

FIRST YEAR OF CANDIDATE TEACHER: DIFFERENCES BETWEEN WEST AND EAST

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Candidate teachers are defined as people who appointed first time to be worked in public schools and are put to fundamental, preparatory and practical trainings. According to the candidate teacher regulation this period lasts one education year. During this period, which is named as apprenticeship, candidate teachers' experiences shape teachers' skills and perceptions. This period is very important for the candidate teachers especially who don't have qualified experience during pre-service training. Every year nearly 35-40 thousand people entered the education system as candidate teacher.

The aim of this study is to find out candidate teachers' in school and out of school life during candidate period. The study is in qualitative research method. The sample group of the study is 43 candidate teachers who work in public and primary secondary schools in Edirne (n=23) and Van (n=20). While identifying the sample of the study, maximum variation sampling method was used. Variety of the sample is tried to gain with defining the teachers in different school levels, branches and genders. And also in order to find out the differences between the western and eastern regions, sample group is identified with the candidate teachers who work in Van and Edirne. 23 of the sample group are women, 20 of them are men. The branches of sample group are; 11 of them are Turkish literature and language teachers, 9 of them are primary math's teachers, 4 of them are class teachers, 7 of them are science and technology teachers, 6 of them are history teachers, 3 of them are social sciences teachers, 3 of them are religious culture and moral knowledge teachers. 20 of the sample group are graduated from education faculty and 23 of them are graduated from faculty of arts and sciences. The data was gathered with face to face interviews and via e-mail. Semi structured interview form was used while gathering the data. In order to identify the questions in the form, preliminary interview was done with 8 candidate teachers. The last form of the interview form was shaped with preliminary interviews and literature. Each interview lasts 25-45 minutes. The data was analyzed with content analysis technique.

The gathered data was analyzed in two main themes; in school life, out of school life. Depending on the literature and findings of the study candidate teachers' in school life (relationship with administrators, relationship with group teachers and other branches of teachers, communication with students, first lesson, class management, materials using, planning, exam preparation and applying, parents meeting, ceremonies) and out of school life (accommodation, social environment, social activities, fundamental training) are discussed.

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