and transformation of the in-service training in Turkey, this study analyzed the publications from other institutes and scientific organizations, together with newspapers and parliamentary minutes for the periods given in the introduction.

1930 to 1960: Following the Law on Unification of Education announced on 3 March 1924, in the early days of the Republic, John Dewey came to Turkey in the summer of 1924 invited by Vasif Cinar, the Republic's first Minister of National Education. Dewey made investigations in Istanbul, Bursa and Ankara for a two-month period during the schools summer holidays and reported his evaluation. In his report, Dewey touched upon the subject of teacher training, as well as issues about the curriculum, the educational system and organization, safety and health. Based on these recommendations, Village Institutes were opened in 1940 (Dewey, 1939; Efendioglu, Berkant, & Arslantas, 2010). In 1945 after having visited these institutes, in speeches given in the USA and Britain

Dewey announced that they were exemplary schools and the whole world should constitute their educational systems in accordance with these establishments (Efendioglu, Berkant, &Arslantas, 2010). From the 1930s to 1960s, aligned with the reform movement, a consistent educational policy was implemented and new educational establishments for teacher training were also established. The important significance of the term lies in the heart of sustainability of the education within and through the reforms. As the newly established institutions were closely reexamined over the time, the findings pointed out that they are not only aligned with policy and reforms but also sustainable and efficient. On a micro scale, the permanency and efficacy in the educational policies and implementations were also reflected in teacher training.

Based on Dewey's report, since 80% of the population lived in the rural areas, it was considered appropriate to conduct teacher training through mobilized services rather than a centralized structure (Dewey, 1939; Resmi Gazete, 1937). In this context, "visiting head teachers" became part of teacher training in 1937. The visiting head teachers, selected from teachers with a high level of professional experience and competence, were assigned to eight to fifteen village institutes. They visited the teachers in their allocated schools and provided pedagogic support through conducting exemplary practices (Turkish Grand National Assembly [TBMM], 1949). *This on-site support is highlighted today as an important factor in the development of the teachers' professional competence. Since it was structured within the early years of the Republic, it was innovative and of unique significance not only in the literature concerning Turkish Education but also held a place in international practices and research.*

In the same period, the visiting head teachers assigned tests to the students during their visits and shared the test results with the teachers. There was an improvement in the salary of the teachers who were identified as being successful depending on the level of their students' academic achievement. Moreover, these teachers received a certificate of appreciation from the Minister of National Education for their efforts (Deligoz, 2008). Again taking into account *the international development process of that time period, the assessment of student achievement and evaluation of the teacher implementation can be considered to be innovative.*

Additionally, the visiting head teachers also paid attention to managerial issues and this process offers an understanding of the educational administration in practice at that time. The report prepared by Dewey indicated that the act of reaching teachers that were in the *farthest corners of Anatolia and showing on-site support rather than a centralist structure illustrates that the perception toward in-service training was more advanced and innovative in comparison to the international practices and studies conducted in the given time period.* The visiting head teachers who were the first in-service teacher trainers in the history of the Republic served until the 1960s. The ideas and findings emphasized from 1930 to 1960, during which the foundations of the Turkish National Education system in the Republican period were laid, are summarized as follows;

- Initiation of on-site individual in-service training activities through mobilized teams.
  - ✓ Feedback and rewards for the teachers depending on the success of students,
  - ✓ Pedagogical support was given by teaching cooperatively with the expert teacher.

1960 to 1980: Considering the military coups that took place at the beginning and end of this period, this was a time of severe political fractures. These were reflected on the educational policies and also resulted in abrupt institutional changes. Since resources were limited in terms of in-service training in these years, the focal point in the paper is on the policy documents concerning the institutional changes that shaped the understanding of the in-service training in this era.

In 1960, the Bureau of On-site Teacher Training, the first institutional in-service training unit in Turkey, was launched (MoNE, 2013a). The Publication Centre of the Bureau operated until 1966 and published 16 books from 1961 to 1966. The books were designed to support teachers and included topics such as literacy, teaching methods and techniques how students can learn effectively and how to provide cooperation between the school and families. Furthermore, in 1960 in Ankara the Bureau provided training for 85 teachers for the first time. It is worth noting that, the institution name was hardly aligned with its content and implementation structure. That is, the work conducted by the Bureau was mainly focused on outside training through a centralized framework.

Until 1966, 10,024 teachers had taken part in a total of 311 training programs (MONE, 2010). The Bureau became the Directorate of Educational Unit in 1966, changed its name again in 1975 and continued to operate under the name of the Department of In-Service Training. The number of in-service training activities, which quickly increased during the period from 1966 to 1980, reached 1,221 with 70,150 participants attending the training; however, no studies were conducted or reports published on data collection that assessed the effectiveness of the training (MONE, 2010). The subject of the training include; office management, decorative objects, applied drawing, dressing, pre-school education, and child development (Baykan, Gungen, & Unal, 1987). The training was aimed at those teachers working in the field of vocational education to follow up the developments in their fields. The institution, changing its name in 1981to the Directorate General then returned to the Department level in 1982. Along with these institutional changes, within the literature survey conducted in this paper, no research, detailed written or published records were found regarding the structure and content of the in-service training up to 1980. Consequently, on-site professional support evident in the previous period through mobilized teacher trainers was eliminated and/or ignored in this period. Instead, training was centralized and focused on institutional changes as a result of the military coups. We can briefly summarize the ideas and findings highlighted between 1960 and 1980 as follows;

- The development of the centralist perception of in-service training.
  - ✓ Structuring of the training that considered only the teachers working in the field of vocational education,
  - ✓ Changes in the names and structures of the institutions related to the political changes.

1980 to 2000: In Turkey, the 1980s constitute the period in which the first traces of academic studies regarding in-service training can be found. However, when those studies are closely examined, it appears that they mainly included literature reviews and related recommendations rather than the structure and outcomes of in-service training constructed as a research and development activity.

In one of the first literature reviews of the period, Aydin (1987) examined the international literature and made recommendations to create an effective organization of in-service training. He recommended that training should be organized to ensure teachers' active participation since the traditional counterparts focus on demonstration, observation and conferences would be too limited for professional development. In a similar study, Baykan, Gungen, and Unal (1987) made recommendations in relation to the creation of qualified, productive and inspiring in-service training that teachers would be legally required to participate. The researchers added that teachers should be appointed to a higher level of teaching and receive a diploma on the condition that they had gained certain credits within training. The recommendations of studies based on international literature reviews focused on the development of teacher proficiency as well as increasing the number of training sessions and participant teachers.

In Baykal's study (1987) the main emphasis was on the quantity of teachers participating in the training, in the 1990s *case analysis studies in which teachers' expectations and demands were evaluated appeared.* The studies conducted in the mid-90s evaluated teachers' views on in-service training and concluded that teachers needed to participate in various courses, seminars, workshops and conferences in order to adequately develop their proficiencies (Pakkan, 1995; Ersoy, 1996a). In addition, it was postulated that participating teachers did not think that attending training should be obligatory and furthermore they did not agree that the impact of the training should be assessed through exams organized for teachers, as was the case in the late 80s. The results *show that teachers need internal motivational tools, those that will fulfill their willingness to take part in the training and are directed towards their needs, rather than the external motivators that would make them feel obligated.* However, it can be seen that in this period, the results of the surveys were not reflected in practices of the MONE Department of In-service Training as the sole planner and executer of the in-service training if reflected, they were not recorded nor were they available through accessible documents. On the other hand, the centralist and quantity oriented view was also evident through establishment of In-service Training Institutes for time period under discussion.

Within the timeframe, the centralist mentality of the 60s continued in this time and through the next period. While the original four In-service Training Institutes, established by the Bureau of On-site Teacher Training in 1961, this was increased to seven in 2000 (MONE, 2013b). The functions of the institutes could not go beyond providing trainers and participants with accommodation and educational platforms rather than a structure based on developing effective practices in the intellectual sense. This is why *the goal of establishing the In-service Training Institutes remained limited to reaching an increased number of teachers and maintaining the training under control. The policy of the Ministry focused on the construction of training centers only in material terms , taking no notice of the contribution of these centers to the qualifications, needs and expectations of teachers or the impact of the training on the classroom environment and its sustainability. Finally, the political and capital investments through the institutes were not subjects of academic research*.

The Department of In-service Training, which held one or two-week training with limited number of participating teachers in the existing Institutes until 1993, authorized the provincial organization to carry out training and started to organize local in-service training within this time period (Ozoglu, 2010). Hence, in addition to the centrally organized training activities conducted by in-service training institutes, buildings were opened in which provincial education authorities could hold local training activities. When the content of local and central training activities is closely examined, it appears that the majority of in-service training conducted was for foreign languages and computer use, each with 300-350 participating teachers. Bagci, and Simsek (2000) argued that these two or three-week training activities that generally on focused computer use and foreign languages were insufficient in terms of the need analyses, planning and implementation procedure. Despite all efforts to standardize training, *no impact analysis was conducted. There was only one survey undertaken by MoNE to investigate teachers' views with regard to the impact of the local and central training, the results of which were not revealed; therefore, it is not possible to evaluate the content and functioning of in-service training or their direct and indirect impacts*. The main ideas and findings for the period from 1980 to 2000 can be summarized as;

- The in-service training focused on quantity rather than quality. There was an effort to shift the focus from centralist to a local structure.
  - ✓ Increasing the number of the participating teachers,
  - ✓ Evaluating the content and impact of the training through surveys based on the teachers' views,
  - ✓ Making recommendations regarding the training,
  - ✓ Dissemination of training locally,
  - ✓ The available research was limited to literature reviews.

2000 to 2013: This period stands out as that in which the most radical decisions in the field of in-service training in Turkey were taken. The period is divided into two basic categories; the changes conducted in line with the changing policies of the Ministry of National Education and the results of the academic studies supported by specific institutions or conducted independently. The education minister was changed seven times in this period thus there was no continuity in the policies. This situation in the administration brought about serious structural and institutional changes and led to the loss of institutional memory. *Rapid and fundamental changes within the ten years after 2000 were not based on national education policy plans or data driven decisions. Equally, the reforms and changes that were implemented were not based on any cause-effect relationship. That is, not only was policymaking affected by the situation in the ministry but also teachers and students suffered due to the lack of continuity.* In the case of in-service training structure and activities, same tendency was also pursuit.

The existing training framework was not fundamentally able to go beyond the complementary structure of the political decisions. For instance, the curricular changes instituted by MONE and effect of technological developments on the construction of teaching programs affected the content of in-service training in this period. That is, the structure of training underwent changes resulting from the effect of investments on distant training activities that aimed to introduce new curriculum programs.

A pilot study to implement the new curriculums began in 2004 and was launched Turkey-wide in 2005 this program constituted almost 20% of the central in-service training and nearly all of the local in-service training (General Directory of Teacher Training and Development [OYEGM], 2005; OYEGM, 2006). The same educational plan reports also show that distant in-service training activities, first begun in 2005, were used in all local in-service training activities by 2013. However, in the last three years of the period under examination, the new trend developed into the Fatih Project and content of the training were constructed accordingly. In 2012 and 2013, 10% and almost 17%, respectively, of the central training was based on the Fatih Project (OYEGM, 2012; OYEGM 2013). In addition, about 35% or 40% of the present training have been directed at generating web-based content from 2009 until now

In 2010, a total of 444,692 teachers participated in 19,511 training activities organized within the scope of the Department of In-service Training whose name was changed in 2012 to the General Directorate of Teacher Training and Development. Similar to the distance training, there was no rigorous evaluation implemented before and after this training. Furthermore, the direct and indirect impacts on teachers and students were not the focal point of the evaluation (MONE, 2010). It can be seen that the driving ideas of this era was to increase the number of teachers that participated in training.

The "In-service Training Plan" issued by the Department of Teacher Training and Development in 2010 stated that 1072 training sessions were executed by the central organization limited to 61,715 teacher participants. In the following year's plan, the department identified 14,823 participants for 286 training activities. These figures are important in two ways. The first shows that in this period, MONE focused quantity in terms of the number of the participant teachers, as was the case of previous 40-year period. A close examination of the documents published and data released in this time period yields that the goals did not include any studies conducted regarding the impact of the in-service training on the class environment, teachers' practices or on the students. The other important implication of the document analyses is *the reduction of the number of the teachers by 75% attending face-to-face training. The face-to-face trainings have at least brought the benefit of teacher-teacher interaction to enhance classroom practices*. What is more, as argued above in an international setting the teacher interaction is a common theme found through the research studıes and promoted through the reforms.. *In the Turkish setting above mentioned reduction is an indicator of our systematic ignorance and memory loss about the professional development of teachers. That is, the educational and economic reasons behind such a large decrease are not given, and neither questioned nor discussed within the education community.* However, in this period, foundations, associations and institutions, other than the MONE, took responsibility for some training activities in this period.

With the long-term protocol signed between the Teachers Academy Foundation, established in 2008, and MONE, a total of 80,000 teachers had received training by 2013 (Öğretmenin Sınırı Yok [OSY], 2013). In addition, in-service training programs were initiated in cooperation with private institutions such as Intel and Microsoft in order for teachers to acquire skills in accessing distance training activities and the use of information technologies (MONE, 2013c). Along with the involvement of private institutions and associations, the area of professional development attracted the attention of, researchers who began to investigate the structure and impact of the in-service training activities through individual studies and research projects funded by the Scientific and Technological Research Council of Turkey (TUBITAK)

Although those scholarly works on the topic of in-service training are in limited quantity and scope, they started to shed light on the structure and effect of learning outcomes within the Turkish educational setting. In one of the rare and prominent studies in line with the international norms of the day, Kaya, Cepni, and Kucuk (2004), in response to the inefficiency of the MONE based in-service training they devised a state of the art training program for Turkish teachers. In the study, first they identified the needs of teachers; then they conducted a pilot program, elicited feedback from the teachers and revised the program. After making changes, the researchers implemented the final version of the program with 12 science teachers working in public schools. The evaluation of the

program revealed that the teachers had acquired new knowledge and skills regarding laboratory word in the field of science education. However, apart from this notable exception *the academic studies in the Turkish educational literature in the early years of this period mainly focused on data collection that related to perceptions and expectations of the teachers regarding the training through Likert-type survey methodology*. However, when the cumulative of the founded research project considered, it appears that for the first time the reported research records show some parallel features to the international tendency. Such an important alignment was taken into consideration and even the findings of small-scale research were now being promoted and disseminated by public bodies such as TUBITAK to reach out more teachers later in this period.

The calls for proposals for training activities under the Science and Society heading framework of TUBITAK in this period revealed a limited but important perception change in the field of professional development studies. This is further supported by the funding for in-service training activity based research was given by the Social and Human Sciences Group (SOBAG) of TUBITAK. Those funded projects aimed to create in-service training environments and investigate their impact on teachers and students. For instance, SOBAG developed the "Constructivist Interactive In-service Training Program for Primary School Teachers (YIHEP)", carried out from 2005 to 2010. Based on constructivist learning theory this project focused on the effectiveness of in-service training content on 2581 teachers working in primary and secondary schools (Isikoglu, Basturk, & Karaca, 2010). However, the assessment methods and approaches were limited to the teacher views and knowledge on constructivism, instead of the effectiveness of teacher in-class practices, reflections on the skills and success of students. As the time progressed in this era, there were a few more studies again funded by again SOBAG investigating impacts on teachers' competencies and students' learning outcomes through longitudinal in-service training programs.

One of the few research projects funded by TUBITAK between 2010 and 2013 was "Implementing the Argumentation-Based Science Learning Approach in Elementary Education Setting through Professional Development Programs and Investigating the Impact of the Approach on Teachers' Pedagogy and Students' Academic Achievements, Skills and Perceptions toward Science" was. This was the first time a longitudinal professional development and research program focused on the changes in the teachers' behaviors after the program was implemented and the impact of these changes on their students' learning outcomes e.g. achievement, thinking skills and attitudes (Gunel, 2013). By encompassing international in-service training norms and cutting edge in-service training features including on-site support, follow up mechanisms, practitioner interaction, reflection in and on action, and mixed method evaluation, the above-mentioned small scale research setting and results mimics the future direction of future research and maybe, policy making in Turkey. *However, up to now current research studies and research projects findings were not reflected in the educational policies, especially in the professional development practices implemented by the Ministry. Furthermore, since the research was quite new and limited in number they hardly influenced the institutional memories.* Although the cumulative weight of the research was not able to reform the structure, the existence of those attempts at least created dialog among the institutions, researchers and stakeholders. This can be seen as the beginning of a potential change in policymaking.

In-service training became a topic discussed in various workshops, meetings, and seminars in this period. The aim was to align national setting with international norms through productive dialog among various participants. One of the important outcomes of such interactions was the Report and Strategy Document of Education and Human Resources published by TUBITAK in 2005, in which goals and strategies for training were established (TUBITAK, 2005). The theme of the report was practice oriented professional development rather than a theory driven framework. The report recommended strategies such as the provision of in-service training activities by private institutions as well as the MONE, participation of each teacher in at least one training every two years, support for the teachers to take part in congresses and conferences in their own fields and the allocation of professional discussion time for teachers within school setting. In a similar vein, in 2010 *a Panel and Workshop on the Restructuring of In-service Training in the MONE* was organized by the MONE

Department of In-service Training. Sessions were held on subjects like identification of educational needs, planning of training and formulation of methods, and monitoring and evaluation of the training. The outcomes of the sessions included encouraging cooperation between universities and MONE, detailed analyses on teachers' needs, and robust assessment and evaluation activities to determine the impact of the training on school environments. Along with small-scale research studies, such meetings and reports demonstrate the bottom up pressure to affect policy and decision making process. However, as of 2013, there is little evidence of changes to the Turkish education policy resulting from this grass roots pressure. The main ideas and findings during the period from 2000 to 2013 are;

- Unstable educational policies were the dominant factor in the content of the in-service training.
  - ✓ The focus of in-service training was on Fatih Project, distance training activities and introduction of a new curriculum adaptations,
  - ✓ The decrease of face-to-face training by MONE, and implementation of this training practices by the private institutions and associations or within the scope of grants funded by TUBITAK,
  - ✓ Appearance of a few projects and research studies that adopted international in-service training norms.

Discussion and Recommendations

In this section, the perceptions, policies and trends regarding the national and international in-service training activities that have been examined chronologically will be evaluated comparatively. The main goal of these evaluations is to make recommendations concerning the in-service training by revealing the appropriate and insufficient maneuvers and their impact throughout the period from 1930 to 2013.

When the international studies on the effectiveness of in-service training are reviewed, it appears that in the 1930s, teachers' contentment in the fulfilment of their needs was evaluated through observations. In the 1970s, the effect of training on teacher in-class behaviors was examined, then in the 1980s, studies focused on the investigation of the impact of teacher training on student achievement and their learning processes. Lastly, in the 2000s, studies shifted toward assessing the effect of training components on teachers' pedagogic knowledge and beliefs as well as student achievement and skill acquisition.

In the international arena the tendency, over time, shifted from the effectiveness of training towards deeper analyses of teacher change and effects on learning outcomes. More importantly, changes in practice and evaluation appeared to generate an institutional memory through data driven decision-making. However, when the Turkish educational setting is considered, aside from the visiting head teachers' practices in the 1940s, the common theme emerged over the periods was the absence of assessment and evaluation activities together with personal opinion driven policy changes in the last 80 years. Furthermore, within the international setting, the aims of implementation and related studies were not only to attain more detailed results over time but also create the blueprints of the professional development process of the teachers that would yield a sustainability of the education policies. It can be argued that such a sustainable policy requires a national education agenda that is long term, and independent of governments and policy makers.

Along with the absence of national educational policy, Turkish education suffered greatly from rapid changes within the Ministry of Education. Sustainable professional development policies and practices could not be developed in an environment in which 69 Education ministers served from 1924 to 2013 and with each change, there was a new policy that implemented practices that did not take into account the previous experience and data. The average tenure of these ministers has not exceeded 1.5 years thus, it can be seen that there is an urgent need for continuous and sustainable in-service training policy plans that are not affected by party politics and changes in ministers. These

activities underpinning the national education policy should be based on accumulation of scientific knowledge, best practices, previous experience and international norms. Moreover, the effectiveness and practicality of these aspects should be tested in terms of their impact on teacher competency, and students' skills and achievements. In creating this type of long-term route map for education in Turkey, there is a great need to gather data on the content and outcomes of in-service training. This data should be considered within the framework of the lessons learnt over the past 80 years both in Turkey and in the international arena. The memories of the past provide the basic blueprint for the future of education in Turkey.

One of the most striking characteristics of the international studies/implementations is that whenever the structure and impact of the training noted to be positive or constructive the continuity of theoretical and structural components of the training have been maintained and transmitted over time. For instance, in 1930s, findings regarding the positive impacts of colleague interaction have resulted in the transfer of that component to all the following in-service training. In the same way, the need for in-service training to be longitudinal and supported with assessment and evaluation activities had been considered as an essential and fruitful component over the decades. Therefore, those features are fundamental components of today's in-service training practice. It is important to note that establishing a norm of longitudinality for in-service training took nearly 60 years of cumulative experience and reflections, and a norm of evidence based decision making for the direction and content of in-service training required 30 years of accumulations and discussions. (Davis, 2003; Guskey, 2003; Loucks Horsley et al., 1996). On the other hand, when we consider the Turkish setting it appears that evaluations of the training are limited to teacher views. What is more, it appears that those evaluations did not affect the directions, content and implementations of the training. Rather, one would argue that they mimicked our fluctuating and groundless non-existent national educational policies. For example, ignoring the international trends and findings concerning the importance of interaction among teachers, the current Turkish in-service training was re-structured around distance education seminars rather than scaffolding face-to-face training. Our expectation is that beneficial components of previous training activities, the practicality of adopting international norms in Turkey, and knowledge and findings generated through research projects – although few in number – are the constituents of the building blocks of future educational training in Turkey.

A close examination of international studies and educational policies shows that the ineffective components and mistakes regarding in-service training are as valuable as the effective components. From the 1950s to the 1980s the focus was to deliver the curriculum and various teaching methods and techniques; in the 80s as a result of the insufficient and ineffective outcomes of the previous period, the focus shifted toward pedagogical development and change (Van Driel, Beijaard, & Verloop, 2001). This is why after the 1980s the framework of the program specified that in-service training would no longer be directed towards adapting to the changing conditions such as technology, but rather towards equipping the teachers with ability to adapt to all kinds of structural and contextual changes. Over the last 30 years there has been no deviation from this criteria apart from the responses to short-term needs, political conjectural fluctuations or popular trends. On the contrary, in the Turkish setting, decision-making was barely depended upon data driven findings, cost-benefit analysis or institutional memories.

The severe axial shifts in educational policies like the recently launched Fatih Project affect the formation and structure of the in-service training, and drag them on to slippery ground. For example, distance training activities conducted in the last five years have not included any rigorous evaluation regarding their impact on in-class practices or teacher pedagogy (MONE, 2013c). Such groundless and unsustainable ground shifts shows the need for a long-term in-service training program that is free from daily and populist attitudes and that takes into consideration what has been learnt from the past.

In the international arena disturbing events such as the Cold War following the Second World War had serious impact on educational policies. In the United States, the mood of panic after the launch of Sputnik in 1957 triggered aggressive moves to improve the student knowledge and increase their level of academic achievements (Gatewood and Obourn, 1963). The curriculum changes in line with the expectations through the support of the private sector constituted the focus of the teacher training. The reform attempts based on the curricular changes and the related teacher training continued until the mid-80s and then became pedagogy-focused along with the Project 2061 in 1985. This was followed by teaching standards specified in various subject matters and fields between the years 1996 and 2000. By ignoring the data-driven decision-making and heavily relying on a quick result agenda those in power made the mistake of implementing tough changes on education in 50s'and 60s'. Yet, such mistakes seem to be important learning experiences when we consider the perceptions and actions in the area of teacher in-service training.

Turning the focus to Turkish history it becomes evident that the centralist view and practices were adopted during the military coups in 1960 and 1980. The impacts of those traumatic events are still present in education. The decisions taken by the ruling authority or parties appear to be unrelated to research results and independent of institutional memories. Rather, they are mainly based on personal opinions constrained by political expectations. As Lynch (2000) argued such shortsighted views lead to permanent damage on teacher training and on the whole educational system. That is why many researchers strongly commented that the mechanism of the decision-making should be based on data-driven longitudinal research settings, rather than the personal opinions of the individuals (Johnson, 2006; Van Driel, Beijaard and Verloop, 2001). Therefore, the Turkish political agenda and educational setting including pre-service and in-service teacher training should be handled in a way that it is free of conjectural inclinations, personal opinion and political maneuvers.

As a closing remark, the authors firmly believe that recalling the remarkable memories of centralization and policies that were about 'saving the day' is important to improve our education system. Furthermore, learning from the experiences and using the findings from research will make it possible to create a state of the art professional development for teachers and a desirable educational setting for students.

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