

16

THE IMPLICATIONS OF GLOBAL FORCES ON TEACHER'S WORK A CASE FOR TURKEY

Fatma N. Gumus

Abstract

The questions of competitiveness, efficiency and productivity as a part of public policy have become an important issue in education in response to both the global and domestic needs of the larger economic world. As a consequence, a radical change emerged in the policy of schooling, constructed to favour a teacher's performance system in its varying forms, as a result of the idea that holding accountable teachers' for their measured performance can lead for better trained students in educational institutions. Some quality strategies have borrowed for the establishing of uniform standards for the teaching profession. Turkey could not escape from the developments around the world and the demand for having better education to compete the economic imperatives of globalization. Teacher performance appraisal was introduced as a remedy to sort out the problems related to teaching and learning. It is seen as a means to set some professional standards to strengthen the quality of teaching, and also as a means to professional development and personal satisfaction of teachers. Hence, it aims to reform Turkish education through changing structures of the system as a result of the idea that the restructuring of teaching standards will lead to greater quality for better-trained students in educational institutions. On the other hand, according to the UNESCO report on education systems, Turkey has been ranked at the bottom among the involved countries, for autonomy of teachers' on decision making of lesson' content. There has been a continuing decrease on teachers' autonomy between 2009 and 2015 (UNESCO (2017)). This paper asks weather - and to what extent—teacher professionalism may in fact be realized if there is lack of autonomy for the process whereby individuals are required to be developed professionally.

Introduction

The last 20 years have witnessed profound changes in public policy and social life in most countries around the globe. To a greater or lesser extent neo-liberal ideas about a smaller

state sector and the importance of markets have gained in prominence. The education sector, and schools more specifically, have not escaped these changes (Ball, 1998; Taylor *et al.*, 1997). Taylor *et al.* (1997: 72) suggest that “It is becoming clear that this field [education] is changing markedly and quite rapidly, a process facilitated by the boundary-eroding imperatives of the new technologies as well as the imperatives of economic globalization”.

The introduction of new education policies and reforms around the world has sought to establish the marketization of education that is the manifesto for the broad changes in order to increase standards and promote economic regeneration. Implications of these broad changes in education have been aiming to transform teaching into the ways of fulfilling the requirements of the particular views or versions of the ‘desired’ nature of the new ‘global world’. Smyth *et al.* (2000:1). put it thus: “The genesis of the changes in teachers’ work lie within the identifiable socio-cultural and geopolitical paradoxes that are restructuring societies and economies to conform to a particular global view of the way some interests want the world to be”

Implementations of new policies have been criticized in several ways. For instance, the implications of the new policies of the neo-liberal approach and the restructuring of education is mentioned by Lauder (1997:382): “...neo-liberal political economy of education will create an education system with lower overall standards and lower morale-precisely the kind of system appropriate to a low trust, low skill economy”. One of the implications of the reforms has had a particular effect on the conceptualising of teacher professionalism in the direction of neo-liberal views (Poulson, 1996: 3).

Turkey has not only seen increased public concern about quality issues as a result of capitalist developments both inside and outside the country, but over the last a few decades the Turkish Ministry of Education has carried out several large development projects. Teachers performance appraisal is one of them. As the Minister of Education stated it is important for teachers to be successful in terms of educational quality. However, it is widely accepted that this project’s main concern has been to create some certain standards for teaching profession and also measured practices in relation to teacher professionalism as a key agent in education.

This essay tries to work towards an understanding of the debate around teacher professionalism which has been affected by the implications of the Neo-liberal approaches around

the world as well as in Turkey. Hence, it examines specific ways in which teacher professionalism has been identified and articulated as a consequence of reforms in education in England in the 1990s which have been a paradigmatic example of neo-liberal implementations. These are the shift in the practices of schooling by focusing on teaching practices in which marketization of education has functioned as a keyword in relation to teachers' professionalism. This is as an attempt to control teachers' professionalism through the state intervention on redefining the ideologies, practices and content of teachers' professionalism.

Given the nature of the high stakes in this intervention, I shall look at globalization's impact on teachers' professionalism. Therefore, I shall start by writing about some of the key influential trends in globalization. Second, I shall analyze change in professionalism of teachers in England as a paradigm example. Then, I shall look at how has begun to be implemented in Turkey by arguing whether reforming education based on policies which were generated outside of the country is a sound approach to employ in Turkish education, considering the likely strengths and weaknesses as a strategy with regard to teachers' professionalism. Thus, I will begin this essay in the first section by discussing the economic and political changes – as a consequence of globalization - in western societies starting from the 1970s. These changes might be viewed as the fundamental features influencing the restructuring of education in western countries. Section 2 discusses the concept of professionalism and the third section examines the general arguments of proponents and critics of state intervention in relation to its implementations in Britain. Based on this discussion, section 4 places the arguments into the Turkish educational context by focusing on the implications of implementations for teachers' professionalism.

Globalization and the shifts in the politics of education

This section sets out the context of policy changes in education and the conditions for the growth of reforming schooling which have arisen in Britain. As changes in most western societies during the last three decades have played a significant role in the restructuring of education and hence new requirements on the ideology, practices and values of teachers' professionalism, it is worth spending some time discussing the notion of globalization since it provides grounds for such changes in education.

Reich states in *The Work of Nations* that:

We are living through a transformation that will rearrange the politics and economics of the coming century. There will be no *national* products or technologies, no *national* corporations, no *national* industries. There will no longer be national economies, at least as we have come to understand that concept. All that will remain rooted within national borders are the people who comprise a nation. Each nation's primary assets will be its citizens' skills and insights. Each nation's primary political task will be to cope with the centrifugal forces of the global economy which tear at the ties binding citizens together – bestowing ever greater wealth on the most skilled and insightful, while consigning the less skilled to a decline standard of living. As borders become ever more meaningless in economic terms, those citizens best positioned to thrive in the world market are tempted to slip the bonds of national allegiance, and by so doing disengage themselves from their less favored fellows. (Cited in Hargreaves, 1994: 52)

Waters (1995:3) defines globalization as “a social process in which the constraints of geography on social and cultural arrangements recede and in which people become increasingly aware that they are receding”. Even though the recent political developments, as they appeared in the USA and Britain, weakened this argument, globalization affects societies still in three different areas of life - the economy, the polity, and culture (Waters,1995).

Economic globalization has affected countries in many ways. First, the circumstances of economic globalization led some companies and states to become globally integrated and to build their economic growth by creating new ways of production and services rather than having mass production of standardized goods and services involving low-skilled work. For example, Brown and Lauder (2001) suggest that “improvements in productivity depend upon the organic integration of applied knowledge, technological innovation, free-flow information networks and high-trust relations between management and multi-skilled workers” (Brown and Lauder, 2001: 4). In response to these changes in the world, that is the demands of the competitive global economy, countries looked for new approaches to sort out their economic problems. Brown and Lauder (1997:172) also identify the features of the era: “The globalization of the economic activity has called into question the future role of the nation state and how it can secure economic growth and shared prosperity”. The particular neo-liberal version of globalisation, that is the restructuring of economies and public sectors to conform to a particular global view of the way some interests want the world to be, has emerged as a response to this demand.

The neo-liberal version of globalisation has brought the idea of the importance of the cost-efficiency of organizations. This has become a major concern, demanding reshaping them in several ways. Decentralization, creating 'quasi-markets' and other processes related to state restructuring have all established a new emphasis on managerial and business skills to enhance efficiency and productivity of the organizations. Globalization supported institutions such as the Organization for Economic Co-operation and Development (OECD) that has provided a vision for the public sector connected with the relationship between the structure of organizations and their productivity. Thus, having certain characteristics for an organization has been defined as a prerequisite for national economic success in an increasingly competitive global environment (OECD, 1995).

The creation of a 'performance-orientated and 'less centralized' public sector with the following characteristics: a focus on results and efficiency and effectiveness, decentralized managements, flexibility to explore alternatives to public provision of services, establishment of productivity targets and a competitive environment between public provision sector organizations, along with the strengthening of strategic capacities at the centre of the organization.

Second, becoming the free-market economy brought profound changes in the public sector, forcing the various different sectors to respond to the new imperatives of globalization, and to contribute economically and socially desirable consequences for the countries concerned. This demand is based on the assumption that the bureaucratic structures and practices of the public sector were inefficient and expensive, and that establishing market competition would create a new type of managerialism to respond to new changes (Ozga, 1995).

In addition, re-centralization of control for fulfilling production targets as well as routinization and standardisation of production has been applied in some ways. For example, some quality strategies have been borrowed from the private sector to meet these expectations. Quality assurance is one of these strategies, which is based on monitoring and appraisal (Gewirtz, 2000). Gewirtz also states that quality control mechanisms:

... involve the specification of standards and the institution of formal systems of quality control to ensure that products conform to these standards. ..[they] tend to be associated

with the development of elaborate systems of performance measurement and external audits and are characterized by routinisation and standardization. (ibid:354)

Education could not escape these implications and educational policies were grounded on the idea of commitment to 'market democracy and individual competitive individualism' (Gewirtz, 1997). As a result, these changes have generated a profound change for management styles, curriculum, pedagogy, and assessment in schools (Kenway, 1993). There have also been changes in relation to teaching approaches and techniques, the content of subjects and assessment procedures to provide better trained students who can fulfil the requirements of post-fordist production (Ball, 1998).

Further, for schools these changes constitute a regulative framework for the exercise of state control. The implications of these different policies cover different aspects of the practices of schooling. The introduction of the National Curriculum, regular testing of students, performance tables and Ofsted are the policies borrowed from the quality assurance approach to 'specification and monitoring of standards'. These changes have implications for the way in which schools are organized and administered, as well as for teachers' professionalism. Having said this, I want to start my analysis by giving primary attention to aspects of teachers' professionalism, and to explore in detail the aspects which operate in teachers' professionalism as determinant factors.

Teachers' Professionalism and professionalization

The concept of professionalism has been one of the deeply contested concepts in western societies. As it is socially constructed (Hargreaves, 1994) history, culture and official policies are some of the forces which affect it. Hence, what it means to be professional is not universally agreed and has changed in relation to the changing nature of societies. However, it is mostly regarded as having some professional characteristics such as the qualifications and skills needed for successful practice of a profession. Goodson and Hargreaves (1996:4) make the same point by stating the concept of professionalism "as something which defines and articulates the quality and character of people's actions within that group". This definition makes the point that to be labelled as a profession there should be some criteria which differentiate one profession from other occupations.

Trait approach is one classification to distinguish characteristics of a profession. For example, Flexner defined six criteria. In his view, professional activity was “intellectual, carrying with it great personal responsibility; it was learned, not based on routine; it was practical rather than purely theoretical or academic; its technique could be taught, thus providing the basis for professional education; it was strongly organized internally; it was motivated by altruism, professionals viewing themselves as working for some aspect of general good” (Cited in Ozga and Lawn, 1981:12). Most trait analyses have been defined in accordance with the model of law and medicine which have been publicly recognizable and are of highly ranked status. Goodson and Hargreaves (1996) put the characteristics of these models as: “having specialized knowledge base or shared technical culture; a *strong service ethic with a commitment to meeting clients’ needs; and self-regulated, collegial control* rather than external bureaucratic control over recruitment and training, codes of ethics and standards of practice” (Goodson and Hargreaves, 1996: 5). This approach was accepted as the “ideal type” profession which meets entirely the specified features (Hoyle, 1974). However, defining lists of characteristics in this way leads to two problems. First, lists, created in accordance with high-status professions such as law and medicine tend to reflect the views of their creators. Such a way of defining a profession with a lack of clearly argued justification is inappropriate (Eraut, 1994). Second, as a socially constructed concept, professionalism may have different significances for their traits based on the cultural, political and historical features of the countries concerned and, as such, may not have global significance. For example, Whitty (2000) argues that there is tension between the characteristics of the societies and the imposition of normative views of taking the model of law and medicine to define an occupation as a profession. He puts it: “ a profession is whatever people think it is at any particular time and that can vary. So the fact that we normally talk about the teaching profession means that teaching is a profession, even when we cannot tick off those core characteristics listed earlier” (Whitty, 2000:282).

Professionalization is referred to as a social process which is to enhance the status and authority of an occupational group by gaining the characteristics of a profession (Whitty, 2000; Goodson and Hargreaves, 1996). With reference to teaching, professionalization is regarded as a sociological process which is not solely related to the quality of the practice of the teaching. Englund (1986) for example, makes the distinction between teacher professionalism and professionalization of this occupation. He states that professionalization is a “sociological project, relating to the authority and status of the (teaching) profession,

and professionalism as a pedagogical process, concerned with the internal quality of teaching as a profession” (Englund, 1986: 76). Hence, professionalism seeks to create an ideology to achieve its mission through the process of professionalization. McCulloch, Helsby and Knight (2000:14) put it in a teaching context: “It [professionalism] needs also to be understood as a form of ideology, one that has helped to legitimise controls over teachers but also provided them with some autonomy”. In addition, the concepts of ideology and autonomy constitute the resistance of the profession to external controls. These arguments raise the issues of autonomy and responsibility which have implications for the current debates about teacher professionalism in many countries. For example, ‘de-professionalization’ of teaching or ‘re-professionalization’ of teacher professionalism as a result of the reforms has been argued for a few decades. This refers to state intervention in teaching professionalism by putting restrictions on teachers’ autonomy, and redefining the contents of their professional knowledge in some ways by setting some certain standards to measure for the sake of ‘good quality teaching’. Where does the state come into this? To what extent can an ideology be generated for the teaching profession among its members in societies and what factors have been influential in ‘de-professionalization’ or ‘re-professionalization’ of teaching. The next section will deal with these issues.

Teacher professionalism and state intervention on the concept

We trust our health to the physician; our fortune and sometimes our life and reputation to the lawyer and attorney. Such confidence could not safely be reposed in people of a very mean or low condition. Their reward must be such, therefore, as may give them that rank in society which so important a trust requires. The long time and great expense which must be laid out in their education when combined with this circumstance, necessarily enhances still further the price of their labour.

(Adam Smith, *Wealth of Nations*, quoted in MacDonald, 1995)

What it means to be professional, something which still has wide acceptance within many societies, revolves around three main issues – knowledge, autonomy and responsibility. Hoyle and John (1995) put forward the argument that, even though there are many challenges to teacher professionalism, these factors are central to the concept. Technical or specialist knowledge is essential for professionals in order to differentiate them from those in other occupations. This knowledge consists of two component parts. Hoyle and John (1995)

state that these are first, knowledge which has been tested by scientific method in order to provide validity. The other component refers to knowledge based on theoretical models and case descriptions that support the application of knowledge in different specific cases. By this means professionals develop 'knowledge-based skills' for their professional life.

A specialist body of knowledge and autonomy and are interrelated. To have their autonomy professionals need to have this kind of knowledge which makes them able to work in uncertain situations. Hoyle and John (1995:77) put it like this:

"As professionals work in uncertain situations in which judgement is more important than routine, it is essential to effective practice that they should be sufficiently free from bureaucratic and political constraints to act on judgements made in the best interest (as they see them) of the clients.

In addition, this argument raises two more points. First, professionals need autonomy to make right judgements which requires the prediction of *people's* interests they serve. Second, they need that autonomy to act in favour of *people* for whom the professionals are responsible for making judgments. This leads to the issue of responsibility for professionals. The capacity to make right judgements is a significant factor for professionals. Given that professionals have that competence, they also need autonomy to make their own judgements in favour of the agents for whom they are responsible.

However, practising autonomy and responsibility may create tension in the implementation of their professionals' practices. This issue raises the questions that are central in today's professionalism in societies. If professionals are responsible for the interests of the people they serve, do these put restrictions on their professional autonomy? If so, to what extent are professionals' accountable for the interests of them? What are the determinant factors of professional knowledge? Who are the agents for the establishing of professional knowledge for that occupation? In terms of the teaching profession, state intervention on this context has been the determinant factor in every country.

It is widely argued that political factors have made an impact on the practice of teaching, and that teachers are constantly making choices which have political implications (England, 1986). This seems to suggest that professional status has been dominated by the state. For example, in England, the teaching profession has been practiced differently

according to each era which has been dominated by different policies. The 1960s was the era of having considerable degree of de facto autonomy (Whitty, 2000). It was the period that professional autonomy trusted. The period from 1944 to the mid-1970s was called the 'golden age of teacher control', when the teacher professionalism was trusted by the state and parents believed that teachers knew what was best for their children. The state did not intervene in the practices of the professionals.

Yet, a changing view for teacher's work emerged in the 1970s with teachers being blamed as a major cause of the economic recession. Reform of education has emerged in many countries starting from the 1980s as a result of new right, subsequently in 1990s with Neo-Liberal implementations based on human capital theory - arguing that economic development would be enhanced through increased participation in education (Ball and Goodson, 1985). The importance of having de-centralized institutions and new management applications in the management of the schools have brought profound changes in the concepts, implementations and practices of schooling. This brought the idea of to "make schools and teachers more responsive to and more accountable to the needs of industry and the personal concern of parents" (Ball and Goodson, 1985:82)

In addition, state intervention works to create a culture which is performance, productivity and output orientated. This culture puts stress on exam performance as a result of the increasing pressure coming from market forces which value a student's academic performance. Teachers' work has therefore been restructured in response to these requirements. The changing role of state control in favour of global competitive forces puts restrictions on teachers' autonomy. The impact of these demands appears in different forms. For instance, creation of 'content of teachers' professionalism has accrued as a result of the market forces (Whitty, 2000) which results in a loss of autonomy for their professional judgement.

Gewirtz (2002) explains how deskilling of teacher professionalism works as a result of accountability as a control system. She argues that accountability places pressure on teachers who are accountable to their internal authorities to fulfil the requirements of marketing forces such as league tables and the inspection system, that is, a 'hierarchically structured internal system of accountability'. Moreover, she explains how accountability is used in order to instil the values of the 'performance-driven market' in the teacher's practice to ensure productivity: "These clear lines of accountability, coupled with appraisal systems, effectively regulate the work of teachers, ensuring that the values of the performance-driven

market are institutionalised to the extent that they penetrate classroom practice” (Gewirtz, 2002:76). This narrower definition of teacher performance rules out other aspect of teaching capabilities in the name of productivity through fulfilling output-orientated climate requirements which emphasise exam performance. As Gewirtz (2000: 362) puts it: “Autonomy, reflectivity, creativity and fulfilment for teachers are only valued, if at all, where they are seen to contribute to productivity”.

These policies underpin all these various developments to a greater or lesser extent and can be regarded as a defining principle of English educational policy in the late twentieth century. What does appear to be accepted is that the state intervention as result of New Right and Neo-liberal educational_policies indicate a ‘low trust relationship’ in teacher professionalism which puts restriction on the professional judgment hence, professional autonomy of teachers.

These issues were subsequently to be incorporated into a different framework and vision of teacher professionalism. The whole ground of educational debate and struggle have been restructured in Turkey as well.

Placing the discussion in the Turkish Educational Context

In this section I will place the discussion above into the Turkish educational context taking into consideration the main features ‘teachers performance appraisal’. Teacher performance appraisal project, which was started in 2000s, is seen as a means to set some professional standards to strengthen the quality of teaching, and also as a means to professional development and personal satisfaction of teachers. Hence, it aims to reform Turkish education through changing structures of the system as a result of the idea that the restructuring of teaching standards will lead to greater quality for better-trained students in educational institutions.

The details of “Teachers performance appraisal” has been defined with a new regulation and being implemented as a pilot study in 2010, in different regions of the country. This pilot study aims to use multiple data sources for the performance appraisal. The data sources to be used are: views of school manager, primary education inspectors, teachers themselves, students, and parents on the teacher. Also the preparation of a record form specific to the teaching profession, that the responsibilities should be determined and evaluated, hence

a new teacher performance evaluation model and record form is required. Application of these strategies during appraisal have been considered as the process of defining visible and measurable success of teachers. The results of proved statistical processes may be used;

- In the development of teacher training policies,
- In teacher selection and employment,
- In the in-service training of teachers,
- In the promotion of teachers and career development,
- System development for performance based teachers

Teachers performance appraisal sets some certain standards for teachers which are seen as necessary for the competencies of teaching profession. The competences have been identified by its advocates, arguing teacher professional standards may enhance the status of teachers and contribute to the on-going professional learning of teachers (Akşit, 2006), however, this project implementation has been opposed by the teacher's unions, seeing it an imposition to their professional autonomy. Setting up teachers' competencies which are based on "technical rationality" has occurred as a result of post-modern culture to see education as a kind of commodity for new generations.

Secondly, employing performance strategies to find out visible and measurable success are considered to be the priority for the performance of the teachers (Grace, 1995). Hence, the defining characteristics of success are established by facts proved through statistical processes which is limited to the statistical measurement of academic achievement. However, preparing students for socialisation into a complex society, emphasising the development of individual responsibility, talent, and free expression, teaching students to serve as a good citizens in a democracy are also important goals for schools - and these are not "measured".

Issues concerning the policy and practice of teaching professionalism in performance driven implementations

According to the previous discussions, a number of issues have arisen from the implementation of the educational policies starting from the early 1980s which affected teachers' professionalism in Britain. These may create the same effect to some extent on the professionalism of Turkish teachers and this is why there is skepticism about reforming

education in Turkey. Teachers appraisal as an approach demands some changes in concepts and practices, which result in a shift in the role, purpose and values of teaching and schooling. Its industrial heritage reveals itself in its over-emphasis on outcomes which lead schools to be concerned more with 'achievement'.

This approach is committed to the principles of management in order to reach the desired success. Given this support for markets in education, it is difficult to see what the likely effects of new coming policies would be in Turkish schools. First, as a result of implementing management strategies based on a competitive climate of marketing, it is more likely that schools as well as teachers are subject to implications coming from the markets forces, as produced in Britain. For example, the definition of teacher performance which is framed by marketing requirements is grounded in measurable outcomes. This rules out the other aspects of teaching in the name of productivity through fulfilling output orientated requirements which emphasize exam performance. As a result, deskilling of teachers' professionalism is likely to emerge as a response to market forces. Teachers' work therefore is likely to be restructured in response to these requirements by putting restrictions on teachers' autonomy.

Moreover, as a result of marketing culture requirements, a shift appears in the values of teaching and education that demands a new identity in the teaching profession. Another issue arising from critics of is that the process of constant surveillance to control teachers' work. This approach employs a strategy of controlling of the processes, which is contrary to empowerment as well as demands from professional autonomy of teachers, by restricting their professional judgments. This creates tension in the teachers' professional autonomy. The consequences of all these implications, as has occurred in Britain, may well be the generation of growing tension in teachers' professionalism in Turkey. It is difficult to believe that there will be high quality teaching with stressed teachers. As a result, teacher's appraisal is highly unlikely to resolve some of the major problems of the Turkish educational system, which is low status of teachers in society.

The last, but may be the most significant point to raise at this point is the importance of local context for borrowing policies from different countries. To import policies, to reform education, into a different country context may fail when it is put into practice. The importance of local context should take priority, even though the aim of the innovation is the same. The likely success of a reform depends on the general characteristics of the

educational system. For example, when we talk about the education system in Turkey, one of the most important characteristic of it, centralize system of the country. The OECD Report on the education system in Turkey argues about even the falling autonomy of teachers, teacher autonomy from 2006 until 2015, gradually decreased (UNESCO, 2017). At this point, the question to ask, whether teachers performance appraisal is a remedy for the raising standards of teaching in Turkey? Or to what extent—teacher professionalism may in fact be realized if there is lack of autonomy for the process whereby individuals are required to be developed professionally?

Conclusion

People are always wanting teachers to change. Rarely has this been more true than in recent years. These times of global competitiveness, like all moments of economic crisis, are producing immense moral panics about how we are preparing the generations of the future in our respective nations ... Few people want to do much about the economy, but everyone – politicians, the media and public alike – wants to do something about education. (Hargreaves, 1994: 5)

In this paper I discussed the issues of teachers' professionalism which have emerged more in line with the effects of globalisation in many countries. The policy changes and the implementation of the new policies in Britain have been as an example of the restructuring of education and hence new requirements on teachers' professionalism. The importance of having de-centralized institutions and new management applications in the management of the schools have brought the idea of to make schools and teachers more responsive to and more accountable to the needs of industry and the personal concern of parents. This view makes demands on teachers' professional features such as knowledge, autonomy and responsibility. As a result, the teaching profession has been encountering new implications of these policies to respond to, because of its significant role in the production of knowledge and capital accumulation of the nation. This has been an attempt to control teachers' professionalism through state intervention on redefining the ideologies, practices and content of teachers' professionalism. This intervention has been aimed at teachers' professionalism through three forms of control; the market, management and initial teacher training. All of this seems to indicate a radical change to reconstruct and redefine the meaning and purpose of teaching.

What has been happening in Turkey in terms of teachers performance appraisal is much a part of globalization as has happened in England. The two government projects on Turkish education have been carried out in the last a few decades. They served two interrelated purposes – they aimed to re-establish a national system of accountability in teacher's work. This was an attempt to re-professionalise and to some extent to de-professionalise the teaching profession. The reform which is to implement a teachers appraisal system in the schools has aimed to increase productivity and greater efficiency of teachers' work. As a result, some certain changes have emerged in teachers' tasks by putting new demands on their professional knowledge and autonomy. The former was to be achieved through the prescribed lists of competences. This project is more in line with the perceived needs of the twenty-first century. However, the reformation of education to fulfill the requirements of economic globalization is the issue policy makers reconsider. To create a new professionalism which is based on practical based competencies and to some extent conventional theoretical knowledge may be seen as necessary to teach children. But the question of to what extent teachers have 'professional wisdom' to educate their children remains to be responded to.

In addition, to import policies to reform education is another issue to consider for policy makers. To import policies into a different country context may fail when it is put in practice. The importance of local context should take priority, even though the aim of the innovation is the same.

There are powerful societal effects that need to be taken into account. This is why the problem of policy importation, in contrast to the importation of electrical appliances, rarely boils down to a simple matter of changing the voltage. It almost always involves changing the circuits. Alternatively, we should reject the contention that policy importation is destined to fail because of the unique constitution of societies. ... all demonstrate that there is considerable potential to import other approaches, but they clearly need to be adapted to local circumstances (Brown, Green and Lauder, 2001: 236-7).

References

Akşit, F. Sosyal Bilimler Araştırmaları Dergisi, 2, (2006): 76-101

- Ball, S. J. and Goodson, I. F. (eds) (1985) *Teachers' Lives and Careers*, Barcombe: The Falmer Press.
- Ball, S. J. (1998) Performativity and Fragmentation in 'Postmodern Schooling, in , J. Carter, (eds) *Postmodernity and the Fragmentation of Welfare*, London: Routledge.
- Brown, P. and Lauder, H. (2001) *Capitalism and Social Progress, The Future of Society in a Global Economy*, New York: Palgrave.
- Brown, P. and Lauder, H. (1997) Education, Democracy and the Economy, in A. H. Halsey, H. Lauder, P. Brown, and A. S. Wells, *Education, Culture, Economy, Society*, Oxford: Oxford Press.
- Booth, M.B., Furlong V.J., and Wilkin, M., (1990) *Partnership in initial teacher training*, London Cassell.
- Cheng, Y., C. (1996) *School effectiveness and School-based Management: A Mechanism for Development*, London: The Falmer Press.
- Eraut, M. (1994) *Developing Professional Knowledge and Competence*, London: Falmer Press
- Englund, T. (1996) Are Professional Teachers a Good Thing? In I. F. Goodson, and A. Hargreaves, (eds) *Teacher's Professional Lives*, London: Falmer Press.
- Furlong, J. and Maynard, T. (1995) *Mentoring student teachers the growth of professional knowledge*, London : Routledge.
- Flexner, A. (1915) *Is social work a Profession?* (Proceeding of the National Conference of Charities and Correction), Hildman Publishing. Cited in J. T. Ozga and M. A. Lawn (1981) *Teachers, Professionalism and Class: A Study of Organized Teachers*, London: Falmer Press.
- Gewirtz, S. (2002) *The managerial School, Post-welfarism and Social Justice in Education*, London: Routledge.

- Gewirtz, S. (2000). Bringing the Politics Back In: a critical analysis of quality discourses in education. *British Journal of Educational Studies*. Vol. 48, no. 4: p-p. 352-370.
- Gewirtz, S. (1997) Post-welfarism and the Reconstruction of Teachers' Work in the UK, *Journal of Education Policy*, Vol. 12, No 4, pp. 217-31.
- Goodson, I., F. and Hargreaves, A (1996) *Teacher's Professional Lives*, London: Falmer Press.
- Grace, G. (1995) *School Leadership; Beyond Education Management, an Essay in Policy Scholarship*, London: Falmer Press.
- Greenwood, M. and Graunt, H. (1994) *Total Quality Management for Schools*, London: Cassell.
- Harris, A. (2003) The changing context of Leadership, Research, theory and Practice. In A. Harris, C. Day, D. Hopkins, M. Hadfield, A. Hargreaves and C. Chapman (eds) *Effective Leadership for School Improvement*, London: Routledge Falmer.
- Hoyle, E. (1974) Professionalism, Professionalism and Control, *London Educational Review*, Vol. 3, No. 2, pp. 13-19.
- Hoyle, E. and John, P (1995) Professional Knowledge and Professional Practice, London: Cassell.
- Hargreaves, A. (1994) Changing Teachers, Changing Times: Teachers' Work and Culture in the Postmodern Age, London: Cassell.
- Kenway, J. (1993) Marketing Education in the Postmodern Age, *Journal of Education Policy*, Vol. 8, No. 1, pp. 105-22.
- Lauder, H. (1987) The New Right and Educational Policy in New Zealand, *New Zealand Journal of Educational Studies*, Vol. 22, No. 1.

- Levacic, R. (1999) *Managing Resources for School Effectiveness in England and Wales: Institutionalising a Rational Approach?*, in R. Bolam And F. van Wieringen (eds) *Research on Educational Management in Europe*, Munich: Waxmann.
- Macdonald, K. (1995) *The Sociology of the Profession*, London: Sage.
- Mcculloch, G., Helsby, G. and Knight, P. (2000) *The politics of Professionalism: Teachers and the Curriculum*, London: Continuum.
- OECD, (Organisation for economic Co-operation and Development) (1995) *Governance in Transition: Public Management Reforms in OECD Countries* (Paris:OECD).
- (UNESCO (2017) *Global education monitoring report 2017/8-Accountability in education: Meeting our commitments*. Paris: UNESCO Publishing. Ekim 2017.
- Ozga, J. (1995) 'Markets, Management and the Manufacture of consent in Primary Schools', Paper presented to Second Comparative Education Policy Seminar: Sweden and the UK, School of Education, King's College, London.
- Poulson, L. (1996) *Accountability: A Key-Word in the Discourse of Educational Reform*, *Journal of Education Policy* Vol. 11, No. 5, pp. 579-592.
- Sergiovanni, T., J. (1996) *Leadership for the Schoolhouse: How is it different? Why is it important?*, San Francisco: Jossey-Bass Publisher.
- Smyth, J., Dow, A., Hattam, R. and Shaclock (2000) *Teachers' Work in a Globalizing Economy*, London: Falmer Press.
- Stoll, L., Bolam, R., Collarbone, P. (2002) *Leading for Change: Building Capacity for learning*. In K. Leithwood, P. Hallinger, G. C. Furman, P. Gronn, J. Macbeath, G. Mulford and K. Riley (eds) *Second international Handbook of educational Leadership and Administration*, Dordrecht: Kluwer Academic Publishers.
- Taylor, S., Rizvi, F., Lingard, B., Henry, M. (1997) *Educational Policy and the Politics of Change*, London: Routledge.

- Tomlinson, S. (1998) A Tale of One School in One City: Hackney Downs. In R. Slee, G. Weiner, S. Tomlinson (eds) (1998) *School Effectiveness for Whom?*
- Waters, M. (1995) *Globalization*, London: Routledge.
- Whitty, G. (2000) Teacher Professionalism in New Times, *Journal of In-Service Education*, Vol. 26, No. 2, pp. 281-94.
- Whitty, G., Furlong, J., Barton, L., Miles, S. and Whiting, C. (2000) Training in Turmoil, Researching, Initial Teacher Education in England in the 1990s. In A. Scott and J. Freeman-Moir, *Tomorrow's Teachers: International and Critical Perspectives on Teacher Education*, Christchurch: Canterbury university Press.
- Wilkin, M. (1996) *Initial Teacher Training: The Dialogue of Ideology and Culture*, London: Falmer Press.