

Transformation in Teacher Education: From Continuous Professional Development to Digital Literacy

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Abstract: This article is not only the individuals who convey information in line with the education needs of the 21st century; At the same time, it has been prepared based on the opinion that it should be redefined as professionals who learn, lead, empathize and use technology effectively. Educational education requires that teachers' pedagogical, psychological, ethical, technological and cultural competencies should be handled in a holistic framework. In this context, it is argued that teachers should support the continuous professional development, strengthen their emotional resistance and equip them with leadership skills that can adapt to the dynamics of the age. In addition, issues such as cultural diversity, digital transformation, ethical principles and openness to change have become inseparable parts of the professional formations of contemporary educators. The article ends with an interdisciplinary and sustainable model proposal for teacher education. In this way, it is aimed to build a system where not only students but also educators are supported.

Keywords: Educational Education, Teacher Development, Pedagogical Competence, Emotional Strength, Digital Literacy, Ethical Values, Leadership, Cultural Diversity.

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1. Introduction

As one of the basic dynamics of social transformation, education requires not only students, but also teachers in a continuous development process. At this point, "educational education", that is, the systematic support of teachers' professional, pedagogical and personal development is one of the most important elements that determine the quality of education systems. In the past, teaching has been seen as a role based on information transfer, while it is now accepted as a multidimensional and dynamic field of expertise (Darling-Hammond, 2017). Historically, educational training, teacher training institutes and subsequent teacher schools are shaped; Especially since the mid -20th century, it has gained an institutional structure with pedagogical formation programs. However, education systems are no longer not only individuals who dominate the curriculum, but also educators with developed communication skills, sensitive to cultural diversity, dependent on ethical values and digital competences (OECD, 2019). This necessitates the support of teachers with a constantly learning identity. Critical thinking, problem solving, communication, cooperation, creativity and digital literacy, called the 21st century skills, led to the redefinition of teacher roles (Trilling & Fadel, 2009). Therefore, it is not enough for educators to have content information; The skills to manage teaching processes, to

understand student psychology and to show flexibility in various teaching environments are also of great importance (Shulman, 1987). Evaluations on teacher training models in Turkey and in the world reveal that the professional development processes of teachers should be supported continuously and versatile in order to increase the quality in education (Yildirim, 2021). In this context, it should be remembered that educational education is not only a formation process, but a life -long professional learning and transformation area.

2. Beyond Pedagogical Formation: Continuous Professional Development

Pedagogical formation is the initial stage aiming to provide prospective teachers about the teaching process. However, this foundation is not enough to meet the requirements of the teaching profession for life. Teaching is not just about transferring information; It is a dynamic profession that is open to constantly changing social, technological and pedagogical developments. For this reason, teachers should take part not only at the beginning but also in a systematic and continuous professional development process during their professional lives (Avalos, 2011). Continuous professional development is not the teacher's update only information; At the same time, adopting new teaching approaches

means that students develop strategies that can respond to their different needs and evaluate their own practices with a critical eye. Since traditional in-service trainings are mostly limited to one-way and short-term activities, they are insufficient to create behavioral changes in the classroom practices of teachers (Desimone, 2009). This demonstrates the necessity of the professional development of teachers with individual efforts, institutional support and structural planning. Today's teaching environments are waiting for them to develop teaching methods of flexibility that can appeal to their profiles different from teachers. Especially with the effect of the constructivist approach, the teacher is now positioned as a guide that directs and supports the learning process than a figure that gives information (Richardson, 2003). In this context, effective classroom management, student-centered teaching techniques, individualized education planning and measurement-evaluation skills are the main areas that teachers should constantly improve. Technological developments reshape the professional competence of teachers in a different level. The integration of educational technologies into learning processes necessitates not only to use technology but to have the ability to use it for pedagogical purposes effectively (Koehler & Mishra, 2009). At this point, the increasing levels of digital literacy of teachers and their growing in accordance with the technological pedagogical field knowledge (TPACK) model has become one of the key conditions of creating an effective teaching environment. The self-defining of the teacher as a lifelong individual supports the sustainability of professional development. Structures such as taking part in learning communities, colleagues cooperation and experience sharing increases their professional motivation by preventing teachers' loneliness and reduces the risk of burnout (Vescio, Ross, & Adams, 2008). Thus, continuous professional development goes beyond being an individual responsibility and becomes part of an institutional culture and a systematic vision.

3. Psychological Equipment and Emotional Strength of the Educator

Teaching profession is a professional field that requires a strong psychological infrastructure and high level of emotional strength beyond cognitive and pedagogical competences. Not only with academic knowledge in the classroom environment; At the same time, existence with psychosocial skills such as emotional intelligence, empathy, self-awareness and stress management is indispensable for an effective teaching process. Especially in recent years, the changing social structure, the diversification of student profiles, the increase in familial expectations and the distraction created by the digital world have made the professional burden of teachers more complex. In this context, burnout syndrome has become a common risk factor among teachers. Continuous exposure to high expectations, to spend emotional labor and to lack social support reduces the professional satisfaction of teachers; It leads to physical, mentally and emotional wear. In order for teachers to cope with these risks, it is important to develop self-compassion, to raise awareness about stress-cope strategies and to increase the capacity of psychological robustness. At the same time, the educator needs to develop an empathic and sensitive language of communication in order to realize the emotional needs of the students and to establish safe and supportive relationships in the learning environment. The quality of the relationship with the student is not only academic success; It also directly affects the student's learning motivation, self-confidence and school belonging. At this point, the level of emotional awareness of the

teacher is a factor that shapes both the capacity to manage in-class interactions and the correct intervention skill in crisis moments. In addition, the ability to set healthy boundaries, to establish a balance of distance and proximity in the teacher-student relationship allows the teacher to protect his own emotional health and to maintain his professional role. These limits have a vital function in order to prevent emotional burnout while working with students who have behavioral problems or have traumatic experiences. The psychological equipment of the educator is not limited to personal good; It should also be considered as a component of pedagogical competence. Psychological strength, emotional awareness and self-care habits should be among the basic elements that ensure the sustainability of the teaching profession.

4. Ethical Values and Professional Attitudes

Teaching is not just a profession; It is also a field of interaction with social responsibility and value. Therefore, the professional attitude of the teacher has a decisive effect not only in the class but also in the whole school culture. Ethical values are the basic principles that guide the teacher's decision-making processes, student relations and colleague interactions. The educator identity loses its professional power as long as it does not integrate with ethical principles; Because teaching requires the responsibility of carrying value as well as knowledge. Teachers' ethical responsibilities are multidimensional. These include the principles such as being fair to students, avoiding discrimination, keeping private information confidential, acting within the limits of professional competence and being aware of their prejudices. The violation of these principles can cause not only individual, but also structural damages. Non-ethical practices damage the student's sense of trust, affect the school climate negatively and cast a shadow on the dignity of the profession. Ethical decision-making comes into play in cases where the teacher experiences value of value. This process is not only a rules based obedience; It is a reasoning process that requires high awareness and responsibility. The teacher may sometimes have to choose between the benefit of the student and the institutional policies, and sometimes between individual values and professional requirements. Therefore, ethical sensitivity is a dimension that includes not only the level of knowledge of the teacher but also conscientious competence. In this context, Strike and Soltis (2009) emphasize that teaching is a moral profession and "ethical responsibility shapes the conscientious reasoning behind the teacher's decisions". In addition, the role model of the teacher necessitates the continuity of the ethical attitude. Students are not only what teachers say; They also learn from their attitudes and behaviors. In this context, the daily practices of the teacher shape the student's value development directly or indirectly. This responsibility points to an area where teachers are not only academic, but also as moral guides. Another dimension of ethical values is included. In educational environments, gender, ethnicity, socioeconomic situation, language, religion or disability are accepted before the transformation into discrimination, the teacher's ethical responsibilities are among the ethical responsibilities. Providing an inclusive training is not only for structural regulations; It also depends on the teacher's individual awareness and ethical sensitivity. The teaching profession is not only pedagogical knowledge; Ethical responsibilities are a multidimensional area, including the whole. In this context, the strengthening of educational trainings with content aimed at improving ethical

sensitivity in prospective candidates will contribute to the quality of education at both individual and social level.

5. Respect for Cultural Sensitivity and Diversity

With the influence of globalization, societies are increasingly gaining heterogeneous structures; This is also directly reflected in educational environments. In -class interaction is no longer only with cognitive differences; It is also shaped on the axis of cultural diversity such as language, religion, ethnicity, gender and socioeconomic conditions. In this context, one of the main competencies that the teacher should have is cultural sensitivity and multicultural pedagogical approach. Cultural sensitivity is not only the teacher meets differences with "tolerance"; This means that it understands, values and makes it a part of the pedagogical process. A teaching environment that respects the identities of the students and free of prejudices; It increases the sense of belonging, strengthens learning motivation and supports academic success. The ability of the student to exist in the educational environment with his own identity is the basis of the consciousness of democratic citizenship as well as individual development. Banks (2006) describes the main purpose of multicultural education as "the ability of all students to reach equal education opportunities by preserving their own identities" and emphasizes that cultural inclusion is necessary not only for minority groups, but for the whole of the education system. Gender equality is also an important area to be considered in the context of this diversity. The fact that the teacher recognizes and does not reproduce the socially internalized gender patterns allows fair and egalitarian education of educational environments. In -class language, role distribution, samples and gender -based prejudices in expectations can adversely affect the development and self -confidence of the students without being aware of it. However, developing effective communication and inclusive teaching strategies with individuals with special needs is one of the priority principles of contemporary education. The right to education is universal and the teacher is obliged to design differentiated methods that will enable each student to participate in the learning process. This requires the teacher to develop ethical and human sensitivity as well as pedagogical flexibility. The integration of immigrant students into the educational environment becomes an increasingly common need. These students often face problems such as language barrier, cultural adaptation difficulties and exclusion. The teacher's knowledge and skills in multicultural classroom management are the determinants of both individual success and in -class social integrity. At this point, it is essential that the teacher develops an open -ended and pluralistic pedagogical attitude that does not absolutize its own cultural norms. Equality in education is not only limited to access to opportunities; It is also related to making these opportunities meaningful and accessible to every student. The teacher's cultural awareness is not only a technical competence; It is an indispensable dimension of ethics of education. For this reason, it is inevitable that educational trainings will be restructured with the perspective of multicultural education and cultural inclusion.

6. Digital Literacy and Use of Technology

The role of technology in education has increased rapidly in recent years and settled at the center of teaching processes. Digital literacy is not only the ability to use technology, but also the ability to integrate technology in an effective, ethical and meaningful way

in the education process. This competence goes beyond the teacher's ability to use only digital tools; It also includes knowledge of digital content producing, managing online interactions and digital security (Ertmer & Ottenbreit-Leftwich, 2010). The use of technology in education can enable teachers to achieve their pedagogical goals more efficiently. In particular, it allows person to create personalized learning experiences for students. Students to work at their own speed, presenting content that appeal to different learning styles and reinforcing learning with interactive digital tools are the elements that show the power of technology in education. However, teachers need to have information not only technical knowledge in the use of technology, but also in pedagogical knowledge and digital ethics (Voogt & Knezek, 2008). Measurement-evaluation with digital tools provides more flexible and more accurately monitoring of the individual development of the student than traditional methods. Online tests, instant feedback and digital portfolios allow students to make a continuous assessment of learning processes. However, the ethical dimensions of such digital evaluation systems should also be considered. It is the teacher's responsibility to protect students' personal data, to combat digital bullying and to ensure safety in the digital environment. The integration of educational technologies for pedagogical purposes depends on teachers' digital literacy levels. In this context, it is possible that teachers can use digital tools effectively with continuous education and professional development opportunities. In -service trainings and digital literacy programs are very important for educators to improve their skills. Digital literacy is not only a skill set of the teacher, but a field of competence that reshapes its role in education. Teachers who can use technology effectively can create a more dynamic and effective environment in education.

7. Reflective Thinking and Teaching Evaluation Skills

Reflective thinking is a process that allows teachers to constantly evaluate themselves and teaching practices in education. Schön (1983) defines reflective thinking as one of the cornerstones of the teacher's professional development. This process enables teachers to develop more effective strategies in education by analyzing both their own experiences and their students' learning experiences. Reflective thinking helps teachers shaping their teaching processes not only the lessons they give to the students, but also the teaching methods, class dynamics and the individual needs of the students. In order for teachers to effectively reflect reflection, they need to analyze their teaching styles. This analysis enables teachers to recognize their strong and weaknesses and continuously improve teaching techniques. This process includes not only teachers' own ways of teaching, but also the development of strategies in accordance with the learning styles of students. Feedback is an integral part of this process. It is possible for teachers to make their teaching process more effective by giving feedback and taking feedback to both students and colleagues. Reflective thinking also supports the professional development of the teacher. Micro teaching offers the opportunity to observe and improve the teacher's practices in the classroom. Such practices help teachers bridge theoretical knowledge and practice. In addition, the usability of scientific research in teaching practice is of great importance. Research allows teachers to access the necessary information to make their learning process more efficient and allow teachers to base their teaching strategies on a scientific basis. Reflective thinking and teaching evaluation skills are critical skills that

support the professional development of teachers and improve the quality of education. Continuous development of these skills allows teachers to create more effective, efficient and student-oriented teaching processes. Reflective Thinking and Teaching Evaluation enables teachers to gain an in-depth awareness of their practices and to practice this awareness by applying better quality education.

8. Leadership and Innovation Skills for Educators

Leadership in education not only is limited to school administration, but also the way teachers guide their students in the classroom and shape education. Teachers' leadership skills play a key role both in regulating the educational environment and supporting students' learning processes. Leading teachers are individuals who participate in decision-making processes within the classroom, create a student-centered learning environment and manage the dynamics of group effectively (Leithwood & Jantzi, 2005). Teacher's leadership is not limited to making decisions about teaching strategies; It also includes skills such as empathic communication with students, creating a positive atmosphere in the classroom and contributing to social emotional learning. The leadership characteristics of a teacher allow students to gain confidence and create a motivating environment in the classroom. In this context, it is important that teachers adopt a democratic approach in decision-making processes, offer opportunities for students to participate and value their ideas (Hargreaves & Fullan, 2012). This process promotes students' participation in learning and strengthens the interaction within the classroom. Innovation in education includes teachers' review of existing education methods, more creative, effective and developing new ways that address the needs of students. Innovation is not limited to technology integration, but also includes teaching methods, materials and innovative solutions in in-class applications. An innovative teacher improves their critical thinking, problem solving and creativity skills by providing an attractive and discovery-based environment in accordance with the different learning styles of the students (Robinson, 2011). In addition, innovative teachers provide students with skills such as problem-based learning and teamwork for their future achievements. The leadership and innovation skills of teachers are the factors that improve the general quality in education and directly affect student success. These skills strengthen not only the responsibilities of teachers in the classroom, but also their role in shaping school culture. Developing training projects, making teacher entrepreneurship and creating innovative practices makes the role of the teacher more effective (Leithwood & Jantzi, 2005). In this context, the continuous participation of teachers in professional development opportunities allows them to adapt to innovations in education and make their teaching process more effective. The development of leadership and innovation skills in education increases teachers' effects in the classroom and transforms students' learning experiences. These skills, teachers go beyond being the figures that transmit information only, allowing students to be the leaders of the development.

9. Change of Change and Professional Adaptation

Changes in the field of education require teachers to constantly renew their professional skills and approaches. The changes in

educational policies expect teachers to adapt to a wide range of teachers from teaching methods to evaluation processes. The opening of these changes is the basis of the professional adaptation process of teachers. The fact that teachers are open to innovations and developments in education allows them to perform their profession more efficiently and effectively (Fullan, 2007). Compliance with changes in education requires not only updating teaching methods, but also to respond to student needs and social changes. Global crises such as pandemic once again revealed the importance of teachers' professional adaptation skills. During the times of crisis, teachers should be able to maintain their educational processes by applying to unusual methods and tools. In particular, to adapt to new approaches such as distance education, tests the flexibility of teachers and their problem-solving abilities. Such situations strengthen teachers not only to develop the skills of using technology effectively, but also their ability to provide student motivation and to individualize learning processes. In times of crisis, teachers' creative problem solving skills play a critical role in realizing the purpose of providing quality education to students (Bates, 2015). In order to adapt to the changes in education, teachers not only need to develop their knowledge and skills, but also to be emotionally and psychologically strong. Flexibility, adaptation and creative problem solving enable teachers to quickly adapt to changing conditions and maintain their educational processes without disrupting. These skills help teachers reduce their concerns about change and keep their teaching environments efficient in any situation (Senge, 2006). The development of teachers' openness and professional adaptation skills is effective not only in the classroom, but also in shaping school culture. Changes in educational policies require teachers to experience a more comprehensive adaptation process by cooperating with school administration and other stakeholders. In this process, continuous educational programs and opportunities for the professional development of teachers should be provided. In addition, adapting to national and international education programs helps teachers to integrate into innovations in education and improve teaching processes. Teachers' clarity and professional adaptation skills are important factors that improve the quality of education and transform students' learning experiences. These skills ensure that teachers are not limited to the current situation, but also to be prepared for future changes.

10. Conclusion

The education of educators should not only be limited to developing the academic knowledge and pedagogical skills of teachers. This process should also aim to strengthen the professional identity of teachers, to ensure that they are effectively integrated into education processes and to adopt a sense of teaching that is sensitive to individual, social and cultural needs of students. In this context, the education of educators should be considered as a multidimensional development area. It is not enough for teachers to be individuals who dominate the curriculum; In addition to pedagogical skills, psychological resistance, ethical values, cultural sensitivity, digital literacy, leadership and clarity are required to be equipped. In particular, with the influence of global crises and changing educational policies, the equipment of teachers with these skills is no longer a choice but a necessity. This development process should not be limited to purely in-service trainings; It should be restructured with a need-oriented approach that can be integrated directly into the daily teaching practice of teachers. When the training is carried out only with online seminars, the

development of teachers in emotional, social and psychological dimensions is ignored; This increases professional wear. For this reason, it is of great importance to be supported by one -to -one, face -to -face and psychological evaluation tests. The fact that each teacher goes through a comprehensive psychological evaluation process at least once a year is essential in terms of making them contribute to their education process.

Faculties of Education and Ministry of National Education (MONE) Cooperation: In order to make the education of educators effective and sustainable, a strong and institutionalized cooperation should be provided between the Faculties of Education and the MoNE. While the faculties of education equip prospective teachers with both theoretical knowledge and the skills towards implementation, the MoNE should support the professional development processes of the MoNE with policies on the site and on the field. This cooperation will facilitate teachers to have an innovative, student -centered and contemporary understanding of education.

Accreditation and Quality Assurance: In order to provide quality in the education of educators, national accreditation systems should be established. The standards and quality criteria to be determined will allow teachers to document the professional competences and to objectively evaluate their development processes. Thanks to accredited programs, the general quality of the education system will be increased by making the development of teachers systematic.

Considering the continuously updated and field -based training models: Considering technological developments, social changes and cultural diversity, it is necessary to constantly update the curricula of teacher trainings. Educational contents are not only with seminars that convey information; It should be enriched with interactive and field -based programs that will directly affect teachers' class in -class practices. Especially in areas such as digital technologies, pedagogical innovations and cultural awareness, teachers need to be supported continuously. However, psychological tests, emotional endurance studies and stress management trainings to increase the individual awareness of teachers should be integrated into this process.

As a result, the education of educators is a strategic process that directly affects the overall success of the education system, beyond individual professional development. Therefore, the proposed approach; The training of the trainings should be face -to -face, each educator should be under psychological tests and evaluations

during the year, and to create sustainable programs in cooperation with academic institutions and MoNE. The qualitative transformation in education is only possible by supporting educators with a holistic approach. A system that does not strengthen the teacher cannot develop the student; Therefore, each step should be taken by taking into account the emotional, mental and professional goodness of the teacher.

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