SCHOOL-BASED PROFESSIONAL DEVELOPMENT (SBPD) MODEL: SCHOOL PRINCIPALS' OPINIONS AND SUGGESTIONS

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Abstract

The School-Based Professional Development (SBPD) Model is a program developed by the Ministry of National Education (MoNE) in Turkey to address the individual and professional needs of principals and teachers by providing them with specific competencies. The Regulation on In-Service Training for Ministry of National Education Personnel, published by MoNE in 2022, introduced three new approaches: School-Based Professional Development, Professional Development Communities, and Teacher Mobility Program. School-based professional development activities have recently gained importance as a crucial component of the in-service training plan for teachers. Given that school principals are primarily responsible for planning and implementing these practices in schools, it is important to consider their opinions, suggestions, and needs in the process. This qualitative research involved in-depth interviews with 18 school principals using a semi-structured interview format, and data analysis was conducted using content analysis. The results indicated that school principals generally viewed the SBPD Model positively and expressed a need for expanding its implementation.

Keywords: school-based professional development, school principal, teacher, qualitative research.

Introduction

The teacher's role is crucial in education processes that are constantly evolving and are affected by the changes in the world. As result of rapidly changing technology and information, the need to update teachers' knowledge and skills in today's conditions indicates that teacher education should not be limited to pre-service education. Conducting professional development activities is effective in meeting this need (Seferoğlu, 2004). Therefore, acquiring the necessary skills to

improve teacher quality is important not only during pre-service education but also throughout one's career through continuous professional development opportunities. Professional development is a broad term that encompasses a variety of activities that teachers undertake within a school or system to ensure individual development in terms of professional knowledge and skills, or to improve the learning of learners (Owen, 2003). The main purpose of professional development is to increase the quality of education by continuously maximizing the knowledge and skills of teachers in a rapidly changing world (Yüksel & Adıgüzel, 2012). Thus, the aim of professional development is to improve education systems by equipping teachers with professional knowledge and skills. While Fullan (2007) emphasizes that professional learning is the only education that fundamentally changes classroom practices, the positive impact of teacher professional development initiatives on learning outcomes and school improvement has been supported by many studies (Akiba & Liang, 2016; Borko, 2004; Darling-Hammond, 2006).

An analysis of research literature demonstrates the existence of numerous models for teacher professional development. These models offer different strategies for implementation and provide an opportunity to examine them through categorization. Sparks and Loucks-Horsley's (1989) professional development model emphasizes that professional development is a continuous and holistic process and offers several ways to improve teachers' professional skills. These are grouped under five headings: Individual Guided Professional Development Model, Observation and Evaluation Model, Participation in Curriculum Development Model, Training Model and Research Model. In the Individual Guided Professional Development Model, teachers plan and follow activities that they believe will promote their own learning. In the Observation and Evaluation Model, teachers are given opportunities for classroom observations by peers or other observers who provide objective data and feedback on their teaching performance. Under the Participation in Program Development Model, teachers participate in a school improvement process to develop programs, design programs, or solve general or specific problems. In the Training Model, teachers increase their knowledge and skills by participating in courses, workshops, etc. conducted by another teacher. Finally, in the Research Model, teachers design and conduct research using the scientific method to solve problems related to classroom teaching, thus contributing to their professional development. In addition, the Mackenzie professional development model, which is another prominent model in the literature, includes two different professional development models. These are called Model 1 and Model 2. Mackenzie (1997) mentions three elements in these two models: professional development programs, schools, and teachers. In Model 1, there is no interaction between the three elements. Participating teachers may come from different schools and the program content is transmitted to teachers in a one-way way. The school has no mission to intervene in the professional development program. Short-term courses and seminars run by MoNE can be given as an example of this type of professional development. Model 2 is a dynamic model

in which there is interaction between the mentioned elements. Here, there is a common goal to be achieved between professional development service providers, schools and teachers. Individuals examine both their own performance and that of the group and critical evaluation is central. There is a more flexible program structure so that the process is designed according to the needs of the participating teachers. As shown in Model 2, the more interaction between the professional development program, the school and the teacher, the greater the power of the program to create change. Similarly, research also shows that effective professional development practices should be personalized, continuous, and in-depth to meet the needs of the learners and ensure active participation by the expert (Broad & Evans, 2006). At this point, as a different implementation approach, the School-Based Professional Development (SBPD) Model draws attention as an effective teacher professional development model implemented in many countries.

The time constraints of the pre-service education program and the outdated information being taught may not adequately address the evolving needs of teachers in response to changing conditions. This highlights the importance of ongoing professional development for teachers. Accordingly, professional development activities have been updated over time in the light of new approaches and aimed to increase their effectiveness by ensuring diversity. Thus, it is seen that professional development programs are also affected by decentralized decision-making, restructuring of schools, delegation of authority and accountability processes due to the nature of change (Owen, 2003). In this context, School-Based Professional Development encompasses a learning process that aims to increase teachers' knowledge and skills both inside and outside the school and supports their development by taking into account the needs of teachers beyond the professional development activities offered to teachers outside the school (MoNE, 2010). With this approach, it is aimed to meet the professional development needs of teachers in the school environment and to enable teachers to share their experiences with their colleagues and to guide less experienced teachers.

In Turkey, there is a centralized system in which professional development needs are identified and planned by the Ministry of National Education (MoNE) and implemented through various channels. In particular, when activities related to teacher professional development are considered, seminars or courses organized by the MoNE and given to staff at certain times of the year are practices within the scope of in-service training. Professional development and in-service training have become intertwined concepts. In-service training is a tool that enables staff to increase their professional qualifications, improve their skills and keep pace with change (Aydın, 2021). Professional development activities implemented by MoNE have been under the responsibility of the General Directorate of Teacher Training and Development since 2011 (MoNE, 2023a). These activities are carried out through face-to-face and distance education through courses and seminars in line with standard training programs. Considering the current number of teachers and the advantage of distance

education in overcoming temporal and spatial limitations, it can be said that distance education activities have started to be emphasized in line with professional development (MoNE, 2024). For example, the Teacher Information Network platform is an online platform that contributes to the professional development of teachers within the scope of in-service training. The SBPD Model reflects a paradigm shift in in-service training. The SBPD Model was introduced as an application to increase the personal and professional development of teachers within the framework of the Support to Basic Education Program Project, which was signed with the European Union Commission in 2000 and became operational in 2002. Updated in 2010, the SBPD Model manual was prepared to guide school principals and teachers. While pilot studies revealed the positive effects of the model on teachers' personal and professional development, problems such as deficiencies in the manual and workload in implementation were reflected (MoNE, 2008). In 2022, this approach was reintroduced in the Ministry of National Education Personnel In-Service Training Regulation as "School-Based Professional Development is an in-service training activity in which school-specific professional development needs are met within the school." It can be said that this paradigm shift in teacher professional development activities is in line with MoNE's aim to transform schools into learning organizations. It is seen that the "Learning School Culture Principal and Teacher Guidebook on the Integrity of Knowledge and Skills" published in April 2023 comprehensively addresses the process of transforming schools into learning schools (MoNE, 2023b). In this guidebook, it is emphasized that teachers should have the responsibility to educate and develop themselves in a learning school. It also mentions that they should be able to identify the changes they need in the curriculum and methods and create their own demands for changes. The emphasis on the need for all staff to identify their own learning needs, goals and priorities in relation to professional development is directly related to the implementation of the SBPD Model. Thus, with the implementation of the SBPD Model, schools are expected to transform themselves into learning organizations (Kösterelioğlu & Kösterelioğlu, 2008). Therefore, when schools are rapidly transforming into learning organizations as a result of changing educational paradigms, it is inevitable that teacher professional development also faces a paradigm shift.

Considering that school-based professional development is a powerful tool for transforming schools into learning organizations, school principals also have important duties and responsibilities. In learning schools, school principals create a shared vision, provide opportunities for teachers to contribute to professional development and emphasize collaborative learning (Şişman, 2012). Therefore, school principals create opportunities for professional development and collaborative thinking. Similarly, there are some characteristics that school principals are expected to have within the school-based professional development model. This characteristic, which is common in many studies, is the supportive leadership of the school principal (Avalos, 2011; He & Ho, 2017; Sebastian & Allensworth, 2012). Owen (2014) stated

that supportive leadership enables easy communication between teachers and school principals and contributes to the empowerment of both new and experienced teachers. Thus, it was revealed that this is important for teacher development.

School principals play an active role in closely monitoring teachers and providing them with the necessary support from the planning stage at the beginning of the SBPD Model implementation process to the evaluation stage. Within the scope of the SBPD Model, teachers create individual and professional development plans based on their observations or self-assessments (MoNE, 2010). In this process, tools such as self-assessment form, SWOT analysis and prioritization matrix are used. After identifying their development needs, teachers have three meetings with the school principals with the involvement of the school principals in the process. In the first meeting, the teacher takes into account the school principal's suggestions. The plan is approved by the school principal. In the second meeting, an interim evaluation of the work is made. Thus, the contributions of the activities in the plan are examined with various evaluation criteria. Evaluation can also be done through observation. Then, suggestions are developed for the missing points. In the third interview, all the work is presented and reported. The school principal expresses his/her opinions and evaluations about the teacher's work. After completing the development process, the teacher plans and implements a new competence area, thus ensuring a continuous development cycle. The school principal is responsible for monitoring the whole process and providing the necessary support to the teachers. At the point of evaluating the functionality of the implementation, it is important to take into account the opinions, suggestions and needs of school principals responsible for the planning and execution of the process in schools. In addition, in the light of this research, it is aimed to reveal the aspects of the SBPD Model, which has been re-activated, that are open to improvement and to make suggestions regarding the improvements to be made. Although there are many studies in the literature that include the opinions of school principals on various in-service trainings received by teachers, there are not enough studies that include the opinions of school principals on the SBPD Model. Therefore, the purpose of this study is to examine the views of school principals on the SBPD Model and the following research questions were sought to be answered:

1. What are the roles of principals in the school-based professional development model?
2. According to the opinions of school principals, what are the strengths and weaknesses of the school-based professional development model?
3. What kind of problems do school principals experience while implementing the school-based professional development model?
4. How do school principals solve the problems they face while implementing the school-based professional development model?
5. What are the suggestions for making the school-based professional development model more functional according to principals' views?

Materias and Method

Research Design

The study utilized a qualitative research design that allows the researcher to use reasoning skills to reveal individuals' or groups' understandings of social problems (Creswell, 2013). This pertains to how individuals interpret their own experiences and how these interpretations are elucidated by the researcher (Bogdan & Biklen, 2007). The phenomenology method was selected for this study as it allows principals to articulate their viewpoints on professional development and the SBPD Model based on their own experiences. This approach enables a thorough examination of their experiences within this specific context. Phenomenology is a research methodology widely used in social sciences and educational research that focuses on a comprehensive understanding of individuals' perceptions and experiences concerning a phenomenon. (Creswell, 2013;Yıldırım & Şimşek, 2020). The researchers obtained approval from the Ethics Committee (number: E-62310886-605.99-169402) of Başkent University Social and Human Sciences Art and Research Board before the study was conducted.

Participants

A total of 18 participants from primary schools, middle schools and high schools in Ankara, Türkiye during the 2022-2023 academic year agreed to participate in the study. Convenience sampling was utilized to select the participants for the study which based on participants' accessibility and availability to the researcher. Table 1 presents the demographic information of the participants.

Table 1. *Demographic Information about the Participants*

Participant Code	Gender	Major	Education Degree	School Level	Years of Experience	Years of Experience in Administration
P1	Male	Science	Master's Degree	Middle School	11-15 years	1-5 years
P2	Male	Education of Religion and Ethics	Bachelor Degree	Primary School	16-20 years	1-5 years
P3	Male	Primary School Teaching	Master's Degree	Primary School	11-15 years	1-5 years
P4	Female	Turkish Language and Literature	Master's Degree	High School	21 year and above	11-15 years
P5		Primary School	Master's		21 year	16-20

	Male	Teaching	Degree	Primary School	and above	years
P6	Male	Turkish	Bachelor Degree	Middle School	21 year and above	16-20 years
P7	Male	Primary School Teaching	Bachelor Degree	Primary School	21 year and above	11-15 years
P8	Male	Primary School Teaching	Master's Degree	Primary School	11-15 years	1-5 years
P9	Male	Physical Education	Master's Degree	High School	21 year and above	11-15 years
P10	Male	Chemistry	Master's Degree	High School	21 year and above	16-20 years
P11	Female	Primary School Teaching	Master's Degree	Primary School	11-15 years	6-10 years
P12	Male	History	Master's Degree	High School	6-10 years	6-10 years
P13	Male	Physical Education	Bachelor Degree	High School	6-10 years	1-5 years
P14	Male	Turkish Language and Literature	Bachelor Degree	High School	1-5 years	1-5 years
P15	Male	Visual Arts	Bachelor Degree	High School	1-5 years	1-5 years
P16	Female	Psychology	Master's Degree	High School	1-5 years	1-5 years
P17	Male	Education of Religion and Ethics	Bachelor Degree	High School	1-5 years	1-5 years
P18	Male	Physics	Master's Degree	High School	6-10 years	1-5 years

As Table 1 illustrates, three participants were female and fifteen participants were male. Participants were from various teaching branches. Seven of the participants had bachelor's degree and eleven of them had Master's degree. In terms of the school level at which they work, six of the participants were from primary school, two of them were from middle school and ten of them were from high school. As for their experience in administration, majority of the participants had 1-5 years experience in school administration.

Data Collection Instrument

A semi-structured interview form comprising open-ended questions was employed as a tool for data collection. The data collection tools were Demographic Information Form and SBPD Interview Form for Principals which were prepared by the researchers. The interviews were conducted face-to-face. Prior to the interview, the participants were provided with an Interview Consent Form. Participants were informed that their participation in the study was voluntary and that all information shared during the interviews would be kept confidential and it was declared that no identifying information would be disclosed in the reporting of the research findings.

Data Analysis

The content analysis technique was employed to analyze the interview data collected from the participants. In content analysis method, data are coded and categorized, themes are reached from categories, data are organized and defined according to categories and themes (Creswell, 2013; Yıldırım & Şimşek, 2020). First of all, the responses obtained as a result of the interviews with 18 school principals who constitute the study group in the analysis of the data were written down by the researchers and a raw data document was obtained. Before coding the data, each interview text was read to reveal a holistic perspective. Repetitive words and concepts in the texts were coded and categories were formed. Themes were accessed from the categories. Thus, inductive content analysis was applied to analyze the data.

Validity and Reliability

Experienced experts in the field of educational sciences were consulted for the validity and reliability of the questions in the Demographic Information Form and the SBPD Interview Form for Principals. In the data analysis phase, in order to increase validity and reliability, the codes and themes were examined by experts from two academics specializing in the field of educational administration. While presenting the findings, the identities of the school principals were coded as P1, P2, P3... (P = participant, 1 = first) to ensure confidentiality.

Findings (Results)

As a result of the content analysis of the data obtained from the interviews with the principals, the findings are given according to the research questions. As a result of the content analysis of the data, school principals' viewpoints were reported under six themes. These themes are principals' roles, strengths of the SBPD Model, weaknesses of the SBPD Model, problems with the SBPD Model, solution offerings for the SBPD model, and principals' views on the SBPD Model.

What are the roles of principals in the school-based professional development model?

As a result of the findings related to the sub-problem "What are the roles of principals in the school-based professional development model?" regarding the implementation of the SBPD Model, principal roles were identified as the first theme. The codes that emerged in line with the school principals' definitions of their roles are presented in Table 2.

Table 2. *What are the roles of principals in the school-based professional development model?*

Theme	Code
Principals' Roles	Motivating
	Informative
	Responsible
	Open to development
	Willing
	Leader

While school principals defined themselves as motivating, willing and informative within the scope of the SBPD Model, they expressed that they have a great responsibility in ensuring that teachers receive services under the best conditions.

> *As a school principal, I support my planning teacher and provide the necessary motivation for other teachers to participate in the seminar. (P5)*

> *As a responsibility, it is both our duty and responsibility to discover everyone's openness to development in this school environment we are in, to carry it forward, and ultimately to ensure that they transfer the acquired knowledge and skills to life. (P7)*

> *I research every day and I am thinking about what I can do. I have not yet made a decision and established a plan. As a principal, I feel obliged to take the lead on this issue. (P18)*

What are the strengths of the school-based professional development model?

The theme that emerged as a result of the findings of the sub-problem "What are the strengths of the school-based professional development model according to the opinions of school principals?" is the strengths of the SBPD Model. Under this theme, three sub-categories were identified: school dimension, teacher dimension and student dimension. When talking about the strengths of the SBPD Model, school principals emphasized the importance of developing a need-based program. Another strength is that the implementation will increase knowledge sharing by providing

cooperation among teachers. As a result of this implication, it was stated that it would increase student achievement by giving teachers the opportunity to see their deficiencies and improve themselves and by providing teachers with different perspectives. The categories and codes are given in Table 3.

Table 3. *What are the strengths of the school-based professional development model?*

Theme	Sub-categories	Codes
	School dimension	Improving school culture The school does the planning No disruption of classes Principal showing leadership
Strengths of the SBPD Model	Teacher dimension	Providing experience among teachers Prioritizing teachers' individual needs Collaboration
	Student dimension	Providing a rich learning environment

According to the opinions of school principals quoted below, it is possible to see the strengths of the SBPD Model:

> *It gives teachers the opportunity to see their shortcomings and improve themselves. Teachers have the opportunity to renew themselves. It adds different perspectives to the teacher and increases student achievement (P11).*

> *The weakness is time planning. (P2)*

> *As for the strong points, the most important point is that it saves teachers from unnecessary training, and it puts a brick in their professional development with a training in line with their needs. (P18)*

What are the weaknesses of the school-based professional development model?

Another theme that emerged as a result of the findings of the sub-problem "What are the weaknesses of the school-based professional development model according to the opinions of school principals?" is the weaknesses of the SBPD Model. Two sub-categories were identified under this theme: administrative

dimension and educational dimension. The codes that emerged under these categories are given in Table 4.

Table 4. *What are the weaknesses of the school-based professional development model?*

Theme	Sub-categories	Codes
Weaknesses of the SBPD Model	Administrative dimension	Excessive workload of planning and organization Excessive procedures Lack of financial support The problem of planning time
	Educational dimension	Inadequacy of trainers Teacher reluctance/disbelief

The most frequently mentioned weakness of the SBPD Model by school principals is that it is time-consuming to organize and brings additional workload to them. Other weaknesses are that there are too many procedures related to the implementation and that the financial etc. support provided is insufficient. In addition, the inadequate quality of the trainers causes teachers not to believe in the effectiveness of the implementation. It is possible to see the views of some school principals below as an example of this.

The weakness is time planning. (P2)

The teacher does not believe. Inadequate instructors. (P9)

Excessive burden of paperwork and forms, insufficient financial and other support, lack of motivation and support for teachers. (P11)

Problems with the School-Based Professional Development Model

The fourth theme that emerged as a result of the findings of the sub-problem "What kind of problems do school principals experience while implementing the school-based professional development model?" is the problems related to the SBPD Model. As seen in Table 5, three sub-categories emerged under this theme: principal dimension, teacher dimension and SBPD dimension.

Table 5. *What kind of problems do school principals experience while implementing the school-based professional development model?*

Theme	Sub-categories	Codes

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	Principal dimension	Communication problem with the teacher
	Teacher dimension	Intensity of other administrative work
Problems related to the SBPD Model	SBPD dimension	The teacher does not feel the need Negative attitude of the teacher Resistance to receiving training
		Time consuming Excessive number of procedures

When talking about the problems in implementing the SBPD Model, school principals mentioned the shrinking time allocated to teaching-related tasks due to the intensity of other administrative tasks as a problem. In addition, the resistance of the staff to receive training and their lack of openness to development due to burnout were mentioned as other problems.

Especially the simplification of the system and the reduction of unnecessary correspondence, in short, the reduction of paperwork workload. It reduces the time allocated to education and training. In addition, it can take a significant amount of time to convince all stakeholders that every person has an aspect open to development. (P7)

Resistance of staff to receive training. (P8)

Professional burnout of teachers, unfortunately teachers are not open to development in general. (P10)

Time-consuming and challenging in terms of implementation(P14)

Recommendations for Addressing Challenges Encountered During the Implementation of the School-Based Professional Development Model

The fifth theme that emerged as a result of the findings of the sub-problem "How do school principals solve the problems they face while implementing the school-based professional development model?" is the solution offerings for the SBPD Model. The codes identified under this theme are presented in Table 6.

Table 6. *How do school principals solve the problems they face while implementing the school-based professional development model?*

Theme	Code

Solution offerings	To do professional solidarity
	To persuade
	Contacting neighboring schools
	Provide motivation
	Being planned
	Researching

Majority of the school principals tend to have positive attitude towards challenges that they encountered during the processs and being a problem solver. As stated in the following quotes, when school principals encounter challenges, they ask for help through professional solidarity, try to persuade stakeholders, and seek solutions by connecting with neighboring schools. In addition, they try to motivate teachers, act in a planned manner, and try to find solutions by researching the issue.

As a team leader, I use persuasion and be convincing that there will be a study that will contribute to the professional development of our stakeholders. For this, I would be the first participant. (P5)

Additional time and additional resources created for the participants, material and moral opportunities to create motivation, motivational camps or programs, reducing unnecessary paperwork load can be provided. (P11)

How Can the School-Based Professional Development Model be Made More Functional?

The theme that emerged as a result of the findings of the sub-problem "What are the suggestions for making the school-based professional development model more functional according to the principals' views?" is the principals' views. The codes identified under this theme are presented in Table 7.

Table 7. *What are the suggestions for making the school-based professional development model more functional according to the principals' views?*

Theme	Code
	Dissemination
	Good presentation of the model
Principals' views	Presentation of examples with a guide
	Motivating teachers
	Providing financial support to the school
	Ensuring continuity for development

When the opinions of school principals are examined, it is seen that they have positive thoughts about the dissemination of the SBPD Model. In addition, it was

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emphasized that the model should be made more understandable and introduced. It is among the opinions of school principals that MoNE should get help from experts for this.

It should be expanded and accelerated (P1)

This model should be explained better, and MoNE should direct specialized people to the field (P5)

Financial support for the provision of materials to be used in the SBPD process, educational content for students, bibliographies to be used for field research, in-service trainings to be effective and of high quality, finding motivations to eliminate the loss of time, financial loss and negative opinions from the environment that will be a burden for students-teachers-principals-parents that SBPD will contribute to, creating environments that will not be affected by discriminatory and subjective criticism and corrosive external factors, and creating strong motivational opportunities should be provided. (P11)

A guide can be prepared about the examples applied to give an idea to those who want to work on this subject. (P18)

Discussion

In this study, the perceptions, experiences and expectations of school principals working at primary, secondary and high school levels in Ankara about the School-Based Professional Development (SBPD) Model within the scope of in-service training were examined. In this century when schools are rapidly transforming into learning organizations as a result of changing educational paradigms, it is inevitable that teacher professional development also faces a paradigm shift. In a period when school-based practices have become widespread, the efforts made for school principals to improve the school with their leadership qualities are also reflected in the practices related to the professional development of teachers. Due to its significance, this study aims to reveal the views of school principals on the implementation of the SBPD Model, which has been implemented by MoNE and imposes various duties and responsibilities on school principals.

The school principals who participated in the study expressed their views on their own roles in the implementation process of the SBPD Model as motivating teachers, being informative, responsible for school development, open to developments, willingness for duties and leading. As many research results show, school administrators have an important role in teacher development (Little, 2012;

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Robinson & Timperley, 2007). In Postholm and Wæge's (2015) study, it was found that teachers considered it important for the school administrator to make a plan for development activities, have follow-up procedures and provide clear guidance within the scope of professional development practices carried out at school. Thoonen et al. (2014) also stated that empowered leadership is a prerequisite for positive school-based development. When the literature is examined, it is seen that school principals are responsible for school development. When school principals have leadership qualities, they help teachers to identify their strengths and weaknesses by following their needs, abilities and tendencies. Thus, they have a key role in their professional development. The duties and responsibilities of school principals and vice principals are clearly presented in the SBPD guide published by MoNE in 2010 (MoNE, 2010). Accordingly, the school principal has various responsibilities such as being an educational leader, providing the necessary support to teachers, preparing the SBPD School Plan, evaluating the implementation results, and creating the SBPD Annual Evaluation Report. According to Karacabey (2020), school principals being open to innovations will provide opportunities for teachers to try new methods.

It is concluded that the strengths of the SBPD Model are related to the school, teachers and students. Regarding the school dimension, it is concluded that the SBPD Model improves the school culture, the school has the chance to do the planning and the principals have the chance to show their leadership. Regarding the teacher dimension, the strengths of the model are that it provides benefits in terms of sharing professional knowledge and experience among teachers in schools implementing the SBPD Model and that the individual needs of teachers are prioritized. Different studies have shown that professional development studies improve collaborative learning among teachers (Forte & Flores, 2013; Musenti & Pence, 2010). In addition, as stated by Austin and Harkins (2008), the fact that school-based practices facilitate the transition from individual learning to organizational learning prepares the environment for teachers' professional knowledge and solidarity, which is a necessary component in transforming schools into learning schools. In a similar study, especially the provision of appropriate trainings and increased cooperation among teachers were expressed as the strengths of the model (Çetintürk & Yücel-Toy, 2021). In the student dimension, the view that school-based professional development has positive reflections on students has emerged. Supovitz and Christman (2005) emphasized the importance of small communities created in schools as a factor that increases student learning. In this way, the necessary school culture is created to transform into a learning school. Considering that the primary purpose of school-based professional development practices is to increase student achievement by creating a learning school culture, principals' views that the practice has positive reflections on students are important.

It has been observed that the challenges identified by school principals in relation to the implementation of the SBPD Model primarily pertain to the administrative and educational aspects. The principals have indicated that the

planning and organization of the model have resulted in an excessive workload. They have identified numerous procedural complexities in executing the tasks, inadequate financial support, and challenges with time management due to the volume of tasks and responsibilities. The SBPD Model guidelines indicate that school principals have many tasks such as leading, monitoring, evaluating and coordinating the process. These duties and responsibilities include the distribution of tasks in the SBPD Model process, the preparation of Individual and Professional Development Plans, the creation of the SBPD School Plan, which is associated with the Individual and Professional Development Plans and other studies for school development, the implementation and monitoring of professional development plans, the evaluation of SBPD practices, and the determination of new development goals by taking into account the results of SBPD practices (MoNE, 2010). In addition to the daily bureaucratic workload of school principals at school, the workload brought by the SBPD Model due to procedures was expressed as weaknesses in implementation. Similarly, in a study involving 66 coordinators, including school administrators, who took part in in-service training activities, weaknesses identified in the SBPD Model included concerns regarding excessive paperwork, time constraints, and financial challenges (Kaya & Kartallıoğlu, 2010). The weaknesses in the educational dimension were expressed as instructor insufficiency, teacher reluctance and disbelief. In the study of Çetintürk and Yücel-Toy (2021), according to the opinions of school administrators and teachers, the fact that the people who will provide the trainings are not equipped and competent was stated as the difficulties of SBPD Model.

Another finding of the study is related to the problems experienced by the principals in the implementation of the SBPD Model. It was concluded that these problems stemmed from administrative factors, teacher factors and the model itself. Regarding the administrative dimension, principals have some communication problems with teachers. In addition, the intensity of other administrative tasks may prevent them from allocating time for SBPD implementation. In terms of the teacher dimension, issues were identified with teachers lacking motivation to participate in training, displaying negative attitudes, and showing resistance towards receiving professional development opportunities. Regarding the SBPD dimension, time-consuming phases of the implementation, excessive procedures and increased paperwork were expressed as problems.

School principals stated that when they had problems with the SBPD Model, they tried to solve the problems by persuading teachers, communicating with neighboring schools, motivating teachers, planning and researching. After conducting a thorough examination of the existing literature, it is apparent that school pricipals utilize a variety of problem-solving methodologies. While some school principals try to solve all problems with a single approach, others take a problem-oriented approach (Akbaba-Altun et al., 2018).

Conclusion and Recommendations

As a result of the study, it is seen that school principals expressed their positive opinions about the SBPD Model and their demands for its implementation. In this direction, they suggest that the SBPD Model should be made widespread, the model should be well introduced, examples should be presented with a guide, teachers should be motivated, financial support should be provided to the school and sustainability should be ensured for development.

Based on the findings of this study, it was determined that school principals hold a positive view towards professional development. They consider professional development as necessary and SBPD practices should be widely promoted. In this direction, it was suggested that researchers should develop research-based model suggestions for the SBPD Model, conduct quantitative studies on the prevalence of problems, conduct studies to solve communication problems experienced by school principals and teachers, and conduct research to break teacher resistance and improve motivation. For the practitioners, it was suggested that more effort should be made to disseminate and better promote the SBPD Model, the quality of the training staff for professional learning should be increased, examples of implementation should be shared through the Teacher Information Network, strategies should be developed to motivate teachers, and sufficient financial support should be provided to schools for the continuation of the SBPD Model.

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Мектеп негізді кәсіби даму моделі: мектеп басшыларының көзқарастары мен ұсыныстары

Аңдатпа. Мектеп негізіндегі кәсіби даму (МНКД) моделі – бұл басқарушылар мен мұғалімдерге белгілі бір құзыреттіліктерді қамтамасыз ету үшін жеке және кәсіби қажеттіліктерді қанағаттандыруға бағытталған Түркия Республикасының Ұлттық Білім министрлігі (МЕВ) жасаған модель. Ұлттық Білім министрлігінің 2022 жылғы Персоналдың біліктілігін арттыру туралы ережеде үш жаңа тәсілді, соның ішінде Мектеп негізіндегі біліктілікті арттыруды енгізді. Бұл мектеп негізіндегі кәсіби даму, кәсіби даму қоғамдастықтары және мұғалімдердің ұтқырлық бағдарламасы. Мектеп негізіндегі кәсіби даму іс-шаралары жақында мұғалімдердің біліктілігін арттыру жоспарлары аясындағы маңызды қадам ретінде пайда болды. Мектеп әкімшілері мектептерде осы практиканы жоспарлауға және орындауға жауапты бірінші адамдар болғандықтан, олардың процеске қатысты пікірлерін, ұсыныстарын және қажеттіліктерін ескеру маңызды. Сапалық зерттеу әдісін қолданатын зерттеуде жартылай құрылымдық сұхбат формасы арқылы 18 мектеп әкімшілігімен тереңдетілген сұхбат жүргізілді. Деректерді талдауда мазмұнды талдау әдісі қолданылды. Нәтижелерге сәйкес, мектеп әкімшілерінің ТМККК үлгісіне оң көзқарасы бар және өтінімді тарату керек деген пікірлері бар екені анықталды.

Кілт сөздер: мектептегі кәсіби даму, мектеп директоры, мұғалім, сапалы зерттеу.

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Модель профессионального развития на базе школы (SBPD): мнения и предложения директоров школ

Аннотация. Модель профессионального развития на базе школы (SBPD) – это программа, разработанная Министерством национального образования (MoNE) для удовлетворения индивидуальных и профессиональных потребностей директоров и учителей путем предоставления им конкретных компетенций. Положение о повышении квалификации кадров Министерства национального образования, опубликованное МОН в 2022 году, ввело три новых подхода: профессиональное развитие на базе школы, сообщества профессионального развития и программа мобильности учителей.

В последнее время мероприятия по профессиональному развитию на базе школ приобрели важное значение как важнейший компонент плана повышения квалификации учителей. Учитывая, что директора школ несут основную ответственность за планирование и внедрение этих практик в школах, важно учитывать их мнения, предложения и потребности в этом процессе. Это качественное исследование включало глубинные интервью с 18 директорами школ в формате полуструктурированного интервью, а анализ данных проводился с использованием контент-анализа. Результаты показали, что директора школ в целом положительно относятся к модели SBPD и выражают потребность в расширении ее внедрения.

Ключевые слова: профессиональное развитие на базе школы, директор школы, учитель, качественное исследование.