

# Teachers' Lifelong Learning Competencies

## Öğretmenlerin Yaşam Boyu Öğrenme Yeterlikleri

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### *Abstract*

The professional competencies of English Language Teachers were determined a research in 2007, and the research results showed that ELT Teachers' competencies consisted of four main subgroups, namely Curriculum Competencies, Lifelong Learning Competencies, Social-Cultural Competencies and Emotional Competencies. As a result of the research, Lifelong Learning Competencies emerged as the most important competencies for ELT Teachers. Teachers' lifelong learning competencies support sustainable development of students. Thus, teachers must also have lifelong learning competencies to acquire their roles and responsibilities. Depending on this result, teachers' lifelong learning competencies are discussed in this paper in relation to sustainable development of teachers, students and society.

**Keywords:** Lifelong learning skills, teachers' competencies, professional development.

### *Öz*

2007'de yapılan çalışmada İngilizce öğretmenlerinin mesleki yeterlikleri belirlenmiştir. Bu araştırma sonucunda İngilizce öğretmenlerinin yeterlikleri Program Yeterlikleri, Yaşam boyu Öğrenme Yeterlikleri, Sosyo-Kültürel Yeterlikler ve Duyuşsal Yeterlikler olarak dört temel grupta toplandığı saptanmıştır. Araştırma sonucuna Yaşam boyu Öğrenme Yeterlikleri İngilizce öğretmenleri için en önemli yeterlik alanı olarak ortaya çıkmıştır. Öğretmenlerin yaşam boyu öğrenme yeterlikleri öğrencilerin sürekli gelişimini desteklemektedir. Bu nedenle, öğretmenlerin kendi rol ve sorumluluklarını yerine getirebilmeleri için yaşam boyu öğrenme yeterliklerine sahip olmaları gerekmektedir. Elde edilen sonuca dayalı olarak, bu çalışmada toplumun, öğrencilerin ve öğretmenlerin sürekli olarak gelişmesi ile ilişkili olan öğretmenlerin yaşam boyu öğrenme yeterlikleri tartışılmıştır.

**Anahtar Sözcükler:** Yaşam boyu öğrenme becerileri, öğretmen yeterlikleri, mesleki gelişim.

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## Introduction

In the educational context, lifelong learning skills have become important international and national agenda and have been discussed in academia after the 1990s (Okumoto, 2008). The Commission of the European Communities (2007; Fontelles & Enestam, 2006) mentioned the list of indicators connected with monitoring progress in the field of education and training. The list includes five educational indicators which measure the benchmark of education. One of the educational indicators is related to participation in lifelong learning skills of individuals who are between the ages 24-26. It is known that lifelong learning is a way of personal fulfillment of people living and working in sustainable developing societies and individuals.

Lifelong learning skills create opportunities for individuals and society which contribute to the development of an inclusive society. Lifelong learning is also crucial for democratic, social, technological and economical development of societies. The individuals need lifelong learning skills for personal fulfillment and development in order to support active citizenship, social inclusion and employment. By the end of formal learning-teaching processes, the lifelong learning skills equip young people for adult life. The important question is how individual can acquire these skills. The answer is that schools must teach and improve these skills because individuals should have opportunities for the acquisition of lifelong learning skills in learning-teaching process.

Knapper and Cropley explain the meaning of the concept of lifelong learning as "The single crucial element in the notion of lifelong education is to be found in the word 'lifelong': it embraces a set of guidelines for developing educational practice ('education') in order to foster learning throughout life ('lifelong)" (2000:9). According to Candy "lifelong learning takes, as one of its principal aims, equipping people with skills and competencies required to continue their own self-education beyond the end of formal schooling" (cited in Mourtos, 2003:1). These definitions indicated that lifelong learning can be fostered by means of educational system. Lifelong learning skills do not refer to the specific knowledge that the students acquire during their formal education process (Dong, 2004). It refers to acquiring knowledge and skills that they continue their own learning after the formal education process. LLS are the competencies of the individuals who apply these skills in their life process to gain new performance and follow all of the development related to their lives.

The scope of lifelong learning reveals some questions such as "What is lifelong learning for the individuals? What are the lifelong learning skills for all? and How can lifelong learning skills are acquired?" The first question was answered by Dong (2004) that lifelong learning skills include some sub-skills such as self-direct learning skills, ability of seeking out and access to knowledge, critical thinking skills, lateral thinking skills, communication skills, interpersonal skills, problem solving skills, ability of planning projects, ability of evaluating alternatives, ability of working in teams and ability of working collaboratively. These skills are recommended in line with the lifelong learning skills in order for individuals' to fulfill themselves. Schools should organize the learning-teaching process to help students in order for the awareness and acquisition of the lifelong learning skills (LLS). It is clear that LLS are not gained by students while teaching subject-matter in school, but it can be gained while doing learner-centered activities in learning-teaching process. Lifelong learning skills are the basic skills of lifelong learners since they constitute the essential foundation for learning, and learning to learn supports all learning activities.

The concept of lifelong learning has five main features which create learning opportunities for the whole life process such as meeting the needs of learners and society, creating motivation for learners to learn, self-actualization of learners, introducing ways for creation and construction of knowledge, and developing learning skills of learners. Lifelong learning is a lifetime process of development including formal, informal and non-formal educations which accept the importance of promoting lifelong learning. School is the best place for developing individuals' lifelong learning skills because no matter they are

children, young, mature and elderly, they have been in the school in their lifetime. However, a question might be asked. "Who is responsible for improving students' LLS in the school?"

The answer is that teachers have the responsibility for equipping students with lifelong learning skills to become lifelong learners for themselves. It is necessary that teachers must have competencies about lifelong learning to improve not only their own LLS but also their students' LLS. According to Theodosopoulous "in European level teachers' competencies have been described and efforts been made to encourage their active participation in lifelong learning" (2010, 153). Thus, teachers must have Lifelong learning competencies in order to become lifelong learners in their lives and they must also become lifelong learning leader in the school and society. Teachers must have LLS related to acquiring their responsibilities and roles in educational system and society. LLS are the main competencies for teachers since they form a basis for sustainable development of teachers and students by means of learning and teaching. Thus, teachers have to know the acquisitions of lifelong learning skills for both themselves and their students.

Information and technological developments show that school is not the only place for learning the subject-matter knowledge in the formal learning-teaching system. Therefore, school must be a place where an individual must gain the LLS during the formal learning-teaching process. Thus, establishing effective school can be depending on lifelong learning competencies of teachers. If teachers have LLC students become lifelong learners "from cradle to grave". According to Jarvis (2009, 12-13) "teachers must also recognize the art of teaching." Art of teaching means that teachers should have LLC in order to acquire teaching roles and responsibility in the school. It is known that competencies are defined as a combination of knowledge, skills and attitudes related to professional development in any area or field. Teachers' LLC consist of many skills that improve learning and teaching in the school. In this study, teachers' LLC include skill development of teachers and students about lifelong learning. LLC are the main competency area for teachers and they include two sub-skills Sub-skills include two sub-skills such as Teachers Lifelong Learning Skills and Teachers Lifelong Learning Skills Related to the Students' Lifelong Learning Skills. Teachers will be responsible for promoting their professional development and students' development (Iorga, 2010) in educational system by means of their LLC. The results of this research and all of the discussion were carried out based on this idea.

### Method

In this study, teachers' lifelong learning competencies were determined in two main stages. The first stage includes determining the English language teachers' competencies in 2007, and the second stage includes determining teachers' lifelong learning competencies. English language teachers' (ELT) competencies were determined in 2007 by means of Conventional Delphi Technique by the researcher (Selvi, 2007). The research results showed that English language teachers' competencies were composed of four main subgroups; Curriculum Competencies, Lifelong Learning Competencies, Social-Cultural Competencies and Emotional Competencies. The results of this research are different than the traditional teachers' competencies such as professional competencies, social-cultural competencies and field competencies. The research in 2007 shows that the lifelong learning competencies emerged as the most important competencies related to teachers' competencies of ELT. In 2009, the Lifelong Learning Competencies of ELT were reanalyzed and discussed by ten teachers who work at primary and high schools. The group of teachers worked together and discussed the Lifelong Learning Competencies of ELT by means of face to face brainstorming meeting. The brainstorm technique was applied during the group discussion, and they decided that all teachers must have LLC same as ELT lifelong learning competencies. At the end of the brainstorming study, ELT lifelong learning competencies were converted to teachers' LLC by teachers' views as seen in Table 1. At the end of teachers' analysis and discussion, very little changes occurred in lifelong learning competencies of ELT, and so they were converted to

teachers' LLC for all teachers. Based on the research result, teachers' lifelong learning competencies are discussed in this paper in relation to sustainable development of teachers, students and society.

### Findings

The result of the research is related to teachers' lifelong learning competencies (TLLC) consisting of 32 items which are necessary for teachers and students as seen in Table 1. Teachers' lifelong learning competencies consisting of two sub-skills areas are as seen in Table 1. The first one is related to teachers' own lifelong learning skills and the second one is related to the roles of teachers for the development of students' lifelong learning skills in learning-teaching process. Teachers' own lifelong learning skills and teachers' lifelong learning skills related to students' learning can be seen in Table 1 from the most important ones to the least important ones.

Table 1

#### *Teachers' Lifelong Learning Competencies*

Item Scoring 81% or Higher Levels of Agreement	Percentage of Agreement
<b>Teachers own Lifelong Learning Skills</b>	
1. Being aware of one's own abilities as a teacher	98
2. Dealing with professional publication	96
3. Being aware of one's own abilities as an individual	96
4. Determining one's own educational needs as a teacher	95
5. Cooperating with colleagues and professional organizations in order to develop LLC	94
6. Being aware of students' learning problems	94
7. Evaluating one's own teaching competencies as a teacher	93
8. Benefiting from in-service teacher training opportunities as a teacher	92
9. Participating in scientific activities (course, symposium, seminar, conference)	92
10. Behaving in accordance with professional ethics	92
11. Using technologies in professional life	90
12. Benefiting from colleagues' experiences	90
13. Searching in-service teacher training opportunities	89
14. Getting feedback from concerned people (families, school masters, inspectors, other teachers) about one's own teaching performance as a teacher	84
15. Cooperating with other teachers, professionals and parents for improving students' learning to learn competencies	81
<b>Teachers' Lifelong Learning Skills Related to the Students' Lifelong Learning Skills</b>	
16. Helping students improve their learning strategies	93
17. Helping students improve their reading and comprehension skills	94
18. Helping students improve their listening skills	94
19. Helping students improve their writing skills	92
20. Helping students improve their effective study skills	92
21. Helping students improve their critical thinking skills	91
22. Helping students be aware of their learning styles	91
23. Helping students improve their searching skills	91

24. Helping students improve their skills for effective time using	91
25. Helping students improve their self-assessment skills	91
26. Helping students improve their learning skills	91
27. Helping students improve their problem solving skills	90
28. Helping students improve their ICT skills	89
29. Determining readiness level of the students	89
30. Determining students' learning styles	89
31. Supporting students' participation in decision making process in class and school	87
32. Helping students to use their own learning strategies	85

As seen in Table 1, teachers' lifelong learning skills were determined by at least 81% agreements of teachers. The percentage level of agreement did not change in the second stage of the research by the brainstorm group consisting of 73 ELT teachers and professors within three Delphi rounds during the first stage of the research. The brainstorm group approved of the skills for all other teachers who work in primary schools and high schools. At the end of the brainstorm meeting, the brainstorm group modified only items 5, 15, 16, 28 and 32, and they made minor changes in TLLC.

Research results clearly presented that two main sub-dimensions emerged related to TLLC. The first one is teachers' own lifelong learning skills and the second one is related to the roles or duties of teachers in order to develop students' lifelong learning skills in the school. This finding states that teachers should have competencies related to the development of lifelong learning skills which are necessary for both students and teachers. Teachers' own lifelong learning skills that are the first sub-dimension of TLLC include fifteen items and these are related to developing teachers' lifelong learning skills. Teachers' own lifelong learning skills are related to personal and professional development of teachers. For example, the skills "*Being aware of one's own abilities as an individual*" points out the personal development of teachers as individuals. The skill "*Dealing with professional publication*" is also related to the professional development of teachers. These skills reflected that teachers need personal and professional development in order to gain their own LLC. The first dimension of TLLS suggests that teachers' own LLS are the main skills for teachers to master their capabilities and potentials as teachers.

The second sub-dimension of TLLC that includes seventeen items is related to students' learning and these are related to developing students' lifelong learning skills. TLLS which consist of teachers' responsibilities and roles are related to developing students' lifelong learning skills. It is clearly seen in Table 1 that these skills are based on teachers' ability of teaching, communication and interaction with the students. These skills aim to develop students' learning to learn abilities. For example the items "*Helping students improve their listening skills*" and "*Helping students improve their searching skills*" refer to the development of students' learning to learn and self-direct learning skills. If students acquire these skills, they become lifelong learners in their lives. Teachers should teach and improve their students' and their own learning abilities and skills. Students' individual preferences of learning and abilities of learning to learn are strongly bound to students' learning strategies and students' learning styles. Every student brings a different set of experiences and knowledge related to his/her learning into the classroom. This kind of support in educational systems, which is related to lifelong learning skills of students, may develop students' own learning strategies in the process of learning,

## Discussion

The general framework of teacher competencies were explained in nine different dimensions as "field competencies, research competencies, curriculum competencies, lifelong learning competencies, social-cultural competencies, emotional competencies, communication competencies, ICT competencies and environmental competencies" (Selvi, 2010, 167-168). These competencies are very important for teachers in terms of professional and personal development. Thus, lifelong learning has become one of



the main issues for worldwide knowledgeable society and individuals. It is known that 1996 was the "European Year of Lifelong Learning," and UNESCO also pointed out that lifelong learning is among the main issues for planning the future of individual and society. Economical, cultural and technological changes lead individuals to review their own lifelong learning needs. LLS are main tools for individuals as teachers or students planning and managing for their future effectively. It means that teachers and students can design their own future based on their lifelong learning skills.

European Union redefined teaching profession based on lifelong learning competencies of teachers and "these competencies refer both to the initial and continuing development of the teachers, as well as to the kind of schools they should work and characteristics they should promote their students" (Theodosopoulous, 2010, 154). Thus, similar to Theodosopoulous' study, the results of this study show that teachers have the responsibility to develop their own LLS and students' LLS in the school. Teachers must encourage their students' self-consciousness, flexibility, self-direct, independence and student-centered learning (Kogan, 2001). It means that teachers should monitor all of learning-teaching process that help acquire, maintain and develop teachers' LLC and students' LLS. Lifelong learning competencies of teachers can help to develop students' self-direct learning methods. In educational contexts, TLLC can create positive impact on developing students' lifelong learning skills. Teachers must improve their Lifelong learning competencies while studying in the school. Thus, teachers need to acquire lifelong learning competencies that provide them and their students with the opportunity for self-development and self-actualization by means of learning in life process.

The research results show that teachers' lifelong learning skills consist of self-direct learning skills, ability of seeking out and access to knowledge, critical thinking skills, lateral thinking skills, communication skills, interpersonal skills, problem solving skills, ability of planning projects, ability of evaluating alternatives, ability of working in teams and ability of working collaboratively with their colleagues and students. However, the lifelong learning skills are not limited to these skills and they were also defined as lifelong learning competencies by the teachers. Especially self-direct learning is the main and central skills for the lifelong learning of teachers and Theodosopoulous' (2010) research reflects that self-direct learning comes up as the central feature of lifelong learning of teachers. Teachers should further improve, maintain and update their LLS during the lives of individuals. These results are very important for teacher trainees, teacher trainers and teachers for their future professional development. For example, problem solving skills, team work and collaborative work are very important for lifelong learning and future development of all professions.

It is seen that teachers' lifelong learning competencies consist of teachers' lifelong learning skills and skills about developing students' lifelong learning skills. Teachers must have lifelong learning competencies in order to acquire their roles and responsibilities and also improve students' LLS. In educational contexts, teachers' lifelong learning competencies refer to sustainable development of teachers and students by means of learning. Sustainable development of teachers and students is based on lifelong learning skills of them. The results of the research seen in Table 1 reflected the important matter about TLLC that are composed of two main skills development of teachers. The first one is related to teachers' own lifelong learning skills and the second one is composed of teachers' responsibility related to developing students' lifelong learning skills. The numbers of items concerning with teachers' own LLS and TLLS related to students' learning skills are almost the same number. It means that half of TLLS is related to becoming lifelong learner as teachers for professional development and the other half is related to teachers' skills about their roles and responsibilities to make students become lifelong learners in the school. It can be concluded from this result that TLLC consist of teachers' own LLS and students' lifelong learning skills. The result also suggests that teachers' roles in the learning-teaching process should be reviewed based on the idea and the concept of lifelong learning.

The Lifelong learning refers to the paradigm sifted through in educational arena. Lifelong learning is not a preparation for life for an individual, but it is a part of individual's life itself. This idea refers to a

paradigm review in education and learning, and a new perception of these concepts is required. The paradigm review also refers to teachers and students' attitudes towards teaching and learning. Lifelong learning needs to occur in many learning settings such as in family education, training institutions and informal education at home, at work at any time and anywhere in the life process of individual. In the formal education, system all teachers and their students need to develop their understanding of the concept of lifelong learning in order to improve their own lifelong learning skills. Lifelong learning skills must be gained by everyone in educational systems in order to strengthen the learning skills of individuals.

Teacher training colleges should have important responsibility in developing TLLC. According to Dong (2004), teacher trainees have to master self-learning methods and self-learning skills in order to meet the demands of their future professional lives. Ryan (2007, 202) stated that teacher trainees "epically in relation to taking responsibility for their own learning, the outcomes for these students in term of their learning were significant." However, teacher training colleges, faculties or institutes may not be able to equip the teacher trainees with lifelong learning skills and knowledge that they need during the whole professional period. Teacher trainees need lifelong learning skills which supply essential tools for future professional careers in order to become self-learners and develop students' LLS.

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## Geniş Özet

### Öğretmenlerin Yaşam Boyu Öğrenme Yeterlikleri

Bireylerin yaşam boyu öğrenme becerileri 1990'li yıllardan itibaren hem ulusal hem de uluslararası boyutta en önemli konulardan biri olmaya başlamıştır (Okumoto, 2008). Avrupa Birliği topluluk ülkelerine yönelik olarak eğitim ve öğrenme alanının geliştirilmesi amacıyla bazı göstergeler belirlemiştir. (2007; Fontelles ve Enestam, 2006). Bu göstergelerin en önemlilerinden birisi bireylerin yaşam boyu öğrenme becerileri ile ilgilidir. Yaşam boyu öğrenme becerileri yaşam süresince bireyin kendini gerçekleştirme ve işini sürdürmesi için gerekli olan temel beceriler olarak tanımlanmaktadır. Bu becerilerin bireylere kazandırılması ile toplum ve bireyin sürekli olarak gelişmesi hedeflenmektedir. Yaşam boyu öğrenme becerisi birey ve toplumun demokratik, sosyal, kültürel, teknolojik ve ekonomik yönlerden gelişmesi için hayati önem taşımaktadır. Formal öğrenme-öğretme sürecinin tamamlayan bireylerin kazandıkları yaşam boyu öğrenme becerileri onların yetişkinlik döneminde öğrenmelerini sürdürmelerine ve yeni davranışlar kazanmalarına yardımcı olacaktır. Birey ve toplum açısından yaşam boyu öğrenmenin gerekliliği açık olarak ifade edilmesine karşılık bireylerin bu becerileri nasıl kazanacağı konusu yeterince tartışılmamaktadır. Yaşam boyu öğrenme becerilerinin kazandırılmasında temel sorumluluğun okulda olduğu ve bu becerilerin kazandırılması için okulun en uygun merkez olduğu ifade edilmesine karşın okul bu işlevini yeterince gerçekleştirememektedir.

Bilgi teknolojilerinde ortaya çıkan gelişmeler, öğrenme-öğretme sürecinde uygulanmakta olan yeni yaklaşımlar ve yöntemler yaşam boyu öğrenme becerilerini öğretmenler için en önemli yeterlik alanı olarak görülmesine neden olmuştur. Okullarda yaşam boyu öğrenme becerilerinin kazandırılması için öncelikle öğretmenlerin bu becerilere sahip olması ve öğrencilerine bu becerileri kazandırmaya yönelik uygulamalar yapması gerekmektedir. Okullar öğrencilere yaşam boyu öğrenme becerilerinin kazandırılmasından sorumlu olan kurumların başında yer almaktadır. Okulların bu sorumlulukların gerçekleştirebilmeleri için öncelikle okullarda görev yapan öğretmenlerin yaşam boyu öğrenme becerilerini kazanmış olmaları gerekir. Okullarda etkili öğrenme-öğretme çevresi oluşturabilmesi öğretmenlerin yaşam boyu öğrenme becerileri ile donatılmış olması ile yakından ilişkilidir. Yaşam boyu öğrenme becerileri hem öğreticinin niteliğini hem de eğitim sisteminin niteliğin artırılması ile ilişkili en önemli yeterlik alanıdır. Bu nedenle, bu çalışmada öğretmenlerin yaşam boyu öğrenme becerilerinden oluşan Yaşam boyu Öğrenme Yeterliklerinin araştırılması amaçlanmıştır.

Bu çalışmada, öğretmenlerin yaşam boyu öğrenme yeterlikleri iki aşamada belirlenmiştir. Birinci aşamada 2007 yılında İngilizce öğretmenlerinin yeterliklerinin belirlenmesi amacıyla bir araştırma yapılmıştır. İngilizce öğretmenlerinin yeterlikleri İngilizce öğretmenleri ve Eğitim Fakültelerinde görev yapan öğreticilerden oluşan toplam 73 uzaman ile birlikte Delfi tekniği ile belirlenmiş. Bu araştırma sonucunda İngilizce öğretmenlerinin yeterlikleri "Program Yeterlikleri", Yaşam boyu Öğrenme Yeterlikleri", Sosyo-Kültürel Yeterlikler" ve "Duyuşsal Yeterlikler" olmak üzere dört grupta toplanmıştır (Selvi, 2007). Belirlenen bu yeterliklerden "Yaşam boyu Öğrenme Yeterlikleri" en önemli ve yeni yeterlik alanı olarak ortaya çıkmıştır. 2007 yılında yapılan araştırma sonuçlarına dayalı olarak ikinci aşamada ise 2009 yılında tüm öğretmenler için *Öğretmenlerin Yaşam boyu Öğrenme Yeterlikleri* belirlenmesine yönelik yeni bir araştırma yapılmıştır. Daha önce İngilizce öğretmenlerine yönelik olarak belirlenmiş *Yaşam boyu Öğrenme Yeterlikleri* 2009 yılında İlköğretim ve ortaöğretim kurumlarında çalışan on öğretmen ile birlikte yüz yüze yapılan beyin fırtınası toplantılarında yeniden analiz edilerek tartışılmıştır. Beyin fırtınası tartışmaları sonucunda İngilizce öğretmenleri için belirlenmiş olan Yaşam boyu Öğrenme Yeterlikleri tüm öğretmenlerin yaşam boyu öğrenme yeterliği olabileceğine karar verilmiştir. Beyin fırtınası kapsamında yapılan analizler ve tartışmalar sonucunda çok küçük değişiklikler yapılarak İngilizce öğretmenleri için daha önce belirlenmiş yeterlikler tüm öğretmenler için gerekli olan *Yaşam boyu Öğrenme Yeterliklerine* dönüştürülmüştür.



İngilizce tam metinde verilmiş olan Tablo 1'de görüldüğü gibi öğretmenlerin Yaşam boyu Öğrenme Yeterlikleri 32 madden oluşmuştur. Yeterlikler kendi içinde iki alt yeterlik alanına ayrılmıştır. Birinci alt yeterlik alanın öğretmenlerin kendilerinin yaşam boyu öğrenen bireyler olmaları ile ilgili yaşam boyu öğrenme becerilerini, ikinci alt yeterlik alanı ise öğretmenlerin öğrencilerin yaşam boyu öğrenme becerilerini geliştirilmesine yönelik rolleri ve sorumlukları ile ilgili becerileri kapsamaktadır. Beyin fırtınası çalışması sonucunda "*Öğretmenlerin Yaşam boyu Öğrenme Yeterliklerinin*" iki alt yeterlik alanına ayrılması düşüncesi olduğu gibi benimsenmiştir. Beyin fırtınası toplantısının sonucunda sadece 5, 15, 16, 28 ve 32 numaralı maddelerde küçük değişiklikler yapılmıştır.

Birinci alt grup alt yeterlik alanının altında yer alan beceriler on beş maddeden, ikinci alt yeterlik alanında toplanan beceriler ise on yedi maddeden oluşmuştur. Birinci alt yeterlik alanının kapsamına giren beceriler incelendiği zaman görüleceği gibi bu alt yeterlik alanında daha çok öğretmenin mesleki yaşamı sürecinde kendini mesleki açıdan geliştirmeye yönelik sahip olması gereken yaşam boyu öğrenme becerilerden oluştuğu görülmektedir. Bu becerilerin "öğretmenin kendi kendinin eğitim ihtiyacını belirlemesi", "mesleki yaşamında teknolojiyi etkili olarak kullanması" ve "kurs, sempozyum, seminer ve konferans gibi bilimsel etkinliklere katılması" gibi öğretmenin kendisinin yaşam boyu öğrenen birey olmasına yönelik yaşam boyu öğrenme becerilerini kapsadığı görülmektedir. İkinci alt yeterlik alanında ise "öğrencilere kendi öğrenme stratejilerini daha iyi hale getirmek için yardımcı olmak", "öğrencilerin eleştirel düşünme becerilerini artırmalarına yardımcı olmak", "öğrencilerin kendi öğrenme stillerine ilişkin farkındalıklarını artırmak", "öğrencilerin öz-değerlendirme becerilerini artırmaya yardımcı olmak" ve "öğrencilerin teknoloji kullanım becerilerini artırmak" gibi öğrencilerin etkin yaşamboyu öğrenen bireyler olmalarına yönelik öğretmen sorumluluk ve rollerini kapsayan beceriler yer almaktadır.

Bu araştırmanın sonucunda da açıkça görüldüğü gibi öğretmenlerin görevlerini etkili biçimde yapmaları ve öğrencilerine yaşam boyu öğrenme becerilerini kazandırabilmeleri için kendilerinin yaşam boyu öğrenen bireyler olmaları gerekmektedir. Araştırma sonucuna göre öğretmenlerin kendileri yaşam boyu öğrenen bir birey olduktan sonra ancak öğrencilerin yaşam boyu öğrenme becerilerini geliştirebileceklerini ortaya koymaktadır. Bu nedenle, yaşam boyu öğrenme becerilerinin öğretmenlere eğitim fakültesinde kazandırılması oldukça önem kazanmaktadır. Ancak, öğretmen adaylarının yaşam boyu öğrenme becerilerini kazanmadan eğitim fakültelerinden mezun oldukları söylenebilir. Öğretmen adaylarının yaşam boyu öğrenen birey olarak yetiştirilmesi onların yaşam boyu öğrenen birey ve meslek elamanı olmalarının sağlayacaktır. Bunun için eğitim fakültelerinde öğretmen adaylarının yaşam boyu öğrenme konusunda farkındalıkları artırılması ve öğretmen adaylarının kendi öğrenme sorumluluğunu almaları yönünde uygulamalar yapılması gerekmektedir. Eğitim fakültesindeki derslerin yaşam boyu öğrenme becerilerini geliştirecek biçimde tasarlanması ve gerçekleştirilmesi öğretmen adaylarının yaşam boyu öğrenme becerilerini kazanmalarına katkı getirecektir.

