



AN EXAMINATION OF PRIMARY SCHOOL TEACHERS' VIEWS ON ORIENTATION TRAININGS OF THE TÜRKİYE CENTURY EDUCATION MODELⁱ

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Abstract:

The aim of this study is to examine the opinions of primary school teachers regarding the adaptation training programs organized for the Turkish Century Education Model. Using a qualitative phenomenological design, the study group comprised of 25 primary school teachers from six state primary schools in Diyarbakır province during the 2024-2025 academic year. To reflect the opinions of teachers with different professional experience levels, maximum diversity sampling, a type of purposeful sampling, was used. A semi-structured interview form was prepared as a data collection tool, and face-to-face interviews were conducted with the participants. The obtained data were analysed using the content analysis method. According to the findings of the research, a significant portion of primary school teachers found the adaptation training programs inadequate in terms of scope, duration, and content. Teachers stated that the orientation training programs mostly remained at the theoretical level, that there were limited examples of practical applications, and that their direct contribution to classroom practices was low. The findings reveal that the orientation training programs contributed to teachers at the cognitive level; however, this contribution was not reflected at the behavioural level to the expected extent. Furthermore, problems related to the duration and planning of training sessions have been observed to negatively impact the achievement of the defined training objectives. Based on the research findings, it is suggested that orientation training sessions should be organized around teacher needs, include practice samples, and enable teacher participation. The planning of orientation training sessions should consider the actual classroom conditions and needs that teachers encounter in the field. It is recommended that phased and time-spread training models be adopted instead of short-term and intensive programs.

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1. Introduction

Curriculum is a plan or program encompassing all learning experiences that learners encounter under school guidance (Oliva, 2009). Curricula are designed and implemented with careful consideration of students' developmental levels (Tyler, 2014), societal needs (Oliva, 2009), and overarching educational policies (Demirel, 2013; Ornstein & Hunkins, 2018). In alignment with the fundamental functions of education and the general aims of national education, curricula serve to transmit the cultural heritage of society to new generations and ensure the socialization of individuals, simultaneously they play an innovative role in supporting social change and development (Özdemir, 2011). During curriculum development, it is essential to systematically analyze changes and transformations within the social structure. Program objectives should be determined according to societal needs, ensuring individuals are educated to meet these evolving needs (Ertürk, 2016). Recent shifts in education have necessitated the re-evaluation of curricula in terms of targeted learning outcomes, teaching-learning approaches, and assessment processes (Fullan, 2007; Ornstein & Hunkins, 2018). Educational reflection, research and the creation of knowledge and new pedagogical practices should become integral to teaching (UNESCO, 2021). However, these innovations often struggle to achieve the desired level of success if they are not implemented within a cohesive program framework. Tyler (2021) emphasizes the necessity of implementing curricula in a planned and systematic manner, stressing that programs must be organized and implemented in line with the defined objectives. As economical, social, and political landscapes evolve, and a curriculum is likely to lose its effectiveness over time. Rapid progress in science and technology generates new knowledge and skills, necessitating the timely reviews of existing programs to ensure students do not acquire outdated competencies that lack global competitiveness (Law, 2022). Ultimately, the effective implementation of new curriculum depends not only on updating official curriculum texts, but also on enhancing teachers' capacity to adapt to these changes (OECD, 2025). To implement new curricula in the classroom effectively, teachers need strong professional support in terms of pedagogical content knowledge and practical teaching skills.

UNESCO (2021) asserts that the integrating pedagogical knowledge with practical teaching applications is vital for curriculum effectiveness in the classroom. Research indicates that the challenges teachers encounter during professional learning are directly related to the content, scope, and implementation strategies of adaptation training. Teachers are not merely passive recipients of a curriculum; they are active implementers who reinterpret the programs through the lens of their own pedagogical knowledge, personal experiences and unique classroom contexts (Remillard, 2005).

Fullan (2007) views the program transition process and adaptation to the new program not as a technical adaptation process, but as a process of change that transforms individuals' beliefs, attitudes, and professional habits. Program transition is generally the process of closing the gap between the "designed program" and the "implemented program" (Ornstein & Hunkins, 2018). The primary determinant of success in this phase is the extent to which the curriculum is authentically reflected in classroom practices. Kotter (2014) emphasizes that effective change must be supported by more than hierarchical mandates; it requires network-based and flexible organizational structures that prioritize horizontal interaction and shared responsibility.

Priestley (2011) reports that meaningful engagement with innovation is facilitated when those responsible for implementing new policies—namely change agents, such as senior school administrators and teachers—can increase their mediation within change process. Conversely Mutch (2012) emphasizes that when teachers are excluded from decision-making and implementation phases, curriculum changes are often executed only formally and to a limited extent. This superficial adoption prevents the program from achieving its core objectives and fails to generate a sustainable long-term impact.

While the effectiveness of a curriculum depends largely on teachers' ability to accurately interpret and transfer it into classroom practice, the extent to which adaptation training supports this process remains unclear. The sustainable development of teachers' professional competencies depends on the systematic identification of their professional development needs through multi-dimensional and continuous evaluation (Buldu, 2014). Within the field of education, it is stated that the professional development of teachers is critical for the effective implementation of curricula and the attainment of desired learning outcomes (Darling-Hammond et al., 2017). In this context, supporting teacher growth is a fundamental requirement—not only for enhancing individual competencies but also for elevating the overall quality of instructional processes (Buldu, 2014). However, findings indicate that current in-service and orientation training often fails to produce the expected results, these programs does not adequately meet teachers' professional needs, and offer limited contributions to classroom practices (Guskey, 2002). While in-service training may facilitate knowledge acquisition of knowledge at a cognitive level, there is little evidence that these gains tranform directly into classroom practices and behavioral change. This disconnect is primarily attributed to a lack of hands-on application during training and a persistent mismatch between professional development content and the realities of the classroom (Darling-Hammond et al., 2017).

Among the achievements associated with the implementation of the Turkish Century Education Model are the adoption of student-centered pedagogy, the promotion of critical thinking and problem-solving skills, and the integration of technology into educational processes. However, various challenges persist, including the inadequate infrastructure, teacher resistance, and uncertainties surrounding assessment and evaluation processes (Ülçay, 2024). These barriers risks limiting teachers' understanding of the program to a purely theoretical level, thereby hindering the effective delivery of targeted learning outcomes in the classroom. It is observed that certain difficulties are

also encountered in the implementation phase of new curricula in Türkiye. Seferoğlu (2004) revealed that the adaptation and in-service training often remain confined to a theoretical framework, with insufficient emphasis on practical application. Similarly, Gültekin (2013) notes that teachers' perspectives and professional experiences are not frequently overlooked during the planning and development phases. In the same vein, Demirel (2024) emphasizes that the inability of teachers to participate effectively in curriculum implementation is a primary factor undermining program efficacy. Specifically, brief training durations, superficial content delivery, and the lack of concrete classroom examples may impede the teacher adaptation process. Consequently, teachers often experience uncertainty regarding new mandates and struggle with classroom execution (Küçükahmet, 2011). Furthermore, Harris and Graham (2019) report that teachers did not welcome curriculum reforms, reinforcing the potential for professional resistance. According to Ornstein and Hunkins (2018), successful implementation of curriculum requires that teachers are deeply familiar with both the theoretical foundations and practical dimensions of a program. Therefore, systematically examining the views of classroom teachers regarding adaptation training for the Turkish Century Education Model represents a critical area of inquiry. Understanding these perceptions is essential for identifying the strengths and weaknesses of current training initiatives and for gauging field-level response to comprehensive reforms. Accordingly, the primary objective of this research is to investigate the views of classroom teachers concerning the adaptation training provided for the Turkish Century Education Model.

In accordance with this general purpose, the research addresses the following questions:

- 1) What are the perspectives of classroom teachers regarding the Turkish Century Education Model?
- 2) What are the opinions of classroom teachers regarding the adaptation training provided on the goals, content, educational situations, and assessment elements of the Turkish Century Education Model?
- 3) What are the views of classroom teachers regarding the effectiveness of orientation training?
- 4) What are the opinions of classroom teachers regarding the way orientation training is conducted?
- 5) What are the opinions of classroom teachers regarding the difficulties encountered in orientation training?
- 6) What are the suggestions for classroom teachers regarding adaptation training to the new curriculum?

2. Material and Methods

This study utilized a phenomenological research design, one of the qualitative research designs. Phenomenological research is a research approach that aims to deeply reveal individuals' experiences, perceptions, and the meanings they attribute to a particular

phenomenon (Creswell, 2013). Phenomenological research focuses on understanding individuals' experiences and the essence of these experiences, based on a detailed examination of participants' experiences (Moustakas, 1994). The main goal in this design is to understand a phenomenon from the perspective of individuals and to reach the essence of the phenomenon. According to Yıldırım and Şimşek (2021), phenomenological studies concentrate on phenomena that we are aware of but do not think about deeply and in detail. In phenomenological studies, the aim is to elicit a detailed expression of participants' experiences through in-depth interviews and open-ended questions (Creswell, 2013). The researcher attempts to understand the participants' narratives, feelings, and perceptions regarding their experiences, thereby revealing commonalities in these experiences. Therefore, phenomenological studies are generally conducted with a limited number of participants; participants are selected from among individuals who have directly experienced a particular phenomenon and have relevant experience (Patton, 2015).

2.1 Study Group

The study group for this research consists of 25 classroom teachers working in six public primary schools located in the four central districts (Bağlar, Sur, Kayapınar, and Yenişehir) of Diyarbakır province during the 2024-2025 academic year. Participants were selected using maximum diversity sampling. In determining the research group, care was taken to select teachers with varying years of professional experience in order to obtain comprehensive and in-depth information. This ensured a diversity of teacher experiences, thereby enriching the research data.

The number of schools included in the study is presented in Table 1. The names of the schools are coded with numbers.

Table 1: Number of Teacher Participants by School

Schools (Coded)	Number of Teachers
O1	5
O2	5
O3	5
O4	4
O5	4
O6	2
Total	25

Table 2 shows the distribution of classroom teachers participating in the study according to their gender, seniority, faculty, and education level.

Table 2: Demographic Information of Classroom Teachers Participating in the Study

Variable	Category	Number
Gender	Woman	10
	Male	15
Professional Seniority	1-5 years	1
	6-10 years	2
	11-15 years	3
	16-20 years	6
	21-25 years	5
	26 years and older	8
Educational Status	Licence	22
	Degree	3
Graduation	Undergraduate Program	20
	Other Programs	5
Total		25

2.2 Data Collection Instrument

In this study, a semi-structured interview form was used to determine the opinions of classroom teachers regarding the "Curriculum Adaptation Trainings" related to the new curriculum. Interviews are one of the effective data collection methods widely preferred in qualitative research because they allow for the understanding of phenomena that cannot be directly observed (Yıldırım & Şimşek, 2021). The semi-structured interview technique increases data depth by offering the possibility of asking additional questions depending on the flow of the interview, in addition to pre-prepared questions (Türnüklü, 2000). The interview form used in this research was prepared by following a systematic process in line with the purpose and sub-objectives of the research. First, questions were created to determine the demographic characteristics of the participants, including information such as gender, professional seniority, educational status, and faculty of graduation, which are common to all participants. Care was taken to ensure that the questions in this section revealed the professional profiles of the participants. In the second section of the interview form, open-ended questions were included to determine the opinions of classroom teachers regarding the adaptation trainings organized for the new curriculum. In this context, six main questions were prepared to be asked of the teachers; In addition, four sub-questions were added to allow participants to elaborate on their views related to one of the main questions. This aimed to obtain a holistic and systematic account of each participant's experiences and assessments. During the preparation of the interview questions, the opinions of three academics specializing in curriculums and teaching were consulted. Based on the feedback received from these experts, the scope, clarity, and suitability of the questions to the research objective were reviewed, and necessary adjustments were made. Furthermore, care was taken to ensure the questions were written in clear and understandable language; expert opinions were also sought regarding their compliance with Turkish grammar rules before finalizing the form.

2.3 Data Collection

Interview forms were revised and made ready for use after expert opinions were obtained. Ethical approval was granted from Dicle University and the Humanities Ethics Committee (Approval No: 824012 Date: 06.12.2024). An application was submitted to the Diyarbakır Provincial Directorate of National Education for the schools where the research would be conducted, and permission for the research was obtained on 25.12.2024 with the number MEB.TT.2024.013384.01. After obtaining the approvals, the necessary information was given to the school administrations on the day the interviews would be conducted, and the date was determined. At the start of each session, participants were briefed on the study's purpose, the interview protocol and the structure of the interview form. To minimize participant anxiety and encourage candid responses, the researcher provided clear introductory explanations, ensuring a comfortable environment for dialogue. Furthermore, all interviews were conducted in comfortable settings such as vacant classrooms or dedicated offices to ensure confidentiality and promote sincerity. Data were captured through both written notes and digital audio recordings. While the majority of participants consented to audio recording, two individuals requested that only written notes be taken, their preferences were strictly honored to maintain ethical standards. The interviews lasted approximately 20 to 30 minutes. Following the sessions, the researcher personally transcribed the audio recordings into Microsoft Word to prepare the data for analysis.

2.4 Data Analysis

In this study, the opinions of classroom teachers regarding the adaptation training for the new curriculum were derived from the participants' original statements and analyzed using content analysis techniques. Throughout the data collection process, the responses were continuously monitored to ensure the study reached the data saturation point. This point is defined as the stage where themes and expressions begin to be repeated and no new information is obtained (Creswell, 2013). Thus, it was accepted that the data obtained within the scope of the research reached a sufficient level in representing the phenomenon under investigation. According to Yıldırım and Şimşek (2021), the primary objective of content analysis is to first conceptualize raw data, then to organize it logically according to those concepts, and identify themes that effectively explain findings. To ensure clarity and systematic presentation, the resulting categories and themes have been meticulously documented in the provided tables.

2.5 Validity and Reliability

Validity is defined as a criterion for measurement that determines whether a measurement instrument accurately captures the intended behavior or quality without interference from unrelated constructs (Tekin, 2000). Reliability serves as a vital indicator of the quality of measurement results, reflecting the consistency and repeatability of the data obtained (Büyüköztürk et al., 2022). While validity and reliability in qualitative research do not directly overlap with their counterparts in quantitative studies, they

require distinct strategies to ensure the trustworthiness of the research and the credibility of its findings. To guarantee the accuracy of the results, researchers must employ various methods and techniques to verify their findings (Yıldırım and Şimşek, 2021). Prolonged engagement is a primary strategy for strengthening credibility and accuracy in qualitative research. Extended interaction allows the researcher to spend sufficient time in the field, establish natural and trusting rapport with participants, which facilitates a deeper understanding of the phenomenon. In this study, the researcher personally visited each school to conduct face-to-face interviews. During these sessions, the researcher intentionally extended the interaction time, ensuring no artificial time constraints were imposed, thereby allowing for a more exhaustive exploration of the participants' perspectives.

In qualitative research, expert review is a method employed to enhance credibility and validity of the study by having the data collection tools, analysis processes, and interpretations of the research evaluated by experienced scholars. Yıldırım and Şimşek (2021) assert that obtaining expert opinions is particularly effective for establishing the content validity of qualitative tools and prevents possible errors and bias in the researcher's analysis process. In this study, the semi-structured interview draft forms were first developed using the theoretical framework related to the research, and then these forms were finalized through the critical review of three subject-matter experts. In addition, a consistency review was conducted, during which the codes, categories, and themes derived from the content analysis were rigorously examined by the thesis advisor. To supplement this, the study utilized confirmation review -a process wherein an expert or independent evaluator, who is not directly involved in the research, examines, verifies, questions, and evaluates the data collection, analysis, and interpretation processes of the research in detail to increase the reliability of the findings and the research process in qualitative research (Lincoln & Guba, 1985). The validity of the forms used in the research was confirmed by experts. Furthermore, the researcher carefully examined the collected data and had the accuracy of the codes, categories, and themes they created confirmed by their thesis advisor. A primary strategy for demonstrating confirmability in qualitative inquiry is the strategic use of direct quotations. Consequently, the findings are presented incorporating verbatim participant statements. This approach ensures that the results accurately reflect the lived experiences of the teachers rather than the researcher's personal biases or subjective opinions (Lincoln & Guba, 1985).

External reliability relates to the transferability of the outputs of a qualitative study to other contexts and the level of traceability of the research process; in this respect, it is one of the fundamental elements that strengthen the scientific quality of the research. To ensure external reliability, researchers must provide a detailed and transparent account of the methodology, including the interview protocols, data recording techniques, analysis procedures, and the systematic synthesis of the findings (Yıldırım & Şimşek, 2021). In accordance with these principles, this study provides a comprehensive and transparent description of the preparation, application and analysis of the data collection

instruments. By documenting each phase of research, the researcher ensures that the study's findings are grounded in a clear and replicable procedural framework.

2.6 The Researcher's Role

In qualitative research, the researcher is not merely an observer, but an active participant at the core of the data collection, analysis, and interpretation processes. Because the researcher's knowledge, professional experience, and perspectives can directly influence the study's trajectory and the interpretation of the finding, this role must be approached with reflexive awareness and clearly articulated (Yıldırım & Şimşek, 2021). In this study, the researcher took an active role in every phase. Initially, the researcher coordinated with the target schools and structured the data collection plan following the acquisition of all necessary administrative permissions. As the primary instrument for data collection, the researcher conducted face-to-face interviews with classroom teachers. During the data collection process, the researcher took care to maintain an impartial attitude during the interviews; by establishing a trusting, sincere, and comfortable communication environment with the participants, they tried to enable the teachers to express their views openly and sincerely. During the interviews, short explanations were given when deemed necessary to facilitate the understanding of the questions; however, the researcher deliberately avoided being directive, prioritizing the teachers to express their thoughts freely and in detail.

3. Findings

3.1 General Views of Classroom Teachers on the Turkish Century Education Model

The first research question, "What are your thoughts on the new program draft of the 'Turkish Century Education Model'?", was addressed through a thematic analysis of data data obtained from semi-structured, face-to-face interviews with classroom teachers. The analysis revealed that participants' opinions are classified into four primary categories: positive, cautious, limited information, and negative evaluations of the Education Model. These categories related to the Education Model theme are presented in Table 3.

Table 3: General Views of Classroom Teachers on the Turkish Century Education Model

	Sub-themes	Categories	Participants	f
Theme 1: Turkish Century Education Model	Positive Evaluation	A student-centered and flexible structure.	T7, T16, T22	3
		Skills and values-oriented outcomes	T14, T9	2
		Real-world relevance of content	T8	1
	Cautious Evaluation	Potential difficulties in implementation	T24, T19	2
		Intensity and evaluation problems	T18, T1	2
		Lack of institutional support	T17, T11	2
	Limited Information	Limited information about the program	T2, T4, T6, T10	4
		Insufficient informational meetings	T23, T3	2
		Difficulties in accessing information	T25	1
		The superficiality of program changes	T13, T21	2

	Negative Evaluation	Implementation challenges and uncertainties	T5, T13, T20	3
		Ignoring teachers' opinions	T15	1

3.1.1 Positive Evaluation of the Program

When the sub-theme of teachers who positively evaluated the program was considered, it was determined that the general opinions of classroom teachers regarding the draft of the Turkish Century Education Model were centered around elements such as student-centered and flexible structure, skill and value-oriented learning outcomes, real-world relevance of content. Explanations regarding the categories in Table 3 and the opinions of the participants are presented as follows:

According to participant comments that exemplify the *"student-centered and flexible structure"* category, teachers expressed the belief that the program's adaptability and focus on the individual learner provide them with significant instructional support. For instance, Teacher 17 highlighted the program's developmental focus as follows: *"It is designed to support both the individual and social development of students. Rather than rote learning, it aims to develop students' research and inquiry skills. I believe it is a program that aims for students to be successful in both their social and academic lives, that is, in their own cognitive endeavors."* Teacher 16 emphasized that the simplification of learning outcomes in some subjects in the program would make it more understandable for students, highlighting that the program has been made simpler and more comprehensible. *"I think the new program is good in terms of its operation. I think the program is simpler and more understandable. Reducing the number of topics is good in terms of the program's simplicity. I especially welcome the reduction in topics in mathematics."* Teacher 22 said: *"I think the new curriculum adopts an approach that aims for the all-round development of the student."*

"Skills and values-oriented outcomes" category, participants noted that the curriculum's learning outcomes should be more measurable, applicable, and performance-based. These outcomes aim for students to acquire competencies that extend beyond mere academic achievement to include ethical behavior, social adaptation, and character development. Teacher 14 elaborated on how the simplified content facilitates these broader educational goals: *"I think the new program has been simplified considerably, which has two primary benefits. First it allows us to dedicate more time to extracurricular activities—which I think is a core objective of the Ministry of National Education. By reducing the curriculum load, teachers can now focus on vital projects, such as 'The Richness of Our Language.'* Second, this simplification is highly beneficial for the students' developmental levels. For example, removing complex topics like synonyms, dictionary meanings, and the concept of 'time' from the first-grade syllabus makes the program much more accessible and age-appropriate."

Within the category of *"Content relevant to daily life"* the curriculum is designed to harmonize learning processes with students' personal experiences. This alignment ensures that students can understand, transfer, and apply their knowledge by integrating it into a real-world context. Teacher 8 explains this as follows: *"It is structured to support both the individual and social development of students. Rather than rote learning, it aims to*

develop students' research and inquiry skills. I believe it is a program that aims for students to be successful in both their social and academic lives, that is, in their own cognitive endeavors."

3.1.2. Cautious Evaluations of The Program

The sub-theme of cautious evaluation identifies a group of teachers who, while generally finding the theoretical framework of the Turkish Century Education Model positive, express significant reservations regarding its practical implementation. These participants collectively argue that achieving the targeted learning outcomes will be a formidable challenge if the implementation process lacks sufficient preparation, infrastructure, and robust teacher support. The primary categories within this sub-theme are detailed below.

Within the *"Potential Implementation Difficulties"* category Teachers expressed concerns that the new curriculum may not be implemented as expected in the classroom environment, despite their belief that the program is theoretically sound and robust. For instance, Teacher 19 highlighted that the success of the model is entirely contingent upon its faithful execution: *"I believe it will be beneficial only if it is implemented as it was prepared and presented in the draft."* Teacher 24 offered a more critical perspective noting that the *"simplification"* might be offset by new, more demanding requirements: *"It has both advantages and disadvantages. The program has been simplified, or at least that's what's been said, but now other things have been added. These additions are not suitable for the children's current developmental level. I'm of this opinion based on the previous model. In fact, the program has become even more difficult."*

Within the category of *"Program Intensity and Assessment Problems,"* participants identified the sheer volume of the curriculum and the complexity of its evaluation mechanisms as fundamental barriers to effective teaching. Teachers reported significant difficulties in time management, noting that the *"intensity"* of the program often prevents them from processing content holistically or in-depth. Participant Teacher 1 described the draft as follows: *"The program is somewhat confusing and significantly increases the teacher's workload. I expected the draft introducing the new curriculum to be a bit simpler. The draft is presented in a very confusing way. When we look at previous curricula, we could more or less understand what the program offered us and what it expects from us. I think the draft of the new curriculum is very dense, very confusing, and the concepts to be overly abstract."* Teacher 18 explains the intensity of the program by saying: *"Although it appears to be an excellent program on paper, the density of conceptual and academic expressions has made turned the program into rigid and a standardized one. There are so many new concepts that we encountered and we couldn't even fully understand, concepts that were foreign to us."*

Within the category of *"Insufficient institutional support"* participants expressed that the prevailing organizational structure failed to provide the necessary resources, guidance, time, and physical conditions required for effective curriculum implementation. The following perspective reflects a common concern regarding the perceived pace and depth of the reform. Participant Teacher 17 described the process as rushed and lacking in thoroughness: *"It felt to me like it was prepared very quickly, hastily,*

and then covered up with a few changes. I expressed my opinion in this way during the orientation seminar as well. It feels like a hastily created program. Yes, there are positive aspects and advantages, but I feel like it was done with the attitude of "let's do it, change it, and get it over with."

3.1.3 Teachers with Limited Information about the Program

Some teachers state that they have not examined the draft of the "Turkish Century Education Model" in detail or only have superficial knowledge of it. This indicates shortcomings in the program's promotion and information dissemination processes. Table 3. shows how shared opinions are transformed into categories related to the theme.

Within the "*Limited information of the program*" participants emphasized that a deep understanding of the program's rationale and content is a prerequisite for effective implementation—a level of insight they felt they had not yet achieved. Teacher 10, stated that teachers need a deep understanding of the program's content and rationale to effectively implement it, and continued: "*My knowledge of the new curriculum was limited to the information provided during the orientation training. While I noticed certain changes during implementation, I do not believe there is a significant departure from the previous model. In fact, after examining the updated textbooks, I find the program to be more intensive than the old one. Although we were told in the orientation that topics had been reduced, I believe the content in the books is currently at a second-grade level rather than a first-grade level.*" Another participant Teacher 6 echoed this sentiment of uncertainty, admitted to only a cursory review of the materials and described a hybrid approach to teaching "*I haven't examined the model in detail; I have only glanced at it. While the new curriculum seems well-planned, only time will tell if it is truly an improvement. Since we are in the early stages, I cannot yet make a full comparison with the old model, though I suspect there are not many fundamental changes. Currently, we are trying to create a blend—combining our existing knowledge of the old program with the new elements we learned in training and applying them together.*"

Within the "*Insufficient informational meetings,*" category, a significant majority of teachers reported that the official informational meetings remained superficial, lacking comprehensive explanations regarding the program's core objectives, learning outcomes, and practical implementation phases. This lack of depth resulted in a perception among educators that the reform was largely cosmetic. Teacher 3 stated that as: "*I didn't examine it in detail. Information was given during the orientation training. There's nothing in the draft either. Only the sound groups have changed, and there are changes in the writing styles. In my opinion, it's the same as the previous curriculum, with very minor changes.*" Another participant, T10, commented on the insufficient information meetings: "*My understanding of the new curriculum was restricted to the brief explanations given during the orientation. Once I began implementing it, I noticed some changes, but I don't believe there is a fundamental difference from the old model. In fact, after reviewing the supposedly updated textbooks, I find the program to be more intensive. While the orientation trainers claimed the number of topics had been reduced, the content in the books feels more appropriate for a second-grade level rather than the first-grade level it is intended for.*"

In the *"difficulties for accessing information,"* category, teachers stated that they had to resort to different platforms, social media groups, and personal sharing to access information. For example, participant Teacher 25 explained this situation with the following statement: *"There were minor changes, but I do not believe they were particularly significant. Even the draft report cards we prepared were not at a level the children could understand. Parents struggled to interpret the progress reports, and as a result, the children did not experience the usual joy of receiving them. The previous reporting method was far more rewarding for both students and parents because it was clear and accessible."*

3.1.4. Negative Evaluations of the Program

This sub-theme consists of participants who believe that the "Turkish Century Education Model" is no better than the previous program and fails to meaningfully contribute to the instructional process. This sub-theme consists of the superficiality of program changes, implementation challenges and uncertainties, ignorance of teacher opinions.

Regarding the category of *"Superficiality of program changes,"* participants argued that the curricular modifications failed to produce a profound or systemic transformation, characterizing them instead as cosmetic alterations. These findings suggest a perception that while the official nomenclature has changed, the underlying educational system continues to operate under its previous parameters. Teacher 21 described the reform as a fragmented "trial and error" process rather than a holistic evolution: *"Education should be holistic in every aspect. Curricula should not be treated as a game of trial and error. While we must remain open to innovation and periodic updates, I believe this new program was introduced prematurely—long before the previous model was fully understood or its effects properly evaluated."* Another participant, Teacher 11, offered an even more critical perspective, questioning the long-term vision of the framework and calling for a more expert-driven, accessible approach to curriculum design: *"In my view, the current direction risks creating a generation that does not think critically. I do not see this as a future-oriented educational framework. I believe the education system should develop programs based on rigorous studies conducted by field experts—individuals who have correctly interpreted the needs of the era—and presented in a way that every teacher can clearly understand and implement."*

Within the *"implementation challenges and uncertainties"* category, participant responses underscored a pervasive lack of clear guidance regarding the methodology, timing, and sequence of the new program. Teachers expressed concern that without a streamlined "roadmap," the transition remains fraught with ambiguity. Teacher 13 specifically critiqued the conceptual complexity of the draft, noting that its current form may overwhelm educators: *"It could have been much clearer and more understandable. I especially think there is a conceptual confusion. For instance, I think the goals could have been written in shorter, more understandable terms. There are corrections, simplifications; that is, there is a simplification of the lesson topics. Compared to the old version, the topics have been slightly reduced, and some have been re-arranged. I can say that it is better than the old version. However, it could have been simplified a little more, especially in terms of enlightening the teachers (I*

mentioned the simplification issue in terms of explaining it to the teacher). In other words, the draft can be organized much clearly and in a simpler way so that the teacher can understand it better. I think it's a bit too long and drawn out. I think it will create conceptual confusion for teachers who are new to the profession." Teacher 20 stated that: "The new curriculum is prepared in terms of form, a program that focuses more on formality than on individual development. Especially in the 1st grade, the concept of syllables is not emphasized, and since instruction is carried out mainly with words, the students' concept of syllables may not be fully formed. In some topics, only the names have been changed." This statement indicates that the topics remain unclear. This indicates that it leads to uncertainties among teachers in curriculum implementation.

Within the "Teacher opinions are not given enough consideration." category, participants' views suggest that teachers' professional experiences, needs, and suggestions were largely excluded from the curriculum's design and implementation phases. Teacher 15 offered a critical comparison between their recent experience and the new model: "I do not believe the new program is well-suited for our students or our broader education system. When compared to our previous curriculum, I doubt it will offer more substantive benefits. Having taught the first-grade last year, I am convinced that the change in the teaching sequence—specifically the new order of letters—will make reading and writing instruction more difficult for the children. During the adaptation seminar, we found ourselves simply trying to focus on whatever points the trainers emphasized most, rather than engaging in a collaborative process."

3.2 Classroom Teachers' Views on Orientation Training Regarding Curriculum Elements

When the opinions of classroom teachers regarding the adaptation trainings conducted on the basic elements of the Turkish Century Education Model curriculum were analyzed, it was revealed that the participants' opinions are structured around four primary sub-themes of *objectives, content, learning experiences, and evaluation*. These findings, which illustrate how the adaptation training addressed each core component of the curriculum, are systematically presented in Table 4.

Table 4: Classroom Teachers' Opinions Regarding the Adaptation Trainings on Core Curriculum Elements

	Sub-themes	Categories	Participants	f
Theme 2: Curriculum Elements	Aims	Increased awareness of program objectives	T4, T22	2
		Feasibility and realism of the objectives	T1, T7, T24	3
		Adequacy of orientation training	T3, T6, T8, T9, T14, T16, T18, T19, T20, T21, T25	11
		Critical approaches and improvement suggestions	T2, T5, T10, T11, T12, T13, T15, T17, T23,	9
	Content	Informative contributions to the curriculum content	T13, T15, T22	3

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AN EXAMINATION OF PRIMARY SCHOOL TEACHERS' VIEWS
ON ORIENTATION TRAININGS OF THE TÜRKİYE CENTURY EDUCATION MODEL

		Content practicality	T4, T20, T21, T24, T25	5
		Content actuality	T2, T14, T18, T19	4
		Criticisms on sufficiency	T1, T3, T5, T6, T7, T8, T9, T10, T11, T12, T16, T17, T23,	13
	Learning Experiences	Updating teaching methods and techniques	T1, T3, T13, T14, T21,	5
		Constraints of duration and depth	T4, T5, T6, T8, T9, T12, T16, T18, T19, T20	10
		Difficulties encountered in practice	T2, T7, T10, T11, T15, T17, T22, T23, T24, T25,	10
	Evaluation	Variety of evaluation tools	T2, T17, T24	3
		Implementation sufficiency of orientation trainings	T4, T5, T15, T19, T20, T21	6
		Student development and assessment processes	T3, T6, T7, T9, T11, T12, T14, T16, T18	9
		Duration and content inadequacy	T1, T3, T8, T10, T22, T23, T25	7

3.2.1. Orientation Training and Curriculum Aims

When examining opinions regarding the adaptation training elements of the program, four sub-categories emerge: increased awareness of program objectives, feasibility and realism of the objectives, adequacy of orientation training, critical approaches and suggestions for improvement.

Within the category of *"Increased Awareness of Program Objectives"*, participants stated that the training helped them understand the underlying rationale of the objectives, but that the orientation training was insufficient in terms of content, duration, and implementation. Teacher 4 expressed that the orientation training was sufficient, stating: *"I think the orientation training we received regarding the program objectives was sufficient. It was expressed during the orientation training that the new curriculum aims to support students in acquiring the necessary skills."*

In the category of *"Feasibility and Realism of Goals"*, participants argued that while the program's objectives were theoretically sound, the orientation training failed to provide practical demonstrations or "roadmaps" for implementation in diverse school settings. Teachers expressed that the goals are often "decontextualized," failing to account for the socioeconomic and infrastructural disparities across the country. Teacher 24 explains the feasibility of the goals by saying: *"The desired goal is very good. Of course, we want to raise virtuous, moral, and good people in a universal sense. The curriculum aims to raise individuals who want to access and analyze information, but the opportunities and conditions to achieve this are not the same everywhere. There are inequalities in terms of opportunity. For example, the same books sent to us are used in Izmir and its surroundings, and we use them too."*

Even if I wanted to do the activities mentioned in the book, I cannot do so due to a lack of resources and environment. There are many activities and games in the books, but I work in a school that provides transportation for students. I don't have the financial means to afford the materials I need for these games or activities. I can do as much as I can, pushing my own limits. They constantly direct me to EBA [the online education platform]. Sometimes I use my own internet, sometimes I don't have internet, I don't have the financial means to cover the costs, there is a lack of infrastructure." Teacher 7 stated that: "We noticed the new program and the changes more as the process unfolded, but I don't think there is a change in terms of the goals. While the goals follow a logical progression from simple to complex, the specific changes made to them were not sufficiently addressed."

"The Adequacy of Integration Training" Within this category, while encompassing teachers' opinions that the content, duration, and implementation of the orientation training were insufficient, there are also teachers who stated that their professional development needs were not fully met during the training process. Classroom Teacher 18 expressed the adequacy of the orientation training as follows: "Some letters were changed and some new ones were added compared to the previous program. Therefore, the applications related to these objectives should have been supported with materials, and this orientation training should have been given over a longer period. The orientation training we received regarding the program's objectives was insufficient. The objectives weren't even directly mentioned. We realized this by examining the books and the program draft. The orientation training we received regarding the program's objectives was insufficient." Another participant teacher T8, who mentioned the inadequacy of the orientation training, stated: "The orientation training we received regarding the program's objectives was insufficient. The objectives were explained to us superficially. They were explained by comparing the differences between the previous and new programs. Therefore, instead of introducing and explaining the new objectives in the new program, the differences between the previous program and the new program were emphasized more. For this reason, it was insufficient." Participant T16 stated that the goals were not sufficiently discussed in the orientation training, and that the trainer's knowledge of the goals was inadequate: "The goals were not mentioned in the orientation training. I think the trainer was not sufficiently informed about the goals. They didn't have enough information to convey to us about the goals. They conveyed what they knew." Furthermore, Teacher 20 added a comment on the trainer's lack of expertise: "The orientation training we received regarding the program's goals was entirely insufficient. It felt as though even the trainers themselves could not accurately convey the information they had received. The individuals delivering the session clearly had their own shortcomings; they simply opened a presentation on the interactive whiteboard and read through the slides. There was no real depth or mastery in how the content was communicated."

"Critical Approaches and Improvement Suggestions" participants articulated significant concerns regarding the terminology, developmental appropriateness, and collaborative depth of the training. These findings highlight a participatory critique, where educators analyzed the philosophical underpinnings of the reform rather than just its logistics. As stated by T2: " The training we received regarding the objectives in the orientation training was insufficient. While physical conditions also played a role, the only

difference from the previous program was the name changes. I think replacing 'objectives' with 'educational outcomes' was wrong. Children are not a computer program that has outputs. I think the word 'achievement' was more appropriate as a concept. Even the chosen word was very wrong. These children should be able to gain something; the results of the training should not be considered as an outcome. There was not enough information provided in the orientation training regarding the objectives. We spent this time talking amongst ourselves and exchanging ideas." This statement demonstrates a participatory critical approach. Another participant, participant T1, described the adaptation training given regarding the program's objectives as follows: *"I observed that the updated objectives were not adequately articulated during the adaptation training. Because the concepts are so abstract, they were never effectively conveyed to us. Furthermore, the developmental levels of the children did not seem to be a primary consideration when these objectives were revised. Consequently, my colleagues and I—at least in my subject area—taught the first grade this year by 'blending' the old and new systems. We relied on our previous learning experiences and proven classroom methods; otherwise, the children would have struggled significantly with the basic transition to reading and writing."*

3.2.2 Orientation Training and Curriculum Content

In the section on opinions regarding orientation training related to the program's elements, the findings obtained concerning the effectiveness of orientation training related to the program's content element are presented in Table 4. The sub-theme of opinions regarding orientation training related to the program's content element includes informative contributions to the curriculum content, content practicality, content actuality and criticisms on sufficiency.

Within the category of informative contributions, participants acknowledged that the training successfully introduced new philosophical and structural layers to the curriculum content. Teachers emphasized that their role as the primary implementers makes their firsthand experience with these content shifts a critical metric for the program's success. The analysis indicates that the integration of social-emotional skills and differentiated instruction was viewed as a high-value contribution of the orientation. Participant T22 expressed the informative contribution for teachers as follows: *"The training provided regarding the content was informative. I believe supporting the curriculum with social skills and values education is a positive step. Since every student has a different learning level, the focus on social skills can help bridge these developmental gaps. Furthermore, if values education is integrated into the specific objectives of every lesson, it will have a transformative impact on the educational experience."* Teacher T13 expressed that she provided information about differentiation and enrichment included in the program as follows: *"The topics were covered at length, but the concepts were handled in a very complex manner. This created a lot of confusion and made the sessions quite tedious; to be honest, I did not find the training sufficient. It should have focused on the most critical points—topics that directly concern the teacher and can be conveyed immediately to the students—within a more concise timeframe. For instance, I was very impressed by the 'differentiation' aspect and the emphasis on supporting high-achieving students through enrichment. I truly appreciated how that specific concept was conveyed to us."*

Within the category of “*content practicality*” participant feedback indicated that the orientation training lacked substantive utility. Teachers reported that the sessions were deficient in demonstrating how to translate content innovations into the classroom environment, specifically noting a significant lack of sample lesson scenarios and actionable models. The analysis reveals that even when teachers were intellectually attracted to the new pedagogical shifts, the delivery of the training failed to bridge the gap between theory and practice. Participant T24, stated that: *“The trainer who gave us the adaptation training had not internalized it sufficiently. She said that starting with the letter ‘a’ is rooted in ‘Ana’ (mother) and therefore placed first, but she couldn’t answer our questions about this. She didn’t know exactly what to explain. We have two concepts: differentiation and enrichment. In the previous program, this was flexibility and individual differences. We were eliminating the situation by giving flexibility to those who were ahead and more time to those who were behind. One of the parts I liked most in this program is differentiation and enrichment. Differentiating the subject for those who are behind, providing enrichment for those who grasp quickly, and guiding them is good. At least, I believe it eliminates the differences in class levels.”*

Within the category of “*content actuality*”, participants noted that the Turkish Century Education Model successfully aligns with contemporary educational requirements and the “spirit of the age.” However, while the content is perceived as modern and age-appropriate, teachers expressed grave concerns regarding the professional burnout caused by the compressed nature of the orientation training. The analysis reveals a conflict between the quality of the content and the feasibility of its implementation. Participant T18 highlighted the systemic pressure placed on educators by the three-day orientation model: *“Expressing such an intensive program to teachers through presentations in three days and expecting its complete implementation leads to professional burnout for teachers and also prevents the program from being truly applicable and measurable.”* Participant T14, on the other hand, stated: *“Looking at the unit theme sequence for first grade, I think it’s appropriate for their level. I can’t predict whether it will be better or not in terms of subject matter. I don’t know what the topics that follow in second grade will be like. When I evaluate it as first grade, I think the content is appropriate for the students’ level. In the adaptation training, we were only given information about which topics were removed, which topics were added, and what was changed. Generally, the focus was on the topics that replaced the removed topics.”*

Within the category of “*criticisms on sufficiency*”, classroom teachers stated that they were unable to deeply understand the content of the orientation training due to its limited duration and superficial approach. However, some teachers also expressed that the training was heavily theoretical, lacking practical examples and comparative content analysis. Participant T7 stated: *“I don’t think a three-day orientation training is sufficient for the content. In this three-day training, simply trying to inform teachers about the changing program content wasn’t enough. What could have been done? It could have been supported with distance learning. The content could have been supported over time with distance learning involving all teachers. It would have been more effective if we had introduced the new program through distance learning and then implemented it during the three-day orientation training. The*

orientation training, we received regarding the program content was insufficient. They couldn't introduce the content in such a short time." Participant T17 stated that the content was covered superficially in the trainings: "It was said that we all already knew it, that there wasn't much to talk about, that everyone knew how to do it. It was covered superficially, assuming we all knew it. It wasn't emphasized enough." Participant number 6 stated that the training sessions lacked practical examples, leaving the concepts abstract: "Because we didn't know 'What' and 'How' to do it, we had to figure it out ourselves by looking at the program, sometimes drawing on our previous experiences. We even learned through communication with other participants or by using social media. The introductory training content was insufficient. It wasn't adequate. Furthermore, I found the concepts of 'Virtue-Value-Action' abstract. A more concrete definition of these concepts could have been provided." Participant T23 also stated that: "The introductory training given regarding the program content was insufficient. The content wasn't mentioned at all. It's impossible to explain the content of a new program to us in just a few hours. I think even the trainer who gave us the training didn't receive adequate training in this area."

3.2.3. Orientation Training and Learning Experiences

Regarding the opinions on the adaptation training related to the program's elements, the responses indicate that while teachers found the adaptation training useful, they considered its practical aspects insufficient. Within the sub-theme of adaptation training related to the new curriculum's learning experiences element, *updating teaching methods and techniques, constraints of duration and depth, and difficulties encountered in practice.*

When examining the participants' responses regarding the "updating teaching methods and techniques" category, participant feedback suggested that the "educational settings" (instructional processes) have remained largely static. Teachers noted that while the textbooks have been modernized with digital integrations, the actual pedagogical strategies presented during the orientation did not represent a significant departure from previous models. Participant T14 stated that updated educational materials were provided through various platforms, and that the initiative on how to use these materials was left to the teachers: "I think the educators left it up to us. For example, after giving the letters, they didn't specify whether we should form syllables, words, or sentences. They left it to the teacher's initiative. In the adaptation training, we were informed about the updated resources, whether it's EBA or other platforms, when the new curriculum was implemented. It was explained that we could access the information immediately using the QR code application on EBA. They said that EBA had been enriched and explained in more detail how to use it. They didn't say anything new about the educational materials in the adaptation training. For example, they didn't say, 'Use these methods and techniques on this topic or this theme.' They only stated that it would be easier to access supplementary resources and more videos from more sources. But they didn't say, 'If you teach this lesson in this way, the children will understand better.' No new methods or techniques were mentioned in the adaptation training. They assumed we knew what we were doing and relied on our existing knowledge." Participant T1 stated, "They didn't add anything new." They also noted that changes to the training methods weren't mentioned, and that this would be better understood after the program was implemented: "They talked more about methods in line

with the latest technological developments. They emphasized that the outcomes have changed. They didn't talk about, or even explain, many changes in methods and techniques. This program might be better understood after a few years. But initially, we haven't yet grasped every difference in the program. We will understand it over time."

Within the category of "constraints of duration and depth.", participant evaluations revealed a significant imbalance between the high quality of the new textbooks and the low quality of the orientation training. Teachers reported that the training was stripped of pedagogical substance, focusing almost exclusively on "mechanical" changes rather than the transformative teaching methods the new model demands. Participant T8 stated: "We did not encounter any new equipment related to the new program in the adaptation training. We only received textbooks. The books are full of content, there are multiple books, and there are many activities we can implement. I was very pleased with the books because they were prepared in accordance with the curriculum. The books are prepared in accordance with the new curriculum in terms of content. The adaptation training given to us was insufficient in terms of training equipment because its duration was short." Participant T19 stated: "It was insufficient. The adaptation training given was also incorrect. In addition, the learning experineces were not addressed. We just read a lot of text. It was not clear and understandable, and it was not professionally prepared." Participant T6 commented on the inadequacy of the orientation training: "The orientation training did not adequately explain the educational aspects of the program. Only the changes related to the letters were explained. It was mentioned that the writing directions of some letters and the order in which the letters are taught had changed. New methods, techniques, or teaching tools were not discussed in the orientation training. It was also mentioned that changes were made to the textbooks. However, what was explained was very superficial."

Within the category of "difficulties encountered in practice", participants reported a profound lack of guidance on how to operationalize the new curriculum. The analysis suggests that because the orientation remained strictly theoretical and lacked concrete classroom examples, teachers felt compelled to rely on their pre-existing instructional habits. This "regression" to old methods undermines the transformative goals of the Turkish Century Education Model. Participant T25's noted that the focus on "form" (changing letter shapes) over "function" (new methods) led to professional confusion: "The adaptation training we received regarding the educational situations of the program was insufficient. No new methods or techniques were mentioned for the new education program. Only the fact that the books had changed was mentioned. The positions and shapes of some letters were changed. Apart from that, there was no significant change. Something was attempted in this educational model, but it seemed very complex and burdensome to us. We teachers couldn't properly understand it, let alone put it into practice. We thought we would continue the training with the methods we already knew. The trainer did not have enough information on this subject." Classroom teacher T7 explains that new books were distributed and that they selected topics from these books and taught them, but this was only applied for one day. "Frankly, I didn't receive any information about educational background of the new curriculum during the orientation training. There was no mention of any new educational situations related to the new training program that was being introduced to us. We are applying this program using the same

methods and techniques as the previous program. During the orientation training, we were given new books, and we chose a topic from one of them and presented it. This was done only once, for one day. I would have preferred the training to be conducted in this way for three days. Verbal criticisms and evaluations were made regarding the topic presented, but this wasn't enough."

3.2.4. Orientation Training and Curriculum Evaluation

The sub-theme regarding the evaluation element of the curriculum aims to reveal teachers' perceptions regarding curriculum evaluation that new model offers. The responses indicate that while teachers find the adaptation training related to the evaluation dimension of the program useful, they believe the training is insufficient in terms of duration and content. The sub-theme concerning the assessment element of the program is examined in four categories: *variety of evaluation tools, implementation sufficiency of orientation training, student development and assessment processes, duration and content inadequacy*

Within the category of "*variety of assessment tools*", participant feedback revealed a tension between the new mandate for alternative evaluation (self-assessment, performance tasks, and observation scales) and the practical lack of "reporting literacy." While teachers recognized that process-based assessment now plays a more active role in measuring outcomes, they critiqued the training for failing to prepare them for the emotional and social impact of these changes. Teachers also stated that process assessment forms play an active role in learning outcome assessment. Classroom teacher T2's observations regarding this category are as follows: "*In the adaptation training, the evaluation element of the program was emphasized, but it was insufficient. In the adaptation training, we learned that students would no longer be evaluated with exams, but would be evaluated with assessment scales throughout the process (education) without making it obvious. It was said that the report cards given to the students would be parallel to these scales. But it was not stated that the report cards would be like this. The first report cards had great sentimental value. The children were sad because they did not receive report cards. It was a process form filled out for parents, but I don't think any parent read and understood it. The report card should have been in a way that everyone could understand, so that both parents and students could make an assessment and comment when they looked at it.*" Participant T17 also noted this situation as follows: "*In the orientation trainings regarding the evaluation element, scales were mentioned. We were already applying achievement assessment scales in the previous program, but they have been increased in this program. It was explained that they will now be applied after every theme and unit. This is a difference compared to the old program. We apply an achievement assessment scale after every achievement and every theme.*" Another participant T5, supports this view with the following statement: "*The instructor mentioned the assessment element of the new program very little. They said that we would fill out achievement assessment forms during the process. However, it was not mentioned that it would be this detailed when the report cards are prepared.*"

Within the category of "*implementation sufficiency of orientation training*" participant opinions suggest that training provided on the evaluation element emphasized

theoretical information and did not adequately support classroom applications. One participant supporting this view T18, stated: *“Although the process-based assessment seems beneficial in terms of objectivity and students can show their potential, it may hinder the students’ true potential and create an excessive workload for the teacher. It was stated in the orientation training that the assessment would be process-based, but it was not emphasized enough.”* Another classroom teacher T7, stated: *“In this curriculum, greater emphasis has been placed on the assessment component compared to other curricula.”* We can already understand this from the assessment reports (report cards) we gave in the interim period. It was not mentioned in the orientation training that the end-of-term assessment would be in this way. In the orientation training, it was explained that we would fill out an achievement assessment form at the end of each theme and evaluate the process.” Participant T11 summarizes it with the following statement: *“I think the information discussed and explained during the orientation training before the program evaluation contained ‘scientific elements.’ It was stated that achievement assessment forms would be completed at the end of each unit and theme, and examples were shown. I think the assessment element was sufficient.”*

Within the category of *“student development and assessment processes,”* teachers state that the student-centered assessment approach supports individual development and enables a more meaningful evaluation process. Participant T14: *“During the orientation training, they described how we would assess students in a continuous evaluation manner in the new program. They explained that instead of the assessments we previously conducted at the end of the term and at the end of the year, we would now conduct them at shorter intervals. They also mentioned that a sample assessment booklet had been prepared. However, the booklet arrived very late. They explained how often and how we would assess students. When they explained it, there was no sample form; now there is.”* Another teacher, T24, says: *“During the adaptation training, they showed us process evaluations. They introduced the process-based evaluation form. They said that we would prepare portfolios for each student and each subject, and that we could determine ‘where the child has come from and where they are going’ in this way. By regularly conducting process evaluations, we were able to see the child’s progress. I also think that if the resources and materials were increased and disseminated according to each school, it would be even more effective. Process evaluation is a good practice, but while I and the student’s family can see it, the student cannot evaluate themselves.”*

“Duration and content inadequacy” category reveal that the orientation training was too brief and lacked the practical depth required for sustainable learning. These findings suggest that the transition was treated as an administrative “briefing” rather than a meaningful professional development opportunity, leading to disengagement among the staff. Participant T25 drew attention to the inadequacy of the content and duration of the adaptation training as follows: *“We received entirely insufficient information regarding the evaluation element. The individual responsible for the orientation was not adequately qualified in this specific area; the delivery was uninspired, and the timeframe was too short for any substantive explanation. Most teachers were visibly bored and simply wanted the session to end as quickly as possible.”* Participant T10: *“In a single week-long seminar, they attempted to condense the entire national education program. To change an entire country’s curriculum and then provide such*

'accelerated' adaptation training is not a healthy or effective approach. Furthermore, the textbooks appear to be adapted for pilot schools in cities like Eskişehir or Ankara. These materials do not account for regional differences and are not suitable for the developmental levels of our students in this specific context."

3.3 Classroom Teachers' Views on the Effectiveness of Orientation Training

"The teachers participating in the research expressed their experiences regarding the effectiveness of orientation trainings. Under the theme of the effectiveness of orientation trainings, the following categories emerged: *inadequacy of instructors, lack of practice and superficiality, unsuitable physical conditions, low efficiency and lack of motivation, and time and planning inconsistencies*". The findings regarding the effectiveness theme and its categories are presented in Table 5.

Table 5: Teachers' Opinions Regarding the Effectiveness of Orientation Training

	Categories	Participants	f
Theme 3: Effectiveness	Instructor's inadequacy	T1, T2, T3, T5, T8, T11, T12, T16, T25	9
	Lack of practice and superficiality	T9, T15, T17, T18, T19, T22, T24	7
	Unsuitable physical conditions	T20, T23	2
	Low efficiency and lack of motivation	T6, T13	2
	Time and planning inconsistency	T4, T7, T10, T14, T21	5

Within the *"instructor's inadequacy"* category, teachers argued that the trainers providing the orientation training did not have a complete understanding of the subject and lacked practical knowledge. Teachers consistently reported that the individuals tasked with delivering the orientation had not fully internalized the Turkish Century Education Model, leading to a lack of practical clarity and a general decline in the training's perceived value. This situation lowered the quality of the process and reduced the effectiveness of the training. Participant T16 explained the trainer's inadequacy as follows: *"I don't think the orientation training was effective. This training was necessary, but I think it was rushed, and even the trainers weren't sufficiently informed, or even if they were, they couldn't convey the information correctly. This training was necessary, but it wasn't very effective or efficient."* Another participant, number 8, stated: *"The orientation training was not effective. For it to be effective, the trainers who would give us the training should have been chosen from education experts instead of our colleagues, from experts in the field within the national education system. Having education experts give the training would have increased its effectiveness. It didn't have much impact for educators like us (teachers) to simply relay what they had learned through training. Or at least, it should have been given by expert academics from universities. Even distance learning would have been more effective than this kind of orientation training."* This statement indicates that trainer training will also improve the quality of integration training.

In the category of *"Lack of practice and superficiality,"* teachers stated that the trainings mostly remained theoretical, that there were insufficient practical examples, and that the content was covered superficially. Therefore, teachers indicated that the

program did not address the real needs in the field. Participant teacher T5 clarified the superficial nature of the trainings with the following statement: " *It wasn't an effective adaptation training. I don't think the adaptation trainings were efficient or effective.*" Participant T9 stated: " *It wasn't sufficient. It wasn't effective. I think it remained theoretical. There wasn't enough information on how the new program would be implemented in the classroom. The adaptation training wasn't effective. The trainer was also lacking in some areas. Some of our questions remained unanswered. They didn't have enough information to answer our questions.*"

Within the category of "unsuitable physical conditions", participant feedback revealed that the logistics of the training environment significantly undermined the efficacy of the orientation. Teachers reported that crowded, poorly ventilated, or technically inadequate settings created a "poor" learning environment, which negatively impacted their concentration, engagement, and overall professional morale. Participant T20, says: " *The orientation training was not efficient, it was not effective. The classroom, area, or place where the orientation training was given...*" " *It was lacking in many ways. The educator had shortcomings. Therefore, it was an inadequate training process and was ineffective.*" This opinion explains that the educator also had shortcomings in improving the physical environment. Another teacher, T2, emphasizes the importance of the physical environment affecting the effectiveness of adaptation training: " *The adaptation training was not effective. There are many factors involved. I think the most important thing is that the educator giving the adaptation training is knowledgeable about the subject and can convey it effectively. The classroom environment should also have been brought to suitable conditions. The hot weather and the unsuitable physical conditions of the classroom reduced efficiency.*"

Within the "low efficiency and lack of motivation" category, participants stated that the orientation training did not contribute to their professional development, that the process was inefficient, and teacher motivation was very low. The program's failure to align with field needs was seen as the primary factor contributing to the loss of motivation. Participant teacher T13 stated that: " *The weather conditions negatively affected the effectiveness of the training. The weather was very hot, and the classrooms were not suitable for these conditions. Due to physical deficiencies and disruptions, the teacher's attention could not be sufficiently captured. In fact, the teacher's readiness for this training was also important. I can say that the teacher's unwillingness also had a negative impact. The responsibility also lay somewhat with the teachers. In this respect, the orientation training was not effective.*" Participant T6 stated: " *I don't think the orientation training was effective. No prior work had been done regarding this orientation training. If a study had been conducted beforehand about the orientation training to be given, and if this study had been prepared with more care, it could have been more effective.*"

"Time and planning inconsistency category", reveals that insufficient time was allocated for training and inadequate planning prevent the content from being processed effectively. Teachers indicate that problems with time management make it difficult to achieve goals. Participant T10 expressed the following: " *The orientation training wasn't effective. The country's curriculum changed, and we were only given five days to familiarize ourselves with it. I don't think it was an effective/efficient orientation training. How much can we*

as implementing teachers master the program in such a short time? Maybe it's a broad program, maybe it's a very good program (compared to the old one), but it wasn't introduced to us sufficiently." Another teacher T14, emphasizes the importance of good timing: "I think it would have been much more effective if it had been more comprehensive. But the fact that teachers don't have much time after school starts, and the start of classes, has shortened the time. I think the time wasn't enough. The reason is that I learned a lot during the orientation training. That's why I think the time was too short. If the orientation training had been a little longer, I could have learned more. That's why I think one week wasn't enough. But even this one week was effective. It was short, but it left a lasting impression. If the time had been longer, it could have been effective in terms of increasing the number of examples for future topics." T7 expressed the inadequacy of the duration of the orientation training as follows: "It had shortcomings, it was insufficient, but it was effective. Ultimately, it was problematic for all teachers to receive this training at the same time. The only issue was the insufficient duration of the orientation training. There was some confusion due to it being the first time. The fact that they only crammed it into three days caused inadequacy. If the same training is given next year, we will help our other colleagues. Apart from the duration of the orientation training, it was an effective training. If the duration had been longer, it could have been (more) productive."

3.4 Satisfaction with The Delivery of Orientation Trainings

The analysis of teacher satisfaction with the delivery of orientation trainings reveals a significant gap between the ministry's logistical goals and the educators' professional expectations. The findings suggest that the way the training was conducted—its sequence, pace, and interactive quality—did not align with teacher expectations. This theme is divided into categories of *the planning and organization of the trainings, hasty and superficial process, instructor expertise and delivery style, participant interaction and active participation, training environment and equipments* the categories belonging to this theme are presented in Table 6.

Table 6: Satisfaction with The Delivery of Orientation Trainings

Theme 4: Satisfaction with The Delivery of Orientation Trainings	Categories	Participants	f
	The planning and organization of the trainings	T13, T22	2
	Hasty and superficial process	T2, T3, T6, T7, T9, T17, T19	7
	Instructor expertise and delivery style	T4, T10, T11, T12, T14, T18, T21	7
	Participant interaction and active participation	T20, T5, T15, T23	4
	Training environment and equipments	T1, T8, T16, T24, T25	5

The category of "the planning and organization of the trainings," offers a rare "silver lining" in the evaluation of the Turkish Century Education Model rollout. While previous themes focused on the content and expertise of the training, this finding highlight that the administrative logistics—specifically the group sizing and the choice of a face-to-face format—were well-received by the participants. Participant T13: "Face-to-face education is

always more effective. Because if the education were online, the teacher would keep the video on and shift their focus to other things. The way it was implemented was suitable. Classes were divided into groups of 20 people. The teachers (instructors) came prepared. They were familiar with the subject using slides on the smart board. The equipment was suitable except for the temperature (climate conditions)."

The analysis of teacher satisfaction regarding the category of *"superficial and hasty execution of the process"* reveals a pervasive sense of frustration. Participants characterized the training as a *"rushed procedure"* that prioritized administrative completion over professional mastery. This *"haste"* resulted in a superficial treatment of complex curricular shifts, leaving educators feeling unprepared for the practical challenges of the classroom. Teacher T9 highlighted this lack of solution-oriented depth: *"No, I was not satisfied. One of the most important factors was the limited duration of the orientation training. The topics that would have provided orientation training were covered superficially. It was rushed through. The 'I did it, it's done' mentality prevailed. No solutions were offered for the problems that teachers might encounter."* Participant T2 stated: *"No, I was not satisfied. The orientation training felt as if we were rushing for something, like a procedure that had to be completed hastily at the last minute. The school and classroom environment were not suitable or ready for such training. Even the trainers were only informed at the last minute and were hastily selected. The trainers received training, they underwent some kind of training, but a suitable classroom environment was not provided for them to apply what they had learned."*

Within the *"Instructor expertise and delivery style"*, category participants identified the trainer's pedagogical competence and communication style as the most critical determinants of their satisfaction. The analysis suggests that teachers do not merely evaluate the content of the training, but the perceived authority and instructional clarity of the person delivering it. One of these teachers T4, expressed the following opinion: *"I was not satisfied with the way the orientation training was conducted. I believe it would have been more beneficial and we would have been more satisfied if two teachers from each school had received this training and then delivered it face-to-face with the teachers in their own schools, in a calmer environment and at a more convenient time."* Another teacher, T21, emphasized the importance of trainer quality: *"I was not satisfied with the way the orientation training was conducted. The conditions under which the trainers received their training should be reviewed. It is also very important how knowledgeable the subject matter experts providing the training are."*

The analysis of teacher satisfaction regarding *"Participant interaction and active participation"* category, reveals a critical structural flaw: the orientation was perceived as a *"one-way"* information broadcast rather than a participatory workshop. Participants argued that the lack of active engagement and the absence of a follow-up mechanism prevented them from truly mastering the Turkish Century Education Model. Participant T5 states: *"I was not satisfied with the way the orientation training was conducted. The orientation training should have been spread over a longer period so that we could evaluate it afterwards. I would have liked to see the results of the orientation training we received. I would have liked to receive feedback on whether it was successful or unsuccessful."* Another participant, T15, supports this point with the following statement: *"The orientation training should have*

been conducted over a more productive period. For example, in addition to this one week, if it had been held on weekends for the first month, we would have had the opportunity to apply and reinforce what we learned. Not every day of that week they allocated to us was full. Some days were uneventful, some days were more productive. "

"training environment and equipments" The analysis of teacher satisfaction regarding the logistics and infrastructure of the orientation reveals a significant failure in institutional preparation and negatively affected productivity. Classroom teacher TÖ16 expressed their satisfaction with the effects of the training as follows: "Teacher lists should have been prepared in advance. The first day was not productive and effective due to some organizational problems. Even if it was online, it would not have been suitable. A different time should have been chosen. It could have been held in a different training environment, such as a teachers' club or conference hall, during the summer break. The lists should have been determined in advance, and the necessary materials should have been prepared beforehand. Technical problems delayed the training on the first day." Another teacher T24, commented on what should be considered for the effectiveness of the trainings: "I was not satisfied with the way the adaptation training was conducted. It could have been given in a larger setting with improved physical conditions. I would have preferred a classroom environment. The instructor lectured in a meeting room, and we listened. No practical methods were used. The timing of the adaptation training was also inappropriate. It was not suitable in terms of timing for us to participate in the adaptation training during the children's adaptation week. Perhaps we could have attended the seminar in the first week and the children's adaptation training in the second seminar week. Nobody was prepared. We suddenly found ourselves in the adaptation training. It was over and done with, and none of us understood anything."

3.5 Challenges Encountered During the Orientation Training Process

The investigation into the difficulties encountered by classroom teachers during the Turkish Century Education Model orientation reveals a multi-layered series of challenges. These challenges ranged from technical and logistical failures to pedagogical and psychological barriers. The data indicates that these difficulties were not isolated incidents but were systemic features of an accelerated rollout. The categories for *Difficulties related to duration and timing of training, issues with content currency, difficulties with educational quality and presentation style, lack of participant interaction and motivation, and deficiencies in institutional support and coordination. And physical environment and technical equipment problems* It is divided into categories. The categories belonging to this theme are presented in Table 7.

Table 7: Challenges Encountered During the Orientation Training Process

	Categories	Participants	f
Theme 5: Challenges	Duration and time management	T10, T11	2
	Actuality issues	T2, T9	2
	Trainer expertise and instruction style	T19, T21, T25	3
	Lack of participant engagement and motivation.	T13, T18	2
	Lack of institutional support and coordination	T8, T17	2

	Physical environment and technical equipment problems	T1, T3, T4, T5, T6, T7, T12, T14, T15, T16, T20, T22, T23, T24	14
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"Duration and time management" category reveals that the duration of the orientation training was too short and that attempting to deliver such an intensive content in a short time made learning difficult. Participant T10 explained that case as follows: *"We did not encounter any difficulties with the orientation training. The teachers who gave us the orientation training seminar also conveyed the training they received to us in a short time. The trainers gave a good presentation based on what they received in the seminar, but I don't think there was any difficulty other than the short duration. The time was limited."* Teacher T11 stated: *"My opinion is that the orientation training was not held under appropriate conditions, that its timing was inappropriate, and that the time was insufficient and caused incompatibility."*

"Actuality issues" reveals that some parts of the training content did not adequately reflect current teaching approaches and were not practical. One participant, T9, supporting this view, stated: *"I couldn't fully grasp how to implement the new model in the classroom. Because the topics were covered superficially, I couldn't fully understand the content of the model. Not knowing who to consult when I encountered a problem caused various difficulties in implementing the program. The sudden transition from the previous training program to this one, without a proper transition period, made it difficult for me to adapt to the new program. I couldn't adapt to the process. Many things bothered me at the beginning. I couldn't ask anyone. I kind of determined my own course. But I couldn't even tell if I was progressing correctly."* Participant T2 added: *"The curriculum changed, however as sufficient information wasn't provided during the adaptation training, we have to rely on what we already know. I'm also complaining about the frequent changes in the curriculum and the reduction in curriculum topics."* Physical conditions were the biggest challenge we faced, but it can't be said that we received the full training either," he summarized.

Within the *"Trainer expertise and instruction style"* category, participant teachers stated that they experienced difficulties stemming from instruction style and lack of instructor expertise. Participant T25 explained this situation with the following statement: *"The instructor who was supposed to give us the training was very young and inexperienced. They couldn't convey all the information they received to us in an appropriate way. I would have preferred it to be given by an expert in the field in a more suitable environment. The physical conditions were poor; the classroom and desks were small, the weather was very hot, and the air conditioning was inadequate."* Another participant, T19, stated: *"The physical conditions were not good. The instructor was not knowledgeable about the subject. The presentation was insufficient. The instructor also had shortcomings. We (teachers) were neither prepared nor motivated. The physical conditions were terrible, the classroom was hot, the person giving the presentation was not well-prepared, and they did not use the whiteboard effectively."* This statement reveals the inappropriateness of the presenter and the presentation style.

"Lack of participant engagement and motivation" category indicate that the trainings provided a passive learning environment and that opportunities for participation were limited. Teacher T18 commented, *"Because it was sudden, fast, and monotonous, I felt*

restricted in terms of focus, active participation, and exchange of ideas," indicating that a lack of motivation also negatively impacted the training. Another teacher, T13, stated: *"The teachers' desire to finish the training as soon as possible and leave, their unwillingness, was the biggest difficulty. The teachers asked questions, and the trainer answered within their knowledge. It was like a conversation. The unwilling teachers who participated in the orientation training were the biggest challenge."*

"Lack of institutional support and coordination" category reveals difficulties due to insufficient inter-institutional coordination, lack of managerial planning, or logistical problems. One participant, T8, supporting this view, stated: *"The training was given in classrooms at schools selected from the training center. We only found out about it much later. We weren't aware that such an orientation training would take place before the schools opened. The first week of school is an orientation week for first-grade students, but with this training, we couldn't conduct these orientation activities. While the teachers were receiving orientation training, the students skipped the orientation week. We didn't experience any physical difficulties during the orientation training. However, there were significant shortcomings in the trainers' use of equipment and their ability to introduce the program to us."* Another teacher, T7, stated: *"The chosen venue for the orientation training was unsuitable. Orientation training should have been held in a larger space, such as a conference hall, where all the teachers could be together and interact. Then, instead of simply transferring information, it would have been an environment for exchanging ideas and interacting. Everyone could freely express their opinions. It wouldn't have been just one person speaking. I would have preferred to learn more in a classroom with more teachers."* This opinion highlights the lack of coordination reflected in the classroom environment.

"Physical environment and technical equipment problems" reveals the impact of the training environment on the training itself, the inadequacy of technical tools and equipment, or technical malfunctions in online systems. One participant, T9, supporting this view, stated: *"The orientation training coincided with the summer months in our region. The place we live is very hot for the season. The schools we went to for training were not informed beforehand. The classrooms were hot, dirty, and unprepared for training. Therefore, we all waited for the lesson to end as soon as possible. We couldn't learn because of the heat. It wasn't effective."* Another teacher, T22, commented: *"The size of the training environment (the classroom was small, the desks weren't suitable for adults), the ventilation, and the air conditioning were insufficient. The season was already hot, and with inadequate ventilation, we were practically suffocating. There were too many teachers in the classroom. I think the failure of the audiovisual materials and equipment to function at full capacity negatively affected the comprehensibility and retention of the orientation training we received."*

3.6 Recommendations Regarding Orientation Training

The analysis of teacher recommendations regarding the Turkish Century Education Model orientation reveals a clear desire for a more professionalized, localized, and practical training framework. Based on the challenges identified in previous sections, participants offered a multi-dimensional set of suggestions to ensure the "Maarif Model"

succeeds in the classroom. The data for recommendations theme is organized into four strategic sub-themes: *the functioning of the training process, trainers, teacher needs, monitoring and evaluation process*. Categories related to this theme is shown in Table 8.

Table 8: Recommendations Regarding Orientation Training

Theme: Recommendations	Sub-themes	Categories	Participants	f
	The Functioning of the Training Process	Duration and time management	T10, T12, T20, T6, T17, T19	6
		Practical trainings	T14, T18, T2	3
		Improved educational environments	T23, T16, T25	3
	Trainers	Instructor qualifications	T15, T1, T5, T3, T11	5
		Interactive training	T22, T24, T21	3
	Teacher Needs	Preliminary needs analysis	T8	1
		Supporting resources	T13	1
	Monitoring and Evaluation Process	Post-training monitoring mechanism	T7	1
		Feedback processes	T4, T9	2

3.6.1. Suggestions Regarding the Functioning of the Training Process

The analysis of teacher recommendations regarding process functioning suggests that the current "one-shot" seminar model should be replaced with a longitudinal and classroom-centered approach. Participants emphasized that for a transition as significant as the Turkish Century Education Model, the training must be "embedded" into the school year rather than "detached" from it.

"Duration and time management" is the most frequently repeated category among the responses received regarding this theme. Teachers believe that trainings should be more planned and spread out over time. T17 notes that: *"I would have preferred it to be delivered more slowly, gradually, and thoroughly. I wouldn't have wanted it to be done immediately, just to fulfill the procedure. The trainer had some shortcomings in their training. I think the trainer needs to be more knowledgeable, both physically and intellectually, regarding this subject."* Another participant, T10, states: *"The program adaptation training could have been given in a more comprehensive way, instead of being rushed. The duration of the adaptation training could have been extended. It wasn't even a week; it was five days. The adaptation process for introducing the education program of an entire country shouldn't have been given in such a short time."*

"Practical trainings" category suggests the need to increase practical activities, classroom examples, and workshops instead of theoretical lectures. Teacher T14 shared the following: *"If we consider how the adaptation training could be improved, an applied method could be tried. After the methods are shown, we should be given the opportunity to practice, compare them with what has been explained, and identify any shortcomings or errors. It could be done at intervals. For example, we could meet once a month to discuss deficiencies and problems."* Participant T2 added: *"The physical environment of the classrooms should be suitable. A time period should be chosen where teachers can adapt more easily. Since this is the first year, another training could be given during the first mid-term break. Interactive training could be conducted. Sample videos showing the classroom environment or short videos prepared for this training,*

separately for each area (objectives, content, teaching situations, evaluation), could be made. Because the trainer reading from slides was both boring and not a lasting learning experience. Even drama could be used. It could be an applied training where teachers are more involved. "What has changed between the old and the new, and what advantages could this bring?" This needs to be evaluated. The logic and comparison of questions like, "What will this bring us? Why was it changed when it was like this before?" should be explained in the adaptation training,"

"Improved educational environments" category suggests that educational environments should be more suitable and technical infrastructure problems must be solved. Teacher T25 describes the positive effects of improving the systematic educational environment as follows: "It should be conducted in a classroom environment with suitable conditions or in a conference hall where all teachers can be together. It should be given by experts in the field. Time should be well allocated, more time should be given, and an environment should be prepared where we can receive feedback." Another teacher, T23, states what should be considered for the effectiveness of trainings as follows: "Orientation training should definitely be conducted during school holidays. Physical conditions, cold-heat, cleanliness and equipment should be appropriate. The trainer giving the training should be knowledgeable about the subject or an expert in the field."

3.6.2. Recommendations Regarding Trainers

This sub-theme about trainers explain teachers' opinions on the subject matter competencies, professional experience, and approaches of the trainers conducting the orientation training. This finding includes teacher suggestions regarding the expertise of trainers and the interactive nature of the training. This sub-theme includes *instructor qualifications and interactive training* categories which are explained below.

Teacher views on "*Instructor qualifications*" category emphasize the importance of training provided by experts in their field who understand teachers' needs. Participant T11 states the following on this matter: *"These trainings should be abolished. They should be assigned to the Teacher Training Center. Assignments actually mean extra expenses and should not be done. It would perhaps be more beneficial if it were given remotely by more expert individuals in the field. The fact that the trainers are selected from among teachers like us, and then presented to us by our colleagues after a very short training period, has created a sense of discrimination among teachers."* Another participant, T1, supporting this explains: *"I suggest that the adaptation training be given by experts in the field or by individuals who have actually received this training and can put this system into practice for us. I would like experts in the field to explain this adaptation training to us practically in the classroom (by teaching a lesson) or to accompany us while teaching the lesson to students. For feedback purposes, another training session should have been given. The program cannot be known without implementation. It remains theoretical. The program must be demonstrated through implementation."*

"Interactive training" category reveals a preference for methods based on discussion, question-and-answer sessions, and experience sharing, rather than one-way presentations. Participant T22 expressed the following regarding this category: *"I think that orientation trainings should be planned in a way that makes teachers more active. I think that*

the physical conditions and equipment of the training environment should be improved.” Another participant, T21, supporting this theme, stated: “There should be environments where interaction and dialogue with other teachers can take place between lessons. The trainer should be chosen from experts in their field and should be able to provide satisfactory answers to your questions and concerns.”

3.6.3 Recommendations Regarding Teacher Needs

Teacher needs sub-theme reveals teacher views on how much orientation training meets their expectations, needs, and professional requirements. Within this finding, recommendations include *preliminary needs analysis and supporting resources for teachers.* ”

“*Preliminary needs analysis*” category indicates that the training content and process should be planned according to the actual needs of teachers. Participant teacher T8 offers: *“The content of the orientation training should be communicated to the teachers in advance. If we could have provided feedback on the training we received, we could have increased its effectiveness. It should have been spread out over time instead of being rushed. It should have been delivered remotely by experts in the field and the duration should have been longer.”*

“*Supporting resources for teachers*” indicates the need for curriculum manuals, sample lesson plans, and digital resources. Teacher T13 offers: *“Materials for implementation could have been provided. For example, how to prepare a project, how to make a plan? If there were materials on these, the training would have been more concrete. When we did an example of preparing a plan, the activity we would implement in the plan could have been shown with examples using materials. The materials were insufficient. If materials had been given to the trainer and methods of showing examples and doing had been used, the adaptation training would have been more effective.”*

3.6.4 Recommendations for the Monitoring and Evaluation Process

Teacher recommendations for the monitoring and evaluation process explain teachers' views on how the adaptation training was followed up and evaluated after its implementation. Within this finding, suggestions are included for establishing post-training *monitoring mechanisms and feedback processes* where teachers can provide feedback on trainings.

“*Monitoring mechanisms*” category reveals the need for establishing a monitoring mechanism while conducting orientation trainings for the new curriculum. Participant teacher T7 suggests that: *“In the orientation training, the topic could be divided into sections, with each teacher preparing for their topic and giving different presentations each day. One teacher could explain the process, another the objectives, and another the evaluation. It should be distance learning and interactive. After completing this training, there should also be a practical component so we can receive feedback.”*

“*Feedback processes*” category reveals the importance of collecting teacher feedback regularly and that training be tailored to this feedback. Teacher T21's explanation supporting this is as follows: *“The program's adaptation training remained theoretical. Teachers were not given enough guidance on classroom applications. The duration of the*

adaptation training was short; it could have been longer. Teachers were not provided with the necessary support for the difficulties they faced. If there had been a trainer/instructor in each school, we could have solved these challenges together. More practical training sessions could have been organized over a longer period. Support for feedback could have been provided (should have been provided). Teachers' adaptation processes should have been monitored and guidance provided after the adaptation training. After providing this training, at least a follow-up visit should have been made to ask teachers what they did while implementing the program and what difficulties they encountered. In other words, guidance could have been provided by experts in program development who came to the schools. The fact that a development report was prepared as a surprise at the last minute for the teachers who are the implementers of this program made us all uneasy."

4. Results and Discussion

This study examined the opinions of classroom teachers regarding the new curriculum and found that they evaluated the program from four different perspectives. According to the findings, some teachers viewed the program positively; some supported its general philosophy but believed that various problems might arise during implementation. Some teachers stated that they had limited knowledge about the program; and another group evaluated the program negatively. This multi-dimensional approach shows that teachers' attitudes towards educational reforms are generally closely related to implementation conditions, professional competence, and the level of support (Fullan, 2007; Ornstein & Hunkins, 2018). However, the presence of teachers exhibiting a critical or cautious approach indicates that some structural deficiencies in the orientation training process have been noticed. Participants specifically highlighted the lack of adequate preparation in teacher training, material support, and assessment, and emphasized the critical role of teacher participation. This situation shows that while the program is perceived positively at the theoretical level, there are concerns about its sustainability at the practical level. The equal proportion of teachers who evaluated the program positively and those who evaluated it critically indicates that there is no clear consensus among teachers regarding the new curriculum orientation trainings. One of the notable findings of the study is that a significant portion of the participants had limited knowledge about the program despite the provided trainings.

Erden (1998) stated that teachers' lack of knowledge about new programs leads to inconsistencies in implementation, limiting the effectiveness of the program. Therefore, for the successful implementation of the new program, teachers need not only be informed but also actively participate in the curriculum development process (Print, 1993). As Fullan (2007) points out, the success of educational reforms depends not only on the quality of the content but also on the level of ownership of the reform by the practitioners and their support in the process. These findings clearly show that teachers' opinions should be taken into account for the new program to be accepted in the field. Alsubaie (2016) states that the most important person in the curriculum implementation process is the teacher and teachers, with their knowledge, experience, and competencies,

are at the center of any curriculum development effort. If the program has already been developed by another party, teachers need to make an effort to know and understand it. Therefore, teachers should be included in the curriculum development process. Flores (2005) notes that teachers generally tend to agree that new curriculum changes are positive for both teachers and students, but they are critical of how these innovations are implemented in schools. In this context, teachers draw attention to bureaucracy and imposed collaborations. Teachers participating in the study reported a lack of necessary training, resources, and well-timed briefings to fulfill the roles and responsibilities expected of them regarding the new curriculum. Similarly, Rahimi and Alavi (2017) report that both experienced and novice teachers are optimistic about curriculum change. However, experienced teachers are more concerned about practical problems in the change, such as timing and lack of audio-visual tools. Furthermore, experienced teachers feel that their competencies and experiential professional qualifications are disregarded in curriculum change, and that administrators do not adequately address the problems of implementing the change.

The research findings regarding the second sub-problem of the study show that classroom teachers mostly evaluate the adaptation trainings related to the program's objectives from a critical perspective. The inadequacy of orientation training category being the most pointed out one, indicates that orientation training does not meet expectations in terms of scope, duration, and content. Teachers' perception of the training as superficial and their statement that it should be supported by practical examples shows that in-service training remains mostly at a theoretical level. Indeed, research conducted in Turkey also indicates that in-service training activities for teachers are mostly limited to theoretical content, that practical activities are insufficient, and that this reduces the effectiveness of the trainings (Gültekin, 2013; Özdemir, 2010). Furthermore, it is emphasized that in order to support teachers' professional development, training should be structured based on teachers' needs, linked to classroom practices, and should allow for the sharing of experiences (Seferoğlu, 2004). Teacher feedback regarding the need for interactive orientation training, greater representation in decision-making, and the alignment of program objectives with real-world field conditions highlights a clear desire to be active stakeholders in curriculum development. Indeed, studies conducted in Turkey also emphasize that the insufficient inclusion of teachers' opinions and experiences in curriculum development processes leads to various problems in practice (Demirel, 2024). The low frequency of teachers in feasibility and realism of the aim's category indicates a perceived mismatch between program objectives and classroom practices. Teachers' perception of student differences, time constraints, and inadequate physical infrastructure as obstacles in the implementation process suggests that school and classroom realities are not sufficiently considered in defining program objectives. Furthermore, it is stated that the feasibility of program objectives is directly related to the actual conditions of the teaching environment (Ornstein & Hunkins, 2018). The existing literature also indicates that the feasibility of objectives set in curricula is directly affected by variables such as class size, school resources, and teacher workload (Küçükahmet,

2011). Low frequency of teachers who stated that orientation training created awareness regarding program objectives shows that the informational and guiding function of these trainings is not sufficiently effective for all teachers. This suggests that the content of orientation training is not structured in a way that is appropriate to the teachers' knowledge and experience levels. Studies conducted in Turkey emphasize that in-service training practices should first be structured based on identifying teachers' needs in order to create the expected awareness among teachers. These studies highlight the importance of planning training programs with a teacher-centered approach (Seferoğlu, 2004). Similarly, it is stated that in-service training programs that prioritize the active participation of teachers and take their professional expectations into account yield more effective results (Gültekin, 2013). Therefore, this finding indicates that orientation training programs need to be re-evaluated in order to reach the targeted level of awareness.

When teacher views on the orientation training about the new curriculum's content is analysed, it is found that the vast majority of teachers' opinions fall into the category of criticisms that the orientation trainings were insufficient in terms of understanding the content. This indicates that a significant portion of the participants found the orientation trainings inadequate in terms of duration, content, and implementation. Teachers specifically stated that the trainings remained superficial, needed to be supported by exemplary practices, and did not directly contribute to the teaching process. Seferoğlu (2004) states that in-service training programs are mainly based on the transfer of theoretical knowledge; and because they do not offer concrete guidance for teachers' classroom practices, their impact on professional practice remains limited. A small portion of the participants expressed opinions in the category of the contribution of orientation trainings to the application dimension of the content. This group stated that the trainings contributed, albeit to a limited extent, to the teaching processes in terms of planning, goal setting, and material adaptation. Fullan (2007) emphasizes that orientation and in-service trainings organized in line with education reforms are in most cases limited to the presentation of theoretical knowledge; and that these trainings fail to create the expected impact when they are not linked to teachers' daily teaching practices. As a result of opinions regarding the timeliness and applicability of the content, participants stated that while the program content was in line with contemporary trends, some objectives and outcomes did not fully match the students' level. These opinions indicate that a balance between timeliness and applicability was not fully achieved in the program design. The findings show that teachers generally found the orientation trainings informative but limited in terms of application. This situation is also consistent with similar research results in the literature. Buldu (2014), argues that in order to adapt to innovations in the field of education, there is a need for a professional development training system that aims to enable individuals to acquire the necessary knowledge, skills and attitudes. Demirel (2024) states that teachers generally participate in sessions focused on information transfer in in-service trainings, but experience difficulties in reflecting these trainings in their teaching practices. Furthermore, the fact

that a significant portion of teachers in this study criticized orientation trainings in terms of duration, content, and practise. Gebel and Tekin Bozkurt (2022) reports that teacher training programs has weaknesses such as timing and duration, lack of practice, low motivation, lack of interaction, non-expert trainers and inadequate course content.

Opinions on the adaptation training related to the learner experiences element of the program, it is seen that teachers' opinions are grouped under three main categories. These categories are, updating teaching methods and techniques, constraints of duration and depth, and difficulties encountered in practice. Gözütok (2019) states that practice-based learning plays a decisive role in the training and professional development of teachers; and that pedagogical competencies are strengthened through practices in real teaching environments. In this context, it is understood that adaptation training should not be limited only to cognitive knowledge transfer, but should also be structured to include behavioral and affective learning dimensions. This situation reveals that adaptation training should go beyond the cognitive information dimension and encompass behavioral and affective learning as well. Regarding the difficulties encountered in implementing the educational situations, it shows that teachers encounter various structural obstacles in applying what they learned after adaptation training in the classroom environment. These obstacles include the physical conditions of the schools, time limitations, and lack of institutional support.

Findings related to the evaluation element of the curriculum suggest that there is a need to diversify the existing measurement and evaluation tools. This was expressed by three teachers. This finding shows that teachers have an expectation for the variety of assessment tools. The study reveals that current assessment practices do not fully meet teachers' expectations and that there is a need for different measurement tools. Contemporary measurement and evaluation approaches suggest the use of alternative assessment techniques such as performance-based tasks, observation tools, portfolio applications, and self-assessment in order to reveal students' individual differences and development in their learning processes in a more holistic way (Kutlu, Doğan & Karakaya, 2014). Contemporary measurement and evaluation approaches aim to reveal not only students' academic achievements but also their individual differences and developmental levels in their learning processes. In this regard, it is stated that alternative assessment tools such as performance tasks, observation forms, and portfolio work reflect students' learning in a more holistic way. In addition, it is emphasized that self-assessment practices support students' active participation in the learning process and develop their responsibility for learning (Kutlu, Doğan & Karakaya, 2014). The fact that teachers express their views on the contribution of assessment processes to student development shows that there has been a shift in the understanding of assessment from the traditional measurement approach to a more holistic and development-oriented perspective. Indeed, Black and William (1998) emphasize that assessment processes cannot be considered independent of learning and that assessment practices supported by effective feedback directly improve learning. Similarly, Kutlu et al. (2014) state that in contemporary measurement approaches, assessment is considered an integral part of

learning, and that process-based alternative assessment tools reinforce this understanding. The teachers' expression of inadequacy in terms of duration and content of the trainings indicates that the measurement and evaluation dimension of the orientation trainings is not addressed in depth. The teachers' opinions in this regard reveal that short-term and intensive trainings are insufficient in areas requiring practical skills such as measurement and evaluation.

The classroom teachers participating in the study stated that the most fundamental factor negatively affecting the effectiveness of orientation training was the inadequacy of the trainers and the lack of expertise. In particular, the observed deficiencies regarding trainer qualifications emerged as one of the main factors negatively impacting the program's implementation. Teachers stated that the individuals conducting in-service training did not possess the expected level of expertise in terms of subject matter knowledge, pedagogical transfer competence, and professional experience. This situation demonstrates that trainer qualification is a critical element in professional development programs. Indeed, Guskey (2002) emphasizes that for teachers to gain meaningful benefits from the professional development process, those conducting the training must be competent in their fields and possess skills that can support teacher learning. Similarly, Desimone (2009) states that effective professional development programs are more effective when conducted by trainers with strong expertise. Darling-Hammond et al. (2017) states that trainers with practice-based experience who can provide pedagogical guidance in teacher training contribute more to teachers' classroom practices. The findings of this research reveal that teachers generally find the adaptation training for the new curriculum inadequate, ineffective, and superficial. The vast majority of teachers see trainer quality and the practise dimension as the main determinants of effectiveness. This situation is similar to studies that emphasize the importance of expert trainer support, practice-based learning opportunities, and active participation in teacher professional development (Desimone, 2009; Darling-Hammond et al., 2017). The findings also show that teachers' expectations from adaptation training go beyond the transfer of information. Participants want the trainings to be interactive, supported by examples, and geared towards classroom practices. This situation is consistent with the understanding of "continuous professional development and the learning teacher model" emphasized in teacher training policies in Turkey (MEB, 2023). The finding of inadequate time management and planning indicates that current orientation trainings are short-term, intensive, and lacking in sustainability. This finding suggests that trainings should be planned as a long-term learning process, not as "instant information sharing." The unsuitable physical environment and lack of motivation show that teachers strongly feel the influence of environmental and psychological factors on the learning process. From this perspective, it can be concluded that the environment in which orientation trainings are conducted is as important as the quality of the training itself. The teachers' reports of low efficiency and lack of motivation suggest that the program does not adequately align with the real needs in the field. Furthermore, problems related to duration and planning negatively impact the training objectives. This indicates that the program needs to be

more flexible, strengthened in terms of duration, and needs-oriented. It reveals that the content, method, trainer profile, and duration of the trainings need to be restructured so that teachers can view orientation trainings not as a "mandatory task" but as an opportunity for professional development.

Findings from teachers' opinions on the way orientation training was conducted reveal that a large majority of teachers were dissatisfied with the superficial and hasty manner in which orientation training was carried out. A similar proportion of participants criticized the quality of the trainer and the methodology of orientation trainings. These two categories show that, in total, more than half of the teachers experienced various problems in terms of planning, execution and presentation phases of orientation training. It was also concluded that only a limited number of teachers were satisfied with the order and organization of the training process. This finding indicates that a limited number of teachers positively evaluated the order and organization of the process. In evaluations regarding the content and contribution of the training, only a limited number of participants expressed positive opinions, suggesting that the training did not contribute to the teachers' professional knowledge and skills at the expected level. Hargreaves (2004) reports that teachers largely experience positive emotional experiences in changes they initiate themselves, while they mostly experience negative experiences in mandatory changes. Mandatory changes repeatedly receive negative feedback from teachers; Changes initiated by teachers themselves elicit enthusiastic and intense emotional responses from them, reflecting the satisfaction and sense of accomplishment they experience in both themselves and their students. When evaluating satisfaction with the superficial and hasty execution of the adaptation training to the new curriculum in the Turkish Century Education Model, a significant portion of teachers believe that the training was not sufficiently in-depth and was conducted too quickly. Demirkol (2010), in his study evaluating school-based in-service training activities, reports that these trainings were low-level and not intensive in terms of both variety and duration. Furthermore, he concludes that the planning, program preparation, implementation, and evaluation stages of these trainings were carried out superficially. The study reveals that some teachers believe that sufficient interaction and active participation are not provided in the training sessions. Furthermore, it concludes that elements such as the physical environment, technical facilities, and material support are considered inadequate by some teachers.

When the challenges encountered during orientation trainings are evaluated as a whole, it is seen that the difficulties are categorized as duration and time management, actuality issues, trainer expertise, lack of interaction and institutional support and poorly planned training environments. The fact that more than half of the participants stated the problems of physical environment and technical equipment shows that the quality of the spaces where the adaptation training is conducted to support the training process is weak. As a result of their research, Günbayı and Taşdöğen (2012) concluded that in-service trainings related to the new program should include improving the physical environments where the training is given, providing these trainings by experts in the

field, managing the time well, being practical, keeping the durations sufficient, having strong communication skills of the trainers, and organizing these trainings according to the interests and needs of the teachers. Difficulties related to the pedagogical dimension were concentrated in the categories of trainer quality and presentation style, participant interaction, and lack of motivation. This situation reveals that for the effective implementation of adaptation trainings, it is necessary for the trainer to have not only knowledge of the content but also pedagogical competencies based on the principles of adult learning. Although less frequently mentioned, shortcomings in time management and institutional support/coordination indicate disruptions in the organization and planning processes of orientation training. The fact that two participants mentioned insufficient content and outdated information suggests that content-based problems are also perceived at a low level, but that this is an area that cannot be completely ignored. The high frequency of mentioning deficiencies in physical and technical infrastructure shows that in-service training is closely related not only to content and methods but also to the quality of the environment in which it is conducted. According to adult learning theory, the learning environment is a component that directly affects the participant's intrinsic motivation, attention span, and level of participation (Merriam & Bierema, 2014). The lack of institutional support and coordination points to the need for a more systematic approach in the planning phase of orientation training. Harris and Graham (2019) state that the combination of comprehensive program reform and the pressure to achieve good exam results leads teachers, who struggle to cope with new course expectations, to avoid risk, which weakens their decision-making abilities. The lack of resources and clarity and guidance regarding exam expectations during curriculum change processes can be a major concern for teachers.

Teacher recommendations for the orientation trainings of the "Turkish Century Education Model" include suggestions regarding the functioning of the education process, the trainers, teacher needs, and monitoring and evaluation process. The findings reveal that the current forms of adaptation training are insufficient in meeting the professional needs of teachers and that a more holistic, planned, and application-based structure is needed. The fact that the improvement of time management, in particular, is mentioned in this context indicates that there is a widespread perception among teachers that these trainings are not spread over sufficient time and are conducted hastily. Guskey (2002) states that for teachers to experience meaningful change in their professional development processes, training should be spread over time. Similarly, Desimone (2009) emphasizes that effective professional development requires continuity and depth. Regarding the category of increasing practical training, teachers' opinions indicate that adaptation training is predominantly based on theoretical lectures and that teachers do not receive sufficient guidance on classroom practices. Teachers stated that learning would be more permanent through workshops, sample lesson applications, and comparative activities. Adults actively incorporate their professional and personal experiences into the learning process; therefore, practice-based, experiential learning environments play a decisive role in achieving lasting and meaningful learning (Merriam

and Bierema, 2014). In terms of learning environments, teachers stated that physical conditions, technical equipment, and the quality of the learning environment directly affect the learning process. This finding aligns with studies showing that the physical and pedagogical characteristics of learning environments directly determine the effectiveness of the learning process. Especially in training conducted with adult learners, safe, supportive, and interactive learning environments increase participants' active involvement in the process and significantly improve the quality of learning outcomes (Brookfield, 2015). Priestley et al. (2012) state that educational policies, particularly those requiring changes in the social practices of teaching, should be designed to be more flexible, taking into greater consideration the autonomy of teachers and, in particular, their proactive and predictive participation in the policy in question. Inadequate educational environments distract teachers and reduce the effectiveness of education. The inadequacy of educational environments is a significant factor limiting the effectiveness of in-service training (Yıldırım & Şimşek, 2021).

In the category of trainer, teachers emphasized that adaptation training should be provided by experts in the field, who have personally implemented the program and are aware of teachers' needs. These finding parallels research indicating that the role of the trainer is crucial in the success of professional development programs. Darling-Hammond et al. (2017) emphasize that in effective teacher training, trainers should be individuals who can provide pedagogical guidance and have practical experience. Similarly, Guskey (2002) states that the qualifications of those conducting the training directly affect teachers' attitudes towards learning. Teachers recommend the use of interactive methods based on question-and-answer sessions, discussions, and experience sharing. This aligns with theoretical approaches that argue that active participation in adult learning strengthens learning (Merriam & Bierema, 2014; Brookfield, 2015). Although suggestions regarding teacher needs was expressed less frequently in the research, the suggestions regarding teacher needs are noteworthy.

In the category of "preliminary needs analysis should be conducted," teachers stated that orientation trainings are planned without considering teachers' readiness levels, experiences, and subject differences. This limits the meaningfulness and functionality of the training for teachers. According to Desimone (2009), teachers' ability to participate meaningfully in the learning process depends on training programs targeting their needs; otherwise, the gains may not be permanent and functional. Similarly, Fullan (2007) states that programs supporting teachers' professional development should respond to individual and institutional needs instead of merely offering general content. In-service training programs planned without a needs analysis fail to meet teachers' expectations and are insufficient in increasing their motivation (Özdemir, 2010). In this context, it is understood that needs analysis plays a critical role in the success of professional development programs. Under the category of "supportive resources should be provided," teachers highlighted the lack of guidance documents, sample lesson plans, and practical materials. This finding shows that teachers need support not only during training but also after training. Darling-Hammond et al. (2017)

state that continuously accessible resources should be provided to teachers for professional development to be sustainable.

The least mentioned but strategically important suggestions for the monitoring and evaluation process points out for a post-training monitoring mechanism. The category "monitoring and evaluative process" indicates that teachers are left alone during the implementation process of adaptation training. Teachers stated that they expect guidance, feedback, and support for implementation after the training. This finding shows that professional development programs should not be limited to training sessions alone in order to be effective; it is important that the programs provide opportunities for teachers to put the training into practice and include monitoring and evaluation mechanisms throughout the process. While Guskey (2002) suggests that post-training implementation and results should be followed up so that teachers can truly benefit from professional development, Desimone (2009) emphasizes that effective teacher training should not only provide content but also be designed to allow participants to practice, and include feedback and monitoring processes. In this respect, the sustainability of the gains that teachers obtain from professional development is directly related to the extent to which the implementation and monitoring dimensions of the programs are structured. The absence of monitoring mechanisms makes it difficult to evaluate the effectiveness of the training and make the necessary improvements. The category that feedback processes should be strengthened reveals that teacher opinions are not systematically collected and are not adequately reflected in the program development process. Fullan (2007) emphasizes that for education reforms to be successful, practitioner feedback must be at the center of the process. In this context, adopting an evaluation approach based on teacher feedback can improve the quality of adaptation training.

5. Recommendations

Based on the results of the research, it can be suggested that comprehensive orientation and in-service training programs for teachers should be organized before the implementation of the new program. It is evident that practice-based approaches should be adopted so that teachers are better equipped with necessary tools and methodology to implement the new curriculum. Besides the expertise of trainers providing adaptation training should be well-considered as they act as the change agents of the new curriculum and main source to answer teacher questions. This piece of research also suggests that well-designed physical environments for trainings play a vital role in increasing teacher motivation.

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Ethics Statement

Participation was voluntary and anonymous. Participants were informed about the purpose of the research and provided informed consent prior to responding. No personal identifiers were collected and reported throughout the research.

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Conflict of Interest Statement

The author declares no conflicts of interest.

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