

Research Article

Special education teacher' selection, education and appointment policy: Türkiye case

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Abstract

Special education is the general name of the education of exceptional children. The critical role in special education belongs to special education teachers. In this respect, it can be said that the special education teacher training programs and system are related to the quality of the special education provided. The aim of this research is to analyze the special education teacher training policy in Turkey. The research is in the case study design, one of the qualitative research designs. In the research, the importance given to special education teachers in Turkey, legal regulations, universities, entry coefficients (ranking) for university programs, curriculum contents of special education teacher training program, income of special education teachers were examined. In order to obtain these data, the relevant documents in 2020 were analyzed. As a result of the research, special education teacher training in Turkey is carried out within the body of state and foundation (private) universities. Programs continue to be opened in these institutions. Course content includes practical lessons. The income of special education teachers is slightly above the minimum wage. It is recommended to increase the number of studies on further development of education policies on special education teacher training.

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Introduction

The development of countries is also measured by the importance in education. Therefore, international level exams; It is organized like PISA and TIMMS. This leads countries to review their education policies. It is seen that countries around the world rank their education systems as preschool, primary education, secondary education and higher education. At this point, apart from this "basic education" mentioned for normally developing students, there are also differences in practice between countries in the field of "special education", which is the education given to individuals who do not show normal development in physical, auditory, visual and mental fields.

It would not be wrong to say that the services provided by countries for individuals who do not show normal development show the development levels of societies. For this reason, legitimate and educational organizations prepared for the aforementioned individuals are considered within the scope of basic service. Especially, the educational activities that start in the pre-school period, which will enable these individuals to live freely, without needing anyone, and to have the opportunity of inclusive education, are of great importance (Billingsley, 2004; Evans, Williams, King & Metcalf, 2010; Jameson & McDonnell, 2007).

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When the literature is examined regarding the provision of quality special education, we find resources about the problems, qualifications, education and competencies of the teachers who provide education in this field. It is a very positive situation that special education teachers have acquired teaching knowledge in general and knowledge, attitude and skills within the scope of special education (Brownell, Sindelar, Bishop, Langley & Seo, 2002; Özyürek, 2008).

To be able to combat teaching techniques, different behaviors and attitudes, to be knowledgeable about, prepare and implement individualized education program (IEP), to act in cooperation with parents and field experts in continuous communication, to prepare materials, materials and learning environment for different activities, teacher The expression "qualified teacher" can be used for special education teachers who are competent in knowing their rights and professional and personal development (Gebbie, Ceglowski, Taylor ve Miels, 2011; Manning, Bullock ve Gable, 2009; Özyürek, 2008). At this point, in order for an individual to become a "qualified special education teacher", they should be trained especially with inclusive and applied trainings.

Based on the aforementioned, it is understood that comparative education, the necessity of which is described in the literature for basic education, is also essential for special education. Accordingly, comparing the training of special education teachers with practices in different countries in terms of their working environment and other criteria, and adapting efficient practices in other countries participating in the study will be extremely beneficial for the special education field as well as in all fields of education.

The purpose of this study, 'Turkey' special education teacher candidates 'selection, upbringing, appointment and examine the working facilities and movement of the efficient implementation of these countries' qualified special education teacher "is located in the proposal.

Research Problem

Accordingly, the main problem of the study;

- Turkey, special education teacher training and assignment policies and working conditions of special education teachers in this country is how? " constitutes the question.

The subproblems of this research are;

- What is the importance given to the special education teachers by Turkey?
- What are the institutions that train special education teachers in Turkey? What are the legal regulations in Turkey?
- What are the entrance requirements for special education teaching departments at the university Turkey?
- What are the course contents in special education teaching departments at the university in Turkey?
- What are the criteria for the appointment of special education teachers in the public sector in Turkey?
- What are the employment opportunities and conditions of special education teachers in the private sector?
- What are the salaries of special education teachers?
- How is the other issues on special education teacher training at Turkey?

Method

Research Model

The research model was determined as a case study research. In this research, case is the special education teacher training system and related issues (Demirel, 2000; Erdoğan, 2005). In this context, the horizontal approach model was used in the research. In this study the elements of the education systems and policies of different countries are examined and evaluated as a whole under the determined themes (Erdoğan, 2005). In Turkey special education teacher training policies were analyzed and evaluated in terms of the way these candidates were raised, their method of appointment and the opportunities provided to them.

Data Collection

Document analysis, one of the qualitative research methods, was used to collect the research data. In the document analysis method, documents written about the facts or events subject to the research are analyzed (Yıldırım ve Şimşek, 2011).

While analyzing the documents in the research, efforts were made to reach and benefit from the main sources on the subject. At this point, the data were obtained as a result of the analysis of the official pages of the Ministries of National Education of the countries involved in the study, the OECD and EURYDICE websites, the websites opened for the teachers of the countries and the academic studies on the subject. Applying the knowledge and interpretation of the field expert in document analysis method is another way to follow (Karasar, 2005). In this study, Turkey, Malaysia, the individual who is considered an expert in the field of special education in Romania and Indonesia have applied their knowledge and opinions and reached to the latest data on the subject. Officially accepted documents and the data obtained from the documents were analyzed, evaluated and presented according to the determined themes. The order of presentation of the findings; "The importance of special education teachers, the institutions and organizations that train special education teachers and the legal bases, the criteria required to enter the special education teaching department of universities, the scope of special education teaching departments at universities, the criteria for special education teachers to be appointed to public education institutions, opportunities and conditions of finding a job, salaries of special education teachers and other issues" and reported in this way.

Results

In this part of the study, the scientific data obtained from the relevant countries on the research were reported. The report prepared in this context has been examined on a country basis according to the themes determined and presented below

The Importance of Special Education Teachers in Turkey

The fact that he has undertaken such a task on the basis of individual differences can be expressed as a feature that reveals the vital importance of special education. In this context, it is clear how important teachers working in the field of special education are. Aydın & Tortop (2020) in their study to determine the social value perceptions of families towards special education teachers; they stated that parents have a perception of value for special education teachers in terms of the labor they give to children, in terms of understanding students who cannot be understood in society, in terms of performing a profession that should be performed higher than other teachers, in terms of increasing the success of their children.

Institutions that Train Special Education Teachers and Their Legal Status in Turkey

While the courses taught in the programs opened to train teachers in the field of special education are shaped over time as a result of the decisions of their institution, In the Education Faculties Teacher Training Undergraduate Programs Guide published for the first time by the Higher Education Council in 1998 (HEC, 1998), published in a single plan with compulsory and elective courses. In this guide, it is aimed to train special education teachers in four different disciplines as the teacher of the mentally impaired, the teacher of the hearing impaired, the teacher of the visually impaired and the teacher of the gifted, along with the minor branches.

In the new version of the Education Faculties Teacher Training Undergraduate Programs Guide, which was updated by the Higher Education Board in 2007, the special education programs still exist in four disciplines, but it has been observed that the minor application has been removed and some courses and courses have been changed during their periods (HEC, 2007).

In line with the letter of HEC, dated 29/04/2015 and numbered 387, on changing the name of the Undergraduate Programs of Teachers for the Gifted-Talented/Mentally Retarded/Visually and Hearing Impaired as a source for Special Education Teaching, Ministry of Education, The General Directorate of Teacher Training and Development and the General Directorate of Special Education and Guidance Services organized a "Special Education Teacher Special Field Competencies Workshop" at Ayvalık Cunda Application Hotel in Balıkesir Ayvalık district between 21-25 May 2015.

(WEB2). In the meeting of the General Assembly of the Higher Education Institution on 08.12.2015, it was proposed to combine the Gifted Teacher Education, Hearing Impaired Teacher Education, Visually Impaired Teacher Education and Mentally Handicapped Undergraduate Programs under a single program (WEB1). The "Special Education Teaching Undergraduate Program" envisaged for graduating teachers to be trained in a quality that can provide education to students with all types of disability with the update made in the Faculty of Education Teacher Training Undergraduate Programs Guide (HEC, 2007) in 2016; and it has been implemented since the 2016-2017 Academic Year and was updated and published in June 2018.

The Student Selection and Placement System Higher Education (SSPSHE)' Programs and Quotas Guidelines of Universities and their programs that train teachers in the field of special education for 2019 year are given in Table 1. (Center for Student Selection and Placement (CSSP), 2018, 2019).

Table 1. Comparison table of special education undergraduate programs and quotas in 2019

Universities	Quotas	Universities	Quotas
Hacettepe University	60	Bolu Abant İzzet Baysal University	60
İstanbul University -Cerrahpaşa	60	Sakarya University	80
Marmara University	100	Pamukkale University	60
Ege University	60	İzmir Demokrasi University	60
İnönü University	50	Trakya University	50
Ankara University	80	Trabzon University	100
Dokuz Eylül University	80	Nevşehir Hacı Bektaş Veli University	60
Gazi University	120	Zonguldak Bülent Ecevit University	70
Bursa Uludağ University	60	Düzce University	60
Hatay Mustafa Kemal University	40	Biruni University	60
Anadolu University	150	İstanbul Sabahattin Zaim University	20
Eskişehir Osmangazi University	100	İstanbul Medipol University	70
Akdeniz University	60	Hasan Kalyoncu University	40
Ondokuz Mayıs University	90	Maltepe University	70
Atatürk University	60	İstanbul Aydın University	70
Necmettin Erbakan University	140	İstanbul Okan University	50

When Table 1 is examined, it is seen that the program, which was under the name of teaching for the mental / auditory / visually impaired or gifted in the previous years, took place under the name of "special education teaching" in the last two years.

Admission Requirements to Special Education Teaching Departments of Universities in Turkey

Criteria such as the base scores or ranking of success announced by the ÖSYM for the special education teacher undergraduate program are important in determining the criteria required for entering the field. According to the guide published by ÖSYM on special education teaching in 2019, the base scores required for entering the undergraduate program, the type of score (Verbal/Quantitative/Equally Weighted) and the percentile are listed in Table 2. Accordingly, Table 2 includes the highest scores in the program for 2019.

Table 2. 2019 year special education teaching undergraduate programs, score type, minimum score and highest scores entered in the department

Universities	Faculty	Department	Score Type	Base scores	Highest Score	Percentage
Biruni University (Istanbul)	Faculty of Education	Special Education Teaching (scholarship)	Verbal	481,06	527,56	87,8%
Hacettepe University (Ankara)	Faculty of Education	Special Education Teaching	Verbal	420,55	451,25	75,16%
İstanbul Üniversitesi-Cerrahpaşa	Faculty of Education	Special Education Teaching	Verbal	419,70	466,48	77,66%
İstanbul Sabahattin Zaim University	Faculty of Education	Special Education Teaching (scholarship)	Verbal	418,90	443,83	73,83%
Marmara University (İstanbul)	Faculty of Education	Special Education Teaching	Verbal	413,27	470,36	78,33%
Ege University (İzmir)	Faculty of Education	Special Education Teaching	Verbal	412,48	459,14	76,5%
İstanbul Medipol University	Faculty of Education	Special Education Teaching (scholarship)	Verbal	412,03	464,00	77,33%
Hasan Kalyoncu University (Gaziantep)	Faculty of Education	Special Education Teaching (scholarship)	Verbal	411,36	446,55	74,33%
Maltepe University (İstanbul)	Faculty of Education	Special Education Teaching (scholarship)	Verbal	407,91	442,92	73,66%
İnönü University (Malatya)	Faculty of Education	Special Education Teaching	Verbal	407,45	467,61	77,83%
Ankara University	Faculty of Education	Special Education Teaching	Verbal	406,85	474,94	79,0%
Dokuz Eylül University (İzmir)	Faculty of Education	Special Education Teaching	Verbal	404,60	469,55	78,16%
Gazi University (Ankara)	Faculty of Education	Special Education Teaching	Verbal	403,27	475,60	79,16%

As can be seen in Table 2, it is seen that the base scores and percentages of the universities across the country for the undergraduate program of special education teaching are high. This situation, as will be mentioned in the following themes, is due to the fact that the prospective teachers who graduated from the special education teaching program have high opportunities to be appointed and find a job.

The Content of the Courses in the Special Education Teaching Department at Universities

A study has been published by Center for Student Selection and Placement (CSSP) on the content of special education teaching undergraduate programs. According to this study, the lessons of the special education teaching program are shown in Table 3.

Table 3. Special Education Teaching Undergraduate Program Courses

Semester	Courses
1 st Semester	Special Education, Intellectual Disability and Autism Spectrum Disorder, Child Development, Foreign Language-1, Computer-1, Turkish-1: Written Expression, Atatürk's Principles and History of Revolution-1, Introduction to Educational Sciences.
2 nd Semester	Learning Disability and Special Talent, Hearing and Visual Impairment, Health Knowledge and First Aid, Foreign language-2, Computer-2, Turkish-2: Oral Expression, Atatürk's Principles and History of Revolution-2, Educational Psychology
3 rd Semester	Special education in early childhood, Applied Behavior Analysis, Inclusion in special Education, Turkish Sign Language, Elective-1, Elective-2, Measurement and Evaluation, Teaching Principles and Methods
4 th Semester	Supporting Language and Communication Skills, Evaluation in Special Education, Technology-supported Education in Special Education, Play and Music in Special Education, Braille Alphabet, Elective-3, Elective-4, Observation in Special Education Institutions.
5 th Semester	Teaching Reading and Writing in Special Education, Teaching Science and Social Studies in Special Education, Mathematics Teaching in Special Education, Teaching Social Stimulation Skills in Special Education, Preparation of Individualized Education and Transition Plans, Elective-5, Elective-6, Classroom management

6 th Semester	Family Education in Special Education, Teaching Turkish in Special Education, Physical Education and Sports in Special Education, Teaching Artistic Skills in Special Education, Elective-7, Elective-8, Community Service Practices, School and Institution Experience in Special Education
8 th Semester	Professional Ethics in Special Education, Instructional Technologies and Material Design in Special Education, Elective-9, Elective-10, Scientific Research Methods, Teaching Practices in Special Education-1
9 th Semester	Special Education Policies and Legal Regulations, Elective-11, Elective-12, Counseling, Turkish Education System and School Management, Teaching Practices in Special Education-2

When Table 3 is examined, it is seen that during the 4 (four) year undergraduate program, all the branches that make up the special education field are given to the students included in the program, and the opportunity to work one-on-one with theoretical courses and practical lessons (HEC, 2020).

Application Conditions for Special Education Teaching in Public Turkey

teaching profession for the public sector in the prerequisite of being able to work in Turkey, the education faculties four (4) After finishing with the success of the annual license department, organized by the Public Personnel Selection Examination by the state (KPSS) which is to get points on the branch-based determination of the points. In this context, the "General Regulation on Exams for Those Who Will Be Appointed to Public Offices for the First Time" of the Council of Ministers, dated 18.03.2002 and numbered 2002/3975, has been prepared and the content of the exam has been shared with all the details in this regulation. This regulation has been added to the "Presidential Regulation" section in accordance with the President's Decree dated 15/4/2019 and numbered 903 published in the Official Gazette dated 16/4/2019 and numbered 30747. At this point, when the list showing the base score ranking for contracted teaching in January 2020 is examined, it is seen that there are 755 needs for special education teaching, while the average of the base scores determined for the city-schools in this list is 78.65 (<https://www.puanlar.net/ozel-egitim-ogretmenligi-atama-puanlari/>). In addition, the number of quotas and base scores determined by the Ministry of National Education according to the branches for the additional teacher recruitment to be made in June 2020 are presented in Table 4. Accordingly, special education teaching takes place with 1118 quotas and 50 base points. The number of quotas opened to the special education field, which is seriously needed every period, has been the clearest indicator of this.

Table 4. Comparative table of the state staff determined by the ministry of national education for recruitment of additional teachers in June 2020

The most needed teaching branch	Number of quotas
1. Classroom teaching	2831
2. Religious Culture and Ethics	1801
3. English language	1739
4. Elementary Mathematics	1701
5. Pre-school teaching	1518
6. Guidance and psychological counseling	1373
7. Special Education Teaching	1118
55.	
Total number of branches: 55	Total number of teaching staff: 20 000

As seen in Table 4, 1118 special education teachers are requested for the number of quotas proposed for 2020. According to the quota order, it is seen that the special education teaching branch is in the 7th place (MEB, 2020).

Opportunities and Conditions for Special Education Teachers to Find Employment in the Private Sector in Turkey

The processes for special education teacher recruitment processes in the state sector have been described above. In the private sector, the process is different. In the private sector, “Special Education and Rehabilitation Centers need special education teachers. In this context, regarding recruitment, institutions can employ classroom teachers and pre-school teachers with special education certificates. In addition to special education teaching graduates, people who have graduated from classroom teaching and pre-school teaching departments and have received special education certificates have the opportunity to work (MEB, 2020). Apart from these, the demands and expectations of each private institution and the opportunities it will offer to the person vary.

Salaries of Special Education Teachers in Turkey

Special education teachers who start working under the Ministry of National Education are charged every year according to the salary increases determined by the ministry's inflation increase.

Considering the increase in the salary of a newly appointed teacher in January 2020, it is around 3800 TL. However, this amount is paid for 15 hours of lessons per week. For each lesson hour over 18 hours, other branch teachers will add an amount of around 17.22 TL to the salary. However, additional tuition fees for Special Education Teachers are paid 25% more. For the year 2020, this amount is 21.52 TL. When it is thought that the teacher teaches from 6 hours a day to 30 hours a week, he / she teaches 60 more hours a month. The amount from the additional course ($60 \times 21.52 = 1291.2$ TL) Special Education Teacher salary reaches approximately 5200 TL. (<https://www.okuloncesi.info/2018/07/24/ozel-egitim-ogretmenligi-maaslari/>).

In 2020, the minimum wage was determined as 2324 TL. Accordingly, it can be said that the salary of a private education teacher working in the state sector is 2.23 times the minimum wage.

Other Issues Related to Special Education Teaching in Turkey

Considering the training, working conditions and legal rights of special education teachers who work in a very important branch, it is seen that both professional burnout and general burnout levels are high (Arslan ve Arslan, 2014; Kocaman, 2018; Işıktas, 2016; Işıktan, 2017; Çelebi, 2013; Kaya, 2010).

It is not possible for an individual with a high level of burnout to be productive in the environment he / she works. For this reason, it is necessary to review the working conditions and legal regulations of teachers and to support teachers at the level they deserve. There is not enough work on the regulations related to this.

Conclusion

Special education is the general name of the education of exceptional children. The critical role in special education belongs to special education teachers. In this respect, it can be said that the special education teacher training programs and system are related to the quality of the special education provided. In this study, the analysis of the special education teacher training policy in Turkey was made. According to the analysis made according to the 2020 data, it cannot be said that the number of state and foundation (private) universities related to the training of special education teachers in Turkey is sufficient. In addition, more course content can be provided in terms of the application of curriculum contents related to special education teacher training. Income levels of special education teachers are slightly above normal living income. It is recommended to increase the number of studies on further development of education policies on special education teacher training. It may be suggested to conduct comparative studies in Turkey and developed countries regarding special education teacher training policies.

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