PROPOSING A STANDARDS-BASED NATIONAL FRAMEWORK:
CASE FROM NORTHERN CYPRUS

Abstract

All items in the By-Law of Teachers in Northern Cyprus are based on general principles where the quality of education system in Northern Cyprus has been affected negatively. The goal of this study is to propose a standards-based national framework for Northern Cyprus. Therefore, the aim of the study is to identify the necessary-process (NP), dimensions (Ds), sub-dimensions (SDs) professional-teaching-standards (PTTs), and performance statements (PSs) as a national-framework for Northern Cyprus (NC). Case study under qualitative paradigm was used as the research strategy in this study. Participants were 19 educational-experts-for-necessary-process (EEfNP) and 43 study-group-members (SGMs). Various data collection instruments were applied. For data analysis, recorded interviews were transcribed. Through content analysis, data were put into categories and then themes and sub-themes were identified. The qualitative data yielded category 1, necessary-process. Then, category 2 on dimensions and sub-dimensions was generated. Category 3, PTSs, was produced and finally, category 4, PSs, was generated. As a result of the face-to-face interviews with the participants, 3 dimensions, 10 SDs, 25 PTSs 98 PSs were generated.

Key Words: professional-development-and-practice; professional-sensitivity-and-practice; professional-skills-and-practice

STANDARD-TEMELLİ ULUSAL ÇERÇEVE ÖNERİSİ: KUZEY KIBRIS ÖRNEĞİ

Özet

Kuzey Kıbrıs Türk Cumhuriyeti Öğretmenler Yasasına bağlı maddeler genel ilkelere dayanmaktadır ve bu maddelerin varlığı Kuzey Kıbrıs'ta eğitim sistemini olumsuz etkilemektedir. Bu çalışmanın amacı Kuzey Kıbrıs Türk Cumhuriyeti eğitim sisteminde kullanılmak üzere öğretmenlik mesleği standartlarına dayalı...
Proposing A Standards-Based National Framework: Case From Northern Cyprus

Introduction

Identifying a standards-based national-framework for a country has close relationship on having programs providing initial-teacher-training for educating qualified teachers, appointing and supervising teachers as well as supporting life-long professional development of teachers (Young, Hall, and Clarke, 2007). Thus, such kind of national-framework gives rise to accountability measures basing upon identified standards. Standard based accountability contributes to “significant improvement in school performance” (Taylor, 2009:341). Teachers need to be trained truly with the knowledge and application of national-framework. Developing a standards-based national-framework requires identifying the NP, Ds, SDs, PTSs and PSs.

Teachers’ owning a diploma from a relevant faculty and having the pedagogical certificate and/or completing a 3-month accelerated course after teaching as a temporary-teacher seem to be enough for being appointed as a teacher in a public school in NC. All items in the By-Law of Teachers (The Teachers’ Act, 1985) are based on general principles. Training qualified teachers according to definite standards for integrating both universal and local conditions in NC has always been an important issue. Apart from the clearly written exam topics stated in the teacher’s exam regulations, there is not any kind of identified standards for teachers (Alibaba Erden and Özer, 2013). Since there are governmental, semi-governmental and private institutions providing initial-teacher-training in NC, NP, Ds, SDs, PTSs, and PSs should be produced as an initial step for producing a standards-based national-framework. Therefore, in order to manage working standards-based national framework, it is necessary to identify the NP, Ds, SDs, PTSs and PSs clearly. Current research on qualification journey has been emerged due to proposing a standard based national framework for NC. Proposing a standard based national framework has required identification of NP, Ds, SDs, PTSs and DPs.

The goal of this study is to propose a standards-based national framework for Northern Cyprus. Therefore, the aim of the study is to identify NP, Ds, SDs, PTSs and PSs.

Research questions are as follows:

1. What kind of process has been necessary for planning a standards-based national-framework for NC?
2. What dimension/s is/are necessary for proposing a standards-based national-framework for NC?

3. What sub-dimensions are necessary for proposing a standards-based national-framework for NC?

4. What PTSs are necessary for proposing a standards-based national-framework for NC?

5. What performance statements are necessary for proposing a standards-based national-framework for NC?

**Method**

Research design, samples, instrumentation, procedures, data collection and data analysis of the study were explored in detail in this section.

**Research Design**

Case study under qualitative paradigm was used as the research strategy in the current study. In case studies, the researcher explores a program, an event or an activity in a comprehensive way. As a nature, this study evoked instrumental case study as the researcher has interested in identifying the NP, Ds, SDs, PTSs and PSs for proposing a standards-based national-framework for NC (Fraenkel and Wallen, 2010:430).

**Research Sample and Instrumentation**

The aim of the study is to identify the NP, Ds, SDs, PTSs and PSs for proposing a standards-based national-framework for NC from the perspectives of the five key stakeholders, who are university tutors (UTs), teachers (Ts) and school administrators (SAs), trainees, executive members of Teachers’ Trade Unions (EMoTTUs) and people from the Ministry of National Education (PfMNE; who are vice/general Principals, chief/Inspectors and experts from the MNE). Participants of the study, who were 19 educational-experts-for-necessary-process (19-EEfNP) and 43 study-group-members (43-SGMs), were chosen through purposive sampling. The data collection of the current study was completed through using various semi-structured-interview-forms. Interview-form-for-identifying-the-NP was produced for identifying NP-of-the-study. Interview-form-for-identifying-Ds was produced to identify Ds whereas interview-form-for-identifying-SDs was produced to identify SDs. Similarly, interview-form-for-identifying-draft-PTS was produced to identify draft-PTS whereas interview-form-for-identifying-PTS was produced to identify PTS. Also, interview-form-for-identifying-draft-PSs was produced to identify the draft-PSs whereas interview-form-for-Identifying-PSs was produced to identify PSs.

**Procedures**

Initial face-to-face-interview for identifying-NP with EEfNP was conducted in September-2009. Data collection process with EEfNP lasted between 67-minutes-to-71-minutes. Recorded data were transcribed and then coded. Procedures, SGMs, format and study-techniques were identified. Then, literature was reviewed to identify dimensions of countries having a national-framework. Using Ds identified through literature review, face-to-face-interview for identifying-Ds was conducted from October-November-2009 with SGMs. Data collection process with SGMs lasted between 76-minutes-to-81-minutes. Recorded data were transcribed and coded. Next face-to-face interview for identifying-SDs was conducted from
December 2009-January 2010 with SGMs. Data collection process with SGMs lasted between 78-minutes-to-89 minutes. Recorded data were transcribed and coded. A general-frame of the study was identified. Then, the literature was reviewed to identify-PTSs of various countries having a national-framework. Then, face-to-face-interview with SGMs was conducted to identify draft-PTSs from January-February-2010 with SGMs. Data collection process with SGMs lasted between 88-minutes-to-95 minutes. Recorded data were transcribed and coded. Next face-to-face interview was conducted with SGMs to identify the PTSs from February-March-2010. Data collection process with SGMs lasted between 79 minutes-to-92 minutes. Recorded data were transcribed and coded. Literature was reviewed to identify PSs of various countries having a national-framework. Next face-to-face interview was conducted from March-April-2010 to identify draft-PSs. Data collection process with SGMs lasted between 80-minutes-to-98 minutes. Recorded data were transcribed and coded. Draft-PSs were identified. Final-face-to-face interview was conducted to identify PSs from April-May-2010 with SGMs. Data collection process with SGMs lasted between 76 minutes-to-87 minutes. Recorded data were transcribed and coded. PSs were identified accordingly.

**Data Collection and Data Analysis**

Data were collected qualitatively. Data collection methods included reviewing literature and using semi-structured interviews. Data collected through case study were analyzed using content analysis method. Content analysis includes identifying, coding, categorizing, classifying and labelling the main occurring themes in the data (Miles and Huberman, 1994; Patton, 2002). Throughout the process, each participant of the study was assigned an ID. Through content analysis, data were put into categories and then themes and sub-themes were identified due to the responses taken from EEfNP and then from SGMs. Categories, themes and sub-themes were identified manual. Various semi-structured-interview-forms were used for data collection in order to manage content validity. Also, the experts in the field of curriculum and instruction reviewed the research instruments and the data. Based on the reviewers’ comments, the ambiguous and uncertain questions were redesigned and the complex/unclear items were reworded. Also, the ineffective and non-functioning questions were either removed or re-shaped. Also, these experts face validated the questions. Internal validity was managed through the member checks, the participatory/collaborative modes of research and the researcher’s bias (Merriam, 1998). The dependability of the results obtained from the data using the semi-structured-interview-forms were provided through the use of the techniques called the investigator’s position, triangulation and audit trial (Lincoln and Guba, 1985). There were four features for meeting the external reliability for the current study, which were called the-status-of-the-researcher (as a teacher and an academician, researcher’s social position increased the possibility of reaching the most appropriate participants), the-choice-of-informants (the researcher described the participants clearly; therefore, any independent researcher might desire to replicate the study, could do it very easily), the-social-situations-and-conditions (the study was conducted in academic environment and situation. Therefore, the social situation and condition was fairly constant and uniform to the participants), the-analytic-constructs-and-premises (main terms, constructs, definitions, units of analysis and premises were delineated and their underlying assumptions were elaborated explicitly) and the-methods-of-data-collection-and-analysis (data were collected using descriptive methods and thematic interpretations were explored clearly) (Zohrabi, 2013). Also, types of elaborating on internal
reliability for the present study were using low-inference-descriptors and having-mechanically-recorded-data (Nunan, 1999).

Results

The results obtained from the data collected from multiple key stakeholders for identifying the NP, Ds, SDs, PTSs and PSs were presented in this section. Four categories were identified. Among 4 categories, there were 25 themes and 98 sub-themes were identified. Before each category, the related research question was given. The next section attempted to respond the following research question: What kind of process has been necessary for planning a standards-based national-framework for NC?

Category 1: Necessary-process

Analysis results showed that there was 4 themes emerged under category 1, the NP. The first emerging theme, identifying-key-stakeholders-for-study-group, included sub-themes on UTs, on Ts, on SAs, on EMoTTUs; on PIMNE; and on trainees. Next emerging theme, planning-each-step-of-the-study, yielded sub-themes on literature-review, on identifying-key-stakeholders-for-study-group, on identifying-Ds, on identifying-SDs, on identifying-PTSs, on identifying-PSs and on implementing-a-scale-to-key-stakeholders. Theme on finding-out-format-of-the-national-framework generated a sub-theme on identifying Ds, SDs, PTSs and PSs. Theme, finding-out-study-techniques, yielded sub-themes on face-to-face interviews; and on scale-implementation.

The following part deals with the first two research questions:
1. What dimension/s is/are necessary for proposing a standards-based national-framework for NC?
2. What sub-dimensions are necessary for proposing a standards-based national-framework for NC?

Category 2: Dimensions and Sub-dimensions

Analysis results revealed that 3 themes emerged under category 2, Ds and SDs. Themes are considered as Ds and sub-themes are considered as SDs under category 2. First emerging theme, professional-skills-and-practice(PSaP) included sub-themes on expertise-teaching-and-organization; on planning-and-implementing-teaching-and-learning-process; on planning-and-using-instructional-teaching-strategies; and on assessment-of-learner’s learning. Theme on professional-developement-and-practice(PDaP) generated sub-themes on professional collaboration; and on professional relationships. Final emerging theme on professional-sensitivity-and-practice(PSeaP) generated sub-themes on valuing class environment; on respecting diversity; and on commitment on individuals.

The following part deals with the following research questions: What PTSs are necessary for proposing a standards-based national-framework for NC?

Category 3: Professional-teaching-standards

Analysis results showed that 4 themes emerged under category 3.1, PSaP. Each theme generated sub-themes. Theme on expertise-teaching-and-organization yielded sub-themes on content-knowledge; and pedagogical-knowledge. Following emerging theme, planning-and-implementing-teaching-and-learning-process, had sub-themes on classroom-environment; on recent-instructional-resources-and-materials; on organizing-activities; and on managing-
classroom. Theme on planning-and-using-instructional-teaching-strategies involved sub-themes on instructional-strategies; on learners-with-special-needs; on background-knowledge; on critical-thinking; on independent-problem-solving-skills; and performance-capabilities. Next theme, assessment-of-learners’-learning, yielded a sub-theme on multiple-ways-of-formal-and-informal-assessment-techniques. Similarly, analysis results showed that 2 themes were emerged under category 3.2, named as PDaP. Theme on professional-collaboration generated sub-theme on improving-instruction. Final theme on professional-relationships, involved sub-themes named as confidential-and-sensitive relationship; innovative-learning; encouragement-of-cooperation; and encouragement-of-collaboration. Analysis results showed that there were 3 themes emerged under category 3.2, PSeaP. Theme on valuing-class-environment yielded sub-themes on valuing-learner’s-culture-and-background; and on neutralizing-stereotypes. Next theme, respecting-diversity, gave rise to sub-themes on respecting-communities-and-groups; and on respecting-varieties. Final theme, commitment-on-individuals gave rise to sub-themes on commitment-on-learners’-needs; and commitment-on-instructional-strategies-and-resources.

The following part deals with the final research question: What PSs are necessary for proposing a standards-based national-framework for NC?

**Category 4: Performance Statements**

Dimensions and sub-dimensions gave rise to PTSs and PTSs gave rise to PSs. This section was divided into 3 sections according to each dimension.

**Category 4.1 Performance statements on professional-skills-and-practice dimension (PSs-on-PSaP).** Analysis results revealed that 13 themes were emerged under category 4.1. Theme on content-knowledge gave rise to sub-themes on deep-understanding-of-theories-principles-and-concepts; learners’-creating-useful-knowledge-orders-in-mind; relating-idea/s-to-another-idea; and adaptive-curriculum. Theme on pedagogical-knowledge gave rise to sub-themes on practical-teaching-approaches-methods-and-strategies; being-aware-of-how-students’-learn; and being-aware-of-difficulties-students-face. Following theme on classroom-environment gave rise to sub-themes on classroom-layout; enriched-environment; temperature-lightning-and-noise-level; establishing-collaborative-codes-and-rules; and intellectual-excitement-atmosphere. Theme on recent-instructional-resources-and-materials gave rise to sub-themes on proficiency-in-using-technological-tools-and-devices; and enhancing-learning-and-problem-solving-capacity. Theme on organizing-activities yielded sub-themes on managing-volunteers; clear-planning-steps; and monitoring-activities. Next theme on managing-classroom gave rise to sub-themes on setting-expectations-for-behaviour; managing-student-academic-work; and managing-inappropriate-behaviour. Following theme on instructional-strategies gave rise to sub-themes on setting-curriculum-goals-and-objectives; structuring-the-instruction; modelling; cooperative-learning; student-choices; self-initiation; and prior-knowledge-activation. Theme on learners-with-special-needs yielded sub-themes named as class-climate of mutual respect; setting-goals; analyzing-the-task/skill; and building-equal-opportunities-for-all; and-self-direction. Theme on background-knowledge gave rise to sub-themes on building-prior-knowledge; and activating-prior-knowledge. Theme on critical-thinking gave rise to sub-themes on disciplined-thinking; rational-and-open-minded-inferences; and self-regulatory-judgement. Theme on independent-problem-solving yielded sub-themes, named questioning-the-problem; promoting-research-skills; promoting-critical-thinking; and making-independent-decisions. Theme on performance-capabilities gave rise to sub-themes on managing-research-capabilities;

**Category 4.2: Performance statements on professional-development-and-practice dimension (PSSs-on-PDaP).** Analysis results showed that 4 themes were emerged under category 4.2. Theme on improving instruction yielded sub-themes on professional-and-lifelong-needs; learning-needs; learning-styles; cultural-differences; choosing-appropriate-materials-and-resources; improving-learners’-learning; improving-colleagues’-practical-learning; sharing-experiences; sharing-knowledge; and sharing-documents. Theme on confidential-and-sensitive-relationship gave rise to sub-themes on relationship-with-relevant-legislative-administrative-organizations; and professionalism-over-organizational-processes-and-policies.

Theme on innovative-learning yielded sub-themes on questioning-learning; and promoting-further-skills-on-researching, problem-solving-skills and critical-thinking-skills. Theme on encouraging-cooperation and collaboration-among-learners yielded sub-themes named as developmental-abilities-of-students-on-innovative-ideas; creating-cooperative-and-autonomous-criticism; promoting-teamwork-among-learners-teachers-parents-and-community; designing-intensive-research; and cultural-knowledge-transfer.

**Category 4.3: Performance statements on professional-sensitivity-and-practice dimension (PSSs-on-PSeaP).** Analysis results showed that 6 themes were emerged under category 4.3. Theme on valuing learner’s culture and background generated sub-themes on valuing-cultural-basis-materials-and-resources; being-aware-of-cultural-values-and-societal-characteristics; valuing-individuals; valuing-multiparadigm; and valuing-multilingual-perspective. Theme on neutralizing-stereotypes gave rise to promoting-awareness; conscious-knowledge-on-learners-and-colleagues; conscious-teaching-and-learning-atmosphere; avoiding-discrimination-among-learners-colleagues-and-community. Next theme respecting-communities-and-groups yielded sub-themes on valuing-activities; valuing-communication; and valuing-collaboration. Theme on respecting-varieties generated sub-themes on valuing-learners’-with-special-needs; valuing-talented/gifted-students; valuing-students-from-various-cultures; and valuing-different-learning-styles. Theme on commitment on learners’ needs gave rise to sub-themes named as learners’-cultural-needs; learners’-individual-needs; learners’-developmental-needs; and learners’-learning-needs. Theme on commitment-on-instructional-strategies-and-resources yielded sub-themes on valuing-instructional-technologies; valuing-modification-of-strategies-materials-and-technologies; and valuing-learning-environment.

**Discussion and Conclusions**

The qualitative data yielded results on identifying the NP. NP was revealed as identifying-key-stakeholders-for-the-study-group; planning-each-step-of-the-study, finding-out-format-of-the-study and finding-out-study-techniques. A research concluded that the procedures for planning such kind of study should include “having literature review on some countries’ PTSSs and Ds, identifying the working-group-members, identifying-dimensions, identifying-draft-
PTSs, and implementing-the-scale-to-key-stakeholders” (Alibaba Erden, 2014a:99). However, in this study, the process was identified as having literature-review on some countries, identifying-Ds, identifying-SDs; identifying-SGMs; identifying-draft-PTSs; identifying-PTSs; identifying-draft-PSs; identifying-PSs; and implementing-a-scale-to-wider-key-stakeholders’-group to explore their perceptions. Theme on finding-format-of-the-study generated sub-theme on identifying Ds, SDs, PTSs and PSs accordingly. Theme, finding out study-techniques yielded sub-themes on face-to-face interviews and scale-implementation.

Identified dimensions were named as PSaP, PDaP and PSeaP. Alibaba Erden (2014b) identified four dimensions, namely professional-values-and-practice; professional-development-and-practice; teaching-and-learning-process; and professional-relationships-and-practice. Sub-dimensions identified for this study were named as the expertise-teaching-and-organization, planning-and-implementing-teaching-and-learning-process, planning-and-using-instructional-teaching-strategies, and assessment of learners’ learning for the PSaP-dimension. Sub-dimensions for PDaP-dimension were identified as professional-collaboration and professional-relationships. Also, valuing-class-environment; respecting-diversity; and commitment-on-individuals were the identified sub-dimensions for PSeaP-dimension.

Identified PTSs for expertise-teaching-and-organization were named as content-knowledge and pedagogical-knowledge whereas identified PTSs for planning-and-implementing-teaching-and-learning-process were called classroom-environment, recent-instructional-resources-and-materials, organizing-activities; and managing-classroom. Similarly, instructional-strategies; learners’-with-special-needs; background-knowledge; independent-problem-solving; and performance-capabilities were identified PTSs for planning-and-using-instructional-teaching-strategies. In addition to this, multiple-ways-of-formal-and-informal-assessment-techniques was found as PTS for assessment-of-learners’-learning. Similarly, identified PTSs for professional-collaboration were found as improving-instruction. PTSs for professional-relationships were named as confidential-and-sensitive-relationships; innovative-learning; and encouragement-of-cooperation-and-collaboration.

Also, identified PTSs for valuing-class-environment were on valuing-learner’s-culture-and-background; and neutralizing-stereotypes. Identified PTSs for respecting-communities-and-groups; and respecting-varieties. Similarly, identified PTSs for commitment-on-individuals were on commitment-on-learners’-needs; and commitment-on-instructional-strategies-and-resources.

Identified PSs for PSaP: Identified PSs for content-knowledge were on deep-understanding-of-theories-principles-and-concepts; learners’-creating-useful-knowledge-orders-in-mind; and relating-idea/s-to-another-idea; and adaptive-curriculum. Teaching and learning process has close relationship to content-knowledge. Content-knowledge can be defined as the distinctive bodies of knowledge for teaching. It is the category most likely used for distinguishing the understanding of the content specialist from that of the teacher (Shulman, 1986; Shulman, 1987). Identified PSs for pedagogical-knowledge were on practical teaching approaches, methods and strategies; aware of how students’ learn and aware of difficulties students face. Jepede, Taplin and Chan (2000:287) revealed that kinds of knowledge required for expertise-teaching include content-knowledge and pedagogical-knowledge.” Content-knowledge represents the combination of content-knowledge and pedagogy-knowledge into an understanding of how particular topics, problems or issues are organized, designed taking into
consideration of the diverse interests and abilities of learners, and presented for instruction (Shulman, 1986; Shulman, 1987). Ward, Ayyazo and Lehwald (2014:38) suggested using both “common content-knowledge and specialized content-knowledge” as a means of strengthening the teaching and learning process. Result of a research on finding out the effect of the amount and quality of content-knowledge over pedagogical-knowledge suggested that teachers require being aware of students’ conceptual problems and choosing the most appropriate content to be able to teach topics explicitly (Käpylä, Heikkinen and Asunta, 2009). Therefore, PSs regarding content-knowledge and pedagogical-knowledge should be part of a standards-based NF for NC.

PSs for PDaP: Identified PSs for classroom environment were on classroom-layout; enriched-environment; temperature-lighting-and-noise-level; establishing-collaborative-codes-and-rules; and intellectual-excitement-atmosphere. Burruss (2001:28) named factors including temperature, lightning, noise and odors or scent as “ambiance conditions.” Lightning as an ambiance condition has vital effect on students (Hathaway, 1995). Similarly, classroom temperature improves educational achievement when higher levels of temperatures are avoided (Wargocki and Wyon, 2007:193). Similarly, exposing students to hot or cold temperature gave rise to negative impact on students’ performance (Pilcher, Nadler and Busch, 2002:682). Küller, Ballal, Laike, Mikellides and Tonello (2006) found that lightning and mood has a direct relationship. They stated when the room was darkest of all, then the mood was lowest of its. Additionally, when the room light was increased at its highest level, then the mood was improved at its highest level. It was also found that there was a direct relationship between color choose and mood. Similarly, identified PSs for recent-instructional-resources-and-materials were on proficiency-in-using-technological-tools-and-devices; enhancing-learning-needs; realizing-cultural-differences; and promoting-problem-solving-capacity. Charron and Raschke (2014:1) asserted, “Students using the technology support tools experienced higher levels of perceived satisfaction than those who did not, while earning equivalent grades.” Teacher candidates, attending to a study focussing on implementation of a program for technology infusion to general methods courses as a required part of a teacher preparation program, agreed that technology infusion into the course brought “success and dilemmas” (Wetzel, Buss, Foulger and Lindsey, 2014:89). Also, results of a comparative study on finding out whether technology-rich environment promotes a constructivist approach to learning or not revealed, “A technology-rich environment that promotes collaborative, project-based learning can have an effect on learning style.” Therefore, the study suggested, “the environment contributed to the differential in effect size” (Cohen, 2001:355). Using instructional recent research and materials suggested using information and communication technology such as interactive-white-boards, taking into consideration the learners’ learning and cultural needs. Identified PSs for organizing-activities were managing-volunteers; clear-planning-steps; and monitoring-activities. Volunteerism has been associated with unpaid basis (Robinson and Rennie, 2014) and volunteerism has been the “backbone of human service organizations” whose role in “volunteer management is often neglected” (Haski-Leventhal and Cnaan, 2009:61). Management policies should be expanded to include volunteerism. Although volunteerism has been a neglected part of usual management policies, it requires clear planning steps and monitoring in order to manage successful volunteer based specific programs and activities. Organizing activities generally requires extra curriculum work and extra payment. However, budget of the institutions usually cannot afford extra payments. The benefits of learners have always been privileged and volunteerism has been strongly suggested. Clear planning steps require planning equal work.
conditions and equal quality of work. Principals need to orchestrate the quality in design, and equality of work allocated, pace and organization of the work. Similarly, identified PSs for managing-classroom were on setting-expectations-for-behaviour; managing-student-academic-work; and managing-inappropriate-behaviour. For promoting effective classroom management, appropriate curriculum and harmony have strongly been suggested. Harmony could be supplied for managing inappropriate behaviour, setting promising expectations for behaviour and increasing academic work of learners instead of giving punishment and excluding learners from student groups and/or school (Wearmouth and Berryman, 2012). Classroom management is like managing orchestra. The orchestra members have all different needs, values, educational background and some are from various cultures. In order to work in harmony in orchestra, the chef (in this case teacher in the class) should be very productive, creative and donated with leadership skills. Also, identified PSs for instructional-strategies were listed as setting-curriculum-goals-and-objectives; structuring-the-instruction, modelling; cooperative-learning; student-choices; self-initiation; and prior-knowledge-activation. Instructional strategies have close relationships to the learning styles of learners. Hill, Tomkinson, Hiley and Dobson (2014:1) found, “engineering students express a significantly stronger preference for a logical learning style over visual, verbal, aural, physical or solitary learning styles, and for a visual learning style over both verbal and aural learning styles.” However, they added, “students with a social science background expressed significantly stronger preferences for a social learning style than for a logical learning style.” Being well aware of learning styles of learners gave rise to design instructional strategies taking well into account curriculum goals and objectives and building over prior knowledge of learners. Designing instructional strategies would give rise to structure the instruction on behalf of learners, promote cooperative learning, enhance student choices, empower self-initiation and bring modelling to learners. Similarly, identified PSs for learners-with-special-needs were on class-climate-of-mutual-respect; setting-goals, analyzing-the-task/skill; building-equal-opportunities-for-all; and self-direction. A study on meeting the needs of all students in the inclusive classroom, O’Sullivan (2010) found, “special needs students learn as well or better in classes with their neighbourhood peers, and have mandated the regular classroom.” Therefore, learners with special needs are strongly suggested not to put them in a separate room or schools, but put them in regular students on regular classes. Teachers usually face difficulties regarding limiting the inclusion through pedagogical practice in terms of “individual difficulties, teacher’s lack of containing diversity or the need of developing new forms of interventions” (Hansen, 2012:89). Teachers, who are the vital educational leaders for implementing inclusive education in class (Boer, Piji and Minnaert, 2011), still suffer from having the necessary theoretical and practical skills to deal with special needy students in an inclusive classroom (Florian and Linklater, 2010). However, educational professionals should devote valuable time to redesign initial-teacher-training-programs for supplying theoretically and practically training of teachers. Also, effective in-service training programs should be offered to teachers currently serving in the teaching-and-learning-process. Identified PSs for background-knowledge were on building-prior-knowledge; and activating-prior-knowledge. Gunderman, Williamson, Frank, Heitkamp and Kipfer (2003:17) asserted, “learner characteristics pertain not only to the particular subject area of study but … to knowledge itself. By helping learners perceive the meaning and relevance of new knowledge in terms of their prior knowledge and experience, educators can enhance learning.” Identified PSs for critical-thinking were on disciplined-thinking; rational-and-open-minded-inferences; and self-regulatory-judgement. Teaching critical thinking skills to learners is beneficial (Jeevanantham,
An experimental study on showing whether using higher order thinking questions foster critical thinking or not, concluded that parts of quizzes containing higher order thinking showed “significantly better than those … the multiple-choice and essay portions of the classroom tests” (Barnett and Francis, 2012:201). This proves that it is beneficial for teachers to feed the critical thinking skills of learners rather than feeding the memorization side of learners. Feeding critical thinking skills of learners give rise to disciplined thinking, making necessary inferences, making judgments and then making a strong decision after several steps. Thus, Madhuri, Kantamreddi and Goteti (2012) concluded that learning outcomes managed through critical thinking skills were achieved through setting a relationship with real-life-problems.

Identified PSs for independent-problem-solving were on questioning-the-problem; promoting-research-skills; promoting-critical-thinking; and making-independent-decisions. The function of education has been changing towards “forging connections between knowledge development and its application to the workplace.” Therefore, “critical thinking skills, problem-solving and creativity” were the vital skills to maintain and develop in order to manage professional skills of each learner (Yacoubi, 2013:75). Similarly, the learners should manage independent problem solving as a skill thorough questioning the problem, promoting research skills and critical thinking and then make independent decisions. Identified PSs for performance-capabilities were on managing research-capabilities; managing-programme-design-capabilities; and managing-service-performance. Asif and Searcy (2014:22) suggested, performance capabilities necessary for “performance excellence must be determined as a part of systematic management.” Every teacher has been suggested to a self-researcher of his/her class and/or open class doors individual-researchers. However, generally teachers in NC do not have tendency to conduct researches and/or invite/let individual-researchers to their classes as they see research activity as a time consuming and/or burden on them. It is vital to encourage researching capabilities of teachers. Principals as educational-leaders should support teachers doing researches and/or individuals researchers in school. There should be a systematic management for promoting performance capabilities. Identified PSs for multiple-ways-of-formal-and-informal-assessment-techniques were on evaluation-of-progress-of-learners; modification-of-teaching-and-learning-methods-strategies-and-techniques; modification-of-curriculum; self-assessment-of-teacher; giving-constructive-feedback; sharing-learners’-data-with-parents; modification-of-future-plans; creating-instructional-opportunities; challenging-students; developing-higher-level-cognitive-and-emotional-skills; and encouraging-self-student-assessment. Criteria identified for effective assessment were listed as “effective administration of the assessment, promotion of quality feedback and fostering effective team processes” (Anson and Goodman, 2014:27). EPortfolios were one of the alternative assessment tools to usually applied assessment tools strongly suggested to use in initial-teacher-education-programmes at international arena in order to promote reflective practice, to manage success against known standards and promote professional personal learning system (Oakley, Pegrum and Johnston, 2014). Altering the goal of ePortfolio could increase “strength of ownership” and “empowerment in becoming a teacher” (Boulton, 2014:374). Assessment is an indispensable skill to give decisions on the process on teaching-and-learning-process, learners’ progress, teachers’ instructional methods and strategies, teaching-program and future plans. Therefore, a standards-based NF requires PSs regarding classroom-environment, recent-instructional-

Identified PSs for improving-instruction were on professional-and-lifelong-needs; learning-needs; learning-styles; cultural-differences; choosing-appropriate-materials-and-resources; improving-learners’-learning; improving-colleagues’-practical-learning; sharing-experiences; sharing-knowledge; and sharing-documents. Koehler and Mishra (2009) suggest integrating technology and pedagogical content-knowledge as the technological pedagogical content-knowledge.” This kind of combination integrates “information technology into the pedagogical content-knowledge for effective teaching with technology. Building up the infrastructure of the technological pedagogical content-knowledge is a requisite in integrating information technology into the pedagogical content-knowledge” (p. 66). Ingersoll (2007) suggests contemporary reformers understanding the strong effect of the “organizational and occupational contexts” where teachers use for teaching purposes while paying attention to the requirements of teacher training and teacher recruitment (p. 105). Recent communication technologies such as mobile phones were suggested as a gate to literacy (Janks, 2014:23). Findings of a study regarding principals who managed to be instructional leaders revealed that principals should give priority to instructional improvement rather than teaching and learning (Pelessis, 2013). Similarly, identified PSs for confidential-and-sensitive-relationships were on relationship-with-relevant-legislative-administrative-organizations; and professionalism-over-organizational-processes-and-policies. Maintaining a valuable relationship with key stakeholders of the school facilitate the teachers for developing a close and harmonious relationship supporting the teaching and learning process. Similarly, having a good relationship between teacher and learners enables teachers to evaluate the best ways to teach each learner. Each learner has their own unique learning styles and teachers become more successful with learners when they find a method to feed the learning style of each learner (Jacobson, 2000). Also, identified PSs for encouraging-cooperation-and-collaboration were on developmental-abilities-of-students-on-innovative-ideas; creating-cooperative-and-autonomous-criticism; promoting-teamwork-among-learners-teachers-parents-and-community; designing-intensive-research; and cultural-knowledge-transfer. Result of a research on examining environmental factors and student satisfaction revealed, “environmental factors and students’ affective responses play in contributing to overall student satisfaction” (Childers, Williams and Kemp, 2014:7). Findings of another study regarding management of curriculum and instruction in secondary schools in South Africa, Hoadley, Christie and Ward (2009:373) emphasized the importance of “school-community relations.” In North Cyprus, people do not have tendency to establish cooperation between parents-schools around-learners-teachers-community because they think that people will ask something from them. They mostly believe that when schools do not have interaction with environment. However, this is not significant. Mutual communication is a must. Cooperation and collaboration establish strong ties with the families and community, which strengthens education. Therefore, a standards-based national framework should involve performance statements regarding improving instruction; improving confidential and sensitive relationships; and encouraging cooperation and collaboration.

Identified PSs for PSeAP: Identified PSs for valuing-learner’s-culture-and-background were on valuing-cultural-basis-materials-and-resources; being-aware-of-cultural-values-and-societal-characteristics; valuing-individuals; valuing-multicultural-perspective; and valuing-
multilingual-perspective. A study on whether English speakers in African value cultural aspects of Africa, or whether English speakers in Africa still dominate English language in Africa, Bagwasi (2014:196) found, “speakers of English in Africa are able to shift, extend or restrict English forms so that they are able to express African meanings and culture.” This finding proved that learners’ culture and background should be valued; cultural basis materials and sources should be used necessarily to provide multicultural and multilingual perspectives; cultural values and social characteristics of the learners should be valued to promote individuals’ improvement. Identified PSs for neutralizing-stereotypes were on promoting-awareness; conscious-knowledge-on-learners-and-colleagues; conscious-teaching-and-learning-atmosphere; avoiding-discrimination-among-learners-colleagues-and-community. Stereotypes were explained as “unjustly negative beliefs that served to rationalize an individual’s displayed hostility toward some group” (Ryan, Park and Judd, 1996:122). Tendency to put every learner into the same basket should be avoided; overgeneralizations, exaggerations and rigid thinking should be avoided. Similarly, a study conducted on recruitment and workplace integration of men and women, Stevanovic (2014:243) found that women feel and experience discrimination in relation to “access to positions of responsibility, or to stereotypes associated with work-family balance.” Also, identified PSs for respecting-communities-and-groups were on valuing-activities; valuing-communication; and valuing-collaboration. Akande (1999:55), on a study regarding self-conception of children in South Africa, found, “the importance of cultural-tendency early childhood socialization in the conceptualization of multidimensional and hierarchically ordered self-concept structure.” Respecting communities and groups gives rise to promoting self-conception of learners. Every learner is equal. Every educational leader should value this reality and promote equality among every member of staff. Similarly, identified PSs for respecting-varieties were on valuing-learners’-with-special-needs, valuing-talented/gifted-students, valuing-students-from-various-cultures; and valuing-different-learning-styles. An affirmative sense of teachers’ health and wellbeing professionally gives rise to teachers’ perceiving confidence, respect, independence and efficacy. These kinds of feelings have close relationship with willingness in taking risks, commitment of themselves, creativity, professional development, problem solving and challenges appearing between students and teachers. When teachers feel success, they feel willing to take new responsibilities and develop themselves professionally. However, when teachers experience and/or feel difficulty, positive feelings and experiences help teachers to feel much more positive. Positive relationships between school principals and teachers have contributed positively to the professional wellbeing and ongoing professional development of teachers at schools (Butt and Retallick, 2002). Identified PSs for commitment-on-learners’-needs were on learners’-cultural-needs; learners’-individual-needs; learners’-developmental-needs; and learners’-learning-needs. Creating classroom communities nurturing equality and care among each learner valuing various shapes of diversity mostly brings successful participation of learners who have special learning needs (Naraian, 2011). Learners’ special learning needs might be due to their cultural needs; due to their individual needs; due to their developmental needs and/or due to their learning needs. Thus, inclusion of learners into teaching and learning process maintains “an opportunity in education and society in general, to identify and challenge discrimination and exclusion at an international, national and local level” (Armstrong, Armstrong and Spandagou, 2011:29). On the other hand, identified PSs for commitment-on-instructional-strategies-and-resources were on valuing-instructional-technologies, valuing-modification-of-strategies-materials-and-instructional-technologies; and valuing-learning-environment. Existence or nonexistence of teachers having intense enjoyment
in using information and communication technologies makes a particular difference in terms of maturity of the workforce (Finlayson and Rogers, 2003). Intense enjoyment necessarily involves commitment in it. Therefore, a standards-based national framework should cover performance statements on valuing-learners’-culture-and-background; neutralizing-stereotypes; respecting-communities-and-groups; respecting-varieties; commitment-on-learners’-needs; and commitment-on-instructional-strategies-and-resources.

To conclude, teachers are seen as key people to implement a standards-based national-framework because they play a considerable role in implementing the educational change that may be demanded due to a proposed standards-based national-framework.

Standards-based measures identified for a national-framework have value in increasing the teacher quality. Identified national-framework is one of the educational requirements to be able to register and be appointed as a teacher (part-time/full-time) to schools (state/private) in NC. This is because there are not any qualifications (except the diploma and the exam held by the Public-Service-Commission for the state-schools especially) stated by the MNE as the educational requirement for a candidate-teacher to be appointed as a teacher. This may help them to join as public and private school teachers under a qualifications umbrella.

Accepting a standards-based national-framework as part of teaching-learning process is a bit political issue in NC. Therefore, there should be a political support to have them accepted from the Parliament as the proposed standards-based national-framework for NC.

The PSaP is a valuable dimension as it clearly shows the deficiencies of teaching-and-learning-process. One of the deficits in increasing the qualification of the teachers lies at the under-qualified teachers. Under-qualification may derive from candidates’ ability, education, preparation or training. Candidates who are not completed a required degree, who have lack of professional training, who have not had enough practice in teaching and such kind of problems should be identified. If the reason of under-qualification due to education, then education institutions and their programs have some deficiencies. If the reason of under-qualification due to lack of professional training, then they should have effectively planned in-service training programs to fill their gaps. If the reason of under-qualification is the candidates’ not completing a required degree, then higher education providers may lack the ability to meet the requirements or the candidate is not applying to the required field. A standards-based national-framework is a beneficial guidance for the initial-teacher-training providers, for establishing guidelines while hiring the candidates, for supervising and inspecting the teachers, for planning and managing professional development of teachers and for identifying the deficiencies in the education system in general. Therefore, preparing and administering a scale to the key stakeholders to see to what extent they agree with the identified Ds, identified SDs, the identified PTSs and the identified PSs to accept them as part of the standards-based national-framework for NC. In addition to this, some research results prove that special needy learners should be directed to inclusive education (Evans and Lunt, 2002; Ferguson, 2008; Meltz, Herman and Pillay, 2014). Teachers who lack of necessary knowledge, skills and training special needy students are still seen as the key people for implementing inclusive education. Therefore, initial-teacher-training-programs should be redesigned regarding requirements of inclusive education. Teachers should also be provided effective in-service trainings for gaining the necessary knowledge, skills and training regarding inclusive education.
Also, ongoing-professional-development-and-growth-of-teachers has a vital importance in promoting themselves in the teaching-and-learning-processes and keeps them up-to-date. Attending to in-service training programs in NC are not legally obligatory. In-service trainings should be made obligatory for the state schoolteachers. Also, every school administrators should identify the educational needs of the teachers and then give an effort to solve teachers’ educational needs. Identifying professional training needs of the teachers are indispensable. Doing in-class-researches and/or supporting individual-researchers to be conducted in their classes are parts of professional development of teachers. Therefore, teachers as researchers and/or supporter of individual researchers should be encouraged and supported for promoting performance capabilities of teachers.

Additionally, the dimension named PSeaP has been a clue for adding courses on Affective Variables to the initial-teacher-training program of the universities in NC for engaging affective side of the learners and the teachers especially.

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REFERENCES


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