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## A Comparative Analysis of Teacher Education Systems

(Öğretmen Eğitimi Sistemlerinin Karşılaştırmalı Analizi)

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### Abstract

The purpose of this study is to examine current English as a foreign language education programs in Australia, Austria, Belgium (Flemish and French Community), Canada, Chile, Czech Republic, Denmark, England, Estonia, Finland, France, Germany, Greece, Hungary, Iceland, Ireland, Israel, Italy, Japan, Korea, Luxembourg, Mexico, Netherlands, New Zealand, Norway, Poland, Portugal, Scotland, Slovak Republic, Slovenia, Spain, Sweden, Swiss, Turkey, US, Brazil and Russia. And, it is expected to contribute to the teacher training programs in Turkey. And, the method of this study is reviewing of literature. At the end of the study, it is concluded that these countries have different objectives of teacher education systems according to their economic, cultural, and social status.

**Keywords:** education systems, teacher education, comparative analysis

### Özet

Bu çalışmanın amacı, Avustralya, Avusturya, Belçika (Flaman ve Fransız bölgeleri), Kanada, Şili, Çek Cumhuriyeti, Danimarka, İngiltere, Estonya, Finlandiya, Fransa, Almanya, Yunanistan, Macaristan, İzlanda, İrlanda, İsrail, İtalya, Japonya, Kore, Lüksemburg, Meksika, Hollanda, Yeni Zelanda, Norveç, Polonya, Portekiz, İskoçya, Slovak Cumhuriyeti, Slovenya, İspanya, İsveç, İsviçre, Türkiye, Amerika, Brezilya ve Rusya'daki mevcut öğretmen yetiştirme sistemlerini incelemektir. Çalışma, yazın tarama yöntemine dayalı olarak yapılmıştır. Çalışmanın sonunda, ele alınan ülkelerin ekonomik, kültürel ve sosyal durumlarının, öğretmen yetiştirme amaçlarını farklı şekillerde etkilediği görülmektedir.

**Anahtar Kelimeler:** eğitim sistemleri, öğretmen eğitimi, karşılaştırmalı analiz

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## **Introduction**

A teacher should capture the era, open to improvement and innovation, and renew constantly herself/himself. It is required for her/him to continue the learning process as a student. In education process, an unintentional mistake does not harm just an individual. It also affects the future of society in a negative way (Sağlam, 2005). So, countries should determine the teachers' needs in accordance with their future design, they should organize the teacher training and assignment and the teachers should be elected according to some projections.

In the light of changing and developing world conditions, there are many changings in teacher selection and education criteria in Turkey. Erdoğan (2006) stated that it is important to make use of the comparative education examining the education system in the world from a very wide angle to meet the need for the teacher training as it offers crucial information about the different nations and cultures. Nowadays, it is considered by almost everyone that the teacher training is a significant contribution in terms of economic and social development. Therefore, the comparative education in the teacher training is especially vital for a developing country such as Turkey.

### *The Comparative Education and the Teacher Training*

Teaching profession is very important since a teacher not only puts the state's education policy into practice, but also affects it (Varış, 1973). For that reason, the teacher is one of the most important elements of the education system. Akyüz (2000) mention that if the teaching profession doesn't access to the sufficient quality in any country, even the best training tools will not work. The need for quality teachers is a major problem throughout the world, particularly in developing countries. For this reason, many national and international organizations are conducting several comprehensive studies on this subject (UNESCO, 2012).

The successes of any country in all areas are in direct proportion to the quality of education and the quality of education is in direct proportion to the quality of the teacher. The qualified teachers have been identified as the most basic common feature of their education systems in the highly successful countries in terms of student performance. The quality of teacher depends on the teacher training which consists of activities to prepare teachers for the teaching profession within a certain period (Akpınar, Turan & Tekataş, 2004). The aim of the teacher training is described in Recommended Status of Teachers prepared by ILO and UNESCO in 1966 as the development of general information of the teacher candidates and their teaching ability. Also, it is advocated that it provides to understand the principles which guide to the establishment of good human relations beyond national borders (ILO/UNESCO, 1994).

Continuous evaluation of the teacher education systems in different countries and the development of the teacher training programs in the light of this evaluation are very important in order to raise the qualified teachers who are needed. In this regard, the teacher training efforts is seemed as an important issue in Turkey as well as in all other countries (Aykaç, Kabaran & Bilgin, 2014). Ültanır (2000) stressed that political objectives can lead to some changes in the training programs, education system. The changes planned and the goals proposed in the education system are located within the development plans. In the future plans of Turkey which is a candidate country to the European Union, there are necessary to be considered the implementation of teacher training of other countries and to follow the current situation and developments in this area.

The fact that Turkey's negotiations for membership of the European Union oblige to change many things in the field of education as in many fields (Ültanır, 2000). Knowing the path followed in the training of teachers who are responsible for raising future generations is important for both the grown human quality and the quality of education (Şahin & Shelley, 2008). Innovations and changes in the teacher training programs should be made so as to educate more qualified teachers and adapt to the standards of the European Union in Turkey. To

make these changes, the education systems and the teacher training programs of other countries should be examined and it should reveal similar and different aspects.

The teachers provide to keep up with the times and to place universal values as democracy and human rights in society. Because of these, the teachers and the teacher training institutions are important. Thus, the teacher training experiences and current education system should be analyzed and radical policies should be established by looking at the teacher training process in other countries (Aykaç, Kabaran & Bilgin, 2014).

*The Process in the Students Selection, the Teacher Training Programs, the Teachers Selection and Internship in Turkey*

In Turkey, the selection of students to the teacher training programs is carried out through student selection exam (YGS/ Examination of Transition to Higher Education). A candidate should take 180 points in this exam to be considered as successful. If a candidate get it, she/he will have the right to take the next exam which is an exam consisting of five areas (LYS/Undergraduate Placement Examination) ([www.mebk12.meb.gov.tr](http://www.mebk12.meb.gov.tr)).

The candidates are placed in appropriate programs based on grade point average in upper secondary school from which they graduated and their scores from this test and in line with their preferences. The teacher training programs such as pre-school teaching, primary school teaching, and branch teaching are four-year undergraduate programs. Individual who graduates from another license field may make an application in teaching if she/he takes one-year pedagogical formation training after graduation ([www.osym2015.com](http://www.osym2015.com)).

In Turkey, the exam for teachers is organized according to the provisions of General Regulation about Exams to be appointed to Public Duties for the First Time promulgated by the Council of Ministers with no. 2002/3975 in 2002 and Principles and Procedures Related to Exams to be appointed to Public Duties for the First Time prepared by the State Personnel Department and SSPC (ÖSYM/Student Selection and Placement Centre) which is in accordance with the regulation. The exam results are used in teaching staff assignments made by the Ministry of National Education. All the candidates must answer to General Ability and General Knowledge Tests which consist of 120 questions in total. Also, they must answer to the BKT (ÖABT/Branch Knowledge Test) which consists of 50 questions in total. They are assigned on the basis of points received from these exams and quota (KPSS Kılavuzu, 2015).

Four different applications are mentioned about the internship in the Regulations for Training Officers Candidate which are located in the Ministry of National legislation. The first one is the basic training in which candidate officers are given training on civil servants with common features and characteristics. The second one is the preparatory training in which candidate officers are given training on their service class and tasks. The third one is the applied training which is an internship made by candidate officers on the class of service and the tasks. And, the last one is the exam which is done at the end of basic and preparatory training to measure candidate officers' knowledge (<http://mevzuat.meb.gov.tr/html/42.html>).

*Purpose*

In this study, the similarities and differentiates in the teacher training trends were investigated in Australia, Austria, Belgium (Flemish and French Community), Canada, Chile, Czech Republic, Denmark, England, Estonia, Finland, France, Germany, Greece, Hungary, Iceland, Ireland, Israel, Italy, Japan, Korea, Luxembourg, Mexico, Netherlands, New Zealand, Norway, Poland, Portugal, Scotland, Slovak Republic, Slovenia, Spain, Sweden, Swiss, Turkey, US, Brazil and Russia. And, it is expected to contribute to the teacher training programs in Turkey. And, the following research questions are the frame for this study:

1. What are student selection conditions and the applications of the teacher training programs in these countries?

2. What is the duration of teacher training programs in these countries?
3. What are the criteria for the teacher candidates to start teaching in these countries?
4. What are the conditions of appointment of the teaching profession in these countries?
5. What is the duration of the internship of teachers in these countries?

## Method

### *Research Design*

The descriptive survey model was used so as to compare the countries' teacher training policy in this study. This is an approach that aims to describe a past or currently existing case. As a result, the events and circumstances can be investigated in detail (Erkuş, 2005).

### *The Instrument*

The data were obtained by literature review. Literature review is a process consisting of gathering the data, discussing the importance of the data collected, establishing the relations between the data and the problem, and the classification of the information stages. In this technique, it is aimed to collect the data by examining the existing sources, documents, and papers (Balci, 2006). Also, in this study, the typical sampling developed by Patton was used. The purpose of the typical sampling is not to select typical situations and generalize the universe. It is to have an idea about a certain area by studying on the average conditions or to inform people who do not have sufficient knowledge about an area, an issue, a practice or an innovation (Patton, 1987).

### *Data Analysis*

The data were analysed by using the descriptive analysis approach. This approach allows to be organized the data according to themes that emerge from the research question or to submit the data considering questions or size used in interview (Yıldırım & Şimşek, 2003). By this approach, the data was selected, organized, put together similarities and differences, compared and interpreted.

## Findings

It can be said that the image and status of teaching are effective for selecting teaching as a profession. It is a generally accepted idea that the entry requirements, the internship and the working conditions have a large share in this effect. Having all these in mind, the conditions for teacher education are given in Table 1.

Table 1  
*Existence of Competitive Examination to Enter Teacher Training Programs*

Countries	Pre-primary school education	Primary school education	Lower secondary school education	Upper secondary school education
Australia	m	Yes	Yes	Yes
Austria	Yes	Yes	a	No
Belgium (Fl)	No	No	No	No
Belgium (Fr)	No	No	No	No
Canada	m	No	No	No
Chile	m	No	No	No
Czech Republic	No	No	No	No
Denmark	Yes	No	No	No
England	No	No	No	No
Estonia	No	No	No	No
Finland	Yes	Yes	Yes	Yes
France	No	No	No	No
Germany	a	Yes	Yes	Yes
Greece	Yes	Yes	Yes	Yes

Countries	Pre-primary school education	Primary school education	Lower secondary school education	Upper secondary school education
Hungary	m	Yes	Yes	Yes
Iceland	m	No	No	No
Ireland	Yes	Yes	Yes	Yes
Israel	Yes	Yes	Yes	Yes
Italy	m	No	No	No
Japan	Yes	Yes	Yes	Yes
Korea	Yes	Yes	Yes	Yes
Luxembourg	Yes	No	No	No
Mexico	m	Yes	Yes	Yes
Netherlands	No	No	No	No
New Zealand	No	No	No	No
Norway	No	No	No	No
Poland	No	No	No	No
Portugal	No	No	No	No
Scotland	No	No	No	No
Slovak Republic	m	No	No	No
Slovenia	m	m	m	m
Spain	Yes	Yes	Yes	Yes
Sweden	No	No	No	No
Swiss	m	No	No	No
Turkey	Yes	Yes	Yes	Yes
US	No	No	No	No
Brazil	No	No	No	No
Russia	a	a	a	a

a: Data are not applicable because the category does not apply.

m: Data are not available.

Source: OECD (2014)

In Table 1, it can be seen that Finland, Greece, Ireland, Israel, Korea, Japan and Turkey implement a competitive examination to begin teacher training for all school levels while there is no such implementation in Belgium (Flemish), Czech Republic, England, Estonia, France, Netherlands, New Zealand, Poland, Portugal, Scotland, Spain, Sweden and the US. However, the lack of a competitive exam should not carry the meaning that there are no selection criteria. Applications in these countries were discussed in order.

In Finland, at the end of a three-year high school education, the students enter the matriculation exam held across the country. This exam made by the Ministry of Education is conducted twice a year, in spring and in autumn. In addition to this exam, a written exam is conducted nationwide to apply for teacher training. Individuals who are successful in these exams should be successful in another test made by each university (EACEA, 2013).

The condition of being able to enter higher education is to win the student entrance examination held by each higher education institution according to their programs' features in Greece. This is also applied in the teacher training programs at universities (Sağlam, 1999). When the applications are discussed in Ireland, Israel and Korea, it can be said that the content of the competitive exam varies from country to country.

The higher education entrance exams are organised by National Centre of University Entrance Examination in Japan. They consist of five main areas including Japanese, foreign language, science, mathematics, social sciences such as Japanese and world history, geography and civics tests. The oral exam is done as well as the tests (Aldemir, 2010). For the teacher training, students are enrolled in a two-stage examination. The first phase is done across the country, while the second phase is done by universities. The students should be successful in the academic and field tests to enter the teacher training programs. Also, their school files are examined (Demirel, 2000). Individual who want to be a teacher can follow two different paths. The first way is to enter the faculty of education. The second way is to take certified training programs applied in other faculties (Semerci, 2000). Unlike the practice in Japan, there is not

implemented a special exam to enter the faculty of education in Turkey. There is only the university entrance exam (Demirel, 2000).

High school diploma or equivalent is required to take to apply for a university education in Portugal. Besides, an individual who wants to be a teacher should pass the talent test which indicates the person is an appropriate for this profession (Alkan, 2012). In France, the correct usage of French is given attention in examinations held for admission to the teacher training institutions (EACEA, 2013). It is necessary the completion of upper secondary education and to be successful in the upper secondary school graduation exams to enter the teacher training course in Germany (Alkan, 2012). In Spain, there is no difference in admission requirements of short (the first part) and long (the second part) university education. However, an individual applies to the second part of university education to be a teacher at upper secondary education and vocational schools. There is a necessity to be entered in the university entrance exam (PAU) and to be taken certain points from the exam as the same to be a teacher at pre-primary and primary school (EACEA, 2013).

It is sought to have the upper secondary education diploma to apply for the teacher training programs in the Flemish region of Belgium. An individual who does not have the required diploma is subjected to the preparatory training. On the other hand, in the French region of Belgium, it is sought to have the upper secondary education diploma to apply for being a teacher. Also, a person who does not have any diploma approved by the state may enter the examination conducted by the university to show having the necessary qualifications. Moreover, if one person graduates from Hautes Écoles, she/he will have the right to pass a second cycle programs of universities (Alkan, 2012). Briefly, in both religion of Belgium, a high school diploma is the only condition to enter the faculty of education (EACEA, 2013).

A person who wants to be a teacher at pre-primary or primary school should finish a high-school and be successful in the university entrance exam in Austria. And, she/he should pass a test conducted by the faculty of education (Sağlam, 1999). Also, a candidate who want to be a teacher at technical and vocational schools should have a high school diploma and pass the university entrance exam. In addition, a person who wants to be a teacher at business high-school should work for several years in her/his field. The application requirement for a candidate who wants to be a teacher at upper secondary schools is to be successful in high-school diploma and university entrance exams (Alkan, 2012).

A teacher candidate should have the upper secondary diploma in order to apply for pre-primary and primary school teaching programs in Italy. Due to the small number of teacher training institutions, any entrance examination is not made. And also, In Brazil, upper secondary school graduates can apply directly to the teacher training programs (OECD, 2012).

There are certain standards for entry into the teacher training programs only one in three European countries. Solely in Italy, Lithuania and Scotland, the applications such as the ability and motivation tests are determined by the education authorities. Although general entry rules are defined by education authorities in most countries, there are initiatives of universities in some countries such as Denmark, Portugal, Romania, Slovakia and Finland.

In the UK, A' level diploma of upper secondary education should be taken for entrance to higher education. This is also applied for admission to the teacher training programs. But, it was stipulated to have a teaching competency certificate as of September 1th, 2007. In addition to this, the teacher candidate should enter a pre-selection process including interview to be determined whether she/he is appropriate (EACEA, 2013).

Russia is a country that does not meet the requirements of a competitive exam category. Individual who want to be a teacher in the Russian education system is trained in pedagogy schools, pedagogical institutes and universities (Erdoğan, 2006). Pre-primary, art, music and physical education and primary school teachers are educated in pedagogy schools. Pedagogical



institutes train the teachers to the lower secondary schools (Balçı, 2006). And, they accept the students based on their student selection exam results (Demirel, 2000).

Ingersoll (2007) stated that the prominent features of the teacher training programs are flexibility and many various applications in the United States. Each state has set different standards for the teacher training in the country. Yet, universities' applications can vary. SAT test is implemented for entry to university in the US. This test is not seen as an extremely competitive examination since it is used to determine the level of candidate.

Knowledge, skill and application of teaching profession are considered to be proportional to the duration of the training. Thus, it has been examined the countries' training time and obtained information are given in Table 2.

**Table 2**  
*Total Duration of the Teacher Education Programs, in Years*

<i>Countries</i>	<i>Pre-primary school education</i>	<i>Primary school education</i>	<i>Lower secondary school education</i>	<i>Upper secondary school education</i>
Australia	4	4	4-m	4-m
Austria	5	3	4-5.3	4-5.4
Belgium (Fl)	3	3	3-m	5-m
Belgium (Fr)	3	3	3	5-3
Canada	m	m	m	m
Chile	5	5	5	5.5
Czech Republic	3	5	5	5-m
Denmark	3.5	4	4	6-m
England	4	4	4	4
Estonia	3	5	5	5-3
Finland	3	5	5	5-4
France	5	5	5	5
Germany	3.5	6.5	6.5	6.5
Greece	4	4	4	4
Hungary	3	4	5	6
Iceland	5	5	5	5-4
Ireland	m	4-6	5	5
Israel	4	4	4	4
Italy	5	5	6	6
Japan	2-4	4	4	4
Korea	2-4	4	4	4
Luxembourg	4	4	6.5	6.5
Mexico	4	4	4-m	4
Netherlands	4	4	4	4-5
New Zealand	m	m	m	m
Norway	3	4	4	4/3-6
Poland	5	5	5	5
Portugal	3	3	5	5
Scotland	4	4	5	5
Slovak Republic	4	5	5	5
Slovenia	3	5	5	5
Spain	4	4	5	5
Sweden	3.5	4	4.5	5
Swiss	3	3	5	6-m
Turkey	4	4	4	5
US	4	4	4	4
Brazil	4	4	4	4
Russia	4	4	4	4

m: Data are not available.

Source: OECD (2014)

As can be seen in Table 2, pre-primary school teacher training time is 5 years in Austria, Chile, Iceland, Italy and Poland; 4 years in Australia, England, Greece, Israel, Mexico, the Netherlands, Luxembourg, Scotland, Slovak Republic, Spain, Turkey, USA, Brazil and Russia; 3 years in Belgium (Flemish and French Community), Czech Republic, Estonia, Finland,

Germany, Bulgaria, Norway, Portugal, Slovenia and Switzerland; three and a half years in Sweden and Denmark; 2 years in Japan and Korea. Primary school teacher training time is 3 years in Austria, Portugal, Switzerland and Belgium; 4 years in Australia, Denmark, England, Greece, Hungary, Israel, Japan, Korea, Luxembourg, Mexico, Netherlands, Norway, Scotland, Spain, Sweden, Turkey, US, Brazil and Russia; 5 years in Chile, Czech Republic, Estonia, Finland, France, Italy, Poland, Slovak Republic and Slovenia; 6.5 years in Germany. Lower secondary school teacher training time is 3 years in Belgium (Flemish and French Community); 4 years in Australia, Austria, Denmark, England, Greece, Israel, Japan, Korea, Mexico, Netherlands, Norway, Sweden, Turkey, US, Brazil and Russia; 5 years in Chile, Czech Republic, Estonia, Finland, France, Hungary, Iceland, Ireland, Poland, Portugal, Scotland, Slovak Republic, Slovenia and Spain; 6.5 years in Germany and Luxembourg. Upper secondary school teacher training time is 4 years in Australia, Austria, England, Greece, Israel, Japan, Korea, Mexico, Norway, US, Brazil and Russia; 5 years in Belgium (Flemish and French Community), Chile, Czech Republic, Estonia, Finland, France, Iceland, Ireland, Netherlands, Poland, Portugal, Scotland, Slovak Republic, Slovenia, Spain and Turkey; 6 years in Denmark, Hungary, Italy and Switzerland; 6.5 years in Germany and Luxembourg.

Pre-primary school teacher training period is 3.5 years in Germany. Yet, the training period increases when a teacher candidate wants to make a transition from the pre-primary school teacher training program to the primary or lower secondary teacher training program. High school teaching programs take longer half a year or one year in Chile, Hungary, Sweden, Switzerland and Turkey and one and a half years or two years in Belgium (Flemish and French Community), Denmark and the Netherlands than the other programs (OECD, 2014). It should be successfully completed Laurea education which is the first stage of university education given 3 or 4 years of teacher training and passed the exam to apply SSIS which is the specialized upper secondary education school as a teacher in Italy (Alkan, 2012).

The teacher training programs varies according to states in Canada. But, in many states, it is a requirement to pass the one-year professional training after graduating from high school. Primary school teacher candidates should have training at least one year after passing an examination in the upper level. Also, high school teacher candidates should have a university degree and pursue the vocational training after finishing university education (Robbins, 1969).

In Table 3, the information related to the countries' criteria of starting profession is given.

Table 3  
*The Criteria of Starting the Teaching Profession*

Countries	Pre-primary school education		Primary school education		Lower secondary school education		Upper secondary school education	
	<i>Existence of criteria</i>	<i>Graduates can start teaching directly</i>	<i>Existence of criteria</i>	<i>Graduates can start teaching directly</i>	<i>Existence of criteria</i>	<i>Graduates can start teaching directly</i>	<i>Existence of criteria</i>	<i>Graduates can start teaching directly</i>
Australia	Yes	No	Yes	No	Yes-m	No-m	Yes-m	No-m
Austria	Yes	Yes	Yes	Yes	No- Yes	No- Yes	No- Yes	No-Yes
Belgium (Fl)	No	Yes	No	Yes	No	Yes	No	Yes
Belgium (Fr)	No	Yes	No	Yes	No	Yes	No	Yes
Canada	m	m	m	m	m	m	m	m
Chile	No	Yes	No	Yes	No	Yes	No	Yes
Czech Republic	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
Denmark	Yes	Yes	Yes	Yes	Yes	Yes	Yes-No	Yes
England	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
Estonia	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
Finland	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
France	No	No	No	No	No	No	No	No



	Pre-primary school education		Primary school education		Lower secondary school education		Upper secondary school education	
	<i>Existence of criteria</i>	<i>Graduates can start teaching directly</i>	<i>Existence of criteria</i>	<i>Graduates can start teaching directly</i>	<i>Existence of criteria</i>	<i>Graduates can start teaching directly</i>	<i>Existence of criteria</i>	<i>Graduates can start teaching directly</i>
Germany	m	Yes	No	Yes	No	Yes	No	Yes
Greece	Yes	No	Yes	No	Yes	No	Yes	No
Hungary	Yes	Yes	Yes	Yes	Yes	Yes	No	Yes
Iceland	No	Yes	No	Yes	No	Yes	No	Yes
Ireland	m	m	Yes	Yes	Yes	Yes	Yes	Yes
Israel	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
Italy	Yes	Yes	Yes	Yes	m	Yes	m	Yes
Japan	Yes	No	Yes	No	Yes	No	Yes	No
Korea	Yes	No	Yes	No	Yes	No	Yes	No
Luxembourg	No	No	No	No	No	Yes	No	Yes
Mexico	No	No	No	No	No-m	No-m	No	No
Netherlands	No	Yes	No	Yes	No	Yes	No	Yes
New Zealand	m	m	m	m	m	m	m	m
Norway	No	Yes	Yes	Yes	Yes	Yes	Yes	Yes
Poland	No	Yes	No	Yes	No	Yes	No	Yes
Portugal	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
Scotland	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
Slovak Republic	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
Slovenia	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
Spain	Yes	No	Yes	No	Yes	No	Yes	No
Turkey	Yes	No	Yes	No	Yes	No	Yes	No
US	Yes	m	Yes	m	Yes	m	Yes	m
Brazil	Yes	No	Yes	No	Yes	No	Yes	No
Russia	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes

m: Data are not available.

Source: OECD (2014)

According to the data, the countries in which graduates can begin teaching directly at all levels seeking additional criteria are Czech Republic, England, Estonia, Finland, Hungary, Israel, Scotland, Slovak Republic, Slovenia, Sweden and Russia. The countries where it is possible to start directly teaching without seeking any criteria are Belgium (Flemish and French Community), Chile, Iceland, Poland and Switzerland. Australia, Greece, Japan, Korea, Spain, Turkey and Brazil are the countries where it is not possible to start directly teaching depending on the presence of any criteria. There are not any criteria and direct starting in France, Luxembourg and Mexico. Therefore, it is thought that there may be other evaluations.

The teacher training and curriculum are in the sole discretion of the institution in Chile, France and the United States. A reform which determined the requisite elements of the initial teacher training was implemented in France, in 2013. Because there are many states, it can be seen different criteria related to the starting teaching in Canada. However, a vocational training which lasts one year is compulsory in many of them (Robbins, 1969).

Though how good the quality of teacher education is, it is required to have knowledge about the challenges they will encounter throughout their careers. The job description of the teachers who have begun to working recently should be done clearly. In addition to this, they should be supported related to the following issues (Erkoç, 2011):

- Planning and making arrangements for teaching,
- Motivating and evaluating students,

- Keeping students under control and ensuring their compliance with the rules of discipline,
- Establishing collaborative and constructive relationships with others in school,
- Ensuring compliance with the school routine,
- Establishing collaborative relationships with parents and other members of the community and
- Encouraging them to have personal and professional self-confidence.

In Table 4, the information about the duration and content of the teaching practice of the countries has been given.

Table 4  
*The Duration and Content of the Teaching Practice*

Countries	Condition	Duration (Day)	Persons who are responsible for support					
			<i>Mentor</i>	<i>Principal</i>	<i>Inspector</i>	<i>A staff from educational</i>	<i>Local education</i>	<i>Other</i>
Australia	Mandatory	80	Yes	Yes	a	Yes	a	m
Austria	Mandatory	78	Yes	No	No	Yes	No	a
Belgium (Fl)	Mandatory	m	Yes	Yes	No	Yes	No	a
Belgium (Fr)	Mandatory	120	Yes	No	No	Yes	No	a
Canada	m	m	m	m	m	m	m	m
Chile	Discretion of institutions	m	m	Yes	a	Yes	No	a
Czech Republic	Discretion of institutions	m	Yes	No	No	No	No	No
Denmark	Mandatory	100	Yes	No	No	Yes	No	No
England	Mandatory	120	Yes	No	No	Yes	No	a
Estonia	Mandatory	50	Yes	Yes	a	Yes	No	a
Finland	Mandatory	m	Yes	m	a	Yes	m	m
France	Discretion of institutions	m	a	a	a	a	a	a
Germany	Mandatory	282	Yes	Yes	No	Yes	No	No
Greece	Mandatory	m	Yes	No	No	Yes	No	No
Hungary	Mandatory	120-140	Yes	Yes	a	Yes	No	a
Iceland	Mandatory	105	Yes	Yes	No	No	No	a
Ireland	Mandatory	100	Yes	Yes	No	Yes	No	a
Israel	Mandatory	60	Yes	No	No	Yes	No	No
Italy	Mandatory	m	Yes	Yes	No	Yes	No	Yes
Japan	Mandatory	20	Yes	Yes	a	No	No	a
Korea	Mandatory	40	Yes	Yes	No	Yes	No	a
Luxembourg	Mandatory	m	Yes	Yes	No	Yes	No	a
Mexico	Mandatory	m	Yes	Yes	Yes	Yes	Yes	No
Netherlands	Mandatory	m	Yes	m	No	Yes	No	a
New Zealand	m	m	m	m	m	m	m	m
Norway	Mandatory	100	Yes	No	No	Yes	No	No
Poland	Mandatory	m	Yes	Yes	No	No	No	a
Portugal	Mandatory	160	Yes	No	No	No	No	No
Scotland	Mandatory	90	Yes	Yes	No	Yes	No	a
Slovak Republic	Mandatory	m	Yes	Yes	No	No	No	a
Slovenia	Mandatory	50-55	Yes	Yes	No	Yes	No	No
Spain	Mandatory	40	Yes	No	No	No	No	No
Sweden	Mandatory	100	Yes	No	No	Yes	No	No
Swiss	Mandatory	m	m	m	m	m	m	m
Turkey	Mandatory	30	Yes	Yes	No	Yes	No	a
US	Discretion of institutions	m	Yes	Yes	m	Yes	Yes	m
Brazil	Mandatory	75	Yes	No	a	Yes	No	m
Russia	Mandatory	36	Yes	Yes	No	Yes	No	a

a: Data are not applicable because the category does not apply.

m: Data are not available.

Source: OECD (2014)

It can be understood from the table that the teaching practice is compulsory in 32 countries. And, it was obtained the internship periods of 21 countries. According to data, it was concluded that the longest internship period is in Germany and the shortest internship period is in Greece. While the mentoring support is given to teaching practice in 33 countries, the principals support it in only 20 countries. The inspector supports a candidate in teaching practice in only Mexico. And, the support of local authorities is applied only in the US and Mexico.

### **Discussion and Conclusion**

There are differences in the entry conditions into the teacher training programs between Turkey which is a candidate to the European Union and Germany, Finland, France and England which are the member states of the European Union. There is a condition taking enough points from the centre of the entrance exams to apply the teacher training programs in Germany and Turkey. While baccalaureate degree is examined during admission to the university in France, the General Certificate of Secondary Education Examination result is considered in England. In addition to these, in France and England, the assessment is not performed based on only one criterion. The interviews and meetings are also given place. In Finland, students applying to the faculty of education should be successful in oral examination which assesses the personality characteristics of teachers.

The training period in teacher training institutions of the countries is seen to range between minimum 2 years and maximum 6 years. Denmark, Germany, Luxembourg and Switzerland have the longest training period. In France, teachers are trained in three-year degree programs. When including teachers who graduate from Teacher Training Institute, they can receive a total of 5 years training in there. However, four-year degree programs are in Turkey.

When the countries were examined in terms of the teaching practice and training time, it was concluded that teachers are given only 30-day training opportunity in Turkey. Yet, it is given 282-day training opportunity in Germany. The teacher candidates continually make training in educational institutions within the university campus at every grade of 4-year education in Finland. The teacher training is given in the last year of education in Turkey. And, it may be a reason of problems occurring in the teacher training system. The success of the students can only be achieved by qualified teachers. In this regard, the quality of education and student achievement is affected to a large extent by deficiencies in teacher training. According to Sözer (1991), the most important element of success in education is teacher. Curricula, methods and techniques, tools and materials are important factors to improve teaching. Yet, unless they are put into action with the teacher's personality, they will not give an effect to the desired extent. For that reason, teachers should be educated in qualified pre-service training. The success of the education system is directly associated with well-trained teachers.

In Germany, France and Turkey, the central exam is made for teaching profession assignment. Yet, in England, the Qualified Teacher Status is asked. The assignment is based on master degrees of teachers, internship training achievements and their teaching ability in Finland. In Turkey, the assessment depends on a single exam for entry to universities and teacher assignments. That is to say, the emotional aspects of candidates are not examined whether they are appropriate to the teaching profession. As Finland which is located in the upper ranks of the OECD and PISA reports was examined, it was seen that there are four important factors that increase the quality of teachers. They are selecting students with interview, consideration of the individual characteristics of students, making continuous applications in practice schools, and stipulating master degree for assignment. Considering these factors, it is possible to understand why the quality of education and student achievement is so high level in Finland.

According to an overall evaluation of the results, in the examined countries such as Germany, England and Finland, the teacher training is given a great importance. Unlike other countries, interviews are conducted in order to identify the personal and emotional characteristics of students and the students make a course in order to be determined their teaching presentation

skills in Finland when selecting students to the faculties of education. In Germany, France and Turkey, centralized exams are conducted for assignment. Being asked the teacher candidates to be successful in the master's degrees and training practices are the most striking points in Finland. If these are all to be considered, there are points to be taken as an example of Finland's teacher training programs for Turkey.

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