

COMPARISON OF PRESCHOOL MANAGEMENT IN TURKEY AND FINLAND

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INTRODUCTION

Comparative education is an interdisciplinary field that deals with identifying similarities and differences by comparing different education systems (Ergün, 1985; Balcı, 2009). The situation that emerges as a result of this comparison can provide a solution to the problem of a country with the information obtained from another country. The education systems of the countries constitute the basic subject of comparative education. Countries can see their strengths and weaknesses by comparing their education systems, and accordingly, various reform initiatives are applied in education. In this respect, comparative education has an important place in establishing standards in the field of education worldwide (Çubukçu, Yılmaz, & İnci, 2016).

Each country has an education system based on its own culture and values. Countries design their education systems according to the type of people they want to train. However, considering that the world is becoming more and more "global villages" every day, it is seen that the type of people raised by countries must be able to adapt to the world (Miser, 2002). In this respect, it becomes a necessity for the people trained by countries to be not only citizens of that country but also "citizens of the world". Otherwise, this thought of countries that want to integrate with the world will not go beyond the intention, and the positive returns of the globalizing world to the country will be low (Ceylan, 2014).

Due to the characteristics of the countries, it does not seem possible to match the education systems completely. But it is becoming a necessity to have at least some common features (Ergün, 1985). It is possible to understand this from the fact that the diplomas obtained in some countries are not considered valid in other countries and are not considered equivalent. Therefore, there is a need for education to have some standards across countries. At this point, the importance of comparative education emerges. Thanks to

comparative education, comparing the education systems of the countries, it is possible to understand what kind of education in which country provides education, as well as to determine what features an education system should have in order to be considered successful. The fact that the education system of the countries has certain standards has become a necessity today, which has led to studies on this subject. An example of this is the Bologna Process, which ensures that university diplomas are made equivalent due to the disruptions caused by the different education systems of the countries with the exams such as PISA, IEA and TIMS, which are conducted by the Organization for Economic Development and Cooperation (OECD) and which try to measure the education quality of the countries (Güner, Sezer, & İspir, 2013; Çalık & Süzen, 2013).

However, it can be said that the studies carried out are not aimed at uniformizing the education systems, but at harmonizing them in the international arena. Because practices that allow comparison in at least certain areas give an idea about which direction countries should develop their education systems and reveal the skills required to adapt to the changing world.

There is no limitation for comparing the education systems of any two countries with each other. At this point, it is possible to make comparisons in a wide range of areas such as education levels, education expenditures, teacher training, school management, etc. (Ergün, 1985). As each country, Turkey also has its own unique education system. Besides, a measure of the success of the existing education system is its comparison with the education system of other countries. It is noteworthy that many studies have been conducted on this subject in the literature (Şişman & Turan, 2004; Çalışkan, 2006; Eraslan, 2009; Anıl, 2010; Tanrıverdi, 2010; Mete, 2013; Çetinkaya, Taş & Ergun, 2013; Aksoy & Gözütok, 2014). When the country of increasing importance in recent years compared with the Turkish education system in exams such as PISA and TIMS, it is seen that Turkey has failed. It really is an indication of failure compared to areas of Turkey.

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Therefore, increasing the success solved the problems in Turkey's education system, which manifests itself as a necessity.

The fact that Turkey fell behind many countries in international exams disturbed the public. Turkey's integration with the world will be possible with the modern capabilities of the young generation. The quality of the education system of Turkey can be understood more clearly in international exams. In addition, these exams help to understand which countries' education system is more suitable for world conditions. On the other hand, countries with low success in these exams have an idea about which countries should be examined in order to achieve success in education (Yıldırım, 2012).

In addition to its success in PISA and TIMSS exams, Finland, which gives the image of a successful country in education with many comparative educational researches, is an example country for the development of the education system of Turkey

(Şişman & Turan, 2004; Çalışkan, 2006; Eraslan, 2009; Anıl, 2010; Tanrıverdi, 2010; Mete, 2013). However, it is a problem that Turkey is not determined on which issues it is behind from Finland regarding the area it wants to develop. In addition, the fact that Finland sets an example for the Turkey is a pre-acceptance that Finland's strengths in education are more than Turkey. A country's success in education is related to its wellstructured educational administration (Aydın, 2014). The fact that Finland is a successful country in education is an indication that the education administration is well structured. Since the success of the education system depends on the educational administration, it is necessary to examine the school administration in Finland. Considering that achieving successful results in education despite the school administration depends on coincidence, it is thought that the information to be obtained in this way will contribute to increase the success of education in Turkey (Mete, 2013).

METHOD

In this study, pre-school education and management in Finland was examined with Turkey. The fact that Finland is among the very successful countries in education highlights that Turkey also benefits from Finland to have a successful education system (Çalışkan, 2006; Eraslan, 2009). However, due to the nature of comparative education, the education system of Finland should be compared with the education system in Turkey

instead of taking it without any changes. Since there is no limitation regarding the comparison of education systems, in this study, the school management in the two countries was compared and the management required for Turkey to have a more efficient and effective education system was tried to be revealed (Çalışkan, 2006; Eraslan, 2009)

This research is a qualitative study comparing the school management of two countries. According to Yıldırım and Şimşek (2013), data collection techniques such as observation, interview and document analysis are used in qualitative research. Qualitative studies are researches in which perceptions and events are examined in their natural environment and presented in a holistic manner. In other words, qualitative research is research that primarily aims to understand and form a theory.

The study is a comparative education research since it is aimed to compare the two countries in this study. The horizontal approach, which is one of the approaches used in the comparison of education systems, was chosen in the study. Because in the horizontal approach, it includes the determined elements in the education systems of the countries to be compared. Similarities and differences are determined by bringing together all the compared dimensions. Since the problems tried to be solved belong to the same period, the solutions are expected to be similar (Türkoğlu, 2012). Similarities and differences were determined by gathering information about the school administrations of Turkey and Finland, which were aimed to be compared in this direction.

Data Collection and Analysis

Document analysis, which is one of the qualitative research methods, was used to collect data in the study. According to Yıldırım and Şimşek (2013), document review covers the examination and analysis of written materials containing information about the phenomenon under investigation. Document analysis can be used in conjunction with other data collection methods or as a stand-alone data collection method.

The written materials of the study consist of data on Turkey and school management models in Finland, legal regulations on school management, researches on school management in these countries and reports published in online databases. Descriptive analysis was used in the analysis of the data collected through document analysis in the study. The data are first described clearly. Then, it is interpreted in the light of the descriptions and some results are reached by

examining the cause-effect relationship. While analyzing the data, the comparison themes of Turkey and Finland were determined as "Mission of the School Administrator", "Duties of the School Administrator", "Selection of the School Administrator", "Training of the School Administrator", "The Competencies of School Principals" and "Leadership Styles of School Administrators".

RESULTS AND DISCUSSION

In this research, the education systems of both countries have been studied in detail in general terms, pre-school management. The education system is grouped under the objectives of the education system, the school system and education management. Pre-school education and management, which is the subject of the study, took place as the subtitle of educational administration.

Education System in Turkey

In the Turkey Republic, radical changes have been made in education since its establishment in 1923. In the first years of the Republic, there were educational revolutions such as the transition from the use of Arabic letters to Latin letters and the provision of teaching unity (Akyüz, 2012). Until today, many regulations have been made in the field of management, as in every field of education. In this part of the study, the education system in the Turkey is generally emphasized for understanding the findings part. Preschool management was emphasized in detail by giving general information about the Turkish Education System. For this reason, the Turkish Education System has been examined under the titles of purpose, school system and administration (Akyüz, 2012).

The Aims of the Education System in the Turkey

The Turkish Education System is shaped by taking into account the Constitution, laws, government programs, National Education Councils and Development Plans. The objectives of the Turkey education system are included in the National Education Basic Law No. 1739. In this law, the general purposes and special purposes of the Turkish Education System are included. However, there are specific objectives consisting of 14 principles that are compatible with the general objectives of the Turkish Education System and to achieve these objectives. It is stated as follows in the National Education Basic Law No. 1739 of the Turkish Education System:

Generality and equality: Educational institutions

are open to everyone regardless

of language, race, gender, disability and religion. No privilege can be given to any person, family, group or class in education.

The needs of the individual and society. The national education service is organized according to the wishes and abilities of Turkish citizens and the needs of the Turkish society.

Orientation: During their education, individuals are raised by being directed to various programs or schools in line with and in line with their interests, skills and abilities.

Education right: It is the right of every Turkish citizen to receive primary education. Citizens benefit from educational institutions after primary education institutions to the extent of their interests, aptitudes and abilities.

Equality of opportunity and opportunity: In education, equal opportunities and opportunities are provided to everyone, both men and women. In order to ensure that successful students, who lack financial means, receive education up to the highest education levels, necessary assistance is provided through free boarding, scholarships, loans and other means. Special measures are taken to raise children in need of special education and protection.

Continuity: It is essential that the general and vocational education of individuals continue throughout their life. In addition to the education of young people, it is also an educational task to take the necessary measures to ensure the continuous education of adults to help them adapt to life and business areas in a positive way.

Principles and Atatürk nationalism: In the preparation and implementation of the curriculum for all degrees and types of our education system and in all kinds of educational activities, Atatürk's revolution and principles and Atatürk nationalism, which has been expressed in the Constitution, are taken as the basis. Importance is attached to the preservation, development and teaching of national morality and national culture in a universal culture, in their unique form, without deterioration and corruption.

Democracy education: In all kinds of educational studies, students are tried to gain and develop the democracy consciousness, the knowledge, understanding and behavior of the dormitory management, the sense of responsibility and respect for spiritual values, which are necessary for the realization and continuation of a strong and stable, free and democratic social order. However, it is in no way allowed to make political and ideological suggestions in educational institutions

contrary to the nationalism of Atatürk as expressed in the Constitution and to interfere in daily political events and debates of this nature.

Secularism: Secularism is essential in Turkish national education. Religious culture and moral education are among the compulsory courses taught in primary schools, high schools and equivalent schools.

Scientific: Curriculum and educational methods of all degrees and types, as well as course materials and equipment, are constantly developed according to scientific and technological principles and innovations, environment and country needs. Increasing efficiency in education and ensuring continuous improvement and innovation are based on scientific research and evaluations. Educational institutions that are responsible for producing knowledge and technology and developing our culture are equipped and strengthened as required. Studies in this direction are encouraged and supported financially and morally.

Plannedness: The development of national education is planned and carried out in accordance with the economic, social and cultural development goals, taking into account the relations of education, manpower, and employment, to give weight to vocational and technical education that will provide the necessary technological development in industrialization and modernization in agriculture.

Mixed education: It is essential to have girls and boys mixed education in schools. However, depending on the type of education, opportunities and obligations, some schools can be reserved for only male or female students.

Cooperation between the school and the family: Cooperation between the school and the family is ensured in order to contribute to the realization of the aims of educational institutions. For this purpose, school-family unions are established in schools.

Education everywhere: The aims of national education are tried to be realized not only in public and private educational institutions, but also at home, in the environment, in the workplace, everywhere and at every opportunity. Educational activities of every official, private and voluntary organization are subject to the inspection of the Ministry of National Education in terms of their compliance with the objectives of National Education.

School System in Turkey

Turkish Education System consists of pre-school education, primary school, secondary school,

secondary education and higher education levels. The primary and secondary school part, which constitutes the primary education level, is free and compulsory for every Turkish citizen in public schools (MoNE, 2012a). Pre-school education includes children between the ages of 3-6 and is optional. The age of starting compulsory education is 6. Compulsory education in the Turkish Education System has been increased to 12 years in accordance with the Law on Primary Education and Education Law No. With the new system, which is also known as the 4 + 4 + 4 System, the education period of primary school is determined as 4 years, secondary school education period as 4 years and high school education period as 4 years (MoNE, 2012b).

Education Management in Turkey

In Turkey, the responsibility of education management is undertaken by the Ministry of National Education. According to the Decree Law No. 652 on the Organization and Duties of the Ministry of National Education, MoNE consists of three sections. Within the Ministry, there is a central organization, a provincial organization and an overseas organization.

School of Management in Turkey

Under this heading, the current management scheme has been drawn, starting with the legal foundations of the school administration in Turkey. Afterwards, the selection, appointment, training and duties of preschool administrators in Turkey were examined.

School Management Legislation

Since the Ministry of National Education is responsible for education in Turkey, it is also up to the Ministry of National Education to implement the decisions regarding education. The Ministry of Education, Turkey Constitution of the Republic and Turkey Grand National Assembly (Parliament) is to make arrangements in accordance with the decisions taken. Since the constitution and government decisions draw a general framework, the Ministry of Education has a wide range of jurisdiction. For this reason, in Turkey, the Ministry of National Education has a say on how the school administration should be.

MoNE publishes regulations regarding the functioning of educational institutions affiliated to it. While there are separate regulations for secondary education and special education institutions, there is only one regulation covering pre-school and primary education institutions. With

the regulations prepared by the Ministry of National Education, the procedures for the education, training, management and functioning of the affiliated educational institutions are included in detail. With these regulations, the duties, powers and responsibilities of managers working in institutions are also specified.

The Ministry of Education makes arrangements for administrators at pre-school, primary and secondary education levels in Turkey with the regulations it has published. Although there are articles on managers in the regulation prepared for each institution, there is a separate regulation for the selection and appointment of managers. The last regulation published by the Ministry of National Education regarding the appointment of managers is the Regulation on Assigning Managers to Educational Institutions Affiliated to the Ministry of National Education published on April 22, 2017. This regulation reflects the current status of preschool administration in Turkey in detail. In this respect, the examination of the regulation is also suitable for the purpose of the study (MEB (2014).

Regulation of MoNE (2017) is generally prepared for school administrations at educational levels. Therefore, there is an obstacle with this article in terms of assigning managers between education levels (MEB (2017)). It is noteworthy that the director appointment regulation prepared by the Ministry of National Education is comprehensively prepared for the administrators who will work at pre-school, primary school, middle school and high school education levels. In the regulation, the purpose of the regulation is to arrange the procedures and principles regarding the assignment of teachers who will be appointed as administrators in educational institutions affiliated to the Ministry of National Education and will carry out the management as the second task. The regulation covers the principal, deputy principal and assistant principals who will be assigned as the second duty manager in educational institutions affiliated to the Ministry of National Education. The basis of this regulation is the Article 36 of the Decree Law No. 652 dated September 14, 2011, stating that the MoNE can make administrative arrangements in matters previously regulated by law, and Article 37, which includes provisions regarding personnel. In addition, it is Article 88 of the Civil Servants Law No. 657 dated July 14, 1965, which includes the second duty officers and their duties (MEB, 2017).

The Ministry of National Education makes the regulations regarding the administrators to be elected to the educational institutions with the

regulations it has issued, based on the authority it receives from the law. For this reason, detailed information can be obtained from a single regulation for the selection and appointment of managers. The MoNE (2017) regulation on executive appointment consists of eight chapters. In the first part, the purpose, scope of the regulation, legal basis of the regulation and the definitions in the regulation are included. In the second section, the conditions sought for those to be appointed as managers are regulated. In this section, both the general conditions for management and the special conditions sought for those who will be appointed as director, chief assistant manager and assistant manager are specified (MEB, 2017).

In the third part of the MoNE (2017) regulation, the working procedures and duties of the "oral examination commission" as well as the "evaluation commission" to be established for appointing managers are included. In the fourth section of the regulation, the method to be followed in the appointment of managers on the basis of evaluation and oral examination is included. In this section, the procedures, exam subjects and weights of the oral exam are also specified. The fifth section of the regulation contains details on the appointment of managers. The conditions such as how many years the managers will be appointed, who can work in which institution or office, as well as information on applications and preferences are mentioned in this section (MEB, 2017).

There are two annexes of the Regulation on Assigning Managers to Educational Institutions Affiliated to the Ministry of National Education. There is an "manager evaluation form" in the first appendix, and an "oral exam form" in the second appendix. The manager evaluation form is a form in which teachers who want to be appointed as administrators indicate the points to be given according to the trainings, awards, punishments and the time they have served while applying to the management. The oral exam form is the form in which the executive candidates who are entitled to participate in the oral exam are evaluated and the scores given by the chairman and members according to the oral exam subjects.

Features Required by Preschool Administrators

In Turkey, the qualifications sought for those who will be appointed as administrators in preschool education institutions are the same as those who will be appointed as administrators in other official schools affiliated to the Ministry of

National Education. In addition to this, the administrator to be assigned to each educational institution has to have the conditions of being appointed to this educational institution or to have courses that he can teach in return for a month. According to MoNE (2017), people who will be appointed as administrators in preschool education institutions must first be working as teachers within the Ministry of Education. In addition, individuals who want to be appointed as managers must not be removed from their management as a result of an investigation in the last four years. Compulsory labor duty in Turkey also creates an obstacle for people who want to be a manager. In order for a compulsory teacher to be appointed as a manager outside of places where compulsory work is required, it is expected to have completed, postponed or exempted from her compulsory work obligation (MEB, 2017).

In Turkey, teachers who want to be appointed as administrators in preschool education institutions normally start from the position of vice principal. In Turkey, when it comes to preschool management, school principal and vice principal come to mind first. Although these management cadres are assigned a temporary assignment for four years, there is also a "founding director", which is a more temporary staff than these management cadres. For newly opened institutions, teachers who are appointed as founding principals with the initiative of national education directorates are required to be appointed as assistant principals, regardless of their term of office, and if they have worked as founding principals for 1 year, they are required to be appointed as school principals. In addition, a teacher who works as an assistant principal for 1 year fulfills the condition of being appointed as a school principal. In addition, people who have worked in the ministry's branch office or higher positions can be appointed as school principals (MEB, 2017).

Selection and Appointment of Preschool Administrators

In Turkey, pre-school administrators are selected according to the scores of the candidates who have the conditions sought for administratorship, and the scores from the oral exam for administratorship. Manager candidates are evaluated according to the "Manager Evaluation Form" and have an evaluation score according to the items in this form. Afterwards, they are subjected to an oral exam against the commission established to evaluate the executive

candidates and get a score from there. As a result of the arithmetic average of the scores obtained by the manager candidates as a result of these two evaluations, managers are appointed according to the superiority of points (Köse, 2015).

In Turkey, in the selection of preschool administrators, the competencies of the candidates are returned to them as points at the evaluation stage instead of a priority. Master's or doctorate education in the field of management provided by candidate managers provides additional points when applying for management. Other characteristics scored according to the manager evaluation form are related to the competencies gained while on duty. While the evaluation score for the administrative candidates increases for the time they worked as teachers and administrators and the awards they receive while working, the evaluation score decreases for the penalties they have received while working (MEB, 2017).

For the oral examination, which is another factor in the selection of managers, a commission is established by the provincial directorates of national education. District directors of national education and branch managers take part in this commission. Executive candidates are subjected to an oral exam by the commission, and those who score 60 or more are considered successful. The scope of the questions to be asked to the executive candidates who will take the oral exam has been determined by the MoNE (2017) regulation. The questions to be asked are selected from among the subjects related to the legislation, general culture, Atatürk's principles and reforms that managers need to know, and management that managers are required to know. With the oral examination, candidates for managers should know the analytical thinking and analysis ability, representation ability and level of merit, judgment power and understanding, communication skills, self-confidence and ability to persuade. Objections to the results of the evaluation made by the oral examination are also made to the oral examination commission (MEB, 2017).

The appointment of candidates who want to be appointed as managers is made with the arithmetic average of the score they have obtained as a result of the manager evaluation form and the oral exam. Manager candidates are appointed according to their score superiority by choosing the institution they want to be appointed to. When making a manager appointment, appointments to schools in need of administrators are made at the same time, regardless of pre-school, primary school, middle school and high school discrimination. Because it is

thought to meet the needs at the same time, and the candidates who can be appointed to different schools at the same time are given opportunities. In addition, additional points are given to candidates who want to be appointed as a manager to preschool education institutions and who are preschool field teachers (MEB, 2017).

Teachers appointed as preschool administrators in Turkey are assigned for 4 years. Teachers who want to continue as managers after 4 years must go through the same process again. Teachers who do not pass the same process or fail as a result of the oral exam end their administratorship and continue their duties as teachers. In addition, a manager can work in the same institution for a maximum of 8 years in a row, and even if the manager is successful in the oral exam, he must choose other institutions.

Training Preschool Administrators

There is no determined way to train school administrators in Turkey. Therefore, this situation is also valid for preschool administrators. Since school administrators are assigned for a specified period, it is understood that in Turkey, school administration is seen as an additional task, not a professional profession. In Turkey, "teaching is essential in the profession" view is dominant for school administratorship. Although certain programs are applied in the training of school administrators from time to time in Turkey, it is difficult to say that it is a program for the training of school administrators. In the current situation, it is possible for managers to gain management skills with their own efforts.

If the training of school administrators in Turkey is considered as pre-service and in-service, in both cases the burden is on the administrators. In the pre-service period, manager candidates try to gain some qualifications in order to be appointed as managers. According to the criteria in the manager evaluation form used by the Ministry in the selection of managers, manager candidates who have master and doctorate education have additional points compared to other candidates. In addition, they need to work in order to gain proficiency in oral examination.

MoNE has little effect on in-service training of school administrators in Turkey. Within the scope of in-service training activities of the Ministry, there are courses for managers. However, these courses are intended for all administrators throughout Turkey and they do not have a general effect on the training of administrators as there is a quota limitation. Although, from time to time, courses for school administrators are opened by national

education directorates; It can be said that Turkey does not have a program for inservice training of preschool administrators, since these courses are not within a regular program and are not conducted throughout Turkey (MEB, 2017).

Duties of Preschool Administrators

The duties of preschool administrators are included in the regulations of the Ministry of National Education (2014) for preschool and primary education institutions. With this regulation, it is stated that pre-school management will be carried out by the school principal together with the employees of the institution in accordance with the provisions of the relevant legislation. School principal is responsible for all kinds of education and training works. The deputy principal, on the other hand, acts as a proxy for the school principal when he is not present, and is obliged to fulfill the job descriptions prepared by the school principal in line with the legislation in normal times. Apart from routine work, it is expected to fulfill other duties assigned by the school principal.

Preschool school principals fulfill the duties assigned by the national education directorates to which they are affiliated, apart from routine work. As the vice principal reports to the principal, the principal also reports to the national education principal. School principals have many responsibilities apart from all kinds of educational activities during the normal functioning of the school. School principals are primarily responsible for the management of the school. Therefore, it is expected from the school principal that educational activities in the school will continue smoothly.

Fulfilling education and training activities in preschool education institutions is not only with teachers and students. The continuation of educational activities at school without interruption depends on other factors that are not directly related to education. It is the responsibility of school principals to prepare and follow up the educational materials or educational environment whose deficiency can only be noticed when it is absent. Preparing the school for education and continuing education without interruption is not noticeable at first glance, but it requires doing a lot of work in the background. School principals are also responsible for fulfilling the duties indirectly related to education, apart from the work and procedures related to school staff and students.

According to MoNE (2014), preschool administrators are expected to fulfill the school's transactions related to movable goods, internal and external correspondence, social and educational

activities, transportation of students to the school, nutrition and care of students, cleaning and security of the school. In addition, the order of the school and its relationship with the school environment are under the responsibility of the school administrators. In addition to this, the continuity of management in the school is ensured with the duty of school administrators (MEB, 2014).

Education System in Finland

At the basis of the Finnish education system, which started to form in the second half of the nineteenth century, lies the principle of providing quality and equal opportunities to all its citizens. Education is built on the idea of lifelong learning. Citizens from all walks of life in the country enjoy equal conditions in education, regardless of their religion, language and place of residence, without othering. These approaches are guaranteed by law. Opportunities are offered for every individual who has completed compulsory education to educate himself and serve his country without mentioning his current situation. No fee is demanded in education that lasts from pre-school education to higher education (Ada & Baysal, 2009).

Purposes of the Education System in Finland

In many researches around the world, the Finnish education model and its success have always ranked high. The underlying factors for this success include homogeneous ethnic population, equality in education, excellent health and social welfare system. However, the greatest effect is the selectivity shown in teacher training and selection.

Purposes of the Finnish education system:

- The development of students' personalities,
- The development of students' skills,
- Current information for their future education and business life,
- To ensure the development of students by taking into account their individual differences.

When the objectives are examined, it is noteworthy that there is a student-centered education system. In Finland, students are defined as individuals with rational choice. In this context, when considering individual differences, perspectives according to different nations or religions also gain importance (Erginer, 2006).

According to the Finnish Constitution, educational rights are expressed as follows (The Constitution of Finland, 2020);

- Everyone has the right to free basic education.
- Public authorities to individuals; It offers equal opportunities in ensuring their development,

regardless of their economic situation, and in benefiting from other educational services according to their special needs and abilities.

- Freedom of science and art is guaranteed in higher education.

The elements that direct the education system within the framework of the rights specified in the Finnish Constitution are stated as follows (Ekici & Öter, 2010);

Equality of opportunity and opportunity in education: The Finnish education system is based on providing all opportunities in terms of language, religion, race, gender, economic status, location and special needs of individuals, regardless of their age and social class. For this reason, education is free, school bus, food and stationery expenses are provided from the education budget.

Education for all and everywhere: Education is not limited to an official place, it includes individuals of all ages, and continues in a versatile and multi-dimensional way. Public education and its facilities at the social level most clearly reflect the "lifelong education" approach. It provides equal opportunities socially and regionally in education services. In addition to providing equality of opportunity for everyone in education, attention is paid to not ignoring even the smallest demands.

Lifelong education: Education in Finland is not only limited to school; Training opportunities are provided for adult individuals, including business and private life.

Well-educated parents: Adult education also gains importance within the scope of the lifelong education principle. Considering the role of parents in raising future generations, schools work together with parents. The function of schools and nongovernmental organizations is of great importance in order to keep the motivation of parents continuous and high. The main goal in Finland's education system is quality, efficiency, equality and nationalization. In order to raise the living standards in the country, it is determined as a goal to increase the competitiveness in becoming a country of welfare. Finnish education policy is in line with the Europe 2020 strategy. The Finnish Ministry of Education and Culture is responsible for the preparation and implementation of education and science practices. The legislation and laws to be made in education activities are implemented by the parliament of the country at the request of the central government (Ada & Baysal, 2009).

Especially since the 1990s, it is seen that reforms and studies on education have focused on education programs and teacher training. The first priority of education faculties in Finland is to train

"autonomous teachers". Because it is not a compulsory curriculum, the teacher has a wide range of authority according to the situation of the class and applies the curriculum he wants. This situation certainly does not push teachers to comfort, on the contrary, they use this opportunity for research-based education (Sahlberg, 2007).

School System in Finland

The main foundations of education in Finnish law are as follows (The Constitution of Finland, 2020):

1. Education will be subject to a unified national core curriculum in accordance with this Law.
2. Education will be provided according to the age and abilities of the student and in a way that encourages healthy growth and development in the student.
3. The educators will cooperate with the parents / carers of the students.

The Finnish education system places emphasis on the development of literacy skills, science and mathematics, as well as social sciences, visual arts, sports and practical skills in daily life. Finnish children learn by playing and having fun throughout their kindergarten and primary school life. Music, drama and sports applications are used as the best way to teach abstract concepts in mathematics and science lessons. High academic success with low cost and short school hours; The Finnish education system, which combines individuality, independence, and the understanding of education that gives students the responsibility to create their own program, with plenty of free time and learning by enjoying, still continues to be the dream of education (Sahlberg, 2007).

The education model in Finland has been shaped by the following three specific principles (Türkoğlu, 2015);

1. Flexibility and difference. The curriculum focuses on information and support.
2. Emphasis on Wide Knowledge. Equal importance is attached to personality, moral values, knowledge, skills and creativity in all areas of learning.
3. Confidence in Professionalism. Trust that teachers and school administrators will make the best decision for students, without the need for inspection and evaluation.

Since it is thought that it will provide a better understanding of pre-school education management in the Finnish education system mentioned in general, the preschool education level has been examined in more detail. According to Özservet (2014), kindergartens, family day care

and play activities are used for childcare in Finland. Kindergartens are included in formal education. Kindergartens also differ according to need. Standard Kindergartens offer part-time or full-time day care. It includes 12 childhood groups for 1-2 year old children, 20 child groups for 3-6 year old children, 25 childhood groups for 6 year old pre-school and sibling groups between 1 year and 5 years old. Kindergartens for schoolchildren include primary school 1st and 2nd grade students and after-school activities are held. Open kindergartens cover children and adults of various age groups, and child-rearing and counseling activities are carried out. Mobile kindergartens include 6-year-old children living in sparsely populated areas and preschool activities are held. Kindergartens, which are open for 24 hours or long hours, are institutions that serve children whose parents have irregular working hours (Özservet, 2014),

The main objective in Finnish pre-school education is to equip children with group belonging and active learning skills while preparing them for compulsory education. It is based on volunteering. Families decide whether their children will attend kindergarten or not (Erginer, 2006). Although the preschool starting age is generally 6, the participation rate of children in this age group is as high as 98%. Although there is no definite curriculum, the main subjects are Language and mutual communication, Mathematics, Ethics and Etiquette, Culture, Personal health and Environmental awareness. In preschool education, children are not evaluated at the cognitive level, the important thing is to monitor their development. Local governments are making an intense effort to fulfill their duty in providing pre-school education in the best possible way. Training and one meal per day are offered free of charge. In addition, free transportation is provided if the school is more than 5 km away. Children have the right to receive education about their religion in pre-school education, at the request of the family (Erginer, 2006). The National Management Program, which started to be implemented with the approval of all parties in Finland in 2010, has been focused on three basic goals for the welfare of the society. The first and most important goal is to create a child-oriented society, which is considered the most valuable resource of the country, secondly to ensure the welfare of their families and finally to have a structure that is protected from social exclusion. For this reason, preschool education is given due importance as the child as a core individual is the basis of everything (Özservet, 2014).

Friedrich Forebel teaching has been based on preschool education in Finland for years. In kindergartens, learning takes place in humane and loving conditions (Özdemir,

2017). At least one kindergarten teacher works for each group in kindergartens. In addition, there are two teacher assistants with specific qualifications in all daytime groups. In half-day groups, there is one teacher and one assistant. The number of personnel specified in the "Day Care Law" cannot be exceeded. Kindergarten teachers are graduated from Institutes and Universities that train Kindergarten Teachers that provide three-year education. In addition, it is possible to specialize to become a special education kindergarten teacher after three years of education (Özservet, 2014).

Education Management in Finland

In Finland, unlike other countries, it is among the priorities of the Finnish education system that students gain independence at an early age and take responsibility for their own education. Finland accepts the European Charter of Local Self-Government and the "right to local government" is adopted as a sacred right. The municipal council exercises the decision-making power recognized in the constitution. The functioning of the municipal councils is open to all citizens, equally inclusive and participatory. In cases that fall within the jurisdiction and mandate of the municipality, a consultative referendum is established and public participation is ensured. The decision is taken by the parliament. However, a referendum request for consultation is also accepted by the public. The support of at least 5 percent of the municipal voters is required for the request to be handled by the council. These demands, received by at least 5 percent of the voters, must be addressed by the parliament within six months (Özservet, 2014: 76).

The following structures are effective in Finnish education administration (Ada & Baysal, 2009);

Parliament: It is the institution with the highest decision-making authority. It is responsible for regulating general programs and standards for schools. The decisions drafted by the ministry of education are carried out with the approval of the parliament. In addition, the general aims, scope and economic limits of education are determined by the parliament and the government.

Ministry of Education: It is the education authority primarily responsible for the whole school system. Almost all educational activities take place within the Ministry of Education. It consists of two parts. It is the education and science

department and the culture department. It conducts studies to develop educational objectives, contents and methods in the field of primary, secondary and adult education. In addition, there is one Minister of Education and Culture in each of the six Finnish Provinces to deal closely with these issues. The ministry is also responsible for culture, church, youth and sports affairs. Sectors outside the administration of the Ministry of Education are: Children's Day Care, Military Training, Police Border Security and Fire Training (Ada & Baysal, 2009);

National Education Board: It carries out the decisions taken by the Ministry of Education and the education reforms it initiated. In addition, the national education board takes responsibility for basic schools, secondary schools, adult education and teacher training. It also prepares and approves the curricula of primary, secondary and vocational education and evaluates learning. The Finnish National Board of Education is led by a board made up of members representing experts in the field of education, local authorities and teachers.

Local Governments: Local government is administered by municipalities that govern themselves and have tax collection powers. There are 416 municipalities in Finland. Many of the institutions that teach in primary and secondary education are administered by local authorities or joint municipal boards. These institutions also have to follow the main national curriculum and qualification regulations approved by the National Board of Education. Local authorities decide on the extent to which autonomy will be given to schools.

Department School Committees. In each region, there are school system management commissions affiliated with the National Education Administration. Commissions consist of department managers and nine members from different areas of industrial life. These commissions examine the problems of school systems. **School Administrator:** There is only one principal in each school. Each principal is also a teacher in their own school. He is responsible for preparing a suitable environment for the professional development of the school staff.

School Management in Finland

Under this heading, the current management scheme has been created by putting forward the legal foundations of school administration in Finland. Afterwards, the selection, appointment, training and duties of preschool administrators in Finland were examined.

School Management Legislation

School management is the application of educational administration in a limited area, which covers the whole country. The importance of the school administration stems from its responsibility to fulfill. The task of the school administration is to keep the school, which is an organization, alive as an institution in accordance with its objectives. In Finland, all powers in schools are vested in local authorities. For this reason, school administrators submit their reports directly to local authorities (Erginer, 2006).

In Finland, local governments are free to organize school evaluations as they wish. The central government municipalities do not enforce their responsibilities for education. The National Board of Education has created some data that can be applied to evaluate school administrations. These data are composed of successful practices used in education and materials used by schools in self-assessment. The current central structure in the system of evaluating school management according to the laws in Finland is as follows (Aydoğmuş, 2016);

- National-external evaluation of the education system; It is implemented by the National Education Board in line with the principles of the Ministry of Education.
- evaluation conducted by education providers; education providers can both be evaluated by the National Board of Education and provide self-control by selfassessment.

As can be understood from the legislation, the supervision of the schools is under the control of the municipalities. Training providers must use the same procedure in audits. However, these inspections do not have any sanctions. However, when there is a national external evaluation, evaluation data are collected from municipalities and schools.

Schools have the right to offer educational activities according to their own administrative regulations, as long as they fulfill their basic functions as stated in the law. Technical schools, on the other hand, are affiliated to the municipality or in the position of private schools. Universities are also governed by the state and operate largely autonomously (Türkoğlu, 2015).

Features Required by Preschool Administrators

As a manager, the manager should be imaginative and forward-thinking. He / she should be able to see where the institution under his responsibility should be in the future. A manager without a vision is like a dry leaf in front of the wind. It can be thrown around in the slightest breeze. Vision is not an easy-to-have quality. However, it is

formed with certain manners and knowledge infrastructure. For this reason, the principal should be someone with one fixed leg like a compass and the other leg always open. At the same time, a school administrator must have a mission related to the institution he / she heads. Mission is a concrete goal determined in the light of vision and desired to be reached. All activities carried out in the school must be of a quality to serve this mission (Aslanargun, 2007).

The education system in Finland adopts the understanding of an education leader who continuously develops the vision of the school as a manager, expresses, implements and manages this vision. In this context, in order to support the success of all students without discriminating a school principal, he works to become an education leader profile that supports, nurtures and maintains a school culture that aims at student learning and professional development of the teacher. In order to increase the educational level of the school, the primary goal of the school principal is to provide a quality and preferable educational environment by guiding the school stakeholders and managing the facilities and resources. Therefore, taking into account the wishes and needs of the student, the parents and the society in the settlement where the school is located, by increasing the level of school success, treating everyone equally and fairly, seeing the political, political, economic framework of the country and reflecting on its practices, we attach importance to ethical and moral rules. It is observed that they are progressing towards becoming an education leader who is giving, honest, can see the negativities and can provide positive changes that can affect the current education system of the school (Aslanargun, 2007).

With the traditional approach of the Finnish education system, the school's production of knowledge and presenting it to the students in a ready-made manner, the new approach of today's "lifelong learning" has replaced the monopoly in education with new formations. In the rapidly changing and developing world of information and technology, it becomes imperative that school performance exceeds its own limits and complies with general standards, competing more strongly with the school rivals and questioning its own performance (Shipp & White, 2009).

With the changes in education, the boundaries in the usual school, teacher, home, parent and community relations have changed, and the relationships have started to be versatile, participatory and flexible. In the face of all these

changes, it has become inevitable for school principals to be educated as a leader with the competencies appropriate to the requirements of the age. The new training approach requires a set of standards and competencies for the selection and appointment of principals (Shipps & White, 2009).

Today, the principal of the school is more than just providing financing to the institution; as a school leader, he must have roles such as data analyst, public relations officer, communication and change specialist. If clear and consistent standards are developed on behalf of school leadership, it will greatly assist the principal in fulfilling these roles (ISLLC, 2008). In the light of all these positive changes in education, the principal can be the leader of the future by having the standards of competencies that can see changes as opportunities rather than threats (Bennis, 1997).

Selection and Appointment of Preschool Administrators

Finland, which ranked first in the field of reading and science according to the 2012 PISA results, started a new leadership development model program in 2010. In this program, principals play a key role in revealing the development potential of the school. In the Finnish education system, the belief prevails that a school principal who provides teachers with qualified guidance and creates a school vision shared by all teachers will strengthen teaching as a quality leader. For this reason, in Finnish schools, the school head is chosen only among qualified teachers who demonstrate proactive leadership potential in their schools. Teachers who are elected as school principals must complete a special education legally provided at universities, obtain an education management certificate, and have sufficient knowledge about education management. In addition, necessary trainings are given to school principals regularly while on duty. In this context, school principals are expected to skillfully evaluate teachers objectively, to provide teachers with effective and timely feedback, to correctly evaluate the needs of the school for professional development, and to employ the resources in the field of education where they are most needed (Özdemir, 2017).

The qualifications required to be a manager in Finland are as follows (Türkoğlu, 2015);

- To be a citizen of Finland regardless of religion, language or race.
- To be graduated from education faculties.
- To complete master's education in pedagogical

field.

- To take a minimum of 25 and a maximum of 450 credits of courses from the management department of education faculties.
- To be successful in a 12-credit exam to be held after the course credits taken.

The selection of the school administrator starts with the determination of vacant positions and the process of searching for staff. Since schools in Finland are affiliated with municipalities, local authorities review candidates' resumes and interview candidates. Choosing a school administrator differs according to municipalities. The elected school manager is appointed by the decision of the ministry or local administration (municipality, state or province) (Özdemir, 2017).

Training Preschool Administrators

As in many OECD countries, school principal is accepted as a professional profession in Finland and school principals are expected to meet various competencies and standards. In addition, serious trainings are organized for school principals in these countries. In Turkey's view that the school director, said the training received by the school principal and the principal of the wanted competencies can be said to show much similarity with these countries. Regarding the changing roles and responsibilities of school principals, it is important to attract qualified candidates to the system, to select them carefully, to train the selected principal candidates properly, and to encourage a supportive system. For this reason, in Finland, in addition to the school principals, the necessary up-to-date trainings are given before and within the service. In Finland, being a school administrator is not required to be a teacher, but a school administrator diploma is required. Under the leadership of the school, there are qualification program, expert qualification program, professional development program and various advanced studies in universities to train school administrators (Varri & Alava, 2005).

Qualification Program: It consists of 12 credit courses and an exam. Candidates who pass the exam successfully are given a certificate prepared by the National Board of Education. Course contents depend on the legislation and course durations vary between 20-45 minutes. This program is part-time and offered for a fee. Approximately 500 candidates succeed in the exam at the end of the program each year. Teachers prefer this program to be promoted to principal. There is no restriction on the right to take the exam. Teachers' courses on public law, personnel

management, administrative processes and educational management constitute the content of the program. The same program includes 25 credits of courses at some universities. These programs include individual studies, projects and 8 to 12 communication seminars. The aim of the program is to gain the characteristics of instructional leadership. The program is given both theoretically and practically and feedback is provided at the end of each study (Tarvanien, 2007).

Expert Qualification Program: The duration of this program is between 2 and 2.5 years, and its aim is to train local or regional school leaders. After approximately two weeks of preparatory training, a proficiency test is applied. Candidates to participate in this program are determined by the selection of the employers. Because employers are people who provide both internships and the financing of this program. 5 years of managerial experience is required for candidates. Organizational operations and development of the organization, leadership and management tools are the three basic modules that make up the program. The aim of the program is to highlight individuals who are experts in their field and who are fully competent in leadership (Tarvanien, 2007).

Professional Development Program: The 60-credit program is 3-year and parttime. The content of the program consists of orientation, seminars and elective courses. The program includes individual independent studies under the supervision of consultants and aims at individual development and learning. Candidates who have completed the expert qualification program are entitled to priority (Tarvanien, 2007).

Advanced Study in Universities: This program aims to examine and research instructional leadership in more depth than other programs. Each university chooses candidates themselves, and those who have completed any of the other programs have priority when admitted. The program, which aims to develop personal leadership abilities and gain leadership philosophy, is based on a theoretical basis. The curriculum and grading system varies according to the system of the university where the program is given (Tarvanien, 2007).

Duties of the School Administrator

Every school in Europe tries to fulfill the following three tasks (Çelik, 1995);

- 1) It has to provide a service quality that meets the expectations of the economic world and parents. Establishing the school's connection with the outside world is the most important

task of a manager. This role provides the school administrator with a privileged position in group meetings and on the governing council. In addition, he gives the opportunity to represent his school in the dental world.

- 2) At the same time, a school principal is responsible for the work of all teachers and educators in the institution. He is the leader of this group.
- 3) Another task is to represent the public power. Represents the authority and uses available resources to achieve common goals.

In Finland, the school principal is obliged to bring his institution and his students to that goal within the scope of the educational goals set by his country. To improve the mission of the school in line with the vision of the school, to analyze the individuals, to provide the professional development of the staff and to provide the management by designing the training and the program for the functioning of the institution. Implementing the innovations and changes made in the name of education in line with the determined educational goals is a leadership task. It is among the duties and responsibilities of the school principal to be able to develop programs in accordance with the management practices he has been trained in, to make effective teaching planning, to be accountable to stakeholders, to be solution-oriented in student and teacher behavior (Bursalıoğlu, 2000).

The duties of school principals and administrators are determined by Finnish local education laws. The principal is primarily responsible for the administrative management of the institution. It is among the duties of the school administrator to provide teachers, to balance the school budget, to make the training program, to increase corporate competition, to provide pedagogical leadership in order to prevent interruption in education. Unlike Turkey, in Finland, school principals choose teachers from among the applications and decide. Candidates who want to be teachers make their applications to the internet addresses of the schools they want to work with. The principal negotiates with the applicants. If deemed necessary, take the opinion of the branch teachers of that lesson; evaluates the communication skills of prospective teachers. When the teacher is accepted, he starts work as a trainee teacher. With such an evaluation, only 2% of university graduates are accepted as teachers (Anderson, 2004). In Finland, the school administrator has 3 basic duties: technical leadership, humanitarian leadership and

pedagogical leadership (Anderson, 2004);

Technical leadership: Carrying out the work and activities necessary for the institutional operation of the school emerges as a definition of technical leadership. Office affairs, management of the school budget, annual plans, student affairs, cooperation with the school administration, communication with stakeholder institutions, carrying out school activities, carrying out repair and construction works, providing educational materials, technical leadership are among the duties.

Human leadership: Humanitarian leadership, areas where humanitarian aspects are effective, especially; It is defined as problem solving, providing support and making them feel that they are always present at the school, that they are always with their teachers, students, parents and auxiliary staff. In order to ensure strong communication, being able to solve the problems faced by the stakeholders of the school, the communication factor in solving student problems, and being a school principal whose door is always open are among the humanitarian leadership factors. Finnish principals and school teachers have a sense of doing business together and an understanding of us rather than a subordinate-superior relationship.

Pedagogical leadership: Pedagogical leadership is defined as not using the hierarchical superiority of the principal against students, teachers and auxiliary staff, to solve the problems they encounter, to encourage learning and development initiatives, and to create environments that facilitate learning. In the pedagogical leadership where the thought of "the principal knows more than the teacher" disappears, the principal is always close to his staff and can establish strong communication. With this aspect, the role of an egalitarian and accommodating manager emerges.

School administrations also determine two commissions each year in Finland.

These commissions form the curriculum of the courses to be taught for one year (Finnish National Board of Education, 2013). Although an experience of at least five years is required to work in such commissions, teachers with ten years or more experience are preferred. These commissions also prepare plans and curricula for trainee teachers. Curriculum structure is created very flexible. After students leave school, group teachers organize meetings for sharing and evaluation (Anderson, 2004).

CONCLUSION AND RECOMMENDATIONS

When the processes of selecting, training and assigning / assigning school administrators in Finland and Turkey were investigated, it was determined that there were different school leader / administrator selection, training and appointment / assignment practices. In the countries studied, it was observed that there were similar practices as well as different practices. The aim of the study will be to compare different and similar applications and to reveal and propose effective practices related to the increase of school administrators and student success instead of a school administration that can be applied in Turkey.

School administrators in Finland are expected to have a high level of academic teaching and learning skills. In addition, they must certify that they have received managerial experience and training on training management. It is thought that school administrators have a certificate of competence, are effective in managing and developing student-parent-teacher relationships, are competent in policy determination and planning, budget preparation, and self-evaluation. Besides, there is no very effective school administrators in-service program in Finland on in-service training. While the Finnish education system maintains its simple and plain structure in form, it strengthens the equipment of school administrators in terms of duty, responsibility and authority. There is an institution in the country called the Institute for Educational administrators, and the school is responsible for the appointment of administrators, pre-service and postappointment training. In addition, it ensures that officials working in local education departments receive these trainings and management training is required. In addition, school administrators participate in classroom instruction at school, from 2-3 hours a week to 20 hours a week.

The purpose of this participation is for school administrators to strengthen the bond of trust with their teachers, not to break with students, to reinforce pedagogical administrator as well as running school affairs. It recommends that school administrators hold or obtain certificates from university-level education management programs. In addition, it is thought that the certificates to be obtained from universities are more important than the in-service trainings to be opened only for school administrators. As a result, in Finland, teachers who are primarily willing to lead the school, who have developed themselves in this field and want to improve later, who have received this academic education and can document this are selected. Teachers with this type of training at

Turkey are only for preference. Afterwards, they are required to attend classes up to 20 hours a week, which is a lot more than the practice in our country, and in order not to break away from pedagogy, teaching life and to understand teachers. In Turkey, there is no application such as attending classes for up to 20 hours. In the last part, it was proposed to remove the phrase "up to 6 hours of instruction". In contrast, school principals' activities and hours to attend classes and participate in teaching can be increased, as in Finland, so that they can gain skills such as not detaching from pedagogy, teaching life, and understanding teachers. Due to the large number of powers given to local governments, the authority, official status and decision-making power of school administrators also differ in Finland. Since there is a central administration in Turkey, first of all, not all school principals have authority, status and decision-making authority. Legal administrative texts inform the principal of what should and should not be done. In Turkey, projects are carried out with local governments and they help in creating financial resources in meeting the physical needs of the school. In addition, it is also local governments that help clear the way and water to the school from students who need financial support. All of these are reported to the center, first to the provincial / district national education directorates, then to the district governor or the governor. In short, school principals cannot decide on any application other than the central administration or provincial administration related to the school. In Turkey, school principals can be partially free to manage the school's income, although they do not have the authority to set, plan, prepare budgets. It has the authority to calculate school expenses and to spend what is available or allocated by the administrations for the expenses.

In Turkey, in legal administrative texts, the concept of school leadership is not used, instead, the concept of educational administrator or school administrator is used. When the practices regarding the selection, training and appointment of school administrators are examined; It can be said that there were no special regulations regarding the selection and appointment of school principals before 1990. After 1990, some standards were tried to be established in order to become a school administrator. It seems that the issued regulations were suspended or canceled by the decision of the administrative courts. According to the Regulation on the Assignment of the Directors of Education Institutions affiliated to the Ministry of National

Education published in the Official Gazette dated 06/10/2015 and numbered 29494, the appointment to the deputy director and deputy director, according to the result of the written examination by the Ministry of National Education or ÖSYM, It is decided to do according to the results of the exam. Written exam subjects and score values for chief assistant principal and assistant principal are as follows: Turkish-grammar 10%, general culture 10%, official correspondence rules 4%, public relations and communication skills 4%, school administration 4%, human relations in administration% 4, school development 4%, ethics in education and training 5%, Turkish administrative system and protocol rules 5% and legislation 50%

Those who score seventy and above in the exam will be considered successful (MoNE, 2015). In short, it is seen that in Turkey, it is sufficient to meet the requirements in the legal administrative documents and to get enough points from the exams to become 123 school administrators. The subject and score content of the exam for deputy director and chief assistant manager has been published. (Official Gazette, 2015) Candidates who are successful in the written exam are appointed based on their choices, starting with the highest scores. Before the exam, no training, course or document is required in any field, it is enough to get a high score from the exam content for which you are responsible. For the Directorate, any deputy chief and assistant manager who has completed the working year requirement can apply. During the evaluation, if the candidates' graduate education (with or without thesis) is in the field of management, it brings an additional score. Trainings or certificates in different management and finance fields that candidates receive in line with their own wishes and needs are not included in the evaluation; no additional points are awarded. There is no provision in the aforementioned regulations regarding the training of school principals. The training of school administrators in Turkey is carried out by the in-service training plans prepared annually by the General Directorate of Human Resources by the Ministry of National Education. Looking at the content of in-service planning. Trainings are seen in a very short period of time and in a tendency that does not show continuity. The selection of school administrator candidates takes place with the success of a central written examination that measures knowledge and meets the criteria set by the central government and the Ministry of National Education. As in Finland, there is no training program after the

exam. There is also no inspection after a possible breeding program. The lesson hours they actively attend are also less compared to other countries.

Practical Suggestions In Turkey, the concept of "school leader" can be used instead of "school administrator". It can be referred to as "school leader" not only in workshops or in various reports, but also in official and legal administrative texts of the Ministry of National Education. When the keywords in the studies conducted with the managerial competencies of school administrators are examined in the studies of the competencies of school administrators in the published studies, the word "leadership" comes first among the words that come to the fore (Erçetin, Eriçok, 2016; 252). There is no reason why the concept of school leadership, which is used so frequently in scientific research, should not be used by the Ministry of National Education. With the use of the concept, the process of changing the qualifications of school administrators can begin. Restructuring processes can be employed in the processes of selecting, training and assigning / assigning school administrators.

A central selection and placement exam can be held for the director and viceprincipal in Turkey. Measuring candidates' proficiency levels can be measured with a written exam. After the exam, the successful candidates are enrolled in education, and the characteristics of the school leader can be defined, which consists of various modules. Not only job description, but also leader and manager characteristics, a school leader definition can mean professional definition, it can be made. It is important to include school leadership while preparing training programs. It can make it easier for school leaders to take a participatory, open approach to teamwork. Flexibility can be provided to take measures and measures according to the needs of the school and its stakeholders, apart from fulfilling only the legal administrative requirements reported from the center. It may also be useful to repeat. Going to decentralization instead of the central government, and transferring many, if not all, management decisions to local governments will accelerate the flow of work and information and increase the effectiveness of the school and the school leader. More up-to-date and valid training should be given to the managers in addition to training management, supervision, and communication issues. First, school leadership training can be given. This training can be divided into modules, one who finishes it can move on to the next module. Training that can be carried out with distance education can be organized. Some of

the training that other countries provide to school leaders that can be adapted to their administrators in Turkey are as follows:

- Training to overcome differences or deficiencies,
- Curriculum development and application training,
- Training to lead change for improvement,
- Training to lead effective teams and staff that stands out in the school,
- Training on relationships and reputation,
- Training on establishing effective partnerships and ensuring/maintaining development,
- Ways of using performance-enhancing data and findings and technical training, • Time management and preservation of flexibility,
- Establishment, support and supervision of R&D teams at school, • Etiquette training,
- Crisis action plan / crisis management trainings,
- It is necessary to bring supervision in order to guarantee the implementation and continuity of the trainings provided.

The most important way to make good and effective school leadership successful and practical in Turkey is planning, implementation, and supervision. In Turkey, auditing should be requirement-oriented, not meeting the standard, and implementation-oriented. Whether its performance is sufficient or not, evaluating and auditing in the same standard time and manner does not increase quality and effectiveness, but may decrease it. Assistants' assistance and contributions should be evaluated. Although people in different specialties cannot be found for continuing education, guidance and training of auditors can be used. Newly elected and appointed principals can be trained by more experienced principals or their own principals, and a progress report can be prepared. Like a candidate teacher, a candidate can also be a vice principal. Choosing, training and appointing school administrators/school leaders legal, administrative texts and practices can be transformed into an education policy that does not change very often. Frequently changing appointment regulations can undermine the seriousness and perception of the profession. The importance given to the quality of teachers will cause the quality of schools to increase. Continuing education includes teachers within the scope of lifelong education, renews their professional development, and enables them to transfer their knowledge to their professions. Instead of giving additional points to candidate

managers, those who have master's and doctorate degrees in management or education, may encourage candidates who would like to take the exam and become managers to pursue a master's and a doctorate in the field. Managers can also encourage postgraduate education. The necessity of a Turkish Education System in which decision-making powers will be given to school leaders is important. Accompanying accountability is gaining importance and it can be beneficial to put it to work. Continuous cooperation should be established with universities on the training of administrators and teachers. In addition to the personnel affiliated to the Ministry of National Education, the governorship and staff working together, the mayor and the municipal personnel can be given training and information on educational leadership. Local governments should also not be excluded from education.

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