Personal and Professional Experiences of Turkish Qualified Teachers in Victorian Schools

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Abstract

The aim of this research was to identify the personal and professional experiences of Turkish primary and secondary teachers, who are currently teaching, or have previously taught in Victorian schools. This research drew upon these teachers' experiences to make recommendations for future teacher education, training, professional development and/or induction programs. These recommendations if implemented will support future Turkish teachers in adapting to the Victorian education system. The induction programs and facilities are expected to encourage overseas graduate teachers, who are currently not in the teaching system, to re-enter the workforce as teachers in Victoria.

This research was underpinned by a phenomenological paradigm and framed by critical theory. It utilised qualitative research techniques for data collection and analysis. It further developed case studies to provide insights into each teacher's experience by applying instrumental collective case study strategy. The main method for gathering the data in this research was the in-depth interview. Eleven participants, who held prior teaching qualifications from a Turkish university, were interviewed. Their teaching areas were wide-ranging and their age range was between 28 to 65+ years. All participants arrived in Victoria between 1970 and 2004. Their prior teaching experiences in Turkey varied from a new graduate to 10 years' experience; their Victorian teaching experiences ranged from two to 35 years in government, independent and/or weekend language schools.

Results of the study indicated that amendments are necessary in the Victorian teacher registration policy, especially in relation to overseas qualified teachers. Notably, the English language requirement level makes it almost impossible for Turkish language teachers to achieve full registration. Additionally, the Supervised Practice Teaching requirement causes unnecessary problems for many experienced teachers. The research recognises that Diplomas of Education need to be modified, and new professional development courses/programs be offered that cater more explicitly for the needs of overseas qualified teachers. Although these research findings identify improvements in guidance, support and information available for newly arrival overseas qualified teachers, further improvements are needed. The research found that Turkish background teachers experienced a range of challenges concerning student motivation, student-teacher respect, and classroom management in Victorian schools.

Student Declaration

I, Harun Yuksel*,* declare that the EdD thesis entitled "*Personal and professional experiences of Turkish qualified teachers in Victorian schools*" is no more than 60,000 words in length, including quotes and exclusive of tables, figures, appendices, bibliography, references and footnotes. This thesis contains no material that has been submitted previously, in whole or in part, for the award of any other academic degree or diploma. Except where otherwise indicated, this thesis is my own work.

Signature: .... Date: ...... /...... /..........

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My family (my mother, my wife and my two daughters), who demonstrated enormous patience throughout this demanding and challenging time.

Dedication

I dedicate this study to all teacher graduates of Turkey who are working or aiming to work in the Victorian education system.

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Glossary of terms, acronyms and abbreviations

The following list of terms, acronyms and abbreviations are applied throughout this research.

Terms

Education Department = Department of Education = DEECD

Fen-Edebiyat Fakultesi: Science-Literature Faculty

Ilkogretim: eight years of primary (and middle) school (current Turkish education system)

Ilkokul: five years of primary school (old Turkish education system)

Immigration Department = Department of Immigration = Department of Immigration and Citizenship

Induction / in-service programs: programs introducing the needs of newly arrived overseas qualified teachers, such as *finding accommodation, obtaining a driver's license, opening a bank account, private health cover membership, attaining teacher registration*

Lise: three years of high school (current Turkish education system)

Milli Egitim Bakanligi: Ministry of National Education (of Turkey)

Ortaogretim: three years of high school (current Turkish education system)

Ortaokul: three years of middle school (old Turkish education system)

Overseas qualified teacher: teachers who have obtained a primary or secondary school teaching qualification from a university outside Australia

Police check: CRC

Post arrival: TQ teacher migration experiences following their arrival in Victoria

Practicum: actively performing teaching duties that were observed and evaluated by a supervisor, or colleague (prior to obtaining teaching qualification)

Prior to departure: TQ teacher migration experiences prior to their departure from Turkey

Registered Training Organisation: organisations approved to offer VET programs by meeting the national quality standards

Subclass 457 visa: Temporary Business (Long Stay) visa Subclass 457 visa

Teacher education: approved professional education studies, curriculum and teaching methodology studies appropriate to teaching in primary and/or secondary schools

Turkish qualified teacher: teachers who have obtained a primary or secondary school teaching qualification from a university in Turkey

Visa: Australian Immigration Visa

Acronyms and abbreviations

ACARA: Australian Curriculum Assessment and Reporting Authority

ACE: Adult and Community Education

AEI: Australian Education International

AEI-NOOSR: Australian Education International – National Office of Overseas Skills Recognition

AISV: Association of Independent schools of Victoria (currently known as ISV)

AITSL: Australian Institute for Teaching and School Leadership (formerly known as TA)

ANTA: Australian National Training Authority

ASCIV: Association of School Councils in Victoria

ATAR: Australian Tertiary Admission Rank (formerly known as ENTER)

BA: Bachelor of Arts degree

CAT(s): Common Assessment Task(s) (in VCE)

CECV: Catholic Education Commission of Victoria

CEP: Country Education Profiles

CRC: Criminal Record Check

CRT: Casual Replacement Teacher

DEC: Distance Education Centre

DEECD: (Victorian) Department of Education and Early Childhood Development

DEEWR: (Australian) Department of Education, Employment and Workplace Relations (formerly known as DEST)

DEST: Department of Education Science and Training (currently known as DEEWR)

Dip. Ed.: Diploma of Education

EdNA: Education Network Australia

ENS: Employer Nomination Scheme

ENTER: Equivalent National Tertiary Entrance Rank (currently known as ATAR)

ESL: English as a Second Language

FTE: Full-Time Equivalent

ICT: Information and Communication Technology

IELTS: International English Language Testing System

IT: Information Technology

IMMI: Department of Immigration and Citizenship

ISLPR: International Second Language Proficiency Rating

ISV: Independent Schools Victoria (formerly known as AISV)

LA: Labour Agreement

LMERC: Languages and Multicultural Education Resource Centre

LOTE: Language Other Than English

MEB = 'Milli Egitim Bakanligi' = Ministry of National Education (of Turkey)

NAPLAN: National Assessment Program – Literacy and Numeracy

NESB: Non-English Speaking Background

NOOSR: National Office of Overseas Skills Recognition

OSS: 'Ogrenci Secme Sinavi' = Student Selection Examination (of Turkey) (currently known as YGS-LYS)

OSYM: 'Olcme Secme ve Yerlestirme Merkezi' = Student Selection and Placement Centre of the Turkish Ministry of National Education

OSYS: 'Ogrenci Secme ve Yerlestirme Sistemi' = Student Selection and Placement System (for university entrance in the Turkish education system)

P–12: a school that has students from Prep through to Year 12

PD: Professional development

PEAT: Professional English Assessment for Teachers

PTT: Permission to teach (registration)

RSMS: Regional Sponsored Migration Scheme

RTO: Registered Training Organisation

SOL: Skilled Occupation List

SPT: Supervised Practice Teaching

TA: Teaching Australia (currently known as AITSL)

TAFE: Training and Further Education

TQ teacher: Turkish qualified teacher

TR: Turkey

VCAA: Victorian Curriculum and Assessment Authority

VCAL: Victorian Certificate of Applied Learning

VCE: Victorian Certificate of Education

VELS: Victorian Essential Learning Standards

VET: Vocational Education and Training

VIT: Victorian Institute of Teaching

VRQA: Victorian Registration and Qualifications Authority

VSC: Victorian Skills Commission

VTAC: Victorian Tertiary Admissions Centre

YDS: 'Yabanci Dil Sinavi' = Foreign Language Examination (for university entrance in the Turkish education system)

YGS-LYS: 'Yuksekogretime Gecis Sinavi-Lisans Yerlestirme Sinavi' = Higher Education Examination-Undergraduate Placement Examination (of Turkey)

YOK = 'Yuksek Ogretim Kurulu' = Higher Education Council *(of Turkey).*

Chapter 1 Introduction

1.1 Background to the study

As a Turkish immigrant with extensive teaching experience in Victorian schools, I (the researcher) have witnessed the gradual increase in the number of Turkish born and qualified teachers, newly arrived to this country, begin their teaching in Australia. In my work with these teachers, I have learnt that they offer a range of skills unique to their background in curriculum delivery and pedagogical approaches. Their dedication and motivation towards educating students are quite distinctive. Furthermore, issues with integration into the Australian educational system are apparent.

This research seeks to explore the personal and professional experiences of these teachers within the Victorian educational community. For the purpose of this research, the term 'Turkish qualified' (TQ) will be used to refer to teachers who have obtained a primary or secondary teaching qualification from a university in Turkey.

1.2 Context of the study

Official immigration from Turkey to Australia commenced in 1968, following the signing of the *Australian-Turkish Assisted Passage Agreement*[1] between Australian and Turkish governments in 1967 (Immigration Museum, n.d.). Turkey became the first country outside Western Europe to sign such an agreement with Australia. The annual intake of Turkish migrants under this scheme continued until 1975, when reunion with families became the main reason for immigration (Deen, 2007; Museum Victoria, n.d.). Turkish migration also continued via business sponsorships or individual visa applications. The Turkish-born community in Victoria increased to 5,383 in 1971 (Museum Victoria, n.d.). By 1976 this number had increased to 9,358; in 1981 to 12,438 (Kay, 1985); and in 2001 to more than 15,000 migrants (Museum Victoria, n.d.) .); and in 2006 to 15,285 (Inglis, 2011). The 2006 Census showed that 59,393 Australian residents claimed Turkish descent, with 30,495 of those having been born in Turkey (Department of Foreign Affairs and Trade, 2007). In the 60 years following the end of World War II, "over 40 per cent of the 48,000 Turks who migrated from Turkey to Australia came in less than a decade between 1968 and 1975" (Inglis, 2011, p.16).

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[1] "In contrast to the Turkish guest-worker schemes in Europe, Australia offered migration to whole families as permanent migrants" (Department of Foreign Affairs and Trade, 2007).

For many Turkish migrants, the decision to stay or return to their homeland was a difficult one. Most of first generation Turkish migrants planned to return to Turkey after two years (*Sunday Observer*, 1970) and "did not initially see their futures as being in Australia" (Windle, 2004, p.272). Their priorities focused on basic requirements such as accommodation and income. Most members of the family, including the children that were old enough, "worked as labourers" (Manderson and Inglis, 1984, p.261) to earn more money prior to returning to their country of origin. These migrants faced the same settlement difficulties as other non-English speaking background (NESB) immigrants including a new language, cultural differences, and occupational health and safety challenges (Deen, 2007). Child care was also a major problem when both parents were employed. Sometimes school-aged children were kept away from school to look after their younger siblings. Other strategies were used to address these child care issues: "families sharing houses and then taking it in turns to mind the household's children; paying neighbours to mind children; or parents working on different shifts so that one of them could always be at home to mind the children" (Inglis, 2011, p.163). Despite these challenges, an increasing number of Turkish migrants remained and settled in Australia (Deen, 2007).

Many Turkish migrants who elected to settle in Australia faced ongoing challenges such as providing education for their children and preserving their Turkish language and identity (Kay, 1985; Museum Victoria, n.d.). Despite strong encouragement from parents, "staying on at school was not a rewarding experience" for Turkish background students in Australia (Windle, 2004, p.273) and school retention rates were low (Steward, 1971). There were "serious concerns about the low levels of Turkish children's educational attainment during the 1970s" (Inglis, 2011, p.163). Census data in 1986 still highlighted the low levels of educational attainment among Turkish students in Australia (Inglis, 2011).

There were few Turkish background teachers in Australia during the late 1970s. Meryem, a participant of this research study, was one of them. In 1974, the Turkish government sent five Turkish language primary teachers to Australia; three of them to Melbourne. These teachers worked with Turkish students in government schools (Inglis, 2011). From 1986 to 1991, 76 Turkish background teachers had arrived in Australia but only three were employed as teachers (Inglis & Philps, 1995). Many of these Turkish background teachers were working outside the teaching profession as labourers or taxi drivers because their qualifications were not recognised, or they were lacking proficient written and oral English language skills. Some taught the Turkish language to Turkish youth at 'Saturday' or 'weekend' language schools (Austurk, 2003; Inglis, 2011).

In the 2000s, the Turkish community established Turkish-managed private schools. Some of these schools are officially registered as independent, non-denominational day schools (ISV, 2011; ISIK College, 2011). These schools began sponsoring and employing teachers from Turkey who are bilingual in English and Turkish languages. Hence more teachers arrived from Turkey to teach in Australia. Turkish-managed private schools will be discussed later in Chapter 2.

1.3 Research aims

The aim of this study is twofold. Firstly, to identify the personal and professional experiences of TQ primary or secondary teachers who are currently teaching or have previously taught in a Victorian school. Secondly, to draw on their experiences to support recommendations for teacher education, training, professional development, induction and/or in-service[2] programs, to support future TQ teachers in adapting to the Victorian education system. These programs and facilities could ultimately encourage TQ teachers, who are currently not employed as teachers in Victoria, to re-enter the workforce.

This exploration has framed the development of research questions.

1.4 Research questions

Main research question

What are the personal and professional experiences of Turkish qualified (TQ) teachers in Victorian schools?

Sub-research questions

1. What are TQ teachers' perceptions of adaptation to the Victorian educational environment?
2. What are the perceptions of TQ teachers regarding the similarities and differences between the Turkish and Victorian education systems?
3. What facilities and services should be made available to support the transition process for TQ teachers who are currently teaching or wish to teach in Victoria?
4. What are the professional development and/or personal in-service program needs of TQ teachers currently teaching in Victorian schools?

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[2] Programs responding to the needs of newly arrived overseas qualified teachers such as finding accommodation, obtaining a driver's license, opening a bank account, private health cover membership and attaining teacher registration.

1.5 Research significance and contribution to knowledge / practice

This study identifies and responds to a gap in contemporary research and further generates knowledge by providing an insight into the experiences of TQ teachers in Victorian schools. A review of the literature reveals studies on overseas trained teachers' impact from labour market and immigration policy perspectives (Inglis & Philps, 1995). Other studies have been completed on immigrant teacher education programs (Cruickshank, 2004; Peeler & Jane, 2003; Seah, 2005). More specific studies have been carried out on targeted groups such as Jewish teachers and Jewish education (Rutland, 1996). However, research and information about experiences of TQ teachers in Victorian schools are scarce. It is within these areas that this research is located; the main objective is to identify the personal and professional experiences of TQ teachers who are teaching or have taught in a Victorian school environment. In identifying these experiences, this study will assist in determining training, professional development, induction and in-service needs of TQ teachers. The identified data will be used to inform the development of induction and in-service programs to assist future TQ teachers to work in the Victorian education system. The findings will also be used to support recommendations to universities to address the current and future needs of TQ teachers. Based on these recommendations, there is potential for such teachers who are currently not employed to re-enter the workforce as teachers in Victoria. Studying the experiences of TQ teachers will also have the potential to lead to an understanding of the impact of government policy and institutional practices on overseas qualified teachers.

It is envisaged that the outcomes of this research will be made available to relevant authorities (e.g., Department of Education and Early Childhood Development (DEECD), Department of Education, Employment and Workplace Relations (DEEWR), Victorian Institute of Teaching (VIT) and private educational sector school boards) to address the perceived shortage of teachers in Victoria, by recruiting more TQ teachers. The findings of this research will have relevance to a broader understanding of overseas trained teacher intake programs in Australia and elsewhere.

1.6 Organisation of the study

Case studies were developed to provide insights into each TQ teacher's experience (Cohen et al., 2007; Nisbet & Watt, 1984; Stake, 2000). An 'instrumental collective' case study strategy was applied, where each individual case played a supportive role in developing an understanding of other teachers' experiences (Stake, 2000). In this research, there were 11 TQ teacher participants who met the following criteria: (1) hold a primary or secondary teaching

qualification from a university in Turkey; (2) are currently working (or have worked previously) at a Victorian school; (3) are registered or have the potential to be registered with the VIT.

Figure 1, illustrates an overview of the data collection and analysis of this research study. A small scale questionnaire was initially distributed to potential participants with Turkish backgrounds. Completed questionnaires were analysed by applying 'purposive sampling' (Cohen et al., 2007) to select participants for individual interviews. This selection was based, not only on the selection criteria above, but also with respect to *gender, marital status, school type, teaching areas* and *teaching experiences* (both in Victoria and Turkey) (See "3.1 Participant selection" in Chapter 3). Individual interviews were conducted. At the completion of interviews, transcripts were returned to participants for correction. Final copies of individual interview transcripts were analysed. A review of the relevant documentation was conducted throughout the research.
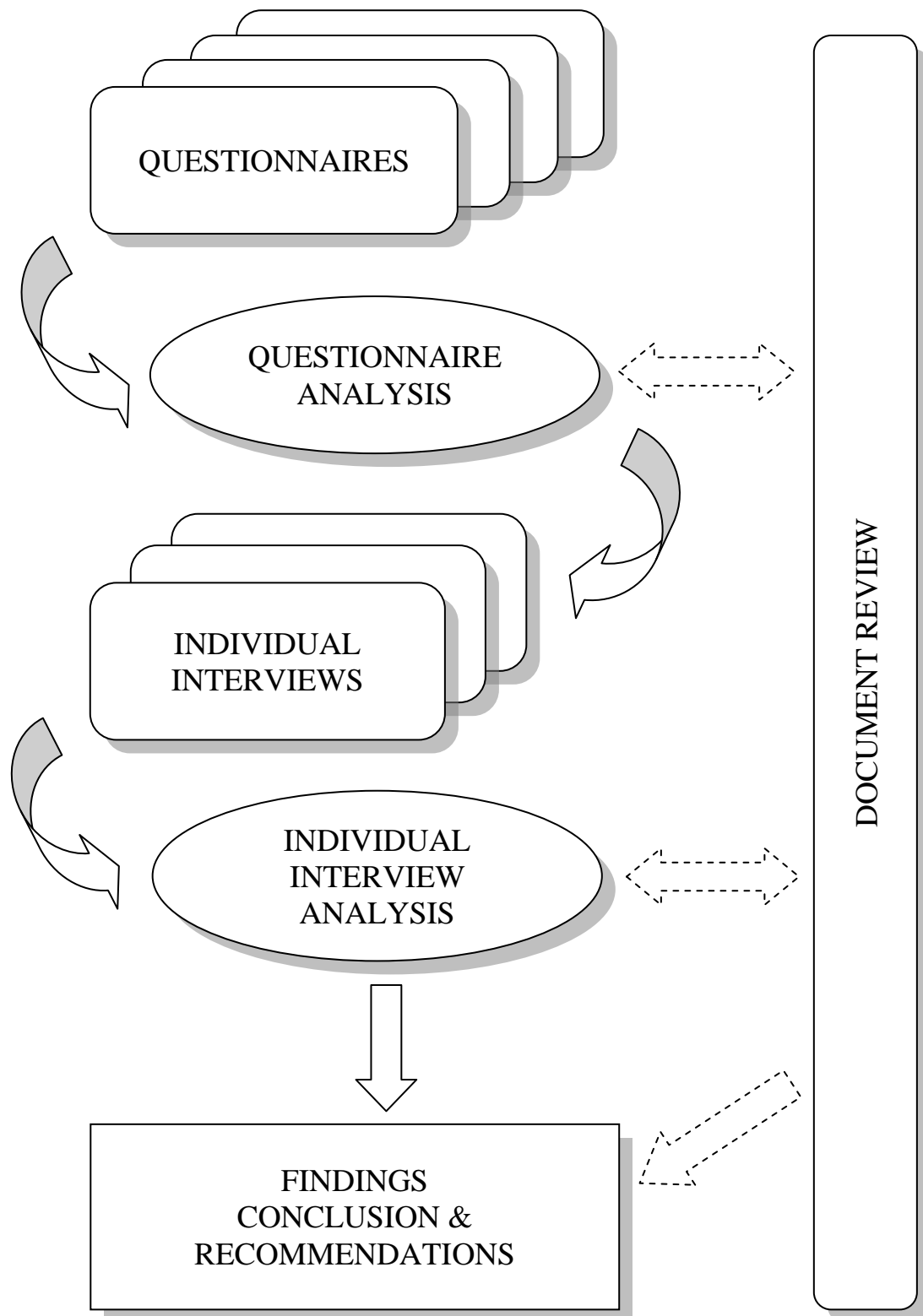
Figure 1: Data collection and analysis overview

1.7 Summary

This research will endeavour to facilitate an understanding of personal and professional experiences of TQ teachers in Victorian schools. It will also draw on their experiences to support recommendations for teacher education, training, professional development, induction and/or in-service programs to support future TQ teachers in adapting to the Victorian education system. These programs and facilities are ultimately expected to encourage TQ teachers who are currently not employed as teachers in Victoria to re-enter the teaching workforce.. To achieve these aims the research study is outlined as follows:

Chapter 1 presents the background to the study, the context of the study, the research aims, research questions, research significance and contribution to knowledge/practice, the organisation of the study and a glossary of terms, acronyms and abbreviations.

Chapter 2 presents a synthesis of appropriate literature pertaining to the study.

Chapter 3 describes the research methodology including participant selection, data collection, data analysis and limitations of the study.

Chapter 4 will develop a set of portraits for each interview participant. In each portrait, the focus will be insights of participants to introduce them to the reader. They will describe each participant's tertiary education background, migration, settlement, teacher registration and teaching experiences in Victoria and/or overseas. These portraits will provide valuable data for further discussion.

Chapters 5, 6 and 7 will present an analysis of the interview data (including portraits) with a specific focus on emerging themes and their significance in responding to the questions posed in this study.

Chapter 8 will provide summarised discussions followed by conclusions. Where relevant, recommendations will be provided for appropriate authorities, bodies, organisations and/or individuals. This chapter concludes the study and makes suggestions for future research considerations.

Chapter 2 Literature Review

The literature relating to *Turkish migrant teachers in Australia* was scarce. No research was identified that specifically investigated the experiences of TQ teachers in Victorian schools, which this research is seeking to explore. However, the following relevant literature was identified and synthesised for this research study.

2.1 Australian Turkish immigration

An initial scan of literature revealed some factual data and information relating to *Australian Turkish immigration* (Deen, 2007; Department of Foreign Affairs and Trade, 2007; Immigration Museum, n.d.; Kay, 1985; Museum Victoria, n.d.; Stevens, 1999; *Sunday Observer*, 1970; Windle, 2004). These sources have been discussed mainly in the introduction section of this research thesis. Manderson and Inglis' (1984) research analysed the individual patterns of workforce participation, with a special focus on the work experiences of a group of Turkish women and their husbands in Sydney, Australia. Basarin and Basarin's (1993) research was published at the time of the 25th anniversary of Turkish migration to Australia. It documented a collection of life stories of some Turkish families who came on the first two flights to Australia - to Sydney on 14 October 1968 and to Melbourne on 15 November 1968. While these families were not teachers, some of their settlement experiences will provide insights into the TQ teachers' personal experiences in this study.

In order to celebrate the 40th anniversary of Turkish migration to Australia, the 40th Anniversary Committee was formed. This committee published a booklet entitled 'We came as workers - We stayed as citizens', which is a catalogue about the first 40 years of Turkish history in Australia (Immigration Museum, n.d.). Inglis (2011) in conjunction with the 40th Anniversary Committee wrote a book about the history of the Turkish settlement in Victoria. In contrast to other publications about the Turkish community and individual migrants, this book provided an overview of the development of the diverse Turkish community and the changes in the circumstances of its members, including participation in Australian society. The book also discussed 'Education and Building Community Resources' that provided important insights into the establishment of Turkish language schools and Turkish-managed private colleges in Victoria.

2.2 Australian immigrant teachers

Much of the literature concerning *Australian immigrant teacher* issues provided insights into related issues of TQ teacher experiences in Australia. Inglis and Philps (1995), for example,

explored the impact of Australian immigration of overseas trained teachers from the perspectives of the labour market and immigration policy. By focusing on overseas teachers' experiences in areas such as gaining approval to teach and participating in bridging and induction courses, these authors verified the inadequacy of the teacher education courses. They also emphasised some common overseas teacher experiences that included frustration associated with joining the Australian teaching profession and a decline in self-esteem. Inglis and Philps also found that there were specific hurdles confronting teachers in relation to recognition and registration. By examining overseas recruitment programs, they identified the need for accurate information for future recruits and closer liaison between immigration and education authorities. They indicated, "there is no obvious source of official information about re-employment in the profession once they [teachers] have immigrated to Australia" (p.86) and emphasised that "many thousands of overseas trained teachers have not re-entered employment as teachers in Australia" (p.27). Despite examining the experiences of immigrant (not specifically TQ) teachers, primarily in state education systems in New South Wales and South Australia, their study provides some insights into TQ teacher experiences in Victoria.

Cruickshank (2004) focused on the development of teacher education programs for immigrant teachers at the University of Sydney. He identified a set of issues faced by overseas trained teachers in upgrading their qualifications to gain Australian accreditation. He also found a number of common difficulties for immigrant teachers in gaining reliable information and advice on recognition of qualifications and appropriate courses. Participants for this research included Vietnamese, Chinese and Arabic backgrounds. Cruickshank's research focused on developing an understanding of teachers' experiences from their own perspectives, and thus could provide insights into the personal and professional experience of Victorian TQ teachers.

Rutland (1996) discussed related experiences of Jewish teachers in the Australian education system. Rutland highlighted overseas trained teachers' difficulty in transferring teaching methodologies to Australian students. Rutland found that Jewish teachers lacked the ability to cope with Australian discipline problems and had unreasonable expectations of student learning abilities. Some also reported English language difficulties. To address these issues, an introductory program for the Australian school system, prior to commencing to teach and teacher networking, has been introduced and fostered. Issues identified in Rutland's study will provide insights into related issues of TQ teacher experiences. Peeler and Jane (2003) discussed the experiences of overseas born teachers and the mentoring of beginning teachers in their transition to university life. They argued that there were similarities in the experiences of new graduate teachers and those teachers who qualified overseas. They suggested both these (new) teachers be provided with mentors. Despite their study being mainly related to Asian

background teachers, the issue of mentoring, which they discussed, will provide insights into TQ teacher induction and in-service programs. Seah (2005) explored the socialisation experiences of Australian immigrant secondary mathematics teachers and highlighted the challenges experienced by them in negotiating their value differences within Australian mathematics classrooms. Seah in arguing that "successful socialisation does not imply teacher enculturation into the host culture" (p.151), suggested the need for a professional development program that could focus on teachers exploring the negotiation of their own personal values. The issue of 'negotiating value differences' may provide some insights into TQ teacher experiences.

According to Rood (2008) Victoria will need to "recruit teaches from interstate and overseas to avoid a shortage of high school teachers" (p.5). Rood predicted that a shortfall of almost 500 secondary-trained teachers a year in Victoria. He argued that "the ageing population will result in increasing demand" (p.5) especially in areas such as maths, science, physics and languages. Rood's research is still relevant to current day teacher recruitment priorities. The Australian Education Union's 'State of our Schools' report for 2010 indicated that up to 50% of surveyed secondary schools had teachers teaching a subject they were unqualified to teach. The Union identified the greatest shortage areas of qualified teachers were in the curriculum areas of maths, music, technology and foreign languages (Carey, 2011).

2.3 Australian overseas skilled migration

Literature relating to overseas qualified skilled migrants in the broader socio-cultural, political and economic context will provide insights into how and why governmental policies and institutional practices impact the experiences of TQ teachers. Australia is influenced by international migration, with more than 23% of its population being born overseas, and its immigration is "more explicitly shaped by policy than most nations" (Hugo, 2005, p.199). In 1978, 'multiculturalism' became an official policy in Australia in terms of promoting ethnical, cultural and social diversity. It was however seen during that early period to only serve the needs of newly arrived NESB migrants. It was not until 1989 that the *National Agenda for a Multicultural Australia* clearly stated that the multiculturalism policy was to be applicable to all Australians (Inglis, 1996). Skilled migration arrangements provide substantial economic and broader benefits to Australia (DEST, 2002; Phillips, 2008). Temporary skilled migration (457 visa subclass) involved the "recruitment of people with skills in short supply in the economy" (Hugo, 2005, p.199). These visa holders are "generally highly skilled people and relatively well educated compared with the Australian workforce" (Khoo, McDonald, & Hugo, 2005, p.34). In 1997, a major review on Australia's skilled migration program resulted in mandatory English language testing, detailed qualifications checking, and abolition of financial support in the first

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two years post-arrival. Hawthorne's (2005) article analysed the factors leading to this policy transformation.

2.4 Australian skill shortages

In the late 1990s, skill shortages emerged in Information Communication Technology (ICT) areas. The government of the day used a number of approaches to address the ICT skill shortages including the successful strategy of facilitating an increased migration of overseas trained ICT people (DEST, 2002). Skill shortages in ICT occupations were substantially reduced to the extent that the government announced measures in 2002 to no longer give priority to the processing of ICT skilled applications (DEST, 2003; Khoo, Voigt-Graf, Hugo, & McDonald, 2003).

It has been argued by researchers (Hawthorne, Birrell, & Young, 2003; McGrath, 2004; Scott, Whelan, Dewdney, & Zwi, 2004) that Australia has become increasingly reliant on overseas trained doctors as a result of past medical workforce policies that have failed. There are an increasing number of overseas trained doctors in Australia who are waiting to work as doctors. More than 40% of doctors from NESB countries are prevented or delayed from proceeding to the latter stages of the pre-registration process, as a result of mandatory English language testing (Hawthorne & Toth, 1996). Similar to many TQ teachers working as taxi drivers, Harris (2011) claimed that there are many overseas-trained doctors in Melbourne working as taxi drivers due to struggling to negotiate a complex registration system in order to work in their profession. According to Harris, "overseas doctors must pass a combination of English language tests, written medical exams, clinical exams, workplace assessments and interviews" (p.7). The requirements usually differ according to "where the doctor studied medicine, their visa, their medical speciality, and the areas of Australia where they will be working and the position they will be employed in" (p.7). As a result of these experiences and considering the shortage of doctors in this country, especially in rural areas, there is a need to address these difficulties. A range of key issues and needs have been identified, which ought to be considered as part of an Australian national strategy for overseas trained medical doctors. Immigration, education and healthcare bodies are expected to work together to provide increased access to up-to-date information; funding, flexible and accredited education, training support and orientation programs; and accreditation, training and funding support for mentors/supervisors (Hawthorne, Birrell, & Young, 2003; McGrath, 2004). This research study will draw on this study and other related studies of migrant professionals in order to better understand the experiences of TQ teachers.

2.5 Migration theory, Culture and Religion

Literature relating to Migration theory will be investigated as TQ teachers originally resided in Turkey and for various reason(s) decided to migrate to a distant country such as Australia. Brown and Mouse (1970) explained that "migration may be viewed as a process of adjustment whereby one residence or location is substituted for another in order to better satisfy the needs and desires of each intended migrant" (p.1). Scholars had continuously attempted to provide general explanation to human migration phenomenon; disciplinary grounds such as *economics, sociology* and *geography* had been identified as the most favourable ones, (but not limited to these). Arango (2004) cited in Joly (2004) explained that in reality "there is no such thing as a general theory of migration. ... Migration is too diverse and multifaceted to be explained by a single theory" (p.15). Massey, Arango, Hugo, Kouaouci, Pellegrino and Taylor (1999) also made similar claims: "the theoretical approach to immigration that has prevailed for the past fifty years does not adequately come to terms with the complexities of the current reality" (p.8). They too argued:

> At present there is no single theory widely accepted by social scientists to account for the emergence and perpetuation of international migration throughout the world ... a full understanding of contemporary migratory processes will not be achieved by relying on the tools of one discipline alone or by focusing on single level analysis or one conceptual model (p.17).

There were a variety of theoretical models that have been proposed to explain why international migration began. Massey et al. (1999) revealed that earlier theoretical models were built on two pillars: *micro-level* and *macro-level*. Micro-level questioned "the conceptualisation of migrants as rational actors responding to economic disparities between countries" (p.8) and macro-level questioned "the 'push-pull' approach, which views migration as a means of establishing equilibrium between regions of labour supply and demand" (p.8). Massey et al. (1999) further explained that *neoclassical economics* focused "on differentials in wages and employment conditions between countries, and on migrations costs; it generally conceives of movement as an individual decision for income maximization" (p.17). In contrast, the *new economics of migration* considered: "conditions in a variety of markets, not just labour markets. It [viewed] migration as a household decision taken to minimize risk and to overcome constraints on family production or consumption attributable to failures" (p.17). Other theories such as s*egmented labour market* theory and *world systems* theory "generally [ignored] such micro-level decision processes, focusing instead on forces operating at higher levels of aggregation" (p.18).

Massey et al. (1999) summarised international migration theories by claiming that any satisfactory theoretical account must contain four basic elements:

> A treatment of structural forces that promote emigration from developing countries; a characterization of the structural forces that attract immigration into developed nations; a consideration of the motivations, goals and aspirations of the people who respond to these structural forces by becoming international migrants; and a treatment of the social and economic structures that arise to connect areas of out- and in- migration (p.281).

Being exposed to a new culture is an important characteristic of migration and needs to be considered. The literature dealing with migration challenges included an important aspect of culture, known as 'culture shock' (Furnham, 2004; Ward, Bochner & Furnham, 2001). Borrowing from Oberg (1960), Ward et al. (2001) identified culture shock as a factor of emotional reactions associated with cross-cultural sojourns. They summarised it into following four phases:

1. the 'honeymoon, with emphasis on the initial reactions of euphoria, enchantment, fascination, and enthusiasm;
2. the crisis, characterised by feelings of inadequacy, frustration, anxiety and anger;
3. the recovery, including crisis resolution and culture learning; and finally,
4. adjustment, reflecting enjoyment of and functional competence in the new environment (p.80).

Religion, being the key part of most cultures, also needs to be considered while examining overseas teacher integration into Western education systems, such as the Australian one. Turkish culture, incorporating Islamic values, is probably different than most other Islamic countries and hence it will be important to understand its historical changes. Agai (2007) cited in Hefner and Zaman (2007) explained:

> During the early Republican period, religious instruction was on all state schools' curricula. The subject was then gradually reduced until, by 1939, it had disappeared altogether. From 1948 on, it was reintroduced on a voluntary basis. In the 1970s, the subject '*morals and ethics*' became compulsory, while religious instruction remained optional. As part of the 1982 changes, this model was replaced by compulsory religious instruction according to the new state orientation. The combination of religion and general ethics in the subjects, '*religious culture and moral instruction*', answered

religious demands… and attempted to reintroduce religion into the project of national homogenization (p.156).

Although around 99% of Turkish population are Muslims, (Korfali, Ustubici & De Clerck, 2010, p.7), the current constitution of the modern Republic of Turkey clearly states that the country is 'laic' (i.e. secular); not based on any religious belief or foundation. The historical changes and new policies in relation to education and belief encouraged Turkish people to look for other channels to preserve their religious beliefs, especially for their children. Teachings by scholars such as Nursi[3] and Gulen supported people to realise that if modern education's curricula, especially Science and Technology, could be combined with an Islamic approach, could then lead to an ability to "serve as a means to rationally comprehend God by studying His creation. … Such a concept enriches the rational study of the world, the foundations of which are provided in the secular school, with a religious significance" (Agai, 2007, p.164).

2.6 Turkish education system

There are two types of primary and secondary schools within the Turkish education system: *government* and *private*. The 'Ministry of National Education' (known as 'Milli Egitim Bakanligi') inspects both primary and secondary schools. Private schools need to comply with the same rules and regulations as government schools. With the exception of some elective subjects, all schools are required to offer the same core subjects. For many students, it is difficult to enrol in private schools due to their high tuition fees, whereas government schools are free. The number of students in a classroom in a government school is usually higher (40 to 50 students) than private schools (20 to 30 students) (Ministry of National Education, 2010).

The Turkish education system has experienced considerable change during the past 10 to15 years. Prior to 1997, Turkish primary and secondary education systems initially consisted of five years of primary school (known as 'ilkokul'), three years of separate middle school (known as 'ortaokul') and three years of high school (known as 'lise') levels, followed by tertiary education. During 1997, major changes occurred within the education system due to the government's desire to increase 'compulsory education' year levels. Primary and secondary school year levels consisted of eight years of primary education (known as 'ilkogretim'), followed by four years of secondary education (known as 'ortaogretim') (Ministry of National Education, 2010). Primary education currently involves the 'compulsory education' of children in the age group 6 to 13. Primary education consists of eight year schools where continuous education is provided. Secondary education includes all education institutions of a *general* or

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[3] *Bediuzzaman Said Nursi (1877 - 1960).*

vocational and technical character, with at least four years' duration following primary education (Ministry of National Education, 2010; National Education Statistics, 2010; OSYM, 2010; OSYM - TR, 2010).

The Turkish education system is highly competitive due to the high numbers of young people in the population. According to a media release by OSYM (Student Selection and Placement Centre of the Turkish Ministry of National Education) in the 2011 educational year, 10,981,100 students were enrolled in primary schools and 4,748,610 students were enrolled in secondary schools (OSYM media release, 2011; also see Table 1).

Table 1: 2011 Educational year statistics

	Number of schools	**Number of students**	**Number of teachers**
Primary education	32,797	10,981,100	503,328
Secondary education	9,281	4,748,610	222,705
TOTAL	42,078	15,729,710	726,033

By examining the tertiary education entrance ratios of students within the Turkish education system, it is possible to recognise student competition more clearly (see Table 2 for statistics for the past decade) (OSYM, 2010). In the 2010 educational year, the ratio of students placed in a tertiary institution was 55.06%. Based on these statistics, 1,587,993 students applied for a tertiary course but only 874,375 were successful. In the 2011 educational year, 1,711,254 students sat for the university entrance exam, hoping to be placed in a tertiary institution (OSYM media release, 2011). However, it can be estimated that less than 50% will have the opportunity to enrol in a university (see Appendix I for more comprehensive university entry statistics for 1974 to 2010).

Table 2: Turkish tertiary education statistics

Years	**Number of applicants**	**Number of students placed**	**Ratio (%)**
2000	1,414,823	440,029	31.10
2001	1,473,908	477,748	32.41
2002	1,823,099	662,760	36.35
2003	1,596,879	554,566	34.73
2004	1,902,132	633,083	33.28
2005	1,851,618	689,384	37.23
2006	1,678,331	674,210	40.17
2007	1,776,427	694,602	39.10

2008	1,645,502	950,801	57.78
2009	1,450,650	869,120	59.91
2010	1,587,993	874,375	55.06

Source: OSYM, 2010.

Turkish university entrance system

In the Turkish university entrance system, students interested in tertiary undergraduate programs are selected and placed by a centrally administered examination system known as the Student Selection and Placement System (OSYS). The organisation responsible for its administration is the Student Selection and Placement Centre (OSYM), affiliated with the Higher Education Council (YOK), a division of the Turkish Ministry of National Education. Every student wishing to enrol in undergraduate programs must take the Student Selection Examination (OSS), either as a complete or partial prerequisite for placement. OSS has the objective of assuring a balance between the demand for tertiary education and places available in tertiary education institutions. It is used to select and place students with the highest probability of success in all available tertiary education programs, taking into consideration their preferences and OSS performance (OSYM, 2010).

Tertiary education in Turkey is essentially conducted at universities. There are other tertiary education institutions outside of universities (such as military colleges and the police academy). They also require a certain level of OSS performance as a prerequisite. However, vocational secondary school graduates can apply for placement in two-year vocational tertiary programs, compatible with their secondary school majors minus an entrance examination. These students are placed centrally by OSYM according to the type of vocational high schools they graduated from and their grade point averages (GPA). For 'four or more years' tertiary education programs that require special skills, such as music, art and physical education, are offered by relevant tertiary institutions that conduct their own examinations after initial screening of candidates using OSS scores. Secondary school graduates can also be placed at 'two years' vocational tertiary education programs with their OSS scores, but only if places are available after the preferential placement of vocational and technical secondary school graduates. Vertical transfers can be made from 'two years' vocational tertiary education programs to 'four or more years' tertiary education programs via central examination and placement by OSYM (see Figure 2) (OSYM, 2010).
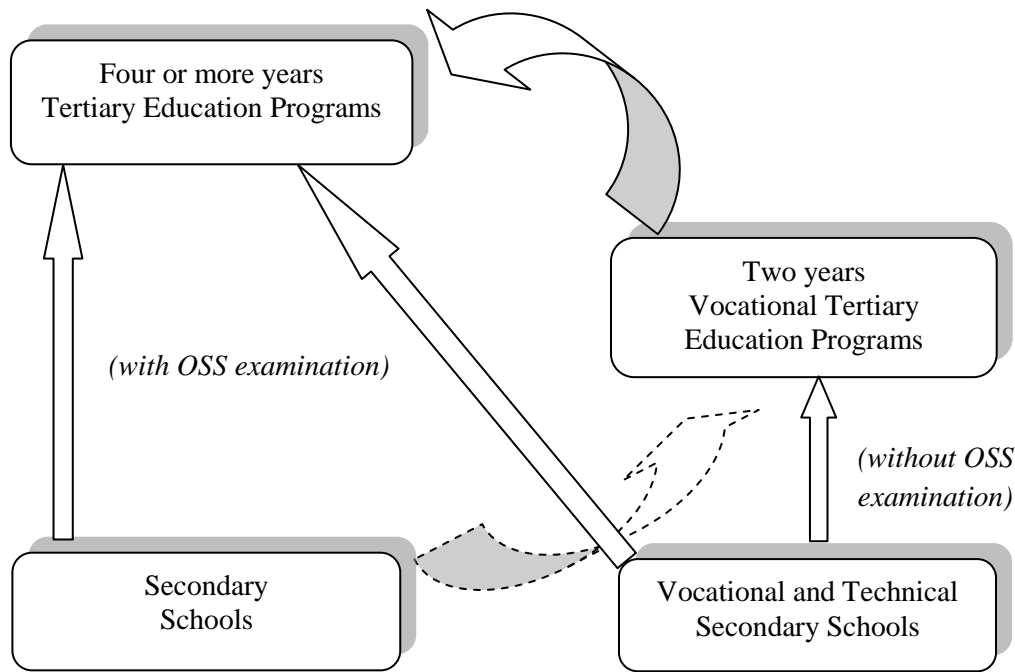
Figure 2: Access to tertiary education in Turkey

The Turkish university entrance examination consists of (a) the Student Selection Examination (OSS), and (b) the Foreign Language Examination (YDS). Students are essentially evaluated on the basis of their exam performance together with their academic achievement (grade point averages) in secondary school. Several factors are taken into consideration in the selection and placement of students in tertiary education programs:

> …the quota, i.e., maximum number of students to be admitted to each tertiary education program; score ranks of students wishing to enter same tertiary education programs; students' university preferences list and their ranking of tertiary education programs; and special requirements of tertiary education programs, if any (e.g., foreign language exam). (OSYM, 2010)

Turkish tertiary education

Examining the Turkish tertiary education system provides better understanding of the tertiary education environment TQ teaches are coming from, and the type of higher education prior to their Victorian teaching experience. The tertiary education institutions in Turkey fall into three categories: *universities, military and police colleges and academies* and *vocational schools affiliated with ministries*. The university is the principal higher education institution. It is made up of *faculties, graduate schools, schools of higher education, conservatories, two-year vocational training schools* and *centres for applied work and research*. A *faculty* is a higher education unit, which is responsible for high level education, as well as for scientific research

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and publications. Units such as departments or schools of higher education may be affiliated with a faculty. A *graduate school* in universities and in faculties is concerned with graduate study, scientific research and applied studies in more than one related subject area. A *school of higher education* is an institution which is mainly concerned with offering instruction directed towards a specific vocation. A *conservatory* is a higher education institution concerned with the training of artists in music and the performing arts. A *two-year vocational training school* is a higher education institution established for the purpose of providing vocational education to meet the practical needs of various fields (OSYM, 2010).

There are university faculties in Turkey that are not categorised as education faculties such as the Science-Literature faculties (known as *'Fen-Edebiyat fakulteleri'*). After graduating from these faculties and if students complete an approved supplementary pedagogy related course, they can become qualified as teachers in their major subject areas (MEB, 2010; Fatih University, 2011). Some TQ teachers graduated from these Science-Literature faculties, prior to migrating to Australia.

2.7 Victorian education system

The following section provides insights into the Victorian education system in which TQ teachers have taught for various lengths of time. There are three types of primary and secondary schools within the Victorian education system; *government, Catholic* and *independent schools*. As Australia is made up of states and territories, its education system is also arranged accordingly; school education has a similar structure across Australia with only slight variations between states and territories (CEP, 2008; CEP, 2011). This system has a main umbrella body, which is in control of Australia nationwide, and every state/territory has its own body working independently under the national body. The Department of Education, Employment and Workplace Relations (DEEWR) is the lead government agency providing *national* leadership in education and workplace training, transition to work and conditions and values in the workplace. It works in collaboration with the states and territories. The Department of Education and Early Childhood Development (DEECD) is the agency responsible for Victoria, which provides services to children and young people, both directly through government schools and indirectly through regulation and funding of early childhood services and non-government schools. The DEECD's four main responsibilities are to:

> …provide policy advice to the Ministers about education; implement Victorian
> Government policy on early childhood services; implement Victorian Government
> policy on school education for all school age students; and manage and drive

continuous improvement in the delivery of primary and secondary education in Victorian government schools. The DEECD also works in conjunction with nine statutory bodies. The Victorian Curriculum and Assessment Authority (VCAA) and the Victorian Institute of Teaching (VIT) are two of the statutory bodies that have relevance to this research study. (DEECD, 2011; DEEWR, 2011)

The Victorian Curriculum and Assessment Authority (VCAA) is an independent statutory body that provides curriculum and assessment programs for all students in Victoria (DEECD, 2011). The Victorian Institute of Teaching (VIT) is another statutory body that is responsible for the regulation and promotion of the teaching profession in Victoria.

> VIT registers all teachers to ensure only qualified people are employed in Victorian schools; works with teachers to develop standards of professional practice; supports teachers in their first year of teaching with a structured induction program; approves and accredits pre-service teacher education courses that prepare teachers; and investigates and makes findings on instances of serious misconduct, misconduct, serious incompetence or lack of fitness to teach. (VIT, 2011)

School is compulsory for all Victorian children aged between six and 17 years of age. Compulsory education was up to 16 years of age previously, but commencing from the 2011 school year, it was increased to 17 years of age. In the Victorian school system, students attend school for a total of 13 years of which 11 years are compulsory. The Victorian primary and secondary school system has a range of schools including: *primary schools; secondary schools; and P-12 (Prep to Year 12) or K-12 (Kindergarten to Year 12) colleges*. Primary school students are aged between five and 12 years of age. Primary school is from grade Prep (preparatory year) to grade six. To start Prep, children should be five years old by 30 April. Secondary school students are aged between 12 and 20 years old, where classes are divided into Years 7 to 12. The school curriculum in Victoria depends on the student year level: Victorian Essential Learning Standards (VELS) is the curriculum framework for Prep to Year 10 and Victorian Certificate of Education (VCE) is for Years 11 and 12 (DEECD, 2011; DEECD. *About schools*, 2011; DEECD. *Curriculum*, 2011; DEECD. *International students program*; 2011; DEECD. *Welcome to primary school – parent guide*, 2011; DEECD. *Welcome to Secondary school – parent guide*, 2011). English is the official language of Australia and the language of instruction (CEP, 2008; CEP, 2011). For some TQ teachers, this focus on English has created some challenges.

The Victorian primary and secondary school system (at July, 2011) was made up of 2140 schools; 1565 primary schools, 346 secondary schools and 229 combined primary-secondary schools (see Table 3) (DEECD Summary Statistics Victorian Schools, 2011).

Table 3: 2010–2011 Victorian education statistics

	Number of schools		Number of students*	
	2010	**2011**	**2010**	**2011**
Primary education	1,583	1,565	455,285	461,163
Secondary education	354	346	386,415	386,097
Combined primary and secondary	224	229	N/A	N/A
TOTAL	2,161	2,140	841,700	847,260

* FTE - Please note that the above student numbers (and wherever FTE is used within this research study) are full-time equivalent values. (A full-time student/teacher is a full-time equivalent of 1.0. A part-time student/teacher has a workload that can be expressed as a fraction of the workload of a full-time student/teacher. This fraction is referred to as full-time equivalent (FTE)). Please also note that FTE figures are rounded to closest value.

There are 2140 schools consisting of 1459 government schools, 479 Catholic schools and 202 independent schools across the state (see Table 4). Analysing school numbers suggests that there were more schools in 2010 than in the 2011 educational year: 2161 schools in 2010 and 2140 schools in 2011 respectively. The decline in school numbers in 2011 is believed to be mainly due to government school mergers (see Tables 3 and Table 4) (DEECD *Summary Statistics Victorian Schools*, 2011). Within all Australian schools, 9052 schools were operating in the 2010 educational year: 6357 schools were offering primary education, 1409 schools secondary education and 1286 schools were offering combined primary-secondary education (Australian Bureau of Statistics. *Schools Australia*, 2010).

In 2011, 847,260 students enrolled in Victorian schools: 461,163 students enrolled in primary schools and 386,097 students enrolled in secondary schools (see Table 3). Government schools enrolled 541,992 students, Catholic schools enrolled 194,107 students and independent schools enrolled 123,120 students (DEECD. *Summary Statistics Victorian Schools*, 2011). It is in these schools that most TQ teachers experienced their initial exposure to teaching in Victoria.

Table 4: 2010–2011 Victorian school numbers by sector

	Government		Catholic		Independent	
	2010	**2011**	**2010**	**2011**	**2010**	**2011**
Primary education	1,159	1,142	381	381	43	42
Secondary education	250	246	86	85	18	15
Combined primary and secondary	65	71	13	13	146	145

TOTAL	1,474	1,459	480	479	207	202

In 2011, 56,959 FTE students enrolled at Year 12 in Victorian schools, with the majority aiming to enter a tertiary institution upon graduation (see Table 5) (DEECD. *Summary Statistics Victorian Schools*, 2011).

Table 5: 2011 Year 12 (FTE) student numbers in Victoria

	Students
Government	32,396
Catholic	12,678
Independent	11,885
TOTAL	56,959

According to 2010 statistics, 63,520 full-time equivalent (FTE) teachers were working in Victorian primary and secondary schools; 39,155 teachers were located in government schools; 13,208 teachers were in Catholic schools; and 11,157 teachers were in independent schools. In Australia, 251,422 FTE teachers were working in primary and secondary schools (see Table 6) (Australian Bureau of Statistics. *Schools Australia*, 2010 - NSSC Table 51a: In-school staff (FTE) 1996-2010). In 2010, the average primary school class size in Victorian government schools was 22.0 and 21.5 for secondary schools. The student-teacher ratio in Victorian government schools was 15.6 in primary schools and 11.8 in secondary schools (DEECD. *Summary Statistics Victorian Schools*, 2011). Most TQ teachers experienced larger class sizes in Turkey.

Table 6: 2010 Full-time Equivalent (FTE) teacher numbers

	School level	Victoria	Australia
Government	**Primary**	20,005	90,154
	Secondary	19,150	73,543
Catholic	**Primary**	6,230	22,212
	Secondary	6,978	25,179
Independent	**Primary**	3,694	15,524
	Secondary	7,463	24,810
TOTAL		63,520	251,422

Victorian university entrance system - Victorian Certificate of Education (VCE)
Transferring from one school culture to another was challenging for TQ teachers. In addition, many TQ teachers were required to participate in the Victorian tertiary education system in order to achieve registration requirements. Unlike the Turkish system, the Victorian education

system does not have a separate university entrance exam. Upon satisfactory completion of their secondary education, Victorian students receive the Victorian Certificate of Education (VCE) (See Figure 3). The Victorian Certificate of Applied Learning (VCAL) is another accredited secondary certificate, with an applied learning option. Vocational Education and Training (VET) is yet another option in the VCE program that combines general VCE studies with vocational training and experience in the workplace (VCAA. *Victorian Certificate of Education*, 2011).
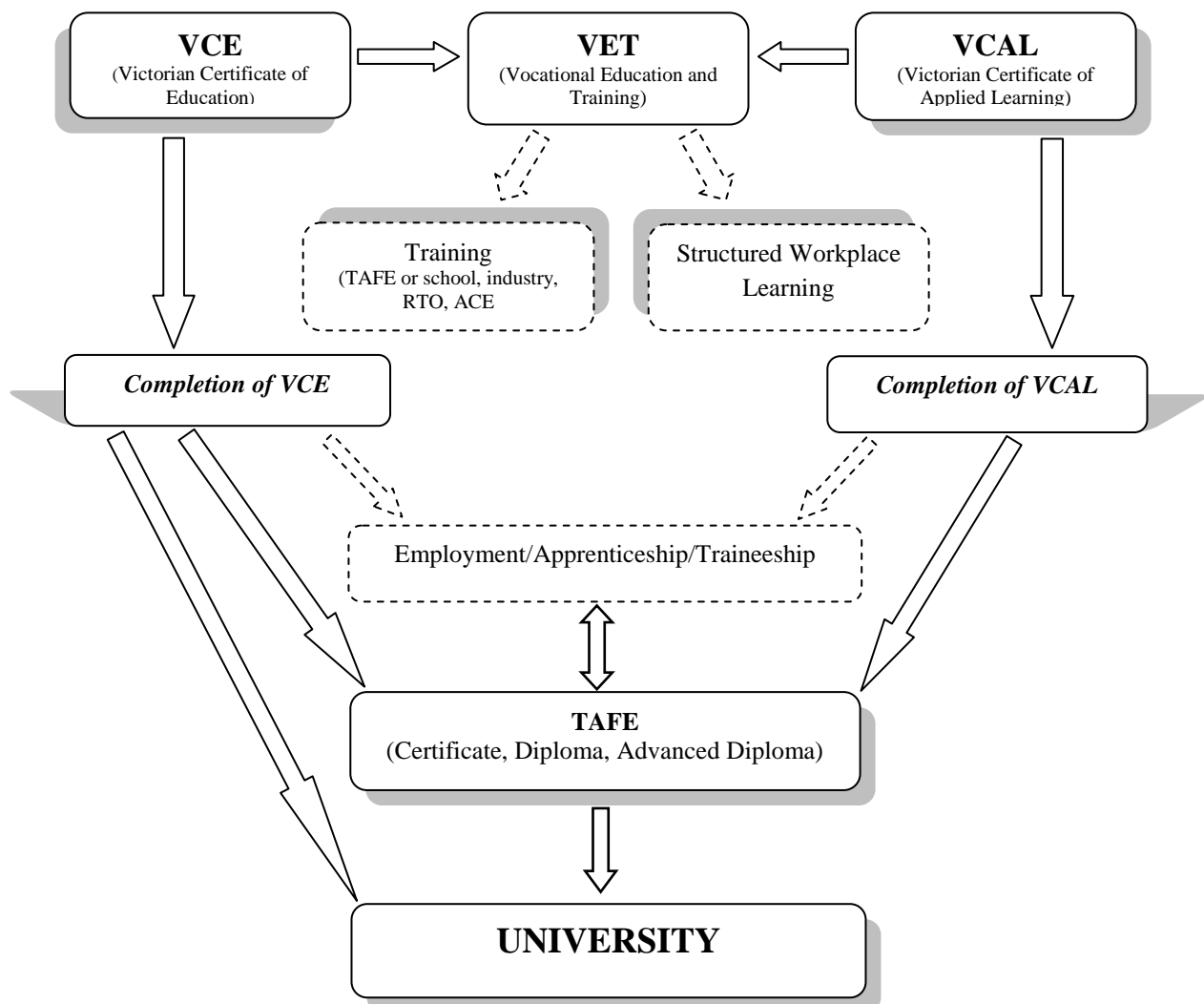
Figure 3: Access to tertiary education in Victoria

Each student enrolled in VCE receives a 'Study Score' from zero to 50 that shows how a student performed in a VCE study, relative to all other Victorian students enrolled in that same study in a result year. It is based on the student's results in 'school assessments' and 'examination/s'. (VCAA. *Victorian Certificate of Education*, 2011). School assessment is an important part of the VCE as in many studies it counts for fifty percent of students' assessments.

The results of the school assessments count towards a student's Study Score in each VCE study and ultimately towards the student's Australian Tertiary Admission Rank (ATAR). The VCAA uses 'statistical moderation' to ensure that the coursework assessments given by different schools are comparable throughout the State. Statistical moderation is a process for adjusting schools' assessments to the same standard, while maintaining the students' rank order given by the school. (VCAA. *Victorian Certificate of Education*, 2011).

The Victorian Tertiary Admissions Centre (VTAC) uses the VCE results issued by VCAA to calculate the ATAR, for the use of tertiary institutions to compare the overall achievement of students who have completed different combinations of VCE studies. The ATAR is not a score; it ranks a student's achievement against other students. The ATAR (VTAC. *Australian Tertiary Admission Rank*, 2011) is developed from an aggregate produced by adding:

1. ATAR subject score in English, English Language, Literature or ESL;
2. the next best three ATAR subject scores permissible; and
3. 10% of the fifth and sixth permissible ATAR subject scores that are available.

The previous discussion and review of both the Turkish and Victorian educations systems provides the context for these TQ teachers upon arrival in Victoria.

2.8 Turkish-managed private schools in Victoria

TQ teachers' questionnaire, interview data and review of the literature (Inglis, 2011) revealed that Turkish-managed private schools already existed in Victoria. During the 1970s and 1980s, Turkish migrants in Victoria were faced with the challenge of providing education for their children and preserving their Turkish language and identity (Museum Victoria, n.d.; Kay, 1985). As mentioned previously, school retention rates for Turkish background students in Australia were low (Steward, 1971; Windle, 2004). During the past decade, the Turkish community has established private Turkish schools to deal with this problem (ISV, 2011).

There are three known Turkish-managed private schools operating within Victoria; Ilim, ISIK and Mt Hira Colleges. ISIK College is "the largest of the schools catering to the [Turkish] community" (Inglis, 2011, p.244). It is a multi-campus Prep to Year 12 non-denominational school, which was established in 1997, and inspired by the 'Gulen Movement'. There has been rapid and continuous growth in student enrolment numbers, from 29 students in 1997 to more than 2,000 students in 2011. ISIK College has campuses in the Melbourne suburbs of Eastmeadows, Meadow Fair, Sunshine West and Keysborough and in the rural city of Shepparton. ISIK College sponsors and employs some of its teachers from Turkey (ISIK College, 2011; Inglis, 2011). Ilim College, established in 1995 as a co-educational Prep to Year

12 school, is located in the northern region of Melbourne (Ilim College, 2011; Inglis, 2011). Mt Hira College, established in 2000 as a co-educational Prep to Year 12 school, is located in the south-eastern suburbs of Melbourne (Mt Hira College, 2011; Inglis, 2011).

2.9 Victorian teacher registration requirements

All qualified primary and secondary teachers seeking employment in government, Catholic and independent schools in Victoria are required by law to be registered with the VIT. Teachers apply for registration by completing the required registration application form, attaching certified supporting documents with their application to the VIT. Depending on their eligibility, teacher applicants may be granted registration in one of the following categories: 'Provisional registration', 'Full registration' or 'Permission to teach'.

Provisional registration is granted for a period of two years. It is expected that teachers will achieve the standards of professional practice required for full registration within this period. *Full registration* will be granted to teachers who are fully qualified, experienced and who provide evidence that they have achieved the standards of professional practice required for full registration in Victoria. *Permission to teach* is intended for individuals who are not qualified teachers but who have been offered short-term employment to undertake the duties of a teacher. This type of registration is also available to instructors of extra-curricular and co-curricular activities, supplementary instruction and support programs outside of the required curriculum. The registration process, as identified in this research, provided a range of challenges for TQ teachers.

The following documents are required as part of the overseas qualified teachers' application: *teaching qualifications; evidence of English language requirements; evidence of Supervised Practice Teaching (SPT);* and *an overseas Criminal Record Check (CRC)* (VIT, 2011).

Teaching qualifications

Overseas teaching qualifications including full academic transcripts are required for teacher registration. The VIT accepts overseas teaching qualifications (approved by the relevant higher education authorities in the countries where they are offered), provided they are determined by the VIT to be equivalent to those offered in Victoria. Country Education Profiles (CEP) published by the national office on overseas skills recognition is accepted by the VIT as the authoritative reference source for equivalent determinations on overseas qualifications (VIT. *Qualification for teacher registration - English language competence policy*, 2011). The Australian Education International - National Office on Overseas Skills Recognition (AEI-NOOSR) is the Australian Government authority on the recognition of overseas qualifications in

Australia. It is part of Australian Education International (AEI) in the Department of Education, Employment and Workplace Relations (DEEWR). AEI-NOOSR provides information and advice to organisations including the Australian Department of Immigration and Citizenship, state and territory governments, universities, professional bodies and other assessing authorities on recognition related issues. AEI-NOOSR's services include the publication of Country Education Profiles Online – an essential recognition tool providing expert guidance on the comparability of overseas qualifications, lists of recognised education institutions and information about education systems covering over 110 countries (CEP, 2008; CEP, 2011).

English language requirements

Teachers applying for registration must meet the standards of competence in both written and oral communication in the English language. Teachers who did not undertake their teacher education qualifications in a country where the national language of instruction is English, are required to provide evidence that they completed one of the approved English language tests below:

- International English Language Testing System (IELTS) - Academic: Teachers are expected to obtain 'Level 7' in each of the areas of speaking, listening, reading and writing. (Please note that at the time of writing this thesis, the required IELTS level was 7. However, commencing from 1 April, 2012, amendments to the policy to increase the requirements occurred and these amendments will be discussed in Chapter 8.)
- International Second Language Proficiency Rating (ISLPR): Teachers are expected to obtain 'Level 4' in each of the areas of speaking, listening, reading and writing.
- Professional English Assessment for Teachers (PEAT): Teachers are expected to obtain 'Band A' in each of the areas of speaking, listening, reading and writing.

The results of these tests must have been achieved no more than 12 months from the date of application for registration (VIT. *Qualification for teacher registration - English language competence policy*, 2011; VIT. *English language requirements*, 2011).

Supervised Practice Teaching (SPT)

Evidence of at least 45 days of Supervised Practice Teaching (SPT), also known as 'teaching practicum' and undertaken in primary and/or secondary school settings is required as part of the support documentation for teacher registration. SPT is the required component for pre-service teachers engaged in the teaching and learning process, with students either (a) in a primary and/or secondary school setting under the supervision of a registered teacher or a person able to be registered as a teacher, or (b) in a non-school setting under the supervision of an educator employed by that institution who will preferably be a registered teacher or a person able to be

registered as a teacher (VIT. *Qualification for teacher registration - English language competence policy*, 2011).

Overseas Criminal Record Check (CRC)

Overseas qualified teachers are required to provide an overseas Criminal Record Check (CRC), (also known as a 'police certificate' in some countries), from any country outside Australia where they have lived for more than twelve continuous months over the past decade, since 18 years of age. The document must be no more than twelve months old at the time of application and cover the period of residency in the overseas country. If the applicant has been granted Australian permanent residency since living overseas, they may provide this evidence instead (VIT. *Qualification for teacher registration - English language competence policy*, 2011). Police certificates must be issued by the national police service (not by local / state / provincial / county police services) (VIT. *Teacher residing overseas*, 2011). Police certificates are also known as 'penal clearance certificates' in Australia (IMMI. *Character and Penal Clearance Requirements*, 2011).

2.10 The 'Gulen Movement'

Born in 1941, Fethullah Gulen is regarded as the initiator and inspirer of the worldwide social and educational movement, known as the 'Gulen Movement', which promotes human values and universal ethics. As a Turkish Muslim scholar, Gulen authored over 60 books and many articles on a variety of topics: *educational, social, cultural, political and religious issues, art, science,* and *history*, and recorded thousands of audio and video cassettes. Saritoprak (2003) cited in Yavuz and Esposito (2003) stated: "Gulen is one of the most influential and impressive Muslim Turkish scholars of the last decades of the twentieth century" (p.156). Despite the fact that he is held in high regard, Gulen considers himself one of many volunteers of the civil society movement he helped originate and denounces any attribution of leadership; he has always regarded himself as an 'advisor' or 'motivator'. Volunteers in the movement contribute in multiple ways, which crystallise in schools, colleges, tutoring centres, publishing houses, media institutions, hospitals, and a major relief organisation, both in Turkey and in more than 140 countries worldwide (Fethullah Gulen Forum, 2011; Gulen, 2004; Gulen, 2005; Gulen Institute, 2011;). Sharing the suffering of humans in every corner of the world, Gulen has always been known for his deep respect for and connection to all creation. "*Living to let others live*" is the core principle of his understanding of service. In 2008, he was listed among the top 100 public intellectuals in the world by *Foreign Policy* magazine (Gulen, 2004; Gulen Institute, 2011; Fethullah Gulen Forum, 2011).

Michel, the Vatican's secretary for Interreligious Dialogue, declared: "Gulen's educational vision is one that embraces societies throughout the world" (as cited in Gulen, 2004). Albayrak (2008) also agreed: "Gulen, in contrast with many Muslims, has put education with a special emphasis on ethics at the centre of his own movement. ... His educational model does not exclude anyone from participation" (p.750). Bartholomeos-I, Greek Patriarch, noted: "Gulen is an example of harmony and tolerance for all of us, and a model of high values for all humanity" (as cited in Gulen, 2004). Ergene (2011) described the movement's major motivation as being the commitment to "the problem of '*poor or absent education*' [which is] to be the most important problem of the century ... the only way to overcome this great problem is by '*educating new generations*'...". Carroll (2007) revealed that during her visit to Turkey, she asked her hosts "how they had come to hear of Gulen's ideas and what particularly had inspired them to get involved in the movement?" They all gave essentially the same answer: "... [They] were impressed and convinced by his message of education and altruism". Gulen's explained his expectations regarding education as follows:

> Education is vital for both societies and individuals. Improving a community is possible by elevating the coming generations to the rank of humanity, not by obliterating the bad ones. A nation's future depends on its youth. Any people who want to secure their future should apply as much energy to raising their children as they devote to other issues. Given the great importance of learning and teaching, we must determine what is to be learned and taught, and when and how to do so. Although knowledge is a value in itself, the purpose of learning is to make knowledge a guide in life and illuminate the road to human betterment. Thus, any knowledge not appropriated for the self is a burden to the learner. (Gulen, 2004; Fethullah Gulen, 2011)

Gulen argued that: "A good school is not a building where only theoretical information is given, but an institution or a laboratory where students are prepared for life" (Gulen, 2004). He recommended:

> The school must be as perfect as possible with respect to curriculum, its teachers' scientific and moral standards, and its physical conditions. For a school to be a true institution of education, students first should be equipped with good morals, and perennial human values. Their social identity must be built on these foundations.

Despite the existence of numerous literatures that described the Gulen Movement in very positive terms, there were a few sceptics, such as Yavuz (2002). In his book, Yavuz was made claims that contradicted his further explanations. For instance, he claimed that Gulen is not a

liberal because "he gives priority to the community and the state over individual rights" (p.201). He later stated:

> … in comparison with the elitist and socially exclusive nature of Turkish intellectual life, Gulen as a religious leader, is fairly tolerant of the 'other'. He is open to dialogue with all other groups in order to promote civility and democracy in Turkey. … In order to promote his humanistic interpretation of Islam, Gulen stresses the role of dialogue and tolerance, and he has successes in this regard (p.201).

Similarly, in regards to gender equality, even though Yavuz expressed: "A decade ago, the members of this religious community were not even willing to allow their daughters to go to secondary or high schools" (p.201), he also explained:

> For years, Gulen publicly and privately encouraged the members of the community to educate all their children regardless of gender. Gulen personally has expressed a desire to see women taking a more active role in the movement and occupy high position in it (p.201).

He indicated that "there is a gap between what Gulen teaches and how quickly community follows his leadership" (p.201). Furthermore, Yavuz also argued: "The members of the movement are socially conservative and not very open to critical thinking" (p.201). However, his claim about the 'community' and 'members' were not clear. Ozdalga (2003) cited in Yavuz and Esposito (2003) revealed:

> … [Gulen] community developed into a nationwide movement. Owing to its loose structure, there are no reliable figures as to numbers of supporters of this community, but its influence may be measured in the number of schools set up under the inspiration of Fethullah Gulen's ideas (p.85).

She chose to use the term 'supporters' instead of 'members', because "it would wrongly imply a kind of formal organisation, which does not exist" (p.85). Saritoprak (2003) cited in Yavuz and Esposito (2003) also stated that in the Gulen community "there is no registration or membership. ... The community has an inclusive character, which reflects diversity. The supporters of the community are a diverse group from Jewish businessmen to the Muftu"[4] (p.168).

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[4] *In modern Turkey, 'Muftu's are the highest-ranking official religious persons of the city.*

There were very few research sources that totally argued against the movement. Popp's (2012) article (originally written in German for the weekly Der Spiegel magazine, then translated into English and appeared on the magazine's website) presented a negative view of the Gulen movement. Although the Movement had been investigated in depth by serious scholars from the perspective of several different disciplines (some of them were mentioned previously in this research study), none of these studies were ever mentioned in this article. The magazine article seemed to claim that everything the Movement was doing, was quite sinister, with comments such as: *"they [Gulen movement people] are everywhere.", "The Gulen movement has two sides: One that faces the world and another that hides from it",* or *"... those who do insist on not being identified by name. They are afraid of Gulen and his people..."*. Intercultural Dialogue Platform (2012) disagreed with Popp's claims and responded:

> [the article]does not define what the Movement is doing as sinister. Rather, it builds the impression that, really, underneath and behind it all, there must be something sinister going on. ... [it is] assemblage of insinuation and innuendo, either unattributed or attributed to "anonymous" individuals, ... or attributed to individuals who have public record of failed legal challenges against the Movement. ... it does not tell the readers that the Movement answered all the legal challenges presented to it and, in every single instance, was proven innocent.

Stenhouse (2007) is another individual who like Popp, made accusations about the Movement but failed to provide reliable evidence to support his arguments, particularly as he made no references to major scholarly studies on Gulen. He exaggerated the extent of the Islamic orientation of the Movement.

Many of the TQ teachers participating in this research were influenced by the Gulen Movement when deciding to migrate to Australia to teach.

2.10 Summary

Chapter 2 provided a synthesis of the research literature relating to: a) Australian Turkish immigration; b) Australian immigrant teachers; c) Australian overseas skilled migration; d) Australian skill shortages; e) the Turkish education system; f) the Victorian education system; g) Victorian teacher registration requirements; and h) the 'Gulen Movement'. Chapter 3 will provide explanations of the methodology used in this study to address the research questions.

Chapter 3 Methodology

This research is underpinned by a 'phenomenological' paradigm. A phenomenon is commonly defined as a situation or condition experienced in daily life (Giorgi, 1985). Phenomenology in this study supported an in-depth investigation into TQ teachers' personal and professional experiences in Victorian schools. Further, it enabled the researcher to "interpret the experience of participants in order to understand the essence as perceived by participants" (McMillan, 2004, p.273). This phenomenological approach used a set of research questions that encouraged examination of the experiences and perspectives of TQ teachers (Becker, 1992; Mertens, 1998).

This research is also framed by the 'critical theory' approach as part of the theoretical framework. Critical theory was considered as an effort to "join empirical investigation, the task of interpretation, and a critique of this reality" (McLaren & Giarelli, 1995, p.2). The purpose of critical theory was "not merely to understand situations and phenomena [i.e. TQ teacher experiences] but to change them [i.e. make recommendations to relevant authorities for policy and practice changes]" (Cohen, Manion, & Morrison, 2007, p.26). The critical perspective provided further opportunity to consider and justify the anticipated recommendations.

This research used 'qualitative research' techniques for data collection and analysis. Qualitative research was "an inquiry process of understanding a social or human problem, based on building a complex, holistic picture, formed with words, reporting detailed views of informants" (Creswell, 1994, p.2). The research was conducted in 'natural settings' (Creswell, 1994, p.2; Denzin & Lincoln, 2000, p.3) in an "attempt to make sense of or interpret, phenomena in terms of the meaning people bring to them" (Denzin & Lincoln, 2000, p.3). This qualitative research provided opportunities to explore 'contextual elements' (Cohen et al., 2007) and obtain "detailed, in-depth information" (Patton, 1980 cited in Mertens, 1998, p.163) about the perceptions of personal and professional experiences of TQ teachers in Victoria.

In this research, 'case studies' were developed that provided insights into each TQ teacher's experience (Cohen et al., 2007; Nisbet & Watt, 1984; Stake, 2000). An 'instrumental collective' case study strategy was applied, where each individual case played a supportive role in developing an understanding of other teachers' experiences (Stake, 2000).

3.1 Participant selection

Participants for this research were TQ teachers who met the following criteria: (1) primary or secondary teaching qualifications from a university in Turkey; (2) are currently working (or

have worked previously) at a Victorian school; and (3) are registered or have the potential to be registered with the VIT.

It should be noted that there were no recorded sources of information to identify TQ teachers in Victoria. Hence, a small scale questionnaire was initially distributed to potential participants with Turkish backgrounds. Relevant authorities at Turkish private colleges, Turkish weekend language schools and the Melbourne Turkish Consulate were contacted to identify Turkish background teachers. A plain language statement (see Appendix A) and Consent to Participate form (see Appendix B) were distributed to all potential participants and any questions regarding the research were addressed. Thirty one completed questionnaires were returned.The questionnaire analysis assisted in selecting potential participants for the individual interview stage of the research. 'Purposive sampling' (Cohen et al., 2007) was applied to select 11 participants who had indicated a willingness to participate in individual interviews. I determined that I had interviewed enough participants, based on two criteria: sufficiency (Seidman, 1991) and saturation (Glaser and Strauss, 1967; Lincoln and Guba (1985). Seidman (1991) emphasised the importance of 'sufficiency' in ensuring an adequate number of (TQ teacher) participants were representative of the following criteria: *a) gender; b) age; c) marital status; d) school type; e) teacher type (i.e., primary or secondary teacher); f) teaching areas; and g) teaching experiences in both Victoria and Turkey.* Other criterion, for example, *with or without a teaching position offer prior to migration to Victoria* was also considered. I also determined 'saturation' of information when I began to hear similar information being repeated.

3.2 Data collection

The data collection for this research included an initial questionnaire, followed by individual interviews. Document review of the relevant documentation was also conducted throughout the research.

Questionnaire

A small scale questionnaire was used in this study to identify potential TQ teachers for individual interviews. Wolcott (1988) argued that questionnaires were a legitimate and systematic technique that could be used as a data collection method within qualitative research. Questionnaires are relatively easy to administer and analyse (Cohen et al., 2007), and can therefore manipulate and categorise data more easily (Marshall & Rossman, 1995). The questionnaire in this research included 'dichotomous closed questions', which elicited 'clear, unequivocal' responses (Cohen et al., 2007). It also included some further 'closed' and 'structured questions' (Cohen et al., 2007) to gather some descriptive data about the population

of TQ teachers (see Appendix C). A 'matrix' was developed to record questionnaire data (see Appendix D) (Cohen et al., 2007).

Individual interviews

The central data gathering tool was an 'in-depth interview' with each TQ teacher participant. The research interview had been defined by Cannell and Kahn (1968) as "a two-person conversation, initiated by the interviewer for the specific purpose of obtaining research-relevant information" (p.527). Kvale (1996, p.14) referred to this conversation as 'inter-view', an interchange of views. Silverman (1997, p.113) claimed that interviewing provided "a way of generating empirical data about the social world by asking people to talk about their lives" (i.e., personal or professional experiences) in a 'natural setting' (Marshall & Rossman, 1995, p.1001). The interview tool enabled the researcher to "learn to see the world from the eyes of the person being interviewed" (Ely, Anzul, Friedman, Garner, & Steinmetz, 1991). According to Cohen et al., (2007, p.349), interviews are flexible tools for data collection, enabling multi-sensory channels (such as verbal, non-verbal, spoken and heard) to be used.

During interviews, 'semi-structured open-ended' questions were used (see Appendix E). A 'funneling' (Cohen et al., 2007; Lloyd, 2007) approach that involved the asking of increasingly specific questions to elicit required information relevant to TQ teacher experiences was used. This allowed opportunities for participants to be flexible with their responses (Bogdan & Biklen, 2003), and enabled them to raise issues and matters of importance relevant to their experience. In order to encourage participants to express their thoughts freely, every effort was made not to interrupt their descriptions. The aim was to promote an environment where the participant did most of the talking. Probes were used to encourage the participant to expand further on a particular point (e.g., provide an example to illustrate his/her point) or when answers such as "can't remember" or "don't know" were given (Bickman & Rog, 1998). During interviews, the researcher focused on both the verbal descriptive responses to each question and non-verbal cues (such as body language, body movements or positions, gestures, facial expressions) to aid in the interpretation of the data (Cohen et al., 2007).

The interviews were conducted at a convenient time and place for participants (Bickman & Rog, 1998). One of the interviews, for example, was conducted at 10 p.m., based on one specific participant's request. Interview places also varied, again as requested by participants, for example, participants' houses or workplaces, my house or office, a public library meeting room, or the booked room of a reception centre. Every effort was made to ensure that physical interview conditions and the interview environment were conducive to 'one-on-one'

discussions. Individual interviews took approximately one hour each, as planned. Two participants, who wished to continue longer than one hour, were allowed to do so. One other participant who could not complete the interview within one hour agreed to continue in response to a request from the researcher. The longest interview recorded was 90 minutes. One of the TQ teacher's interviews was conducted and recorded in Turkish, as requested (see Appendix F). The recorded interview was transcribed in Turkish and translated in English by the researcher, who is bilingual in both languages and holds a *'Certificate of Interpreters / Translators'* from RMIT University, in 1982.

All participants agreed to have their interviews audiotaped and subsequently transcribed. A transcription of each interview was returned to the relevant participant for them to confirm its accuracy. Finalised copies of interview transcripts were then analysed. In a small number of cases, participants were contacted via telephone and/or email and invited to provide additional description and/or explanation. For instance, one TQ teacher participant was contacted after the initial interview to obtain further information in relation to his overseas Diploma of Education.

Document review

The 'Document review' was utilised to assist in ensuring corroboration of information collected from TQ teacher interviews and to confirm certain demographic information (e.g., numbers) (Yin, 1994), as documents were found to be reliable and factual (Cohen et al., 2007). Analysing policy documents enhanced the potential to develop recommendations that were relevant at the system level. Document review within this research study included analysing information mostly sourced from the Internet. Although one needs to be critical when reading online data, as unlike journal articles and scholarly books, they may not have been peer reviewed. However, information provided by trusted government institutions and departments, was reliable. In this study, the following documents were examined:

(a) Department of Immigration and Citizenship's policy documents concerning overseas teacher visa application procedures and available temporary and permanent visa types for Australian migrants;

(b) Victorian Institute of Teaching (VIT) policies relating to overseas teacher application procedures, especially for teacher registration requirements and English language requirements;

(c) Department of Education and Early Childhood Development (DEECD) documentation in relation to education in Victoria and some summary statistics;

(d) Victorian Tertiary Admissions Centre (VTAC) and Victorian Curriculum and Assessment Authority (VCAA) documentation for Victorian Certificate of Education (VCE) related information;

(e) Victorian Registration and Qualifications Authority (VRQA) and Australian Institute for Teaching and School Leadership (AITSL) and Country Education Profiles (CEP) of Australian Education International (AEI) documentation for qualification assessments; and

(f) Australian Bureau of Statistics census data for Victorian schools.

Furthermore, the following documents were examined in relation to the Turkish education system:

(a) Ministry of National Education documentation (in Turkish and English languages) for Turkish education system's information and statistics;

(b) Ministry of National Education's Student Selection and Placement Centre (OSYM) documentation for Turkish university entrance system information; and

(c) some university policies in relation to Turkish university system information.

3.3 Data analysis

The data analysis phase involved organising "the data into descriptive themes that emerged during the data collection" (Anderson, 1998, p.158). Cohen et al. (2007) explained that 'content analysis' includes the examination, identification, coding and categorising of common themes, words, phrases and ideas that articulated in this research context by TQ teachers' personal and professional experiences. Anderson (1998) defined a 'pattern matching' technique to support the analysis of identifying specific aspects of TQ teacher experiences (e.g., gaining Victorian accreditation, coping with Victorian student discipline issues, handling Victorian curriculum).

The 'credibility' criteria were used to ensure the quality of the research (Lincoln & Guba, 1985). Internal validity of 'member checks' and 'triangulation' were implemented to enhance credibility (Mertens, 1998). Each interview's transcript was validated by its own interviewee to ensure accuracy. Triangulation was achieved by obtaining information from multiple sources (Mertens, 1998), "using two or more methods of data collection" (Cohen et al., 2007). In this study, data was collected by utilising a questionnaire, individual interviews and some document review.

Borrowing from many authors (Kruger, Davies, Eckersley, Newell, & Cherednichenko, 2009; Eckersley, Davies, Williams, Edwards, & Vernuccio, 2009; Cherednichenko, Davies, Kruger, & O'Rourke, 2001), the 'sketch, thread and belief' data analysis process was used within this research study, which involved the initial method of 'sketching' the raw data (i.e., TQ teacher participants' individual interview transcripts data). The raw data was located in the first column of a three-column working grid (see Table 7). Each participant's interview data was read and significant sections were 'sketched' (highlighted). These sections included key words, phrases,

sentences and paragraphs that had relevance to the research questions. By highlighting the important sections, it enabled the researcher to create a sketch of each participant's thinking and when the phrases (of the sketch) were connected, it was 'telling the story'. Also, by focusing on the highlighted (sketched) data in the first column, key words or phrases that provided a 'thread' were identified and written into the middle column. Finally, by using the sketch and thread, 'statements of belief' were written in the final column that captured the opinion, interpretation or theory being expressed. These statements provided the basis for discussion that related to this study.

Table 7: Data analysis grid

Interview Data - Participant XXX - **Sketch**	**Thread**	**Statements of Belief**
The school that I worked in Victoria had many parents who were from low socio-economic status. This situation made it difficult to motivate students as well. We could not get enough help from parents to support us to motivate them. They just left their kids at the school and school had to work on students. Of course, not all students were like that; there were some (a few) students they were motivated but in general it was an issue.	Low socio-economic status parents Student motivation Parental support	When parents are from low socio-economic backgrounds, it is highly likely for them not to support and motivate their children's education. This lack of support could cause issues for teachers in Victoria to face difficulties in motivating students to value education.
I believe if parents are educated then it will be easier for you [the teacher] to motivate the children. Otherwise they could be distracted easily. For instance, they could choose to become a bricklayer to earn more money, rather than choosing to continue with their education at a university.	Parent education Student motivation University education	When parents are educated, with their support, teachers could motivate students to focus on their current and future education.

Using this 'content analysis' process of 'sketch, thread and belief', the following major themes were identified and applied: *a) Turkish education system; b) TQ teacher migration;* and *c) Victorian education system* (Cohen et al., 2007). Additional, sub-themes and patterns appeared as the data was explored. Hence (based on collected data and research literature) a set of eight constructs was developed, to provide insights into these themes. The construct could be

explained as "a conceptual variable … an idea, a researcher's idea, related to other ideas in a theory of organizational behavior and belief" (Schwab cited in Stablein, 1996, p.516). Typologies were also used to support the next level of data analysis, which could be words or phrases that emerged and captured the essence of the construct (e.g., *student-teacher respect*). As Patton (1990) argued, typologies could also be words or phrases formulated by the researcher and used to define a set of data (e.g., *passion for teaching overseas*). There were 33 typologies identified, which assisted in providing insights into each of the constructs (see Appendix G). A Summary of Analysis by Themes table (see Appendix H) was developed to record specific references to themes, constructs or typologies. The table also recorded the participant's name and relevant page number / location on his/her interview transcript.

3.4 Limitations of the study

Repetitions
Some repetition occurred in Chapters 4, 5, 6, 7 and 8 in relation to specific constructs and typologies. This overlapping of data highlighted the close relationships between some constructs and typologies. For example, while 'classroom management' was discussed in multiple typologies, including 'student-teacher respect' or 'study motivation', it was usually approached from a variety of perspectives.

3.5 Summary

Chapter 3 described the methodology used in this research study. Chapter 4 provides specific insights into the lived experiences of each of the 11 participants as TQ teacher portraits.

Chapter 4 Participant Portraits

4.1 Introduction

In this chapter, a set of portraits was developed that attempted to capture the essence within each interview participant. I told the story "from the inside out" (Lightfoot, 1983, p. 7). In each portrait, the focus was insights of participants as individuals. I described participant's personal and professional experiences concerning their: *a) tertiary education background; b) migration; c) settlement; d) teacher registration;* and *e) teaching experiences in Victoria and/or overseas.* The portraits provided valuable data to be further discussed in Chapters 5, 6 and 7.

As mentioned in Chapter 3, during the data collection phase a small scale questionnaire was distributed to Turkish teachers identified as potential participants. Thirty one completed questionnaires were returned. Then *purposive sampling* (Cohen et. al. 2007) was applied to the completed questionnaires which met the following criteria to select participants: *(1) primary or secondary teaching qualifications from a university in Turkey; (2) are currently working (or have worked previously) at a Victorian school; (3) are registered with the Victorian Institute of Teaching (VIT).* On the basis of this criteria, 11 Turkish Qualified (TQ) teachers were selected as participants for this research and each was given a pseudonym. Selection was based not only on the selection criteria above, but also with respect to: *a) gender; b) age; c) marital status; d) school type; e) teacher type; f) teaching areas;* and *g) teaching experiences* (both in Victoria and Turkey). (Please refer to Table 8, which documents additional selection criteria as highlighted.)

Selected participants were both male and female TQ teachers. Their ages varied between 28 to 65+ years old. They all held a teaching qualification from a Turkish university and their teaching areas/majors varied: English, ESL, Maths, Physics, Chemistry, Accounting, Economics, Turkish, Physical Education or Primary classroom teaching. They graduated from their universities between 1960 and 2003. Their teaching experiences in Turkey varied from a new graduate to 10 years' experience. They all arrived in Victoria between 1970 and 2004. Some were recruited by a Victorian education institution while in Turkey. Their Victorian teaching experiences varied from two to 35 years in government, independent and/or weekend language schools. They all had VIT teacher registration; some had full registration, while others taught under Permission to Teach (PTT) arrangements with VIT. Some teachers gained VIT registration to teach in primary schools only. Some were required to complete extra coursework or study to be eligible to obtain teacher registration in Victoria.

Table 8: Interview participants' data matrix

	Participant 01 - *Erkan*	Participant 02 - *Burc*	Participant 03 - *Serkan*	Participant 04 - *Mutlu*	Participant 05 - *Mahmut*	Participant 06 – *Fidan*	Participant 07 - *Yunus*	Participant 08 - *Adem*	Participant 09 - *Faruk*	Participant 10 - *Meryem*	Participant 11 - *Ilham*
1. TQ teacher*	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
2. Age	36	28	37	34	52	44	52	49	37	65+	32
3.Gender	M	F	M	M	M	F	M	M	M	F	M
4.Family status	Married	Married	Married	Married	Married	Married	Married	Married	Married	Widow	Married
Family status (in TR**)	Married	Single	Married	Married	Married	Married	Married	Married	Married	Married	Single
5. Teaching qualification in TR	Teaching Degree	Teaching Degree	B.Sci. / Dip. Ed.	Teaching Degree	Teaching Degree	Teaching Degree	Teaching Degree	Teaching Degree	Teaching Degree	Teaching Degree	Teaching Degree
6. TR university / Faculty	Selcuk / Edu.	ODTU / Edu.	Bogazici / Sci. Marmara	Bogazici / Edu.	Ankara / Edu.	Cukurova / Edu.	Gazi / Edu.	Marmara / Edu.	ODTU / Edu.	Ankara / Arts	ODTU / Edu.
7. TR teaching area / Majors	Turkish	English	Physics	Chemistry	Accounting Economics	English	Turkish	English	Maths	Languages	Physical Education
8. Year graduated	1995	2003	1994	1998	1981	1985	1982	1987	1994	1960	2000
9. Practical experience days	180	>365	?	45	15	30	20	30	120hrs	365	40
10. Experience in TR	3yrs *also in Crimea	1yr	0 *3 years in Russia	2mnths *5 years in Kenya	1yr	2yrs	7yrs	7yrs	8yrs	10yrs	0
11. Motivating factor for becoming a teacher	Role model teacher	Relative teacher	Enjoy teaching	Enjoy helping the needy	Family encouraged	Challenge to apply diff. teaching methods	Uncle teacher	Enjoy school environment	Friends, teachers	Parents encouraged	Role model teacher brother
13. Why Victoria?	Friends	Husband teacher in Vic	Job offer	Job offer	Nephew in Vic.	Sister in Vic.	Friends	Wife teacher in Vic	Brother in Vic	Husband's job	Job offer
15. Arrival year in Victoria	2001	2004	1999	2003	1982	1988	1988	1995	2003	1970	2001
16. Recruited in TR	Yes	No	Yes	Yes	No	No	No	No	Yes	No	Yes
19. Experience in Victoria	7yrs	2yrs	7yrs	3yrs	20yrs	20yrs	12yrs	11yrs	5yrs	35yrs	7yrs
20. Type of school(s)	Independent	Independent	Independent	Independent	Government Independent	Government Weekend	Government Independent	Government Weekend	Independent	Government Weekend	Independent
21. Teaching / Experience in Victoria	Turkish (G4-12)	Turkish (primary & middle yrs)	Physics, Science, Maths	Chemistry	B.Mgmt., Account., ESL, Turkish	Turkish, Primary classroom teaching	Turkish, ESL, Principal	Turkish, ESL, classroom	Maths, Head of curriculum, Principal	Turkish, KLA coordinator Uni. Teach.	Health & Physical Education
22. VIT registration	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
VIT registration date	2002	2005	2003	2003	1990	1995	2002	?	2003	1971	2001
VIT registration type	PTT	Full	Full	Full	Full	Full	Full	Full	Full	Primary & Secondary	Full
23. Required to complete extra course	No	No	Dip. Ed.	No	4th year BA & Dip. Ed.	Primary Conversion	Dip. Ed.	Dip. Ed.	No	Dip. Ed.	No
24. Completed optional PD	Yes	No	No	No	Yes	Yes	Yes	Yes	Yes	Yes	Yes

* TQ Teacher = Turkish Qualified Teacher (*teachers who have obtained a primary or secondary school teaching qualification from a university in Turkey*)

** TR = Turkey

4.2 Participant portraits

Participant 01 – Erkan

Erkan is 36-year-old Turkish Qualified (TQ) male teacher who arrived in Australia in 2001. He was recruited as a teacher by a Victorian based independent college while he was in Turkey. After his arrival, he worked as a LOTE (Turkish) teacher at this school for seven years.

In 1995, Erkan graduated from Selcuk University in Turkey, majoring in Turkish language teaching. His course was four years' duration. Erkan had three years teaching experience in Turkey and in Crimea (an independent republic within Ukraine). He was influenced to become a teacher by the scholar, Fethullah Gulen, who valued and recommended teacher education. Erkan was motivated to choose the Turkish major due to one of his Turkish high school teachers, who was a role model. He believes this teacher was very active in her professional teaching, continuously reading and/or conducting personal research. She was always concerned with her students' needs. Erkan's decision to work overseas (first in Crimea and then in Australia) was due to a passion to teach in an overseas Turkish school. He believed it was a 'speciality' to work as a teacher at any of those schools.

Erkan thinks that although it took too long to obtain his visa, having a sponsor made it straightforward with visa applications. After his arrival, having a sponsor also helped. He felt that he and his family did not have major problems in settling in Australia. Erkan however did have great difficulties in regards to teacher registration requirements in Victoria. Due to the English language requirement of Level 7 (from IELTS)[5], he was not able to receive 'full' teacher registration; he taught with 'Permission to Teach (PTT)' registration. Erkan did not want to give up as he loved teaching. He ultimately moved to New South Wales hoping to achieve full teacher registration there. He said: "If I can't, I will consider leaving Australia to teach somewhere else" (Erkan, Interview 01, 2009).

Participant 02 – Burc

Burc is a 28-year-old TQ female teacher who arrived in Australia in 2004. Burc had a fiancé working as a teacher in Australia. They got married in Turkey and her husband helped her with all the necessary visa application processes. It took only two months to receive her visa. After

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[5] It is a requirement of the Victorian Institute of Teaching (VIT) for overseas qualified teachers to provide documentary evidence from an approved English language test: *Level 7 from IELTS (International English Language Testing System), Level 4 from ISLPR (International Second Language Proficiency Rating), or Band A from PEAT (Professional English Assessment for Teachers) tests (VIT, 2011).* (Please note that commencing from 1 April 2012, a new change will be implemented to the policy to increase the IELTS level, which will be discussed further in Chapter 8.)

her arrival, instead of working as an English language teacher, she worked as a LOTE (Turkish) teacher for two years at the private college where her husband worked.

In 2003, Burc graduated from ODTU (METU) University in Turkey with a Bachelor of Arts, majoring in teaching the English language. The degree course was five years' duration (one year English preparation and four years English teaching). Prior to coming to Australia, after her graduation, Burc worked at a government school in Turkey for one year. This primary school included Years 7 and 8. Despite the limited educational resources and having crowded classrooms, the students' motivation and interest in education and English language enabled her to enjoy teaching in Turkey. Burc's motivation to teach overseas was due to her husband being in Australia and the desire to work at Turkish schools overseas. Her decision to move to Australia was accepted with different emotions by her close family members.

Obtaining teacher registration was not a problem for Burc. However, she had English language difficulties in Victoria due to her American accent. Burc enjoyed teaching in Victoria. On the other hand, she had some regrets in relation to her decision to become a LOTE (Turkish) teacher.

Burc stated that during her initial years in Australia, if practical courses had been offered to help her regain the confidence she lost due to difficulties understanding the Australian accent, she would have been happier. After four years living in Australia, she now feels more confident about speaking English in public. Burc believes that since she arrived, she has not learnt anything extra in terms of her English language: "I just gained my confidence" (Burc, Interview 02, 2009).

Participant 03 – Serkan
Serkan is a 37-year-old TQ male teacher who arrived in Australia in 1999. He was recruited as a teacher by a Victorian-based independent college while he was in Turkey. After his arrival, he worked as a Physics, Science and Maths teacher at this school for seven years.

In 1994, Serkan graduated from Bogazici (Bosphorus) University in Turkey with a Bachelor of Physics. The course was six years' duration: one and a half years English language preparation and four and a half years Physics related lessons. However, the course was not a teaching degree. In 1996, he also completed a Diploma of Education at Marmara University in Turkey. This was an extended course, which is normally one year, but it took Serkan three months to complete. He did not have any teaching experience in Turkey. He had however, three years of teaching experience in central Asia in Turkmenistan and more than one year in Russia. Serkan

considered himself a very successful teacher, especially in Turkmenistan. In 1996, he was awarded a medal by the president of Turkmenistan for his commitment to the education system. Only a handful of people from the education sector received this prestigious medal. His students competed in the National Physics Olympiads in Turkmenistan and received medals.

Serkan's decision to work as a teacher overseas was difficult for his parents to accept. When Serkan arrived in Victoria, he realised "being a successful teacher is just not enough to get teacher registration here" (Serkan, Interview 03, 2009). Despite having a Diploma of Education from Turkey, he was requested to complete another diploma course in Victoria. He was told he did not have sufficient practical teaching experience. Serkan found it very difficult to accept that his qualifications were not good enough to be an Australian teacher at the time. While he was working as a full-time teacher he completed his Diploma of Education, which was a struggle. He was granted VIT teacher registration in 2003. Serkan managed to become the head of the Science faculty at his school and then the head of curriculum. In 2005, he was appointed Deputy Principal responsible for curriculum.

Participant 04 – Mutlu

Mutlu is a 34-year-old TQ male teacher who arrived in Australia in 2003. He was recruited by a Victorian based independent college while he was in Turkey. After his arrival, he worked as Chemistry teacher at this school for three years.

In 1998, Mutlu graduated from Bogazici (Bosphorus) University in Turkey, majoring in Chemistry teaching. The degree course was five years in duration: one year English preparation and four years Chemistry teaching. Mutlu was motivated to become a teacher due to his enjoyment in helping people who needed assistance. He believes teachers should be committed. Mutlu was inspired by the 'Gulen Movement' who recommended teachers work outside Turkey, especially with students with high needs. After his graduation, Mutlu had only two months of teaching experience in Turkey as a substitute teacher, before moving to Kenya. He taught Chemistry for five years at a Turkish school in Kenya operated by the 'Gulen Movement'. The quality teaching experiences at the school were memorable.

When Mutlu arrived in Australia, having waited more than one year for the visa processes to be completed, he was then faced with teacher registration requirements. He says "this was another shock to me, just when I thought I finished with all the paperwork" (Mutlu, Interview 04, 2009). Mutlu thought that the granting of a visa by the Immigration Department indicated he was recognised to teach, as he already specified his intention to come to Australia to teach. He believed that applicants such as he should be informed from the start about all these procedures.

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When Mutlu applied for teacher registration, despite having stated in his graduation certificate that he had completed the required teaching practices, VIT still requested a separate document specifying these details. He had to communicate with his university and wait to receive this document. He also had to prove that his university was providing education in the English language, to meet the English language requirement.

By the time all visa requirements were completed and Mutlu arrived in Victoria, it was nearly the end of Term 3 (in September). Due to Chemistry being taught at the VCE, the school administration did not want to offer him Chemistry classes as they were concerned about the end of year results for their VCE students. Instead, they offered teaching Maths at the lower year levels. He initially refused, but they eventually convinced him. During his first Maths lesson, he was so upset that he could not wait until the end of class. He felt he could not teach in this country. His frustration continued until he was given Chemistry classes at VCE level in the following year. He has not had any major classroom issues since.

Participant 05 – Mahmut

Mahmut is a 52-year-old TQ male teacher who arrived in Australia in 1982. His wife was originally from Australia. While she was in Turkey for a holiday, they met and were married. She then sponsored him to migrate to Australia. After his arrival, he taught Accounting, Business Management, ESL and LOTE (Turkish) for 20 years.

In 1981, Mahmut graduated from Ankara University in Turkey, majoring in Accounting and Economics teaching. The course was four years' duration. Mahmut had family members who taught, thus influencing him to become a teacher. He also was inspired by some of his high school teachers.

Mahmut taught in Turkey for one year before moving to Victoria. During his early years in Victoria, Mahmut worked full time at factories during the day and attended English classes, designed specifically for migrants, in the evenings. Mahmut argued that most overseas qualified teachers doing the English course with him gave up trying to become a teacher, claiming either it was too difficult, too long, or the costs were too great. Instead, they continued their factory work.

Mahmut was required to complete extra studies in Victoria: it took him seven years to become a registered teacher in Victoria. While Mahmut was completing his Diploma of Education, he was also working as a teacher-aid at a public school. When comparing the Turkish and Victorian education systems, Mahmut claimed, despite having large numbers of students in the classrooms

and having limited teaching facilities and equipment, there were very few major discipline problems in Turkey.

Participant 06 – Fidan

Fidan is a 44-year-old TQ female teacher who arrived in Australia in 1988. She was sponsored by her sister, who happened to be living in Australia. Upon arrival, Fidan initially worked in factories. Later, she completed all teaching requirements (such as a primary conversion course) and was recognised as a registered teacher. She has worked as a LOTE (Turkish) and primary classroom teacher for the past 20 years in Victoria.

In 1985, Fidan graduated from Cukurova University in Turkey, majoring in English language teaching. The course was four years' duration. Prior to coming to Australia, Fidan taught for two years at a private school in Turkey. During her secondary school teaching, Fidan recalls that she would observe and judge the teaching methods and approaches of some of her teachers, assuming there were better ways of teaching. She developed interest in becoming a teacher, hoping perhaps she could learn better teaching methods. Her father also influenced her by suggesting teaching was a suitable 'profession for a lady'. She liked teachers who were kind to their students, not giving them a hard time or putting them down. She wanted to be like that when she became a teacher. She pointed out "I enjoy communicating and helping others" (Fidan, Interview 06, 2009).

When Fidan's father passed away during her third year of university, she was left with the responsibility of looking after her mother and two sisters. She was fortunate to have some friends who offered her work, tutoring their children. With this financial support, she was able to continue her teaching studies and was successful in graduating as an English language teacher.

After her graduation, she commenced teaching at a private school owned by an international company in Turkey, initially teaching adults and then secondary students. Fidan was considering going overseas to an English speaking country in order to gain practical experience and improve her English language skills. About this time she met an Australian at one of the company functions and learnt that the official language of Australia was English. As she was searching for more information on Australia, her sister decided to marry an Australian. When Fidan's sister married and moved to Australia, she (and her brother-in-law) sponsored her to migrate to Australia.

During the initial stages of her post arrival, Fidan had difficulties in finding a job, even in a factory. When Fidan found a factory job and started working, she was concerned about losing her English skills. She enrolled in an English course at a local TAFE college, where she was encouraged by a teacher to return back to the teaching profession. When she approached the Overseas Qualification Unit, Fidan was required to complete one year of a teaching degree due to the lack of practicum in her initial degree.

Fidan concluded that the support she received from the TAFE teacher was a major influence in her supporting other teachers in need, which is what she is doing now. She aims to minimise their difficulties and protect them from going through the same problems she encountered. Fidan claims: "after coming here, it is not easy to return to your own country straight away; hence, people need to suffer to succeed" (Fidan, Interview 06, 2009).

Participant 07 – Yunus

Yunus is a 52-year-old TQ male teacher who arrived in Australia in 1988. He migrated with his family as a labourer. After his arrival, he worked in factories initially, despite having a teaching degree. Later, he completed all teaching requirements and was recognised as a registered teacher. He worked as a LOTE (Turkish), ESL teacher and school principal for 12 years in Victoria.

In 1982, Yunus graduated from Gazi University in Turkey, majoring in Turkish language teaching. The course was four years' duration. Yunus had an uncle who was a teacher and he motivated him to become a teacher. Yunus had seven to eight years' teaching experience in Turkey. Although classroom sizes were large in Turkey, with about 40 to 50 students, he did not have many classroom issues while teaching there. Students and parents in Turkey respected teachers to the highest degree.

Yunus applied for an Australian permanent immigration visa, which took about nine to 10 months to complete. After arrival, the Turkish community again helped him find a job in a factory. In subsequent years, he went to the Ministry of Education (currently known as the Department of Education and Early Childhood Development (DEECD)) and asked if he could find a teaching position. He was instructed to submit all his qualification documents to the Teacher Registration Board (currently known as VIT). He submitted certified copies and was informed two to three months later that he had to complete a Diploma of Education. He was able to receive 'Austudy' while he was doing his Diploma. It had taken Yunus three years post arrival to become a registered teacher in Victoria.

Yunus described that being an experienced teacher in Turkey and then having to work as a labourer on arrival in Australia was really difficult. He declared: "I was not happy working in the factories. If I did not complete a Diploma of Education, in order to be recognised as a teacher here, I was considering returning to Turkey" (Yunus, Interview 07, 2009). Yunus currently works as a principal at a private school in Victoria.

Participant 08 – Adem

Adem is a 49-year-old TQ male teacher who arrived in Australia in 1995. His wife was originally from Australia. He migrated after applying for a permanent residency visa. After his arrival, he initially worked as a multicultural aid and integration aid. After completing a Diploma in Education and receiving full teacher registration, he worked as a LOTE (Turkish) and ESL teacher for 11 years.

In 1987, Adem graduated from Marmara University in Turkey, majoring in English language teaching. The course was four years' duration. Prior to going to university, Adem completed seven years at a Turkish military academy; four years in the high school and three years in the academy. Adem wanted to complete (any) university degree just to escape 18 months of compulsory Turkish military service. Although his decision to enrol in an Education faculty was not his first choice, he enjoyed being a teacher.

After graduation Adem found a teaching job at a private college and taught for seven years. He married a colleague from the same (English) department who happened to be from Australia originally. They worked at the same college for two more years after they married, before deciding to migrate to Australia.

During his early years in Australia, Adem had difficulties in understanding people in the street due to his unfamiliarity with 'Australian slang'. He acknowledges that he was lucky to have his wife who was originally Australian. She was basically helping him with everything until he gained his confidence. When Adem contacted the education department with all his teaching qualifications, he was instructed to sit for an English test initially, being an overseas graduate. After passing the test, he was requested to complete a Diploma of Education for having only 30 days of teaching round experiences.

Participant 09 – Faruk

Faruk is a 37-year-old TQ male teacher who arrived in Australia in 2003. He was recruited by a Victorian-based independent college while he was in Turkey. After his arrival, he worked as a Maths teacher at this college for five years.

In 1994, Faruk graduated from ODTU (METU) University in Turkey, majoring in Maths education. The course was five years' duration (one year English preparation and four years' Maths teaching). Faruk initially wanted to be a pilot. However, he was influenced by one of his high school friends who wanted to be a teacher. He was also impressed by some of his high school teachers' approaches. He believes that the ways in which they explained the topics helped him to explain them to others. During his high school years he tutored voluntarily. His students' comments such as "you teach better than our teachers" motivated him to continue teaching (Faruk, Interview 09, 2009).

Faruk wanted to teach Maths in the English language as he had been trained. After his graduation, Faruk had the opportunity to teach two years at one of the Turkish schools in Uzbekistan, operated by the 'Gulen Movement'. These schools were providing opportunities to teach in English. Faruk then returned to Turkey and had eight years teaching experience. However, the changes in the Turkish education system, where Turkish became the major language for delivering lessons, no longer allowed high school and secondary school Maths teachers to teach in English. Hence, due to his previous familiarisation with overseas Turkish schools, he decided to migrate and teach at one of these schools. Faruk's brother was living in Victoria and informed him about the availability of the Turkish schools there. He applied to one of these independent schools. Faruk believes, perhaps due to his teaching experiences and success, that the school's governing body representatives went all the way to Turkey to recruit him. He had the opportunity to meet and discuss with them issues and challenges relevant to teaching in Australia. They offered him a teaching position and he accepted it.

Faruk applied for an Australian 'permanent residency' visa. It took Faruk 13 months to obtain his visa. Faruk did not have a major problem in obtaining Victorian teacher registration. The only noticeable delay was based on VIT instructions, in which he had to communicate with his university in Turkey, and wait for them to send a document showing his teaching round practice details.

When comparing the Turkish and Victorian education systems, Faruk noticed a major difference: "In the Turkish education system, teacher candidates concentrate on one major teaching area such as Maths, Physics, and Chemistry. However in the system here [in Victoria], teaching areas have to be more than one, causing teachers to lack deep knowledge compared to teachers in Turkey" (Faruk, Interview 09, 2009).

Participant 10 – Meryem

Meryem is a 65+ years old Turkish Qualified female teacher who arrived in Australia in 1970. She migrated because her husband had an offer to lecture at a Victorian university. After her arrival, Meryem worked as a LOTE (Turkish) teacher for 35 years. She participated in the establishment of a body called the 'Turkish Standing Committee'. The committee was successful in having the Turkish language recognised as a 'group one' subject in order to be taught at VCE level in Victoria.

In 1960, Meryem graduated from Ankara University in Turkey, majoring in English language and literature teaching. The course was four years' duration. Prior to coming to Australia, Meryem taught for 10 years at a school in Turkey. Meryem initially wanted to become a doctor. Her father was worried it would take too long and recommended that she become a teacher. Meryem's husband's Victorian university sponsored their migration to Australia.

After their arrival in Melbourne, Meryem wanted to work as a teacher. Hence, she communicated with the Department of Education. Although she was offered a teaching position at a technical school, it was a conditional appointment based on a requirement to enrol and complete a Diploma of Education. Meryem was the first ESL teacher at that school. She worked as a teacher during the day and attended university in the evening to complete the Diploma.

In comparing the Victorian and Turkish education systems, Meryem argued: "Although, classroom sizes [student numbers] are larger, there are no major classroom discipline issues in Turkey." (Meryem, Interview 10, 2009). Meryem believes that due to broken marriages which are on the rise, children's education is being negatively influenced in Victoria.

Participant 11 – Ilham

Ilham is a 32-year-old TQ male teacher who arrived in Australia in 2001. He was recruited as a teacher by a Victorian based independent college while he was in Turkey. After his arrival, he worked as a Physical Education teacher at this college for seven years.

In 2000, Ilham graduated from ODTU (METU) University in Turkey, majoring in Physical Education. The course was five years' duration (one year English Preparation and four years Physical Education). Ilham's elder brother was a physical education teacher who was a role model and influenced him to become a teacher. During his university years, he was influenced by some of his friends who wanted to teach in Turkish schools overseas, via the recommendations of Gulen. He was informed that these schools provided opportunities to bring students together from different cultures. Ilham was ambitious and wanted to work at these

schools to help Turkish background students preserve their culture and, at the same time, help them to build new bridges between other cultures. Ilham believes that being a teacher is a 'gift' which provides opportunities and develops the younger generation.

On graduation, Ilham found a teaching position at a Turkish school in Victoria through a recruitment company in Turkey. Ilham's immigration processes took slightly longer than expected. While waiting for his visa process, he applied for a Master's degree at his university, and was accepted. He did not know whether to take the offer, due to the uncertainty of his Australian visa application. He was grateful his waiting period was not as long as some of his colleagues. Ilham had no difficulties in obtaining his teacher registration. He suggests that this was influenced by his Turkish university being on the VIT overseas universities' list.

4.3 Summary

Chapter 4 presented 11 portraits which reveal the personal and professional experiences of TQ teachers who participated in this research. Chapters 5, 6 and 7 will present an analysis of the interview data focusing on emerging themes.

Chapter 5 Turkish Education System Analysis

Three major themes emanated from the data: the *'Turkish Education System', 'TQ Teacher Migration'* and the *'Victorian Education System'*. This chapter will analyse TQ teacher experiences via the Turkish education system theme. It will present an analysis of the interview data (including portraits) with a specific focus on emerging themes and their significance in responding to the questions posed in this study. This chapter will expand on Chapter 4, which introduced each TQ teacher.

Analysing the Turkish education system will enable a better understanding of the kind of educational environment TQ teachers are coming from and what type of experiences they had in that environment. The following 'constructs' and 'typologies' in Table 9 were identified as the result of data analysis and will be used to discuss the Turkish education system as they relate to the experiences of TQ teachers.

Table 9: Turkish education system constructs and typologies

Constructs	**Typologies**
Primary / Secondary teaching	• Competitive education environment • Study motivation • Student-teacher respect • Parents • Teaching approaches / resources • Classroom management
University entrance system	• University entrance
Tertiary education	• University teaching language • Science-Literature faculties • Teaching practicum
Teacher motivation	• Passion for teaching profession • Passion for teaching overseas • 'Gulen Movement'

5.1 Primary / Secondary teaching

Within the Turkish 'Primary / Secondary teaching' construct, data relating to the following typologies will be discussed: *a) Competitive education environment; b) Study motivation; c)*

Student-teacher respect; d) Parents; e) teaching approaches / resources; and *f) classroom management.*

5.1.1 Competitive education environment

The Turkish education system is highly competitive, as Ilham stated: "There are a lot of students but limited opportunities, which creates a great competitive environment amongst students" (Ilham, Interview 11, 2009). Faruk also argued: "the problem with the Turkish education system is there are too many students waiting to be educated" (Faruk, Interview 09, 2009). (See Chapter 2 for data relating to Turkish education system statistics).

5.1.2 Study motivation

Due to this competitive environment, most students are highly motivated to successfully pass their school levels to be able to enter a tertiary education institution. Erkan stated: "Students in Turkey are motivated to study at schools due to the educational qualifications being the leading salvation for their future professional life" (Erkan, Interview 01, 2009). Mahmut explained that students in Turkey were keen to learn; they typically came to the classrooms with their "full school gear, ready to learn" (Mahmut, Interview 05, 2009). Faruk claimed: "in Turkey there was no need to motivate students. They were highly self-motivated. Due to the number of students in the Turkish education system, they needed to study if they wanted to get a good job in the future" (Faruk, Interview 09, 2009). Adem revealed that "students valued their education and were well motivated about coming to school and were keen to learn" (Adem, Interview 08, 2009). Fidan suggested that this high motivation led to positive outcomes for her as a teacher: "In the Turkish education system, students' eagerness and enthusiasm always motivated me as a teacher" (Fidan, Interview 06, 2009). Burc also agreed:

> In Turkey, students wanted to learn as they were more worried about their future of achieving a good profession, rather than worrying about having a good time or enjoyment. Because they are motivated, you (as a teacher) are motivated as well. You don't get tired of teaching; you want to teach more as they want to learn more. They just look into your eyes and push you to teach more. (Burc, Interview 02, 2009)

5.1.3 Student-teacher respect

Turkish students (and parents) believe teachers are guiding children's futures, hence their trust and reliance on them. There is an enormous respect for teachers (Faruk, Interview 09, 2009). "Students regard teachers as important 'directors' for their future life paths and hence respect them greatly; valuing and treating teachers different [sic] than other humans" (Erkan, Interview 01, 2009). Mutlu argued that "due to the great teacher respect in the Turkish education system;

if there is an issue with a particular student, a simple 'warning' is enough to control him/her. The worst scenario is they will at least pretend they are paying attention to the teacher and stop disturbing the class" (Mutlu, Interview 04, 2009). Ilham claimed that due to the competitive environment, students needed their teachers help and support to achieve their goal of a place in a university. Therefore they value and respect their teachers and concentrate on their studies. (Ilham, Interview 11, 2009). "Students were keen to learn despite having limited resources and facilities and hence they were respecting their teachers a lot" (Mahmut, Interview 05, 2009). Yunus also claimed that teaching is a very valuable occupation in Turkey, students and parents respect teachers to the highest degree. He expressed the respect issue in a different way, by stating: "I [the teacher] was like the king in the class" (Yunus, Interview 07, 2009). Adem believed teacher respect is also a result of the Turkish culture in which parents value teachers and raise their children accordingly. (Adem, Interview 08, 2009).

5.1.4 Parents

Within the Turkish education system, most parents give priority to their children's education. Although many are not educated or wealthy, they want their children to study and achieve the top respected professions. (Mahmut, Interview 05, 2009). Meryem revealed: "most parents in Turkey had high aspirations for their children to become doctors or lawyers, regardless of their capabilities" (Meryem, Interview 10, 2009). Parent support in working with teachers and following up school-related issues helps teachers to educate students successfully. Adem noted: "Parents were always telling their children to respect the teachers. They were regularly in contact with the school and they were always encouraging teachers to be strict on their children" (Adem, Interview 08, 2009). Yunus expressed this in another way:

> Parents were working very closely with the school. After enrolling their children in school, during their first discussion with the teacher, they usually referred to a famous Turkish saying '*eti senin kemigi benim*' ('the meat is yours, the bone is mine'), indicating that they are giving full authority to the teacher to monitor their children's [education and] behaviour. (Yunus, Interview 07, 2009)

5.1.5 Teaching approaches / resources

Within the Turkish education system, teachers usually applied teacher-oriented approaches when teaching. Ilham argued: "In the Turkish education system teachers do most of the explanations and demonstrations; students are mostly 'passive' learners" (Ilham, Interview 11, 2009). Adem claimed:

Students usually sat on their chairs and listened to their teacher explaining (by writing on the blackboard), answering questions asked by the teacher. There was little technological equipment at the time. Teachers were lucky to have overhead projectors... We always had a text book and it was easier to plan. (Adem, Interview 08, 2009)

Mahmut affirmed this when he stated: "We didn't have much equipment; only 'chalk and talk' - the blackboard. We were following one textbook, but it did not have an associated workbook" (Mahmut, Interview 05, 2009). Fidan and Yunus also agreed with Mahmut and Adem in relation to text books usage (Fidan, Interview 06, 2009; Yunus, Interview 07, 2009).

Most TQ teachers felt that there were less Professional Development (PD) opportunities in the Turkish education system compared to the one in the Victorian education system. The PDs will be discussed later under the Victorian education systems 'Teaching approaches / resources'.

5.1.6 Classroom management

TQ teachers had little issues in regards to classroom management. Fidan claimed: "I can easily say there were no discipline or classroom management issues" (Fidan, Interview 06, 2009). Ilham concurred: "The number of students competing to secure a place at a university causes concern and anxiety amongst students; [it is thus] encouraging and motivating them to concentrate on their studies and behave well at school" (Ilham, Interview 11, 2009). Yunus asserted that "as soon as a teacher entered the classroom in Turkey, everyone (40-45 students) ceased their other non-subject activities and paid attention to him". He claimed that discipline incidents in Turkey were very minimal, "perhaps around one percent compared to Victorian schools" (Yunus, Interview 07, 2009). Yunus also articulated that while teaching in the Turkish education system, every teacher was allowed to issue a 'behaviour mark' for each student, together with a subject mark. If the behaviour mark was not at an acceptable level, students were referred to the discipline committee and they had the possibility of failing the year. He claimed: "This system encouraged students to behave well and concentrate more on their studies" (Yunus, Interview 07, 2009). Due to conceptualising education as being a major 'saviour' for their future professional life, students tended to behave well and concentrate on their studies. If a rare discipline issue arose during class, the teacher could send the student(s) outside. TQ teachers indicated that in situations like this, students were faced with several consequences: miss out on perhaps important components of the subject; be referred to a discipline committee with the possibility of failing; or their parents being informed, which usually was an embarrassment for both parents and students (Erkan, Faruk, Ilham, and Fidan, Interviews 01, 09, 11, 06 respectively, 2009).

5.2 University entrance system

Within the Turkish education's university entrance system, students need to sit for a separate examination after obtaining their secondary school graduation diploma. Ilham believes that the number of students competing to secure a place makes the university entrance exam extremely important. He claimed: "there were about 1.5 million students [at the time] but only 200,000 could access a university education" (Ilham, Interview 11, 2009). Faruk articulates:

> Completing secondary school is one thing, entering university is another. Students must obtain a sufficient score at the university entrance exam to be able to secure a university placement. There is a central assessment system that ranks students according to these scores. (Faruk, Interview 09, 2009)

Faruk described some of the details about the university entrance examination: "It takes approximately three hours. There are questions from all subject areas taught at the secondary school including Science (Physics, Biology and Chemistry), Maths, History, Geography, Language (Turkish) or another second language. At the beginning of the exam, students can select different courses they are interested in" (Faruk, Interview 09, 2009). (See Chapter 2 for information relating to Turkish university entrance system).

5.3 Tertiary education

Within the Turkish 'Tertiary education' construct, data relating to the following typologies will be discussed: *a) University teaching language; b) Science-Literature faculties;* and *c) Teaching practicum.* By examining the Turkish tertiary education system, we can better understand the kind of tertiary education environment TQ teaches are coming from, and the type of higher education they had prior to their Victorian teaching experience. (See Chapter 2 for further information relating to the tertiary education in Turkey).

5.3.1 University teaching language

There are universities in Turkey (such as Middle East Technical University and Bosphorus University) where the teaching language is English. Burc was a graduate of the Bachelor of Arts in English at Middle East Technical University (METU). She stated: "The medium of language was English at the METU. The first year was compulsory English language preparation, followed by [four years of] undergraduate study" (Burc, Interview 02, 2009). Faruk was also a graduate of METU, but he was enrolled in a Bachelor of Science (Maths and Science Education). He also "had to complete one year of compulsory English language preparation, followed by four years of an actual teaching degree" (Faruk, Interview 09, 2009). Ilham was

another graduate of METU. Although he was enrolled in a Physical Education teaching course, he still had to complete one year of compulsory English language preparation, followed by four years of educational studies (Ilham, Interview 11, 2009). Mutlu graduated as a Chemistry teacher from Bosphorus University, but he also "had to complete one year of compulsory English preparation, followed by four years of Chemistry and teaching related subjects" (Mutlu, Interview 04, 2009). Most other universities in Turkey have Turkish as their teaching language. Adem completed his English teaching degree at the Marmara University. His course was four years' duration and he was not required to complete a compulsory English language preparation year (Adem, Interview 08, 2009). Erkan, Mahmut, Fidan, Yunus and Meryem (Interviews, 01, 05, 06, 07, 10 respectively, 2009) were other teachers who completed their teaching degrees at other universities in which the teaching language was Turkish. Their courses were four years and they were not required to complete a compulsory English language preparation year.

5.3.2 Science-Literature faculties

Serkan completed the Bachelor of Physics (which was not a teaching degree) at the Science-Literature faculty of Bosphorus University. He had to complete one and a half years of compulsory English language preparation, followed by four and a half years of Physics related subjects (six years in total). He later completed a separate 'Pedagojik formasyon' (Pedagogic formation) course (similar to a Diploma of Education in Victoria) at the Marmara University, in order to become a teacher. (Serkan, Interview 03, 2009). Faruk reveals that there are Science-Literature Faculties in Turkey, which may have similarities to the Bachelor of Arts degree in Victoria. Faruk worked with many colleagues who were graduates of these faculties. Although they were exceptionally knowledgeable and capable in their areas (such as Maths, Physics, Chemistry, Biology), they were lacking teaching skills as they did not attend any education faculties. In Turkey, these people were offered courses (three months' duration) relating to teaching skills; student and education pedagogy, classroom management, behaviour management and the curriculum (Faruk, Interview 09, 2009).

5.3.3 Teaching practicum

There are universities in Turkey where the teaching practicum experience is very limited, compared to other universities in Turkey and Victoria. Mahmut completed his teaching course at the Education faculty of Ankara University. He explained that "as part of our teaching round experiences, we were only required to complete 15 days at the time" (Mahmut, Interview 05, 2009). Yunus graduated from the teaching degree at Gazi University. His teaching practicum was about 20 days, while Adem's teaching practicum at Marmara University was 30 days (Yunus 07 and Adem 08 Interviews, 2009).

5.4 Teacher motivation

Within the 'Teacher Motivation' construct, data relating to the following typologies will be discussed: *a) Passion for the teaching profession; b) Passion for teaching overseas,* and *c) The 'Gulen Movement'*. During the data collection for this research study, TQ teachers were asked about their reason(s) and motivation for becoming teachers and/or teaching outside Turkey. The twofold aim of these questions was to identify the rationale behind TQ teachers' migration to a distant county, such as Australia, and whether there were any correlations between a) and b) typologies above. Revealing this information will provide a better understanding of the TQ teachers' experiences, especially as they relate to the 'passion for teaching overseas' and their ability to adapt to the Victorian education system. (Refer to "8.1.1.1 TQ teachers' passion for teaching overseas").

5.4.1 Passion for the teaching profession

TQ teachers thought their passion for the teaching profession was initiated by either: *a) a close family member, relative or friend who happened to be a teacher; b) a good role model teacher; c) a recommendation of someone they trusted; d) the appropriateness of their skills towards teaching;* or *e) the teaching profession being accepted as a suitable and respectful career.* Faruk revealed: "I do not believe salaries played a role in motivating teachers to take on this profession because normally teacher salaries were low, when compared to most other professions in Turkey; it was the respect of the profession" (Faruk, Interview 09, 2009). (Refer to TQ teacher's portraits in Chapter 4, where additional discussion regarding the passion for teaching is given in more detail.)

5.4.2 Passion for teaching overseas

TQ teachers' responses to why they choose to teach overseas revealed a range of reasons including: *a) a wish to unite with family members / relatives; b) access to better professional work opportunities;* and *c) aspiration to teach outside Turkey.* Burc migrated to Victoria to be reunited with her fiancé who was working as a teacher in Victoria. (Burc, Interview 02, 2009). Adem's wife was originally a graduate teacher from Victoria. After their marriage, they decided to move to Victoria where his wife's parents (his in-laws) were living. (Adem, Interview 08, 2009). Mahmut's wife was from Australia. While she went to Turkey for a holiday, they met and married and six months later, moved to Victoria. (Mahmut, Interview 05, 2009).

Some TQ teachers relocated overseas for better professional work opportunities. Meryem's husband had a job offer from a Victorian university and Meryem migrated to Victoria with his husband. (Meryem, Interview 10, 2009). Fidan was an English language teacher who stated that "after our graduation we were mainly equipped to teach as ESL teachers". While she felt

confident and capable with regard to English grammar, she recognised the need to improve her practical English language. She wanted to obtain practical English language experience in a country where the main spoken language was English. (Fidan, Interview 06, 2009). There were TQ teachers, such as Yunus, who migrated to Victoria for a better future. When he applied for a visa he was prepared to work in any kind of job in Victoria; his visa was granted accordingly. (Yunus, Interview 07, 2009).

There were other TQ teachers who were inspired to teach outside Turkey. Due to changes within the Turkish education system, they were not able to teach Mathematics (or subjects other than English) in the English language. Faruk wanted to teach (Mathematics) in a country where he could utilise his English language skills. He was familiar with the 'Gulen Movement' schools outside Turkey, providing opportunities to utilise the English language for teaching. Faruk's brother who was residing in Victoria informed him about a Turkish school in Victoria (Faruk, Interview 09, 2009). Another TQ teacher, Serkan explained: "I heard about schools opening outside Turkey, as initiated by the respected scholar Fethullah Gulen, which actually turned into the 'Gulen Movement'". Serkan disclosed: "education is the key to changing things positively. I like helping people and teaching suits me. The movement was focussing on education; hence I decided to be part of this important movement" (Serkan, Interview 03, 2009). Ilham had a similar experience: "During my final years, some of my friends mentioned the Turkish International schools. Mr Fethullah Gulen was encouraging people to go and open Turkish schools outside Turkey. In these schools, there were lots of different students from different cultures. It seemed a good type of bridge amongst cultures and attracted me to go and work overseas" (Ilham, Interview 11, 2009). Mutlu and Erkan were other TQ teachers who were motivated to teach overseas as a result of the Gulen Movement: "When I graduated from the university, there was a movement encouraging teachers to teach outside Turkey to students who are in greater need than the ones in Turkey. Due to my motivation for the teaching profession being to help people who need assistance, I decided to go and teach the students there" (Mutlu, Interview 04, 2009). Erkan similarly revealed: "I have chosen to become a teacher because most of my friends were reading the books of the scholar, Fethullah Gulen who was valuing and recommending the teaching profession... It was an ambition for me to teach at the Turkish colleges overseas. I believed it was a 'speciality' to work as a teacher at any of those schools" (Erkan, Interview 01, 2009).

5.4.3 The 'Gulen Movement'
The 'Gulen Movement' has an influence on the Turkish education both locally and internationally. About 45% of the TQ teacher participants made reference to the 'Gulen Movement' schools while describing their passion for the teaching profession and/or their

passion for teaching overseas. Further investigation about Gulen and his movement was considered in order to increase the understanding of TQ teachers' ideological backgrounds. (Refer to Chapter 2 for further information relating to the movement.)

TQ teacher responses disclosed that those who were motivated by the movement were graduates of prestigious universities in Turkey. They had no problem in finding teaching positions at respected primary or secondary schools in Turkey. Most of these teachers have worked at known schools in Turkey, while others have taught in other countries. Some have prepared their students in their previous schools for various International Educational Olympics and have received medals for their work. Their responses also indicated that they were valued in their previous teaching positions. Consequently, why would these TQ teachers leave their loved ones and their jobs and travel to a distant country such as Australia? Some parents (and one particular grandparent) could not understand why their children/grandchildren wanted to migrate overseas. They were searching for answers, believing that their children, having graduated from one of the prestigious universities in Turkey, could easily find top teaching positions in Turkey. Some TQ teachers provided extra information about the movement, which related to these questions. Serkan revealed that "although the school set-up, classes and the curriculum all change, depending on the culture and education system of the country, the main purpose of the movement does not change, which is basically to teach the universal values to younger generation; valuing humanity and improving the values that are making us humans" (Serkan, Interview 03, 2009). Erkan stated: "Gulen does not own any of the schools; he does not have authority or responsibility within these schools. He is the architect of ideas, encouraging and promoting people to establish schools". He related his experiences to the movement's aims by saying: "I was amazed to see those nations, regardless of being different and enemy [sic] to each other outside in their normal life, living happily and at peace with each other at the same school" (Erkan, Interview 01, 2009).

5.5 Summary

Chapter 5 has examined the data collected from TQ teacher individual interviews. It analysed TQ teacher experiences data via the 'Turkish Education System' theme. Chapter 6 will analyse TQ teacher experiences via the 'TQ teacher Migration' theme.

Chapter 6 TQ Teacher Migration Analysis

This chapter will discuss TQ teacher experiences via the 'TQ teacher migration' theme that emanated from the data. In particular, the interview data (including the portraits) will be analysed with a specific focus on emerging themes and their significance for this study. This chapter expands on Chapter 4, which introduced each TQ teacher.

The following 'constructs' and 'typologies' in Table 10 were identified as a result of data analysis and will be used to discuss the personal and professional migration experiences of TQ teachers. These teachers referred to some Victorian departments, bodies, agencies and/or various processes while explaining their personal and professional migration experiences. During the analysis, where relevant, current equivalent Victorian names will be used.

Table 10: TQ teacher migration constructs and typologies

Constructs	**Typologies**

Prior to departure	• Family / relative / friend acceptance
	 • Visa application processes
	    - Partner migration visa
	    - Other family migration visa
	    - Employer sponsored migration visa
	    - Temporary Business (subclass 457 visa)
	    - Employer Nomination Scheme (ENS) visa

Post arrival	• Settlement issues • Sponsor support • Turkish community support • Job application process

6.1 Prior to departure

Data relating to the following typologies will be discussed within TQ teachers' migration processes prior to their departure from Turkey: *a) Family/relative/friend acceptance; b) Visa application processes; c) Partner migration visa; d) Other family migration visa; e) Employer sponsored migration visa; f) Temporary Business (subclass 457 visa);* and *g) Employer Nomination Scheme (ENS) visa.*

6.1.1 Family / relative / friend acceptance

The distance between Australia and Turkey was an issue, not only for TQ teachers, but for family members. When Erkan informed his relatives and friends about moving to Australia, most thought it was going to be similar to his previous migration to Ukraine: it was about one-hour flight and they did not mind. But Australia's distance became a concern for his family, especially for his in-laws. Erkan indicated that while his family was disappointed, they did not cause a great deal of difficulty. (Erkan, Interview 01, 2009). Burc's parents stated: "We would understand if you move to Germany or any other countries within Europe, as they are close to Turkey, but going that far is very difficult for us to accept". But in the end they accepted it. Some of her friends were saying "it is a good opportunity", while others were saying "it is scary". Burc commented: "Because I wanted to go, I just prepared my luggage and migrated to Australia" (Burc, Interview 02, 2009). Ilham's decision to migrate to Victoria also received an emotional response from his parents. Initially, they found it difficult to accept, but they realised that this could be a good future career opportunity for their son (Ilham, Interview 11, 2009).

When Yunus revealed his intention to migrate to Australia, his parents, brothers, sisters and uncle were upset. They all emphasised that they would not mind other close countries within Europe, but they would miss him a lot in a far country like Australia. His wife also had some concerns about finding a job and encountering problems with speaking English (Yunus, Interview 07, 2009). When Meryem announced her intention to migrate to Australia, local people in Turkey had mixed feelings, as they did not know much about Australia at the time. One of her colleagues stated: "There are sharks in Australia; the [then] prime minister was eaten by sharks, as he disappeared". Someone else (probably confusing Australia to Papua New Guinea) commented: "Natives there [in Australia] eat white people"! Her aunty who was nearly 100 years old asked: "Don't you have enough money to survive here?" (Meryem, Interview 10, 2009).

When Mutlu shared his decision to work overseas, most of his close family members were not happy. They made comments such as "Why are you going to Africa, are you crazy? You have graduated from one of the best universities in Turkey. You can find a good job here". A friend of Mutlu's father somehow managed to convince his father. After five years of working in Kenya, Mutlu informed them about moving to Australia. This time they were upset that he was leaving Kenya. They did not want him to transfer to Australia as it was too far. In Kenya, Mutlu could travel to Turkey every year, but in Australia it would probably not be the case. Mutlu told them: "if the people of Australia could be good towards me, like the Kenyan people, then it is fine with me" (Mutlu, Interview 04, 2009).

For Serkan, Australia was not the only country he had worked in. Prior to migrating to Victoria, he had three years of teaching experience in central Asia in Turkmenistan, and more than one year in Russia. Although Serkan was educated at one of the best universities in Turkey, his decision to work as a teacher overseas was difficult for his family to accept. Serkan was motivated by the 'Gulen Movement'. When his parents familiarised themselves with the aims and objectives of the movement, it made it easier for them to accept Serkan's decision, especially to move to a distant country (Serkan, Interview 03, 2009).

After her graduation, Fidan was considering going overseas to gain practical experience and improve her English language skills; she could also better support her family. Her sister was married to an Australian and had moved to Victoria. Her sister (and brother-in-law) informed her that they could sponsor her to migrate to Victoria. When she started telling people at home about this new opportunity, she received support and encouragement from most of them (Fidan, Interview 06, 2009).

Adem's colleagues supported their migration decision; some were even jealous. Some of his relatives and other friends confused Australia with Austria; thinking they were going to Europe. However, Adem's parents (especially his mother) were upset at their decision to move to Australia, thinking they may never return. His wife's desire to live in Australia again and having in-laws in Melbourne played a role with their migration intention (Adem, Interview 08, 2009).

6.1.2 Visa application processes

Some TQ teachers shared their experiences about a sponsorship process in the transition from Turkey to Victoria (Australia). In this next section, TQ teachers' descriptions on arrival in Victoria are shared (also see Table 11 re sponsors). The visa process was relatively easy and quick for some TQ teachers who had sponsors. For others, it was a challenging and drawn out process. Within this typology, prior to discussing TQ teacher(s) visa application experiences, relevant government visa information will be disclosed.

Table 11: Turkish qualified teacher sponsors

	Partner Sponsor	Relative Sponsor	Employer Sponsor	No Sponsor
Erkan			✓	
Burc	✓			
Serkan			✓	
Mutlu			✓	
Mahmut	✓			
Fidan		✓		
Yunus				✓

Adem	✓			
Faruk			✓	
Meryem			✓ *(her husband)*	
Ilham			✓	

6.1.2.1 Partner Migration visa

There were TQ teachers who applied for a sponsored visa through marriage, known as the 'Partner Migration' visa. Under this visa type, *partners* or *prospective spouse* of the sponsor could apply. A partner may be a *spouse* or *de facto partner*. The prospective spouse (fiancé) must have personally met the prospective partner and provided evidence of a genuine intention to marry (IMMI. *Migrating to Australia*, 2011; IMMI. *Partner Migration*, 2011). Burc's fiancé was working as a teacher in Victoria. Following their marriage in Turkey, he returned to Victoria and sponsored Burc's migration to Victoria. He sent Burc all the immigration paperwork and instructed her to complete the forms. She was requested to attend a medical examination and pay some (visa related) government fees. She did not have to wait long. She applied in August 2004 and her visa was granted one month later. (Burc, Interview 02, 2009). Mahmut's wife was originally from Australia. While she was in Turkey on holiday, they met and married. She then sponsored his migration to Australia in 1982 (Mahmut, Interview 05, 2009). Adem is another TQ teacher who arrived via the 'Partner Migration' visa in 1995. He was required to visit the consulate in Istanbul (Turkey) and the consulate general in Ankara (Turkey), where he was interviewed. He revealed: "there was a point system. Depending on your tertiary education, your assets in Turkey and so on, points were given. It was probably owing to our educational backgrounds, especially my wife being from Australia, that we did not have any difficulties in obtaining the visa" (Adem, Interview 08, 2009). It took Adem about three months to receive his visa.

6.1.2.2 Other Family Migration visa

Some TQ teachers applied for another type of sponsored visa through their relatives, known as the 'Other Family Migration' visa. Under this visa type, a carer or aged dependent relative or the remaining relative of the sponsor could apply. A remaining relative can be the sponsor's brother, sister or child (or step-relative to the same degree) living outside Australia (IMMI. *Migrating to Australia*, 2011; IMMI. *Other Family Migration*, 2011). When Fidan's sister married a person originally from Australia and moved to Victoria, she (and her brother-in-law) sponsored Fidan to migrate to Australia in 1988. Fidan completed all the sponsorship forms (sent by her brother-in-law) and submitted them. She was called for interview by the Australian Embassy in Ankara, Turkey. When she received the acceptance letter, the whole visa process took four months. Fidan believes that having a sister in Australia, having a job in Turkey, and being able to speak the English language, helped her to be accepted easily. By the time Fidan

received her visa, she was engaged. She informed the Australian Embassy and they were happy to include Fidan's fiancé in her application. They sent her fiancé's documents and soon after he was also issued with a visa. He did not have to go for interview. Fidan was given the option of marrying in Turkey or Australia. She married in Turkey and 11 days later they came to Australia (Fidan, Interview 06, 2009). Fidan's experience is verified in the information booklet of the Immigration Department:

> Migrating family members who are applying for the visa at the same time can be included on the visa application. Only one application charge is payable for the family unit... If a decision has not yet been made on the visa application, a spouse, de facto partner, dependent child or newborn child can be added to the original visa application without additional charges. (IMMI. *Employer Sponsored Migration*, 2011)

6.1.2.3 Employer Sponsored Migration visa

There were TQ teachers who applied for a visa through an employer sponsor. People can apply for 'Employer Sponsored Migration', where there is an Australian employer willing to sponsor them to work in a job that cannot be filled from the Australian labour market. Employers can sponsor highly skilled overseas workers, or workers who are currently in Australia on a temporary basis, for permanent residence to fill vacancies in their business. Employer sponsored visas can be 'temporary' or 'permanent' visas.

Temporary visas are used by Australian and overseas employers to employ approved skilled workers for temporary vacancies in particular occupations required in Australia. Temporary visas can also offer a pathway to a permanent visa. The 'Temporary Business (Long Stay) visa (subclass 457 visa)' is the most commonly used visa for employers to sponsor overseas workers. The subclass 457 visa is designed to enable employers to address labour shortages by bringing in skilled workers where they cannot find an appropriately skilled Australian. It allows businesses to employ overseas workers for up to four years in skilled occupations only. These occupations are specified under the 'Skilled Occupation List (SOL)'. The subclass 457 visa holders also could bring any eligible dependants with them to Australia (dependants could work and study); after entering Australia, there are no limits on the number of times they can travel in and out of Australia. To qualify, applicants must be sponsored by an employer; have skills, qualifications, experience and an employment background which match those required for the position; have an offer of employment from the sponsor; meet the English language requirement (unless eligible for a waiver); be eligible to hold a license or registration for the position (if required); and be paid the rate of guaranteed salary specified in the relevant nomination, based on the market salary rate for the position (IMMI. *Employer Sponsored Migration*, 2011; IMMI.

Migrating to Australia, 2011; IMMI. *Skilled Occupation List*, 2011; IMMI. *Temporary Business (Long Stay) (Subclass 457) Visa*, 2011).

Permanent visas are used by Australian employers to sponsor skilled workers in particular occupations in Australia. For permanent visas, there are three employer sponsored programs: *a) Employer Nomination Scheme (ENS); b) Regional Sponsored Migration Scheme (RSMS);* and *c) Labour Agreement (LA).* All three programs support 'offshore' and 'onshore' visas (for temporary visa holders already in Australia). The ENS allows Australian employers to sponsor overseas workers for permanent residency, or who are currently in Australia, to fill skilled full-time vacancies in their business. The objectives of the ENS are to enhance Australia's ability to compete globally by satisfying skill shortages in the Australian labour market. The RSMS allows Australian employers in regional and low population growth areas of Australia to sponsor workers for permanent residence in order to fill skilled vacancies in their business. The objectives of the RSMS are to encourage migration to areas outside major metropolitan centres and enhance Australia's ability to compete globally by satisfying skill shortages in regional and low population growth areas of Australia. The LA is a formal agreement between an employer and the Commonwealth, represented by the Department of Education, Employment and Workplace Relations (DEEWR), allowing the recruitment of a specified number of skilled workers from overseas in response to identified skill shortages in the Australian labour market. A LA is designed to ensure that overseas recruitment supports the longer term improvement of employment and training opportunities for Australians. A LA can also include the temporary resident subclass 457 Business (Long Stay) visa. It may take time for LA negotiations to be finalised (IMMI. *Employer Sponsored Migration*, 2011; IMMI. *Making and Processing Visa Application*, 2011; IMMI. *Skilled Occupation List*, 2011; IMMI. *Temporary Business (Long Stay) (Subclass 457) Visa*, 2011). (Also see Table 12 below).

Table 12: Turkish qualified teacher visa types

| | Arrival Year in Victoria | Visa Process Duration (in months) | Partner Sponsored Migration | Other Family Migration | Employer Sponsored Migration | | General Skilled Migration |
					Subclass 457 (temporary)	ENS (permanent)	
Erkan	2001	8			✓		
Burc	2004	1-2	✓				
Serkan	1999	5			✓		
Mutlu	2003	13				✓	
Mahmut	1982	5-6	✓				
Fidan	1988	4		✓			
Yunus	1988	9-10					✓
Adem	1995	3	✓				
Faruk	2003	13				✓	
Meryem	1970	unknown			✓ *(her husband)*		

Ilham	2001	3			✓		

6.1.2.3.1 Temporary Business (Long Stay) visa (subclass 457 visa)

Serkan is a TQ teacher who applied for employer sponsored migration via the 'Temporary Business (Long Stay) visa (subclass 457 visa)'. When he applied for a teaching position in Victoria in 1999, his sponsor did most of the paperwork for him. He stated: "I did not actually do much in terms of official (visa) work. I just submitted some documents to the embassy. Having a sponsor made it easier for me" (Serkan, Interview 03, 2009). As mentioned in Chapter 4, Serkan was awarded a medal for his commitment to education and his students received medals in the National Physics Olympiads. Serkan believes his teaching experiences and these awards helped him to receive his Australian immigration visa relatively quickly. It took him about five months to obtain his visa (Serkan, Interview 03, 2009). Meryem's husband had a job offer from a Victorian university that sponsored their migration in 1970. The university followed up with most of the procedures and Meryem believes their visa application process was relatively easy (Meryem, Interview 10, 2009). Ilham's Victorian based sponsor helped him with his visa application, guiding him with completing the forms. He felt it would have been more stressful and difficult without their help. Ilham had to wait three months to receive his visa, in 2001. He believes waiting for the immigration process caused a great deal of stress, not knowing whether he would be eligible or not (Ilham, Interview 11, 2009).

For some other TQ teachers who migrated via employer sponsorship, the visa processes were completed easily but it still took some time. Erkan, who specialised in LOTE (Turkish) teaching, was one of these TQ teachers. He claims it was easy to follow the Australian visa application procedures with sponsored support and he thanks them for their assistance. He declared that the sponsor followed up on most of the paperwork. Erkan only had to complete a few sections of the form (again with the sponsor's instruction) and sign. When Erkan accepted the teaching offer in Victoria in 2001, he thought migration to Australia was going to be as easy as migrating to Crimea; he obtained his visa one week after submitting his application. He was hoping for a similar completion time. Erkan explained that his family packed all their belongings and they were ready to migrate, staying at their parent's house. Due to major delays in confirming the visas, he had to apply for another non-teaching job in Turkey and commenced work. Just when he was considering giving up, his visa was granted, after eight months of waiting. Erkan stated: "Waiting so long [and] not knowing when it would be finalised was tiring, caused a lot of anxiety and required a great deal of patience for me and my family". Even now, Erkan does not know the reason for the visa delay (Erkan, Interview 01, 2009).

6.1.2.3.2. Employer Nomination Scheme (ENS) visa

Although having a sponsor makes the visa application process less demanding, selecting the appropriate visa type is important. Faruk is a TQ teacher, whose employer sponsor wanted him to apply for the most suitable visa, and they decided on the permanent residency 'Employer Nomination Scheme (ENS)' visa, in 2003. Faruk revealed that it was the first time his sponsor had tried this visa type. Previously, other overseas teachers were sponsored under the temporary subclass 457 visa. Their visas needed extension after four years of working in Victoria; this was an additional burden on TQ teachers as well as the sponsor. To avoid these extra processes they chose a permanent residency visa. However it took Faruk 13 months to obtain his visa. Faruk believes he and his sponsor were doing everything correctly. However, there was a problem with the Australian Immigration Department's Canberra office. The information they supplied contradicted the information displayed on the department's website. Faruk stated: "It took the Immigration Department three months to realise their error and formally apologise" (Faruk, Interview 09, 2009).

Mutlu had to wait a long time after applying to receive a permanent residency ENS visa. Mutlu claimed: "The immigration application process was one of the biggest hassles in my life". When Mutlu applied to enter Australia in 2003, he was told it could take several months. However, as he puts it, "I never thought it could take longer than 12 months". Mutlu claims there are major differences between permanent and temporary visa application processes; the overseas qualification assessment was one of them. He notes that it took him six months to receive recognition of his overseas qualifications. Mutlu believes there was confusion within the Immigration Department about its own procedures and he explains:

> We were told to use a particular form for the visa application. When we were completing the form we noticed this form to be suitable for the 'General Skilled Migration' visa category. We were applying on the basis of 'ENS' (Employer National Scheme) type of visa. When we explained to Immigration Department people, they still insisted on the earlier form. (Mutlu, Interview 04, 2009)

Mutlu believes dealing with more than one department was creating further confusion:

> I had to write about 20 emails to NOOSR (National Office of Overseas Skills Recognition) and Immigration Department, to solve the conflict in relation to the qualification assessment. Only after six months could we come to a consensus; they required me to take an educational assessment rather than the assessment they were insisting previously. Following this reconciliation, my visa was issued.

Mutlu believes the problem still exists under the ENS scheme, where there is a body called 'Teaching Australia' that can only provide assessment under the general skills category. There is no authority that can assess the (educational) qualifications (Mutlu, Interview 04, 2009).

Some of Mutlu's claims within regard to the ENS visa scheme, 'Teaching Australia' assessment authority and the 'National Office of Overseas Skills Recognition (NOOSR)' skill assessment unit required further investigation. Under the 'Assessing Authorities' section of the Immigration Department's website, for example, the list of current authorities providing valid skills assessment are listed. It states that the National Office of Overseas Skills Recognition (NOOSR) ceased conducting skills assessments for teaching occupations in 2005. The website also states that all enquiries regarding obtaining new skills assessments for teaching occupations should be forwarded to the Australian Institute for Teaching and School Leadership (AITSL), formerly known as Teaching Australia (TA) (IMMI. *Assessing Authorities*, 2011). Examining the AITSL's website revealed: "AITSL is working with stakeholders to develop an agreed system of national assessment and certification of teachers based on the Standards at Highly Accomplished and Lead teacher levels" (AITSL, 2011). Scrutinising the 'Assessment for Migration' section of the website exposed information similar to Mutlu's claim regarding its relevance to General Skilled Migration visas. It is disclosed that: "AITSL is the designated assessing authority for the following skilled occupations under the General Skilled Migration Program on the Skilled Occupation List (SOL) 1 July 2011". The following relevant teaching occupations were listed: Primary school teacher (not in SOL 1 July 2011) and Secondary school teacher (AITSL. *Assessment for Migration*, 2011).

6.1.2.4 General Skilled Migration visa

There were other TQ teachers who arrived via permanent resident visas, but without an employer sponsor. These are known as 'General Skilled Migration' visas, designed for people who wish to migrate on the basis of their skills, but do not have an Australian employer who can sponsor them. The visa can be *temporary* or *permanent*. Under this migration visa, applicants can apply independently, be sponsored by an Australian family member, or be nominated by a state or territory government. They need to be below 50 years of age when they apply, and meet English language requirements. They will also need to nominate a skilled occupation, which fits their skills and qualifications, and have their skills assessed as suitable for working in an occupation on the Skilled Occupation List (SOL). Their nominated occupation must be listed on the SOL (IMMI. *General Skilled Migration*, 2011; IMMI. *Migrating to Australia*, 2011; IMMI. *Skilled Occupation List*, 2011). Yunus is a TQ teacher who came to Australia with a permanent residency visa in 1988, but without an employer sponsor. In addition, he did not apply as a

teacher, but as a process worker, willing to work at any kind of job. While Yunus was applying for an Australian permanent residency immigration visa, the officer in Turkey informed him that his teaching degree would process his application more quickly, as they were looking for qualified teachers. However, it took 10 months to obtain his permanent residency visa. He applied in 1987 but could only come to Victoria until 1988 (Yunus, Interview 07, 2009).

6.2 Post arrival

Data relating to the following typologies will be discussed within the TQ teachers' migration processes after their arrival in Victoria including: *a) Settlement issues; b) Sponsor support; c) Turkish community support;* and *d) Job application process.*

6.2.1 Settlement issues

TQ teachers' responses revealed that having an employer sponsor assisting them helped with their settlement needs. For some TQ teachers, relying on their previous experience of living in another foreign country also played a supportive role with adapting to Victorian life. Erkan is a TQ teacher who believes that having a sponsor helped him after his arrival in relation to "finding accommodation, buying furniture or being directed to the right places for his needs" (Erkan, Interview 01, 2009). Erkan lived in Ukraine before coming to Australia. Although he was expecting and was prepared for some changes and difficulties, it ended up not being the case. His sponsor arranged their accommodation in a suburb where they could access their needs easily. Erkan felt that with the help of his sponsor, he and his family did not have any major problems with settling in Victoria (Erkan, Interview 01, 2009).

When Serkan arrived with his wife, they did not have any children. His employer sponsor provided a great deal of assistance. The sponsor arranged accommodation for one week before helping them to move to their own house. Although he was moving to a new country, Serkan believed he did not have major issues and problems with settlement, due to similar experiences in Russia before coming to Victoria (Serkan, Interview 03, 2009). It was also easy for Mutlu to settle in Victoria as he had worked in Kenya for five years before coming to Australia. He stated: "Kenya was a British colony. They had similar culture, living habits; most things were the same, even the street signs, traffic, registration" (Mutlu, Interview 04, 2009). When Mutlu arrived in Victoria, his sponsor informed him that initially he and his family would stay with a teacher colleague. Mutlu explained: "It was great to receive help in regard to accommodation, car, and other requirements" (Mutlu, Interview 04, 2009).

When Fidan arrived in Victoria, everything seemed different including houses, the physical environment and nationalities; even the Turkish community here was different. She stated; "I

was in a state of cultural shock" (Fidan, Interview 06, 2009). She was lucky to have her sister and family. She also revealed that it was interesting to hear so many different languages. After her arrival, Fidan (and her husband) were desperate to find a job to pay their travel fares, which had been covered by her sister's in-law. After some difficulties, Fidan and her husband found factory jobs. Yunus also claimed that upon arrival in Victoria everything seemed different. The houses were mainly single storey, which was quite different from those in Turkey, where the housing was primarily multistorey due to its high population. The traffic, roads, markets and buildings were also different here. When Yunus moved to Australia as a family, they left most of their house and personal belongings in Turkey. They had to re-purchase most of them again in Australia, including fridge, beds, furniture, and other basic household items. Yunus claimed "due to financial difficulties, it took about three years to complete purchasing all our needs here" (Yunus, Interview 07, 2009).

The day after arrival, Mahmut enrolled in an English class. He declared "at that time [in 1982], we had to travel to 'Myer House' in [the] city because there were no English classes available where we lived" (Mahmut, Interview 05, 2009). Mahmut worked full time during the day and in the evening he attended English classes (between 6 to 9pm). He continued attending these English classes for two years. The classes were designed specifically for migrants. He claimed: "My English language [skill] level was not the foundation; it was standard level 2. It was a practical course that involved all the skills: reading, listening, writing, and speaking. I learnt a lot from the course" (Mahmut, Interview 05, 2009).

Faruk worked in Uzbekistan in central Asia prior to moving to Victoria. Having a sponsor and brother in Victoria made it easier for Faruk to settle post arrival in Victoria. His family's basic living needs, such as finding accommodation, obtaining a tax file number and a Medicare card, were not major issues (Faruk, Interview 09, 2009). Meryem was another TQ teacher who lived outside Turkey (in Holland) before coming to Australia. Her settlement experiences in Holland were more difficult. She was feeling 'homesick', as it was her first time living in a foreign country, being away from her parents and friends. When she arrived in Victoria, she claims it was easier adjusting due to her previous experiences in Holland. Meryem's husband's university sponsor paid their travel fares and provided support during the early stages of settlement. The university arranged and paid for two weeks hotel accommodation. Her husband's colleagues at the university helped them to meet others via social activities. They also met with some Turkish community members who provided assistance (Meryem, Interview 10, 2009). On arrival in Victoria, Ilham did not have many settlement issues due to his sponsor. He revealed: "things were easier than expected because my sponsor was very helpful. My accommodation and other necessities required to live in Australia were already available" (Ilham, Interview 11, 2009).

6.2.2 Sponsor support

Having a partner or relative already living in Victoria also aided TQ teachers with their settlement. Burc's husband, for example, was already living in Victoria and familiar with the local community and culture. Hence, her settlement in regard to accommodation, job, travelling and other life necessities was not a major hurdle (Burc, Interview 02, 2009). Mahmut's wife, originally from Melbourne, was already familiar with life necessities in Victoria. Mahmut and his wife initially lived with his in-laws, which allowed him to attend an English course during the day. When they rented a house and moved out, Mahmut had to work due to financial difficulties. The government support they were receiving was not sufficient to cover their expenses (Mahmut, Interview 05, 2009).

Having in-laws in Melbourne assisted Adem and his wife greatly. They stayed with them during their initial period in Victoria. During his university years, Adem learnt that nearly all migrants initially find their new country (and everything associated with it) interesting; the nature, the society, the traditions and values. This is known as the 'honeymoon' period. After a while reality set in with regard to dislocation and leaving loved ones behind. As Adem was going through similar experiences, he felt that the support of his friends and wife was critical to being able to cope during these 'down' periods. He acknowledges he was lucky that his wife was originally from Australia. She was basically helping him with everything until he gained his confidence (Adem, Interview 08, 2009).

6.2.3 Turkish community support

TQ teachers who did not have sponsorship support had difficulties during their early periods of settlement. The Turkish community was their central source of support. During the early years in Victoria, Yunus did not know anything about systems such as Medicare and banking. He did not know where to go to ask for assistance. The local Turkish community who had arrived earlier was his only source of help. Basically the experiences they had had were shared with Yunus and his family (Yunus, Interview 07, 2009).

Serkan agreed with Yunus that the Turkish community in Victoria was very supportive because they were already familiar with the local and broader community (Serkan, Interview 03, 2009). Ilham was also introduced to some members of the Turkish community within and outside his Victorian school, who assisted him (Ilham, Interview 11, 2009). The suburb in which Faruk's Victorian sponsor (in cooperation with his brother) arranged accommodation had many Turkish families. He claimed: "it was like a small Turkish village". The Turkish community supported Faruk and his family, making it easier for them (Faruk, Interview 09, 2009).

6.2.4 Job application process

Finding and applying for a job and being selected for an offer were other issues TQ teachers had to deal with. TQ teachers who were sponsored by an employer did not have to go through the processes of finding or applying for a job in Victoria. Erkan, Serkan, Mutlu, Faruk and Ilham were TQ teachers who had Victorian teaching job offers while they were still in Turkey, prior to migration to Victoria. Erkan, Serkan and Mutlu learned about the job positions via their friends. Faruk learned about a teaching vacancy at a Victorian based school from his brother, who was residing in Melbourne. Ilham found a teaching position at a school in Victoria through a recruitment company in Turkey (Erkan, Interview 01, 2009; Serkan, Interview 03, 2009; Mutlu, Interview 04, 2009; Faruk, Interview 09, 2009; Ilham, Interview 11, 2009). Burc's husband worked at a Turkish-managed private school in Victoria. Prior to her arrival in Victoria, she was told about a teaching position at this school and was informally offered a position. When she arrived, she was formally offered that teaching position (Burc, Interview 02, 2009).

There were other TQ teachers, such as Mahmut, Fidan, Yunus, Adem and Meryem, who had to go through lengthy and difficult processes of finding and applying for teaching positions, post arrival to Victoria. Some of them initially worked in factory jobs to survive financially. Mahmut initially decided to work in factories due to his financial difficulties. His Turkish friends helped him find a job at the Chef factory (producing ovens) in Brunswick. He worked two years full time before changing his working hours to part-time (5 to 9pm) in order to attend a full-time English course to improve his language skills. After completing this course, Mahmut switched to full-time work. He also enrolled part time in 'Multicultural studies' as part of a Bachelor of Arts degree, which took him three years to complete. Later on, he enrolled in the Diploma of Education part time (again), which took him two years to complete. He was also able to obtain a job as a teacher-aid at the Brunswick East High School at the time, rather than working in factories. Finally, Mahmut was ready to apply for a successful teaching position, which he did, at Richmond Secondary College (Mahmut, Interview 05, 2009).

When Adem first came to Australia he did not know where to go or how to apply for work, who to contact, and even how to find telephone work numbers. He claimed he was lucky to have a wife from the same profession, who was originally from Victoria. She was helping him with most of his needs; he fully depended on her. After learning that he had to complete a Diploma of Education in order to be able to teach in Victoria, it took him about six months to enrol in the course, because he was required to take some English tests. He stated: "I didn't want to do any jobs other than teaching, as I was trained to do that. I believed I was able and capable. That is why I made efforts to continue with the Diploma of Education" (Adem, Interview 08, 2009).

After receiving his teacher registration, Adem had difficulties in finding a teaching position due to his methods: LOTE (Turkish) and ESL. Adem worked as a Turkish 'multicultural-aid' and then teacher 'integration-aid' until he found a teaching position. He believes these jobs provided opportunities for him to observe different teachers teaching the same students. He developed skills in identifying which methods/approaches worked best with particular students. He commented that although his wife did not have any teaching experience in Australia, she had no difficulties in finding a teaching position because she was an Australian graduate (Adem, Interview 08, 2009).

After their arrival in Melbourne in 1970, Meryem communicated with the Department of Education seeking a teaching position. Although Meryem was offered a teaching position at a technical school, it was a conditional appointment based on a requirement to enrol and complete a Diploma of Education. None of the other TQ teachers had this opportunity. Meryem's advantage was that she was looking for a teaching position during the 1970s, just two years after the commencement of the first official immigration of Turks to Australia. There were not many TQ teachers at that time to compete for a teaching position. Meryem ended up being assigned to a teaching position at a technical school, without even knowing the differences between school types within the Australian education system. In Turkey, she was also teaching at a boys' school (Meryem, Interview 10, 2009).

Yunus started to work in factories with the help of local Turkish community members. He worked at a factory for one year before deciding to return to a teaching career. He was not happy with factory work. He then enrolled in a Diploma of Education in order to become a registered teacher in Victoria. After completing the Diploma, he did not know where to find a school that offered LOTE (Turkish) in order to apply for a teaching position. Hence, he targeted the suburbs where the majority of Turks were living and applied to primary and secondary schools in those areas. Finally, he was offered a teaching position (Yunus, Interview 07, 2009).

Having a partner, relative or friends greatly assisted TQ teachers with their early settlement needs as was discussed earlier. It was also important to have friends who were capable of guiding them with the correct advice. Although Fidan had brother-in-laws living in Victoria, they were not equipped to identify appropriate job prospects. Fidan did not even consider applying for teaching positions during her early arrival period, due to not knowing where and how to apply. The people around Fidan guided her towards working in factories. However, she had difficulties in finding a job in factories due to not having sufficiently well-developed skills other than teaching. She did not even know how to sew. During the first couple of months, she was crying in the streets as a result of receiving negative responses to her job searches. Finally,

she was given a job at a socks factory, cutting fabric. After working there for a while, Fidan was concerned about losing her English language skills, as mentioned before. She decided to take some English lessons at the local TAFE College. She sat a test which was an enrolment requirement. She explained: "the result of this test was a turning point for me in Australia". (Fidan, Interview 06, 2009). The TAFE teacher who assessed Fidan's test informed her that with her strong English grammar skills, she could even be eligible to teach at the TAFE college. The same teacher recommended that she complete a 'primary conversion' course, based on her Turkish qualifications that could enable her to return to the teaching profession. He also guided her to the Overseas Qualification Unit, where her overseas qualifications could be recognised. Fidan claimed: "basically he drew [sic] a path for me" (Fidan, Interview 06, 2009). Personnel within the Overseas Qualification Unit told Fidan that due to lack of practicum in her initial degree, she had to complete one year of a teaching degree. She subsequently enrolled part time in the final year of a teaching degree. It was difficult for her to work full time during the day, attend university in the evening, and do housework after university, late at night. Typically, by the time she went to bed, it was about 11pm. She completed the course in three years. After receiving her teacher registration, Fidan worked as a teacher-aid at a government school to acquire more experience. Opportunities arose at this school, initially as a casual replacement teacher (CRT), then part time and then full time as a LOTE (Turkish) teacher (Fidan, Interview 06, 2009).

The teacher registration process was another major 'post arrival' challenge for TQ teachers. As these issues were so broad, they will be discussed separately as the 'Teacher Registration Process' construct while exploring the 'Victorian education system' theme in the following chapter.

There were other 'post arrival' migration issues such as *having children while working or studying*; *not having a car (or not being able to drive) for travelling to work or school*. However, TQ teachers did not reveal sufficient information to be able to discuss these issues in detail; hence they were not included within this research study.

6.3. Summary

Chapter 6 has examined the data collected from TQ teacher individual interviews. It analysed TQ teacher experiences data via the 'TQ teacher Migration' theme. Chapter 7 will analyse TQ teacher experiences via the 'Victorian Education System' theme.

Chapter 7 Victorian Education System Analysis

This chapter will analyse TQ teacher experiences via the 'Victorian Education System' theme that emanated from the data. It will present an analysis of the interview data (including the portraits) with a specific focus on emerging themes and their significance. This chapter will expand on Chapter 4, which introduced each TQ teacher.

The following 'constructs' and 'typologies' in Table 13 were identified as the result of data analysis and they will be used to discuss the Victorian Education System relating to the experiences of TQ teachers.

Table 13: Victorian education system constructs and typologies

Constructs	Typologies
Teacher registration process	• Teaching qualifications • English language requirements • Supervised Practice Teaching (SPT) • Criminal Record Check (CRC) • Diploma of Education for overseas qualified teachers • Victorian universities offering teaching courses for overseas qualified teachers
Primary/Secondary teaching	• Study motivation • Student-teacher respect • Parents • Teaching approaches / resources • Classroom management • Curriculum • English language difficulties • Australian cultural differences

7.1 Teacher registration process

Data relating to the following typologies will be discussed within the ''Teacher registration Process' construct including: *a) teaching qualifications; b) English language requirements; c) Supervised Practice Teaching (SPT); d) Criminal Record Check (CRC); e) Diploma of Education for overseas qualified teachers;* and *f) Victorian universities offering teaching courses for overseas qualified teachers.*

7.1.1 Teaching qualifications

In 1983, when Mahmut contacted the 'Teacher Registration Board (TRB)', currently known as VIT, he was informed that his qualifications had to be translated and some other relevant documents were needed from his university. After waiting to receive these documents from his university and finally submitting all the requirements, he was informed six months later by the TRB that his four-year university degree was accepted as only equivalent to a three-year university qualification in Victoria. Mahmut believed his teaching qualification was rejected due to his university's name not being on the Teacher Registration Board's 'list of accepted overseas universities'. He claimed: "I know this because they have shown this list to me" (Mahmut, Interview 05, 2009). Mahmut was required to complete the final year of a Bachelor of Arts (BA) degree in Victoria in order to be able to enrol in a Diploma of Education, which he was required to complete in order to be eligible for VIT registration (Mahmut, Interview 05, 2009). This decision about lack of recognition is confusing because in 1970 Meryem, another TQ teacher from the same university as Mahmut, was only required to complete a Diploma of Education in Victoria. After six months however, she was informed by the Department of Education that she did not need to continue with the Diploma anymore, as her overseas qualifications were found to be satisfactory after review (Meryem, Interview 10, 2009).

In an attempt to better understand the overseas universities list, the Country Education Profiles (CEP) was contacted. (Refer to Chapter 2 for information relating to CEP). However, only member organisations paying yearly membership fees had access to the list. Despite several attempts, the researcher was unsuccessful in obtaining a copy of the Turkish universities list. Therefore, the TQ teacher's claim that some Turkish universities were not on the list at the time could not be verified.

7.1.2 English language requirements

The English language requirement is one of the major difficulties TQ teachers face with the teacher registration process. Erkan is a LOTE (Turkish) specialised TQ teacher whose major hurdle after arriving in Victoria was the English language competency requirement. He believed there was a problem with the system, especially for foreign language teachers. He stated that it is understandable for authorities to require some qualifications and skills. However he found it difficult to accept for a (Turkish) language teacher to be skilled with the English language requirement levels set by the authorities. He explained that the most appropriate and recommended approach of 'teaching a second language' all around the world is to utilise the language (to be taught) within the class as much as possible. He believes in order to teach Turkish (or any other language) at least 90% of class time should be allocated to communication in Turkish. He argued that a Turkish language teacher would not need to be skilled to the

required level of English. He states that English language competency should be sufficient to communicate and carry out life necessities, to understand and manage school policy and procedures, and to write reports. Irrationality with this language requirement, from his perspective, is that he (and most of the Turkish language qualified teachers) never had the opportunity to have English training as part of their university teaching studies. Therefore, it is almost impossible for him (and others) to meet this requirement (within their early years of arrival). Erkan stated that after seven years of teaching as a LOTE teacher in Australia, he still cannot receive full teacher registration. He has permission to teach (PTT) registration: "I am sick of applying for PTT each year, not knowing whether I would be given a registration for that particular year" (Erkan, Interview 01, 2009). Erkan considers this to be insulting with regards to his expertise and capabilities. Due to his knowledge of the Turkish language, he works as a consultant to one of the Turkish textbook companies. He teaches VCE subjects and his students have received ATAR scores of more than 40; even 50 (highest possible score). His students nominated him as the "teacher of the year" in their locality; he was one of the 40 finalists. He asks: "What else can I do to prove I am a successful and capable LOTE (Turkish) teacher?" He states that the only competency missing from his skills is the level 7 (IELTS) language capability and Erkan does not believe he will gain this skill in the near future. He states: "A lot of Turkish language skilled teachers gave up teaching, becoming taxi drivers or factory workers and this negatively affects the Turkish language teaching's future here" (Erkan, Interview 01, 2009). He revealed that there were around 250 to 300 Turkish language teachers in Australia including teachers in weekend language schools. Only an estimated 10% (25 to 30) were qualified Turkish language teachers (Erkan, Interview 01, 2009).

Although not being a foreign language teacher, Mutlu agreed with his LOTE (Turkish) teacher colleagues' experiences. He explained:

> Regardless of which [subject] area you will be teaching, you are [teachers] still required to achieve this English score of 7 [from IELTS]. Some of them [LOTE (Turkish) teachers] had to cease their teaching; some others had to go back to universities to do their Diploma of Education and wasted year(s) doing that.

Mutlu believes overseas qualified LOTE (Turkish) teachers wasted a lot of time in gaining teaching recognition. He argued:

> If the curriculum of the subject to be taught requires a lot of English language then English language skill should be a must... But if you [teachers] are going to teach subjects like Turkish where English is not required as much, then I don't believe

English will be that important as most of the communication in the class will be in Turkish. So there should be some flexibility in teaching certain subjects. (Mutlu, Interview 04, 2009)

Some TQ teacher participants indicated that their teacher education qualifications in a foreign university (e.g., Turkey), where the language of instruction was English, were exempted from completing one of the approved English language tests mentioned above. Burc believed that due to the medium of language being English at her university, she did not have to sit for any English tests (such as IELTS) in order to obtain her teacher registration (Burc, Interview 02, 2009). Mutlu believed that the teacher registration process was easier during his application in 2003. He had to prove that his overseas university, where he completed his teacher education qualification, was providing its education in the English language in order to meet the English language requirement. However, according to Mutlu, this option was not offered until later and all TQ teachers were (and still are) expected to sit for the IELTS test and obtain the required levels. Mutlu argued that some of his colleagues had major difficulties with this requirement; some even had to return to their own country (Mutlu, Interview 04, 2009). Faruk graduated from an overseas university where all subjects were taught in the English language. He was not required to sit for an English language test. He stated:

At the time they were accepting teachers from those universities [where teaching language was in English]. But later on they changed the system. All overseas teacher graduates from non-English speaking countries need to sit and get at least 7 from IELTS or 4 from ISLPR tests. I consider myself as one of the lucky ones; the teachers from my university in Turkey, who came to Victoria after these changes, struggled with the language requirement regulations. (Faruk, Interview 09, 2009)

Ilham believes his university was on the VIT's list of recognised overseas universities (offering education with English) and, as a result, he was not required to complete any additional English language tests (Ilham, Interview 11, 2009).

7.1.3 Supervised Practice Teaching (SPT)

Some of TQ teachers' Supervised Practice Teaching (SPT) was less than 45 days and, as a result, they faced difficulties in obtaining teacher registration in Victoria. (Refer to Chapter 2 for further information on SPT). Although some had years of overseas teaching experience and/or extensive knowledge and success in their teaching areas, they still had issues with the registration. As mentioned previously in Chapter 4, despite having a Diploma of Education from Turkey and four years of teaching experience, Serkan was requested to complete another

Diploma of Education in Victoria, due to not having sufficient teaching practicum. Serkan found it very difficult to recognise that his qualifications were not good enough to be a Victorian teacher at the time, as he had three years of teaching experience in central Asia in Turkmenistan and more than one year in Russia. Again as mentioned in Chapter 4, Serkan's educational skills were recognised when he was awarded a medal by the president of Turkmenistan and his overseas students received medals. Serkan argued: "Despite the Immigration and Education Departments both being part of the same government, there was conflict between them" (Serkan, Interview 03, 2009). He believes that while one grants visas for teachers to come to Australia and teach, the other department is not officially allowing them to do so: "You can be successful in coming to Australia, but it is not good enough; you need to do other things as well" (Serkan, Interview 03, 2009). Serkan commented that when he applied for teacher registration (his wife who had a Bachelor of Teaching degree) also applied. While Serkan had years of successful teaching experience overseas, she had no experience. Serkan stated: "I was like a mentor to her. She was asking me questions about 'teaching'. Basically, I was teaching her 'how to be a teacher'". The VIT ultimately awarded her full teacher registration, but required Serkan to complete a Diploma of Education (Serkan, Interview 03, 2009).

Fidan is another TQ teacher who had issues with teacher registration due to her teaching practicum. Her overseas teaching degree was not recognised due to lack of practicum days. She had to complete the final year of a teaching degree to obtain her Victorian teacher registration (Fidan, Interview 06, 2009). Yunus is a TQ teacher who completed 20 days of teaching practicum during his overseas university teacher education course. He had problems with his teacher registration process and was requested to complete a Diploma of Education in Victoria (Yunus, Interview 07, 2009). Adem was also asked to do the same, due to only having 30 days of teaching practicum. Adem was not happy about this as he had taught for seven years prior to coming to Australia. He disputed this requirement, stating: "Which is more important [valuable], 15 days or seven years?" (Adem, Interview 08, 2009).

7.1.4 Overseas Criminal Record Check (CRC)

Some TQ teachers had issues with their Criminal Record Check (CRC). (Refer to Chapter 2 for information relating to CRC). Burc is a TQ teacher whose teacher registration process was delayed for three months due to her 'Criminal Record Check (CRC)' records arriving from Turkey. She could not obtain these records unless she was personally in Turkey, applying and initiating the police check. Although she provided a police check to the Immigration Department for visa applications, VIT requested a new (last three-months) police check. She lost considerable time applying and waiting for the new one (Burc, Interview 02, 2009).

7.1.5 Diploma of Education for overseas qualified teachers

Some TQ teachers were required to complete a Diploma of Education in order to obtain their teacher registration in Victoria. Serkan was a TQ teacher who is currently working as a school principal in New South Wales. As mentioned previously, in 2000, he was requested to complete another Diploma of Education due to not having sufficient teaching practicum; this was despite completing six years for a Bachelor of Physics, a Diploma of Education and four years of teaching experience overseas. He believed that overseas qualified and experienced teachers, who had to complete a Diploma of Education, was not a good idea. He argued: "to be honest, it [the Diploma of Education] was a waste of time for me. It was just a formality; nothing but formality" (Serkan, Interview 03, 2009). Instead, he thought a separate program for the experienced teachers will be a great initiative. He thought: "Maybe an extended / dense program, half a year maximum or even [a] couple of months [duration]; a fast program to teach them [teachers] the difference between the culture they have come from and the Australian culture" (Serkan, Interview 03, 2009). He explained that since these teachers do not have problems in terms of delivering the subject curriculum, thus introducing them to the Victorian education system should be sufficient and beneficial (Serkan, Interview 03, 2009).

Yunus, a TQ teacher and school principal for 12 years in Victoria, had to complete a Diploma of Education due to his overseas education faculty not offering (a few) subjects that were required in Victorian teacher education courses at the time. Yunus argued that during his Diploma, lecturers were explaining basically the same things he had learned in the Turkish education system. Most subjects taught were the same; classroom management, classroom discipline, curriculum design, preparing unit work and daily lesson planning. He contemplates: "After teaching 7 years in Turkey, I repeated the same university studies in Australia; I wasted one whole year" (Yunus, Interview 07, 2009). He states that although it was not hard for him to complete the course, it was not necessary.(Yunus, Interview 07, 2009). Adem is another TQ teacher who was required to complete a Diploma of Education due to missing 15 SPT days, as mentioned previously. Adem was not happy initially. However he came to appreciate the course. Although he read many books and policy documents published by the Education Department, he believed it was still a 'culture shock' at the time. The Victorian education system, classroom settings, classroom management expectations and students were all different. The Diploma provided him with opportunities to familiarise (especially) with these different areas. He also thought the qualification was an opportunity for him to update his knowledge in regard to new technology and new information (Adem, Interview 08, 2009).

Mahmut is a TQ teacher who was also required to complete a Diploma of Education in order to become a registered teacher in Victoria. However, it was also necessary for him to complete the final year of a Bachelor of Arts (BA) degree, as discussed previously under 'Teaching qualifications'. Mahmut believes some Diploma content was not very useful or relevant to overseas qualified experience. He (and other students) completed the set work within the course to obtain their teacher qualification (again). He believes 'hands-on' classroom management and relevant content for the Victorian education system would be more beneficial for him and others; perhaps more SPTs could be integrated (Mahmut, Interview 05, 2009). Meryem's experience is somewhat different than other TQ teachers who were requested to complete the Diploma. As discussed previously under the 'Teaching qualifications', after completing six months of the course, Meryem was informed by the Department of Education that she did not need to continue, as her overseas qualifications were found to be satisfactory on review. Meryem nevertheless continued and completed the Diploma, as she was already halfway towards completion when she received the departmental letter (Meryem, Interview 10, 2009).

7.1.6 Victorian universities offering teaching courses for overseas qualified teachers

TQ teacher responses did not reveal any information in regard to Victorian universities offering specific recognised courses suitable for overseas qualified teachers. However, their responses exposed some Victorian Diploma of Education courses as being more flexible than others in relation to teaching registration for overseas qualified teachers. Adem is a TQ teacher who applied to several universities to enrol in their Diploma of Education courses. A Victorian university accepted almost all of his overseas qualifications. Due to insufficient SPT, they offered him two choices: six months full time or one year part time. He chose the latter option as it was more suitable at that time (Adem, Interview 08, 2009). Serkan is another TQ teacher who completed his Diploma at the same Victorian university. He was given the option of doing his SPT at the college where he was teaching. It was a great opportunity for Serkan as he did not have to leave his workplace (Serkan, Interview 03, 2009).

7.2 Primary / Secondary teaching

Within the 'Primary/Secondary teaching' construct, data relating to the following typologies will be discussed: *a) Study motivation; b) Student-teacher respect; c) Parents; d) Teaching approaches / resources; e) Classroom management; f) Curriculum; g) English language difficulties;* and *h) Australian cultural differences.*

7.2.1 Study motivation

Most TQ teachers believed their students in Victoria lacked motivation towards education. Erkan believed his students did not perceive completing school as being important. He thought the students had sufficient alternatives in relation to their future lives here. He stated:

> Following Year 10, they can easily give up school as they want to engage in life and commence earning more money. Perhaps they are not verbally saying it with similar words as such but they are considering education as a long destination; thinking one will have to study, make it to university, complete it, search for a job, find one, and so on. They consider working at a petrol station or a market as an easier solution. (Erkan, Interview 01, 2009)

Erkan shared one of his first experiences with students in Victorian schools:

> It was a Year 9 class and I was trying to familiarise myself with students. When I asked them 'what they were aiming to become', nearly two-thirds of the class responded by saying a 'concrete worker'. This was an unbelievable response as you could never imagine such desire at schools, both in Turkey and Ukraine. No-one would go to school to become a concrete worker. My investigation later revealed that one other student in the class had a concrete worker neighbour who happened to have a 'Ferrari' brand car. As the children around this age tended to develop interest towards cars a lot, these students were thinking if they became a concrete worker, they could also have a Ferrari. (Erkan, Interview 01, 2009)

Erkan had a similar experience in another class; this time students wanted to become 'motor mechanics'. Again, when he investigated, he learnt that one of the students had a father who was a motor mechanic and had modified a car in a way that impressed the students. The students were selecting this profession to get cars. Erkan claimed: "It is an important problem for teachers, as well as for parents, to motivate such students to focus on school studies" (Erkan, Interview 01, 2009).

Burc argues that students she has taught in Victorian schools are primarily not willing to learn and are not concerned about their future. She stated: "Here in Victoria, students feel secure about their future, perhaps as the result of government (financial) support. They may be thinking why they should get tired by studying" (Burc, Interview 02, 2009). Serkan believes students in Victoria do not give much priority to education.

The kids are very satisfied here... Education is (in most cases) something that they have to do. They don't actually see education as (an) important (tool) for their life. They suppose government will look after them even though they won't have any education. (Serkan, Interview 03, 2009)

Serkan feels teachers have to persuade students about the importance of education before commencing their education. He argued: "First of all you have to teach [tell] them 'You can get money [financial support] from government or you can get a job following Year 10, but there are certain things that you can't get from life without proper education.' Then start educating them" (Serkan, Interview 03, 2009). Mahmut thought that lack of motivation was an important issue with students as they were not interested in learning: "If you could make them study [for] 20 minutes, you were successful" (Mahmut, Interview 05, 2009). Mahmut also observed that students in his classes were attending without bringing the essentials such as pens or paper. He claimed: "There were students coming to class with their roller skates; without their shoes on. They would spend five to ten minutes changing their shoes. This obviously indicates the lack of motivation they had - even at the start of class" (Mahmut, Interview 05, 2009). Adem agreed that students in his Victorian schools were less motivated and they did not do much homework in comparison to students in Turkey. He stated: "Especially at early secondary year levels (Years 7-10) this is more noticeable. It is only when they reach the VCE level, especially Year 12, that they start taking study seriously" (Adem, Interview 08, 2009).

Faruk believes the major challenge throughout his teaching career in Victoria was the issue of motivating students. He stated:

In Turkey many students were competing to get into a university place, but only about 40% of them could succeed. In Victoria, there are many universities offering places and student numbers are a lot less in comparison to Turkey. There is no real challenge for students here. (Faruk, Interview 09, 2009)

Faruk related the motivation issue to students' financial security. He argued: "The government provides support if one doesn't work, which encourages young people to feel secure" (Faruk, Interview 09, 2009). Therefore, he claimed teachers could not motivate students by using arguments such as 'if you study you will get a good job' or 'you will earn more money'. Faruk believed that 'study' motivation has a relevance to parental support, which is discussed later in this chapter (Faruk, Interview 09, 2009). Ilham stated: "here [in Victoria] students don't have much concern about their future". He argued: "if students could be motivated to understand the importance of education for their future lives" they would start utilising school facilities more

(Ilham, Interview 11, 2009). Mutlu observed the motivation issue in a different way by distinguishing students at upper class levels from lower levels. He revealed: "Students in Years 11 and 12 cared about their school work, they were grown-up, mature and knew what they were supposed to do..." (Mutlu, Interview 04, 2009).

7.2.2 Student-teacher respect

As discussed previously, student respect towards teachers in the Turkish education system was not evident within the Victorian education system. Erkan believed his students in Victoria responded negatively to their teacher's requests, assuming it was their right to argue. He commented:

> When I first I arrived, students would tell me things such as 'don't touch me; don't talk (to) me; that is your job; this is my job; this is my area; that is your area' and so on. At the time, I couldn't understand why they would make such comments.

Later, he claimed: "students here [in Australia] have more rights than perhaps anywhere else in the world" (Erkan, Interview 01, 2009). Students were being taught as early as primary school to stick up for their rights; even if it meant arguing against their parent's or teachers' reasonable requests, such as being asked to complete homework (Erkan, Interview 01, 2009). Burc believed students in Victoria lacked respect for and did not listen to their teachers as much as the students in Turkey. She thought Victorian students did not obey their teachers' requests and hence teachers were confronted with discipline problems and/or poor classroom management (Burc, Interview 02, 2009).

Serkan found relating to his Victorian students quite difficult. The respect issue was a particular challenge for him, as he believed his students failed to value the teachers' authority and responsibility. Serkan found he had to adapt from students who idolised him (in Turkmenistan) to students who saw him as 'one of them'. (Serkan, Interview 03, 2009). Mutlu argued that instead of valuing and respecting teachers, he felt: "students were seeing their teachers as somehow [sic] babysitters" (Mutlu, Interview 04, 2009). Yunus also believed students in his school were not respectful to teachers. While he was working at a government school in Victoria, he expressed interest in attending a professional development activity on classroom management. Prior to approving Yunus' request, the principal asked him why he wished to attend. His response was: "In Turkey, I was like the king in the class; when I talked all students listened carefully" (Yunus, Interview 07, 2009). During her 35 years' teaching experience in Victoria, Meryem identified a number of differences between the Turkish and Victorian education systems. It was the lack of respect that caused her great concern: "There is a teacher

respect issue in general, in Victoria". She argued that it was sometimes more than just disrespect: "Some students were cruel to their teachers" (Meryem, Interview 10, 2009).

7.2.3 Parents

While teaching in Victoria, some TQ teachers identified concerns with their students' parents. Faruk felt that parents in his school with low socio-economic status failed to support teachers in regard to their children's schoolwork. He alleged that "parents would just leave their kids at the school expecting teachers to do all the work". He concluded that "if parents are educated then it will be easier for you [the teacher] to motivate their children" (Faruk, Interview 09, 2009). When parents understand and accept the importance of education: "they would encourage their kids to concentrate on the education and not allow them to work in jobs such as bricklaying to earn more money" (Faruk, Interview 09, 2009). Adem believed there was more support from parents in Turkey. He claims parents in his school, especially the ones with limited English language, hesitated to communicate with the school as much as was the norm in Turkey. He argued that parents should be encouraged to communicate with relevant school staff, especially teachers; regardless of whether there is a problem or not, they should regularly obtain information about their children. (Adem, Interview 08, 2009). Yunus had a different perception about his students' parents, suggesting that they raised their children incorrectly. He related this comment to the following experience:

> One parent tried to have an argument with me by asking 'why did you shout at my child', despite not doing so. Although I tried to explain 'it is my (normal) voice; I normally talk loudly in the class', he would not believe me. In Turkey, you won't have parents approaching you like that. (Yunus, Interview 07, 2009)

Meryem believed parents were more involved in Turkey, compared to Victorian parents. When she arrived in Victoria in 1970, parents (especially from Turkish backgrounds) could not speak and understand the English language. According to Meryem, they would not get involved with their children's education. She stated:

> During the 90s, parents started becoming much interested in their children's education. Although these parents didn't have much education themselves, they wanted their kids to go to the university. Now [in 2009] we are fourth generation here and the young ones are again interested but there is not much communication between parents and students. Parents need to be interested in their kids' education. (Meryem, Interview 10, 2009)

Meryem explained that parents these days fail to even check their children's homework, planners or student diaries (Meryem, Interview 10, 2009).

7.2.4 Teaching approaches / resources

TQ teachers generally believed that the Victorian education system promoted a student-oriented education approach. Yunus explained that students in Victoria have opportunities to participate in many activities that support their learning. He also believed the Victorian education system provides opportunities for students to participate in research projects to support their learning. Yunus felt: "students are doing a lot of group and team work within the Victorian schools" (Yunus, Interview 07, 2009). Adem argued: "Here [in Victoria] it is mostly investigations" when referring to a hands-on experience approach to education. He also felt that students have greater access to computers, the Internet, and other necessary facilities. (Adem, Interview 08, 2009). Ilham reported: "In Turkey, education was mainly teacher-centred education. He claimed: "Here [in Victoria] student-centred education is more popular, where students are [being] more active" (Ilham, Interview 11, 2009). Teachers are seen as more like moderators, "directing students on how to learn and gain knowledge" (Ilham, Interview 11, 2009). He also reflected on the facilities available to students: "If somehow they could be motivated to be concerned about their future more, then they would utilise these facilities in a better way" (Ilham, Interview 11, 2009).

Mutlu compared the teaching approaches used in Turkey, Kenya and Australia, where he had teaching opportunities. He explained:

> In Turkey, it was mainly teacher-oriented and instruction based teaching; teachers basically decided on everything. In Kenya, it was more interactive; you [teacher] had to do experiments and invite students to familiarise the practicality of the experiment. Here in Victoria, you [teacher] have to discuss just about everything with students. Teachers have to instruct and students need to make critical comments about what you [teachers] are teaching. So students get involved and use their own knowledge and criticism to learn. (Mutlu, Interview 04, 2009)

Some TQ teachers argued that in the Turkish education system, there was usually one textbook assigned to each subject and year level, which was not the case in the Victorian education system. Yunus reported that in the Turkish education system, teachers were expected to follow a certain textbook and they hardly distributed photocopies. However, in Victorian schools, teachers were using many resources in the classroom. Yunus believed that multiple resources had both positive and negative outcomes. He revealed:

I usually notice teachers photocopying a lot of pages in the morning to be given to students. If a teacher discovers an important resource, I can understand it will be valuable to distribute it to students. But [it should] not [be] all the time. Many teachers are copying every day and students are becoming like photocopy machines using the photocopied papers. (Yunus, Interview 07, 2009)

Most TQ teachers felt that there are more professional development (PD) opportunities in Victorian schools compared to the ones in the Turkish education system. Mahmut explained that during his time in the Turkish education system there were few PD courses available for teachers. He thought: "It only started being compulsory perhaps [in the] last 10 years" (Mahmut, Interview 05, 2009). Adem believed: "In Turkey there weren't many chances to improve ourselves [as teachers] as there weren't many PD courses available, compared to ones here in Victoria". He conceived that within the Victorian education system "we [the teachers] have the option of going to many PD courses regularly to improve ourselves and be aware of the recent educational issues" (Adem, Interview 08, 2009). Fidan agreed, indicating: "PDs that schools support are unlimited. We [teachers] are expected to apply the new strategies that we learnt from PDs to our normal day to day teaching" (Fidan, Interview 06, 2009). Yunus advised that it was a positive thing that teachers in Victorian schools were attending many professional development courses. He commented that schools themselves were also arranging courses to provide opportunities for teachers to update their skills (Yunus, Interview 07, 2009). Faruk thought: "it was good to see many PDs available in Victoria that we could attend in our teaching areas provided by many institutions and companies". He explained that his school guided and motivated him to attend these courses. He later became aware that there was a professional development system in place in Victorian schools that supported teacher learning. He argued: "There is a PD system in Turkey also but it was about 25% attended, compared to the ones here [in Victoria]". He claimed that these courses helped him to create a network of colleagues to share knowledge in the same subject areas (Faruk, Interview 09, 2009).

7.2.5 Classroom management

TQ teacher responses revealed that classroom management in their Victorian schools was the most challenging issue they faced. Comparing his experiences in Victorian and Turkish education systems, Erkan believed classroom management is extremely important in Victoria. He stated:

The classroom management skills here [in Victoria] is 50% (or even more) of the teaching profession. Teachers have to allocate more time in improving and dealing with

classroom management issues to teach successfully. On the contrary, this amount would be less than 20% to 25% in Turkey; even that would be an exaggerated figure.

Erkan argued there are many classroom issues in Victorian schools that are due to students perceiving education as not being important and not seeing a need for teachers. He thought students assumed they could succeed without education in their future lives. As a consequence, classroom management becomes more difficult (Erkan, Interview 01, 2009). According to Yunus, school discipline policies and a student culture of respecting teachers have some importance in relation to classroom management. He revealed that when he started teaching in Victorian schools, he noticed differences in both the classroom culture and levels of student discipline. He suggested that rather than listening to their teacher, some students would talk amongst themselves, occupy themselves with other non-subject materials, or even (put their heads on their desks) fall asleep. Yunus asserted that "as soon as a teacher entered the classroom in Turkey, everyone (40 to 45 students) ceased their other non-subject activities and paid attention to him". He claimed that discipline incidents in Turkey were minimal, "perhaps about 1% compared to Victorian schools" (Yunus, Interview 07, 2009). Burc is another TQ teacher who was confronted with some discipline problems in her classes. She explained: "Although there are not many students in one classroom (classroom sizes were about 20 to 25 students), classroom management was difficult for me because students were not willing to learn much" (Burc, Interview 02, 2009). Serkan thought one of the main problems in his school was having students who appeared to be disoriented and lacked motivation. He believed therefore that students failed to value the teachers' authority and responsibility (Serkan, Interview 03, 2009). Ilham believed that in terms of classroom management, he had an advantage over other subject teachers as most students liked physical education. But in general he believed that students in Turkey were more disciplined than the students he was currently teaching (Ilham, Interview 11, 2009). According to Faruk, in Victoria, teaching is treated similar to any other profession and is not valued as much as in Turkey. As a consequence, he suggested that overseas qualified teachers, such as TQ teachers, needed to be made aware of this major difference so they can be better prepared (Faruk, Interview 09, 2009).

There were other TQ teachers who had similar classroom management experiences as discussed above. Some believed that student year levels and teachers not having the opportunity to teach in their 'method areas' had contributed to related issues. Mutlu distinguished between classroom management issues at Years 7 to10 and Years 11 to12. As discussed previously, he believed it was much easier to teach at VCE level, claiming that students were more mature and focused. He felt that it was important to assign teachers to their method areas. He relates this belief to his early teaching experiences in Victoria, where he was offered teaching Maths at the lower year

levels, instead of Chemistry at VCE. Although he tried all sorts of classroom management approaches, none appeared to work. He experienced many classroom management issues until he was given Chemistry classes at VCE level. He claimed: "Teaching 10 periods of VCE Chemistry was equivalent to teaching one period of Science" (Mutlu, Interview 04, 2009). Mahmut claimed that in Victoria teacher unions were arguing for reductions in class sizes. He felt however that despite having large numbers of students in his classrooms (40 to 45) in Turkey, there were very few major discipline issues. Mahmut stated that when he started teaching in Victoria he had classroom management problems, especially in Year 9. Small issues were creating discipline problems in the class. Mahmut agitated: "I would have preferred to teach my major/sub major subjects [methods] initially when I commenced teaching in Victoria; and not Year 9s" (Mahmut, Interview 05, 2009). Adem believed that in the upper secondary school year levels, especially Year 12, students mostly took their studies seriously and hence reduced the number of discipline issues. Adem felt that at early secondary school year levels (7 to 10), the classroom management problems were more apparent (Adem, Interview 08, 2009).

Meryem could also identify with the claim that there were significant teacher respect issues in general in Victoria. It was this lack of respect that was the root cause of the discipline issues. She thought that discipline and classroom problems were more noticeable, especially in Years 8 and 9. These year levels were conceived as being more difficult to manage with most teachers wanting to avoid these classes. Meryem speculated that there are many young teachers who resigned from teaching, believing they cannot cope with classroom management due to poor student behaviour. She argued:

> Students in Victoria assumed they could do any (non-subject related) activities in the classroom. For example, during class time one female student was playing with the hands of a male student who was sitting next to her. When I questioned her action, she responded 'Why shouldn't I?' (Meryem, Interview 10, 2009)

Fidan is the only TQ teacher who acknowledged student discipline issues in general in Victorian schools, but also believed it was not a major problem for her. These thoughts were perhaps due to her teaching experiences in Victoria being at primary school level. Fidan believed there were sufficient support and procedures in place to deal with discipline issues. She claimed: "teachers are required to follow the set classroom rules as they were all made aware of the type of support available to them". She described that sometimes there would be a teamwork approach in which students could be sent to the next- door classroom with some work to do there, if it was organised beforehand amongst the teachers (Fidan, Interview 06, 2009).

There were TQ teachers who worked at different teaching related jobs such as teacher-aids, teacher integration-aids or multicultural-aids, prior to moving into a teaching position. Adem worked as a teacher integration-aid in Victorian schools, prior to working as a teacher. He explained that the aid position provided him with opportunities to observe different teachers teaching the same students. During these observations, he noticed that the same class (of students) were behaving differently from teacher to teacher, depending on the teaching approach/method used. In one class students were behaving well, while in another they were unusually disruptive. Hence, he developed skills in identifying which methods/approaches worked best with various types of students (Adem, Interview 08, 2009). Mahmut worked as a part-time teacher-aid for a couple of years while continuing his Diploma of Education. He was assigned to a group of students and was helping them with interpreting and translating. He worked with English, Maths, and Science teachers in mainstream classrooms. He had opportunities to familiarise himself with the preparation of classroom and subject teachers. He believed he knew what was required for classroom preparation, even before he commenced teaching including the curriculum (Mahmut, Interview 05, 2009). Fidan also worked initially as a teacher-aid, despite having completed all her qualifications to teach in Victoria. Later, she worked as a casual replacement teacher (CRT), where she gained confidence in teaching in Victorian schools and developed good relationships with some of her colleagues including the principal (Fidan, Interview 06, 2009).

Some TQ teachers believed their adaptation to classroom management in Victorian schools required additional time and skill development. According to Faruk, overseas qualified teachers, such as TQ teachers, needed to be provided with opportunities to develop extra skills required to deal with classroom management issues in the Victorian education system. Faruk argued that during the early stages of his teaching, it was difficult to get his students to consider their future lives. His students were initially reluctant to engage in learning but after a period of time that involved working more closely with them, he found that many students came round to loving Maths (which was his teaching subject area). They learned to understand and appreciate the importance of 'knowing' something. They appreciated not only the money that they were going to earn, but also the kind of respected life they were going to have in future. It assisted Faruk to teach the subject more successfully (Faruk, Interview 09, 2009). Serkan claimed: "Students here were difficult and it took me about two to three years to properly adapt to the school culture of this country" (Serkan, Interview 03, 2009). Mahmut agreed, indicating that each year he built his confidence in terms of classroom management and other issues relating to running a class: "I used different teaching strategies and approaches; if one approach did not work, I used another and so on" (Mahmut, Interview 05, 2009).

7.2.6 Curriculum

Most TQ teachers believed that curriculum and lesson planning were not major issues in their Victorian schools. They thought there was little difference between the curricula in both education systems. Although curriculum content could vary from year to year, the important thing was that students were being exposed to similar subject curriculum materials in both education systems. Mutlu was an exception, when he mentioned that some curriculum content was being introduced earlier in Turkey. He commented:

> While we were discussing an issue amongst us, an overseas trained teacher identified some particular curriculum content as being taught at the year six level in Turkey. But another [Victorian qualified] teacher here responded 'Are you serious? We teach this at Year 11 here'. (Mutlu, Interview 04, 2009)

It is beyond the parameters of this study to further examine curriculum comparisons.

7.2.7 English language difficulties for overseas qualified teachers

While discussing teacher registration processes required of overseas qualified teachers, some TQ teachers identified the English language requirement as being a major issue. There were other English language concerns. For example, English language differences were a major issue for some TQ teachers. When Burc arrived in Victoria, she found her English language was not sufficient to teach in this country. This was particularly evident when she was watching Australian television, listening to Australian radio, or when she was attempting to converse on the telephone. She stated that although she was an English trained teacher, she could only understand 70% to 75% of these conversations. Basically, she lost her confidence in teaching English. She avoided going shopping or having any conversations in English. Later, she noticed when watching an American television channel that she could understand the conversations entirely. She concluded that due to her English education being delivered with an American emphasis in Turkey, the problems she faced were related to the Australian accent (Burc, Interview 02, 2009). Australian slang was identified by some of TQ teachers as an additional challenge. During his early years in Victoria, Adem had issues with understanding the spoken English language in Victoria and he hesitated in using English. Although he was an English language teacher and had taught overseas for many years, there were times when he had difficulties in understanding people talking on the street. He estimated: "I could only understand about 60%". He revealed that he had no problems communicating with professional people such as teachers or doctors. Later, he (and his wife and other colleagues) concluded that his lack of understanding was the result of 'Aussie slang'. He commented: "Sometimes they even had difficulties understanding their own language" (Adem, Interview 08, 2009).

English language qualified TQ teachers found great difficulty working as English language teachers in Victoria. Burc, Adem, Fidan and Meryem were such teachers, but none of them had worked as English teachers in Victoria, due to either lacking confidence or not receiving adequate guidance. Some of them achieved recognition in teaching as Language other than English - LOTE (Turkish) teachers while others were more fortunate to work as English as a Second Language (ESL) teachers. Adem (as discussed previously) had issues with his English language and was required to complete a Diploma of Education. He then commenced working as a LOTE (Turkish) and ESL teacher, rather than an English teacher (Adem, Interview 08, 2009). Burc also had some issues with the English language as she stated: "When I arrived I didn't feel confident about teaching English in Australia; it seemed different here" (Burc, Interview 02, 2009). Hence, she had chosen to become a LOTE (Turkish) teacher instead, which she regretted afterwards. With her mother tongue being Turkish and being trained as a language teacher, it was not difficult for Burc to teach Turkish. However, she would have preferred to teach the English language (or at least ESL). She revealed: "I would have liked to see some courses being available to help me with practical English speaking" (Burc, Interview 02, 2009). Fidan was another English language qualified TQ teacher whose main purpose for migrating to Australia was to teach students in English, so she could improve her practical English language skills. When she first arrived in Australia, she worked in factories before being guided to complete a 'primary conversion' course based on her Turkish qualifications. Although Fidan was thankful for this support and guidance and she was happy after completing the course (three years part time) to be recognised as a LOTE (Turkish) teacher, it did not help with her initial aim of improving her English language skills (Fidan, Interview 06, 2009). Meryem was an English Language and Literature trained TQ teacher who also worked as an ESL teacher in Victoria. She described her teaching method area in Turkey by differentiating English language teaching to ESL teaching; she informed "actually it wasn't ESL; ESL is used here [in Victoria]. It was English classes" (Meryem, Interview 10, 2009).

7.2.8 Australian cultural differences for overseas qualified teachers

There were TQ teachers who exposed their awareness of cultural difference. Erkan believed cultural differences between Victoria and Turkey caused problems during his early teaching experiences in Victoria. However, once he succeeded in identifying some of these differences, he felt his communication with students became easier, resulting in teaching being not as difficult a task as it had been initially (Erkan, Interview 01, 2009). Serkan believed he could cope with cultural differences since he had a lot of support from his colleagues who were familiar with both the Turkish and Australian cultures. He explained: "I hung around with

experienced teachers at the school, paid close attention to their suggestions and asked for their ideas relating to cultural differences" (Serkan, Interview 03, 2009).

7.3 Summary

Chapter 7 examined the data collected from TQ teacher individual interviews. The chapter analysed TQ teacher experiences data via the 'Victorian Education System' theme. Chapter 8 will draw conclusions from these findings (and from the findings in Chapters 5 and 6). Where relevant, recommendations will be provided for appropriate authorities, educational bodies, organisations and/or individuals.

Chapter 8 Discussion, Conclusions and Recommendations

This chapter provides discussion, conclusions and recommendations emanating from the research data concerning the main original research question: "What are the personal and professional experiences of Turkish qualified (TQ) teachers in Victorian schools?" In addition, the following sub-questions also provide the framework for this discussion:

1. What are TQ teachers' perceptions of adaptation to the Victorian educational environment?
2. What are the perceptions of TQ teachers regarding the similarities and differences between the Turkish and Victorian education systems?
3. What facilities and services should be made available to support the transition process for TQ teachers who are currently teaching or wish to teach in Victoria?
4. What are the professional development and/or personal in-service program needs of TQ teachers currently teaching in Victorian schools?

This final chapter draws conclusions from the analysis findings in Chapters 5, 6 and 7. Where relevant, recommendations are provided for appropriate authorities, bodies, organisations and/or individuals.

8.1 Discussion and Conclusions

I, the researcher, was a Turkish immigrant having migrated to Victoria (with my parents) in 1976. I worked in Victorian schools as an educator and school principal having opportunities to work with many TQ teacher colleagues. My most recent experiences included being in charge of a multi-campus primary and secondary college with more than 200 school staff and 2,000 students, which was founded and governed by the local Turkish community. Up to this point in the research, I have avoided including my own experiences in order to ensure that the participants' voices are heard. I would like to share some of my personal experiences where relevant as they relate to this research. I will relate my direct experiences to those of TQ teachers in specific areas including teacher registration and working with VIT.

8.1.1 Research Question 1 - What are TQ teachers' perceptions of adaptation to the Victorian educational environment?

TQ teachers' perceptions of adaptation to the Victorian educational environment varied. The following discussion highlights a multitude of areas that were challenging for the TQ teacher participants. These are discussed within the following framework areas:

1. TQ teachers' passion for teaching overseas;
2. Migration;
3. Visa application;
4. Settlement issues and support received;
5. Job application;
6. Turkish-managed private schools in Victoria;
7. Cultural differences;
8. English language difficulties for overseas qualified teachers;
9. Teacher registration requirements;
    9.1   Overseas teaching qualification recognition;
    9.2   English language requirements;
    9.3   Supervised Practice Teaching (SPT);
    9.4   Criminal Record Check;
    9.5   Diploma of Education.

8.1.1.1 TQ teachers' passion for teaching overseas

During the data collection phase of this research study, participants were asked about their reason(s) and motivation for becoming teachers and/or teaching outside Turkey. The aims of these questions were to identify the rationale behind TQ teachers' migration to Australia in relation to 'migration theory' (Massey et al., 1999) and whether there were any correlations between the two experiences. The intention behind these revelations was to better understand TQ teachers' experiences, especially the 'passion for teaching overseas', as it did have relevance to TQ teacher expectations within, and hence their adaptation to, the Victorian education system.

TQ teachers described their passion towards the teaching profession was initiated either by: a) *a close family member, relative or friend who happened to be a teacher; b) a good role model teacher; c) a recommendation of someone they trusted; d) their skills' appropriateness towards teaching;* or *e) the teaching profession being accepted as a suitable and respectful career.* TQ teachers' responses revealed that some TQ teachers migrated to Victoria in order to: *a) unite with some family members or relatives; b) some desired better professional work opportunities;* and *c) others had inspiration to teach outside Turkey.* Most TQ teachers who desired to work outside Turkey related their motivation to the 'Gulen Movement'. In general, the passion for the teaching profession in Turkey was not due to economic benefits, as normally teacher salaries were low when compared to most other professions in Turkey. It was the respect of the profession, which motivated most people to pursue a teaching career. Regardless of these motivating factors, all teachers expected respect from their students. TQ teachers stated that

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while there was enormous respect for teachers in Turkey, the same could not be said (based on their experiences) in the Victorian education system. As a result, almost all TQ teachers had issues in adapting to the Victorian education system, where teacher respect was lacking, when compared to the Turkish education system.

TQ teacher responses revealed that some of the 'Gulen Movement' motivated TQ teachers were influenced by the teaching opportunities provided outside Turkey and the reputation for quality education in their schools. However, most TQ teachers stated that they were motivated by the following Gulen Movement opportunities in: *a) 'building bridges' between cultures; b) opportunities of teaching 'universal values' (and manners) along with the key learning areas; and c) the opportunity of teaching students in need.* Gulen Movement motivated TQ teachers' desire of working in a school environment with students from different cultures and being prepared for different cultures appeared to support such motivated teachers to adapt more easily in Victoria. (Refer to Chapter 2 for further information relating to the Gulen Movement.)

8.1.1.2 Migration

TQ teachers and how they adapted to the Victorian education system needed to be considered initially with regard to their decision to migrate. The thought of moving to an unknown, distant country; experiencing lengthy migration visa application processes; not knowing where to obtain basic living needs in the new country; and/or finding a job were difficult and challenging issues for most TQ teachers. It required a lot of patience and understanding from them and their family members. Failing to deal with some or all of these challenges had negative effects on their ability to adapt to the Victorian educational system.

For most TQ teachers, these challenges commenced prior to their departure from Turkey. Some family members, relatives and/or friends' had difficulty in accepting the decision to migrate to Australia. Although some did not mind their child/relative moving to a local country within Europe, they had greater concerns about Australia, due to its distant location. Some feared their family member(s) would never return Turkey. Other family members were concerned that TQ teachers would not find suitable jobs in Victoria or would not be able to speak the English language and be understood. Some (especially those prior to 1980s) heard rumours about Australia as not being a safe place due to its indigenous people.

Some TQ teachers were able to overcome these acceptance difficulties only after their family members, parents and/or relatives believed the move would be a good career opportunity for them. Others (especially the 'Gulen Movement' motivated TQ teachers' parents) valued and

accepted TQ teachers' migration decisions after learning about the aims of the movement; such as 'building bridges' between cultures and/or teaching students in need.

8.1.1.3 Visa application processes

Some TQ teachers arrived in Victoria via partner, relative or employer sponsorship, or by means of permanent residency migration visas without any sponsorship. Visa processes were easy and quick for some TQ teachers, but for some others, it was a challenging and drawn out process. In most cases, having a sponsor facilitate the visa application process for TQ teachers was of great assistance.

Some TQ teachers had visa issues regardless of whether they had sponsors or not. Some of them almost gave up hope and nearly changed their minds about migrating to Australia, due to the delays. The waiting period was difficult for the TQ teachers as it caused considerable anxiety and required a great deal of patience, not knowing when (or even if) they would be granted a visa. Some TQ teachers packed their luggage and temporarily moved in with their parents/in-laws/relatives while waiting for an unknown visa date; their children's education was effected as they could not decide whether it was worth enrolling them into a new school. As some TQ teachers had resigned from their positions and the visa process was further delayed, income difficulties became a major factor. Some had to apply for and work in any suitable job they could find. Others advertised their houses for sale/rent, but it was impossible to set a vacancy date from their premises.

There were TQ teachers who applied for a sponsored visa through marriage, known as the 'Partner Migration' visa. With the help of their sponsored partners (wife or husband) TQ teachers were able to receive instructions on how to complete the immigration paperwork. In these cases, they did not have to wait long to obtain visa approval. One TQ teacher who applied for an alternative sponsored visa through her sister (known as the 'Other Family Migration' visa), had her visa approved quickly and efficiently.

There were TQ teachers who applied for temporary or permanent visas through an employer sponsor. Those who applied for the temporary employer sponsored migration visa, known as the 'Temporary Business (Long Stay) visa (subclass 457 visa)', claimed that having a sponsor made it easier for them. Their sponsors completed most of the paperwork, guiding them with the forms. They only had to complete a few sections (again with the sponsor's instructional support) and then sign the paperwork. Some only had to sign the official papers and submit them to the Australian Embassy overseas. Most TQ teachers felt it would have been more stressful and difficult without sponsor assistance.

Although having a sponsor made the visa application process less demanding, selecting the appropriate visa type was important. Some of the TQ teachers' sponsors chose a permanent residency, known as the 'Employer Nomination Scheme (ENS)' visa, to avoid the burden of re-applying for further visa extensions after the initial four-year period of the temporary 'subclass 457 visa'. It took these TQ teachers longer than 12 months to obtain their visas. Requirement differences between permanent and temporary visas caused some confusion for the sponsors. TQ teachers felt there was also a problem within the Australian Immigration Department's Canberra office: the information from the Department was confusing and contradictory. Even though TQ teachers were applying on the basis of the 'ENS' (Employer National Scheme) visa, they were being told to complete a form suitable for the 'General Skilled Migration' visa category. TQ teachers expressed great frustration in waiting to obtain Immigration Department's official approval. The formal apology they received later on did not diminish their frustration.

Inglis and Philps (1995) identified the need for a close liaison between immigration and education authorities. The TQ teachers argued that dealing with more than one department created confusion. They claimed that the 'National Office of Overseas Skills Recognition (NOOSR)' and the Immigration Department created confusion concerning the different qualification assessment expectations. It took almost six months for both departments to achieve consensus. TQ teachers believed the overseas qualification assessment problems existed as the result of not having a single authority that could assess their educational qualifications.

There were other TQ teachers who arrived via a permanent resident visa known as the 'General Skilled Migration' visa, without an employer sponsor. Their visa application process was also long. One TQ teacher who arrived under this visa had to wait 10 months for his visa approval.

For other TQ teachers, the delays in visa processing caused work-related issues after commencing work in Victoria. By the time some TQ teachers arrived in Victoria, it was too late in the educational year. These teachers were not offered classes as was agreed with their school administration, which caused more frustration; one particular TQ teacher even considered returning overseas.

8.1.1.4 Settlement issues and support received

Many TQ teachers had settlement challenges similar to other Turkish background and non-English speaking background immigrants in Australia (Deen, 2007). TQ teachers described challenges in finding accommodation, finding a teaching position and managing other daily tasks such as enrolling children in schools; purchasing a motor vehicle; obtaining a Victorian driving licence; acquiring a tax file number; registering for Victorian health insurance; opening

up a Victorian bank account; and even basic shopping. When TQ teachers (and their families) moved to Victoria, they left most of their household and personal belongings in Turkey and had to repurchase them in Australia. As is usually the case when migrating to a new country, the TQ teacher claimed everything seemed different upon arrival including the houses, buildings, markets, roads and traffic.

TQ teachers' responses revealed that like the visa application processes, having an employer sponsor assist them with their settlement needs after arriving in Victoria and adapting to Victorian life was valued. Accommodation arrangements for TQ teachers by sponsors varied: some sponsors arranged TQ teachers' accommodation in a suburb where they could have ready access to all their needs; others arranged for TQ teachers to stay in temporary accommodation before helping them to relocate to suitable housing. One sponsor arranged and paid for two weeks' accommodation in a hotel, providing the opportunity for TQ teachers to find suitable accommodation of their own choice. Another sponsor arranged accommodation for a TQ teacher to initially stay with a 'mentor' colleague, who was going to help with finding longer term accommodation, obtaining a Victorian driving licence, registering for health insurance, obtaining a tax file number, and opening up a Victorian bank account. While many TQ teachers appreciated the employer sponsor's assistance, others felt their previous experience, living in a foreign country, had assisted them in settling in Victoria.

For some of the TQ teachers who had a partner or relative (such as husband, wife, sister or in-laws) already living in Victoria, adapting to the Victorian way of life was not an issue. One TQ teacher who stayed with his in-laws during the early stages of arrival believed that the support he received from his wife and in-laws was critical in being able to cope. During his university years, he was introduced to the 'culture shock' (Furnham, 2004; Ward et al., 2001) and hence was able to relate to the 'honeymoon' and later phases (Ward et al., 2001), helping him to survive with 'down' periods. For others, despite having their relatives support they still had some specific challenges. Another TQ teacher (and family) for example, who initially lived with in-laws, was able to attend an English course during the day. When he and his family rented a house and moved out, he had to work due to financial difficulties as the government support they were receiving was not sufficient to cover their expenses.

TQ teachers who did not have a sponsor had difficulties during the early period of settlement in Victoria. These teachers did not know where to go to ask for assistance. The local Turkish community were the central source of support. According to many TQ teachers (regardless of sponsorship), the Turkish community in Victoria was very supportive in relation to their

familiarisation with the country; they were directing them to the correct places for their needs. Basically the experiences they had were shared with the newcomers.

8.1.1.5 Job application process

Finding and applying for a job, and hopefully being selected, were other issues TQ teachers had to manage. Those who had job offers while in Turkey were sponsored by an employer. These teachers did not have to go through the processes of finding or applying for a job in Victoria. TQ teachers learned about job positions via their local and overseas friends or relatives, or through recruitment companies in Turkey.

There were other TQ teachers who had to migrate to Victoria, settle in and commence searching for a teaching position, which was usually a difficult and lengthy process. Some initially worked in factories to survive financially. TQ teachers who did this work argued that they would have preferred to move into the teaching profession earlier, particularly if there was sufficient financial support allowing them to attend relevant Victorian PD and/or English courses. Receiving timely and accurate job advice, in terms of how and where to apply for teaching positions, was an issue for many TQ teachers. Their relatives or friends in Victoria, were often not familiar with the teaching profession and its requirements, and thus led them to non-teaching jobs and hence inadvertently caused delays in transitioning into the Victorian teaching system. Factors such as the *relevance of their teaching specialisations; their English language skills; accessing job vacancies available at the time; receiving timely and accurate job opportunity guidance;* and *the years in which TQ teachers were looking for work* all influenced their capacity in finding a teaching position. Many agreed that the most important factor was to remain determined and patient, despite the long delays.

8.1.1.6 Turkish-managed private schools in Victoria

Some of the Turkish-managed private schools operating in Victoria sponsored and employed teachers from Turkey who were bilingual in English and Turkish. According to TQ teachers who worked at these schools, they had fewer issues in terms of adapting to the Victorian education system. These teachers explained that school administrations were familiar with the Turkish education system and aware of the needs of the newly arrived TQ teachers. Hence, they were able to provide suitable in-service programs to help them adapt to the Victorian education environment. One TQ teacher claimed he was provided with a mentor by his Turkish-managed private sponsor school, to familiarise him with basic living needs during the early settlement periods in Victoria.

8.1.1.7 Cultural differences

There were TQ teachers who identified a number of cultural differences between the Victorian and Turkish education systems that caused problems, especially during their initial teaching experiences in Victoria. As will be explored later, when discussing topics relevant to Research Question 2, cultural differences in the areas of *student motivation, student-teacher respect, student behaviour, student teacher' obedience'* or *parent support*, were some of the issues TQ teachers experienced. Once TQ teachers were successful in identifying the differences, communication with students became easier. In order to successfully adapt to the culture of the new country, some engaged with experienced teachers at the school, paying close attention to their suggestions and asking them for advice about how best to address cultural differences. One would presumably expect that the TQ teachers, coming from a country with a population with 99% are Muslims (Korfali et al., 2010), would have significant religious issues with their adaptation to the Australian education system. However, as discussed previously, Turkey being a 'secular' country, and following a curricula at schools similar to the Western education ((Agai, 2007), TQ teachers were able to adapt relatively well to western values found in Australia. In fact none of the eleven TQ teacher participants raised it as an issue.

8.1.1.8 English language difficulties

English language accent differences and Australian slang were issues that some TQ teachers faced upon arrival in the Victorian educational environment. Some English language qualified TQ teachers argued that they could only understand 60 to 75% of English conversations. This was particularly evident when they were watching Australian television, listening to Australian radio or when they were trying to converse on the telephone. Rutland's (1996) research also identified similar challenges faced by Jewish teachers recruited into the Australian education system.

TQ teachers responses revealed that English language qualified TQ teachers found great difficulty in working as English language teachers in Victoria, despite many of them having taught English language for many years in Turkey. None of these qualified teachers had the opportunity to work as English teachers in Victoria, due to either lacking confidence or not receiving adequate guidance. Some of them achieved recognition for teaching as LOTE (Turkish) teachers while others worked as ESL teachers.

8.1.1.9 Teacher registration requirements

Inglis and Philps (1995) have identified specific difficulties in relation to recognition and registration of overseas teachers in Australia. They emphasized that many thousands of them have not re-entered employment as teachers in Australia due to these difficulties. Cruickshank

(2004) also found issues with the teacher registration process with his research on Vietnamese, Chinese and Arabic background teachers. Similar to these findings, most TQ teachers believed that Victorian teacher registration requirements for Overseas Qualified teachers were challenging particularly as they related to: *a) overseas teaching qualification recognition; b) English language requirements; c) Supervised Practice Teaching (SPT); d) Overseas Criminal Record Check (CRC);* and *e) Diploma of Education courses in Victoria.*

8.1.1.9.1 Overseas teaching qualification recognition

Some TQ teachers had challenges with the overseas teaching qualification recognition process in Victoria. As mentioned previously, some TQ teachers' four-year university qualification was recognised only as a three-year degree by the department responsible for teacher registration at the time. Hence, they were required to complete a final year in a Victorian university degree course, followed by a Diploma of Education. Some others, despite being a graduate of the same university, were only required to complete a Diploma of Education.

8.1.1.9.2 English language requirements

As mentioned previously, English language accent differences and Australian slang were some of the English language challenges that the TQ teachers experienced during their initial adaptation. The English language requirement for teacher registration was another major difficulty. Some of TQ teachers were fortunate to be exempted from the requirement, having graduated from Turkish universities that offered teaching degrees in the English language. TQ teachers from other Turkish universities (i.e., not offering teaching degrees in English) needed to provide evidence that they had completed one of the VIT approved English language tests, in speaking, listening, reading and writing. These TQ teachers usually had to attend English language courses for some time to prepare for the tests. There were other less fortunate TQ teachers who had no English training as part of their university studies (such as the LOTE (Turkish) teachers), and thus faced greater challenges in successfully meeting the standards of English language competence.

Previous VIT teacher registration policies provided opportunities for overseas qualified teachers to be exempt from the English language requirement, as mentioned earlier. However, the exemption option – "overseas qualified teachers who completed their teaching degrees in overseas universities that offered their education in the English language" – was removed from the current VIT policy. The question thus arises: "Were there any overseas qualified teachers from these types of universities working in Victorian schools that were found incapable?" I, the researcher, worked with TQ teachers who had graduated from these types of overseas universities, and I found them to be both skilled and capable. Their written and oral

communication skills in the English language were sufficient to provide quality education to students in Victoria.

For TQ teachers who had to provide evidence of successfully completing one of the VIT approved English language tests, succeeding in only one of the four English language areas was not sufficient. All TQ teachers, regardless of their major teaching method areas, were required to obtain the required standards in speaking, listening, reading and writing. For some overseas qualified teachers, such as English language teachers, obtaining the required levels in all areas was not a major issue. For Maths or Physical education teachers, obtaining the set level in areas such as writing or speaking were more difficult. For LOTE teachers, all four areas were difficult. There were TQ teachers who had to sit for IELTS tests many times before they could obtain the required levels in all four areas, regardless of passing one or more areas previously. Some TQ teachers claimed that they witnessed some of their colleagues experience major difficulties with this requirement: some gave up and returned home; others ceased their teaching and moved into other non-teaching professions that they were not happy with, and some had to go back to university to complete a Diploma of Education.

Some TQ teachers believed there was a serious problem with the English language requirement and related system, especially for foreign language teachers. Most of the Turkish language qualified teachers never had the opportunity to have English training as part of their university teaching studies. Therefore, it was almost impossible for them to meet this requirement (within their early years of arrival). TQ teachers claimed it was understandable for authorities to require some realistic levels of English language skills. However they argued that English language skills should only be vital if overseas qualified teachers were going to teach subjects in which the curriculum required a great deal of English language utilisation. They argued that teaching subjects such as LOTE (Turkish), where most of the communication in the class would be in the Turkish language, would not require as much English language proficiency as other subjects. They thought that there should be some flexibility in the English language level requirements in Victorian schools that would, for example, not require overseas qualified LOTE teachers to obtain an IELTS score of 7 (or 8 in speaking and listening as of April 1, 2012). They felt that English language competency should be sufficient for LOTE teachers to communicate and carry out their life necessities, and understand and complete the required school polices such as writing reports.

As discussed in Chapter 7, one particular TQ teacher claimed that after seven years of teaching as a LOTE (Turkish) teacher in Victorian schools, he still could not receive full teacher registration. He has been teaching with a permission to teach (PTT) registration. He was

frustrated, not knowing whether he would be provided with registration for the following school year. He was one of the finalists in the local 'teacher of the year' competition. His Victorian VCE students obtained high scores and he worked as a consultant to a well-known Turkish language textbook publisher. He challenged authorities by stating that he did not know what else he could do to prove he was a capable LOTE (Turkish) teacher in the Victorian education system. This teacher moved interstate hoping to receive 'full' teacher registration. At the beginning of 2011, this particular TQ LOTE (Turkish) teacher eventually abandoned hope of achieving 'full' teacher registration in Australia and migrated to Tanzania (Africa) to teach Turkish.

Some TQ teachers claimed that overseas qualified Turkish language teachers were not given enough opportunities for teaching the Turkish language in Victoria due to English language requirements. Since they were not able to obtain Victorian teacher registration, other teachers without Turkish language qualifications were offered LOTE (Turkish) teaching positions, as long as they were registered. TQ teachers argued that many Turkish language teachers moved into other non-teaching professions, thus diminishing the potential quality of the Turkish language education in Victoria.

According to the TQ Turkish language teachers, the Education Department should reconsider its policies relating to these requirements. They raised a number of questions specifically about recruitment and registration. For example: What was the motivation behind the English language requirement for overseas qualified teachers in Victoria to be skilled at the current set level, regardless of the subject areas they were recruited to teach in? Why was it not possible to provide some (English language requirement) flexibility for overseas qualified teachers in relation to the subject teaching methods (areas) that they were going to teach in Victorian schools? They also raised an additional concern regarding the current English language requirement, which they felt was too high. Hence the following question summarised these concerns: What was the rationale behind the new policy change of the English language requirement (International English Language Testing System (IELTS)) level to be increased? As stated in the 'Qualification for teacher registration - English language competence policy', teachers will be required (as of April 1, 2012) to obtain an average band score of 7.5 across all four skill areas of speaking, listening, reading and writing, with no score below 7 in any of these areas and a score of no less than 8 in speaking and listening (VIT. *Qualification for teacher registration - English language competence policy*, 2011).

8.1.1.9.3 Supervised Practice Teaching (SPT)

Some of the TQ teachers had challenges in obtaining teacher registration in Victoria due to insufficient SPT in their initial teaching degree. Although some had years of (overseas) teaching experience and/or extensive knowledge and success in their teaching areas, they still had issues with this registration requirement. Some TQ teachers with (as many as) seven years of overseas teaching experience was also required to complete a one year full-time Diploma of Education in Victoria, due to missing only 15 days of SPT. As mentioned previously, while discussing Turkish universities, TQ teachers who graduated from Science-Literature faculties faced the greatest difficulties with the SPT requirement.

8.1.1.9.4 Criminal Record Check (CRC)

One TQ teacher was required to provide a Criminal Record Check (CRC), despite previously submitting one to the Immigration Department for visa application purposes. This was due to the first CRC being outdated.

Analysing the new visa requirements policy of the Immigration Department revealed that TQ teachers (and other overseas qualified teachers) are unlikely to experience similar CRC problems. Currently under the new policy, all overseas qualified teachers applying for an Australian visa are now required to also apply and provide their Victorian teacher registration documentation (which must include their CRC).

8.1.1.9.5 Diploma of Education

In order to obtain teacher registration in Victoria, some TQ teachers were required to complete a Diploma of Education in Australia. Some TQ teachers were not happy studying the same things they had already learned in the Turkish education system. Some felt the Diploma of Education had been a waste of time, claiming it served no purpose other than completing a 'formality'. TQ teachers completed the set work within the course to obtain their teacher qualification. A number of TQ teachers also argued that during the Diploma course, some content was considered not useful and relevant for experienced overseas qualified teachers. Some TQ teachers however appreciated the opportunity to complete the Diploma of Education indicating that it provided them with opportunities to familiarise themselves with the Victorian education system's classroom settings and classroom management expectations. They were able to update their knowledge in relation to new technologies and contemporary curriculum information.

TQ teacher responses revealed that some Victorian Diploma courses were more flexible than others, in relation to meeting teacher registration requirement needs of overseas qualified teachers. There were Diplomas that treated experienced overseas teachers the same as students

with no teaching qualifications. There were some courses that provided flexibility in offering exemptions to TQ teachers for certain subjects and/or offering part-time courses.

8.1.1.10 Conclusion

The data collected in this research highlighted a range of challenges for TQ teachers in terms of adapting to the Victorian education system. In most cases TQ teachers were able to overcome these challenges, largely due to the support they received, their personal commitment and dedication, their level of maturity and the personal experiences they were able to draw upon. Although the teacher registration process (especially the English language requirements) appears to have become more difficult; overall, the availability of registration information and the improved understanding of these processes have reduced the related stress for TQ teachers.

8.1.2 Research Question 2 - What are the perceptions of TQ teachers regarding the similarities and differences between the Turkish and Victorian education systems?

TQ teachers' perceptions regarding the similarities and differences between the Turkish and Victorian education systems are discussed within the following framework areas:

1. Education systems;
2. Student motivation;
3. Student-teacher respect and parents;
4. Teaching approaches / resources;
5. Classroom management;
6. Curriculum;
7. University entrance system;
8. Tertiary education system.

8.1.2.1 Education systems

As explained by TQ teachers, primary and secondary school levels in the Turkish education system consist of eight years of primary education, followed by four years of secondary education. Primary education involves the 'compulsory education' of children in the age group 6 to 13 (Ministry of National Education, 2010). In the Victorian education system, students attend school for a total of 13 years of which 11 are compulsory. Primary school commences in grade Prep (preparatory year) to grade 6. Students' ages range from 5 to 11 years. Secondary school is divided into Years 7 to 12, where students' ages range from 12 to 20 years. Education is compulsory for all Victorian children aged between six and 17 years of age (DEECD, 2011).

There is strong competition in education between students in Turkey due to the large number of students and limited places in tertiary education. The percentage of students enrolling in a tertiary institution was 55.06% in the 2010 educational year; 1,587,993 students applied for a tertiary position and only 874,375 could be placed. Thus 713,618 students were unsuccessful. The number of students in a government school classroom is usually higher (40 to 50 students) than private schools (20 to 30 students) (OSYM, 2010; OSYM media release, 2011). Most TQ teachers argued that the competition in the Turkish education system was not as evident in the Victorian education system. In 2011, a total of 56,959 FTE students enrolled in Year 12 in Victorian schools, of which many were aiming (upon graduation) to enter a tertiary education institution. According to TQ teachers, in contrast to the Turkish tertiary education system, there are sufficient tertiary places in Victoria to accommodate students in either higher education or vocational education institutions (DEECD. *Summary Statistics Victorian Schools*, 2011).

8.1.2.2 Student motivation

There was a general feeling that little effort was required to motivate students in Turkey. Some TQ teachers believed there was no need at all, due to the competitive school environment. Students were motivated to 'study' to succeed in passing their school levels to be able to enter a tertiary education institution. Students' eagerness and enthusiasm helped with teacher motivation as well. Most TQ teachers however believed that their students in Victorian schools lacked motivation. They related this to "students not being concerned about their future". Some believed this was influenced by the prevalence of job opportunities in Victoria, while others felt the government's financial support (in the form of unemployment benefits payment) was to blame. TQ teachers argued that most students were not willing to learn much. Student motivation problems were especially noticeable at early secondary year (7 to 10) levels.

8.1.2.3 Student-teacher respect and parents

TQ teachers believed there was enormous respect for teachers in the Turkish education system. Students (and parents) believed teachers were guiding their children's future, hence their trust and reliance on them. TQ teachers claimed parents prioritised their children's education within the Turkish education system. Although many parents were neither well educated nor wealthy, they wanted their children to study and achieve success in respected professions. Parents in Turkey work very closely with schools. They give full authority to the teacher to monitor their child's behaviour. The parents (and the broader school community) expect students to 'obey' teachers.

TQ teachers argued that respect prevalent within the Turkish education system could not be found within the Victorian education system. They claimed some students they taught

responded negatively to their teacher's requests, assuming it was their right to argue. TQ teachers felt these students were being taught as early as primary school to stick up for their rights; even if it meant arguing against their parent's or teachers' reasonable requests such as completing homework. In other words, they were not expected to be obedient. TQ teachers thought students in Victoria were not valuing and respecting their commitment to them. There was evidence of students swearing at teachers, which would not occur in the Turkish education system. A small number of TQ teachers felt that parents in Victoria, especially low socio-economic status parents, were failing to support teachers in regard to their children's school work. Parents, particularly those with limited English language, were hesitant to communicate with the school and it is the opposite in Turkey. One TQ teacher claimed that parents argued with teachers with their children nearby. The TQ teacher felt that this kind of parental behaviour had a tendency to encourage children to develop and/or continue their bad behaviour. He agitated that such behaviour was not prevalent in the Turkish education system.

There was one TQ teacher with 35 years' teaching experience in Victorian schools and 10 years in the Turkish education system. She thought that during the 1970s and 80s parents in Victoria (especially those from Turkish backgrounds) could not speak or understand the English language, hence their reluctance to be involved with their children's education. According to her, during the 1990s, parents started becoming more interested in their children's education. Although these parents had limited education themselves, they wanted their children to go to university. Windle (2004) indicated in his research that despite strong encouragements from parents, Turkish background students were not motivated to continue school. Steward (1971) revealed that school retention rates for them were low at that time. As a secondary school student in the late 1970s, I recall being fortunate enough to have parents who encouraged me to continue with my schooling. In contrast to my experience, most Turkish background parents at that time were more focused on their child obtaining a job and earning sufficient money to return to their country, as soon as possible. Hence, they tended to ignore their children's education. During the early 1980s, I was one of the few Turkish students enrolled at a university in Victoria.

8.1.2.4 Teaching approaches / resources

Within the Turkish education system, TQ teachers usually applied a teacher-oriented approach due to: *a) the large number of students in the classroom; b) the limited facilities available in the classroom; c) the students' respect and obedience towards teachers; and d) students' motivation to study.* As described, teachers would provide most of the explanation and demonstrations in the Turkish education system; students were mostly 'passive' learners. They would usually be seated, listen and answer the teacher's questions.

TQ teachers believed that the Victorian education system promoted a student-oriented approach to teaching and learning. Teachers were seen as 'moderators' or 'facilitators' who guided students. Students were introduced to many hands-on experiences during their education. Students typically participated in many excursions to help make real connections with curriculum content. Students also appeared to be engaged in considerable group and teamwork activities within their schools. TQ teachers thought that there were more resources within Victorian schools. Teachers used many textbooks and photocopies as resources in the classroom, which had both positive and negative outcomes.

As expressed by TQ teachers, there were more professional development (PD) opportunities for teachers in Victorian schools compared to the Turkish education system. TQ teachers believed teachers in Victorian schools had the option of going to many PD courses regularly to improve themselves, their teaching and to be aware of current educational issues and initiatives. Victorian teachers are expected to apply their PD learning in order to enhance the learning opportunities of their students. Principals usually supported, guided and motivated teachers to attend these PD courses. Some TQ teachers thought professional development facilitated teachers to meet and create a network in the common subject areas.

8.1.2.5 Classroom management

TQ teachers believed that the Turkish education system's competitive environment, student motivation towards education, and parental support and respect for teachers all played major roles in reducing teachers' problems with classroom management, student misbehaviour and discipline issues. They felt that while attending school, students were more concerned about their future in regard to achieving good results and hence a good profession, rather than worrying about having a good time or enjoying school. Due to conceptualising education as their major 'saviour' for their future professional life, students behaved well and concentrated on their studies. TQ teachers also revealed that 'behaviour mark' implementation in the Turkish education system, encouraged students to behave well and concentrate more on their studies. TQ teachers thought that well-behaved students led to fewer discipline issues, which in turn led to classroom management becoming less demanding. Ultimately, they believed this resulted in better delivery of the curriculum and hence improved education for students.

TQ teacher responses also indicated that classroom management in Victorian schools was in fact the most challenging issue they had to deal with, especially during their initial teaching experience. Rutland's (1996) research concerning Jewish teachers, also highlighted major challenges for them in the Australian education system. There were TQ teachers who thought

classroom management was difficult in Victoria due to students lacking study motivation and teacher respect (see classroom management in Chapter 7). Whilst most TQ teachers believed class numbers were relatively small in Victoria, this did not assist them greatly in dealing with the existing student discipline issues. They claimed that despite class numbers being twice that of those in Turkey, discipline challenges in those schools were less evident.

Cultural differences and student discipline in the classroom were notably different for TQ teachers, especially during their initial years of teaching in the Victorian education system. During class time, they were experiencing students who tended not to listen to them, talked among themselves, occupied themselves with other non-subject materials, or even (put their heads on their desks) slept. Some TQ teachers believed that a number of their students assumed they could do any (non-subject related) activities in the classroom. In contrast, in Turkey, when the teacher entered the classroom, every student would cease non-subject activities and pay attention.

As mentioned previously, TQ teachers believed that in Victoria the teaching profession is not as valued by students. They felt that their students did not appreciate teachers and lacked respect. Most TQ teachers thought it required different skills to handle student discipline issues in Victorian schools. They argued that their students needed to understand and appreciate the value of education and that could then lead them to concentrate more, listen to their teachers, and could minimise classroom management issues. Some TQ teachers thought that not having the opportunity to teach their 'teaching method/s', especially during their initial years of teaching in Victoria also contributed to difficulties related to classroom management.

There were some TQ teachers who worked initially as teacher-aids, teacher integration-aids or multicultural-aids, prior to moving into a teaching position. While working in these positions they had the opportunity to observe various teachers. Their experiences revealed that working in these teacher support positions helped them gain confidence in teaching in Victorian schools, especially with regard to practical English language usage, classroom management, and an awareness and understanding of the Australian school culture.

There was one primary TQ teacher who thought classroom management was not a major problem in her school, claiming there were sufficient support and procedures in place to deal with discipline issues. She described team work approaches in which students could be sent to another classroom with work to do, based on prior agreements among the teachers were successful.

Overall, TQ teacher responses revealed that their adaptation to classroom management in their schools required additional time and skill development. Most needed to develop different skills to handle student discipline issues in their schools. They believed that the first couple of years were the most challenging, particularly when dealing with students. However, over each subsequent year, most indicated that they had improved and built their confidence in terms of classroom management and other issues relating to running a class.

8.1.2.6 Curriculum

TQ teachers believed there were few major curriculum differences between the two education systems. Although curriculum content varied from year to year, the important thing was that students were being exposed to similar curriculum materials. One TQ teacher suggested that some curriculum content was being introduced in earlier year levels in the Turkish education system.

8.1.2.7 University entrance system

The university entrance system in Turkey differs from Victoria in that at the completion of their secondary school and after obtaining their graduation diploma, Turkish students are required to sit for a separate examination. Completing exams and obtaining good results from secondary school is not sufficient to enter a university in Turkey. Within the Victorian education system, upon satisfactory completion of Year 12, every student receives a certificate known as the Victorian Certificate of Education (VCE), which provides diverse pathways to further study or training.

8.1.2.8 Tertiary education system

As described by TQ teachers, there are some major differences between Turkish tertiary education institutions. There are some universities in Turkey where the teaching language is English. First year is compulsory English language preparation at these institutions, followed by (four years of) undergraduate studies. Most other universities in Turkey have their teaching language as Turkish. There are also some university faculties in Turkey that are not categorised as Education faculties, but are known as Science-Literature faculties. After graduating from these faculties, students can complete an approved supplementary pedagogy related course and become qualified as teachers in their major subject areas. Supplementary pedagogic courses typically involve a minimum of three months additional study. There are some Turkish universities where the Supervised Practice Teaching (SPT) experience is very limited compared to other universities in Turkey, as well as in Victoria.

8.1.2.9 Conclusion

The data collected in this research highlighted a range of similarities and differences as perceived by TQ teachers between the Turkish and Victorian educational systems. TQ teachers, Victorian educators and government and private employers will need to be aware of these issues when recruiting and supporting overseas teachers.

8.1.3 Research Question 3 - What facilities and services should be made available to support the transition process for TQ teachers who are currently teaching or wish to teach in Victoria?

The facilities and services that should be made available to support the transition process for TQ teachers who are currently teaching or wish to teach in Victoria are discussed within the following framework areas:

1. Guidance, support and information;
2. Financial support.

8.1.3.1 Guidance, support and information

TQ teachers who arrived via employer sponsors were fortunate to receive guidance and support for most of their migration needs during their pre / post arrival. With the support of their sponsors their transition processes were smooth. TQ teachers who arrived via partner or relative sponsorship were able to obtain assistance in relation to most of their basic living needs. They however, in the main, did not receive appropriate guidance and support in relation to their professional needs. There were other TQ teachers who claimed that during their initial period in Victoria, they lacked access to sufficient information, guidance and support for most of their personal and professional needs. At the time, some of them were not familiar with the organisation responsible for teacher registration, while others were not aware of the institution responsible for overseas teacher qualifications. Some did not even know where to apply for jobs in Victoria.

TQ teachers who arrived without a sponsor were not provided with information relating to the teaching profession in Victoria. These teachers argued that if they could have been informed about the Victorian teacher registration requirements and documentation, while being interviewed in the Australian Embassy in Turkey, they could have been better prepared and brought the paperwork with them to Australia. This would have saved a lot of time and stress for all concerned.

According to TQ teachers, it was beneficial to watch a video about Australia while waiting at the Australian Embassy in Turkey for their Australian visa application. They thought it would also be useful for these teachers to be provided with an introductory session relevant to their teaching qualifications/skills; explaining all the facilities and the programs they needed to follow. Some kind of written or digital guidance would have been helpful, explaining where to go to receive help; how to get their qualifications recognised; how to get their qualifications / documents translated; the type of courses they could or needed to do; and some information relating to the VELS and VCE. Being directed to places where they could engage with the local Turkish community was considered important. Some TQ teachers claimed that this initial period of 'post arrival' was frightening for them. Inglis and Philps (1995) identified in their research, of similar teacher recruit needs for accurate information. They explained that there were no obvious sources of 'official information' about re-employment once teachers entered to Australia. Cruickshank's (2004) research also identified difficulties that overseas recruited teachers experienced in gaining reliable information and advice in relation to teaching qualification recognition and appropriate courses.

Some TQ teachers argued that if it was not possible to provide all this information prior to their departure to Australia, then perhaps it should have been provided soon after their arrival. The immigration visas were usually issued to people who had the qualifications/skills and were expected to work in their fields. But TQ teachers claimed that after entering Australia, it was not followed up. There was a perceived lack of guidance and support for them and their families. It was argued that there are sufficient technologies available in Australia to enable authorities to capture overseas qualified teachers' details and provide them to the relevant personnel. When overseas teachers' visa information is entered into the Australian immigration system, perhaps some kind of coding could be implemented to record their willingness to teach in Australia along with their skill areas, which country they were coming from and their Victorian contact details. This data could be distributed to specific government departments/units and Australian universities. Those institutions could send relevant information, documentation and/or enrolment invitation letters to all new arrival teachers. These personal invitations could encourage people to feel 'valued'.

While acknowledging these concerns and findings, government policy document analysis revealed that there is sufficient information available for overseas qualified teachers and others who wish to obtain information in Victoria. Key information about immigration visa and teacher registration can be accessed from the relevant Internet websites. While considering some TQ teachers' concerns, it is recognised that during the period of time when they initially arrived, access to websites was not advanced and, in many TQ teachers cases, not available. As one of

TQ teachers with extensive experience claimed, overseas qualified teachers need to make the effort to access relevant information that will support their transition to Victoria and to teaching, in particular.

8.1.3.2 Financial support

Some TQ teachers with limited English language backgrounds claimed that their main barrier in adapting to the Victorian education system was their lack of English. As discussed previously, they argued that learning English as a second language was long, difficult and expensive process. They indicated that many decided to work in other occupations that did not require English language skills. Some moved into factory jobs and/or driving taxis to survive financially. Consideration by governmental or private sectors in providing incentives for these potential teachers to return to teaching should be considered. Recruiting (who are currently lost to the system) via financial assistance to enable these teachers to attend English language training courses should be considered. In return, they would need to agree to teach in curriculum areas that are difficult to find staff, including mathematics, science or LOTE.

8.1.3.3 Conclusion

The data collected in this research highlighted a range of facility and service needs for TQ teachers. In most cases, these needs were provided by the relevant government and private sector educational authorities. The facilities and services that require further attention are discussed later in 'Recommendations'.

8.1.4 Research Question 4 - What are the professional development and/or personal in-service program needs of TQ teachers currently teaching in Victorian schools?

The professional development and/or personal in-service program needs of TQ teachers who are currently teaching in Victorian schools are discussed within the following framework areas:

1. Professional Development (PD) programs;
2. Diploma of Education / Training courses.

8.1.4.1 Professional Development (PD) programs

Most TQ teachers believed that Professional Development (PD) programs improved their skills. They argued that it should not be just left up to schools to decide which PD programs new arrival overseas qualified teachers should attend. Given that almost 50% (five out of 11) TQ teacher participants worked at government schools in Victoria, the Education Department

should play a greater role in organising such programs. PD programs specifically designed for recently arrived overseas teachers should be made available. The programs should take into account the backgrounds and curriculum expertise of overseas teachers, as well giving special attention on the awareness of 'culture shock' (Furnham, 2004; Ward et al., 2001). Assistance such as this is critical, especially during their initial stages of transition into the Victorian education system. Classroom management was an area that TQ teachers found particularly challenging, and they welcomed access to PD programs that led to increased understanding, competence and confidence.

One TQ teacher identified the Languages and Multicultural Education Resource Centre (LMERC) as an excellent provider of relevant professional development. LMERC is operated by the Department of Education and Early Childhood Development (DEECD) as a specialist resource centre for schools, and continues to provide services and facilities (at no cost) to Victorian teachers, educators and pre-service teachers. LMERC has a website that provides information and includes details of materials that can be borrowed (resources including books, posters, CDs, DVDs, policy documents and realia (cultural artefacts)), a guide to its collections, an online catalogue, a services' guide and essential contact details (DEECD. *LMERC*, 2011).

The Department of Education and Early Childhood Development (DEECD) offers 'Teacher Refresher' courses. One of these courses is relevant for teachers wishing to return to the profession. It provides participants with opportunities to re-familiarise themselves with the latest developments in education, classroom practices, curriculum and pedagogy. Although the refresher courses were initially designed for qualified (VIT registered) teachers who have not taught in a Victorian government school within the last three years, registered teachers who have interstate and/or overseas training /experience and who have not taught in a Victorian government school, were also eligible to apply to additional courses (DEECD. *Refresher courses*, 2011). The 'International Teacher Program' is another refresher course offered by DEECD that is relevant for internationally trained teachers who have not yet taught in a Victorian government school. This program is three months (full time) and provides participants with an understanding of the context, culture and pedagogy within Victorian government schools. It also provides participants with a greater capacity to access employment through an improved understanding of written applications and interview skills. Participants are also supported to enhance their capacity to communicate through spoken English. As part of the program, participants can undertake a five-week teaching placement in a Victorian government school at no cost to participants. However, priority will be given to applicants who express interest in teaching in a government schools in locations and subject areas that are difficult to find staff (DEECD. *International Teacher Program*, 2011). Holmesglen Institute of TAFE:

Certificate IV in ESL (Employment) - English for Teachers offers a six-month course that includes a practical placement component. This course is designed for overseas qualified experienced teachers who are eligible for registration with the VIT, but have little or no experience in the Australian education system. It is designed to assist them in transition into employment in Victoria. Course fees are calculated according to the level being studied and the number of hours being undertaken (Holmesglen Institute of TAFE, 2011). Unfortunately, all these courses are only available for overseas qualified teachers who are eligible for teacher registration with the VIT and places are limited. Hence, the need for more comprehensive PD programs for overseas qualified teachers still exists and will be discussed further in the next subsection.

8.1.4.2 Diploma of Education / Training courses

As discussed previously, TQ teachers who were required to complete a Diploma of Education in Victoria believed that although the diplomas are not designed specifically for overseas teachers, they should be modified to suit their needs as well. They thought that at least the theory part of the course relating to general education subjects (such as the philosophy of education and psychology of education) should be excluded, as they had already completed them in their overseas degree. Alternatively, 'recognition of prior learning' or credit for key elements of their previous tertiary studies should be considered. They argued that the practical teaching skills relating to the Victorian education system were relevant in a Diploma of Education, which currently takes about one year full time or two years part time to complete. According to TQ teachers, with consideration for 'recognition of prior learning', the course could be shortened. Inglis and Philps (1995) verified in their research of the inadequacy of teacher education courses in Australia for overseas trained teachers.

There were other TQ teachers who recommended that separate training programs/courses designed specifically for experienced overseas qualified teachers should be available. However, they agitated that these courses should not be known as the Diploma of Education as they were designed to educate 'non-teachers'. They were already qualified teachers on completion of their overseas teacher education degrees. While acknowledging that there were teaching skills (e.g., practical usage of the English language) in Victoria that they needed to develop, they should not be categorised as 'non-teachers' by being asked to complete another Diploma of Education. They recommended that specific courses, known as 'Orientation' or 'Professional development', should be made available to support their transition into the Victorian system.

TQ teachers who were provided with mentors and/or induction programs by their sponsors believed that having this opportunity assisted their familiarisation and adaptation to the

Victorian education system greatly. It is therefore important for TQ teachers to have access to initial induction programs at their respective school and ongoing access to mentoring support, particularly over the first 12 months of teaching. While discussing similarities between new graduate teachers and newly arrived overseas qualified teachers, Peeler and Jane (2003) suggested 'mentors' be used for both categories of teachers. Although there was no objection to mentor provision, TQ teachers, (especially the experienced ones), were not happy being perceived as new graduates. As mentioned before, they acknowledged certain skill deficiencies, but overall they felt they had sufficient knowledge, skills and expertise in 'learning and teaching' to teach in Victoria.

8.1.4.3 Conclusion

The data collected in this research highlighted a range of professional development and personal in-service programs needs for TQ teachers. Some of these needs were addressed by government and private sector educational training authorities, while others were not.

8.2 Recommendations

8.2.1 Teacher registration requirements / English language requirements

The following set of recommendations is related to the teacher registration and English language requirements. As indicated by Inglis and Philps (1995), from 1986 to 1991, 76 Turkish teachers arrived in Australia, but only three of them worked as teachers, due to the difficulties they experienced with teacher registration. Since then more teachers have arrived but again many did not pursue a career in the teaching industry in Australia (Erkan, Interview 01, 2009; Austurk, 2003). As argued previously, the English language requirement policy needs to be amended to provide more flexibility for TQ teachers who currently work in other non-teaching professions. Transition courses that support them in not only enhancing their English language skills, but ultimately enabling them to join the Victorian teaching profession are recommended.

TQ teachers recruited to Victoria via an employer sponsor and aiming to work as teachers in Victorian schools should be given greater flexibility with their teacher registration including the English language requirements. These teachers could, during a designated transition work period in Victorian schools, strengthen their English skills. Sponsors or employers could be required to provide and/or fund their TQ teachers during this transition period.

The TQ teacher participants in this research expressed concerns about the different teacher registration requirements within various states in Australia, especially the English language requirement. They argued that responsible education authorities of each state/territory (e.g., the Victorian Institute of Teaching and the NSW Institute of Teachers) need to form a consensus about requirements for teaching in Australia. It is recommended that a national teacher registration policy that is recognised by all states/territories be developed and implemented. Currently, if teachers are registered with a teacher registration authority in Queensland, South Australia, Tasmania, Western Australia, the Northern Territory or New Zealand, they are eligible to apply for registration in Victoria under the *Mutual Recognition* principle. However, there are no mutual recognition arrangements with New South Wales or the Australian Capital Territory; the VIT only has a *Memorandum of Understanding (MoU)* with the NSW Institute of Teaching (VIT. *Apply for registration*, 2011).

8.2.2 Supervised Practice Teaching (SPT)

The following recommendation relates to those TQ teachers who had less than the required 45 days of Supervised Practice Teaching (SPT), but had many years of teaching experience overseas. It is recommended that the teaching experiences of these teachers should be taken into

consideration with respect to this SPT requirement. TQ teachers lacking the minimum number of SPT days in their original teacher education course should be able to complete this SPT requirement without having to complete significant proportions of an Australian teacher education course. During this SPT period, the teachers could be supported financially by their sponsor or by a 'Centrelink' training initiative.

8.2.3 Guidance, support and information

The following recommendations are related to guidance, support and information availability for TQ teachers. It is recommended that the Australian Immigration Department develop a consultation branch and assign officer(s) to support and advise skilled, new arrival migrants. As migrants arrive in Australia, they could be provided with support from these branch officers and be directed appropriately in relation to their skills and qualifications. According to TQ teachers, providing a support facility such as this would enable Australia to benefit almost immediately from the skills these migrants would bring to the community. As mentioned earlier, there are many overseas skilled teachers in Australia working in other (non-teaching related) areas, due to a loss of self-confidence, or not knowing where and how to apply.

Collaboration between the Immigration Department, Education Department, universities and other relevant Australian institutions could play a vital role in supporting migrant transition. Other organisations such as the Turkish Teachers Association of Victoria and the Turkish Consulate could also play a greater role in supporting teachers from Turkish backgrounds. A new support group involving experienced TQ teachers should be formed to provide assistance and advice for new migrant teachers. The Immigration Department could inform these groups and organisations with the details of newly arrived TQ teachers. Existence of such services could be advertised via community media such as local newspapers, SBS radio and television.

A new website should be launched for overseas qualified beginning teachers in Victoria by the Education Department. Newly arrived overseas teachers could be encouraged by the Immigration and Education Departments to access this website as members. The site should advertise teaching vacancies (similar to the current 'Recruitment Online' site) that provides information and guidance during the application process (DEECD. *Recruitment Online,* 2011). The website should also provide a network for overseas qualified teachers, especially those with common curriculum expertise. The site should also provide advice and support regarding accommodation, personal finance, health insurance, and other personal/living necessities.

As discussed previously, there were TQ teachers who were provided with a mentor by their Turkish sponsor school to help familiarise them with both professional and personal advice and

guidance during the early settlement period in Victoria. Based on their experience, it is recommended that all school employers assign mentors to support newly arrived overseas qualified teachers. Further research would assist in determining the merits of the Immigration Department requiring employer sponsors to assign a 'mentor' to each of their overseas qualified arrival teachers. Similarly, induction/in-service programs could be considered a requirement by the Education Department for these teachers. These programs would be expected to assist overseas qualified teachers during their transition with the Victorian education system. In addition, some TQ teachers suggested newly arrived teachers should work closely with experienced 'mentor' teachers at their schools. It is therefore recommended that TQ teachers be encouraged to become members of professional associations relevant to their teaching method(s) in Victoria, (e.g., the Science Teachers Association of Victoria).

The possibility of greater engagement by Victorian companies and industries (including governing bodies of schools) in providing sponsorship for overseas skilled migrants should be explored. The Immigration Department could consider facilitating collaboration with business and organisations, where training and support would be provided as required. Similarly, Victorian schools who wish to sponsor overseas qualified teachers could engage in greater collaboration with a Victoria Institute of Teaching (VIT) representative. For overseas qualified teachers, teacher registration issues were a major challenge. Provision of seminars and professional development programs concerning registration and other related matters would benefit not only TQ teachers, but also the schools and broader community. The VIT representative could provide advice and support in relation to Victorian university offerings (e.g., seminars and professional development courses) that would aid the transition of these overseas qualified teachers.

8.2.4 Professional development / Training programs

The following recommendations relate to professional development / training program needs for overseas qualified teachers in Victoria. As discussed previously, the current Diploma of Education and personal development / training courses are inadequate for overseas teachers. Therefore, more comprehensive programs similar to the 'Teacher Refresher Courses' or 'International Teacher Programs' are needed.

8.2.5 Victorian teacher shortages

The following recommendations relate to addressing teacher shortages in Victorian schools. As discussed previously, there are secondary school teacher shortages in Victoria (Rood, 2008; Carey, 2011). Furthermore, again as mentioned earlier, there is a rapid increase in the number of Turkish background students in private Turkish -managed schools in Victoria (ISIK, 2011).

These schools require more TQ teachers who are skilled with the Turkish language, as well as being aware of the Turkish culture.

As indicated earlier, there are TQ teachers that have excellent knowledge in the maths and science curriculum (physics, chemistry, and biology). These teachers could address the current shortages in these curriculum areas. The major challenge for them however concerns their lack of proficiency in the English language. Access to specifically designed English language classes would, in the short term, meet their needs, and in the longer term address teacher shortages in maths and science.

TQ teacher responses revealed that there are Science-Literature faculties in Turkey, which have similar Bachelor of Arts degrees as those offered in Victoria. Although graduates from these faculties were exceptionally knowledgeable, skilled and capable in their subject areas, (such as Maths, Physics, Chemistry, Biology), they were lacking teaching skills as they did not attend any education faculties. In Turkey, these people were offered three-month courses relating to teaching skills, student and education pedagogy, classroom management, behaviour management and curriculum. Programs such as Career Change and Teach First, currently being offered in Victoria, are providing similar opportunities for content knowledge specialists to become teachers.

Consideration should be given in recognition that there are no Australian teacher education degrees that offer the Turkish language as one of its major studies. Similarly as there are no teacher education courses in Turkey that educate students in the English language, there are significant shortages of qualified LOTE (Turkish) teachers. In order to meet the demand of VIT's English language requirements for teacher registration for LOTE (Turkish) teachers, it is recommended that one or more Victorian universities consider incorporating Turkish language as a major study in their education degree courses. Furthermore, a separate 'Turkology' department could be established under the education faculties/schools. This department could not only educate teachers in the Turkish language, with its instruction language being in English, but could also provide opportunities for Victorian students who wish to proceed further in the area of 'Turkic languages' as postgraduate study. It could promote more international students wishing to specialise in Turkish language teaching to enrol in these Victorian courses.

It is recommended that one or more Victorian universities partner with a Turkish higher education institution to support a shared teacher education program designed for TQ teachers that focuses on curriculum areas of need as discussed previously. If the Turkish partner offers a preliminary year of English language preparation as part of their course structure, students could

attend the next three years in the Turkish university and one final year in the Victorian (partner) university, including completing their Supervised Practice Teaching (SPT). The Turkish academic year commences and finishes earlier than the Victorian system, e.g., 2012 academic year commenced in early September and will finish accordingly. After completing their third year in the Turkish university (around June-July), students could attend specially designed courses in their Victorian (partner) university, until the following academic year in March. These courses could include content relevant to English language usage and/or Victorian education system culture. If the Turkish (partner) university does not offer an extra preliminary year of English language preparation, students then could attend an English language course in the Victorian (partner) university, followed by their final year. A study could be carried out to modify the course content in Turkey to make it consistent with Victorian teaching requirements.

In addition to the partnership program discussed above, a post-graduate component should also be included to make it more attractive for students. While enrolling in this partnership program, students should be given the option of proceeding into a Master of Education by coursework. After successfully completing the undergraduate component of their teaching degree in the Turkish (partner) university, students could move into the postgraduate component of the program in the Victorian (partner) university, if they wish. Again, as mentioned above, if the Turkish (partner) university does not offer an extra preliminary year of English language preparation, students could attend an English language course in the Victorian (partner) university, followed by their masters program. Masters program could include content relevant to all those issues identified and discussed relevant TQ teachers in the Victorian education system. At the successful completion of the masters program, students' qualifications should permit them to apply and become registered for teacher registration in both (Victorian and Turkish) education systems. Alternatively, they could pursue their career in further post-graduate (e.g., Doctor of Education) study. The researcher would be willing to facilitate such an (undergraduate and postgraduate) initiative with interested institutions in Victoria and Turkey.

The shortage of skilled staff is not unique to the teaching profession in Victoria. For instance, the medical health industry is another area experiencing significant shortages in Victoria. (Hawthorne, Birrell & Young, 2003; McGrath, 2004; Scott, Whelan, Dewdney & Zwi, 2004). There are an increasing number of overseas-trained doctors waiting to be recognised as doctors in Australia, where the registration system is very complex. (Harris, 2011; Hawthorne & Toth, 1996). It is recommended that further research be conducted on recruiting skilled migrants with specialist skills to meet these shortages.

8.3 Conclusion

This research study endeavoured to facilitate an understanding of personal and professional experiences of eleven TQ teachers. It drew on these teachers' experiences to support recommendations that could ostensibly improve transitional experiences of overseas teachers in future. The recommendations stemming from this research have been directed at key stakeholders including the Immigration and Education Departments; university / tertiary education sectors; organisations, industry and businesses; professional education associations; schools and at individual teacher levels. Implementing these recommendations concerning policy, programs, procedures, professional development and mentoring will enable not only TQ teachers, but other international teachers and professionals to experience successful personal and professional transitions to Victoria/Australia.

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APPENDICES

VICTORIA UNIVERSITY | **A NEW SCHOOL OF THOUGHT**

INFORMATION
TO PARTICIPANTS INVOLVED IN RESEARCH

You are invited to participate

You are invited to participate in a research project entitled *Personal and Professional Experiences of Turkish Qualified Teachers in Victorian Schools.*

This project is being conducted by a student researcher *Harun Yuksel* as part of a *Doctor of Education* study at Victoria University under the supervision of *Dr Bill Eckersley* from Faculty of Arts, Education and Human Development.

Project explanation

This research seeks to explore the personal and professional experiences of Turkish background teachers within the Victorian educational community. For the purpose of the research, the term Turkish qualified (TQ) teacher will be used to refer to teachers who have obtained a primary or secondary school teaching qualification from a university in Turkey. It should be noted that there are no recorded sources of information available to identify the TQ teachers in Victoria.

The aim of this research is twofold. Firstly, to identify the personal and professional experiences of TQ primary or secondary school teachers who are currently teaching or have taught previously in a Victorian school. Secondly, to draw on these teachers' experiences to support recommendations for teacher education, training, professional development, induction and in-service programs to support future TQ teachers in adapting to the Victorian education system. These programs and facilities could ultimately encourage TQ teachers currently not in the teaching industry, to re-enter employment as teachers in Victoria.

The research will seek to find answers to the following questions:
- What are the personal and professional experiences of Turkish qualified (TQ) teachers in Victorian schools?
- What are TQ teachers' perceptions of adaptation to the Victorian educational environment?
- What are the perceptions of TQ teachers regarding the similarities and differences between the Turkish and Victorian education systems?
- What facilities and services should be made available to support the transition process for TQ teachers who are currently teaching or wish to teach in Victoria?
- What are the professional development and/or personal in-service program needs of TQ teachers currently teaching in Victorian schools?

What will I be asked to do?

Participants for this research will be required to complete a small scale questionnaire survey. This will be followed by an invitation to about 8 - 10 Turkish Qualified Teachers to participate in the individual interviews phase of the research. At the completion of the individual interviews, two or three group interviews will be arranged to facilitate additional analysis based upon common themes that have emanated from the individual interview data.

The individual and group interviews will take approximately one hour each.

What will I gain from participating?

This study will assist in determining training, professional development, induction and in-service needs of TQ teachers. The identified data will be used to inform the development of induction and in-service programs to support future TQ teachers in integrating into the Victorian education system. The findings from this study will also be used to support recommendations to universities to address the current and future needs of TQ teachers. Based on these recommendations, there is potential for those TQ teachers currently not in the teaching industry to re-enter employment as teachers in Victoria. Studying the experiences of TQ teachers will also have the potential to lead to better understanding about how and why policies and institutional practices resulted in overseas-qualified teacher experiences.

How will the information I give be used?

Access to data will only be for data analysis purposes and will be limited to the principal and student researcher.

What are the potential risks of participating in this project?

Please note that participation within this research is confidential and voluntary. Participants will be able to withdraw from the project at any time if they are uncomfortable with the questions, discussions and/or procedures. The only reason to have participants' personal information during the survey is to identify them for the next stage of the research. Every stage will be voluntary and if the participants don't wish to participate in individual interviews or group interviews, then they are not required to provide their names or any other form of identification on the surveys.

Access to data will only be for data analysis purposes and will be limited to the principal and student researcher. Questionnaires will be coded and names and code lists will be separated from questionnaires and also data will be kept locked in a file cabinet. Pseudonyms will be used to maintain the confidentiality of all participants.

Attempts will be made to conduct the interviews in a manner that protects the rights and welfare of participants, and also promotes open and honest responses from participants. If individual or group interview participants are troubled by issues raised during interviews, the interviewer/moderator will suspend the interview and will ascertain the ability and willingness of the participants to continue. If they are not able and willing to continue, and/or if the interviewer/moderator feels ill equipped to deal with the situation, the interview will be terminated. If during individual or group interviews, personal details of participants are inadvertently disclosed, the interviewer/moderator will not record or report names or other identifying information, and delete any disclosed names from the audio-tape.

Researcher/s have no authority over the participants' professional position and role and there will be no impact on their performance appraisal, tenure or work roles and responsibilities.

A counselling service will be provided if the participant contacts Ms Anne Graham or the Ethics secretary, Victoria University Human Research Ethics Committee, Office for Research, Victoria University, PO Box 14428, Melbourne VIC 8001.

How will this project be conducted?

This research will be underpinned by a phenomenological paradigm to enable in-depth investigation into the TQ teachers' personal and professional experiences in Victorian schools. It will also be framed by the critical theory approach as part of the theoretical framework to provide opportunities to make recommendations to relevant authorities for policy and practice changes. It will use qualitative research techniques for data collection and analysis. Case studies will be developed that provide insights into each TQ teacher's experience. An instrumental collective case study strategy will be applied where each individual case will play a supportive role in developing an understanding of other teachers' experiences.

Who is conducting the study?

Principal Researcher: Dr Bill Eckersley – Tel: +61 3 9919 7453 - Email: bill.eckersley@vu.edu.au

Student Researcher: Harun Yuksel – Tel: +61 423 700 939 - Email: harun.yuksel@live.vu.edu.au

Any queries about your participation in this project may be directed to the Principal Researcher listed above. If you have any queries or complaints about the way you have been treated, you may contact the Secretary, Victoria University Human Research Ethics Committee, Victoria University, PO Box 14428, Melbourne, VIC, 8001 - phone (03) 9919 4781.

(APPENDIX B)

CONSENT FORM
FOR PARTICIPANTS INVOLVED IN RESEARCH

INFORMATION TO PARTICIPANTS:

We would like to invite you to be a part of a research project which seeks to explore the personal and professional experiences of Turkish background teachers within the Victorian educational community. For the purpose of the research, the term Turkish qualified (TQ) teacher will be used to refer to teachers who have obtained a primary or secondary school teaching qualification from a university in Turkey.

The aim of this research is twofold. Firstly, to identify the personal and professional experiences of TQ primary or secondary school teachers who are currently teaching or have taught previously in a Victorian school. Secondly, to draw on these teachers' experiences to support recommendations for teacher education, training, professional development, induction and in-service programs to support future TQ teachers in adapting to the Victorian education system. These programs and facilities could ultimately encourage TQ teachers currently not in the teaching industry, to re-enter employment as teachers in Victoria.

The research will seek to find answers to the following questions:
- What are the personal and professional experiences of Turkish qualified (TQ) teachers in Victorian schools?
- What are the TQ teachers' perceptions of adaptation to the Victorian educational environment?
- What are the perceptions of TQ teachers regarding the similarities and differences between the Turkish and Victorian education systems?
- What facilities and services should be made available to support the transition process for TQ teachers who are currently teaching or wish to teach in Victoria?
- What are the professional development and/or personal in-service program needs of TQ teachers currently teaching in Victorian schools?

CERTIFICATION BY SUBJECT

I, _____ *[participant's name]*

of _____ *[participant's suburb]*

certify that I am at least 18 years old and that I am voluntarily giving my consent to participate in the study *Personal and Professional Experiences of Turkish Qualified Teachers in Victorian Schools* being conducted at Victoria University by *Dr Bill Eckersley* and *Harun Yuksel.*

I certify that the objectives of the study, together with any risks and safeguards associated with the procedures listed hereunder to be carried out in the research, have been fully explained to me by *Harun Yuksel* and that I freely consent to participation involving the below mentioned procedures:

- Individual Interviews
- Group Interviews

I certify that I have had the opportunity to have any questions answered and that I understand that I can withdraw from this study at any time and that this withdrawal will not jeopardise me in any way.

I have been informed that the information I provide will be kept confidential.

Signed: _____   Date: ____ / _____ / _____

VICTORIA UNIVERSITY | A NEW SCHOOL OF THOUGHT

Questionnaire on the personal and professional experiences of Turkish qualified teachers in Victorian schools.

This questionnaire will be used to aid in selecting potential participants for the individual interviews stage of the research.

1. Are you a teacher graduate of Turkey?   Yes ☐ No ☐

    If no, you do not need to answer any of the questions below.

2. Age? _____ *years*

3. Gender?   Male ☐   Female ☐

4. Family status?   Single ☐   Married ☐   Divorced ☐   Other ☐ _____

    If current family status different than prior to arrival,

    Family status while in Turkey?   _____

5. What teaching qualification(s) do you have from Turkey? _____

    _____

6. Which Turkish university and faculty did you complete your initial teaching qualification(s)? _____

    _____

7. What are your major area(s) of study in your teaching degree? _____

    _____

8. Graduation date of your teaching course in Turkey? ___ / ___ / _____

9. How many days of teaching practical experience did you complete in your course in Turkey? ___ *days*

10. Have you worked as a teacher in Turkey?   Yes ☐ No ☐

    If yes, how many months/years? _____ *months / years*

11. What motivated you to become a teacher? _____

    _____

    _____

    _____

12. How did you find out about Australia? _____

    _____

    _____

13. Why did you select to come to Victoria? _____

    _____

    _____

14. Why did you select to teach in Victoria? _____

    _____

    _____

15. When did you arrive in Australia? ___ / ___ / _____

     If your initial residence was not Victoria, when did you arrive in Victoria?   ___ / ___ / _____

16. Were you recruited while you were in Turkey? Yes ☐ No ☐

17. Was there a selection process for you in coming to Australia? Yes ☐ No ☐

     If yes, please specify _____

     _____

     _____

18. Do you currently teach or have previously taught in any Victorian school(s)?   Yes ☐   No ☐

     If no, go to question 22.

19. How many months/years of teaching experience do you have in Victoria? _____ *months / years*

20. List the names / types of school(s) you have worked in Victoria?_____

     _____

     _____

     _____

     _____

21. List your teaching area(s)/responsibilities in Victoria? _____

     _____

     _____

22. Do you have Victorian Institute of Teaching (VIT) registration? Yes ☐ No ☐

     If yes, specify VIT registration date? ___ / ____ / _____

          VIT registration type: _____

23. Have you completed any course(s) relevant to obtaining your VIT registration in Victoria/Australia?

     Yes ☐ No ☐

     If yes, please specify _____

     _____

     _____

24. Have you completed any professional development or training course(s) relevant to your teaching profession in Victoria/Australia? Yes ☐ No ☐

     If yes, please specify _____

     _____

     _____

     _____

Thank you for completing this questionnaire.   *Date Completed: _____ / _____ / _____*

(APPENDIX-D)   QUESTIONNAIRE PARTICIPANTS DATA MATRIX

	Participant 01	Participant 02	Participant 03	Participant 04	Participant 05	Participant 06	Participant 07	Participant 08	Participant 09	Participant 10	Participant 11	Participant 12
1. TQ Teacher	√	√	√	√	√	√	√	√	√	√	√	√
2. Age	36	28	40	37	37	34	32	32	37	31	39	45
3.Gender	M	F	M	M	M	M	M	M	M	F	M	M
4.Family Status	M	M	M	M	M	M	M	M	M	M	M	M
Family Status in TR		S						S	S			
5. Teaching Qualification in TR	Degree	Degree	Grad.Dip	Degree	Degree	Degree	Degree	Degree	Bachelor of Sci.	Bachelor of Arts	Degree	Degree
6. TR University / Faculty	Selcuk / Edu.	ODTU / Edu.	ODTU	ODTU / Edu.	Erzincan / Edu.	Bogazici / Edu.	Hacettepe / Arts	ODTU / Edu.	Bogazici / Sci.	Abant Izz.Bays.	ODTU / Edu.	Marmara / Edu.
7. TR Teaching Area / Majors	Turkish	English	Maths	Maths	Turkish	Chemisty	Turkish	Physical Edu.	Physics	English / Biology	Maths	Physical Edu.
8. Year Graduated	1995	2003	1993	1994	1993	1998	2003	2000	1994	2003	1992	1986
9. Practical exp. days	180	>365		120hrs		45		40		50	30	40
10. Experience in TR	3yrs *also Kirim	1yr		8yrs		2mnths *also Kenya	1yr	0	0 *in Russia	2yrs	4yrs	10yrs
11. Motivating factor for becoming teacher	Role model teacher	Relative teacher	Passion	Friends, Teachers		Enjoy helping the needy	Enjoy teaching students	Role model teacher brother	Enjoy teaching	Family, teacher	Don't know	Interested in sports
13. Why Victoria	Friends	Husband in Vic	Friends	Brother in Vic		Job offer	Job offer	Job offer	Job offer	Job offer	Job offer	Job offer
15. Arrival year in Vic.	2001	2004	1999	2003	2001	2003	2006	2001	1999	2005	1998	1999
16. Recruited in TR.	√			√		√	√	√	√	√	√	√
19. Experience in Vic.	7yrs	2yrs		5yrs	4yrs	3yrs	2.5yrs	7yrs	7yrs	6mnths	4yrs	2yrs
20. Type of School/s in Victoria	Independent	Independent		Independent	Independent	Independent	Independent	Independent	Independent	Independent	Independent	Independent
21. Teaching / experience area/s in Victoria.	Turkish (G4-12)	Turkish (primary & middle yrs)		Maths, Head of curriculum, principal	Turkish	Chemistry	Turkish	Health & Physical Edu.	Physics, Science, Maths	Turkish	Maths	Physical Edu.
22. VIT reg.	√	√	X	√	X	√	√	√	√	√	√	√
VIT reg. date	2002	2005		2003		2003	2008	2001	2003	2006	1999	2001
VIT reg. type	PTT	Full		Full		Full	PTT	Full	Full	PTT	Full	Full
23. Required to complete extra course	X	X		X		X	X	Dip.Ed.	X	X	X	X
24. Completed extra PD	√	X		√		X	X	√	X	X	√	√

	Participant 13	Participant 14	Participant 15	Participant 16	Participant 17	Participant 18	Participant 19	Participant 20	Participant 21	Participant 22	Participant 23	Participant 24
1. TQ Teacher	X	√	√	√	√	√	√	√	√	√	√	X
2. Age		52	52	44	49	35	58	> 65	38		49	
3. Gender		M	M	F	M	M	M	F	F		M	
4. Family Status		M	M	M	M	M	DeFacto	Widow	M		M	
Family Status in TR						S	M	M				
5. Teaching Qualification in TR		Degree	Degree	Degree	Degree	Degree	Teaching Dip.	Degree	Degree		Dip.Ed.	
6. TR University / Faculty		Ankara / Edu.	Gazi / Edu.	Cukurova / Edu.	Marmara / Edu.	Marmara / Edu.	Ist..Ataturk / Edu. Inst.	Ankara / Arts	Uludag / Edu.		Samsun / Theology	
7. TR Teaching Area / Majors		Accounting Economics	Turkish	English	English	Physical Edu.	English	Languages	Chemistry		Rel.Studies	
8. Year Graduated		1981	1982	1985	1987	1999	1971	1960	1993		1982	
9. Practical exp. days		15	20	30	30	50	30	365	30		15	
10. Experience in TR		1yr	7yrs	2yrs	7yrs	-	8yrs	10yrs	2yrs		8yrs	
11. Motivating factor for becoming teacher		Family encouraged	Uncle teacher	Challenge to apply diff. teaching methods	Enjoy school environment	Love teaching	Enjoy sharing knowledge	Parents encouraged	Guiding young people		Parents encouraged	
13. Why Victoria		Nephew in Vic.	Friends	Sister in Vic.	Wife teacher in Vic	Friends	Friends	Husband's job	Job offer		Marriage	
15. Arrival year in Vic.		1982	1988	1988	1995	2001	1979	1970	1998		1984	
16. Recruited in TR.			√						√		√	
19. Experience in Vic.		20yrs	12yrs	20yrs	11yrs	4yrs	26yrs	35yrs	1yr		?	
20. Type of School/s in Victoria		Government Independent	Government Independent	Government Weekend	Government Weekend	Independent	Government Weekend	Government Weekend	Independent		Independent	
21. Teaching / experience area/s in Victoria.		B.Mgmt., Account., ESL, Turkish	Turkish, ESL, Principal	Turkish, Primary classroom teaching	Turkish, ESL, classroom	P.E.	Turkish, ESL, French, SOSE	Turkish, KLA coord., Uni. Teach.	Turkish		Turkish, Rel. Stud.	
22. VIT reg.		√	√	√	√	√	√	√	X		√	
VIT reg. date		1990	2002	1995	?	2005	?	1971			1998	
VIT reg. type		Full	Full	Full	Full	Full	Full	Prim.& Sec.			Full	
23. Required to complete extra course		4th year BA Dip.Ed.	Dip.Ed.	Primary Conversion	Dip.Ed.	Dip.Ed.	Post.Grad	Dip.Ed.			Dip.Ed.	
24. Completed extra PD		√	√	√	√	√	√	√			√	

	Participant 25	Participant 26	Participant 27	Participant 28	Participant 29	Participant 30	Participant 31					
1. TQ Teacher	X	√	√	√	√	X	X					
2. Age		49	51	61	51							
3.Gender		F	M	F	F							
4.Family Status		M	M	M	M							
Family Status in TR		S		S	S							
5. Teaching Qualification in TR		Degree	Degree	Degree	Degree							
6. TR University / Faculty		Gazi / Edu.	Ank. Gazi / Edu.	Gazi / Indust.Sci	Gazi / Edu.							
7. TR Teaching Area / Majors		Turkish, English	Turkish	Accounting Economics	Turkish, French							
8. Year Graduated		1980	1979	1970	1979							
9. Practical exp. days		104days	?	280days	15days							
10. Experience in TR			8yrs	12yrs	15yrs							
11. Motivating factor for becoming teacher		Dream to teach	Love students	Love teaching	Like teaching							
13. Why Victoria		Husband's choice	Like Vic.	Family in Vic	Husband in Vic.							
15. Arrival year in Vic.		1983	1986	1974	1995							
16. Recruited in TR.												
19. Experience in Vic.		2yrs	23yrs	20yrs	14yrs							
20. Type of School/s in Victoria		Weekend	Weekend	Weekend	Weekend, Independent							
21. Teaching / experience area/s in Victoria.		Turkish	Turkish (Prim. & Sec.)	Turkish	Turkish, Arts							
22. VIT reg.		√	√	√	√							
VIT reg. date		2003	2003	2003	2003							
VIT reg. type		PTT	PTT	PTT	PTT							
23. Required to complete extra course		√	X	√	X							
24. Completed extra PD		√	X	√	√							

(APPENDIX-E)   Individual Interview Questions

1. Tell me about your experiences in studying in the Turkish **teacher education system**.

    a. How was the course in the Uni./faculty;

    b. Which years have you studied;

    c. What motivated you to become teacher... can you expand on that

2. Tell me about your **teaching experiences** in Turkey.

    a. How was the education system;

    b. How were the classroom management;

    c. How were the students – their culture, knowledge, the way they respect teachers, etc.

3. Tell me about your **personal experiences** commencing with the decision to migrate to Victoria.

    a. What motivated you to work as a teacher overseas? Isn't that a big challenge?

    b. How did your family/parents/friends accept it;

    c. What did you have to do with your home/belongings – wasn't it difficult to prepare to migrate

4. Tell me about your **immigration / employment application experience** in Turkey.

    a. What was the selection process (if any) for you in coming to Victoria?

    b. How were the teachers being selected?

5. Tell me about your **personal** (and family if relevant) settlement experiences in Victoria.

    a. What were some of the personal issues/challenges you have experienced while settling in Victoria (the first three months)?

6. Tell me about your experience in trying to obtain **VIT registration** in Victoria.

    a. What were the professional challenges you faced when you first arrived in Victoria?

    b. What were some of the issues (if any) for you to obtain teacher registration in Victoria?

    c. What extra requirements (if any) were there for you to obtain teacher registration with VIT (e.g., completing a Diploma in Education course)?

    d. Describe any professional development or other training programs you have undertaken since arriving or commenced teaching in Victoria?

    e. What were some of the issues/challenges you have experienced in finding a teaching position in Victoria (pre-arrival or arrival)?

7. Tell me about your **teaching experience** now in Victoria.

    a. What were some of the issues/challenges for you in adapting to the Victorian educational environment (e.g., classroom management, curriculum, lesson planning, others)?

    b. What facilities, services, professional development and personal in-service programs do you think should have been made available to support your transition into the Victorian education system?

    c. Can you describe and compare your experiences in teaching in a Victorian school with your teaching experiences in Turkey?

8. Currently which school are you teaching at?

THANK YOU FOR YOUR TIME!

(APPENDIX-F)   Kisisel mulakat sorulari

1. Turkiyede universite'de ogretmenlik bolumunde okurken edindiginiz tecrubeleriniz / anilariniz

    a. Universite/fakulte'deki yaptiginiz bolum/kurs nasildi;

    b. Hangi senelerde yaptiniz

    c. Sizi ogretmenlige motive eden etken ne idi?... Biraz acarmisiniz

2. Turkiyede ogretmenlik yaparken edindiginiz tecrubeleriniz / anilariniz

    a. Egitim sistemi nasildi

    b. Sinif kontrolu nasildi

    c. Ogrenciler nasildi; kultur durumlari, bilgileri, ogrencilerin ogretmenlere bakis acisi, v.s.

3. Turkiyeden Avusturalya'ya goc etmek icin karar verdiginiz andan itibaren kisisel karsilastiginiz zorluklar / tecrubeleriniz / anilariniz

    a. Sizi yurtdisinda ogretmenlik yapmaya tesvik eden unsure/lar nelerdi?... Biraz acarmisiniz

    b. Anne-Babaniz/Aileniz/arkadaslariniz goc etme kararinizi nasil karsiladi

    c. Evinizi /esyalarinizi ne yaptiniz – goc hazirligi zor olmadimi

4. Turkiyede bulunurken Avusturalya Gocmenlik islemleri ve is muracaati yaptiginiz asamalarda karsilastiginiz zorluklar / tecrubeleriniz / anilariniz

    a. Turkiyedeyken Avusturalya'ya gelebilmek icin aranan herhangi bir kriter varmiydi

    b. Ogretmenler nasil seciliyordu

5. Victoria'ya yerlesirken kendinizin (ve eger varsa ailenizin) karsilastigi zorluklar / tecrubeler / anilar

    a. Victoria'ya yerlesirken (ilk uc ay gibi bir zaman biriminde) kisisel nasil bir zorluklarla karsilastiniz

6. Victoria egitim bakanligindan VIT registration alma asamasindaki tecrubeleriniz / anilariniz / karsilastiginiz zorluklar

    a. Victoria'ya ilk geldiginizde is durumu olarak nasil bir zorluklarla karsilastiniz?

    b. Victoria'da ogretmenlik denklik belgesi almak icin (VIT registration) nasil bir zorluklarla karsilastiniz?

    c. VIT registration alabilmek icin (eger gerekli gorulduyse Dip.Ed. gibi) nasil bir extra'dan kurs / bolum yapmak zorunda kaldiniz?

    d. Victoria'ya geldikten sonra yaptiginiz herhangi bir mesleki gelisim programi / kursu oldumu; olduysa nelerdir?

    e. Victoria'ya gelmeden once ve geldikten sonra ogretmelik icin is bulmada nasil bir zorluklarla karsilastiniz?

7. Victoria'da ogretmenlik yaparken edindiginiz tecrubeler / anilar

    a. Victoria egitim sistemine uyum saglamada nasil zorluklarla/tecrubelerle karsilastiniz (sinif kontrolu; mufredat farkliligi; ders planlari, v.s.)?

    b. Avusturalya'ya geldiginizde Victoria egitim sistemine en kolay sekilde uyum saglayabilmenizi kolaylastiracak nasil bir alt-yapi imkanlari, arac-gerec, servis, kisisel gelisim programlari, adaptasyon programlari, v.s. olmasi gerektigini dusunuyorsunuz?

    c. Turkiye'deki ogretmenlik tecrubelerinizle Victoria'daki bir okuldaki ogretmenlik tecrubelerinizi tanimlayip, karsilastirabilirmisiniz?

8. Su an hangi okulda ogretmenlik yapiyorsunuz?

(APPENDIX G)   THEMES - CONSTRUCTS - TYPOLOGIES TABLES

Theme 1 - TURKISH EDUCATION SYSTEM

Constructs	Typologies
Primary / Secondary teaching	- Competitive education environment - Study motivation - Student-teacher respect - Parents - Teaching approaches / resources - Classroom management
University entrance system	University entrance
Tertiary education	- University teaching language - Science-Literature faculties - Teaching practicum
Teacher motivation	- Passion for teaching profession - Passion for teaching overseas 'Gulen Movement'

Theme 2 – TQ TEACHER MIGRATION

Constructs	Typologies
Prior to departure	- Family / relative / friend acceptance - Visa application processes - Partner migration visa - Other Family migration visa - Employer sponsored migration visa - Temporary Business (subclass 457 visa) - Employer Nomination Scheme (ENS) visa
Post arrival	- Settlement issues - Sponsor support - Turkish community support - Job application process

Theme 3 - VICTORIAN EDUCATION SYSTEM

Constructs	Typologies
Teacher Registration process	• Teaching qualifications • English language requirements • Supervised Practice Teaching (SPT) • Criminal Record Check (CRC) • Diploma of Education for overseas qualified teachers • Victorian universities offering teaching courses for overseas qualified teachers
Primary / Secondary teaching	• Study motivation • Student-teacher respect • Parents • Teaching approaches / resources • Classroom management • Curriculum • English language difficulties • Australian cultural differences

(APPENDIX H)   SUMMARY OF ANALYSIS BY THEMES TABLE SAMPLE

Theme 1 - TURKISH EDUCATION SYSTEM

Constructs	Typologies	Participant	Interview Data Pages
Primary / Secondary teaching	• Education Overview	Erkan	3,6
		Burc	6
		Mutlu	1
		Mahmut	2,3,8
		Yunus	1,2
		Adem	2
		Faruk	2,3,4
		Meryem	9
	• Students	Erkan	2,3,5,6,7
		Mutlu	2
		Mahmut	3
		Fidan	5
		Yunus	2,8
		Adem	3,4
		Faruk	2,3,4,10,12
		Meryem	2,9
		Ilham	2,5,6,7
	• Parents	Yunus	2,3
		Adem	3,14
		Meryem	2,9
	• Teachers	Erkan	7,19
		Burc	2,6
		Mahmut	3,8
		Fidan	5,6
		Yunus	2,8
		Adem	3,13
		Faruk	2
		Meryem	2,9
		Ilham	2,6
University entrance system	• University entrance	Faruk	3
		Ilham	5,6
Tertiary education	• Tertiary education overview	Burc	1
		Serkan	1

		Mutlu	1
		Mahmut	1
		Yunus	1
		Adem	1
		Faruk	1
		Ilham	1
	• University teaching language	Burc	1
		Mutlu	1
		Faruk	1
		Ilham	1
	• Science-Literature faculties	Serkan	1
	• Teaching practicum	Mahmut	1,4,5
		Yunus	5
		Adem	7
Teacher motivation	• Passion for teaching profession	Erkan	1
		Burc	1
		Serkan	1
		Mutlu	1
		Mahmut	1
		Fidan	1,2,3
		Yunus	1
		Adem	1,2
		Faruk	1,4
		Meryem	1
		Ilham	1
	• Passion for teaching overseas	Erkan	1,10,12
		Serkan	3
		Mutlu	2
		Fidan	6
		Faruk	4
		Ilham	1,2,3
	• 'Gulen movement'	Erkan	1,3,10,11,12
		Serkan	3
		Mutlu	2
		Faruk	4
		Ilham	1

(APPENDIX-I)

Number of University Entrance Applicants in Turkey (1974 – 2010)

Years	Number of applicants	Number of students placed	Ratio (%)
1974	229,906	37,271	16.21
1975	280,504	40,468	14.43
1976	316,279	40,849	12.92
1977	357,425	36,639	10.25
1978	373,717	37,428	10.02
1979	334,095	40,622	12.16
1980	466,963	41,574	8.90
1981	420,850	54,818	13.03
1982	408,573	72,983	17.86
1983	361,158	105,158	29.12
1984	436,175	148,766	34.11
1985	480,633	156,065	32.47
1986	503,481	165,817	32.93
1987	628,089	174,269	27.75
1988	693,277	188,183	27.14
1989	824,128	193,665	23.50
1990	892,975	196,253	21.98
1991	876,633	199,735	22.78
1992	979,602	260,303	26.57
1993	1,154,571	414,732	35.92
1994	1,249,965	370,826	29.67
1995	1,265,103	383,974	30.35
1996	1,399,061	412,254	29.47
1997	1,398,595	445,302	31.84
1998	1,359,585	419,604	30.86
1999	1,479,562	448,475	30.31
2000	1,414,823	440,029	31.10
2001	1,473,908	477,748	32.41
2002	1,823,099	662,760	36.35
2003	1,596,879	554,566	34.73
2004	1,902,132	633,083	33.28
2005	1,851,618	689,384	37.23
2006	1,678,331	674,210	40.17
2007	1,776,427	694,602	39.10
2008	1,645,502	950,801	57.78
2009	1,450,650	869,120	59.91
2010	1,587,993	874,375	55.06

(OYSM, 2010).