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Ministerial touch on teachers' professional development: PDCs as a hands-on model of PLCs[1]

Ceyda Şensin[2,3] Dilara Yılmaz Can[4*]

[2] Department of Elementary and Early Childhood Education, Faculty of Education, Middle East Technical University, Ankara, Türkiye.
[3] Presidency of Strategy Development, Ministry of National Education, Ankara, Türkiye.
[4] Department of Primary Education, Faculty of Education, Kocaeli University, Kocaeli, Turkiye.

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Abstract

Professional learning communities (PLCs) represent a collaborative approach to professional development wherein colleagues engage in joint learning activities that align with individual needs. Within the realm of education, PLCs encompass tailored initiatives aimed at enhancing teachers' professional growth, with a specific emphasis on improving educational outcomes for teachers. The success of this approach hinges upon integrating theoretical knowledge and its practical application. The Ministry of National Education recognizes the significance of reevaluating this approach to facilitate the transformation of schools in Turkiye into collaborative learning communities by implementing PLC strategies and the needed adjustments. To realize this vision, the Ministry places great importance on establishing an enabling environment that encourages teacher interaction and offers diverse opportunities for their professional development. The data were collected using document analysis methodology and covered topics related to in-service teacher training. According to the PDC Model, any PDC is utilized beginning with participant teachers receiving theoretical training from academics and/or field experts, then informed about what practices to apply in their classrooms according to their prior learning from the theoretical phase. Then, community teachers evaluate their own classroom practices, and eventually, they all gather to evaluate practices and conclude the PDC. Good practice examples are shared in the final evaluation to inspire other colleagues nationwide. It is found that teachers are more efficient and productive when they collaborate, which is defined as establishing a working partnership in line with common goals and objectives.

1 Introduction

In the dynamic landscape of education, teachers often navigate myriad challenges within their classrooms, each nuanced and intricate in its own right. From fostering student engagement to grappling with evolving pedagogical approaches, the daily tapestry of a teacher's responsibilities is as diverse as it is demanding. Nevertheless, educators have a unique bond amidst this

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* Contact: dilara.yilmaz@kocaeli.edu.tr

complexity—a shared understanding born from the trenches of teaching experience. Only a fellow teacher comprehends the delicate balance of managing diverse learners, the ebbs and flows of classroom dynamics, and the myriad of unforeseen obstacles that arise. Within this crucible of shared experiences, the true strength of collaborative support among teachers emerges, offering a lifeline of empathy, insight, and camaraderie essential for navigating the ever-evolving education landscape. In this manuscript, we delve into the transformative power of professional learning communities [PLCs] among teachers, exploring how these collaborative models enhance individual professional development and foster a culture of collective growth and support within educational institutions.

Nations prioritize the continuous professional growth of educators as a crucial means to enhance the quality of education. This emphasis has led to the establishment of in-service teacher training programs, recognized as pivotal for fostering teachers' development and furnishing them with the necessary competencies to elevate educational standards (Cooper, 2004). Sati and Satitis (2006) underscore the primary aim of in-service teacher training as fostering positive impacts on teachers' professional advancement. Consequently, numerous countries have reformed their in-service training frameworks to aim to bolster teachers' professional growth (Karras & Wolhuter, 2015; Nzarirwehi & Atuhumuze, 2019; Öztürk, 2019; Schleicher, 2012; Ulla & Winitkun, 2018; Verger et al., 2013). The overarching objective of these reforms is to equip educators with skills readily adaptable to the evolving demands of the educational landscape. Consequently, professional development initiatives have been revamped to enhance teachers' professional competencies and broader cognitive and social proficiencies. These reforms, as highlighted by Wei, Darling-Hammond, and Adamson (2010), Faulkner et al. (2019), and Foschi (2021), not only enable teachers to remain current but also exert a supportive and developmental influence.

In recent years, there has been a growing recognition of the necessity for a diverse array of programs catering to teachers' professional growth, leading to a proliferation in both the quantity and accessibility of such initiatives. However, despite this expansion, the efficacy of these professional development programs, as noted in the report by Popova, Evans, and Arancibia (2016), varies across countries and often falls short of desired outcomes. Nonetheless, it is widely acknowledged that educators engaging in professional development activities exhibit enhanced performance in their respective roles (Desimone, 2009; Tzivinikou, 2015; Ullah & Jundran, 2014). Consequently, teachers increasingly seek out continuous professional development opportunities not only for personal enrichment but also when seeking assistance in their classroom practices (Gore et al., 2017).

Turkiye operates a centralized education system, where the government regulates the content and structure of education. The Ministry of National Education (MoNE) oversees key aspects like designing the curriculum, regulating course books and textbooks, hiring and assigning teachers, and providing in-service teacher training activities. MoNE oversees over 70,000 public schools across 81 cities, which cater to nearly 20 million students and employ around 1.5 million teachers. The emerging need for PLC was inevitable among teachers. An organ of MoNE was already assigned to meet the need -the Directorate General of Teacher Training and Development [DGTTD]. In Turkiye, a primary objective of the DGTTD is to ensure that organizational structures and processes are effectively and efficiently managed in line with contemporary standards. To fulfill this mandate, the DGTTD endeavors to cultivate a fresh perspective on professional development, system dynamics, and modeling to bolster the growth of educators and school administrators. This strategic objective comprehensively restores the in-service training system

and reorganizes related activities.

This paper delves into one of the models that are piloted by the DGTTD as a novel approach context to elucidate the new approaches in teacher education introduced in Turkiye following the COVID-19 outbreak, which necessitated immediate solutions across all aspects of the education system globally. Professional Development Communities [PDC] -implemented by the MoNE, providing detailed insights into their objectives and scope. Specifically, the paper focuses on three initiatives:

What are the differences between centralized in-service teacher training activities and school-based professional development activities in the national context?

How do the Professional Development Communities differ from Professional Learning Communities in Turkiye?

What are the strengths, weaknesses, opportunities, and threats of PDCs in Turkiye?

1.1 Literature review

The term "in-service training," often synonymous with professional development, encompasses various activities and requisites to enhance educators' competencies. Perron (1991; cited in EURYDICE, 1995) characterizes in-service teacher training as a multifaceted initiative designed to enrich teachers' subject matter expertise, refine pedagogical skills, and assess and nurture their professional practices. Similarly, Cooper (2004) delineates it as a pivotal component of teacher professional development, guiding teachers and providing them with skills tailored to augment educational quality. Central to in-service training is its overarching objectives: to catalyze teachers' professional growth and contribute to expanding their knowledge base through active engagement (Saiti & Saitis, 2006). Loucks-Horsley et al. (2009) offer a parallel definition, portraying teachers' professional development as a conduit for enriching classroom practices and cultivating novel knowledge, skills, and methodologies.

The evolution of science and technology since the mid-20th century has precipitated significant societal transformations, prompting a corresponding evolution in education. Over the decades, several paradigms have emerged as influential frameworks: Positivism, Postpositivism, Critical Theory and Related Ideological Positions, and Constructivism (Hassmén et al., 2016; Howell, 2016). This shifting paradigm within education, from traditional to constructive approaches, has profoundly impacted teacher education. Across these paradigms, there is a shared emphasis on the pivotal role of teachers in the educational process.

In the 21st century, the role of the teacher has undergone a profound redefinition. No longer simply conveyors of knowledge, teachers now act as designers of their own instructional materials, methods, classroom activities, and teaching strategies. This paradigmatic shift has posed challenges in teacher education, necessitating reevaluating how educators are prepared to address the changing landscape of education. Scholars such as Gage (1989), Guba and Lincoln (1994), and Lauriala (2013) have examined this shift, highlighting the need to address key questions regarding the evolving role and position of teachers amidst changing paradigms.

Recognizing that a paradigm serves as the foundational belief system guiding inquiry (Guba & Lincoln, 1994), it becomes imperative to consider the education of teachers within the context of recent paradigmatic shifts. As guided investigators, teachers play a central role in shaping educational practice and must be equipped to navigate and adapt to evolving paradigms. The

correlation between the quality of education and economic growth is well-established, underscoring the pivotal role of education in sustainable development (Hanushek & Wößmann, 2007; United Nations, 2019). Teachers, being the linchpin of educational systems, require empowerment and support within efficiently managed frameworks to ensure the delivery of quality education (UNESCO, 2020). The significance of teachers' professional development cannot be overstated, given their central position within the education landscape. As Banathy (1968), Sünbül (1996), and Maor (2003) have observed, teachers serve as conduits for a myriad of life experiences in the classroom, directly influencing the educational journey of their students. Societal developments and paradigm shifts further underscore the need for teachers to evolve continuously, prompting rapid and frequent changes in teacher professional development worldwide (OECD, 2009). Monitoring and evaluating the efficacy of these professional development opportunities are crucial to ensuring their alignment with educational objectives and their impact on the quality of education.

The transition in teacher education from in-service training to professional development underscores four core themes: Continuous professional development, responsiveness, flexibility, and suitability. Professional development, as emphasized by Patrinos, Velez, and Wang (2013), is a lifelong process that commences with initial teacher preparation and extends throughout an educator's career. Continuity in professional development has emerged as an imperative concept in recent decades, facilitating the effective pursuit of educational goals within a sustainable framework (OECD, 2019). Responsiveness in teaching extends beyond acquiring pedagogical or content knowledge, encompassing broader moral dimensions that enrich student-teacher improvement (Sherman, 2001). Flexibility, exemplified by independence from time and space, has become indispensable in light of the COVID-19 pandemic, necessitating adaptability to diverse learning environments and integrating technological advancements into educational practices. Suitability underscores the importance of tailoring professional development programs to individual needs, fostering motivation, and maximizing benefits for participating educators (Qian et al., 2018; MacPhail et al., 2019). Recognizing the indispensability of well-prepared teachers in navigating the evolving educational landscape, many countries have prioritized investments in teacher education and development (Cheng, 2005). Cheng's delineation of three waves of teacher education and development—focused on teacher roles, structural improvements, and lifelong learning—underscores the shifting paradigms in this domain (Cheng, 2005). The imperative to prioritize teacher quality, as elucidated by Annan (2020), underscores the profound societal impact of effective teacher education initiatives.

The contemporary world is navigating toward a new economic era, often called "the knowledge economy," where competitiveness reigns supreme (Powell & Snellman, 2004; Peters & Humes, 2003). Adapting teaching methods from traditional to modern paradigms is imperative to meet present and future educational needs. Pasias and Roussakis (2012) highlight the paradigm shift in European education, driven by efforts to establish more measurable educational policies, leading to increased emphasis on teacher training. However, Koutsopoulos and Kotsanis (2014) and Osuji and Amadi (2020) argue for a comprehensive teaching and learning approach encompassing pedagogical, technological, administrative, political, and cultural dimensions. In Thailand, Phungphol (2005) underscores some veteran teachers' resistance to shifting from traditional, teacher-centered approaches to more contemporary ones. Despite global efforts to empower teachers, entrenched habits challenge their meaningful participation in educational reforms. Iqbal and Arif (2011) describe the interconnectedness of nations in the global village, where education

emerges as a crucial tool for national development. Globalization and teacher education, as explored by Iqbal and Arif (2011), mutually influence each other, necessitating a paradigm shift in teacher training worldwide.

To ensure nations' economic and social development, school administrators and teachers require robust professional development programs to enhance their knowledge and skills efficiently (Torombe, 2013; Worku, 2016). Such programs, redesigned with a comprehensive and collaborative approach, aim to align the needs of students with the capacities of educators, bridging existing gaps. Effective in-service training programs must meet certain minimum requirements, as identified by Vukelich and Wrenn (1999) and Darling-Hammond et al. (2009). These include a focus on participants' needs, continuous and sustained engagement, meaningful involvement in problem-solving, fostering teamwork and reflection on teaching practices, intensity sufficient to induce behavioral change, integration with classroom practice, continuity, and provision of incentives for teachers. In summary, the evolving education landscape demands a holistic approach to teacher training and development, recognizing the interconnectedness of local and global educational contexts and the diverse needs of educators and students alike.

The professional development of teachers is increasingly recognized as a continuous process rather than an isolated event (Skyes, 1996; Gore et al., 2017). Tuncel and Cobanoglu (2018) advocate for a functional approach to in-service training, emphasizing a departure from traditional methods centered on knowledge transmission. As key drivers of educational reform, teachers assume a pivotal role, with the focus shifting beyond student learning to encompass teacher development. In response to this need, the Turkish national education system has introduced three innovative initiatives to support educators' professional growth. These initiatives are integrated within the Teacher Information Network (TIN, “ÖBA” in Turkish), designed as a hub for professional development and the exchange of best practices (MoNE, 2022). The TIN platform (see https://www.oba.gov.tr/) encompasses several key applications, including Central and Local In-Service Teacher Training Plans, In-Service Teacher Training Activities delivered synchronously and asynchronously through distance education, an e-library for teachers, Professional Development Communities, Teacher-Manager Mobility Programs, School-Based Professional Development Programs, and the Promotion of Good Practices Performed by Teachers. This paper aims to introduce the development process of professional development communities and the pilot phase of centrally implying it.

2 Method

To structure the model of PDC in the national context, this research employed a document analysis methodology, which involves scrutinizing documents to extract data pertinent to the research objectives (Bowen, 2009; Çepni, 2010). In addition to governmental archives, relevant professional and legal documents were thoroughly investigated and examined (Merriam, 2018). Document analysis applies to qualitative case studies—intensive studies producing detailed descriptions of a single phenomenon, event, organization, or program (Stake, 1995). Document analysis is an appropriate method in this study since we aim to gather the studies on PLC in the target country of Turkiye and the world to see the big picture.

For the scope of the research, the following themed research on in-service teacher training, continuous professional development programs, professional learning communities, and paradigm shifts in education were reviewed. In this process, searches were carried out in national and international databases such as Google Scholar, INVALSI, Ulakbim, YÖK database,

ScienceDirect, and EBSCO. Reports on in-service teacher training published by the European Education Data Net (EURYDICE) and the MoNE were also reviewed to enrich the research findings. Particular words were scanned to reach related documents, and those words associated with research questions were "Teachers' Professional Development," "Professional Learning Communities," and "School-Based Professional Development." While searching for the documents used in the research in various databases was limited to the year range between 2005-2023. At this point, 2005 the constructivist approach (Bodner, 1986) was introduced into national educational curricula (İlhan-Beyaztaş et al., 2013), was used as the base year. The process of accessing and reviewing the documents took approximately 3 months. The documents were meticulously evaluated, and documents that did not serve the purpose of the research were removed.

Like other analytical methods in qualitative research, document analysis requires that data be examined and interpreted to elicit meaning, gain understanding, and develop empirical knowledge (Corbin & Strauss, 2008). While analyzing, the researchers always interact with documentary materials to place specific statements in a context for analysis (Scott, 1990). According to Charmaz (2003), the analysis of documents is instrumental in refining ideas, identifying conceptual boundaries, and pinpointing the fit and relevance of categories. For example, when identifying the strengths, weaknesses, opportunities, and threats of PDCs, we identified these as "Easy access to the field experts" and "Strong interactions" since teachers can easily interact with these communities and access the information they need quickly and effectively. On the contrary, we address the "Participation depends on member's willingness" as a weakness since teachers cannot choose whether they attend the community or not. In the analysis process, main headings were first created based on the research questions. Accordingly, the studies obtained were categorized as related to the purpose and analyzed under "School-Based Professional Development" and "Professional Development Community".

As a final step, we used SWOT analysis since it may be a tool for bridging the gap between methodological challenges and implementing impact measurement in systematic quality management (Leiber et al., 2020). SWOT analysis is an effective framework for analyzing an organization's Strengths, Weaknesses, Opportunities, and Threats, enabling it to address the effectiveness of a project and implementation. Strengths address internal assets that are good at (expertise, motivation, technology, strong interaction, etc.) that will help to meet demands and fight threats. Weaknesses specify internal deficits (lack of motivation, low reputation, etc.) that hinder planning to meet its demands. Opportunities describe external circumstances or trends that favor the demand for specific competence (Inspiring teachers to enroll in academic programs). As a last, threats define any external circumstance or trend (challenges in the implication process such as restricted time, government deficit, etc.) that will unfavorably influence demand for an organization's competence (Sabbaghi & Vaidyanathan, 2004). Accordingly, the study conducted a SWOT analysis of PDCs intending to present the broader picture. Both researchers took an active role in the entire analysis process and compared their findings and interpretations at the end.

3 Findings

3.1 Contrasting teacher training methods applied in Türkiye

Regarding research question 1, the differences between Centralized In-Service Teacher Training

Activities and School-Based In-Service Teacher Training Activities are demonstrated in Table 1.

Table 1 Findings on centralized and school-based ın-service teacher training activities

Centralized In-Service Teacher Training Activities	School-Based In-Service Teacher Training Activities
• In-person/Online/Hybrid • The MoNE determines the themes of the training. • One-way teaching (i.e. seminars) • Feedbacks from the participant teachers are collected by regular satisfaction survey (not for the content but for the field expert's teaching methods and the environment's facilities) • Mostly no hands-on activities apart from group discussions	• In-person/Online/Hybrid • Themes of the training are upon request by the teachers/field experts. • At least two-way interactions. • Feedbacks are collected partially (for the feasibility of new implications introduced by the field expert) • Hands-on activities are introduced and reintroduced after being updated by the field expert

According to Table 1, both Centralized and School-Based In-Service Teacher Training Activities can be conducted in person/online/hybrid. Characteristics of Centralized In-Service Teacher Training are that the MoNE determines the themes of the training, the only way to teach is through seminars and getting feedback through regular satisfaction surveys, and mostly no hands-on activities, apart from group discussions. In contrast, School-Based In-Service Teacher Training supports that training themes are upon request by the teachers or field experts, two-way teaching at least, partially collected feedback, and hands-on activities are introduced and reintroduced after being updated by the field expert.

3.2 Distinguishing professional development communities from professional learning communities in Turkey

The Findings section should introduce the research results in the forms of texts, tables, and figures, as well as the interpretation of these results. The last section of the main text should draw conclusions from the previous section, discuss them with the relevant literature, and propose suggestions for policy, practice, and future research. The Findings section must not include any subheadings.

3.2.1 Professional learning communities in the world

Professional learning communities originating from the United States and further developed in England aim to enhance teachers' professional growth and student learning outcomes. While DuFour and Eaker (2009) emphasize improving teacher effectiveness through student-centered learning, researchers in the United Kingdom, such as Bolam et al. (2005), focus on enhancing teacher capacity to impact student learning positively. Collaboration serves as a cornerstone for teacher development in both approaches. Professional Learning Communities (PLCs) are structured groups designed to enhance educational practices, enrich participants' professional knowledge and skills, and foster their ongoing development through collaborative learning and practical experience. Educators and community members engage in activity-based PLC studies to improve classroom practices.

3.2.2 Professional Development Communities in Türkiye

During the piloting phase, which commenced in the Spring Term of 2022, the MoNE determines

and announces PLC themes via the Teacher Information Network (TIN). Teachers can apply to participate in PLCs through the TIN platform. Applications are assessed based on quotas and evaluation criteria set by school directorates, provincial/district national education directorates, and, ultimately, the MoNE. The application and evaluation criteria, duration, and implementation process of PLCs are outlined in the MoNE's in-service training program for PLCs. Participants and trainers are added to the PLC platform in the TIN, where online training activities and experience sharing take place. The working stages of a PLC are as follows:

- Pre-Training: Participants receive theoretical training from PLC mentors (academics) via the TIN platform. Teachers are informed about classroom practices during this phase and receive theoretical training.
- Implementation I: Teachers apply what they learned in the pre-training phase to their classrooms.
- Interim Evaluation: Community members convene online with mentors to evaluate classroom practices and discuss the next steps based on feedback.
- Implementation II: Teachers continue to practice in their classrooms.
- Final Evaluation: Community members gather online to evaluate classroom practices and conclude the PLC. Good practice examples are shared in the final evaluation.

Although these findings were common for both school-based professional development and the professional development community, some differences emerged. For example, regarding school-based professional development, teachers' and principals' hands are tied because, in Türkiye, such practices are always planned and implemented centrally by MoNE. Therefore, we cannot discuss specific situations specific to the school or some teachers. Nevertheless, we aimed to turn the situation into an opportunity. On the other hand, this situation has also provided a rich data source for us as researchers. Thus, we can draw more generalizable and confirmatory conclusions with data from a country or a specific teacher community. This is also seen as very useful for the PLC because it enables teachers to discuss, verify, observe, and finally decide what should be and should not be in the instructions. It is important to note that the provided template is non-standard as it is in the piloting stage. Each phase and evaluation's duration is tailored to the topic under discussion.

Table 2 Characteristics of PLC and PDC

Professional Learning Communities	Professional Development Communities
• Develop teachers' professional growth • Enhance student learning outcomes • Enrich participants' professional knowledge and skills hands-on • Boost peer-learning • Can be organized in person/online/hybrid. • Led by teachers themselves • Peer discussion to solve the issues • Organized locally/upon request.	• Develop teachers' professional growth • Enhance student learning outcomes • Enrich participants' professional knowledge and skills hands-on • Boost peer-learning • Can be organized in person/online/hybrid. • Led by field expert(s) • Introduced new application from the field expert(s) • Organized centrally first as a pilot but aimed to be organized upon teachers' requests • Requires feedback after in-class applications

According to Table 2, PDCs and PLCs develop teachers' professional growth, enhance student learning outcomes, enrich participants' professional knowledge and hands-on skills, boost peer

learning, and can be organized in person/online/hybrid. On the one hand, PLCs are led by teachers themselves, pioneer peer discussion to solve the issues, and are organized locally/upon request. On the other hand, PDCs are led by field experts, organized centrally first as a pilot, but aimed to be organized upon teachers' requests and require feedback after in-class applications.

3.3.3 Strengths, weaknesses, opportunities, and threats (SWOT) of PDCs in Türkiye

In this part of the research, the answer to research question 3, which is the following question, is explained: What are the strengths, weaknesses, opportunities, and threats of PDCs in Turkiye?

Table 3 SWOT of PDCs

Strengths	Weaknesses
• Centralized organization to make predestined themed PDCs • Easy enrollment to the communities for teachers from capillary zones • Easy access to the field experts • Strong back-and-forth interactions both among teachers and the teachers-field experts	• Participation is depending on member's willingness • Each member's schedule differs to make time for the enrolled PDCs
Opportunities	**Threats**
• Easy to organize follow-up groups • Inspiring teachers to enroll in academic programs • Inspiring teachers to apply new implications even by ear-to-ear recommendations	• Challenges in the implication process, such as restricted time, getting proper feedback, and reapplying • Stricted timetable for the duration of the PDCs' programs • Stricted program for teachers to apply predestined implications • Long process of paperwork for teachers' leave from class to attend the course

Table 3 shows that PDCs have strengths, weaknesses, opportunities, and threats. The highlights within each category are as follows: Centralized organization to make predestined themed PDCs as strength, participation depending on member's willingness as weakness, Easy to organize follow-up groups as opportunity and challenges in the implication process such as restricted time, getting proper feedback and reapplying as threats.

4 Discussion, conclusion, and recommendations

Professional development encompasses processes to enhance teachers' professional knowledge, skills, values, and attitudes, thereby improving educational quality. Policymakers prioritize teacher professional development to guide educators effectively (Moeini, 2008). National frameworks worldwide underscore the significance of teacher professional development. Examples include the Association of Teacher Educators (ATE) in the USA, VELON in the Netherlands, and the Flemish Association of Teacher Educators (VELOV) in Belgium. However, while the shift from institution-based to school-based teacher education is underway in Europe, opportunities for systematic professional development for school-based educators remain limited (Lunenberg et al., 2017).

Several European Union nations have adopted continuous professional development (CPD) initiatives, offering extended programs annually or throughout teachers' careers. For instance, in

Ireland, the Professional Development Services for Teachers (PDST) provides 14 days of workshops annually focusing on curricular changes. Italy allows educators to request 150 hours of study or rest time per year, while the Netherlands offers teachers annual financial support and two hours of professional development weekly. In Portugal, schools develop CPD programs to address academic performance challenges, guided by external field experts (Tannehill et al., 2021). In the United States, there is a shift from one-time workshops to continuous professional development characterized by content focus, active learning, coherence, sustained duration, and collective participation (Desimon & Garet, 2015). This shift emphasizes content-focused PDs, leading to increased teacher participation and implementation of learned practices in classrooms. In China, professional development has transitioned to a research-oriented approach, particularly since the curriculum reform in 2001. Professional learning communities facilitate teacher research, collaboration, and reflective dialogue to meet teaching demands (Chen, 2020). Furthermore, mentoring systems support novice teachers in China, Singapore, and Finland, contributing to higher salaries and enhancing the profession's prestige (Tonga et al., 2022).

At their most basic level, professional learning communities aim to develop teachers' knowledge, understanding, and skills by exchanging professional experience and interaction. Setting the same vision and goals among teachers in line with common needs is critical to the success of professional development communities. In this context, professional development communities are expected to develop teachers, and this development is expected to be reflected in student learning in the long run. In Turkiye, the MoNE oversees teachers' professional development, emphasizing continuous learning. In response to the educational challenges posed by COVID-19, MoNE supplementing existing centralized in-service training and professional development communities fosters collaboration, reflection, and a culture of knowledge-sharing among educators, ultimately enhancing student learning and school development. Teachers and administrators are encouraged to prioritize learning, collaborate on shared goals, and evaluate professional development outcomes to drive ongoing improvement.

In the countries mentioned in the literature, education is/can be managed regionally, so teachers' demands from the field are more likely to be met. In Turkiye, it is difficult to implement centralized education, and perhaps only by listening individually to the demands of the population of some countries. Therefore, centrally organized PDCs would increase teachers' access to training in the piloting phase. PDCs can be led by teachers after the piloting phase once the mindset of PDCs is clear among all stakeholders, including the field experts and the teachers. Any experienced teacher can request to have their groups. The follow-up communities are certainly needed but can be organized on behalf of MoNE, so all the good practices and calls can be announced nationally. Besides, the PDCs should not be based on the political perspective, so it is recommended that this initiative last longer if embraced by all parties and supported by national, municipal, and even personal involvements. Provincial Directors of National Education (PDNE), the central administration's organs, can collect the demands of teachers working in the province. They can organize hands-on and face-to-face training by connecting these teachers with academics/field experts from the university in the province. Alternatively, the same process but with academics from another province can be organized as a distance/hybrid by PDNE.

5 Statement of Researchers

In this section, you are expected to declare the information regarding the titles given below.

5.1 Researchers contribution rate statement: Equal dedication and effort were invested

by each researcher in this study, with collaborative decision-making at every stage of the investigation.

5.2 Conflict statement

The authors affirm the absence of conflicts of interest. Furthermore, they have transferred the publication rights of this article to the Pedagogical Perspective Journal.

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