

PRESCHOOL TEACHERS' BELIEFS AND PRACTICES RELATED TO
DEVELOPMENTALLY APPROPRIATE CLASSROOM MANAGEMENT

A THESIS SUBMITTED TO
THE GRADUATE SCHOOL OF SOCIAL SCIENCES
OF
MIDDLE EAST TECHNICAL UNIVERSITY

BY

İKBAL TUBA ŞAHİN

IN PARTIAL FULFILLMENT OF THE REQUIREMENTS
FOR
THE DEGREE OF DOCTOR OF PHILOSOPHY
IN
THE DEPARTMENT OF ELEMENTARY EDUCATION

MAY 2013

Approval of the Graduate School of Social Sciences

Prof. Dr. Meliha Altunışık
Director

I certify that this thesis satisfies all the requirements as a thesis for the degree of Doctor of Philosophy.

Prof. Dr. Jale Çakıroğlu
Head of Department

This is to certify that we have read this thesis and that in our opinion it is fully adequate, in scope and quality, as a thesis for the degree of Doctor of Philosophy.

Assoc. Prof. Dr. Sharolyn D. Pollard Durodola
Co-Supervisor

Assist. Prof. Dr. Feyza Erden
Supervisor

Examining Committee Members

Prof. Dr. Jale Çakıroğlu	(METU, ELE)	_____
Assist. Prof. Dr. Feyza Erden	(METU, ECE)	_____
Assist. Prof. Dr. Betil Eröz Tuğa	(METU, FLE)	_____
Assist. Prof. Dr. Çiğdem Haser	(METU, ELE)	_____
Assist. Prof. Dr. Elif Öztürk Yılmaztekin	(İzmir U., CD)	_____

I hereby declare that all information in this document has been obtained and presented in accordance with academic rules and ethical conduct. I also declare that, as required by these rules and conduct, I have fully cited and referenced all material and results that are not original to this work.

Name, Last name:

Signature :

ABSTRACT

PRESCHOOL TEACHERS' BELIEFS AND PRACTICES RELATED TO DEVELOPMENTALLY APPROPRIATE CLASSROOM MANAGEMENT

Şahin, İkbal Tuba

Ph.D., Department of Elementary Education

Supervisor: Assist. Prof. Dr. Feyza Tantekin-Erden

Co-Supervisor: Assoc. Prof. Dr. Sharolyn D. Pollard-Durodola

May 2013, 292 pages

The purpose of this study was to describe to what extent four preschool teachers in Turkey have developmentally appropriate beliefs and practices related to the following four dimensions of classroom management (1) organizing the physical environment of the classroom, (2) managing planning and programming activities, (3) managing relations and communication and (4) managing the children's behaviors in the classroom. Also, the consistency of preschool teachers' beliefs and their practices in relation to four dimensions of classroom management was examined. A convenience sampling strategy was used to select participants of the study consisting four female teachers working in public and private preschools in Ankara. The data of this study was collected through a demographic information protocol, interviews (pre-interview and video-stimulated recall interview), classroom observations, and a document review.

In this qualitative investigation, the data analysis process included making word lists and, finding key-words-in context, word repetitions, similarities and differences. The findings of the study showed that preschool teachers' beliefs were closer to developmentally appropriate practices than their self-reported and actual practices.

Also, there were consistencies and inconsistencies between their beliefs and practices. Lastly, the participant teachers' actual practices were mainly influenced by the physical characteristics of the schools and children's characteristics. It can be said that although the physical characteristics of the schools prevent teachers from being developmentally appropriate, the characteristics of children may be motivator for them to conduct more developmentally appropriate activities.

Keywords: Developmentally appropriate practices, preschool teachers, classroom management, teachers' beliefs, teachers' practices.

ÖZ

OKUL ÖNCESİ ÖĞRETMENLERİNİN GELİŞİME UYGUN SINIF YÖNETİMİ İLE İLGİLİ İNANIŞ VE UYGULAMALARI

Şahin, İkbal Tuba

Doktora, İlköğretim Bölümü

Tez Yöneticisi: Yrd. Doç. Dr. Feyza Tantekin-Erden

Ortak Tez Yöneticisi: Doç. Dr. Sharolyn D. Pollard-Durodola

Mayıs 2013, 292 sayfa

Bu çalışmanın amacı, Türkiye’deki okul öncesi öğretmenlerinin sınıf yönetiminin dört boyutuna ilişkin (sınıfın fiziksel çevresinin düzenlenmesi, etkinliklerin planlanması ve programlanması, sınıfta etkili ilişki ve iletişim yolları kurulması ve çocukların davranışlarının yönetilmesini) inanış ve uygulamalarının ne ölçüde gelişime uygun olduğunu ortaya koymaktır. Ayrıca, öğretmenlerin sınıf yönetiminin bu dört boyutuna ilişkin inanış ve uygulamaları arasındaki tutarlılık da incelenmiştir. Çalışmanın katılımcıları, uygun örneklem yöntemi ile seçilen, Ankara’da devlet okullarında ve özel okul öncesi sınıflarında çalışan dört bayan öğretmendir. Bu çalışmanın verileri demografik bilgi formu, görüşmeler (ön-görüşmeler ve kamera uyaranlı görüşme), sınıf gözlemleri ve döküman incelenmesi yöntemleriyle toplanmıştır.

Nitel olan bu çalışmanın veri analiz süreci, anahtar kelimeleri, kelime tekrarlarını, benzerliklerini ve farklılıklarını bulmayı ve kelime listeleri oluşturmayı içerir. Çalışmanın bulguları, okul öncesi öğretmenlerinin inanışlarının uygulamalarına göre gelişime daha uygun olduğunu ortaya koymuştur. Okulların fiziksel özellikleri ile çocukların özelliklerinin temel olarak katılımcı öğretmenlerin gerçek uygulamalarını

etkilediđi bulunmuştur. Ayrıca, okulların fiziksel özelliklerinin öğretmenleri gelişime uygun olmaktan alıkoymasına rağmen çocukların özelliklerinin onları gelişime uygun etkinlikler hazırlamaları için daha fazla motive ettiđi söylenebilir.

Anahtar Kelimeler: Gelişime uygun uygulamalar, okul öncesi öğretmenleri, sınıf yönetimi, öğretmenlerin inanışları, öğretmenlerin uygulamaları

To My Father and My Mother
İyi ki varsınız...

ACKNOWLEDGMENTS

Achieving the degree of doctor of philosophy has been a long journey. I am fortunate that my supervisor Assist. Prof. Dr. Feyza Tantekin Erden has always been with me for twelve years. Sometimes I lost my hope about reaching my goal but she supported, motivated and encouraged me. I will never forget her invaluable help. I am indebted her and I want to express my deepest gratitude to her.

I would also like to thank my co-supervisor Assoc. Prof. Dr. Sharolyn D. Pollard-Durodola. I spent a perfect year in Texas A & M University. Not only did she teach me about academic issues but also about how to be a good teacher and an effective colleague. She was always there when I needed her and through her positive but critical feedback she improved my dissertation.

I am grateful to Assist. Prof. Dr. Çiğdem Haser who patiently answered my numerous questions related to qualitative research and my dissertation. She also encouraged and motivated me on my journey. I am blessed that I know her.

I am also grateful to my dissertation committee Prof. Dr. Jale Çakıroğlu, Assist. Prof. Dr. Betil Eröz Tuğa and Assist. Prof. Dr. Elif Öztürk Yılmaztekin for their helpful comments and suggestions.

I would like to express my gratitude to Prof. Dr. George S. Morrison and Betty Jane Morrison for their help, support, and encouragement. I am also grateful to Prof. Dr. Paul Burden for his valuable contributions related to textbooks and resource books on classroom management.

My grateful thanks to the teachers who participated in my dissertation study and Şenay Özgün. Also, thanks to Chris Taylor for her friendship, patience and help with my English and also thanks to my all friends in the department of Elementary Education.

I want to thank to my dear friends; Çağla Öneren Şendil, Sultan Yılmaz, Sibel Güler, Ayşenur Kubar, Yurdagül Boğar, Mehmet Şen, Birgül Çakır, Güliz Karaaslan and Dürdane Tor who had been great sources of moral support for me

throughout this process. Thank you for your interest in my work and sharing your love and time with me.

I would like to thank my mother Behiye Şahin, my father Tahir Şahin, my sisters Betül Kübra Şahin and Hilal Güşta Şahin, and my niece İlay Çiçek for their belief in me and their love, support and encouragement which accompanied me through the long years of my academic journey. If I did not have such a wonderful family, I would have never finished my PhD study.

Lastly, Dr. Ramazan Sak... I don't know how I can express my love and gratitude. He always believed in me and encouraged me. He accompanied me on the road to my doctorate and made the bad times bearable and the good times much better. Thanks for everything!

TABLE OF CONTENTS

PLAGIARISM	III
ABSTRACT	IV
ÖZ	VI
DEDICATION	VIII
ACKNOWLEDGMENTS	IX
TABLE OF CONTENTS	XI
LIST OF TABLES	XVIII
LIST OF FIGURES	XX
LIST OF ABBREVIATIONS	XXI
CHAPTER	
I. INTRODUCTION	1
1.1 Introduction	1
1.2 Purpose of the study and the research questions	4
1.3 Significance of the study	4
1.4 Definitions of important terms	6
II. LITERATURE REVIEW	8
2.1 Classroom management	8
2.1.1 Definition of classroom management	8
2.1.2 Dimensions of classroom management	9
2.1.2.1 Organization of physical environment	10
2.1.2.2 Management of planning and programming activities	10
2.1.2.3 Management of relations and communication	11
2.1.2.4 Management of children's behaviors	11
2.2 Developmentally appropriate practices (DAP)	12
2.2.1 Definition	12
2.2.2 Theoretical background	14
2.3 DAP in relation to the dimensions of classroom management	20
2.4 Teacher's beliefs	21
2.5 Research	22

2.5.1 Research related to classroom management	22
2.5.2 Research related to DAP	30
2.5.2.1 Research related to teachers' beliefs	30
2.5.2.2 Research related to teachers' practices.....	31
2.5.2.3 Consistency between teachers' beliefs and practices.....	32
2.5.2.4 Other research related to DAP	33
2.5.2.5 Research related to DAP in Turkey.....	33
2.6 Summary	34
III. METHODOLOGY	36
3.1 Purpose and research questions.....	36
3.2 Research design.....	36
3.3 Context of the study	37
3.3.1 Turkish early childhood education context.....	37
3.3.1.1 Early childhood education system.....	37
3.3.1.2 Early childhood education program	39
3.3.2 Participants and setting of the study	39
3.3.2.1 Participant schools.....	39
3.3.2.2 Participant teachers	40
3.4 Data collection tools.....	41
3.4.1 Demographic information form	42
3.4.2 Pre-interview	42
3.4.3 Observation	43
3.4.3.1 Training on observation protocol	45
3.4.4 Video-stimulated recall interview	46
3.4.5 Document review	48
3.5 Data collection procedure	48
3.6 Data analysis	50
3.7 The researcher's role	52
3.8 Trustworthiness	53
3.8.1 Validity.....	53
3.8.2 Reliability.....	56

3.9 Limitations of the study	56
IV. FINDINGS	57
4.1 Teacher 1 (T1).....	59
4.1.1 Physical environment.....	60
4.1.1.1 Beliefs.	60
4.1.1.2 Self-reported practices	61
4.1.1.3 Actual practices	62
4.1.2 Planning and programming activities	64
4.1.2.1 Beliefs	64
4.1.2.2 Self-reported practices	65
4.1.2.3 Actual practices	66
4.1.3 Relationship and communication.....	77
4.1.3.1 Beliefs	77
4.1.3.2 Self-reported practices	78
4.1.3.3 Actual practices	80
4.1.4 Behavior management	89
4.1.4.1 Beliefs	89
4.1.4.2 Self-reported practices	90
4.1.4.3 Actual practices	91
4.1.5 Consistency/inconsistency	97
4.1.5.1 Physical environment.....	97
4.1.5.2 Planning and programming activities.....	99
4.1.5.3 Relationship and communication.....	101
4.1.5.4 Behavior management.....	102
4.1.6 Reasons	104
4.1.6.1 Physical environment.....	104
4.1.6.2 Planning and programming activities.....	105
4.1.6.3 Relationship and communication.....	109
4.1.6.4 Behavior management.....	112
4.2 Teacher 2 (T2).....	114
4.2.1 Physical environment.....	114

4.2.1.1 Beliefs.....	114
4.2.1.2 Self-reported practices.....	115
4.2.1.3 Actual practices	116
4.2.2 Planning and programming activities	118
4.2.2.1 Beliefs.....	118
4.2.2.2 Self-reported practices.....	119
4.2.2.3 Actual practices	119
4.2.3 Relationship and communication.....	125
4.2.3.1 Beliefs.....	125
4.2.3.2 Self-reported practices.....	125
4.2.3.3 Actual practices	126
4.2.4 Behavior management.....	130
4.2.4.1 Beliefs.....	130
4.2.4.2 Self-reported practices.....	130
4.2.4.3 Actual practices	131
4.2.5 Consistency/Inconsistency	134
4.2.5.1 Physical environment	134
4.2.5.2 Planning and programming activities.....	136
4.2.5.3 Relationship and communication	137
4.2.5.4 Behavior management.....	139
4.2.6 Reasons	140
4.2.6.1 Physical environment	140
4.2.6.2 Planning and programming activities.....	141
4.2.6.3 Relationship and communication	143
4.2.6.4 Behavior management.....	144
4.3 Teacher 3 (T3).....	144
4.3.1 Physical environment.....	144
4.3.1.1 Beliefs.....	144
4.3.1.2 Self-reported practices.....	145
4.3.1.3 Actual practices	146
4.3.2 Planning and programming activities	148

4.3.2.1 Beliefs	148
4.3.2.2 Self-reported practices	149
4.3.2.3 Actual practices	149
4.3.3 Relationship and communication.....	155
4.3.3.1 Beliefs	155
4.3.3.2 Self-reported practices	156
4.3.3.3 Actual practices	157
4.3.4 Behavior management	160
4.3.4.1 Beliefs	160
4.3.4.2 Self-reported practices	161
4.3.4.3 Actual practices	162
4.3.5 Consistency/inconsistency	165
4.3.5.1 Physical environment	165
4.3.5.2 Planning and programming activities.....	167
4.3.5.3 Relationship and communication.....	168
4.3.5.4 Behavior management.....	169
4.3.6 Reasons	171
4.3.6.1 Physical environment.....	171
4.3.6.2 Planning and programming activities.....	172
4.3.6.3 Relationship and communication.....	173
4.3.6.4 Behavior management.....	174
4.4 Teacher 4 (T4).....	175
4.4.1 Physical environment.....	176
4.4.1.1 Beliefs.	176
4.4.1.2 Self-reported practices	177
4.4.1.3 Actual practices	177
4.4.2 Planning and programming activities	179
4.4.2.1 Beliefs	179
4.4.2.2 Self-reported practices	180
4.4.2.3 Actual practices	180
4.4.3 Relationship and communication.....	186

4.4.3.1 Beliefs.....	186
4.4.3.2 Self-reported practices.....	187
4.4.3.3 Actual practices	187
4.4.4 Behavior management.....	190
4.4.4.1 Beliefs.....	190
4.4.4.2 Self-reported practices.....	191
4.4.4.3 Actual practices	192
4.4.5 Consistency/inconsistency	194
4.4.5.1 Physical environment	194
4.4.5.2 Planning and programming activities.....	196
4.4.5.3 Relationship and communication	198
4.4.5.4 Behavior management.....	199
4.4.6 Reasons	200
4.4.6.1 Physical environment	200
4.4.6.2 Planning and programming activities.....	201
4.4.6.3 Relationship and communication	202
4.4.6.4 Behavior management.....	203
4.5 Summary	204
V. DISCUSSION.....	207
5.1 Preschool teachers' beliefs and practices	207
5.1.1 Beliefs	207
5.1.2 Self-reported practices	210
5.1.3 Actual practices.....	213
5.2 Consistency/inconsistency between beliefs and practices	215
5.2.1 Consistency/inconsistency	215
5.2.2 Reasons	217
5.3 Implications.....	218
5.4 Recommendations for further studies	219
REFERENCES	221
APPENDICES	
A. PRE-INTERVIEW PROTOCOL.....	242

B. GÖRÜŞME PROTOKOLÜ	243
C. DEVELOPMENTALLY APPROPRIATE CLASSROOM MANAGEMENT OBSERVATION FORM	244
D. EXPLANATION OF OBSERVATION FORM	247
E. ANALYSIS OF PRE-INTERVIEWS	253
F. CURRICULUM VITAE.....	259
G. TURKISH SUMMARY.....	261
H. TEZ FOTOKOPİSİ İZİN FORMU	292

LIST OF TABLES

TABLES

Table 2.1 Developmentally appropriate practices related to dimensions of classroom management.....	21
Table 3.1 Number of preschool institutions, students and teachers.....	38
Table 3.2 Demographic information of participant teachers.....	41
Table 3.3 Data sources for research questions.....	42
Table 3.4 Data collection schedule.....	50
Table 4.1 Consistency of T ₁ 's beliefs and practices related to physical environment.....	97
Table 4.2 Consistency of T ₁ 's beliefs and practices related to planning and programming activities.....	99
Table 4.3 Consistency of T ₁ 's beliefs and practices related to relationship and communication.....	101
Table 4.4 Consistency of T ₁ 's beliefs and practices related to behavior management.....	102
Table 4.5 Consistency of T ₂ 's beliefs and practices related to physical environment.....	134
Table 4.6 Consistency of T ₂ 's beliefs and practices related to planning and programming activities.....	136
Table 4.7 Consistency of T ₂ 's beliefs and practices related to relationship and communication.....	137
Table 4.8 Consistency of T ₂ 's beliefs and practices related to behavior management.....	139
Table 4.9 Consistency of T ₃ 's beliefs and practices related to physical environment.....	165
Table 4.10 Consistency of T ₃ 's beliefs and practices related to planning and programming activities.....	167
Table 4.11 Consistency of T ₃ 's beliefs and practices related to relationship and communication.....	168

Table 4.12 Consistency of T ₃ 's beliefs and practices related to behavior management	169
Table 4.13 Consistency of T ₄ 's beliefs and practices related to physical environment.....	194
Table 4.14 Consistency of T ₄ 's beliefs and practices related to planning and programming activities.....	196
Table 4.15 Consistency of T ₄ 's beliefs and practices related to relationship and communication.....	198
Table 4.16 Consistency of T ₄ 's beliefs and practices related to behavior management	199

LIST OF FIGURES

FIGURES

Figure 4.1 Order of the presentation of the findings	58
--	----

LIST OF ABBREVIATIONS

DAP	Developmentally appropriate practices
CM	Classroom management
NAEYC	National Association for the Education of Young Children
MoNE	Ministry of National Education
T ₁	Teacher 1
T ₂	Teacher 2
T ₃	Teacher 3
T ₄	Teacher 4
Y	Yes
S	Some
N	No

CHAPTER I

INTRODUCTION

1.1 Introduction

The term classroom management is usually used interchangeably with discipline and considered to be observing and punishing disruptive behavior (Hardin, 2004; Martin & Sass, 2010). In the literature, there are various perspectives concerning classroom management. For example, Goss and Ingersoll (1981) consider the aim of classroom management to be ensuring that the children remained focused on the task at hand and reducing disruptive behavior. Evertson and Weinstein (2006) emphasize that classroom management is an umbrella term that covers the teacher's actions to establish a learning environment which supports the development of children's academic and social-emotional skills. Martin and Sass (2010) state that in literature, the term discipline is used as a synonym for classroom management and propose that it is the structures and rules which explain teachers' expectations concerning the children's behaviors and the teachers' supportive efforts to guarantee that the rules are followed. However, some researchers distinguish between discipline and classroom management (Burden, 2000; Evertson & Harris, 1999; Evertson & Weinstein, 2006; Good & Brophy, 2000; Iverson, 2003; Weinstein & Mignano, Jr., 2007). They state that discipline is a response to misbehavior while classroom management is the way of organizing a caring and respectful environment for effective learning (Weinstein & Mignano, Jr., 2007). In this dissertation, classroom management is considered to be a multi-dimensional construct (Martin & Sass, 2010) consisting of the following items drawn from the literature;

(1) *organizing the physical environment* (Carter & Doyle, 2006; Levin & Nolan, 2007; Weinstein & Novodvorsky, 2011; Weinstein, Romano & Mignano Jr., 2011);

(2) *planning and programming activities* (Carter & Doyle, 2006; Levin & Nolan, 2007; Martin & Sass, 2010; Weinstein & Novodvorsky, 2011; Weinstein, Romano & Mignano Jr., 2011);

(3) *establishing relationships and communication in the classroom* (Levin & Nolan, 2007; Weinstein & Novodvorsky, 2011; Weinstein, Romano & Mignano Jr., 2011)

(4) *managing children's behavior* (Carter & Doyle, 2006; Levin & Nolan, 2007; Martin & Sass, 2010; Weinstein & Novodvorsky, 2011; Weinstein, Romano & Mignano Jr., 2011).

Managing these dimensions effectively is not only important for the teachers but also necessary for the children since the preschool years are an important developmental period that shapes a child's future life (Copple & Bredekamp, 2009). When today's Turkish classrooms are observed, it is possible to say that there are still many teachers who try to manage their classrooms through rewards and punishment and children who endeavor to earn a smiley face, stickers or chewing gum for good work or to avoid time-out (Akar, Tantekin-Erden, Tor & Şahin, 2010; Kök, Küçükoğlu, Tuğluk & Koçyiğit, 2007). Regulating children's behavior, ensuring that they remain focused on the instructional activities and reducing disruptive behavior through rewards and punishment is a traditional classroom management model based on behaviorism and it is teacher-centered (Freiberg & Lamb, 2009; Goss & Ingersoll, 1981). It means that child's behavior depends on external factors (Fennimore, 1995) and the behaviorist model does not support the idea that a child should develop self-discipline (Freiberg, 1999). However, in order to promote children's learning and development, it is important that young children should be active in all processes of school learning, from instructional activities to controlling their behavior, and preschool teachers are expected to balance child initiation and teacher facilitation (Winsler & Carlton, 2003). Therefore, teachers should support the active participation of children during the educational process (Morrison, 2011) and must be able to manage instructional time and use effective methods to prevent misbehavior and redirect the children's acceptable behavior (Pianta, Howes, Burchinal, Bryant, Clifford, Early & Barbarin, 2005). Without the effective management of time, routines, and the prevention of misbehavior, children will not be able to develop the necessary skills. In order to encourage the development of children's skills and promote optimal learning, the quality of instruction and educational activities should be enhanced.

A framework established on a knowledge base about educational effectiveness and from research into child development and learning was adopted by National Association for the Education of Young Children (NAEYC) in 1986, and became known as developmentally appropriate practices (DAP) (Copple & Bredekamp, 2009). Gestwicki (2011, p. 8) defined DAP as “applying child development knowledge in making thoughtful and appropriate decisions about early childhood program practices.” Copple and Bredekamp (2009, p. xii) added “that best practice is based on knowledge – not on assumptions – of how children learn and develop”. From this knowledge base, teachers can understand that the rate of development and learning and best approaches and conditions for learning are different for each child. Thus, more effective teachers are able to make decisions about elements of the classroom such as; organizing the environment, planning the curriculum/instruction and adapting teaching strategies to reflect individual needs of each child (Copple & Bredekamp, 2009). Since classroom management is a broad term, teachers have to be prepared to carry out a whole range of decisions and activities (Evertson & Weinstein, 2006; Good & Brophy, 1991). As Lemlech (1999) states, it is similar to conducting an orchestra but the teacher’s role is perhaps more difficult since she/he must ensure that all their decisions and implementations are developmentally appropriate.

As early as 1910, Dewey concluded that teachers’ decisions and implementations of those decisions are usually the consequences of their beliefs. These beliefs are not usually articulated but they are reflected in the perceptions, decisions and judgment of teachers. Also, teachers’ beliefs and philosophical approaches direct their expectations related to the children and, their classroom decisions and practices (Vartuli, 2005). For instance, there is a continuum from behaviorism to constructivism (Sherry, 1998) and Vartuli (2005) summarizes many of the theories about how children learn best. Teachers’ beliefs and philosophical about how children learn best shape their practices in the classroom (Dewey, 1910).

1.2 Purpose of the study and the research questions

This study describes the extent to which a small group of preschool teachers in Turkey had developmentally appropriate beliefs and practices related to the following four dimensions of classroom management; (1) organizing physical environment of the classroom, (2) managing planning and programming of activities, (3) managing relations and communication and (4) managing children's behaviors in the classroom. In keeping with its purpose this study attempted to respond to these five research questions:

1. What are preschool teachers' beliefs in relation to the four dimensions of classroom management?
2. What are preschool teachers' self-reported practices in relation to the four dimensions of classroom management?
3. What are preschool teachers' actual practices in relation to the four dimensions of classroom management?
4. In what ways are preschool teachers' beliefs consistent with their practices in relation to the four dimensions of classroom management?
5. What are the reasons for chosen classroom practices of preschool teachers?

1.3 Significance of the study

There have been various investigations into teachers' beliefs and developmentally appropriate practices (Abu-Jaber, Al-Shawareb & Gheith, 2010; Erdiller & McMullen, 2003; Hegde & Cassidy, 2009; McMullen, 1999; McMullen et al., 2006; McMullen, Elicker, Wang, Erdiller, Lee, Lin & Sun, 2005; Rentzou & Sakellariou, 2011). Although these studies are important, few researchers have focused on teachers' developmentally appropriate or inappropriate beliefs related to dimensions of classroom management in preschool classrooms. Of those studies that do address this issue there is a paucity of investigations that attend to these practices beyond the United States but there are a few studies related to DAP in Turkey (Erdiller, 2008; Erdiller & McMullen, 2003; McMullen, Elicker, Wang, Erdiller, Lee, Lin, & Sun, 2005).

In terms of preschool classroom management, most studies focus on discipline and the dimension of behavior management in the literature (Dobbs-Oates, Kaderavek, Guo & Justice, 2011; Erden, 2004; Hoffman, Hutchinson & Reiss, 2009; Jolivet & Steed, 2010; Martin & Sass, 2010; Tillery, Varjas, Meyers & Collins, 2010). In Turkey, there have been a few preschool classroom management studies with the majority focused on misbehaviors and discipline strategies (Akar, Tantekin-Erden, Tor & Şahin, 2010; Akgün, Yarar & Dinçer, 2011; Güleç, Bağçeli & Onur, 2008; Uysal, Akbaba-Altun & Akgün, 2010). Although classroom management is a multidimensional topic and includes the study of young children's behavior, interaction and learning, and the teachers' ability to create and maintain these dimensions (Evertson & Weinstein, 2006), there is a dearth of studies in Turkey that have investigated the relationship between these dimensions of classroom management and young children's misbehaviors (Akgün, Yarar & Dinçer, 2011; Şahin, 2011; Şahin, Tantekin-Erden & Akar, 2011). The present study is significant since it contributes to filling a gap in the literature related to developmentally appropriate preschool practices, preschool classroom management and the different dimensions of classroom management.

An important element of this study is that it describes the consistency between teachers' beliefs and practices in relation to dimensions of classroom management. It investigates the discrepancy between the theory and the teachers' classroom management practices in naturalistic settings and gave teachers the opportunity to evaluate their beliefs and practices in terms of the principles of development which should direct the teachers' classroom practices.

Since many characteristics of the latest Turkish early childhood education program (Ministry of National Education (MoNE), 2006; 2012c) are parallel those of DAP (Copple, & Bredekamp, 2009), it is important to determine whether teachers' beliefs are concomitant with their practices. The information collected about the teachers' practices are not in agreement with their beliefs will highlight the issues that need to be resolved in order to support the successful implementation of the Turkish early childhood education program.

1.4 Definitions of important terms

Classroom management: This is a broad term which includes classroom activities supervised by a teacher (Evertson & Weinstein, 2006; Good & Brophy, 1991). It comprises the organization of the physical environment of the classroom, management of planning and programming activities, management of relations and communication in the classroom and management of children's behavior (Carter & Doyle, 2006; Martin & Sass, 2010).

Organization of the physical environment of the classroom: This dimension focuses on creating a developmentally responsive environment and includes the organization of a classroom that is large enough to support social interaction and where there is a variety of play experience, well-defined learning centers, and carefully selected materials for exploration and reflection of children's interests, identity and participation (Gestwicki, 2011).

Management of planning and programming activities: Focusing on teachers' instructional aims and methodologies this dimension includes the teachers' use of direct or interactive approaches to instruction, overseeing seatwork and activities, and organizing classroom routines (Martin & Sass, 2010).

Management of relations and communication in the classroom: This involves teacher-child and child-child relationships and includes support of children's pro-social behavior, empathy, self-regulation and social competence (Tomlinson, 2009).

Management of children's behavior: This dimension encompasses teachers' efforts to respond to misbehavior and pre-planned interventions to prevent misbehaviors in the classroom (Martin & Sass, 2010).

Developmentally appropriate practices (DAP): This term is defined as "applying child development knowledge in making thoughtful and appropriate decisions about early childhood program practices" (Gestwicki, 2011, p. 8) and "that best practice is based on knowledge – not on assumptions – of how children learn and develop" (Copple and Bredekamp, 2009, p. xii)

Preschool teachers: In this study, this refers to teachers who teach to 5 to 6 year old children.

Public and private schools: Educational activities are regulated and supervised by the Ministry of National Education in both public and private schools in Turkey. However, public schools are funded by the government and the education is basically free. However, private schools charge fees for the child's education and are managed by a foundation or other private institution.

Teacher belief: "Teacher belief is defined broadly as tacit, often unconsciously held assumptions about students, classrooms, and the academic material to be taught" (Kagan, 1992, p. 65).

CHAPTER II

LITERATURE REVIEW

2.1 Classroom management

2.1.1 Definition of classroom management

An analysis of 50 years of research shows that classroom management has a direct impact on children and affects their learning because effective classroom management promotes children's engagement, decreases misbehavior and allows teachers and children use instructional time effectively (Wang, Haertel & Walberg, 1993/1994). By combining the results from a content analysis of a synthesis of research and surveys of educational researchers, Wang, Haertel and Walberg (1993/1994) stated that classroom management (64.8 %), meta-cognitive processes (63.0 %) and cognitive processes (61.3 %) were the most influential factors on children's learning.

Teaching in a classroom moves beyond following strict rules or defining a set of conditions for learning (Doyle, 1980). It is a complex profession which requires that teachers are able to offer effective instruction while maintaining order in the classroom (Rosas & West, 2009). Doyle (1980) stated that classroom management was the construct which includes all these conditions. Furthermore, this complex construct is a challenge for novice and experienced teachers (Rosas & West, 2009).

Brophy (1999) defines classroom management as actions for successful instruction which include the arrangement of the physical environment, establishment of rules and procedures, and sustaining children's engagement in activities. Similarly, according to Weinstein and Novodvorsky (2011), classroom management is a construct with two main purposes: (1) establishing and maintaining a caring and orderly environment for children's engagement in meaningful learning activities, and (2) promoting children's social and emotional development. Lastly, Lemlech (1999) describes classroom management as "the orchestration of classroom life" (p.4) and emphasizes that classroom management is a multifaceted and complex concept.

2.1.2 Dimensions of classroom management

There are many aspects of classroom management for which researchers have different terms such as dimensions (Freiberg & Lamb, 2009; Şahin, Tantekin-Erden & Akar, 2011); domains (Burden, 2003) and responsibilities (Burden & Byrd, 1994). In this study, the term ‘dimension’ will be used. Researchers also propose different names and classifications for these dimensions. For instance, according to Burden and Byrd (1994), dimensions of classroom management are (1) organizing the classroom and materials, (2) establishing rules and procedures, (3) reinforcing desired behaviors, (4) engaging children on activities, (5) establishing a positive classroom climate and (6) implementing the management system. Martin and Shoho (1999) consider the main dimensions to be instructional management, people management and behavior management. Burden (2003) states that there are seven dimensions including (1) choosing a philosophical model of classroom management and discipline, (2) organizing the physical environment, (3) managing student behavior, (4) creating a respectful, supportive learning environment, (5) managing instruction, (6) facilitating classroom safety and wellness, and (7) interacting with colleagues, parents, and others. Şahin (2011) states that there are eight dimensions of classroom management: (1) choosing a philosophical model of classroom management and discipline, (2) facilitating classroom safety and wellness, (3) the organization of physical environment, (4) student behavior management, (5) management of relation and communication, (6) management of planning and programming activities, (7) time management and (8) interacting with colleagues, parents and others to achieve classroom management goals. According to Weinstein and Novodvorsky (2011), classroom management consists: (1) establishing a physical and social environment for learning, (2) organizing and managing instruction and (3) protecting and restoring order.

In this study the dimensions proposed by Burden and Byrd (1994), Martin and Shoho (1999), Burden (2003), Şahin (2009) and, Weinstein and Novodvorsky (2011) are combined as described below:

2.1.2.1 Organization of physical environment

The way teachers and children feel, think and behave is influenced by the physical environment of the classroom (Levin & Nolan, 2007; Weinstein & Novodvorsky, 2011). Children's learning, behavior and the teacher's morale are particularly affected by the heating, lighting, ventilation and noise level in the room (Schneider, 2002). Since classroom management is more than just dealing with misbehavior, a successful classroom manager should organize an environment which provides children with security, promotes their comfort, stimulates their interest in learning through activities and minimizes misbehaviors. Thus, an integral part of effective classroom management is the organization of the physical environment (Weinstein & Novodvorsky, 2011). Also, Burden (2003) states that to establish this positive environment, teachers should focus on (1) arranging the floor space by the placement of chairs, tables, cupboards, and learning centers, (2) deciding how to keep materials such as books, papers, crayons and how often they are used, and (3) deciding use of bulletin boards and walls. While organizing preschool environments, movement area and appropriate child-teacher ratio, safety and security of children, furnishing of the classroom, learning centers and child-related displays should be considered (Copple & Bredekamp, 2009; Harms, Clifford & Cryer, 2005).

2.1.2.2 Management of planning and programming activities

Basically, the dimension of management of planning and programming activities is centered on each teacher's instructional aims and methodologies; for example, whether they use direct or interactive approaches, how they oversee seatwork, activities and organizing classroom routines (Burden, 2003; Martin & Sass, 2010). It is important to consider the questions of; the extent to which "the teacher encourage[s] children to actively interact in the classroom" (Martin & Sass, 2010, p. 1126) and concerning the design of lessons, to what extent does the teacher "consider the nature of children-their interests, needs, and background" (Martin & Sass, 2010, p. 1126). Also, the amount of children's on-task-time is important for meaningful and productive learning (Weinstein & Novodvorsky, 2011) so the management of planning and programming activities does not only facilitate instruction but also

affects classroom order (Burden, 2003). While planning and programming activities in the preschool classroom, teachers should focus on a set but a flexible daily schedule and a variety of teaching methods (Copple & Bredekamp, 2009; Harms, Clifford & Cryer, 2005).

2.1.2.3 Management of relations and communication

The intercommunication is part of the creation of a positive classroom climate which is warm, supportive and pleasant while managing the relationships between child-child and teacher-child (Burden & Byrd, 1994). Without this dimension the classroom is a chaotic, disorganized, cold, unfriendly place in which relationships between children and teacher to child can be threatening. For a warm, supportive and pleasant classroom, this dimension should be considered (Burden & Byrd, 1994). There are various ways of establishing good relationships and communication such as being welcoming, learning about children's lives, being sensitive to children's concerns, being a real person as well as a teacher, and promoting autonomy in the classroom (Weinstein & Novodvorsky, 2011). In preschool classrooms, to effectively manage relations and communications teachers should constantly supervise the children, and develop their own interactions with the child interaction and interactions among children (Copple & Bredekamp, 2009; Harms, Clifford & Cryer, 2005).

2.1.2.4 Management of children's behaviors

This dimension is important in terms of maintaining order in the classroom because there is a close relationship between learning and order (Burden & Byrd, 1994). In order to manage the children's behaviors and to achieve order in the classroom, Burden and Byrd (1994) states that there are three stages: planning classroom activities, establishing rules and implementing classroom activities. Also, Weinstein and Novodvorsky (2011) emphasize the importance of clear and reasonable rules, routines and expectations. Teachers should consider certain principles such as: (1) consistency between disciplinary strategies and the goal of creating a safe environment, (2) minimizing disruptive behaviors during activity time, and (3) that the teacher should know differences of children such as communication styles

(Weinstein & Novodvorsky, 2011). In the preschool classroom, the teacher should establish clear and simple rules, and offer the children the opportunity of discussing the rules (Copple & Bredekamp, 2009; Harms, Clifford & Cryer, 2005).

2.2 Developmentally appropriate practices (DAP)

2.2.1 Definition

Developmentally appropriate practices (DAP) is defined as “applying child development knowledge in making thoughtful and appropriate decisions about early childhood program practices” (Gestwicki, 2011, p. 8) and “that best practice is based on knowledge – not on assumptions – of how children learn and develop” (Copple and Bredekamp, 2009, p. xii). According to Morrison (2011), DAP refers to “practice based on how children grow and develop and their individual and cultural differences” (Morrison, 2011, p. 554). DAP is a framework based on research into children’s development and learning, draws up practices that supports children’s optimal development and learning (Copple & Bredekamp, 2009) and the term has mostly been used to describe expectations of classroom setting for young children in the United States.

All-day kindergartens became important in 1980s and 1990s in the United States as a part of the movement that focused on teaching basic skills for the better preparation of children for standardized tests and elementary school. Preschools were expanded and a more formal curriculum was used to support academic achievement. DAP, based on how children develop and learn (Copple & Bredekamp, 2009), emerged as a counter action to this movement (Wortham, 2006).

The National Association for the Education of Young Children (NAEYC) is one of the largest organizations in the world working on the issues relating to the education of young children (About NAEYC, n. d.) and one of its aims is to enhance professional practice (NAEYC Mission Statement, n. d.). NAEYC adopted the position of National Association for the Education of Young Children (NAEYC) statement in relation to DAP in 1987. Since the revision of this statement in 1997, the concept of DAP has become important in early childhood education (Copple & Bredekamp, 2009). A rationale for the statement and a discussion of the critical

issues and current context in early education are included in this position statement (Gestwicki, 2011).

The NAEYC states that when early childhood practitioners make short-term or long-term decisions every day, they keep in mind the goals for the children's learning and development, and develop intentional strategies to support children to achieve these goals (Copple & Bredekamp, 2009). "The core of developmentally appropriate practices lies in this intentionality, in the knowledge practitioners consider when they are making decisions, and in their always aiming for goals that are both challenging and achievable for children" (Copple & Bredekamp, 2009, p.9).

The following are the empirically based principles of how a child develops and learns inform and guide the DAP process (Copple & Bredekamp, 2009).

1. There is a close relationship between domains of child's development and these domains influence each other.
2. A relatively predictable sequence of development emerges with the attachment of acquired knowledge and later abilities, skills, knowledge.
3. The rates of development and the development in different areas vary from child to child.
4. Cumulative and delayed effects on an individual child's development result from early experiences. There are optimal periods for certain types of development and learning.
5. The advance of development has a predictable route towards greater complexity, organization, and internalization.
6. Development and learning are affected by the multiple social and cultural contexts in which they emerge.
7. As active learners children use their direct social and physical experiences and culturally transmitted knowledge to construct their own understanding of the world.

8. The interaction of biological maturation and the environment are effective on development and learning.
9. Play is important to support their social, emotional, cognitive development and also is a reflection of a child's development.
10. Development proceeds when there are opportunities to practice newly acquired skills as well as allowing the child to experience challenges beyond the level of their present skill.
11. Children show different modes of knowing and learning, and represent what they know in different ways.
12. Children develop and learn best when the community in which they live values them, makes them feel safe and psychologically secure, and meets their physical needs.

2.2.2 Theoretical background

Since DAP is a multifaceted set of guidelines, these principles reflect a synthesis of the following theoretical views of early childhood education (Miranda, 2004). *Piaget, Vygotsky* (Bredekamp & Copple, 1997; Miranda, 2004; Schunk, 2009; Taharally & La Fontaine, 2007; Van Horn & Ramey, 2003; Wardle, 2009), *Dewey, Erikson, Bruner* (Bredekamp & Copple, 1997; Wardle, 2009), *Smilansky* (Bredekamp & Copple, 1997; Miranda, 2004), *Montessori, Gardner, Bronfenbrenner and Maslow* (Bredekamp & Copple, 1997) have important influences on theoretical background of DAP. In particular, because DAP is based on constructivist practices, Piaget and Vygotsky are important since they gave scientific support and integrity to constructivism in their studies in 20th century (Wardle, 2009).

2.2.2.1 Piaget

Piaget's theory can be described as a stepwise approach which includes four qualitatively different stages. These stages are not built on each other in a linear way however, it is necessary for a child to master all the structures of a given stage before they can pass to next stage (Wardle, 2009). Similarly, DAP stresses that development emerges in a relatively orderly sequence (Bredekamp & Copple, 1997).

Piaget is also a constructivist who stated that the construction of personal reality is based on an individual's previous knowledge and new experiences (Simatwa, 2010; Tzuo, 2007). Thus, directly experiencing and manipulating concrete objects are important for young children because during this process, they encounter problems and attempt to solve them (Parker & Neuharth-Pritchett, 2006; Stipek & Byler, 1997). Van Horn and Ramey (2003) also stated that since DAP is based on Piaget's constructivism, describing children as active learners, thus, their learning through active exploration should be supported by teachers.

Lastly, according to Piaget, play is an important tool in enhancing children's cognitive skills and constructing their knowledge of their world. Since play provides children with hands-on and minds-on opportunities, they learn about the physical properties of materials, recognize their environment and their roles in it and enhance their logical-mathematical skills during play (Morrison, 2001; 2008). DAP also stresses the importance of play for all of a child's developmental skills (Bredekamp & Copple, 1997).

2.2.2.2 Vygotsky

Vygotsky (1978) saw cognition as a social phenomenon that an individual's way of thinking and interpreting the world is shaped by their social experiences. Moreover, language is an important bridge between the socio-cultural world and mental functioning of individuals. Therefore, acquiring language skills is the most critical milestone in a child's cognitive development (Berk & Winsler, 1995).

Chang, Austin and Piercy (2006) commented that Vygotsky's principles of guided participation, social interaction, scaffolding through zone of proximal development (ZPD), and the interdependence of learning and development are very important in developmentally appropriate programs. Learning is described as an interactive and constructive activity in which society and individuals have important roles (Vygotsky, 1978). In other words, the source and cultural store of learning is the social context (Berk & Winsler, 1995) and the construction of knowledge is a result of social interaction (Parker & Neuharth-Pritchett, 2006; Tzuo, 2007), because

activities and tools differ from culture to culture. This means that culture changes mental functions of human beings (Berk & Winsler, 1995).

The Zone of Proximal Development (ZPD) is an important concept introduced by Vygotsky who defined it as “the distance between the actual developmental level as determined by independent problem solving and the level of potential development as determined through problem solving under adult guidance or in collaboration with more capable peers” (1978; p.86). Good teachers use this zone to gradually reduce their support and encourage children to use their capability to achieve a more independent task performance (Wood, 1980; as cited in Lee, Baik & Charlesworth; 2006). Scaffolding is another term which is connected to Vygotsky. It means a warm pleasing partnership between teacher and child when they participate in a problem-solving activity. During this process, the teacher provides children with a responsive assistance, helps them develop their strategic thinking, encourages them to take responsibility and supports their autonomy (Berk & Winsler, 1995). In other words, teachers make significant contributions to the development of a child’s skills by giving appropriate scaffolding. Thus, in DAP; discovering a child’s changing skills, needs and interests, and implementing the curriculum in order to match these elements are the most important roles of teachers (Lee, Baik & Charlesworth, 2006).

Lastly, according to Vygotsky (1978), play is important for a child’s development. A ZPD is created in the child through play since a child’s behavior is always above their average skills and daily behaviors when playing. Therefore, play supports all developmental skills of the child and is itself an important source of development (Vygotsky, 1978).

2.2.2.3 Dewey

Dewey (1897) believed that the starting point of a curriculum should be the children’s interests and experiences. He stressed that a relationship is necessary between the processes of actual experience and education (Dewey, 1938) because experience is important for the interpretation of what happens based on previous experiences and transforming how one interprets future experiences (Dewey, 1897). He also stated the importance of high quality experiences. He asserted that

experiences should be direct and related to each other (Dewey, 1938). The school, as stressed in DAP (Bredekamp & Copple, 1997), should be a place where children create and experience knowledge (Wardle, 2009) because appropriate and stimulating learning experiences form the child's desire for future learning (Dewey, 1938).

Dewey (1938) also stated that since interaction contributed to the development of experience, education was a social process. Thus, he focused on the social world of the child, school and education. According to him, children can learn to become free democratic citizens when they experience democratic activities while they are young (Dewey, 1897). Also, the opportunity for these activities can occur in school since he saw it as a social institution and learning as a social activity (Dewey, 1897). Thus, in a social environment, the child is forced to move away from her/his egocentric feelings and starts to see herself/himself as a member of a group. Then, s/he begins to develop the skills of a responsible adult in a democratic society (Wardle, 2009).

2.2.2.4 Erikson

Erikson stated that there were the following eight developmental stages during a person's life (Franz & White, 1985; Thomas, 2005):

1. Trust vs. mistrust
2. Autonomy vs. shame and doubt
3. Initiative vs. guilt
4. Industry vs. inferiority
5. Identity vs. identity confusion
6. Intimacy vs. isolation
7. Generativity vs. stagnation
8. Integrity vs. despair

Individuals have different aims in each of these stages. The preschool period covers the first stages. In stage of trust vs. mistrust, the infants' need is the belief that the world is safe and trusting while in autonomy vs. shame and doubt stage, children aged 1 – 3 need to have free choices, independent practices and make their own decisions. In initiative vs. guilt stage, children, from 3 to 5 years old, needs to be

supported to try new ideas without being afraid of failure (Ari, 2005; DeWitt, 2011; Morrison; 2001; Thomas, 2005).

Erikson also emphasized the importance of meeting children's needs with consistency, supporting them in doing what they are able to do, encouraging them to participate in various activities (Morrison, 2001) and provide them with a clean, organized and orderly environment where they can explore and enhance their language development (Mooney, 2000; Morrison, 2001). Thus, activities and experiences, as mentioned in DAP (Bredekamp & Copple, 1997), should be planned based on children's needs. Children also should have enough time and freedom to do new and interesting activities (Mooney, 2000).

2.2.2.5 Bruner

Bruner's theory is constructivist which means that a child attributes a meaning to actions and stimuli according to their cognitive abilities and experiences within their social and physical environments (Schunk, 2009). He stated that if children have the opportunity to manipulate specifically designed learning tools, they can understand the concept. In his theory, there are three stages of cognitive models which are 1- Enactive (0-18 months), 2- Iconic (18 months -6 years), 3-Symbolic (6 years and beyond). In the iconic stage, concrete activities and situations are important. Moreover, prior experiences, the near environment, active and direct learning have a valuable impact on children's construct of knowledge (Bayhan & Artan, 2011).

2.2.2.6 Smilansky

Smilansky stated that, as in DAP (Bredekamp & Copple, 1997), a creative social environment and activities for play supports children's various developmental areas (Frost, Wortham & Reifel, 2005) and enhances verbalization, vocabulary, language comprehension, attention span, imagination, concentration, impulse control, curiosity, problem-solving skills, cooperation, empathy and group participation (Smilansky & Shefatya, 1990; as cited in Bodrova & Leong, 2003). Smilansky wrote that one of the best predictors of later school success is children's engagement in high-level play; she defined the major types of cognitive or intellectual play as

functional, construction, dramatic, and games with rules (Smilansky, 1968; as cited in Olsen & Sumsion, 2000).

2.2.2.7 Montessori

According to Montessori (Montessori & Chattin-McNichols, 1995) the developing child gains some characteristics of adults such as strength, intelligence and language. At the same time, they try to adapt to the circumstances of the world which they construct. However, a child's relations with the environment are not same as that of the adult. While adults think about and remember their environment, children try to absorb it (Montessori & Chattin-McNichols, 1995). When children's absorbent minds are exposed to appropriate learning experiences in developmental stages; their minds will develop (Essa, 2003). Moreover, children's active involvement is important for their own learning so teachers should encourage them to explore, manipulate, and discover their own world (Lillard, 2005). It is necessary to individualize the curriculum and activities thus facilitating children's improvement at their own pace as their skills develop (Morrison, 2008).

2.2.2.8 Gardner

Gardner (1993) in his multiple intelligence theory stressed individual differences. He initially proposed eight intelligences and stated everyone has different levels of each of them furthermore; each person has his/her own learning style which is related to the individual characteristics of the different intelligences (DeWitt, 2011; Gardner; 1993). Furthermore, in multiple intelligence theory, a child constructs his/her knowledge by doing and active involvement in the process thus a child's learning potential is developed. Children also gain the ability of solving problems in the real life and creating new cases and also producing new things or providing useful services for their culture and society (Morrison, 2001; Ömeroğlu & Kandır, 2005). Moreover, as mentioned in DAP (Bredenkamp & Copple, 1997), there are various ways of knowing and expressing knowing (Morrison, 2001).

2.2.2.9 Bronfenbrenner

Bronfenbrenner's ecological theory of human development (Thomas, 2005) have an impact on the DAP principles in relation to the social and cultural context that the

child inhabits. Children's interactions with their nested environments where they live form their development. DAP and the Bronfenbrenner theory also consider that it is not only a child's specific sociocultural environment influences their learning and development but also the larger sociopolitical macrosystem (Goldstein, 2008).

2.2.2.10 Maslow

According to Maslow's theory and as stated in DAP (Bredekamp & Copple, 1997), a hierarchy exists in which basic needs of children must be met before their learning can be focused on (DeWitt, 2011). First, children's physical needs (food, drink, air and, safety and security) should be met because a child cannot learn when they are hungry or in fear. Children also need to feel that they belong and are loved before they are able to take responsibilities and carry out duties, and contribute to making decisions in the classroom (Morrison, 2001). Therefore, educators must provide a safe and emotionally secure environment and also facilitate a sense of belonging for children in their classroom (Bayhan & Artan, 2011).

2.3 DAP in relation to the dimensions of classroom management

Table 2.1 presents examples of preschool teachers' DAP related to dimensions of classroom management found in the literature (Copple & Bredekamp, 2009; Gestwicki, 2011; Harms, Clifford & Cryer, 2005; Morrison, 2011).

Table 2.1 Developmentally Appropriate Practices Related to Dimensions of Classroom Management

Dimension of classroom management	Developmentally appropriate practices
Organization of physical environment	<ul style="list-style-type: none"> ✓ Teachers provide children with various interest centers and work areas. ✓ Teachers provide children sufficient place to able to use different centers at same time. ✓ Teachers arrange centers conveniently such as art area near to water. ✓ Teachers arrange centers appropriately for children’s independent use. ✓ Teachers create semiprivate areas for children’s playing alone or with a friend. ✓ Teachers use age appropriate materials and children’s work in displays.
Management of planning and programming activities	<ul style="list-style-type: none"> ✓ Teachers plan smooth transitions between daily activities. ✓ Teachers set daily routine but the schedule is not rigid. ✓ Teachers use a variety of engaging learning experiences and hands-on materials. ✓ Teachers use a variety of teaching format and modalities throughout the day such as; whole group setting, small groups, and learning centers. ✓ Teachers use a variety of instructional strategies such as; modeling skills and scaffolding. ✓ Teachers provide specific feedback.
Management of relations and communication	<ul style="list-style-type: none"> ✓ Teachers encourage mutual respect between child and teacher. ✓ Teachers support positive peer interaction. ✓ Teachers give opportunities to children to talk about their conflicts.
Management of children’s behaviors	<ul style="list-style-type: none"> ✓ Teachers explain to children what behaviors are unacceptable. ✓ Teachers give children responsibilities and choices. ✓ Teachers coach children to solve their conflicts. ✓ Teachers focus on positive behaviors rather than negative ones. ✓ Teachers give consistent reactions to children’s behaviors.

2.4 Teacher’s beliefs

Bandura (1986) considered beliefs to be the best indicator of people’s decisions during their life and Dewey (1910) emphasized that teachers’ beliefs shape their practices in the classroom (Dewey, 1910). Although Pajares (1992) and Han (2012) stated that investigating teachers’ beliefs was important, Pajares (1992) said that beliefs could be interpreted from words and practices of teachers by asking them what influenced or shaped their behaviors (Fang, 1996). There are specific suggested

techniques that can help researchers understand beliefs including; stimulated recall interviews, questionnaires and checklists. However, Kagan (1992) mentioned some difficulties related to understanding beliefs since these techniques are still indirect because of the unobservable nature of beliefs (Kagan, 1992).

Other difficulties related to beliefs' studies have been listed by Pajares (1992) as definitional problems, poor conceptualizations, and different understanding of beliefs. He considers that this difficulty resulted from interchangeable use of this term with values, judgments, attitudes, practical knowledge and thought (Pajares, 1992). Also, Han (2012) emphasized that beliefs could be defined in several ways based on particular issues or content areas. For instance, according to Kagan (1992), "Teacher belief is defined broadly as tacit, often unconsciously held assumptions about students, classrooms, and the academic material to be taught" (p. 65) as accepted in this study. Pajares (1992) explained teacher's belief as teachers' attitudes to education and emphasized that it was related to evaluation and judgment of the teacher. Lastly, based on review of the literature, Subramaniam (2001) defined teacher's beliefs as "the filters through which experience is screened for meaning which influences classroom decision making and actions which in turn determine the classroom atmosphere experienced by students" (p.58).

2.5 Research

2.5.1 Research related to classroom management

Much research has been conducted in relation to dimension of *physical environment* in literature. However, some articles focused on giving information rather than reporting research. For instance; papers which focused on; predicting and preventing misbehavior (Landrum, Lingo & Scott, 2011), changing classroom environment to prevent misbehavior (Guardino & Fullerton, 2010), setting up the classroom for learning (Sterling, 2009) small group instruction (Wasik, 2008) and tips for keeping things calm in the classroom (Miller, 2001). Also, some studies researched effects of class size such as; the effects of length of school day and class size on young children's reading, math and general knowledge achievement was investigated by Yan and Lin (2005). The participants of the study were 15,575 children. According

to the results, a strong and consistent relationship could not be found between small class size and early academic achievement. However, it was reported that small class size could be an advantage for reading and math achievement for children from minority and low socioeconomic status. Another study was conducted by Blatchford, Moriarty, Edmonds and Martin (2002) to examine connections between class size and teaching interaction. It was a longitudinal study and there were more than 10,000 children whose ages changed between 4 and 7. Results of the study showed that in smaller classes, children would have more time for learning and teachers would have more time for instruction, individualization and one-to-one help. Also, in several studies, it was reported that small class size enhanced interaction between teacher and child, and among children. However, in larger groups since children had to stay on their seats and there was direct instruction of the teacher interaction from the teacher to child could be possible (Blatchford, Moriarty, Edmonds & Martin, 2002; Finn & Achilles, 1990; Finn & Achilles, 1999; Finn, Suriani & Achilles, 2007). Moreover, Finn and Achilles (1990) reported the importance of small class sizes for continuous child evaluation and greater flexibility in teaching strategies.

In the literature, there were also several studies focusing on different issues. For instance, the relationship between the physical characteristics of child care classrooms and preschool aged children's competency was examined by Maxwell (2007). Seventy nine (79) children participated in the study and it was found that the physical environment was related to the measure of self-perception. Also, when comparing a class of 3-year-olds with a class of 4 year-olds, the children's competency in 3 year-old group was more influenced by the physical environment of the classroom. Moreover, the views and perceptions of three experienced teachers about their management of classroom setting were examined by Pointon and Kershner (2000) in UK. Findings showed that three teachers considered different aspects while managing the learning environment of their classroom. For instance, one teacher said that when deciding about seating plan of children, he considered behavior management. According to another participant teacher, behavior management and social factors were important whereas security and comfort were highlighted by a third teacher. However, all of them agreed that displays in the

classroom were necessary for children's social/emotional development but one of them also emphasized its importance for the cognitive development. Also, Read, Sugawara and Brandt (1999), in a study of 30 preschool children, investigated the impacts of changes of ceiling height and colors of walls on children's cooperative behavior. They found a relation between the differentiation in ceiling height or wall color and levels of children's cooperative behavior.

In Turkey, a few studies were conducted related to the physical environment of preschool classrooms. For instance, the perceptions of early childhood teachers about the influence of classroom physical environment on classroom management were investigated by Şahin, Tantekin-Erden and Akar (2011) and 36 teachers participated in the study. Findings showed that according to the teachers, the physical environment of the classroom was one of the main items influencing classroom management. Moreover, they emphasized that an overcrowded classroom caused the exhaustion of the teacher, reduction of the movement area and monitoring of students, and complicated of classroom management. Moreover, Dinçer, Akgün and Canarlan (2011) discussed the characteristics of an ideal preschool setting and interviewed 18 preschool teachers and 8 preschool institutions principals. At the end of the study, it was emphasized that poorly-designed classrooms might influence the development of children negatively and result in more stress. In contrast, a well-designed environment might enhance physical and mental health of children and decrease the risk of an accident. In a study conducted by Durmuşoğlu (2008), the purpose was to evaluate the opinions of public preschool teachers about the learning settings of their schools. A hundred eighty (180) teachers participated in the study and it was found that lighting, heating, ventilation systems, hand basins, restrooms, height of tables and chairs, damp-free classrooms and healthy flooring were assessed as sufficient by participant teachers. However, according to them, size of the playground was partially sufficient whereas outdoor play materials were insufficient. Also, Arslan-Karaküçük (2008) examined the appropriateness of the physical/spatial conditions of 15 preschool institutions to child development and related literature. She reported that there was no standardization in the conditions of the schools. It was also reported that the area for each child and conditions of heating-lighting were

sufficient or fairly sufficient based on the criteria given in the literature. However, the numbers of restrooms, and amounts of game materials or fire precautions were insufficient or hardly sufficient. Lastly, Kildan (2007) described how physical settings of preschool institutions should be.

In research related to *planning and programming activities*, the researchers explained the improvement of preschool curriculum with the support of children's own experiences (Wubie, 2011) and managing inquiry-based classrooms (Wolfgang, 2009), provided a rationale for embedding literacy instruction within behavior management strategies to help young children modify their behavior (Smith, 2009), discussed the positive outcomes and some disadvantages of collaborative teaching (Preves & Stephenson, 2009) and the appropriateness of person-centered approach to misbehaviors in the classrooms (Gatongi, 2007), and the role of praise on motivating children for academic achievement (Maclellan, 2005).

Research related to dimension of planning and programming activities focused on the higher grades rather than preschool children. In relation to the preschool years, La Paro et al. (2009) examined the quality of learning opportunities offered in kindergarten classrooms in the USA. The results showed that in terms of classroom organization and instructional support, moderate to low levels of quality were experienced by the children. Also, program characteristics such as adult/child ratio, length of school day and teacher psychological variables such as beliefs were emphasized as the stronger predictors for classroom quality rather than experience and educational backgrounds of the teacher. In another study, LaBillois and Lagacé-Séguin (2007) investigated how the relations between teaching styles and anxiety in childhood might be moderated by a child's emotion regulation. Thirty three (33) children, their mothers and teachers participated in the study. After data analysis, some associations were found between teaching style (expert, formal authority), child emotional regulation and parent-reported anxiety of children. For instance, anxiety in children could be significantly predicted by the interaction between expert teaching style and emotional regulation. Also, Murphy, Theodore, Aloiso, Alric-Edwards and Hughes (2007) investigated the effects of group contingencies and some motivators to decrease children's misbehaviors. The results of the study

showed that misbehaviors could be reduced by the use of group contingencies with mystery reinforcers.

In Turkey, research about the dimension of planning and programming activities focused on various issues. For instance, the implementation methods of language activities by 175 teachers were examined by Gönen et al. (2010). According to the results, the teachers used conversation as a transition before language activity. Also, they asked children to order events and to talk about the main characters. Books, puppets and slide shows were also used by the teacher during language activities. In another study, Deretarla-Gül and Bal (2006) focused on the quality of preschool teachers' literacy activities and literacy materials in the classrooms. They found that the quality and quantity of literacy activities and materials in the classroom were influenced by the teachers' perspectives. Also, it was reported that due to large class size and small movement area, teachers were not able to give children an opportunity to plan an activity or to select the materials. Moreover, Zembat and Zülfikar (2006) investigated the methods used by preschool teachers while conducting conversation, story reading and storytelling activities. A hundred (100) preschool teachers were the participants and it was found that discussion, field trip, observation and experiment for conversation activities, and problem solving and field trip for story activities were used as teaching methods.

There was limited research in the literature in terms of *relationship and communication dimension*. However, Girard, Girolametto, Weitzman and Greenberg (2011) attempted to determine whether an in-service education program planned for teachers to enhance children's positive peer interaction would decrease the aggressive behavior of the child and increase the prosocial behaviors of young children during small group play. The teachers in the experimental group were trained about how they would support positive peer interaction. It was found that in the classrooms of teachers in the experimental group, children had more prosocial behaviors and the aggressive behaviors of boys decreased rather than that of the girls. Also, Downer, Sabol and Hamre (2010) emphasized the necessity of a good combination of effective instruction, warm relationship and verbal engagement for efficient teaching in preschool classrooms. In another study, the relation between

misbehaviors and the emotional abilities of young children was examined (Esturgó-Deu & Sala-Roca, 2010). It was found that there was no relation between disruptive behaviors and age whereas a relationship was reported between sex and emotional abilities. For example, girls were had less disruptive behavior than boys. In another study, in India, the nature of teacher-child relationships in early childhood classrooms was assessed from the perspectives of teachers and parents (Joshi, 2007). Sixty five (65) preschool teachers and 173 parents participated in the study. After data analysis, it was reported that according to the participant teachers; teacher-child interaction was not significantly influenced by, class size, teachers' experience, training and job satisfaction.

Most of the research related to classroom management in literature focused on the dimension of *behavior management*. Researchers have investigated various issues related to this dimension. For instance, Allen (2010), Jolivette and Steed (2010), Rambusch (2010), Trussell (2008), Bodrova and Leong (2008) reviewed the literature. They aimed to present information about the relationship between classroom management and bullying (Allen, 2010), to explain some classroom management strategies which were used to enhance children's social skills and decrease misbehaviors (Jolivette & Steed, 2010), to describe how self-control and mastery skills of children are developed in Montessori Method (Rambusch, 2010), to give information about clear descriptions and examples of classroom universals to prevent problem behaviors and to create a safe and effective classroom (Trussell, 2008) and to explain how kindergarten teachers enhance children's self-regulation skills (Bodrova & Leong, 2008).

Some researchers also focused on some special programs in their study. For instance, Carlson, Tired, Bender and Benson (2011) examined changes in preschool teachers' perceptions about classroom management strategies after training in the Incredible Years Teacher Classroom Management. Twenty-four teachers from the state of Michigan in the US participated in this study and it was found that teachers' perceptions about positive classroom management strategies (praise and incentives, proactive strategies and limit-setting strategies) were developed and use of these strategies increased after the training. In another study conducted in Florida in the

US by Hoffman, Hutchinson and Reiss (2009), the impact of training early childhood teachers in an emotional intelligence and classroom management program entitled Conscious Discipline was examined. Two hundred six (206) pre-kindergarten through 6th grade teachers for the survey and a hundred seventeen (117) teachers who attended the workshops were participants. According to the results, the untrained teachers were not aware of the social relationships and cultural principles such as eliminating external control and encouraging conflict resolution and, they were not satisfied with the climate of the school. However, teachers who completed the workshops and started using skills of Conscious Discipline developed a positive feeling toward school climate.

Some research was related with behavior management strategies. For example, thirty four (34) South Korean early childhood teachers' strategies for addressing behavior problems were explored by Kim and Stormont (2012). Findings showed that Korean teachers used punishment and reprimand much more than praise as behavior management strategies. Also, it was found that there was no association between Korean teachers' developmentally appropriate beliefs and actual practices. Another study related to behavior management strategies was conducted by Tillery, Varjas, Meyers and Collins (2010). Seven (7) kindergarten and 13 first-grade teachers were interviewed to explain the teachers' perspectives of and approaches to behavior management and intervention strategies in the Southeastern United States for their study. It was reported that the focus of participant teachers was generally individual student behavior rather than group behavior when describing behavior management strategies. Also, teachers had a perception that they influenced children's behavior development strongly and used positive intervention strategies.

There were also some studies focusing on classroom rules. For example, Brown (1975) reported that classroom rules were important for the children and teacher because when they were aware of what was expected of them they felt secure. Also, other study conducted by Hännikäinen (2005) included 29 five-to six-year old children, 3 teachers and a daycare nurse. In the study, it was reported that since preschool teachers knew the rules before children started to school, they created

appropriate conditions to formulate these rules with children at the beginning of the year. Then, they agreed about the rules and signed a contract together.

Some researchers studied on different topics. For example, the relationship among preschool teachers' behavior management, children's task orientation, and children's emergent literacy and language development was investigated by Dobbs-Oates, Kaderavek, Guo and Justice (2011). Three hundred ninety eight (398) children and sixty seven (67) teachers were observed and also teachers' reports were used to assess children's task orientation. Results showed that children's emergent literacy development was predicted by task orientation and behavior management. Also, the relationship among specific program, teacher, and child factors, and teachers' strategies for children's misbehaviors was investigated by Kim, Stormont and Espinosa (2009). Two hundred thirty six (236) preschool and child care centers teachers from South Korea participated in their study. They found that factors related to the program, teacher and child influences teachers' behavior management strategies. Also, it was reported that teachers' beliefs about DAP were associated with their self-reported behavior management strategies.

There were studies related to the dimension of behavior management in Turkey. For example, some of the researchers focused on classroom rules. Akar, Tantekin-Erden, Tor and Şahin (2010) reported in their research that preschool teachers established classroom rules with children in the first week of the semester. These rules included not talking without permission, waiting own turn, listening each other, not talking all together, sharing and cooperating. Furthermore, pre-service teachers' opinions about establishing and performing classroom rules were investigated by Güleç, Bağçeli and Onur (2008). Ninety pre-service teachers participated in the study and it was found that according to these teachers, classroom rules would be established in the first week of the academic year and presented verbally and nonverbally. Also, they emphasized that their rules would include asking permission before talking, keeping the classroom clean, telling the truth and not making noise.

There were some studies focusing on behavior management strategies in preschool classrooms. For example, Akgün, Yarar and Dinçer (2011) observed 6 preschool

teachers in Ankara in Turkey to determine their classroom management strategies during the activities. Findings showed that participant teachers generally used negative behavior management strategies such as ordering or threatening rather than positive strategies including scaffolding, encouraging and establishing physical contact. Also, Uysal, Akbaba-Altun and Akgün (2010) investigated the strategies used by preschool teachers when they encountered misbehavior in the classroom and, observed 2 teachers and 20 children. In their study, they found that teacher-centered strategies were usually used. Rules were established and decisions were made by teachers. Also, they rarely let children talk each other and move in the classroom.

2.5.2 Research related to DAP

Many researchers have examined DAP from different perspectives.

2.5.2.1 Research related to teachers' beliefs

Many researchers have investigated teachers' beliefs related to DAP. For example, Abu-Jaber, Al-Shawareb and Gheith (2010) investigated kindergarten teachers' beliefs in Jordan and found that the teachers believed that a developmentally appropriate and child-centered approach was more beneficial than a developmentally inappropriate and teacher-centered approach for children. Also, they emphasized that the primary focus of curriculum had to be the child. In another study, the effects of Korean preschool teachers' developmentally appropriate and/or inappropriate beliefs on their use of scaffolding were examined by Lee, Baik and Charlesworth (2006) and it was found that after teacher training about scaffolding the teachers who adopted DAP had higher scores on a scaffolding measure than teachers who used developmentally inappropriate practices. Another study in southeastern United States schools by Parker and Neuharth-Pritchett (2006) reported that the pressure of preparing children for the next grade level and the opportunities teachers have to make decisions about their instructional strategies affects their instructional choices. Teachers stressed that a child-centered approach and developmentally appropriate behaviors are more beneficial for all children but they have to select teacher-centered activities to prepare them for first grade. Moreover, teachers who have the professional freedom to choose their instructional strategies use DAP more

frequently. Lastly, Jambunathan (2005) described the beliefs of Asian Indian early childhood teachers concerning the importance of the use of DAP and found that they showed a tendency to use what Western teachers call inappropriate practices. However, it is important to recognize that since DAP is also based on the child's culture what is considered acceptable in one country may be inappropriate in another.

2.5.2.2 Research related to teachers' practices

Another topic on which researchers have focused is practices related to DAP. For instance, Hu (2012) explored the cultural relevance of DAP principles from the views of preschool teachers in Beijing and found that experiences and class type were related to teachers' developmentally appropriate activities. In another study, Jambunathan and Caulfield (2008) examined the use of DAP in Asian Indian early childhood classrooms and found that there was not an abundance of DAP in these classrooms. This could result from the child-teacher ratio (20/1), lack of materials, lack of child development knowledge and pressure from administrators to prepare the children for exams. Clarke-Stewart, Lee, Allhusen, Kim and McDowell (2006) made a comparison related to DAP between the USA and Korea. Findings showed that although DAP guided the preschool education in both countries, Asian values had an effect on education in Korea. Thus, in the USA, there was a lower child-teacher ratio, more personal involvement of teachers with each child, more opportunity for peer interaction, more various materials for large motor and sociodramatic play activities, support for development of more social skills, and fewer emotional and behavior problems. In Korea, teachers had more traditional attitudes toward educational implementations and they spent more time on skills and drills, presented more various materials for math and music activities, and the children had more self-reliance and sustained attention and a more harmonious classroom environment was observed. Chang, Austin and Piercy (2006) designed a qualitative study in which the participants were six children aged 36 to 60 months. According to the findings of the study, scaffolding was used to decrease the passive stress behaviors of children and to teach lessons unrelated to stress behaviors using high-DAP teachers. However, scaffolding was used to teach goals unrelated to stress behaviors while stress behaviors were ignored by low-DAP teachers. Moreover, high DAP teachers'

relationship with their students and the peer relations in the class were good. Miranda (2004) explored the implications of DAP for the preschool general music class. The findings revealed some practices consistent with DAP such as the engagement of teachers as co-learners, inclusion of children's requirements and needs, inclusion of play, consideration of needs, authentic assessment and respecting the parents' background. However, some practices were found to be inconsistent with DAP such as favoritism, lack of reaction to developmental needs, strict curricular decisions, and rare communication with parents. Another study designed by Maxwell, McWilliam, Hemmeter, Ault and Schuster (2001) and reported that grade and age predicted use of DAP whereas class size was not a predictor. The study showed that the use of DAP decreased in higher grades at the school. Hao (2000) stated in his study that while DAP ratings are significantly related to the teacher's use of reflection, the amount of supervised experience and content of early childhood teacher training, in fact, the strongest predictor is the teacher's use of reflective teaching.

2.5.2.3 Consistency between teachers' beliefs and practices

The consistency between teachers' beliefs and their developmentally appropriate practices was another topic which has been examined by many researchers. Rentzou & Sakellariou (2011) investigated Greek pre-service preschool teachers' self-reported beliefs and practices related to DAP and stated that the teachers' beliefs were more developmentally appropriate their practices in the classroom. Similarly, Hegde and Cassidy (2009) assessed preschool teachers' beliefs, self-reported practices and actual practices about DAP in India. They reported that teachers' self-reported practices and actual practices were less consistent with DAP than their beliefs. McMullen et al. (2006) compared 57 preschool teachers' self-reported beliefs and their documentable practices and indicated that teachers' self-reported activities were more developmentally appropriate for child-choice/play time, emergent literacy and language development activities. However, teachers held more traditional beliefs in relation consistent routines, organized classrooms, and preplanned curriculum.

2.5.2.4 Other research related to DAP

The effects of DAP on children's achievement was another topic which that has been explored by researchers. For instance, a study exploring the classroom characteristics of DAP on children's academic achievement in Grades 1-3 by Van Horn and Ramey (2003) showed that no systematic effects of DAP were found in the achievement test scores or in the receptive language at these grades. However, Marcon (2002) examined the influence of child-initiated, academically-directed and middle-of-the road preschools on later school success. According to the results, after the 6th year in formal school, children who had attended child-initiated and DAP preschools achieved significantly higher grades than children who had academically directed preschool experience. However, a study (Huffman & Speer, 2000) which explored the impact of DAP on the academic achievement of preschool and first grade children attending urban schools found that DAP increased the children's achievement. In particular, enhanced achievement of children in letter/word identification and applied problems was observed in developmentally appropriate classrooms. McMullen (1999) addressed the issue of the characteristics and beliefs of teachers who had best practices in early childhood education. She reported that there was a significant relationship between teachers' high personal teaching efficacy and internal locus of control, and high developmentally appropriate beliefs and practices. Also, teachers who had an academic background in early childhood education or child development, or had teaching experience in a preschool presented more developmentally appropriate actual classroom practices than teachers who had an academic background in elementary school but no experience in preschools.

2.5.2.5 Research related to DAP in Turkey

In Turkey, only a few studies have been directly related to DAP. In a study conducted by Göl-Güven in 2009, it was reported that there was a need for the Turkish preschool program to be more child-centered. Although private schools were better at daily routines, teacher-family interaction, and activities related to personal needs, both public and private preschools had inadequacies related to the physical class arrangements, authoritarian teacher-child interactions, class size and structured

activities. Moreover, McMullen et al. (2005) explored the self-reported beliefs and practices of teachers and caregivers of 3 to 5-year old children in the USA, China, Taiwan, Korea, and Turkey related to the NAEYC policy statement for DAP. Integrating the curriculum, enhancing social-emotional development, providing hands-on activities and materials, and giving play/choice in the curriculum were similar points in all the reports. The study also stated that DAP had an influence on early childhood education beyond the borders of the USA. In another study conducted by Erdiller and McMullen (2003), the self-reported beliefs of Turkish in-service early childhood education teachers were examined to understand their beliefs about appropriate early childhood practices. According to results, Turkish teachers beliefs seemed to be near to the DAP end of the continuum if it was considered that there was a continuum from developmentally appropriate practices to developmentally inappropriate practice, and the basic aspects of DAP were being active, hands-on learning, dramatic play and activities specifically related to children's needs and interests. However, there are barriers to complete implementation such as physical conditions of the classrooms and available resources, lack of a partnership between teacher and family, and the low status of teachers in Turkey.

2.6 Summary

In this chapter, classroom management was defined as actions for successful instruction which include the arrangement of the physical environment, establishment of rules and procedures, and sustaining children's engagement in activities (Brophy, 1999). Also, DAP is defined as "applying child development knowledge in making thoughtful and appropriate decisions about early childhood program practices" (Gestwicki, 2011, p. 8) and "that best practice is based on knowledge – not on assumptions – of how children learn and develop" (Copple and Bredekamp, 2009, p. xii). In relation to aim of the study, the concepts of classroom management and DAP were combined based on related literature (Copple & Bredekamp, 2009; Gestwicki, 2011; Harms, Clifford & Cryer, 2005; Morrison, 2011).

There have been very limited studies related to developmentally appropriate classroom management in the Turkish context in particular; research related to preschool teachers' beliefs and practices about this issue is very limited. Therefore, based on the literature as discussed above, the purpose of this study was to describe to what extent a small group of preschool teachers in Turkey had developmentally appropriate beliefs and practices related to the four dimensions of classroom management.

CHAPTER III

METHODOLOGY

In this chapter, the overall research design, context, data collection tools and procedure, data analysis methods, trustworthiness and limitations of the study are presented.

3.1 Purpose and research questions

The purpose of this study was to describe the extent to which a small group of preschool teachers in Turkey had developmentally appropriate beliefs and practices related to the following four dimensions of classroom management; (1) organizing physical environment of the classroom, (2) managing planning and programming of activities, (3) managing relations and communication and (4) managing children's behaviors in the classroom. In keeping with its purpose this study attempted to respond to these five research questions:

1. What are preschool teachers' beliefs in relation to the four dimensions of classroom management?
2. What are preschool teachers' self-reported practices in relation to the four dimensions of classroom management?
3. What are preschool teachers' actual practices in relation to the four dimensions of classroom management?
4. In what ways are preschool teachers' beliefs consistent with their practices in relation to the four dimensions of classroom management?
5. What are the reasons for chosen classroom practices of preschool teachers?

3.2 Research design

An ethnographic case study was conducted to describe the preschool teachers' developmentally appropriate and inappropriate beliefs and practices related to dimensions of classroom management in Turkey. This study is ethnographic because it has several characteristics that are common to that type of research. First, it

describes the beliefs, practices and behaviors of a group of people (LeCompte & Goetz, 1982). Second the data is gathered in the natural setting of the participants (Creswell, 2007; Have, 2004; LeCompte & Goetz, 1982; LeCompte & Schensul, 1999; Tedlock, 2008). The participants in the current study were observed in their classrooms without manipulation or intervention as described by Whitehead (2005) and the researcher was in an open-ended emergent learning process rather than a strictly controlled experiment. Moreover, the researcher was a nonparticipant observer with the aim of maintaining the natural settings of the participants and minimizing influence on the participants' behaviors. Other ethnographic characteristics include use of multiple data collection strategies such as interview, observation and document review, (Eisenhart, 1988; LeCompte & Goetz, 1982; Yıldırım & Şimşek, 2005) presenting a rich and thick description of the data to provide the readers with understanding of the extent to which their situations match the context of the research and transferring the findings to themselves (Merriam, 2009).

A case study was also conducted to describe four preschool teachers' classroom management practices over a semester. This was an appropriate approach for this study because it provided the researcher with in-depth understanding and compared several cases through observations, interviews, documents and audiovisual materials (Creswell, 2007).

3.3 Context of the study

This study describes four preschool teachers' developmentally appropriate and inappropriate beliefs and practices related to four dimensions of classroom management as they were observed and studied in Turkish classrooms. The detailed context of the study is given below:

3.3.1 Turkish early childhood education context

3.3.1.1 Early childhood education system

Since this study focused on Turkish preschool teachers' beliefs and practices, a description of Turkish Early Childhood Education System and the preschool teachers' basic characteristics is necessary to make the study more meaningful. In

Turkey the aim of preschool education is to enhance the physical, cognitive and emotional development of children, support the acquisition of good habits, prepare children for primary education, ensure equity between all children and support the proper and correct use of the Turkish language (Ministry of National Education, 2006).

Compulsory preschool education was extended to 71 cities during 2011- 2012 school year thus the enrollment rates of young children increased from 43.1% to 44% in this period. Additionally, through an amendment to the Turkish Education Law in April 2012 compulsory education was extended from 8 years to 12 years and a 4+4+4 year system was introduced instead of 8+4 in schools. Although compulsory preschool education was prioritized in Turkey, this national goal was renounced through these extensions (European Commission, 2012).

In Turkey early childhood education includes children aged from 3 to 5.5 years (36-66 months). It is provided in public or private kindergartens, application classrooms or nursery classes under the supervision of Turkish Ministry of National Education as a whole or half-day (Ministry of National Education, 2012a). Table 3.1 shows the number of public and private kindergartens, nursery classes and, number of students and teachers in these institutions in educational year 2011-12 (Ministry of National Education, 2012b).

Table 3.1 Number of Preschool Institutions, Students and Teachers

Type of school	Number of school/ institution	Number of students	Number of teachers
Public kindergarten	1 699	208 597	9 591
Public nursery class	23 373	842 633	30 737
Private kindergarten	1 247	47 781	51 210
Private nursery class	605	21 970	2 210

Many teachers in preschool classrooms have had a four-year education in the departments of early childhood education, or the child development and education of departments in universities. The four-year process includes theoretical and practical courses related to child development, curriculum-instruction and some teaching skills. For appointment to public schools; after graduation, based on the results of the

national public personnel selection exam (Kamu Personeli Seçme Sınavı-KPSS) teachers are selected. Private schools define their own criteria for the selection and appointment teachers.

3.3.1.2 Early childhood education program

The Turkish early childhood education program was initiated in 2002 then; it was revised in 2006 after being implemented for four years. There were changes to the Turkish early childhood program in 2012 and a pilot implementation has begun in some regions of Turkey. However, the participant schools in present study have not been included in the pilot program and consequently they were using the earlier 2006 program during the study. A summary of the main points of the 2006 program were: (1) appropriate for 36-72 month old children, (2) child centered instruction is organized by specific instructional goals and objectives, (3) instructional tasks are flexible, (4) creativity and parent involvement are encouraged, and (5) evaluation is multi-dimensional (Ministry of National Education, 2006). Thus, it can be seen that the characteristics of Turkish early childhood education program are in accord with to the DAP.

3.3.2 Participants and setting of the study

3.3.2.1 Participant schools

The study was conducted in two private and one public preschool in Ankara, Turkey. One of the private schools was located in Keçiören, the other private and public schools were in Gölbaşı. The selection of these schools was based on a convenience sampling strategy since there was sufficient time to understand beliefs and practice of teachers related to the 4 dimensions of classroom management (Merriam, 2009). The characteristics of schools are given below:

School 1 is a private school constructed in the Gölbaşı district of Ankara in 2008 and located in a four-storey school building on a large campus. Each of the 6 classrooms has two separate sides for cognitive-academic activities and play. There are also several learning areas in the school including; computer lab, science area, library, art area, drama area, music and dance area, physical education area, kitchen for activities, winter garden, playground and terrace. There is a cafeteria in the basement

where the children can have breakfast, lunch and a snack. There are two teachers present in each classroom, the average class size is 18 and there are approximately 108 children in the school. It is a whole-day school operating between 08:00 am and 04:50 pm.

School 2 is a private school located in the Keçiören, an inner district of Ankara, in 2011. There are different learning areas in the four-storey school building including art, creative activities, science, play and physical activity classrooms. Children of varied age groups rotate routinely through these learning centers. Also, there is a garden containing play materials. There is a cafeteria in the basement where all children have breakfast, lunch and a snack. There is one teacher in each classroom. There are approximately 50 children in the school and the average class size is 18. It is a whole-day school operating between 09:00 am and 05:00 pm and half-day school operating between 09:00 am and 12:30 pm or 01:30 pm and 05:00 pm.

School 3 is a public school in the Gölbaşı district of Ankara constructed in 1987. The preschool area consists of 2 classrooms, a kitchen, toilets, wash rooms and a hall in the elementary school building. However, there is no separate play area for the preschool children and they use the same outdoor area as the older children. All learning areas are in each classroom. There is no cafeteria and children have lunch in the classroom. There is one teacher in each class with an average class size of 28 students who are part of a student population of approximately 120 children. It is a half-day school operating in two shifts between 08:30 am and 12:00 pm or 01:00 pm and 04:30 pm.

3.3.2.2 Participant teachers

A convenience sampling strategy was used to select participants of the study in order to describe their experience and perspectives. This strategy was used because participants were selected based on certain criteria and their availability (Merriam, 2009). The selection criteria consisted of; (a) voluntary teacher participation and consent (b) a bachelor's degree in early childhood education; (c) employment in Ankara preschools under the supervision of Ministry of National Education. For the purpose of this study, it was important to reflect the variation of schools in Turkey so

two participants worked in public schools and two from private preschools. Finally, the participants would need to give permission for the researcher to video record observation sessions in the classroom.

The four participants of the study fulfilled the criteria. The teachers’ experience was between 7 and 12 years, they taught children ages 5 and 6. Two of the teachers had completed a course related to classroom management in their undergraduate program and only one of the participant teachers was aware of the existence and meaning of DAP. Table 3.2 summarizes the demographic information of the participant teachers.

Table 3.2 Demographic Information of Participant Teachers

	Graduation	Age	Teaching experience	Age group taught	Pop. of classrooms	School type	Course related to CM	DAP knowledge
T1	Faculty of Education Dep. of Preschool Educ.	29	8 years	5.5	19	Private	No	No
T2	Faculty of Education Dep. of Preschool Educ.	29	7 years	5-5.5	18	Private	Yes	No
T3	Faculty of Vocational Educ. Dep. of Preschool Educ.	35	12 years	5-6	29	Public	No	No
T4	Faculty of Education Dep. of Preschool Educ.	32	8 years	5-5.5	27	Public	Yes	Yes

(CM: Classroom management)

3.4 Data collection tools

The data for this study was collected through a demographic information protocol, interviews (pre-interview and video-stimulated recall interview), classroom observations, and document review. Table 3.3 summarizes the data collection techniques that were used to respond to the specific research questions and the following section presents the major data sources of the study.

Table 3.3 Data Sources for Research Questions

Research questions concerning the 4 dimensions of classroom management	Data collection techniques
What are preschool teachers' beliefs in relation to the dimensions?	-Pre-interview
What are preschool teachers' self-reported practices in relation to 4 dimensions?	-Pre-interview
What are preschool teachers' actual practices in relation to 4 dimensions?	-Classroom observation -Document review
How are preschool teachers' beliefs consistent with their practices in relation to 4 dimensions?	-Pre-interview -Classroom observation -Document review
What are the reasons for practices of preschool teachers in relation to 4 dimensions?	-Video stimulated recall interview

3.4.1 Demographic information form

At the beginning of the study, the researcher asked each teacher to answer seven structured questions (given below) in order to elicit important demographic information from the participants:

1. How old are you?
2. How long have you been teaching?
3. Which educational institution and department did you graduate from?
4. Do you work in a public or private school?
5. Which age group do you teach in the school?
6. What is the number of children in your classroom?
7. Have you attended a course or seminar related to classroom management?

3.4.2 Pre-interview

A semi-structured interview protocol created by the researcher was used to describe preschool teachers' beliefs in relation to developmentally appropriate classroom management practices in public and private preschools in Turkey. In a semi-structured interview, the researcher can gain an idea about the general flow of the interview but questions are not strictly predetermined (Nunan, 1992). Thus,

interaction between the researcher and the participants was rich in content in keeping with the aim of ethnographic case studies (Hill, 1991).

The first draft of the interview protocol was based on a literature review and contained 21 questions. After obtaining the opinions of two experts in Early Childhood Education and Qualitative Research, several items in the protocol were modified or combined. For example, the questions “*What type of physical environment should there be in the classroom?*” and “*What types of materials should be used in preschool classrooms?*” were combined and written as “*How should a preschool teacher organize the physical environment of the classroom?*” Then, sub-questions were added to increase the clarity for the reader.

The final interview protocol contained 5 main and 11 sub-questions. The 5 main questions were used to elicit specific information concerning teachers’ beliefs about (a) the organization of the physical environment, (b) planning and programming instructional activities, (c) management of relations and communication and (d) behavior management in the classroom. The protocol was piloted with three preschool teachers from different schools in Ankara. The opinions of two experts in Early Childhood Education and Qualitative Research were requested to review this interview protocol again. After the experts’ approval, the protocol was used as one of the data collection tools in this study (Appendix A).

3.4.3 Observation

Observation was chosen for this study since it provides the opportunity of following natural process and revealing complex interactions in natural settings (Marshall & Rossman, 2006). The researcher was a nonparticipant observer in the study. It was important to record what actually happens in the natural setting of the classroom, therefore, the observer did not manipulate, intervene or attempt to control classroom settings or the activities of the teachers (Fraenkel & Wallen, 2006).

The researcher developed observation protocol in this study which was to determine which of the preschool teachers’ classroom management practices were developmentally appropriate. The first draft of the form was created based on a literature review (Copple & Bredekamp, 2009; Gestwicki, 2011; Harms, Clifford &

Cryer, 2005; Morrison, 2011; NAEYC, 2011). After the opinions of two experts in Early Childhood Education and, Qualitative Research and Observation were obtained, certain items of the protocol were modified or rearranged. For example, behavior management included; *strategies to redirect misbehavior and to solve conflicts and appropriateness of consequences for misbehavior* as sub-dimensions in the draft form. However, in final form, these items were placed under the heading of *discipline*. Also, *setting limits, empowering children, coaching children to solve their conflicts, focusing on positive behavior, exemplifying pro-social behaviors and giving consistent reactions to children's behavior* were specifically focused on the strategies used to prevent or decrease misbehaviors in the classroom.

In order to increase the content validity of the observation form, the opinions of three experts in early childhood education, DAP and qualitative research was asked to review the protocol. This process was followed by conducting two pilot observations and obtaining the opinions about the form from preschool teachers who were not participants in the study.

The final observation form (Appendix B) consisted of the following four dimensions of classroom management; (a) physical environment, (b) planning and programming activities, (c) relationship and communication, and (d) behavior management. As shown below each dimension had sub-dimensions to allow the observers to more easily observe the classroom activity and correlate their observations to main dimensions:

- 1) Physical environment
 - a) Indoor space
 - b) Furniture
 - c) Learning centers/areas
 - d) Child-related displays
- 2) Planning and programming activities
 - a) Daily schedule
 - b) Teaching methods
- 3) Relationship and communication

- a) Supervision of children
 - b) Teacher-child interaction
 - c) Interactions among children
- 4) Behavior management
- a) Rules
 - b) Discipline
 - c) Other strategies

Appendix C shows the variables that were included in all the sub-dimensions and explains the items on which the observers specifically focused during observation period.

3.4.3.1 Training on observation protocol

In this study there was a second observer to confirm the observation data (Adami & Kiger, 2005). He had a bachelor's degree from early childhood education program and master's degree in the field of child development and education. He taught for four years in preschool education and was a PhD candidate in the field of early childhood education.

The second observer was trained by the researcher in the use of the observation protocol over a two day induction using data from the pilot observation. There were four stages of the training. In stage 1, the researcher explained the variables in detail and gave specific related examples in the morning of first day. In stage 2, in the afternoon of the first day the observer and the researcher watched video-recording of a classroom, took field notes separately and individually labeled the variables as present (yes), some (some) or absent (no). Every 5 minutes, the researcher paused the recording then the observer and researcher discussed their labels and field notes in accordance to each dimension (e.g. physical environment, etc.). In stage 3, the researcher and observer visited a preschool classroom, observed the instruction and naturalistic setting in the classroom, took field notes and labeled whether the variables were present or absent until lunch break on the second day. During the school lunch break they talked about the observation and discussed the variables, their field notes and then labels. In the afternoon for stage 4, they continued the

observation on completion they shared their notes and labels. Then, they discussed the differences until they reached an agreement. One example of the agreement process concerned *providing specific feedback*. The second observer noted feedback used by the teacher such as “*Well done!*” “*Good job!*” or “*Very nice!*” However, the important point related to this item was that the observers should focus on specific feedback. This means that the teacher should be clearer and specific when giving feedback such as, “*The flowers and leaves were drawn proportionally.*”

3.4.4 Video-stimulated recall interview

The video-stimulated recall interview is a technique that has been extensively chosen for educational research (Lyle, 2003). It contains an introspection procedure, in which the teachers’ routine activities in the classroom are videotaped by the researcher. The video-taped activity is replayed and so that teachers can be prompted to describe what was happening in the classroom during the observation and explain their perspectives about their practices at that time (Lyle, 2003; McMeniman, Cumming, Wilson, Stevenson & Sim, 2000; Nunan, 1992). One advantage of the video-stimulated recall interview is that the researcher can make a naturalistic observation of an activity with minimal intervention (Lyle, 2003). Also, it gives the teacher the opportunity to describe their own classroom practice and to make their implicit beliefs clear (McMeniman, Cumming, Wilson, Stevenson & Sim, 2000), and to explain the relationship between those beliefs and practices (Parsons, Graham & Honess, 1983). Another advantage of this technique can be that teachers can become more consciously aware of their practices. Schön (1990) reported that people who could ride a bicycle were asked how they kept their balance while the bicycle started to go to left. Some of them stated that they turned the wheel to their right. Keeping the balance in this way seems impossible but some implicit abilities direct them to correct action as different from their knowledge and prevent them from falling (Schön, 1990). In a similar way, some abilities or reflexes are reflected teachers’ actions. However, the knowledge underlying their actions is important rather than some reflexes or abilities. The video stimulus may help them connect their knowledge with their actions.

For this study, 3 video stimulated recall interviews were conducted. The video records of the teachers, the researcher's notes related to documents and observation notes of the two observers were used as the stimuli to elicit the teachers' thoughts and perspectives which formed their decision making processes and practices in the classroom. The teacher and the researcher watched selected parts of the recordings together to remember what actually happened in the classroom. The following open-ended questions formed the basis of the questions which were used during video stimulated interviews related to the scene:

1. Can you describe your decision-making process about:
 - a. How did you organize the physical environment for preschool children? Why did you do it this way?
 - b. How did you plan and program the activities for preschool children? Why did you do it this way?
 - c. How did you build a relationship and established communication with preschool children? Why did you do it this way?
 - d. How did you manage behaviors of preschool children? Why did you do it this way?
2. What were your goals for the child/children?

Although a standard set of open-ended questions was used in the meeting with each teacher, when appropriate the researcher asked additional questions to understand individual classroom management context of each teacher. For example, three of the four teachers had a teacher's desk in the classroom therefore, the researcher asked following questions to clarify their aim: *"Why is there a teacher's desk in your classroom? What were your goals for the children while including it into your classrooms?"* In relation to planning and programming for preschool children, T₂ the conversation was as follows; (October 16, Video 1, 01:00) *"You decided in the classroom what you would do in art time. Why did you do this? What were your goals for the children?"* Also, T₁ let children converse each other during all activities and the researcher asked *"Why do you let children talk with each other during*

activities? What were your goals for the children?” Lastly, in one of the activities, two children talked with each other a lot, and T₃ warned them not to talk and asked them to focus on their activities but they continued talking. Then, she told them to take time-out in order for the children to think about their behaviors. Therefore, the researcher asked *“Why did you give time-out to these children? What were your goals for the children?”* (October 18, Video 1, 23:47)

3.4.5 Document review

The teachers’ activity books, activity plans and daily schedules, work samples and all the documents related to their practices in classroom were reviewed. These documents provided the researcher with information about elements that she could not observe (Patton, 2002). The researcher obtained the teachers’ daily schedules at the beginning of the study and the observation sessions were planned accordingly. She obtained the teachers’ daily activity plan at the end of the observation day. Moreover, work samples and photos related to teachers’ practices were selected randomly during observation sessions. The researcher took notes about the documents that she collected.

3.5 Data collection procedure

First, the researcher submitted an application to the Research Center for Applied Ethics and the Ministry of National Education for permission to carry out the research. Following the approval, the interview questions and observation protocol were piloted. After the final versions of these documents were prepared, the researcher organized a meeting with teachers and school administrators to explain the details of the study. Finally, the researcher met with the four selected volunteer teachers and asked them to sign the consent form.

Pre-interviews were conducted in one-to-one setting in an appropriate place in the schools. They were audio recorded to ensure that all the information was obtained and to reduce the time that would be taken to handwrite the teachers’ responses in the interview (Yıldırım & Şimşek, 2005). This rationale behind using audio recording was explained to the teachers however, if a teacher did not agree to audio recording, the researcher stated that she would handwrite their responses to the interview

questions. All teachers agreed to the audio recording and the interviews lasted from 26 to 48 minutes.

The times of the observation sessions were agreed by the researcher and teacher. The researcher spent a half-day in the classroom before the observation sessions. Teachers were observed on different days and different activities in the morning (8am-11:30am) or afternoon (13:30pm-17:00pm) for each session. However, since the public school provided half-day education, the public school teachers were observed between 8:30-12:00 or 13:00-16:30. The observation sessions were videotaped and the researcher was present in the classroom as a non-participant observer.

For the observation process, in the first session the researcher and the second observer were in the classroom only to observe the physical environment because lighting, temperature, hygiene and noise regulation could not be understood from a video recording. Then, for other sessions the researcher alone video recorded the teacher and students. The researcher and the second observer independently watched each session and recorded field notes on the observation protocol. Then, they discussed their field notes and labels, and inter-rater reliability was calculated.

The duration of the observations was between 670 and 720 minutes. At intervals of approximately 240 minutes, a video stimulated recall interview was conducted. The location of the meetings for recall interviews were chosen by the teachers in the school or outside. The researcher interviewed them in their schools or her university. The durations of video stimulated recall interviews varied from 45 to 65 minutes.

Table 3.4 Data Collection Schedule

Oct 1-7 Pilot pre-interviews/Pilot observations/Observer training						
		Monday	Tuesday	Wednesday	Thursday	Friday
Oct 8-12	Morning		In T ₄ 's classroom	T ₄ Obs 1	Pre-int T₁	In T ₂ 's classroom
	Afternoon	In T ₁ 's classroom	T ₁ Obs 1	In T ₃ 's classroom	T ₃ Obs 1	Pre-Int. T₂
Oct 15-19	Morning		T ₄ Obs 2		T ₁ Obs 3	T ₂ Obs 1
	Afternoon		T ₁ Obs 2	Pre-Int T₃/ T₄	T ₃ Obs 2	
Oct 22-26 Holiday						
Oct 29	Morning		T ₂ Obs 2		T ₁ Obs 4	T ₄ Obs 3
	Afternoon	<u>T₁-Recall Interview 1</u>		<u>T₃-Recall Interview 1</u>	<u>T₄-Recall Interview 1</u>	T ₃ Obs 3
Nov 2	Morning				T ₄ Obs 4	T ₂ Obs 3
	Afternoon		T ₁ Obs 5			<u>T₂-Recall Interview 1</u>
Nov 5-9	Morning		T ₄ Obs 5		T ₁ Obs 7	T ₂ Obs 4
	Afternoon		T ₁ Obs 6		<u>T₄-Recall Interview 2</u>	
Nov 12-16	Morning					T ₂ Obs 5
	Afternoon		<u>T₁-Recall Interview 2</u>		T ₃ Obs 4	<u>T₂-Recall Interview 2</u>
Nov 19-23	Morning				T ₄ Obs 6	
	Afternoon				<u>T₃-Recall Interview 2</u>	
Nov 26-30	Morning					
	Afternoon					
Dec 3-7	Morning					
	Afternoon		T ₁ Obs 8	T ₃ Obs 5	T ₂ Obs 6	
Dec 10-14					<u>T₁-Recall Interview 3</u>	<u>T₄-Recall Interview 3</u>
Dec 17-21				<u>T₃-Recall Interview 3</u>		<u>T₂-Recall Interview 3</u>

(T₁: Teacher 1, T₂: Teacher 2, T₃: Teacher 3, T₄: Teacher 4)

3.6 Data analysis

The researcher transcribed the recordings of pre-interview sessions. Then, the researcher and second coder read the transcripts of the interviews several times to obtain the whole picture of the meetings. The qualitative data analysis process included making word lists and finding key words in context, word repetitions and, similarities and differences (Bernard & Ryan, 2010; Ryan & Bernard, 2003). As Bernard and Ryan (2010) explained in order to understand what people were saying, the words they used should be examined thus the researcher and the second coder created word lists. For example, T₄ used words such as; *behaviors, deprivation, rewards, punishment, time out and threatening* as discipline strategies in her classroom. In relation to each dimension, the researcher and second coder

searched for unique words, listed them and also searched for word repetitions in data. Moreover, they focused on key words in context. For instance, responses of T₁ usually included a *motivation* term. Therefore, coders focused on how the teacher used this word and noted the sentences that included it (Bernard & Ryan, 2010). Lastly, the researcher and second coder kept in mind questions such as: “What is the meaning of this sentence?” and “How is it similar or different from the preceding or following statements?” (Bernard & Ryan, 2010, p.58). In this way they tried to discover similarities and differences in units of data. Then, the coders listed the determined codes and discussed differences until agreement was reached.

After examining all the thematic codes, the coders determined four main themes of the data which were important to explain the data and parallel with dimensions of classroom management given in interview protocol and observation form:

1. Physical environment.
2. Planning and programming activities.
3. Relationship and communication.
4. Behavior management.

Based on the themes, the researcher selected relevant direct quotes from the participants to give further detail and support. The researcher and second coder reached more than a 94% agreement in assigning codes. They referred to the literature and observation form when they disagreed. For instance, second observer stated that *daily outdoor activities* should be placed under the sub-theme of the *general characteristics of planning and programming activities*. However, in the literature and the focus of the observation form, *daily outdoor activities* were included in the sub-theme of *daily schedule*. Therefore, it was noted as a code related to the daily schedule. However, the coders were not able to agree about some codes (2% of total data) and these are not reported in this study.

Similarly, the researcher and second coder separately coded the observations, last interviews, document review data and they discussed the emerging codes. After the stages of coding and agreement, they tried to determine main themes of the data.

Then, the researcher compared the findings obtained from the pre-interview, observation notes, and documentation review with each other in order to reveal the teachers' developmentally appropriate and inappropriate classroom management practices; the basis of these practices; and discover whether there was a consistency between the preschool teachers' beliefs and practices related to the dimensions of classroom management.

Lastly, the researcher prepared the transcripts from the recordings of the video stimulated recall interviews. After the researcher and second coder read the transcripts of the interviews several times, they started to code the data separately. They listed words and found key-words-in context, word repetitions and, similarities and differences. Then, all the codes were listed and the coders discussed and tried to reach agreement about differing codes.

3.7 The researcher's role

A researcher's beliefs and experience may be a validity threat in a qualitative study (Miles & Huberman, 1994) but it is not possible to remove them. It is important to understand how the process and findings of the study are influenced by the researcher's values and expectations (Maxwell, 2005). Therefore, it is necessary to explain the role of the researcher in the current study.

The data of the study was gathered from two public and two private preschool teachers in Ankara. The researcher's relationship with participants varied from teacher to teacher. She had a close relationship with two teachers; one from the public school and the other from one of the private schools. One participant was the researcher's relative and another was a personal friend (7 years). They were willing to participate in the study and were comfortable in providing detailed data. The other two teachers were unknown to the researcher. However, since they believed that academic research should be supported by preschool teachers, they were willing to participate in the study. Despite being known or unknown to the researcher all the teachers were anxious about the videos and asked who would have access to them. The researcher assured them that all data, including video tapes, would only be used for the purpose of the study and not shared with individuals beyond the study. Also,

teachers were introduced to the second observer at the beginning of the observation sessions.

In order to reassure the participants during data collection period, the researcher explained that pseudonyms would be used. When teachers inquired if their responses were correct or appropriate, the researcher assured them that there were no right or wrong answers and that their responses would not be judged. The researcher emphasized that verbal statements would be analyzed to understand how their beliefs can affect their practices. Also, she said that there were no certain or correct responses to the questions. Another concern was whether their explanations were sufficient and if the researcher would understand their responses. Therefore, before asking new questions, the researcher tried to summarize what she understood from their responses and the teachers usually confirmed that her summary was accurate. However, sometimes the researcher needed to ask more questions to clarify a response that she could not understand.

The researcher was a non-participant observer in the classroom. Each teacher introduced the researcher to the children as the teacher of older students and explained that she wanted to observe what was happening in preschool classrooms and explain this in her university. In the first week, some children asked the researcher who she was and she repeated the teacher's explanation. The researcher went to the classrooms before the observation session and took her camera. She explained that she would use it to record them since she could not remember all the events in their classrooms.

The researcher had experience of early childhood education and had been a preschool teacher for two years. Therefore, she was able to be more in tune with the teachers' behavior but she attempted to avoid subjective interpretations.

3.8 Trustworthiness

3.8.1 Validity

The term 'validity' is traditionally thought to be related to quantitative research. However, it is also used for qualitative research that is plausible, credible, trustworthy and therefore, defensible (Johnson, 1997). There are strategies to

promote the validity of qualitative research stated by Creswell and Miller (2000), Johnson (1997) and Krefting (1991) some of which were used in this study.

Researcher bias. In qualitative research, the researcher should examine her biases and past experience related to the topic (Creswell, 2007). By raising her awareness of these elements the researcher can control their impact on the research (such as, data collection, interpretation and analysis) (Johnson, 1997). Krefting (1991) emphasizes the importance of this strategy and since the researcher is also a participant in a dynamic research process, they must examine themselves in this context. Therefore, the researcher's views related to topic are explained below.

The researcher was a preschool teacher for two years and believes that classroom management is a complex and problematic issue for most of teachers because it is multidimensional. While attempting to manage children's behaviors teachers also have to consider the organization of the physical environment, planning and programming instructional activities, and establishing and maintaining relationships among teacher and children. All the practices related to these dimensions are interrelated and deficiencies in one dimension can influence the others and the whole classroom management process. Furthermore, teaching young children may require different classroom management skills because the needs and characteristics of preschool children differ from those of older students. The researcher considers that classroom management practices based on the research about child development and learning may be effective for young children. Therefore, applying DAP and developmentally appropriate classroom management are important in preschool classrooms.

The teacher is the key to managing the classroom in a developmentally appropriate way because all the practices in a classroom are influenced by her beliefs, perspectives and experience. The researcher believes that preschool teachers' beliefs and practices are not usually parallel although consistency between what they think and what they do should be considered to understand and to improve their classroom implementations.

Since the data collection and analysis processes might influence the researcher's beliefs and views related to classroom management and DAP, she tried to enhance trustworthiness of the study through several strategies including the triangulation of data collection methods and investigators, and peer examination.

Prolonged engagement. The researcher spent half a day in the classrooms before the interview and observation periods to build trust with the teacher and to understand the school and classroom culture (Creswell & Miller, 2000; Lincoln & Guba, 1985).

Triangulation of data collection methods. Multiple data collection tools such as interviews, observation and document review were used to understand the beliefs and practice of teachers in this study. The researcher interviewed the preschool teachers and then checked the observations and other documents about what the teacher had said (Merriam, 2009). A combination of more methods provided the researcher with more evidence (Johnson, 1997).

Investigator triangulation. There were two observers in the study so crosschecking of observation data was provided (Johnson, 1997; Krefting, 1991).

Low inference descriptors. While reporting the data, the researcher used verbatim to increase the credibility of data analysis. Also, verbatim gives the reader the opportunity of experiencing for themselves the viewpoint of the teacher (Johnson, 1997).

Participant feedback (Member-checking). The researcher shared her transcriptions and interpretations related to the participants' views with the participants. She did this to prevent misunderstandings or omission of data and ensure that the teachers' views were accurately transformed into the data (Johnson, 1997; Krefting, 1991).

Peer examination (peer review). The researcher discussed the research process and findings with her colleagues who had experience in early childhood education and qualitative studies. This gave the researcher the opportunity of receiving a critical assessment of her interpretations and allowed her to become aware of the need to collect additional data when necessary (Johnson, 1997; Krefting, 1991).

3.8.2 Reliability

The focus for the establishment of reliability of the study was on inter-coder agreement (Creswell, 2007). There was a second coder who was also the second observer.

The second coder had a well-established knowledge of DAP and the dimensions of classroom management. Also, the researcher gave him detailed information about the topic. The researcher and second coder first analyzed and coded the data separately. Then, they discussed themes, and different and missing codes. Finally they tried to reach an agreement about these items.

3.9 Limitations of the study

While interpreting the findings, the limitations in this study were considered. The first limitation was that only four early childhood teachers were interviewed and observed. Another limitation is that these teachers were university graduates however, there are early childhood teachers who graduated from vocational high schools and vocational schools but they were not included in the study. Since the educational background and gender of the teachers may influence the interpretations related to the findings. The third limitation was that there were no newly graduated or experienced participants in this study. The final limitation was that the study was only conducted in Ankara schools and three of the participants worked in same district (Gölbaşı).

CHAPTER IV

FINDINGS

The purpose of this study was to describe to what extent a small group of preschool teachers in Turkey had developmentally appropriate beliefs and practices related to the following four dimensions of classroom management (1) organizing the physical environment of the classroom, (2) managing planning and programming activities, (3) managing relations and communication and (4) managing children's behaviors in the classroom. In keeping with the purpose, this study attempted to answer these five research questions:

1. What are preschool teachers' beliefs in relation to the four dimensions of classroom management?
2. What are preschool teachers' self-reported practices in relation to the four dimensions of classroom management?
3. What are preschool teachers' actual practices in relation to the four dimensions of classroom management?
4. In what ways are preschool teachers' beliefs consistent with their practices in relation to the four dimensions of classroom management?
5. What are the reasons for chosen classroom practices of preschool teachers?

The participants of the study were four female teachers working in public and private preschools in Ankara under the supervision of the Ministry of National Education. The participant teachers graduated from the departments of preschool education. Their teaching experience was between 7 and 12 years with the average teaching experience being 8.75 years. The teachers in this study taught 5 to 6 year old-children. Two of the teachers had attended a course related to classroom management during their undergraduate program.

In the text and direct quotes in this chapter pseudonyms are used for the teachers and children in line with the necessary ethical considerations. The findings of the study

were explained according to the cases (teachers) and the order of the explanations followed for each teacher is given in Figure 4.1.

Beliefs	<ul style="list-style-type: none"> •Self-reported practices •Actual practices
Planning and programming activities	<ul style="list-style-type: none"> •Beliefs •Self-reported practices •Actual practices
Relationship and communication	<ul style="list-style-type: none"> •Beliefs •Self-reported practices •Actual practices
Behavior management	<ul style="list-style-type: none"> •Beliefs •Self-reported practices •Actual practices
Consistency/ Inconsistency	<ul style="list-style-type: none"> •Physical environment •Planning and programming activities •Relationship and communication •Behavior management
Reasons	<ul style="list-style-type: none"> •Physical environment •Planning and programming activities •Relationship and communication •Behavior management

Figure 4.1 Order of the Presentation of the Findings

For clearer presentation tables are used for the overview of the consistency and inconsistency of participant teachers' beliefs and practices in relation to the 4 dimensions of classroom management. However, there are points missing in these

tables for two reasons. First, the teachers did not specifically explain a certain point. For instance, one teacher talked about child-related displays but she did not say “*Materials should/should not be at the children’s eye level.*” In order not to influence the responses of the teachers, the researcher did not directly ask the question in the form of “*Should materials be at the children’s eye level?*” Therefore, she was not able to elicit their beliefs and self-reported practices. The second reason is that the consistency and inconsistency of the teachers’ beliefs and practices were assessed based on the observation form created for this study. Although the teachers verbally responded to questions, some of their responses did not pertain to the main focus of the study therefore not included in the observation form. Thus, they were not presented in these tables.

The following abbreviations were used in the tables. Y (for yes) was meaning that the teacher explained her positive beliefs and/or practices related to the item and this was observed by the researcher. For instance, the teacher said children’s work should be exhibited in the classroom and she did display the children’s work furthermore, the researcher observed this. N (for no) was meaning that because the teacher gave her negative beliefs and/or practices related to the item and also this was not observed by the researcher. For instance, the teacher said children’s work should not be exhibited in the classroom and she did not display their work. Also, the researcher observed that there was no children’s work on the walls. Lastly, S (for some) was meaning that the teachers’ beliefs/practices were positive but for various reasons there was limited evidence. For example, the teacher might believe that there should be learning centers in the classroom however she explained that there was a limited variety of learning centers in her classroom and the researcher’s observations supported this.

In the reported findings, some phrases which are items of the sub-dimensions in the observation form are underlined to make the text easier to follow.

4.1 Teacher 1 (T₁)

T₁ was a 29 year old teacher in a private school in Gölbaşı. She had graduated from the Department of Preschool Education in the Faculty of Education and had been a

preschool teacher for 8 years. She taught 5.5 year olds and there were 19 children in her classroom. She had not taken a course or training related to classroom management and she was not familiar with the term *developmentally appropriate practices*.

4.1.1 Physical Environment

4.1.1.1 Beliefs

In order to elicit her beliefs related to the physical environment, T₁ was asked how a preschool teacher should organize the physical environment of their classroom. Initially, she gave some general points which she thought should be considered and then specifically focused on indoor space, furniture, learning areas and child-related displays.

In relation to the general points, T₁ stated that children's characteristics and individual differences in the classroom should be considered and all the children should be encouraged to participate in the activities.

"I think the children's characteristics should be considered when organizing physical environment. Children may be silent in the classroom and not participate in the activities. Also, there may be some invisible children in the classroom. In this situation, arranging chairs in a U-shape and ensuring that all the children can see the teacher and each other may be useful for more effective activities."

Indoor space. T₁ explained that the indoor classroom space should allow maximum movement so that the children and teacher are able to move around freely not limited by furnishing and equipment. Also, she stated that the indoor space of the preschool classroom should be divided into active and quiet areas and it should be safe.

"Movement is a developmental need for young children. Therefore, a safe area where children can run, jump and move freely should be provided for them."

Furniture. T₁ stated that furniture and furnishings should be child-sized, durable and safe with no sharp edges.

Learning centers/areas. T₁ explained that there should be different learning areas that are labeled as active and quiet spaces.

"Learning areas should be separated into active and quiet areas in order that children do not interrupt each other. For instance, the blocks area should not be

near the book area. Thus, the book area will be a quiet space where a child can read a book.”

She also said that there should be manipulative play, math, blocks, science, dramatic play, book, art and reading-writing areas in a preschool classroom.

Child-related displays. T₁ stated that displaying the children’s work can motivate them.

“If a child’s works are exhibited in the classroom, she can have the opportunity to compare herself with her classmates and be motivated to do her best. However, I cannot ignore the fact that the child may feel inadequate when she sees her friend’s works. Therefore, the teacher should use these works as an opportunity for the children to recognize different viewpoints and to improve their creativity.”

She also stated that there should be age appropriate permanent visuals such as pictures, letters and shapes, and also posters which are based on their weekly themes change from time to time.

4.1.1.2 Self-reported practices

Although T₁ was not asked how she actually organized the physical environment of her classroom, she reported her practices together with her beliefs. Initially, she emphasized general points which she considered when organizing her classrooms. Then, she explained her practices related to the indoor space, furniture, learning areas and child-related displays.

In relation to the general points, T₁ said that she considered the class size and physical skills of children when organizing her classroom. She also stated that her classroom was appropriate for communication and interaction of the children with each other and, if needed, this organization can be changed. She said:

“My classroom is overcrowded this year and I considered class size when preparing the seating plan. I tried to have active and quiet children sit next to each other. I placed the tables in U-shape with four of the children in the centre of the U as a separate group. This small group includes children who are good and not so good at academic activities. I considered their skills and to support their interaction and communication I placed them in a situation where they can learn from each other.”

Indoor space. T₁ stated that indoor space of her classroom was large and she was able to separate the areas for active and quiet activities. Therefore, the children usually did not interrupt each other. She explained:

“My classroom is mainly divided into two areas: academic activity and play. On the academic activity side, there are chairs, tables and shelves for children’s materials while on play side, there is a carpet circle in the center of the area. Also, there are learning areas on both sides. Active areas such as dramatic play and blocks are near each other while quiet areas such as science, art and books are near each other and far from the active areas. Manipulative play materials are usually in academic activity areas since they develop children’s academic and cognitive skills.”

Furniture. T₁ emphasized that she had durable and safe furniture which had been chosen by the interior decorator but she arranged it.

Learning centers/areas. T₁ said that there were manipulative play, math, blocks, science, dramatic play, books and art areas in her classroom. She explained that there were active and quiet areas and they were labeled. T₁ also said that she established new areas based on the children’s needs and the materials for the book and science areas were rotated with the other classrooms. She commented:

“Since we do more reading and writing activities as preparation for primary schools, we will add reading and writing area next semester. We will prepare graphs related to letters and do drawing activities there.”

Child-related displays. T₁ stated that children’s work was exhibited inside and outside her classroom. There were numbers, shapes, body figures and posters related to measurement on the wall, also there were numbers on the children’s tables.

4.1.1.3 Actual practices

The actual practices of T₁ related to the physical environment were observed in her classroom; specifically, indoor space, furniture, learning areas and child-related displays.

Indoor space. It was observed that there was a sufficient movement area in T₁’s classroom allowing the children and teachers to move freely. Also, the classroom area was divided into two for academic activities and play. The academic activity area contained chairs and tables with shelves for children’s materials such as books, pencil cases and folders. In the play areas, there was a circle of carpet in the center. The bookcases, shelves and cupboards containing different learning materials were placed against the walls thus; they did not impede the movement of the children or teachers.

In relation to being a safe and secure area, the temperature, hygiene and noise regulation were appropriate for the continuity of learning process in T₁'s classroom. The classroom door was usually open however; noise from the other classrooms did not disturb the children or teacher. T₁ only closed the door when children from other classrooms used corridor to go to the cafeteria and laboratories. Also, the play area received natural sun light and there was no need to switch on the lights at any time of day. However, in the academic activity area even though the curtains were open artificial light was needed. Despite parts of classroom being dark, T₁ did not always open the curtains. The emergency exits were clearly marked but some furniture had sharp edges and corner protectors were not used. Lastly, it was observed that the teacher-child ratio was appropriate in T₁'s classroom and there were 19 children with 2 teachers in her classroom.

Furniture. Observations showed that there was sufficient and child-sized basic furniture in T₁'s classroom. There were adequate cupboards and shelves to keep materials organized and the number of tables and chairs exceeded the number of children in the classroom.

In T₁'s classroom, child-sized shelves and cupboards were placed against the walls. At the beginning of the semester, children's tables and chairs were in the centre of academic activity area in a U-shape with four tables facing each other were placed in the middle. Later in the middle of the semester, the children's tables and chairs were in the centre of academic activity area once again in the same place but with three tables facing the board in the middle of the U-shape. There were also extra chairs and tables, a teacher's desk and some soft furnishing such as cushions in her classroom. All the furniture in her classroom was durable and in good repair.

Learning centers/areas. In T₁'s classroom, there was a large variety of learning areas consisting of manipulative play, math, blocks, science, dramatic play, book and art areas and all areas included appropriate furnishings and materials. For instance, there was a science area in the classroom with basic science materials such as subject related books and posters, a magnifying glass and microscope and there was also a large science laboratory in the school.

In T₁'s classroom, the learning areas were clearly separated into active and quiet and the areas allowed several activities to take place at same time. For instance, manipulative play, math and blocks areas were near each other. The books and science areas were near each other while dramatic play area was far away from both of them. All, these areas were arranged conveniently. For example, the art area was next to a water supply and the placement of materials and furniture prevented children from interrupting their classmates' activities in her classroom. Also, there were sufficient shelves in the blocks, manipulative and math areas in T₁'s classroom. Generally, rather than cupboards and there were shelves in the teacher's classroom and these were not overcrowded and were relatively well-organized. The learning areas and shelves were labeled furthermore, what was inside the boxes and containers could be clearly and easily seen which meant that the children could use these areas independently. It was observed that T₁ asked the children to put away their books, pencil cases, blocks and other materials at the end of the activities. Lastly, there were no semi-private areas in T₁'s, classroom.

Child-related displays. It was observed that although the children's work was exhibited in T₁'s classroom, there was no variety and they all tended to be on one topic. However, there was a large variety of age appropriate materials consisting of geometric shapes, numbers, colors, pictures cards related to classroom rules, feelings, schedule and seasons, and a birthday board. Lastly, all materials were at an appropriate height for young children but were not at their eye level.

4.1.2 Planning and programming activities

4.1.2.1 Beliefs

In order to determine her beliefs related to planning and programming activities, T₁ was asked how a preschool teacher should plan instructional activities in the classroom. Initially, she stressed some general points which should be considered when planning instructional activities and then specifically focused on daily schedule and teaching methods.

In relation to the general points, T₁ emphasized that the needs, expectations, age and readiness of children should be considered when planning an activity. Also, the teacher's plan should be flexible.

“A teacher should plan age appropriate activities based on their needs, expectations and readiness. You can plan meticulously but if the children are not ready for it, it may not be successful. Also, when conducting your activity, something may happen that was not in your plan. Therefore, you have to be flexible and change your plan according to the children's needs and readiness.”

Daily schedule. T₁ stated that the daily schedule should be flexible but some routines such as breakfast time, free play time and circle time, and outdoor activities should be included.

Teaching methods. T₁ explained:

“Several teaching methods should be used because we have to catch the children's attention and maintain their motivation. If we use same method during an activity or for all activities, they get bored and lose their concentration. Children like variety. For instance, to start an activity with chatting and finish with singing...”

4.1.2.2 Self-reported practices

Although T₁ was not asked how she planned instructional activities in her classroom, she reported her practices together with her beliefs. Initially, she emphasized the general points which she considered when planning the activities. Then, she explained her practices related to her daily schedule and teaching methods.

In relation to general points, T₁ stated that her plans were flexible and she made some changes based on age, attention span and developmental level of the children. She explained:

“In my classroom, there are children who will start school next year. Therefore, we are following the program for 6 year-olds. However, since my children are 5.5 years old, I try to simplify some activities. For instance, I explain the family tree but they cannot understand some details related to relatives. Therefore, I only focus on the nuclear family basically talking about grandparents, aunts and uncles. Also, I consider their attention span. In my school the duration of a class is 40 minutes. However, when I understand that children have started to lose their attention or concentration on the activity, I change the activity or shorten duration.”

Daily schedule. T₁ emphasized that her daily schedule was flexible and consisted of; breakfast, free play, circle time, talking about the schedule, selecting responsible

children to help the teacher, self-assessment of children and daily routines. However, concerning outdoor activities she elaborated:

“Although I believe that there should be an outdoor activity every day, we usually skip it because there are many things to do in a day. It is up to the teacher and we can spend our free play time in playground. However, it depends on the situation and I usually send them to playground spontaneously. Therefore, there is no specific outdoor activity in my daily plan.”

Teaching methods. T₁ stated that she used lecturing, drama, brain storming, role modeling, singing and questioning.

4.1.2.3 Actual practices

The actual practices of T₁ related to instructional activities were observed in her classroom; specifically, the daily schedule and her teaching methods.

Daily schedule. It was observed that T₁ conducted smooth transitions between daily events. The materials for the next activity were always ready and she usually used finger plays, songs, dances and rhymes to start a new activity. For instance, before starting a reading activity, the children formed a circle. The children became balloons and T₁ pretended to inflate and deflate them. Then, they stood on a circle, sang songs and danced. At the end of the final song, she whispered *“I want you to sit on the carpet.”* After all children sat on the carpet and she sat in her rocking chair, she started to tell a finger play which ended with *“Close your mouth, open your ears and listen to a good story.”*

On another day, the children came from restroom and sat on their chairs. T₁ stood in front of them and asked *“I want to ask something. How were we born? I mean that when we were born, what were we?”* One of the children said, *“A baby!”* She asked *“Some years passed and she grew up. What do we call her?”* One child answered *“Older sister!”* The teacher asked *“Are you sure? What are we now?”* Another child said, *“Child!”* They talked about the development of men and women from infancy to adulthood. She showed them some pictures related to this process and then she said, *“We will do an activity now. I want you to cut out these pictures and keep them safe. Then, we will use them for the second part of our activity.”*

On another day, the boys were giants and girls were princesses. They danced to the music and towards the end of the music, T₁ said, *“When music finishes, I will be sitting on my chair.”* After music finished, she repeated that they would sit on their chairs. All the children sat and T₁ said, *“We are tired now and need rest. Therefore, I will read the story of Şip Şip ile Tıp Tıp.”*

It was also observed that T₁ had a set schedule and sometimes she followed it rigidly. There were routines which were familiar to the children such as breakfast, lunch, circle time but time of the other activities may be flexible. For instance, some children had finished their literacy activity and she asked them *“If I give you some play dough, do you want to play with it?”* Children said, *“Yes”* and T₁ said, *“Because not all the children have finished, yet.”* Then, the number of children who were playing with play dough increased since most children had finished their work. T₁ said, *“Two of you are still working on the activity. Therefore, the others can continue using the play dough for a little longer. Then, we will have a break to go to restroom and drink water, then we can start the new activity. We will use scissors for this activity.”* However, one child asked to go to restroom shortly afterwards he was followed by another child so T₁ said, *“You have a short time to play and please continue. Then we will have a break to go to restroom. Then we can go all together. Ok?”* After a while, she said *“Beep”* and added, *“I will let you play for a little longer and then we will go to restroom. Ok?”*

On another day, when undertaking a literacy activity, one of the children said, *“I am bored.”* T₁ asked *“Are you bored?”* He nodded his head and T₁ said, *“Ok. I have a suggestion. If you do not want to do it now and you promise to finish it in 10 minutes of play time tomorrow morning, I will let you close your book now.”* Many of the children in the classroom started to say *“Me, too.”* However, the teacher commented, *“I am talking to him because he is slower than you and has more pages to do.”* Then, she pointed one of the children and said, *“You have done more than half so now you can finish it.”*

After the dance of giants and princesses, T₁ asked *“What will we do next, I wonder”* and children said they wanted to do the giants and princesses dance again. However,

the teacher said, *“What about doing 7-step dance?”* All the children said *“No!”* T₁ responded *“Ok. What about reading a story?”* Most of the children said, *“No!”* Then, she asked *“Do you want to do the dance again?”* Children replied *“Yes”* and T₁ said, *“Ok, but this is the last time. Then, we will have a short time for rest because we have to get ready for the English course.”*

The children had been doing a literacy activity for approximately 40 minutes when they started to talk loudly and fidget. One child put his head on the table and closed his eyes. T₁ suggested *“Let’s finish this page and complete others tomorrow.”* Then, she looked at all children and said, *“Seagull (name of the group)! You have 5 minutes. Please do what you can do in 5 minutes. If you finish, I will draw a big heart on your page and you can put it on the shelf. However, if you do not get a heart, you should put your work on my desk and finish it tomorrow.”* At the end of 5 minutes, T₁ reminded them that the time was up but four children continued working. She said, *“Ok, children. We will stop now”* and closed one of the children’s books. Then, she added *“We will continue tomorrow. Ok?”* After the child nodded his head, T₁ took his pencil and book.

On another day, during an art activity the children were talking about good and bad people. T₁ did not intervene but said, *“Seagull! We only have a little time left and we must hurry up!”*

In her daily plan, she also emphasized that she made some changes on her activities based on the children’s individual differences, ages and needs. She also noted *“Since ‘family tree’ is too abstract for this age group, I used a simple book to explain relationships in a family. Also, I did not conduct science activity because children were tired due to the field trip. Instead of a science activity, we played the game of ‘Camel and Dwarf.’”*

The plan of T₁ consisted of free play time, circle time, breakfast, literacy activity, play and movement, Turkish, lunch, rest, art, science/field trip, English, snack and circle time and she combined more energetic and less energetic activities. Also, in her plan she emphasized that extra play and movement activities were used as transition activities. This combination was also observed in her classroom. For

instance, she said, *“I have a short play and then I will tell you a nice story.”* Then, she started to sing *“Right hand inside, right hand outside. Turn, turn, turn your hand...”* She gave the names of several organs such as nose, eyes and bottom. All together they made appropriate movements with the respect to the words of the song.

On another day, after a literacy activity, the children did the 7-step dance. They listened to instrumental music and danced using their body parts such as knee and elbow. Then, T₁ asked all the children to sit on the carpet and she also sat on the floor and began to tell a story about giants and princesses. She asked questions related to the story and asked the children to make predictions. At the end of the story, they did the dance of giants and princesses. She usually used more energetic dancing activities as transition activity rather than a main activity.

There was a visible schedule posted in the room. It was in the shape of caterpillar and the description of the activity together with a picture of the activities was stuck on each circle on the body of the caterpillar. However, any outdoor play periods was not given in the schedule. Therefore, the children and teacher were not observed during an outdoor activity.

There was a free play activity in the daily schedule however; there was no outdoor free play period. They usually played freely in the mornings but T₁ sometimes let children play freely if they finished their activities early. She usually limited the areas to be used and places where the children could play. For instance, after all the children had finished their activities related to teeth, T₁ said that they would play freely and added *“You can play in the math and art areas. You can play freely in those two areas.”* In another free play period, the children brought materials to the academic activity area and worked on the tables. They were not allowed to use play side of the classroom.

T₁ usually used the free play period for educational interaction. She visited children’s tables during the activity and talked with the children about what they were doing. Also, she sometimes explained how some materials were used. For instance, one of the children was looking at matching cards. She sat near her and said, *“You have to match these cards. Look! There are wilted flowers in this card and there is a*

watering can on that card. You will need a watering can to water the wilted flowers. So, they are matching cards.” At another table, two girls were playing with small triangle shapes. T₁ sat next to them and said, *“You can use them to make different shapes”*. She put some triangles on a big picture and she asked some questions related to shapes; *“This is a bird. Can you see it? What is the name of the bird’s body’s shape?”*

In T₁’s daily plan, it was also emphasized that the teacher organized the learning areas before the activity and there were some rules which were expected to be obeyed by children in these areas.

Teaching methods. During the observations T₁ used variety of engaging learning experiences and hands-on materials. She usually planned integrated activities. For example, she read a story about the family tree and she asked the children questions about the story. Then, she said, *“Let’s make your family tree. I have prepared a family tree like this”* (She pointed the tree in the book) *“Can you draw your grandmothers, grandfathers, mother, father, sister, brother, and yourself?”* After children said, *“Yes”*, they went to tables.

In a literacy activity, T₁ said, *“I want you to turn to page 16 and wait quietly.”* Then, she went to board and wrote 16. Then, she repeated *“Sixteen”* and added *“I have written sixteen for you. Can you write 16 with your pencils in your activity book?”* In another literacy activity, T₁ said, *“I want you draw this dress with your finger before using your pencils* (She pointed the dress on the book). *How will you do it? I want you to practice it.”* Some children picked up their pencils so the teacher repeated *“First, I want you to practice drawing it with your fingers.”*

T₁ used well-chosen materials to support the overall curriculum and goals. She changed materials according to her planned activity. For instance, for an activity about the human body there were posters, visuals, art materials and worksheets related to organs and body parts. The theme was explained and taught through various activities and art, science, language and math materials.

T₁ did not usually use a variety of groupings throughout the day and planned whole group settings in which the children generally did same activity at the same time.

Such as before starting an activity, she said, *“I will give your pencils but please wait quietly. We will all start together.”* In another activity, the child finished one page of the activity book and asked *“Can I start the next page?”* T₁ said, *“No. I am waiting for all the class to finish because you have to learn how to wait.”* In another literacy activity, one of the children started the next page and the teacher said, *“We haven’t started the next page yet because some of the class are still working on the other page. You can practice with your finger but you cannot use your pencil.”* The children were only allowed to work in small groups in the free play period.

T₁ was also interested in each child individually at the end of the activity. She sat next to the child, asked questions about their work and corrected some of the children’s misunderstandings. For instance, children drew their family members on each tree and T₁ asked each child who he had drawn. One of the children said, *“My father’s sister.”* The teacher asked *“What do you call her?”* He repeated *“My father’s sister.”* She asked again *“Ok but what do you call her?”* He said, *“Sister!”* T₁ corrected *“You call her sister but she is your aunt.”* She asked another child who she had drawn. The child said, *“My aunt”* but there was a man on the picture. She asked *“Aunt or uncle?”* The child corrected herself and said, *“My uncle.”*

In another activity, T₁ wanted the children to cut out the pictures and put them in order. She instructed one of the children to *“Start from the oldest man”* then asked *“who is the oldest?”* After the child pointed to one of the pictures, T₁ put it at the center of the table and said, *“Look! This is the oldest man. Next one?”* The child put a younger man next to first picture. T₁ said, *“Next one?”* The child looked at the pictures. While he was thinking, T₁ asked *“Will we put the baby next?”* He said, *“No”* and put the picture of a teenager. The teacher said, *“Yes”* and then child put the picture of a younger boy next to the teenager. T₁ said, *“Yes and last one?”* The child put the picture of a baby and the teacher said, *“Stick all the pictures on the paper in this order.”*

In another activity, children drew healthy and harmful foods for their teeth on healthy and rotten teeth. At the end of the activity, T₁ asked each child what she/he learnt from this activity. Also, she asked the name of the foods they drew. One of the

children said that the banana was healthy for the teeth and the teacher corrected *“Yes, bananas are good for our teeth but if we don’t brush our teeth carefully, they may be harmful.”*

T₁ planned and used a variety of instructional strategies. For instance, she sometimes gave some clues. In a reading activity related to family members, she asked questions about the children’s families. She asked *“What do you call your father’s sister?”* They said, *“Good.”* The teacher said, *“I mean, which words you use: uncle, aunt, grandmother, grandfather?”* One child raised his hand but he stopped to think when the teacher saw him. She gave another clue and said, *“Do you say their names or use other words?”* One of the children said, *“My father has no siblings.”* The teacher said, *“My father has no siblings, either but my mother has three sisters. What do I call them?”* There was no answer so T₁ continued reading. However, she read aloud the answers to her questions. For example, she said, *“Martin’s grandfather and grandmother had three children: Martin’s father, UNCLE Paul and AUNT Helen.”* Then, she repeated her question *“So, what does he call his father’s siblings?”* However, there was still no response from the children. Therefore, she directly presented information *“He called his father’s brother uncle and his father’s sister aunt.”* In another activity, when T₁ asked children to write 16 in their books. One of the children said she could not write 16 and the teacher said, *“Look at the board and copy what I have written. Do you remember how we wrote our names by looking at our table?”*

T₁ sometimes gave instructions. For instance, she showed worksheets and said, *“I am going to give each of you a worksheet. You are going to draw your grandparents, mothers, fathers and yourself. Ok?”* One of the children said, *“I have some cousins”* but she said, *“You are not to draw your cousins but you can draw your siblings if you have them.”* Then, she added *“I want you to draw only your mother, father and yourself but how will you draw them?”* She pointed to the tree on the paper and continued *“There are leaves on the tree. I will draw a person on each leaf with my felt tip pens. Then, I will color the leaves on my tree with green pencils. What will the color of the trunk of the tree be?”* Children said, *“Brown.”* T₁ said, *“Yes, brown. I will color the trunk of my tree with my brown pencils.”* In another activity, they were

cutting out some pictures. One of the children said, *"It began to tear."* T₁ told her *"You don't have to follow lines strictly."* Then, she said, *"After cutting, don't lose your pictures and keep them carefully next to your name label on your table."* In another literacy activity, T₁ said, *"I want you to sit up straight and start your work with the child wearing the red shirt."* One of the children asked *"From this child?"* She got one of the books and said while pointing the picture *"Start from the child with the red shirt and blue pants"*.

T₁ sometimes used scaffolding as an instructional strategy. For instance, while cutting out pictures one child said, *"I cannot cut it. Can you help me, teacher?"* She approached him, took his paper and scissors and explained as she cut *"You don't have to follow lines strictly. You can cut like this"*. Then, she gave the paper and scissors to the child to try again.

Skill modeling was another instructional strategy used by T₁. While they were cutting out pictures, she took two pieces cut by Ayla, showed the other students saying, *"Look! Ayla cut like this. I only want you to cut out the pictures."* Then, she went to another child, took her paper and scissors, and showed her how to cut *"Look cut it like this."* When practicing writing in a literacy activity, one child could not hold the pencil. The teacher took the pencil and showed the child *"You should use 3 fingers."* She counted her fingers *"1-2-3"* and wrote the letter. In another literacy activity, a child tried to write a letter but she could not do it. The teacher took her hand and said, *"Let's do this one together."* Then, she changed her idea and said, *"First, we can practice it with our fingers. Let's practice it together. I started from here and went up. Then, I turned from here and went down. Again up! There will be a circle here. Can you see that?"* while drawing a letter on the air. She continued, *"When you start from this point, coming back will be hard. Now, please try it with your pencil."* While the child was trying to write the letter in her book, T₁ said, *"Do it more slowly. Good!"* In a dance activity, the children danced to the music of giants and princesses. Initially, T₁ listened to music and danced appropriately for giants and princesses with girls and boys because music was different for girls and boys. When they wanted to dance again with same music, the teacher did not participate in the dance she only observed children. In another art activity, each child was to make a

frame for a photo of Atatürk. In order to design the frame border, they were going to scrunch up red and white papers, and then glue them in order. The teacher showed the children the white and red paper saying *“We will use this paper. What are the colors of the pieces of paper?”* Children said, *“Red and white.”* repeated T₁ *“Red and white”* and while scrunching up the paper and gluing them onto the frame she said, *“I will give each of you white and red paper. You will scrunch them up and glue one white, one red, one white and one red like the Turkish flag”*.

T₁ sometimes encouraged children. For instance, she often emphasized that children would only try to do it and said, *“Let’s try to do it. It doesn’t have to be perfect. It is important to try to do your best.”* In an activity, when children were working with play dough, the teacher stood behind one of the children and said, *“Ali made a smiley face. I want to show you it. It is good and funny.”* In another activity, children put pictures in order and wrote the numbers in the correct order under the pictures. T₁ took a child’s paper and looked at it carefully. Then, she said, *“Well done! It is good”* and showed it to the other teacher *“Can you look at his work? He worked carefully.”* Second teacher said, *“Really, you did good work. Well done!”* On another day, the children were about to start a new activity. While T₁ was drawing stars on children’s faces, one of the children drew a star on his desk with his finger and said, *“Teacher! I can draw a star like this. But I cannot make a complex one like you.”* The teacher repeated his word *“complex”* and smiled. The child said, *“I mean that I draw like this”* and drew the star on the desk with his finger again. Then, T₁ said, *“Do you know that you are better than me at drawing a star? I cut corners when drawing it. You are drawing it carefully.”* In another literacy activity, T₁ put her hand on a child’s back and then bent down to be on eye level with him and said, *“When you take your work seriously, you do a good job. Do you know that, Derin?”* He nodded his head and T₁ said, *“So carry on working like that. Ok?”* Derin nodded his head again and the teacher thanked him. She also helped another child write a letter and said to the other children, *“Seagull, Aysu is working well.”*

Directly presented information was another strategy used by T₁. For instance, she said, *“I have worksheets. What is there in number 1? A baby? Some years later, she is a child. Then, she is an older sister. Then? She is a mother who loves her baby. At*

the end, she is a grandmother.” T₁ sometimes divided activities into several stages. For instance, she wanted the children to order pictures from adulthood to infancy on their tables. She said, *“After you put them in order on your table, you can glue them onto your paper.”*

A balance between teacher-initiated and child-initiated activities throughout the day was not observed in T₁'s classroom. The activities were usually teacher-initiated and children did not have the opportunity to select activities. For instance, T₁ read stories to the children but she decided which books would be read. They carried out art, science music and dance activities and experiments, the activities and the time spent on them was decided by the teacher. For instance, after finishing their work one child said, *“Teacher, we finished our work. May we start playing?”* The teacher replied, *“No. If you are thirsty, you can drink water or if you need, you can go to restroom. After everybody finishes the works, we will play together.”* In some activities, she emphasized the instructions or rules clearly. For example, in an art activity, children were to draw some of their family members on family tree and the teacher said, *“I want you to draw only your mother, father and yourself. There are leaves of tree. I will draw a person on each leaf with my felt tip pens. Then, I will color leaves of my tree using a green pencil.”*

It was observed that T₁ did not provide many opportunities for children to collaborate with others and individual activities were usually planned rather than those for working together to complete a task, helping each other, negotiating and solving problems. The seating plan was usually decided by T₁ and the children's names were written on their tables. It was observed that the teacher cut a cartoon apron for each child and also in the art activity; children cut internal organs such as stomach, bowel and kidneys. For science activity, she put aprons in the shape of semi-circle in the play area. She said, *“The person whose name I say will come, get a folder of organs from me and then you will sit where I tell you. All of you have to keep to the seating order.”* Then, she called each child's name and showed them their places.

It was observed that T₁ usually provided children with specific feedback. For instance, she asked *“What do we call brother of our mother?”* A child responded

“Uncle.” She said, *“Well done! We call brother of our mother uncle.”* In another activity, one of the children showed her picture to the teacher and said, *“Teacher, look at my picture!”* She looked and said, *“Well done! You can paint your tree.”* Also, she looked at another child’s work and said, *“I think you did not draw everybody in your family. I see only two people on your paper but I know that there are more people in your family.”* In another activity, the teacher started to collect play dough because the children were about to start another activity. She stood behind a child and before putting the play dough away in the box; she said, *“It is so long. It is a snake.”* In an art activity, the child showed his picture and said, *“I cut this way.”* The teacher said, *“Well done!”* In another activity, T₁ wanted children to write 16 in the book and one of the children showed his book. The teacher said, *“Well done! You tried and you did it!”* In another literacy activity, children tried to join the dots and when one child finished the teacher commended the child saying, *“Ece, you are careful and you did a good job. Thanks!”* Also, during the activities, she monitored the children providing feedback such as *“Press your pen harder on the paper, please”, “You must start from the top. Please, try it again.” “Work slowly and carefully.”*

In some activities, T₁ did not use a specific word in her feedback. When a child put pictures in a correct order, she gave them colorful paper and children pasted their pictures on the paper. For instance, one of the children asked *“Why didn’t you give me paper, teacher?”* and T₁ replied, *“Because you did not put them in order. When your pictures are in the correct order, I will give you paper.”* However, when there was a mistake, she corrected it. For example, a child started to order from the oldest man the teacher explained, *“I want you to order them in the opposite way. You must start from the baby”* and put the baby at the beginning of the line for the child. She continued, *“Next, a child, a teenager, a father and a grandfather”* and ordered pictures for the child and gave him a colorful paper. T₁ reordered the work of many of the children who were unable to complete the task.

She also drew figures such as heart, star and caterpillar in the children’s books when they finished activities correctly. For instance, she stood behind a child who finished joining dots. She closed her eyes and said, *“I am thinking about what I can draw on*

this page.” She looked at other pages of the child’s books and continued *“I want to draw a big star.”* Also, she approached a girl who finished the activity and said, *“Well done! You have earned a star!”* She stood behind another child and said, *“Well done! You did it well. You can turn to the next page.”* However, while drawing a smiley face on his book, she added *“But you must work more slowly and carefully. I do not want to see missing parts in the line you drew.”*

Another strategy used as feedback by T₁ was erasing mistakes. For instance, children tried to join the dots on a kite tail. However, the line drawn by one child could not be seen and he had stopped in some places and was unable to continue from the same point. Therefore, there were some dots which could not be joined. The teacher took her rubber and erased the line. Then, she asked him, *“Can you do this page once more? Don’t press your pen on the paper so lightly, please.”* Also, she told another child, *“I think you did not work attentively. Do you think you have joined all the dots? Please be careful. You do not have to finish before everyone else. When you finish first, it does not mean that you learn the best. The most important thing for these activities is to work slowly and carefully. Where is my rubber?”* Then, she erased the line that the child had drawn. Moreover, in another activity, children tried to place internal organ on the aprons. However, T₁ sometimes asked some children questions such as *“Do you think that the stomach should be on the upper side of the body?”* and corrected its place.

4.1.3 Relationship and communication

4.1.3.1 Beliefs

In order to elicit her beliefs related to relationships and communication, T₁ was asked how a preschool teacher should manage relationships (child-child and teacher-child) in the classroom. Initially, she stressed some general points which should be considered when managing relationships and then specifically focused on the supervision of the children, teacher-child interaction and interactions among children.

In relation to general points, T₁ stated that the teacher should be fair and achieve equity in the classroom. She said:

“Each teacher has their favorite children. We cannot deny it but she has to achieve equality in the classroom. She has to respond to all the children, hug and kiss all of them.”

She continued;

“A preschool teacher should establish physical contact with children because they love touching. Hugging and kissing are generally more important than saying ‘I love you.’ When she touches them, they know that the teacher cares about them. Also, when the teacher touches a child, grasp his hand and talks with him especially in problematic situations, a trustful relationship is established between them. Therefore, he can talk about his problems more easily.”

She also referred to providing problem solving opportunities thus:

“Children should have the opportunity to solve their problems with their classmates because there will not always be their parents or teacher to solve their conflicts during their life. Also, they can learn many things from each other in this way.”

Supervision of children. T₁ responded that a preschool teacher should give freedom to children but also always control them attentively.

Teacher-child interaction. For this element T₁ believed that, preschool teachers should be a friend to the children but it should not be ignored that the children are in the school. She explained how the teacher has different roles in the classroom:

“I believe that a preschool teacher should be not only a leader but also a friend for children. I think that authority is related to being a leader so she should be authority in the classroom. However, the children are so young that she should not be strict and should behave in a friendly manner. It is important to establish a trustful and positive relationship. Also, since there will be limited sharing between a strict teacher and young children, the children may get bored in the classroom.”

Interactions among children. T₁ commented that the children should be free to establish relationships with classmates and choosing a friend.

4.1.3.2 Self-reported practices

Although T₁ was not asked how she managed relationships and communication in her classroom, she reported her practices together with her beliefs. Initially, she emphasized the general points which she considered when managing relationships and communication. Then, she explained her practices in relation to the supervision of the children, teacher-child interaction and interactions among children.

In relation to the general points, T₁ stated that she emphasized that she achieved equity in the classroom and established physical contact with the children. She explained how she gave the children opportunities to solve conflict:

“A child may have conflicts with their classmates. Before telling me, I explain that they should talk with their friend about the problem. If he says ‘I shared.’ I would ask ‘Are you sure that she heard you? Did you establish eye contact? Did she respond to you?’ He usually says ‘No, she did not respond to me.’ I emphasize ‘So, she didn’t hear you.’ Actually, I try to guide them to develop effective communication skills. If his friend continues not listening to him, I intervene in the situation and say ‘Esra, can you listen to your friend, please? He is trying to explain something to you.’ If she still does not listen to him, we will talk in a private area. I explain, ‘If you can’t concentrate on your problem in the classroom. Let’s talk here.’ I wait for them to talk to each other.”

Supervision of children. T₁ said:

“I usually let children move around freely and do something by themselves. Especially in break time, I don’t intervene with the children’s activities if there is no danger. Some of them go to the restroom while others drink water. Also, some of them talk to each other. I only monitor them.”

Teacher-child interaction. T₁ stated that she was not only a leader but also a friend to children in the classroom playing and spending time with them. She described her attitude thus:

“For good relationship between the teacher and child, consistency is important. In particular, I try to make my words and behaviors consistent. Also, I state my expectations clearly and firmly. I want them to follow my lead. However, I give the message of ‘I want you to do that because I love you and I want you to be a well educated person.’ Also, I explain that I am their friend and want play and have fun with them.”

T₁ also stated that the child should be themselves in the classroom. Lastly, she emphasized that mutual respect was important in her classroom and gave the following example:

“I usually apologize when I make a mistake. When I forget or recognize my mistake, they remind me. For instance, I stepped on a child’s foot he said ‘You stepped on my foot.’ I say ‘I am sorry’ and he responds ‘No problem, teacher’”

Interactions among children. T₁ said that she let children be free when establishing relationships and making friends but that it was important to monitor their interactions.

“I usually try to not intervene in friend selections and their relationship with their classmates. However, I sometimes recognize that a relationship will be harmful for both of the children. For instance, there are children who have skills of leadership

and they usually discuss or best friends want to be in the same group and they do not interact with other children. I try to direct them to different groups or work.”

4.1.3.3 Actual practices

The actual practices of T₁ related to planning instructional activities were observed. Specifically, the supervision of children, teacher-child interaction and interactions among children were observed.

Supervision of children. It was observed that T₁ engaged with children in real conversations and encouraged them to explain their experience, projects and current events. For instance, in a reading activity related to family members, one of the children started to explain what they did with her grandmothers. Then, the teacher said children *“I liked their relationship. Do you have good experience with your grandmothers?”* In another literacy activity, children were seated on their chairs and they started to make their family tree while two of them were talking about their family members. T₁ were observing them. One of the children talking about her family said, *“My cousin has a child.”* The teacher went and hugged her and asked *“Do you have a cousin who is that old?”* Then, she started to talk to them about their relatives. Also, the teacher described her own family.

After returning from a trip, the children were preparing for a new activity. Some of them were in restroom and others were in the classroom. T₁ directed children in the classroom *“Please sit on the carpet and talk to each other while you are waiting for your classmates. You can talk about your trip. Is your experience the same? Did you notice different things during your trip?”* Two girls and two boys started to talk to each other. They asked questions such as; *“What did you see in Anitkabir?”* However, three children did not participate in their conversation. One of the girls said to one of them *“Come and let’s talk about our trip.”* She came and sat near her classmates then the other children also asked her what she saw in the trip.

On another day, before starting an activity, the children and teacher were sitting around the table. The members of the class were talking to each other in small groups formed by the children. Also, T₁ was talking to some children about their clothes and favorite colors.

The observations showed that there was sometimes a balance between independent and teacher directed learning. T₁ sometimes gave the children enough opportunity to make a choice, to complete a task or to correct their mistakes. For instance, children would make a family tree and T₁ wanted them to draw a person with felt tip pens and color their pictures with colorful pencils. She also said, *“If you draw with felt tip pens, your paper may become wet and get torn.”* However, one of the children colored his paper with felt tip pen and said, *“I drew it with my felt tip pen but there is no hole in my paper.”* The teacher only responded *“Well, we do not color with them. Ok?”* Also, another child did not color the empty leaves. T₁ asked *“Esra, won’t you color these leaves?”* The child said, *“No”* but the teacher did not insist. She only said, *“I wish you had colored them.”* In another activity, children were working with play dough and T₁ said, *“If you want you can make a farm with your play dough.”* However, children said that they made different things such as ball, butterfly and a turtle. The teacher said, *“It was a suggestion”* and children continued to do whatever they wanted. After a while T₁ said suddenly, *“I have an idea. You can look at geometric shapes on your desk. You can make a circle, square, triangle and rectangle.”* Whereas, some children started to make a geometric shape, others continued their work. In a literacy activity, T₁ asked the children to connect the dots. She emphasized that they should use a pencil after practicing with their fingers. She stood next to one child and repeated *“First practice with your finger...”* but the child said, *“I can do it without practicing my finger.”* T₁ said, *“OK. You can try to start with your pencil but be slow and careful. It may be easier to start from the tap.”* Also, when the children started to work on another worksheet related to shapes T₁ wanted one of the girls to choose a shape from the box on an activity sheet. She said, *“Star.”* T₁ asked the names of other shapes. Children replied *“Circle, rectangular, circle, triangle.”* She asked *“How many corners does a circle have?”* Children answered *“Any.”* T₁ asked again *“How many corners does a star have?”* Children mentioned different numbers such as 1-2-3. T₁ said, *“Please count them quietly”* but children continued calling out different numbers such as 3-5-4. The teachers said, *“Are you sure? You will count sharp corners. Only 5? Are there any sharp corners inside of the star?”* Children increased the numbers they called out to 6-8-10.

However, T₁ did not give the correct answer. She drew a star on the board and said, *“Look at the board and let’s count corners together.”* Children started to count and said, *“10”*. T₁ stressed the answer and said, *“It has 10 corners. You only counted the sharp corners on the outside of the star but overlooked the ones inside.”* Also, she circled all corners.

In contrast, she sometimes strictly directed the children. For example, one of the children finished his paintings in art activity and showed it to his teacher. Yet, T₁ said, *“There are some empty spaces on your paper. Please, color them. It will seem prettier”* and the child started to fill the spaces. Also, T₁ made some choices for them. For instance, when the teacher was handing out play dough, she gave yellow dough to one of the children who said, *“I want purple dough.”* But the teacher said, *“I am sorry. The yellow one was for your turn. We do not always get the things we want.”* In another art activity, one of the children was not able to cut out the pictures. T₁ stood near him and started to cut the pictures without speaking. Also, when a child started to put pictures in an order from the oldest man, the teacher told them, *“I want you to order them in the opposite way. Start from the baby”* and put the baby at the beginning of the line. After she continued *“Next, a child, a teenage, a father and a grandfather”* and ordered the pictures without asking the child.

Teacher-child interaction. It was observed that T₁ encouraged mutual respect between teacher-child. She allowed them to express themselves and she used their names when asking questions. For instance, T₁ asked *“What is the name of this tree”* in a reading activity. The children raised their hands. The teacher asked again *“What is the name of this tree, Yasemin?”* The child replied, *“Angel tree.”* Then T₁ repeated Yasemin’s answer and loudly. She asked most of the children and then relayed their answers to the class.

T₁ listened to the children attentively. For instance, the children sat on the carpet and she sat on her rocking chair, she asked a question however, she could not see or clearly hear the child who answered because all the children were standing in front of her and were talking. She said, *“Please, can you move back? I am trying to listen to Bulut but while you are all talking, I cannot concentrate on him.”* When the children

became silent, T₁ looked at Bulut and said, *“Now, I am listening to you.”* When Bulut started to talk, some children said, *“Teacher!”* She pointed her ear and said, *“I am listening to Bulut.”*

T₁ talked with the children politely, bent down and made eye contact. For instance, one of the children showed her drawings to the teacher, and said, *“Do you know who they are teacher?”* The teacher bent down and responded *“Since I am writing the names on the papers, I cannot listen to you. While I finish this writing, please complete your drawings please. Then, I will ask you questions and you can explain in detail. Ok?”* The child said, *“Ok”* and T₁ thanked her. In another art activity, a child said that he had finished his work. When the teacher turned to him, another child stated that she finished. T₁ looked at 2nd child and said, *“Wait a minute, please. I will come, dear!”* Also, while writing the children’s names, she asked children *“Can I write your name? Let me, please?”* In an activity in which children shaped play dough, the teacher forgot to give dough to one of the class. He reminded her and she apologized several times. Also, before a literacy activity, T₁ asked children about the rules for joining dots to make letters and whether they could start wherever they wanted. She listened to a child and he said, *“No!”* Before he finished speaking, another child said, *“And, and...”* However, the teacher touched her ear and said, *“I want to listen to Ege because he raised his hand.”* In another activity, T₁ was working one of the children and another child asked *“Can you look at my paper, teacher?”* She looked at her and said, *“I am helping another child. Can you let me, please?”* Also, in a literacy activity, one of the children said, something while T₁ was reading the story of *Şıp Şıp ile Tıp Tıp*. She asked *“Did you say something Kaya?”* He responded *“My mother will buy a uniform for me today.”* T₁ said, *“This is not related to our story, dear. When I finish reading the book, please remind me and I will listen to you.”*

When children needed to go to the restroom, she considered their needs, behaved politely and usually let them. For instance, while starting a new activity, a child said, *“I need to go to the restroom.”* T₁ responded *“You can go. I will hand out your worksheets.”* While she was delivering, another child said, *“May I go to the restroom?”* The teacher said, *“After your classmate comes, you can go. In turn!”*

T₁ sometimes talked to children in a stern but still polite way. For instance, in one break time, one of the children sat on the teacher's rocking chair. T₁ asked her *"Are you aware that you are sitting there without permission, Ezgi? Do you think that T₁ (says her own name) would like that?"* Some of the children said, "No" and also, Ezgi responded "No!" She asked her *"Why did not she like it?"* One of the children started *"Because..."* T₁ said, *"I am asking Ezgi. Let me talk with Ezgi, please."* He said, "Yes" and Ezgi responded *"Because I did not get permission to use it."* The teacher asked *"Why didn't you get permission?"* Ezgi could not answer the question and T₁ asked another question *"Why don't we allow you to sit on this chair without permission? Can you explain?"* Another child started again *"Because..."* and the teacher repeated *"I am talking with Ezgi."* However, Ezgi was still waiting without responding. Therefore, T₁ looked at other children and repeated her question *"Why do you think that we don't allow you to sit on this chair without permission? Who can explain?"* All the children raised their hands and the teacher said, *"Derya will explain."* Derya said, *"Because we may not be able to control it and we may fall down."* T₁ repeated her words and added *"If you fall, you can be injured and I will feel sorry."* Then, she bent down, made eye contact with Ezgi and said, *"Also, you will feel sorry."* At that point, one of the children interrupted their conversation however, her words were not clear. T₁ clapped her hands, looked at her and said, *"Can you let me talk, Sinem? I am the teacher and I want to talk."* Sinem nodded her head and T₁ talked to Ezgi. Then, she stood in front of children and said, *"We do not want you get injured because we love you very much. We want you to get permission to look after you. Ok?"* Ezgi nodded her head. In another day, T₁ asked questions while reading the book. After asking a question, some children answered but others were still raising their hands. However, the teacher said, *"May I continue my story?"* Some children said, "Yes" but some insisted on talking *"However, I have something to say."* She said, *"Of course, you can speak but first you have to listen to me"* and started reading.

It was observed that T₁ established physical contact with children. For instance, children were sitting at their tables and they were talking about physical appearance. One of girls said she wanted a funky hairstyle. T₁ went near her, hugged her from the

back and pinched her cheeks. Then, she patted her hair and said, *“Do you want to have a funky hairstyle?”* In a literacy activity, the children were seated and creating their family tree while two of the children were talking about their family members. T₁ was observing them. One of the children said, *“My cousin has a child.”* The teacher went over and hugged her and asked *“Do you have a cousin that old?”* Then, she kissed her and started to talk to them about their relatives. After break time, one of the children stood at the board but he did not look at his classmates. T₁ went and hugged him from the back. She whispered in his ear and looked at other children. In a literacy activity, one of the children stopped working. T₁ pointed to the book and said, *“Please finish this page.”* The child said something so quietly that she could not hear him and asked *“What did you say?”* Then, she went to the child and hugged him, then kissed him and said, *“Let’s do it together!”* Then, she kissed him again. In break time, T₁ was standing near her desk and some girls hugged her. She returned their hugs. Before starting a new activity, the children were sitting on their chairs. The second teacher said to T₁, *“Ali’s hands are under the table because he promised you that he would behave well.”* At that moment, Ali stood up and while walking to the board, he responded, *“Because T₁ said ‘Behave well’”* Then, T₁ kissed him and said, *“We made an agreement in the morning and I want to thank him since he kept the agreement.”*

It was observed that T₁ was a positive role model in the classroom. She showed interest in the children and was kind to them. Also, she respected their ideas, points of views and emotions. After a literacy activity, she gave some children play dough to play with until the others finished their work. Then, the number of the children who had finished the activity and were playing with the dough increased. T₁ said, *“Two of you are still working on the activity. Therefore, the others can continue working with play dough for some time. Then, we will have a break to go to the restroom and drink water, and then we will start the new activity. We will use our scissors for this activity.”* After a while, she requested *“Can we put the play dough into their boxes? Let’s do one more activity. If we have more time, I promise to give you some play dough to you. Ok?”* However, the children did not respond and looked at the teacher. She asked again *“Ok?”* After they said, *“Ok”*, she thanked them.

After a break, one of the children said, *"We can go to the playground."* She looked at the outside and said, *"The weather is cold and it may rain."* The child responded *"We can wear our coats."* The teacher said, *"Of course we can but the grass is wet. If we go outside and get soaked, you can get sick and may not be able to come to school. Then, I will be sad."*

In a literacy activity, a child could not easily connect the dots and T₁ erased his lines. Then, she asked *"Do you want to do it together?"* Also, on another day, the children started to get bored in a literacy activity. T₁ said, *"What about finishing page 21 and then playing together?"* Children shouted together *"Yes!"* She asked *"Will you finish the activity"* and children repeated *"Yes!"*

On another day, when undertaking a literacy activity, one of the children said, *"I am bored."* T₁ asked *"Are you bored?"* He nodded his head and T₁ said, *"Ok. I have a suggestion. If you do not want to do now and you promise to finish it in 10 minutes of play time tomorrow morning, I will let you close your book now."* Many of the children in the classroom started to say *"Me, too."* However, the teacher commented, *"I am talking to him because he is slower than you and has more pages to do."* Then, she pointed one of the children and said, *"You have done more than half so now you can finish it. However, Levent will decide what he will do."*

After the dance of giants and princesses, T₁ asked *"What will we do next, I wonder"* and children said they wanted to do the giants and princesses dance again. However, the teacher said, *"What about doing 7-step dance?"* All the children said *"No!"* T₁ responded *"Ok. What about reading a story?"* Most of the children said, *"No!"* Then, she asked *"Do you want to do the dance again?"* Children replied *"Yes"* and T₁ said, *"Ok, but this is the last time. Then, we will have a short time for rest because we have to get ready for the English activity."* On another day, there was a box containing glue for the children in the classroom and one of the children ran to look at it. T₁ said *"I could not understand why you were running and I am sorry that you are behaving in this way, Selis."* The child stated *"I am looking for the lid of Derya's glue container"* and the teacher said, *"It is in my hand. I am looking after her. Your duty is to finish your work."*

T₁ warned Erdem because of his misbehavior in the classroom. Melek said, *“It seems that you will feel bad because of Erdem today?”* The teacher responded *“No, because we made an agreement and he thought about his behavior yesterday. I know that we will not feel sad today due to his behavior.”*

T₁ drew a caterpillar on the pages which the children finished in activity book. She drew one in Melek’s book, who showed it to Levent. However, Erdem said, *“It seems bad.”* Melek responded *“No!”* Erdem point to the leg of the caterpillar and said, *“But this leg...”* At that moment, the teacher intervened in their conversation and said, *“You can be kind to your classmate.”* The child did not respond but avoided making eye contact with T₁. While continuing to draw caterpillars in the other children’s books, she stopped, looked Erdem in the eye and said, *“Also, I am sorry that you did not like my caterpillar. I tried to do my best. I am not an artist but I think that I did a good job. Your classmate also liked it. However, I feel bad because you said that my caterpillar was bad.”* The child looked at Melek and said, *“It is good, Melek!”* T₁ said, *“What will you tell me?”* He responded *“It’s good.”* She asked again *“And?”* He said, *“I am sorry.”* She nodded her head and asked *“When I say that your work is not good, do you like it?”* *“No!”* She continued *“You don’t like, do you? I did not like, either.”* The child was almost crying. T₁ said, *“I think that you understood me.”* He nodded his head but he did not make eye contact with teacher. She explained, *“I am not angry with you. I try to share my feelings with you. Ok?”* When he said, *“Ok”*, the teacher responded *“Thank you, since you understood me.”*

T₁ prepared a bingo game related to the internal organs of the human body. At the end of the game, she asked the children, *“Did you like it?”* They replied *“Yes.”* She said, *“I will put it into the science area. You can play with them in free play time. This is my game but I want to share it with you because sharing is good.”*

T₁ also treated children respectfully and negotiated differences. For instance, two teachers in the class were drawing a heart and yellow star on the children’s faces. One of the children said, *“I don’t like yellow and red”* (the colors of Galatasaray, a Turkish football team). The second teacher said, *“T₁ chose these colors because they*

are pretty. You know that we aren't drawing heart and star because of Galatasaray. We are drawing them because you behaved well in the field trip." Also, T₁ added *"I selected these colors because a heart is red and a star is bright. I did not choose them because I am a fan of a team."*

T₁ however, sometimes emphasized the gender of children. For example, she gave children a worksheet related to the development of men and women from infancy to adulthood. One of the boys shouted *"I have the pictures of a man."* The teacher said, *"I know. I will give pictures of a woman to the girls and pictures of a man to the boys."* In a dance activity, T₁ emphasized that boys would be giants and girls would be princesses.

Interactions among children. T₁ noted in her plan that circle time was conducted twice a day and at this time, children could share whatever they wanted with their classmates. It was observed that T₁ supported positive peer interaction in the classroom. For instance, before starting a reading activity, she showed the children the cover of the book and asked them to make a prediction related to the topic. She asked almost all of the children to talk about their predictions. At the beginning, she gave children who raised their hands a hearing and then, asked the children who sat silently for their opinion.

In one break time, Kaya started to talk *"Teacher, do you know...?"* but another child interrupted him. Then, he started again *"Do you know I...?"* and another child interrupted him again. T₁ said, *"I want to listen to Kaya now"* and *looked* at him. Also, the all children were quiet and looked at their classmate. However, Kaya did not start talking and looked at the floor. T₁ said, *"We are listening to you, Kaya."* He said, *"I made a big family heart with family photos."* However, it took almost 2 minutes to complete the sentence and the teacher listened to him carefully and patiently.

During an art activity, Ali had finished his work. T₁ took his work and said, *"Can you help your classmates at your desk, please?"* Also, other children who had finished asked teacher who they could help. T₁ directed each child to a friend *"Derya can help Kaya and Levent can help Ege."*

During the observation session, T₁ did not give opportunities such as class meetings or forums for children to talk about their conflicts.

T₁ did not usually let children move freely in the classroom to facilitate interaction but she did not usually intervene in their conversations with each other during the activities. For instance, children were talking about trees and seasons, and their work in an art activity. Although they sometimes spoke loudly, T₁ did not warn them.

4.1.4 Behavior management

4.1.4.1 Beliefs

In order to elicit her beliefs related to behavior management, T₁ was asked how a preschool teacher should manage the behaviors of children. Initially, she stressed some general points which should be considered when managing behaviors and then specifically focused on rules and discipline.

In relation to the general points, T₁ explained that a preschool teacher should have a framework consisting of consistent discipline strategies to deal with misbehaviors. Also, she should consider children's individual differences. She said:

“For effective behavior management, expectations and behaviors of the teacher should be consistent. Also, she should develop a framework to deal with misbehaviors. However, she should reshape it based on children's individual differences because each strategy may not be appropriate for all children. Some of them may like talking but touching may be effective for others. It depends on the child.”

Rules. T₁ stated that rules were crucial for effective behavior management but there should be a few rules in a preschool classroom consisting of “(1) *Don't stand up during an activity*, (2) *Don't start speaking before raising your hand*, (3) *Form a line*, (4) *Don't talk with your friend during the activity*.” She explained how, instead of emphasizing dos/don'ts, rules should be established with children:

“Rules should be posted visibly because children forget quickly. For this age group the teacher often has to remind the children. Pictures are particularly effective for children to learn and remember the rules.”

Discipline. T₁ believed that misbehaviors usually occurred at the beginning of the year and explained her step by step approach to discipline thus:

“Initially, misbehavior should be ignored or only observed. However, the child repeats it, she should warn him. If misbehavior continues, she should meet with child in a private room and have him draw pictures related to his problem or have him explain what happens. While the child explains, the teacher should take notes and also put the child’s pictures on his desk or in his folder. Then, she should have him draw a picture(s) related to solution to the problem and also they can put them on his desk. However, if this solution doesn’t work; the teacher should ask for support from educational specialists. They should observe the child and may also talk with child in a private room. However, if it doesn’t still work, the last course of action should be to talk to the parent.”

She also explained that using pictures or time-out to deal with misbehavior were more effective than using reward and punishment. Therefore, the latter should be used rarely. However, if children are rewarded, tangible rewards such as smiley faces and flowers should be chosen.

4.1.4.2 Self-reported practices

Although T₁ was not asked how she managed the behaviors of children in her classroom, she reported her practices together with her beliefs. Initially she explained general points which she considered while managing behaviors. Then, she explained her practices related to rules and discipline.

In relation to the general points, T₁ stated that she considered the individual differences of children. Also, she said that she was patient and gave time to children to internalize the rules.

Rules. T₁ explained that she presented the basic rules at the beginning of the year and then added some rules to the list. She said:

“There are some basic rules of the classroom. These are the children sitting on their chairs, raising a hand to speak and forming a line. I emphasize them at the beginning of the semester. Two weeks later, we talk about the rules of circle time. These are ‘Look at your teacher’ and ‘Listen to your teacher.’”

She also explained that role playing and visuals related to rules were important. She explained:

“I try to play my role. For instance, if a child does not raise his hand before starting to speak, I cover my ears with my hands and I say ‘I cannot hear and understand you. All of you are talking at same time’. Therefore, the child recognizes that he should raise his hand. Also, we talk about the visuals and children’s drawing related to rules. These are important because I sometimes ask ‘Do you remember what you drew? You can look at your picture on the wall.’ Also, when a child does not listen to me, I put a picture of an ear on the board.”

Discipline. In parallel with her beliefs, the teacher stated that she conducted some strategies step by step and stressed the same steps. She also explained that she used rewards such as smiley face or flower and punishment such as time-out to deal with misbehaviors of children. She said:

“We observed our children at the beginning of the year and decided that we needed a behavior board to reinforce positive behavior. There is a flower for each child and each flower has five leaves. Each leaf refers to a weekday. At the end of each day, child assesses herself and so the leaf of that day will be opened or closed. At the end of the week, if child has three or more open leaves, she will get her flower. However, she has 2 or less open flowers, she needs to think about her behavior.”

4.1.4.3 Actual practices

T₁ was observed in her management of the children’s behavior; specifically, classroom rules and her discipline strategies.

Rules. It was observed that there were clear, simple and consistent rules which were appropriate for children’s age and maturity. For example, “take turns, put your hand up, hands in lap or under the table” were the main rules of the classroom.

T₁ generally explained the rationales of her expectations related to the activities or behavior of the children in the classroom. For instance, in an art activity, the children made a family tree and T₁ wanted them to draw person with felt tip pens and color their pictures with pencils. She also said *“If you color your pictures with felt tip pens, your paper may become wet and get torn.”*

At the end of a literacy activity, T₁ approached each child and talked to them about their work. While she was attending to a child, other children said *“Teacher, teacher!”* She looked at them and responded *“Please, let me talk with your classmates. I want to ask each of you some questions related to your work. Also, I must listen to you when you speak. However, when all of you speak at the same time, I cannot hear you.”*

At the end of the break, most of the children sat on their chairs but one child went to drink water. T₁ said *“Sit down, Kaya! Break time has finished and we will start an activity now. You could have drunk your water rather than playing with toys. You chose to play. Therefore, you have no time to drink water and you have to sit down now.”*

While T₁ was giving the instructions for the activity, one of the children paid attention to his book. She said *“My hands are under the table and I am listening to my teacher, Levent, because I don’t want something to distract me.”*

Before starting the bingo game, the children were talking about the organs on the cards. However, one of the children was moving his chair forward and backward. T₁ stopped his chair, bent down and said *“If you don’t sit appropriately, I will have to get your chair from you because you can fall down and hit your head.”*

It was observed that there were many visuals related to the rules in the classroom. Some were the children’s drawings. Others were pictures related to rules of circle time and the rules of academic area of the classroom. T₁ often used these pictures, for instance, when starting a literacy activity the teacher wanted the children to close their books, and then she asked the children the rules of the literacy activity. There were illustrations related to rules near the board. She glued them to the board and said *“... my teacher!”* The children completed the sentence as *“I will listen to my teacher”* for the picture of an ear. She said again *“... my teacher!”* The children completed the sentence as *“I will look at my teacher”* for the picture of an eye. Then, she pasted the picture of thermometer which showed level 1 and asked *“What should my noise level be?”* They said *“1.”* Then, she pasted last picture and the children said *“Hands are under the table.”*

T₁ sometimes gave the children opportunities to talk about the rules. For instance, at the beginning of the activity, she asked *“What were our rules while working with my book? Who will remind us of it?”* One of the children said *“I work quietly.”* T₁ repeated her sentence and asked *“What should my (refers to children) noise level be”* while showing the noise thermometer. They replied *“1.”* Then, she asked *“How do I sit on my chair?”* One of the children said *“I should sit up straight.”* The teacher asked *“How do I hold my pencil?”* All the children replied *“Properly.”* She said *“I hold my pencil properly”* and demonstrated how it should be held. Then, one of the children said *“I turn the page like this”* and turned the page of her book. T₁ responded *“Yes, I turn the page of my book slowly and carefully. Thank you!”* Then, she closed one child’s book and said *“I finished my work and closed my book. Do I*

say *'I finished, teacher' or what do I do?'* All children started to say their ideas but T₁ closed her eyes and raised her hand. Then, some children raised her hand and the teacher said *"Thank you very much, Derya. Since you raised your hand, can you tell us what we do?"* She said *"I wait while my hands are under the desk."* T₁ repeated her sentence and added *"I will not turn to the next page before my teacher says I can."* Then, she asked *"What do I pay attention to while writing letters or joining the dots"* while drawing something in the air. One of the children said *"Arrows."* Then, the children started their activity.

Discipline. T₁ set the limits in the classroom and explained to the children the acceptable and unacceptable behaviors. For instance, they had just started the activity and some children were still talking to each other. The teacher said *"Please stop talking. I want you to work silently."*

While working on their activity sheets, the children were talking to each other noisily. T₁ said *"You are talking too loudly and it disturbs me very much"* and closed her ears with her hands. Then, she added *"I want you to work silently."*

At the end of the activity, the children were to go to restroom. T₁ said *"Seagull! Form a line and don't go to restroom before putting your chair back, please!"*

In the break time, T₁ and the second teacher drew heart and star on children's faces. Then, everybody sat on their chairs but one of them stood up and went to the mirror to look at her face. T₁ asked *"What did you do? Did you get permission from me to look in the mirror?"* The child looked at the mirror, went back to her chair and said *"I looked at my face."* T₁ repeated *"You did not get permission from me!"*

In the free play time, T₁ told the children that she wanted them to play with materials while sitting on their chairs. However, two of the children stood up and some of the materials fell on the floor. The teacher approached them and said *"I see that there are some pieces on the floor and I don't like that. If you play standing up, I will ask you put the material back."* One of the children said *"But Elif and I like this material."* She responded *"I know that you like playing with it but when you play standing up, some pieces may be lost."* Then, she hid some pieces in her hand and asked *"Imagine that you lost these pieces. Can you play with this material now?"*

They responded “No!” She continued *“Therefore, we use them carefully. Also, we don’t crumple or lose them.”*

One of the children finished her work in a literacy activity. First, she was singing a song and then, she started to talk to her friend in a loud voice. T₁ said *“Your classmates are still working and you may disturb them. Please talk to them in a quiet voice. I would be happier if you didn’t talk.”*

T₁ empowered the children in the classroom. She gave them some responsibilities. For instance, when they were playing bingo related to geometric shapes instead of getting the cards from a bag, T₁ turned front side of cards face down and put them on the floor. She asked one child to say “Stop” after she started to walk on them in this way they would concentrate on the activity. She usually chose children who sat and waited quietly.

Another example of taking responsibility was before the children went to the science laboratory, T₁ sent one child to the educational specialist’s room to get the lab key. Also, she asked another child to bring the CD related to teeth from the next classroom.

T₁ sometimes coached children to solve their conflicts. However, instead of helping them express their views and allowing them to talk about their problem until they found a solution, she usually solved the conflicts of children. For instance, one of the children tried to draw on his friend’s paper. The teacher said *“Don’t do that”* two or three times then she said *“We don’t damage each other’s work, Bora! This is not a good behavior.”*

In a literacy activity, one of the children put her arm on her friend’s book. He said *“Don’t put your arm there, please”* However; she said *“I will put my arm there!”* and looked her teacher directly in the eye. The teacher said *“Your friend is right. He asked you not to do it because he cannot work.”* Also, since another two children touched each other and could not work. T₁ said *“Please don’t touch each other during the activity.”*

During another literacy activity, one of the boys complained about his friend and said *“Elif said that this activity was boring, teacher!”* T₁ looked at him and asked

“Who?” He repeated *“Elif.”* Then, the teacher approached Elif and started to explain why they should do these activities. She gave some examples from her life and said *“While I was in preschool, I did many activities related to letters, numbers, and shapes. My teacher planned several activities, sometimes I got bored but I did the activity. You say that my writing is very good. However, in order to write well, I had to do many activities.”*

T₁ usually focused on positive behaviors. She often thanked the children, who listened to her carefully and quietly waited for the next activity. Also, she often thanked all the children when they did their activity quietly and said that they should be proud of themselves. For instance, before starting the activity, they were talking about the rules they had to obey in the literacy activity. T₁ said *“I finished my work and closed my book. Do I say ‘I finished, teacher’ or what do I do?”* All the children started to give their ideas but T₁ closed her eyes and raised her hand. Then, some of the children raised their hands and the teacher chose one of them saying *“Thank you very much Derya. Since you raised your hand, can you tell us what we should do?”* Also, one of the girls finished her activity and was waiting silently. T₁ said *“Thank you very much, Melek. Since you finished your work and waited without saying ‘Teacher!’ I will paste a sticker in your book.”* Melek thanked her teacher and the teacher said *“You are welcome. Can you hear how polite she is?”* In another activity, she wanted the children to quietly form a line and said *“Thank you children who are quietly in line. I blow you a kiss. Please catch it.”* Some of the children said that they did not catch it and she said *“This means that you did not make a line properly. I am sorry.”*

While returning from science laboratory to the classroom, T₁ said *“I want to sing a song using the names of the children who keep their line and walk silently. I am looking at who is near the wall.”* Then, she started to sing the children’s names in her song.

It was observed that T₁ did not exemplify pro-social behaviors. She did not use discussions, books or stories to promote peace and understanding in the classroom and to talk about their problems. Also, the reactions of T₁ and the second teacher in

the classroom towards the children's behavior were usually consistent with each other. They usually looked at each other in some confusing situations. Only one of them responded to the child and the other teacher agreed with her.

Other strategies. T₁ usually did not coach children to solve their conflicts or focus on positive behavior but used other strategies. Sometimes she used nonverbal strategies or role playing. For instance, in a reading activity T₁ asked a question and all the children started speaking at same time. She raised her hand and the children stopped talking and some of them raised their hands. In another activity, when the children started to talk, she covered her ears with her hands and said *"I cannot hear you. My ears can hear none of you now."* Therefore, the children raised their hands. In another activity, she wanted the children to silently form a line and said *"There is an egg on each of your feet. You must walk slowly; take a small step and follow your classmate if not you could break the eggs."* Then the children started to walk slowly. She also ignored some misbehavior of the children. For instance, before starting reading activity, they made a circle. The children became balloons and T₁ imitated inflating and deflating them. Some children pulled each other and some fell down. However, T₁ did not intervene and continued playing. In the reading activities, instead of warning the children, she usually modified her voice. Also, while waiting for new activity, the teacher asked all the children to keep their hands under the table. She sometimes gave tangible rewards. For instance, before starting a math activity, she said *"Children who wait silently will get a heart and sticker."* On another day, both teachers drew heart and yellow star on the children's faces. One of the children said *"I don't like yellow and red."* Second teachers said *"T₁ chose these colors because they are pretty colors. You know that we aren't drawing a heart and star because of Galatasaray. We are drawing them since you behaved well on the field trip."* T₁ also used noise thermometer to show the noise level in activities. This level may change between 1 and 3 based on the activity. For instance, the teacher placed the picture of thermometer on a chair at the middle of the classroom which showed level 1 and asked *"What should my noise level be in a math activity?"* However, in the free play time, this level may be 3. Also, she often reminded the children of some rules such as raising the hands, listening to teacher or looking at her or remembering

an agreement which was made with the child. Another strategy used by T₁ was singing. While coming back from science laboratory to the classroom, the children were in a line. T₁ started to sing a song and also she was observing the children carefully while they were descending the stairs. For instance, some children were talking in an art activity. They started to address each other as *baby*. “How are you, baby?” “I am fine, baby.” First, the teacher said “I think that ‘baby’ is a rude word. Why don’t you use dear or friend instead of baby?” However, children did not stop using it. Therefore, T₁ suddenly started to sing a song related to theme of the week. Also, she sometimes rang a bell. For instance, after playing bingo, the children ran to the carpet and were talking loudly. The teacher said “If you wait for me quietly, I will turn on the music” but the children continued running and shouting. She rang the bell and waited. The children stopped shouting and running. Then she said “If you can’t make a circle you can’t join my game. If you want to join in my game, you have to listen to me!”

4.1.5 Consistency/Inconsistency

4.1.5.1 Physical environment

Table 4.1 Consistency of T₁’s Beliefs and Practices Related to Physical Environment

Physical environment	Indoor Space			Furniture				Learning centers/areas						Child related displays		
	Sufficient movement area	Safe and secure area	App. teacher-child ratio	Sufficient basic furniture	Child-sized furniture	Durable/good rep. furn.	Soft furnishings	Variety of learn. centers	Sufficient place for sev. act.	Sep. active-quiet centers	Conv. arranged centers	Independent use of centers	Semiprivate areas	Age app. materials	Children’s work	At the children’s eye level
Beliefs	Y	Y	-	-	Y	Y	-	Y	-	Y	Y	-	-	Y	Y	-
Self-reported practice	Y	Y	Y	-	-	Y	-	Y	-	Y	Y	-	-	Y	Y	-
Actual practice	Y	S	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	N	Y	Y	Y

(Y: Yes S: Some N: No)

After the interviews and observations were completed, the consistency of T₁'s beliefs and practices related to physical environment were investigated based on indoor space, furniture, learning centers/areas and child-related displays in the classrooms and is summarized in Table 4.1.

In relation to *indoor space*, it seems that beliefs and practices of T₁ related to sufficient movement area were consistent. For instance, she believed that preschool classrooms should have sufficient movement area and reported that she had a large classroom. It was observed that her classroom was large enough for the children and teachers to move freely. Also, it can be said that T₁'s beliefs and practices about a safe and secure area were consistent with each other because she explained that the indoor space of preschool classrooms should be safe and she had a safe classroom. Although some deficiencies related to lighting and sharp corners in her classroom were observed, it seemed to be safe. Also, she did not state her beliefs related to an appropriate teacher-child ratio but her self-reported and actual practices seemed parallel.

In terms of the *furniture* in the classroom, there appears to be a consistency between the beliefs and practices of T₁ concerning the furniture being durable and in good repair. The teacher stated that the furniture in preschool classrooms should be durable and in good repair and that this was the situation in her classroom furthermore, the researcher confirmed that this was the case. Also, the teacher believed that there should be child-sized materials in a preschool classroom but she did not refer to the size of the furniture in her classroom. In parallel to her beliefs, all the furniture was child-sized in classroom of T₁. Since T₁ did not state her beliefs about the furniture and the existence of sufficient basic furniture, and soft furnishings in her classroom, it is not possible to discuss about the consistency of her beliefs and practices about them. However, it was observed that there was sufficient basic furniture and soft furnishings in her classroom.

In relation to the *learning centers/areas* of classrooms, it may be said that the beliefs and practices of T₁ were parallel in terms of the variety of learning centers, separation and convenient arrangement. However, the consistency of T₁'s beliefs and

practices about sufficient places for several activities, independent use of centers and semiprivate areas cannot be interpreted since the teacher did not emphasize her beliefs and self-reported practices about these aspects. Although it was observed that there were sufficient places for several activities and the children could use learning areas independently, there were no semi-private areas in the classroom.

In terms of *child-related displays*, beliefs, self-reported and actual practices of T₁ about the exhibition of age appropriate materials and the children’s work seem to be parallel with each other whereas consistency between her beliefs and practices regarding height of the visuals cannot be interpreted.

4.1.5.2 Planning and programming activities

Table 4.2 Consistency of T₁’s Beliefs and Practices Related to Planning and Programming Activities

Planning and programming activities	Daily schedule						Teaching methods						
	Smooth transitions	Set but not rigid schedule	More and less energy. act.	Schedule posted visibly	1 indoor and 1 outdoor play	Free play activity	Learning exp. and hands-on materials	Well-chosen materials	Variety of grouping	Variety of instruct. str.	Teacher-initiated & child-initiated act.	Opp. for ch. to collaborate with others	Providing specific feedback
Beliefs	-	Y	Y	-	Y	Y	Y	-	-	Y	-	-	-
Self-reported practice	-	Y	-	Y	N	Y	Y	-	-	Y	-	-	-
Actual practice	Y	S	Y	Y	N	S	Y	Y	S	Y	N	N	S

(Y: Yes S: Some N: No)

After the interviews and observations were completed the consistency of T₁’s beliefs and practices related to planning and programming activities were investigated based on the daily schedule and teaching methods, and summarized in Table 4.2.

In terms of the *daily schedule*, it may be said that the beliefs and practices of T₁ about a set but flexible schedule were consistent. Although it was observed that the teacher sometimes tried to follow the schedule strictly, it was considerably consistent with her beliefs and self-reported practices. Similarly, her beliefs and practices related to free play may be interpreted as consistent in spite of the lack of outdoor free play. Also, T₁ did not emphasize her beliefs related to visuals related to schedule. However, it seems that there was consistency between her self-reported and actual practices because she stated that schedule was posted visibly in her classroom. In addition, it was observed that the schedule in her classroom was in the shape of caterpillar. In terms of the combination of more energetic and less energetic activities, it can be said that there was consistency between T₁'s beliefs and actual practices but she did not talk about her self-reported practices. In relation to at least one indoor and one outdoor play period in the daily schedule, she believed that both should be included. However, inconsistent with her beliefs, her self-reported and actual practices showed that she did not conduct daily outdoor play activity. Therefore, it may be said that her self-reported and actual practices were parallel with each other. Lastly, it does not seem possible to make an interpretation related to consistency of T₁'s beliefs and practices about smooth transitions between daily events because she did not emphasize her beliefs or self-reported practices about this element.

In relation to *teaching methods*, T₁'s beliefs and practices about variety of engaging learning experience and hands-on materials, and instructional strategies seem consistent. However, it does not seem possible to discuss the consistency or inconsistency of related to well-chosen materials, variety of grouping, teacher-initiated and child-initiated activities, opportunities for the children to collaborate with others and providing specific feedback because she did not emphasize her beliefs and self-reported practices about these aspects.

4.1.5.3 Relationship and communication

Table 4.3 Consistency of T₁'s Beliefs and Practices Related to Relationship and Communication

Relationship and communication	Supervision of children		Teacher-child interaction			Interactions among children		
	Engagement of the children in real conversations	Balance b/w independent and teacher-dir. learning	Encouragement for mutual respect	Warmth through app. physical contact	Positive role model	Positive peer interaction	Opp. for children to talk through conflicts	Free movement to facilitate interaction
Beliefs	-	Y	-	Y	-	Y	Y	-
Self-reported practice	Y	-	Y	Y	Y	Y	-	Y
Actual practice	Y	S	Y	Y	Y	Y	N	S

(Y: Yes S: Some N: No)

On completion of the interviews and observations, consistency of T₁'s beliefs and practices related relationship and communication were investigated based on the supervision of the children, teacher-child interaction and interactions among the children and these are summarized in Table 4.3.

In terms of *supervision of the children*, although her beliefs were not reported, it can be said that there was consistency between her self-reported and actual practices concerning the engagement of the children in real conversations. Also, in terms of the balance between independent and teacher-directed learning, her practices related to teacher-directed learning were dominant, thus it may be said that there was a consistency between her beliefs and actual practices. However, her self-reported practices related to this topic were not stated.

In relation to *teacher-child interaction*, it seems that T₁'s beliefs and practices related to warmth through appropriate physical contact were parallel. Although her beliefs about encouragement for mutual respect and positive role modeling of T₁ in the

classroom were not reported, her self-reported and actual practices may be interpreted as consistent. She stated that she encouraged mutual respect between the teacher and the children and became positive role model for the children. Also, these practices of the teacher were observed in her classroom.

In terms of *interactions among the children*, it may be said that T₁ believed that positive peer interaction should be enhanced in the classroom. In parallel with her beliefs, she stated that she supported this type of interaction in her classroom and also her consistent practices were observed. Although T₁ did not mention her beliefs about free movement to facilitate interaction, her self-reported and actual practices seem consistent. However, she gave more opportunity for the children to talk each other rather than free movement. In terms of talking through conflicts, T₁ explained that many opportunities should be given to the children. Although she did not talk about her self-reported practices, observations showed that her actual practices were not consistent with her beliefs.

4.1.5.4 Behavior management

Table 4.4 Consistency of T₁'s Beliefs and Practices Related to Behavior Management

Behavior management	Rules				Discipline						Other strategies
	Clear, simple, consistent	Including rationales	Visibly present in the room	Opportunities to discuss the rules	Setting limits	Empowering children	Coaching ch. to solve their conflicts	Focusing on positive behavior	Exemplifying pro-social behaviors	Consistent reactions	
Beliefs	Y	-	Y	Y	-	-	Y	-	-	-	Y
Self-reported practice	-	-	Y	Y	-	-	-	-	N	-	Y
Actual practice	Y	Y	Y	Y	Y	Y	N	Y	N	Y	Y

(Y: Yes S: Some N: No)

Table 4.4 gives a summary of the consistency of T₁'s beliefs and practices related behavior management that were investigated based on rules, discipline and other strategies,.

In relation to *rules*, consistency was observed between T₁'s beliefs and practices about the visible presentation of the rules in the classroom and opportunities to discuss them with the children. Although she did not emphasize her practices in the classroom, she stated that there should be clear, simple and consistent rules. In parallel with her beliefs, it was observed that she had age appropriate rules which were understood by the children. However, it does not seem possible to make an interpretation related to the consistency of T₁'s beliefs and practices about rationales of the rules because her beliefs and self-reported practices were not explained.

In relation to *discipline*, T₁ did not talk about her practices about coaching the children to solve their conflicts but her beliefs and actual practices may be considered to be inconsistent. She believed that a preschool teacher should help the children express their views and keep talking about their problem until they found a solution; however, it was not observed that she coached the children to solve their problems. In terms of exemplifying pro-social behaviors, T₁ did not mention her belief but there seemed to be consistency between her self-reported and actual practices. She explained that she did not exemplify pro-social behaviors and parallel with her self-reported practices and this was not observed in her classroom. Also, although it was observed that T₁ set her expectations and limits, empowered the children, focused on positive behaviors of the children and gave consistent reactions to their behaviors, her beliefs and self-reported practices were not stated by T₁. Therefore, it is not possible to discuss the consistency/inconsistency of beliefs and practices of T₁.

Lastly, for *other discipline strategies for misbehaviors*, there was consistency between T₁'s beliefs and practices. Although she did not mention this term, she said that she used several strategies such as reward and punishment.

4.1.6 Reasons

4.1.6.1 Physical environment

When asked about the reasons for her actual practices related to the physical environment, T₁ usually gave some external factors and the children's needs and characteristics. For instance, there were some problems related to lighting and the classroom was dark and the researcher asked her why she did not open the curtains. She said that it was related to location of her classroom and sunlight disturbed the children. She also emphasized that she could never concentrate on her work in dark classrooms, however, if she opened curtains, the children could not work at their tables. Also, they were sweating from the heat and could not concentrate.

There were learning areas in her classroom and there were larger rooms in the school which facilitated the enrichment of particular activities that took place in the learning areas of her classroom. For example, in the classroom there was a science area and book area containing basic materials but the children had the opportunity to use larger variety of materials and to undertake experiments in the science laboratory or to read a book in the school library. When the teacher was asked the reason of her practice, she said that the children might need different places and different materials. She emphasized that they sometimes undertook an experiment in their classroom but a new room and new materials increased their motivation for the activity since they became excited and curious about what they would do.

It was also observed that T₁ encouraged the children to use the learning areas independently. For example, she asked the children to put their toys or materials away at the end of each activity. She emphasized that organizing learning areas for independent use of the children and encouraging them to do this was important to enhance the children's responsibility skills.

The teacher commented about the exhibition of the children's work in her classroom in this way:

"A child likes seeing his own work on the wall. He sometimes makes comparison between his work and the work of other children. This is useful because good work may be an effective motivator for him to do his best. Or, he may think that his work is better than his classmates' and this develops his self-confidence."

In T₁'s classroom, the child-related displays were at the children's eye level or at an appropriate height for young children. She said that initially, she stuck them on the board and talked about them during the activity. Then, she put them at the children's eye level because they looked at them during the break or in free play time. They asked each other questions and also explained it to the peers. She thought that this interaction was important for the children.

4.1.6.2 Planning and programming activities

When questions were asked about the reasons for her actual practices related to planning and programming activities, T₁ mentioned some external factors. However, she usually gave reasons related to the children such as attracting their attention, increasing their motivation and concentration, encouraging them, preparing the children for the next activity, providing them with different experience, establishing educational interaction between teacher-child and among the children and concretizing some situations for the children. For instance, T₁ presented a finger play which ended with *"Close your mouth, open your ears and listen to a good story"* before starting a new activity and she said that she aimed to attract the children's attention. She emphasized that although the children sat and waited for the new activity, they were curious about what they would do. Therefore, she also aimed to decrease their curiosity and attract their attention through a play.

It was observed that when some children had not finished their work, T₁ gave play dough to others who had completed the activity. She commented that finishing an activity on time was important. Therefore, they expected the children to finish their work on time. However, some children were so fast that they finished their work in a short time and it was thought that the teacher should wait for the slow children. She stated that actually those children had enough time for the activity. Therefore, she had to direct the children who finished quickly to different things to keep order in the classroom and not break the concentration of the slower children. On the other hand, she tried to motivate the slow children and give them the message that *'You have some classmates who have finished their work and you can do it faster.'*

There was a schedule in the shape of caterpillar posted visibly in the room. She said that they posted it because children were in the school for a long time and she wanted them to understand that there was a flow of activities in the classroom and everything was in an order. Also, the children could look at the schedule and see the next activity. According to T₁, it was necessary for them to prepare and concentrate on each activity.

In the free play activity, T₁ limited the areas which the children were able to use and places in which they could play since she wanted them to play in different areas and use various materials. She thought that the children would always play with Lego when she did not intervene. However, they would learn different things and gain more experience in dramatic play or the math area.

T₁ visited the children's tables during the free play and talked with the children about their activities. Also, she sometimes explained how materials were used. She said that those visits provided her with observing the children, improving her interaction with the children and giving the message of *'I am here with you.'* Especially in the math area, she asked questions or answered their questions to be able to catch some emergent opportunities to teach a new concept or to remind the children about previous activities.

T₁ usually planned integrated activities and when the researcher asked the reason for this, she replied:

"I want to provide the children with permanent learning. I try to teach a topic in three stages: introduction, main body and conclusion. Also, I can assess each previous activity with the new activity. For instance, after reading a book, we do an art activity. When I ask questions related to topic in the art activity, I can understand what they have learned from the book. Of course, some pieces are missing in their minds so I know that I must focus on these gaps."

The children usually did same activity at the same time in T₁'s classroom and she thought that it was a developmentally appropriate practice. She said that she knew that some activities were sometimes hard for some children but she believed that each child learnt different things from each activity. For instance, one of the children could improve her fine motor skills while another could develop self-confidence because he was good at cutting. She emphasized that she could not say that a child

whose fine motor skills were not sufficiently developed for a cutting activity had to do another activity. As a teacher, she had to support his skills.

One of the children became bored with one activity, and T₁ explained why they should do this type of activity and gave some examples from her life. T While explaining the reason of her behavior, she said that the children would get bored and much more tired in primary school. Therefore, they needed motivation and she explained her experience because she wanted them to know that good things would happen in the future. Also, she wanted to encourage them to study hard.

In a literacy activity, T₁ helped one of the children write a letter and told the other children that she was working well. According to her, she announced this to other children because at the beginning of the semester, her work was sloppy. Although all the children started the activity, she could not sit on the chair and concentrate on her work. For a while, she ignored the child and then, she tried to motivate her with some rewards. However, that did not work. In the end, she recognized that the child needed to be praised and encouraged. Therefore, she told all the children that she worked well.

At the beginning of an activity T₁ showed how the children would scrunch up white and red paper. Then, she wanted them to scrunch it up. She showed the children first because she wanted them to understand the activity. According to her, the children should be clear about what they would do. However, they had no experience related to scrunching up paper. Therefore, if the teacher said '*scrunch up this paper*', they would not know what to do. She stated that she demonstrated and also she was concretizing her instruction for them.

It was observed that T₁ usually conducted teacher-initiated activities in the classroom. When asked the reason for this, she commented that she believed that there had to be child-initiated activities in the schedule but her daily plan was rarely able to include this flexibility. She said that, of course she sometimes changed her plan based on the children's needs but she did not have enough time for daily child-initiated activities. Also, the children were not often willing to select or start an activity. Therefore, there was no need to include it in my daily schedule.

During the observation sessions, no group work activity was conducted by T₁ and the teacher said that she did not often conduct group work. It was related to her theme and activity. She wanted to carry out more group activities because she believed that group work taught children to work together to complete a task, to share and to solve their conflicts together. However, she emphasized that she was one of ten preschool teachers who decided the activities and it might not be possible to persuade all of her colleagues to undertake more group work.

After the children were working or finished their work, T₁ said “*Well done!*”, “*That’s good!*”, “*Are you sure that it is correct?*” or “*Please check your order.*” The researcher asked why she used these comments and she said that first, she wanted to show the children that she was aware of their efforts. They might make mistakes but they had tried to do it. She tried not to overlook any of their efforts. It helped the children motivate themselves for other activities. Also, the feedback provided her with a way of assessing them. She could see what they learnt and which parts of the activity had to be reviewed. It was also important for permanent learning.

T₁ drew things such as heart, star and caterpillar on the children’s books when they did the activity correctly and she said that there were two reasons for this. First, she wanted to motivate the children because they thought that they had done good work and were motivated to do better. The second reason was related to the parents since these drawings showed that the teacher checked the children’s books and cared about each child individually.

The examination of the daily plans of T₁ showed that there were different kinds of activities and different teaching strategies such as carrying out an experiment, singing and doing a literacy activity related to one topic in her daily plan. The teacher said that she used a variety of teaching strategies and provided the children with various experience because she tried to enrich the children’s learning experience. She explained that every child could not learn through the same teaching strategy. Therefore, she used different strategies. For T₁, the main point was the children’s individual differences since she believed that every child could learn something from one activity.

The researcher noticed that there were no outdoor activities in daily plans of T₁. The teacher said they planned outdoor activities based on the weather conditions and did not include it in the daily plans.. For example, when they finished their breakfast or an activity earlier than the schedule, they could go outdoors.

T₁ wrote in her daily plan that she made changes based on the children's individual differences, the characteristics of age group or the children's needs, and when she did not implement some activities. When the researcher asked the reason the teacher stated that they had common plans in their school but sometimes these plans were not appropriate to the children's age, characteristics or needs in her classroom. Some activities could be very easy or very difficult for her students. Therefore, she needed to make some changes and she defined them in her daily plans.

There was a balance between more energetic and less energetic activities in the daily plans of T₁ and the teacher said that she consciously made this balance since she felt that children needed dissipate their energy. If she always planned less energetic activities, the children's motivation would be lost. They would not be able to do anything however; with this balance, the children were happier and more motivated.

4.1.6.3 Relationship and communication

Asked about the reasons for her actual practices related to relationship and communication, T₁ explained various reasons for her practices such as improving the children's communication skills, self-expression, self-esteem and self-control, improving her communication with the children, recognizing different viewpoints and providing permanent learning, being a role model, showing her affection for the children, checking if the children were listening to her and giving the message of 'I can make a mistake'. For instance, T₁ directed the children to sit on the carpet and talk to each other about their field trip while waiting for their classmates. When the researcher asked why she directed them for a conversation, she said that she wanted to improve the children's communication skills and to recognize different viewpoints. However, she told them to talk about the trip because they had not yet learned how to focus on and talk about a particular topic. Therefore, she chose the topic.

T₁ asked the children how many angles a star had. They tried to find correct answer. She gave them enough time and clues to find the number of angles. The researcher asked why she gave the children enough opportunity and clues to solve the problem and the teachers emphasized that she had two aims: to help them develop and present their opinions, and provide the children with permanent learning. She said that when she gave them several clues, they not only understood the main problem but also recognized different ways of giving an answer. Also, since they would actively participate in the process of problem solving, they would not forget it easily.

T₁ usually bent down and made with eye contact when talking to the children because she said that she wanted to see if they listened to her and she wanted to be a role model for them. She stated that when one of the children complained about his classmate, she told him to talk to her. He went to talk to his friend but he forgot to make eye contact with her. The teacher said that she often reminded the child that if he wanted to be sure that she listened to him; he must look at his classmate's eyes. She put her words into practice by making eye contact with the children. Also, she emphasized that during undergraduate education, they were taught to bend down and make eye contact with the children and now she understood the importance of this action.

For a reading activity, the children sat on the carpet while T₁ sat in her rocking chair. The researcher asked why she sat on the chair instead of on the carpet with the children and the teacher said that she wanted to be higher than the children's eye level because after a while, they would start to move towards the teacher. If she sat on the carpet, they would not be able to see the book. Also, the teacher stated that when she looked at them from the chair, she was able to see and control all of them.

In an activity in which the children shaped play dough, T₁ forgot to give dough to one of them. He reminded her and she apologized several times. She explained the reason for her behavior that she was human and she could make mistakes. All her behavior might not be appropriate so she apologized when she made a mistake. Also, she expected the children to apologize to her or their classmates. She said that she

meant that she had two aims: to be role model and to give the message that she could make a mistake.

While giving instructions, T₁ usually used *I-language*. For instance, she said “*My hands are under the table and I am listening to my teacher.*” However, she said that she was not aware of it and she might aim to give the message of “*I communicate with each of you individually.*”

It was observed that T₁ often established physical contact with children. She described the reason for her behavior as wanting to show her affection. Also, she emphasized that she wanted them to trust her and understand that they were important to her.

One of the children said that he did not like the figure drawn by the teacher on another child’s book. So, T₁ talked with him about her feelings. The researcher asked why she shared her feelings with the child and she commented as she wanted to improve her communication with the child. She said that she tried to understand them and also she wanted him to understand her. She also added that they were together for a long time every day and she sometimes needed to explain her happiness or tiredness.

T₁ gave all the children the opportunity to speak. While explaining the reason, she said that some of the children felt uncomfortable when they talked in front of the class or in a group. Therefore, she tried to handle this issue and she gave all children a chance to talk. She also emphasized that she did not focus on whether their sentences were related to topic. She just wanted to improve their self-expression and their self-esteem.

During most of the activities, the children talked to each other and T₁ did not intervene with this since she believed that they were in a social environment and they should communicate with each other. She said that they had to share their ideas, learn from and teach each other. Also, they could learn to control themselves. She thought that since she did not limit them, they controlled themselves.

4.1.6.4 Behavior management

In response to questions about what influences her actual practices related to behavior management, T₁ explained various reasons for her practices. For instance, she explained the rationales of a required behavior and rules because she believed that they wanted to know the reasons. She said that children asked themselves “*My teacher told me not to do this but why?*” However, she added that explaining rationales might not stop misbehaviors.

T₁ reminded the children of rules at the beginning of each activity so the children would take their work seriously and more easily concentrate on it. Also, she said that it facilitated the transition to the activity and created motivation because children were ready to start it.

To remind the children about the rules T₁ used visuals because they were better than words for helping the children remember the rules.

T₁ pasted the classroom rules on the board. The researcher asked why she had pasted rules on the board when there were visuals of rules on the walls. She explained that sometimes children were very energetic and they forgot the rules. In this situation, she tried to remind them about the rules with both visuals and rules on the board.

T₁ frequently warned the children to sit upright and when asked why by the researcher said the teacher elaborated:

“This comes from my elementary school teacher she said this very often. She was concerned about our posture. Also, I believe that sitting upright increases the children’s motivation and attention.”

T₁ warned a child who spoiled his friend’s work. The researcher asked why she intervened and what her aim was concerning this issue. She responded that she has to teach the children respect each other. She said that normally, she would not intervene when they spoiled the work of another child. However, she intervened in that event because of the particular child. Bora had problems related to communication and if she did not intervene, the problem might escalate. She emphasized that she intervened taking into account the individual differences of Bora.

T₁ thanked the children and said “*you should be proud of yourselves.*” She said that she thanked them because she wanted them to feel good. They were happy when she thanked them. According to her, the children thought that they were good and they had done a good job. Also, they could understand that the teacher could see both their inappropriate and appropriate behavior. Children could be motivated to continue their good behavior.

T₁ gave a sticker to a girl and she explained why she had given the sticker to her. She said that her aim was to encourage, reward a child who behaved well and was an example for the other children. She stated that in particular, she used this technique at the beginning of the school year in order to teach the rules. At the end of semester, she rarely behaved like this.

T₁ sang a song which included all children’s names. The researcher asked why she sang this kind of song and she replied that she used this song both to attract their attention and warn some children who were not in line. First, she said some children’s names who were not obeying the rules and these children would think that the teacher had seen them.

T₁ sometimes ignored some situations because she thought that there were a lot of rules both in school and at home. Therefore, she ignored some situation during play time. For instance, if there was not a dangerous situation when a child jumped, she would ignore it. She thought that children should enjoy school but they had to know the results of their behavior.

T₁ sometimes raised her voice, and at other times lowered her voice. She said that she used this strategy to attract their attention. When they were distracted she raise her voice to attract their attention.

T₁ asked the children to wait with their hands under the table. When asked why she wanted it, she said if their hands were on the table, children would play with pens, and paper. Therefore, she could not start the activity. She emphasized that she wanted to gain their attention particularly through explaining the activity.

During the activities T₁ used sound probe which was in a visible place. The researcher asked why she used the sound probe and what her goals for children were while doing it. She said:

“When the children are working at their tables, their voices should be at level 1. In other words, the children should be speaking at an appropriate volume that does not disturb their peers. Also, lower sound would be helpful so the children could concentrate on their studies. The sound probe is useful instrument to help me.”

T₁ used a bell to gain their attention. She said that she did not want to use her voice and a bell was attractive to children. According to her, a bell was better than saying ‘listen to me’ and she particularly used when the children had to collect the toys.

4.2 Teacher 2 (T2)

T₂ was a teacher in a private school in Keçiören. She was 29 years old. She had graduated from the Department of Preschool Education in the Faculty of Education and had been a preschool teacher for 7 years. She taught 5-5.5 year olds and there were 18 children in her classroom. Also, she had taken a course related to classroom management in her undergraduate education and she was not familiar with the term *developmentally appropriate practices*.

4.2.1 Physical Environment

4.2.1.1 Beliefs

In order to learn her beliefs related to physical environment, T₂ was asked how a preschool teacher should organize the physical environment of the classroom. Initially, she stressed some general points that should be considered while organizing a preschool classroom environment. Then, she specifically focused on indoor space, furniture, learning areas and child-related displays.

As related to general points, T₂ stated that there should be sufficient stimuli in the classroom and that the classroom area should be organized in a way that does not prevent the teacher and children from moving easily.

Indoor space. T₂ emphasized that the movement area of a preschool classroom should be large and that children and the teacher should be able to move around

freely without being limited by furnishings and equipment. Also, she stressed that children should be able to use the indoor space of the classroom independently.

Furniture. T₂ stated that furniture should be safe, child-sized and should not have sharp corners. She also emphasized that there should be a variety of furniture, sufficient for all children. She said:

“Furniture in the classroom should be able to be used for multi-purposes. Especially there should be sufficient chairs and tables for the number of children. Also, preventers should be applied to furniture with large corners.”

Learning centers/areas. T₂ mentioned that learning areas should be separated into active and quiet areas because clear separation positively influences children’s concentration on an activity:

“Learning areas or learning rooms should be separated from each other clearly. This provides children with keeping concentration on the activity and prevents them from disturbing each other.”

T₂ also stated that child-sized furniture should be for children’s independent use of the materials and commented that:

“[t]here should be child-sized furniture in learning areas. Therefore, children can be free while using areas and materials. Also, areas should not be overcrowded and children should be able to tidy materials up after completing their activities.”

Child-related displays. T₂ emphasized that children’s work should be exhibited on the walls so that children have the opportunity to compare themselves with their classmates. She said:

“The child may compare self with her classmates. I mean that he can see similarities and differences in their works.”

She also stated that some age-appropriate permanent visuals related to letters, shapes, numbers, colors and seasons should be on the walls. In addition, an attendance list, a height/weight chart and a weather graph should be displayed.

4.2.1.2 Self-reported practices

When T₂ was asked how a preschool teacher should organize the physical environment of the classroom, she reported what she did to organize physical environments of her own classroom. First, she emphasized general points that she

considered while organizing physical environment. Then, she explained her practices related to indoor space, furniture, learning areas and child-related displays.

Related to general organization of her classroom, she emphasized that she had different learning rooms in her schools instead of learning areas in the classrooms, and she used the rooms rotatively.

Indoor space. T₂ only mentioned that her classrooms were large enough to let children move easily.

Furniture. T₂ stated that there was sufficient and safe furniture in her classroom.

Learning areas. T₂ emphasized that there were not learning areas in her classroom. She said that teachers in her school had established learning rooms consisting of art, science, play, creative and sports activities.

Also, T₂ stated that their learning rooms were separated clearly as active and quiet on the floors of the school:

“There are rest, sports and play rooms on one floor and art, science and creative activities are on another floor. Since rest room has been used for an hour each day, children can move and play on this floor however they want.”

She emphasized that each age group rotated through these rooms. Each room included age appropriate materials, which were placed in a way that children could use them easily and independently.

Child-related displays. T₂ stated that children’s work was exhibited in her classrooms. Also, she listed shapes, numbers, seasons, weather graphs and materials related to themes as child-related displays in her classroom.

4.2.1.3 Actual practices

Actual practices of T₂ related to physical environment were observed in her classrooms. Specifically, indoor space, furniture, learning areas and child-related displays were observed.

Indoor space. It was observed that there was a sufficient movement area in T₂’s classrooms. Also, there was rotation system in her school. There were rooms for art, creative activities, science, sports and play. There were sufficient movement areas in

these classrooms, and children and teachers could move around freely and were not limited by furnishings and equipment.

It was observed that classrooms of T₂ were safe and secure. Temperature, hygiene and noise regulation were appropriate for the continuity of the learning process. Also, emergency exits were clearly marked. Corner guards were used for the furniture with sharp corners. Only the science room did not have sufficient natural sunlight, and the lights were turned on.

It was also observed that the teacher-child ratio was not appropriate only in T₂'s classroom. There were 18 children and with only one teacher in her classroom.

Furniture. Observation showed that there was sufficient and child-sized basic furniture in T₂'s classrooms. There were sufficient cupboards and shelves to keep materials orderly, and the number of tables and chairs exceeded the numbers of children in the classrooms. In her classrooms, child-sized shelves and cupboards were placed against the walls. There was durable and good repaired furniture and cushions as soft furnishings in T₂'s classrooms. However, there was not a teacher's desk or an adult-sized chair in her classrooms.

Learning rooms (areas). As related to learning centers/areas, it was observed that there was a rotation system and a variety of learning rooms in T₂'s school. There were art, creative activities, science, sports and play rooms, and these rooms included appropriate furnishings and materials. For example, there were art materials, cartoons, chairs, tables and a board in the art room, while the creative activities room consisted of drama materials, such as puppets and costumes. The science room consisted of computers, a magnifying glass, a microscope, body models, books, posters, pictures and puzzles related to animals and humans. There were appropriate materials and equipment to enhance children's large motor skills in the sports room, while there were blocks, Legos, puzzles and dramatic play materials in play room. These rooms were large enough to make several activities in same time.

In T₂'s school, learning centers were separated clearly as active and quiet areas and arranged conveniently. For example, the art room was near a water supply, and the placement of materials and furniture prevented children from interrupting their

classmates' activities in her classrooms. There were usually shelves in her classrooms, rather than cupboards, and the shelves were not overcrowded or confusing. Also, there were sufficient shelves in the play and science rooms in her school. Centers and shelves were labeled. Also, the inside of the boxes and containers could be seen. Therefore, children could use these centers independently. It was observed that T₂ requested children to put away their books, pencil cases, blocks and other materials at the end of the activities. Lastly, there were appropriate areas for semiprivate use by children in T₂'s classrooms.

Child-related displays. It was observed that although children's work was exhibited T₂'s classrooms, there was not a variety of these works. However, there were limited age appropriate materials on the walls. There were boards in each room of her school, and different visuals were exhibited on them. For instance, there were numbers painted by children, photos of children in drama activities and a child-sized mirror in the creative activities rooms. Also, there were paintings of children on the board in art rooms and an Atatürk center and weather graph on the boards in the science room. Lastly, it was observed that all materials were not on placed at children's eye levels but were at an appropriate height for young children in the classrooms.

4.2.2 Planning and programming activities

4.2.2.1 Beliefs

In order to learn her beliefs related to planning and programming activities, T₂ was asked how a preschool teacher should plan instructional activities in the classroom. She began by describing some general points that should be considered while planning instructional activities. Then, she specifically focused on the daily schedule and teaching methods.

As related to general points, T₂ emphasized that a lesson plan should be appropriate to the teacher's objectives but flexible to adapt to the unexpected. She said:

“While planning instructional activities, objectives of the teacher are important. However, it should not be ignored that a preschool teacher may not always follow her schedule. For instance, it starts snowing and the focus of all activities is converted to snow.”

Daily schedule. T₂ stated that appropriate activities should be included for children's attention span. Also, there should be a combination of more energetic and less energetic activities in the schedule.

Teaching methods. T₂ emphasized that a preschool teacher should use a variety of methods to attract children's attention and to facilitate their learning. Especially brainstorming and discussion may be useful methods for young children.

4.2.2.2 Self-reported practices

Although T₂ was not asked how she planned instructional activities in her classrooms, she reported her practices together with her beliefs. First, she emphasized general points that she considered while planning the activities. Then, she explained her practices related to daily schedule and teaching methods.

As related to general points, T₂ stated that she planned activities based on her objectives, the physical environment of the classroom and the children's readiness.

Daily schedule. T₂ said that her schedule included the combination of more energetic and less energetic activities, and integrated activities. Also, she said that there were at least two outdoor activities in her schedule during summers.

Teaching methods. T₂ emphasized that she usually used brainstorming and problem solving because they forced children to think and support their creativity skills.

4.2.2.3 Actual practices

Actual practices of T₂ related to instructional activities were observed in her classroom. Specifically, her daily schedule and teaching methods were observed.

Daily schedule. It was observed that T₂ conducted smooth transitions between daily events. Materials of next activity were always ready and she usually used finger plays and rhymes to start a new activity. For instance, after break, children sat on cushions and T₂ sat on a child-sized chair. She had a book but before starting reading, she asked some questions related to winter such as "*What are the characteristics of winter?*" "*Which fruits/vegetables do we eat in winter?*" She tried to hear each child's answer. Then, she said "*We will learn the answers of the questions. You may*

be right but first...” and started to tell a finger play which ended with *“Close your mouth, lean back in your chair and listen to our story.”*

After coming back from lunch, children saw a box at the centre of the classroom. The teacher held it and asked *“According to you, what is there in this box?”* They made many predictions. She shook the box and asked *“Did you hear something?”* Children said *“Yes”* and T₂ asked again *“What’s that sound?”* They predicted *“sand”* or *“sugar.”* The teacher said *“Good! Another idea?”* Children added *“soup or tomato or music.”* She did not comment about their responses. Then, she invited one of the children to come near her and gave the box to him. She asked *“Is it heavy?”* He replied *“Not much!”* She invited all children one by one and asked if it was heavy. Then, she asked *“What can be there in the box?”* After children made some predictions again, T₂ opened it. There were many candies and a green letter in the box. She asked again *“What were there in the box?”* Children replied *“Candies.”* The teacher said *“Yes, you are right but be careful. There are not only candies.”* Then, she showed the letter and stated *“There is a letter in this box. I will read it for you.”* The letter said that they would start a play activity and this letter would give them first clue to begin.

It was also observed that T₂ had a set but not rigid schedule. There were routines which were familiar for children such as breakfast, lunch, snacks but it was not rigid. For instance, in a drama activity, children were looking for clues to reach a letter. The teacher said *“If you want me to read second clue, can you sing our English song two times?”* Children sang once and the teacher said *“You sang well. Thank you. It is enough. Please close your mouth.”*

In a literacy activity, children joined dots to make a cat. Most children finished their work but one child could not. T₂ said children who finished their works *“We will make a magic painting with pastels.”* She looked at the other child and added *“Efe, you can join us after finishing this page.”* Then, she distributed children papers and their pastels.

The plan of T₂ consisted of free play time, breakfast, art activity, music and movement, Turkish, lunch, rest, drama, math/science, outdoor activity, snack and

free play time circle time and she combined them as more energetic and less energetic activities.

For instance, children made a puppet of their classroom's mascot as a group activity in art time. Then, T₂ said *"Now, it is the action time and we will play together."* After she started to sing a song related to making a circle, children came together in the middle of the classroom and made a circle. The teacher asked who wanted to be a rabbit and a hound. When the hound started to chase the rabbit, children on the circle began clapping and cheering. It continued until the rabbit was caught or found a place on the circle. After all children in the classroom took the role of rabbit, or hound, T₂ said *"I think we are tired. Let's rest now and I will tell a story."*

It was observed that there was not a schedule posted visibly in the room.

There were two free play activity periods in the daily schedule but there was no outdoor free play activity during the day. They played freely after arrival to school and before departure from the school. During the free play activities, children could sometimes use all materials in play room. For instance, T₂ said *"You can use all materials or toys in this room. I only expect you to pick up them when you finish playing."* However, she sometimes limited the materials which they would be able to use. For example, she said *"You can only play with dramatic play materials and Legos today. We will not use others today."*

T₂ usually used free play period for an educational interaction. She visited children's tables during the play and talked with children about their activities. For instance, children were building a large farm as a group and divided into small groups to complete different parts of the farm. T₂ did not direct them or intervene in their grouping. She went near small groups and talked with them about their works. She also asked questions *"What is the shape of this barn? How many horses are there in the barn? What color blocks did you use to build this fences?"*

In another activity, T₂ gave some children play dough and three of them were working together. One of the children said her *"We are making a volcano together."* She responded *"Well done! We made an experiment related to volcano. Do you*

remember?" When children said yes, she asked some questions related to their experiment.

Teaching methods. It was observed that T₂ used a variety of engaging learning experience and hands-on materials. She usually planned separated activities rather than integrated activities. For instance, after coming back from lunch, children saw a box at the centre of the classroom. The teacher held it and asked *"According to you, what is there in this box?"* They made many predictions such as pencil, ring, candy, another box, turtle, etc. She shook the box and asked *"Did you hear something?"* Children said *"Yes"* and T₂ asked again *"What's that sound?"* They predicted *"sand"* or *"sugar."* The teacher said *"Good! Another idea?"* Children added *"soup or tomato or music."* She did not comment about their responses. Then, she invited one of the children to come near her and gave the box to him. She asked *"Is it heavy?"* He replied *"Not much!"* She invited all children one by one and asked if it was heavy. She also wanted them to make more predictions before she opened the box.

T₂ used well-chosen materials to support overall curriculum and goals. She changed materials according to her planned activity. For instance, she prepared several materials for transition to new activity and worksheets appropriate for the topic. Also, displays in the classrooms were parallel with the topic of the week although there were limited visuals on the walls.

T₂ usually used a variety of grouping throughout the day. Children sometimes did same activity in same time. For instance, the teacher gave each child a worksheet and wanted them to connect the dots. At the end, they would see the number 5.

In another activity, T₂ distributed white paper to children and said *"You will paint this paper with colorful pastels and then paint with black pastel. Next, you will draw whatever you want with your pencil."* All children did same activity. Also, children usually had the opportunity to work in small groups in free play activities or art activities while she sometimes worked with children individually in free play or literacy activities.

T₂ used a variety of instructional strategies. For instance, she sometimes attracted children's attention with clues. She put a letter and some candies into the box and provided children with finding a picture book with some clues.

T₂ also sometimes used modeling skills and/or encouraging as an instructional strategy. For example, most of the children were trying to connect dots but one child did not start her activity. The teacher asked what he was doing. He said he could not do this activity. She got her pencil, explained that how he had to use his hand and hold the pencil. After she joined some dots, she grasped his hand. They connected some dots together and she said *"I believe that you can do it. Please, only try to do."* Next, the teacher visited other tables and looked at the other children's work. When she came back, the child was trying to join the dots. She said *"Well done! You are doing well. Please continue!"*

In another activity, while one of the children was attempting to write a letter, another child next to her said *"You could not do it."* The teacher said *"No, she is doing well."*

In an art activity, T₂ said *"We will make a magic painting with pastels."* She distributed the paper and pastels, and said *"You will paint paper with colorful pastels and then paint with black pastel. Next, you will draw whatever you want with your pencil."* Then, she added *"Don't start"* and showed them a picture *"You will make like this. Your work will be like this."*

T₂ sometimes gave instructions to children. For instance, she distributed concept books to children and read the instruction loudly. *"Please, find the shape similar with a triangle."*

It was observed that there was not a balance between teacher-initiated and child-initiated activities throughout the day. There were usually teacher-initiated activities and children rarely had the opportunity to select the activity. For instance, they would start a math activity. T₂ wanted all children on their chairs while holding worksheets. However, one of the children said that she wanted to share a story with her classmates. Although the teacher said that it was the activity time, the child

insisted and said that her story was interesting. Therefore, they went and sit on the cushions and the child explained her story.

It was observed that T₂ provided many opportunities for children to collaborate with others. Especially in free play activity and group works, she did not intervene in them and gave the opportunity to work together to complete a task, to help each other, to negotiate and to solve problems. For instance, in a free play activity, children were building a large farm as a group and divided into small groups to complete different parts of the farm. T₂ did not direct them or intervene in their grouping.

In another activity, T₂ gave some children play dough and three children started to play together. She visited the tables while children were working. One of the children said her *“We are making a volcano together. I am building it and he will bomb it.”* The teacher responded *“Well done. It is good to make a division of labor and to play together.”*

It was observed that T₂ usually provided children with feedback. For instance, when children came back from lunch, they saw a box at the centre of the classroom. The teacher held it and asked *“According to you, what is there in this box?”* They made many predictions. After each prediction, T₂ said *“Well done!” “Perfect!”*

In an art activity, children were painting small stars and T₂ often reminded them to be careful and to avoid from any excesses. She came near a boy who was painting carefully and there was no excess on his paper. She said *“Good job! Really good job!”*

Her feedback was rarely specific. For instance, in a free play activity, four children were making a school building from boxes. They put one box on another box but after many trials, they balanced them. Then, they invented the teacher to look at it. She said *“Well done! You balanced them well.”*

4.2.3 Relationship and communication

4.2.3.1 Beliefs

In order to learn her beliefs related to relationship and communication, T₂ was asked how a preschool teacher should manage relationships (child-child and teacher-child) in the classroom. Initially, she stressed some general points which should be considered while managing relationships and then specifically focused on supervision of children, teacher-child interaction and interactions among children.

As related to general points, T₂ emphasized that in child-teacher relationship, a preschool teacher should be a friend, a teacher and sometimes a mother while she should be only an observer in the child-child relationship.

Supervision of children. T₂ believed that children could be supervised through observations.

Teacher-child interaction. T₂ emphasized that there should be a close relationship between the teacher and children, and said:

“Since these children are young, close relationship is essential. The child should feel comfortable while he is with his teacher. He should be sure that he is recognized by his teacher.”

Interactions among children. T₂ stated that a preschool teacher should give children the opportunity to interact and to communicate with each other and only observe them.

4.2.3.2 Self-reported practices

Although T₂ was not asked how she managed relationships and communication in her classroom, she reported her practices together with her beliefs. Initially she emphasized general points which she considered while managing relationships and communication. Then, she explained her practices related to supervision of children, teacher-child interaction and interactions among children.

As related to general points, T₂ emphasized that affection was important for her relationship with children. She said:

“Children feel that there is a close relationship between us. Each of them says that ‘I am the favorite student of my teacher. She loves me mostly.’”

Supervision of children. T₂ stated that she always observed children and noted their specific behaviors to know them better.

Teacher-child interaction. T₂ emphasized that she had a close relationship with her children and conversations were important in her classroom. She said:

“We have a close relationship. My children feel comfortable while they are with me. Also, I always converse with them. I ask questions and explain my experience. Especially in free play activities, I join their play and engage in their conversations. I learn many things about children during their plays or conversations with them.”

Interactions among children. T₂ stated that she conducted small group activities to enhance interactions among children. Also, she said that she gave them some opportunities for free communication to facilitate interaction.

4.2.3.3 Actual practices

Actual practices of T₂ related to planning instructional activities were observed. Specifically, her practices regarding supervision of children, teacher-child interaction and interactions among children were observed.

Supervision of children. It was observed that T₂ engaged with children in real conversations and encouraged them to explain their experience, projects and current events. She said “*Good morning. How are you today*” every morning. When there was a child/children who did not feel good, she talked with her/him about the reasons of it. For instance, when T₂ asked how they were, one child said that he did not feel good. T₂ said “*If you want, you can share with us.*” The child started to explain that his grandmother went far away from them and he missed her. Also, he said “*I want to live with her but my mother does not let me go. She often says that we will visit her.*” Then, another child responded “*My father moved to another city to work but he often comes to see me. However, when he went first, I cried very much.*” Also, other children talked about their relatives and families.

In another day, T₂ talk about the cold weather and her daughter was ill. Moreover, some children explained that they went to doctor and she asked some questions related to their illness.

It was observed that there was usually a balance between independent and teacher directed learning. T₂ usually gave the children enough opportunity to make a choice,

to complete a task or to correct their mistakes. For instance, as a group work, children were trying to make a puzzle. One of the children could not decide where he should put the piece in his hand. The teacher said *“May it be the piece of the girl’s hair?”* The child put but his classmates said that he made a mistake. Then, T₂ asked why he made a mistake. One of the girls responded *“I think it may be the piece of her dress because her dress and this piece are green”* and put the piece in the correct place. The teacher said *“Perfect!”*

In a literacy activity, T₂ was working with a child individually and asked the child *“Which shape is similar with a triangle?”* The child showed and the teacher told to put a cross. Then, she asked *“Which shape is similar with a circle?”* The child showed correct one and the teacher told to put a cross again. T₂ showed a geometric shape and asked the name of it. The child replied *“Square!”* She pointed another shape and said *“This was a square. Do you remember that a square has 4 equal sides?”* Then, she asked *“What are the difference between this shape and a square?”* Child said *“It has longer sides.”* T₂ responded *“Right! So what is the name of this shape?”* She replied *“A rectangular.”* Then, the teacher said *“Very good! Which shape is similar with a rectangular?”*

In an art activity, one of the children were trying to paint her white paper with pastels but T₂ got her pastel and painted the child’s paper.

Teacher-child interaction. It was observed that T₂ encouraged children for mutual respect between teacher-child. She called each child with her/his name. She gave them opportunity to express themselves. Also, she talked with children politely and listened to them attentively. She usually bended down and made with eye contact while talking. For instance, children sat on cushions and the teacher sat on a child-sized chair. She asked children how the weather was today while they were coming to school. She gave a child a hearing and the child said *“It was rainy therefore I took my umbrella...”* The teacher listened to her carefully and repeated her some words. However, while she was talking, another child said *“I gave a pink umbrella. My father bought it.”* T₂ said *“Please, wait your turn. I am trying to listen to Zehra. However, she cannot talk since you stopped and started explaining your umbrella.”*

In a math activity, one of the children did not start working. The teacher went near him, bended down and patted her head. Then, she asked what the problem was. The child said that he could not match the pictures and T₂ suggested making together.

When children needed to go to restroom, she considered their needs, behaved politely and usually let them. In an art activity, while painting her paper with pastels, one child said that she needed to go to restroom. T₂ said *“Go but before coming back wash your hands please!”*

It was observed that T₂ often established physical contact with children. For instance, when children came to school in the morning, the teacher usually hugged and kissed them. In a free play activity, while T₂ was standing near cupboard, all children came, hugged and kissed her. She returned their hugs and kisses. Also, in a math activity, one of the children did not stop working. The teacher went near him, bended down and patted her head. Then, she asked what the problem was.

It was observed that T₂ was usually a positive role model in the classroom. She showed interest in children and was kind to them. Also, she respected their ideas, points of views and emotions. For instance, she said *“Good morning. How are you today”* every morning. When there was a child who did not feel good, she talked with her/him about the reasons of it.

In an art activity, T₂ showed the work of a child to other children and said *“Please, look at Ebru’s work. It is colorful and pretty. Your works should be similar with hers.”* However, another child objected to her words *“I do not want to use so many colors. All of us don’t have to make same picture, do we?”* Since the teacher did not hear her, she went near the teacher and asked *“All of us don’t have to make same picture, do we?”* T₂ responded *“Of course dear. You can draw and paint it however you want.”*

She sometimes however emphasized the gender of children very much. For instance, in drama room, there were cushions on two sides of the classroom. When children came from the rest room, T₂ said *“Boys will sit here and girls will sit there”* and separated them.

At the end of a free play activity, children would pick up the materials. The teacher said *“I am wondering about if boys or girls will pick up more materials and toys.”* While children were competing with each other to tidy the classroom, she cheered *“This is the second box of boys. Girls, you must be quick.”* At the end of the competition, she said *“Boys and girls, both is winner. Please give yourself a round of applause.”*

Interactions among children. It was observed that T₂ usually supported positive peer interaction in the classroom. For instance, one of the children complained to the teacher about her friend and said *“She is pouting at me.”* The teacher asked other child *“What is the problem?”* She responded *“She stepped on my feet.”* The teacher said *“I am sure she stepped accidentally”* and added *“No sulking in drama room!”*

Before starting to play with dough, T₂ said *“Please sit your chairs.”* Then, she looked at one of the girls and said *“Since Dilara did not come today, you can sit on her chair and Faruk, you can sit here.”* After seating arrangement of the teacher, all children were far away and, boys and girls were separated from each other.

For an art activity, all children sat on the chairs and T₂ gave colorful paper to each child. Although there were more scissors in the box than number of the children in the classroom, she put one scissors on each table and said *“Please share the scissors with your classmates.”*

In free play activity, three boys were playing with cars and another child was playing in none of the areas and looking at the boys. The teacher said them *“You have been playing for a long time. Please, give one of the cars to Cem”* and one of the children gave his car to Cem.

In another free play activity, two children were carrying kitchen utensils in dramatic play area. The teacher asked *“What are you doing?”* One of the children responded *“My friend is moving to another apartment so I am helping her.”* T₂ said *“Well done! Helping a friend is a good behavior.”*

During the observation session, T₂ did not give opportunities such as class meetings or forums to children to talk about their conflicts. Also, she usually did not let

children move in the classroom freely to facilitate interaction but she did not intervene in their conversations with each other during the activities.

4.2.4 Behavior management

4.2.4.1 Beliefs

In order to learn her beliefs related to behavior management, T₂ was asked how a preschool teacher should manage behaviors of children. Initially, she stressed some general points which should be considered while managing behaviors and then specifically focused on rules and discipline.

As related to general points, T₂ stated that children should be free as long as they hurt each other and emphasized the importance of a teacher's role. She said:

"I believe that if a teacher can plan interesting activities and attract children's attention, children will not misbehave."

Rules. T₂ emphasized that classroom rules should be established with the children at the beginning of the year. She said:

"Rules should be established with children because rules are for children and it is important that they are understood by children. If they are actively involved in establishment of rules, children will accept and internalize them easily."

Discipline. T₂ believed that a preschool teacher should select age appropriate strategies which will not influence children's psychology negatively. According to her, persuasion, offering alternative options and role modeling may be appropriate strategies to deal with the misbehaviors. She said:

"I believe that persuasion, offering alternative options and role modeling may be effective strategies in preschool classrooms. Persuasion and offering alternative options may be related. For instance, a teacher should ask children when they want to make an art activity; before or after the play activity. Since children think that they decide what they will do, they will be persuaded and will participate in the activity actively. If there are some children who object, peers can influence each other easily. Also, role modeling is important. A teacher should talk with children politely instead of only telling 'Talk with each other politely.' A teacher should talk with children to solve her conflicts instead of using time-out or rewards so her children can talk about their conflicts."

4.2.4.2 Self-reported practices

Although T₂ was not asked how she managed behaviors of children in her classroom, she reported her practices together with her beliefs. Initially she emphasized general

points which she considered while managing behaviors. Then, she explained her practices related to rules and discipline.

As related to general points, T₂ stated that she conducted effective transitions and interesting activities so she could keep concentration of children on the activity for a longer time.

Rules. T₂ emphasized that children could internalize the rules by the time. Also, she said that she often repeated the rules to children or children reminded each other of them. Therefore, they learnt and internalized them.

Discipline. T₂ stated that she conducted some strategies step by step. She said:

“First, I always ignore the misbehavior because the reason of it is usually to attract the attention of the adult. If they recognize that I focus on them, they repeat it. My second step is observation. I observe the child to learn frequency of the misbehavior and conditions of the classroom. For instance, if the child usually misbehaves in same activity, I can give responsibility to him. He may usually repeat the behavior while he is together with his same friend. Therefore, I separate two children from each other. My next step is meeting with parent. If problem still continues, my last step will ask professional help.”

4.2.4.3 Actual practices

Actual practices of T₂ related to managing behaviors of children were observed. Specifically, rules in the classroom and discipline strategies of the teacher were observed.

Rules. Since there were no specific classroom rules which were visibly presented in the classroom, clearness, simpleness and consistency of the rules, and their rationales could not be observed. Also, during the observation sessions, T₂ did not use class meetings and forums for children’s discussions about their conflicts.

Discipline. T₂ set the limits in the classroom and explained children acceptable and unacceptable behaviors. For instance, before starting an art activity, she distributed the paper and scissors. There was only one scissors in each table. She said *“Please don’t speak loudly and share the scissors.”* However, some of the children could not share the scissors and the teacher said *“If you cannot solve your problem, I will get your scissors.”*

In a reading activity, all children and the teacher sat on the cushions. T₂ asked “*What do you see on the cover of this book?*” Everybody started to say their ideas at the same time suddenly. Therefore, she said “*If you talk without raising your hand, I will not listen to you.*”

At the end of an activity, children would go to restroom. T₂ said “*Before going to restroom put your chair back, please!*”

T₂ empowered children and gave them some responsibilities in the classroom. For instance, before starting an art activity, she said “*Ece, come and help me, please.*” She wrote each child’s name on the paper and Ece gave the papers to her classmates.

Before going to science room, T₂ sent one child to the school principal’s room and he brought the body model.

T₂ sometimes coached children to solve their conflicts. However, instead of helping them express their views and keeping talk about their problems until they found a solution, she usually solved the conflicts of children. For instance, one of the children complained to the teacher about her friend and said “*She is pouting at me.*” The teacher asked other child “*What is the problem?*” She responded “*She stepped on my feet.*” The teacher said “*I am sure she stepped accidentally*” and added “*No sulking in drama room!*”

T₂ gave each child a bendy straw for art activity. However, one of the children blew the air his friend’s ear through the straw. She complained to teacher about his behavior. The teacher said “*Don’t do this, Mehmet*” but he continued blowing. She got his bendy straw and said “*I will not give a bendy to you and you will not make this activity.*”

In a literacy activity, while one of the children was attempting to write a letter, another child next to her said “*You could not do it.*” T₂ said “*No, she is doing well.*”

There was only one scissors in each table in art activity and children shared it. One of the girls complained to the teacher “*Buse is not giving the scissors to me.*” T₂ said “*Buse, let Elif use the scissors, please.*” Bused responded “*However, I am not using*

it.” Another girl next to her said “*After I finished my work, I will give.*” T₂ said “*Ok Elif. When your friend finished her work, she will give the scissors to you.*”

T₂ sometimes focused on positive behaviors. For instance, they were trying to find some clues in a play but girls usually talked with each other. In contrast, boys listened to clues carefully instead of talking. Therefore, T₂ said “*Boys listen to me silently. They are so attentive. Thank boys very much.*”

After some clues, children found an envelope and they gave it to the teacher. She said “*I want Emin to open this envelope because he helped his classmates during the play and participated in the activity well.*”

It was observed that T₂ did not exemplify pro-social behaviors. She did not use discussions, books or stories to promote peace and understand in the classroom and to talk about their problems. Also, reactions of T₂ and other teachers in the classroom to children’s behaviors were usually consistent with each other. For instance, children should not talk without raising their hands in the activities of T₂, music teacher and science teacher.

Other strategies. T₂ usually did not coach children to solve their conflicts or to focus on positive behavior and she used other strategies. She sometimes told the name of the children who misbehaved. For instance, the teacher read a clue and one of the children was looking for another clue. However, two children were standing and talking with each other loudly rather than focusing on their friend. Therefore, T₂ said “*Sema and Ali, please sit down and watch your friend!*”

T₂ sometimes threatened children and used time-out. For instance, she was reading a book but one of the boys was telling his classmates funny words and other children were laughing. He repeated it two or three times. Then, the teacher said “*Yusuf, if you continue talking and prevent your classmates from listening to story, I will have to send you to the other classroom.*” However, he continued talking and T₂ sent him to next classroom.

T₂ sometimes used logical consequences. For instance, she said children “*I will give your worksheets now and then distribute your pencils. Please, wait silently.*” One of the children stood up to get his pencil and hit the box. All pencils in the box fell

down. T₂ said “Did I say I will give your pencils? Now, your classmates will make their activities and you will pick up all pencils, Ali.” His classmates wanted to help him but T₂ said “You will make your activity and Ali will put them into the box.”

4.2.5 Consistency/Inconsistency

4.2.5.1 Physical environment

Table 4.5 Consistency of T₂'s Beliefs and Practices Related to Physical Environment

Physical environment	Indoor Space			Furniture				Learning centers/areas					Child related displays			
	Sufficient movement area	Safe and secure area	App. teacher-child ratio	Sufficient basic furniture	Child-sized furniture	Durable/good rep. furn.	Soft furnishings	Variety of learn. centers	Sufficient place for sev. act.	Sep. active-quiet centers	Conv. arranged centers	Independent use of centers	Semiprivate areas	Age app. materials	Children's work	At the children's eye level
Beliefs	Y	Y	-	Y	Y	-	-	-	-	Y	-	Y	-	Y	Y	-
Self-reported practice	Y	Y	N	Y	-	Y	-	Y	-	Y	-	Y	-	Y	Y	-
Actual practice	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	S	S	Y	Y

(Y: Yes S: Some N: No)

At the end of the interview and observations, consistency/inconsistency of T₂'s beliefs and practices related to physical environment were investigated based on indoor space, furniture, learning centers/areas and child-related displays in her classrooms and summarized in Table 4.5.

As related to *indoor space* of the classroom, it seems that beliefs and practices related to sufficient movement area of T₂ were consistent. For instance, she believed that preschool classrooms should have sufficient movement area and reported that she had large classrooms. As parallel with them, it was observed that her classrooms were large enough for children and teachers to move freely. Also, it may be said that her beliefs, self-reported and actual practices about safe and secure area were consistent because she emphasized that indoor space of preschool classrooms should

be safe and as observed, she had safe classrooms. Although she did not say her beliefs related to appropriate teacher-child ratio, her self-reported and actual practices seem parallel with each other and there was no appropriate adult-child ratio in her classroom.

In terms of *furniture* in the classrooms, T₂'s beliefs, self-reported and actual practices about sufficient basic furniture seem consistent with each other because she emphasized that there should be sufficient basic furniture in the classroom and she had in learning rooms. Also, she believed that there should be child-sized materials in the classrooms but she did not talk about the size of the furniture in her classroom. As parallel with her beliefs, all furniture was child-sized in classrooms of T₂. In terms of durable/good repaired furniture, consistency seems between self reported and actual practices of T₂. However, she did not state her beliefs. Lastly, consistency between T₂'s beliefs and practices about soft furnishings cannot be interpreted because she did not report her beliefs and existence of these furnishings in her classrooms.

As related to *learning centers/areas* of classrooms, beliefs and practices of T₂ about separation of active and quiet areas and independent use of centers seem consistent with each other. Also, it may be said that her self-reported and actual practices about variety of learning centers were consistent each other but she did not state her beliefs about it. Lastly, consistency of T₂'s beliefs and practices about sufficient place for several activities, conveniently arrangement of areas and semiprivate areas cannot be interpreted since she did not emphasize her beliefs and self-reported practices about them.

In terms of *child-related displays*, T₂'s beliefs, self-reported and actual practices about exhibition of children's work seem parallel with each other whereas consistency between her beliefs and practices regarding height of the visuals cannot be interpreted. Although there were limited age appropriate materials in her classroom, it may be said that her beliefs, self-reported and actual practices were consistent with each other.

4.2.5.2 Planning and programming activities

Table 4.6 Consistency of T₂'s Beliefs and Practices Related to Planning and Programming Activities

Planning and programming activities	Daily schedule						Teaching methods						
	Smooth transitions	Set but not rigid schedule	More and less energy . act.	Schedule posted visibly	1 indoor and 1 outdoor play	Free play activity	Variety of learning exp. and hands-on materials	Well-chosen materials	Variety of grouping	Variety of instruct. str.	Teacher-initiated & child-initiated activities	Many opp. for children to collaborate with others	Providing specific feedback
Beliefs	-	Y	Y	-	-	-	Y	-	-	-	-	-	-
Self-reported practice	-	-	Y	-	S	-	Y	-	-	-	-	-	-
Actual practice	Y	Y	Y	N	N	Y	Y	Y	Y	S	Y	S	

(Y: Yes S: Some N: No)

At the end of the interview and observations, consistency/inconsistency of T₂'s beliefs and practices related to planning and programming activities were investigated based on daily schedule and teaching methods, and summarized in Table 4.6.

As related to *daily schedule*, it may be said that beliefs and practices of T₂ about combination of more and less energetic activities were consistent with each other. While she believed that daily schedule should include more and less energetic activities, she reported and the researcher observed that T₂ combined them. She did not report her practices in the classroom but beliefs and actual practices of T₂ related to a set but not rigid schedule seem consistent with each other. Also, she did not state her beliefs about at least one indoor and one outdoor play period in daily schedule whereas her self-reported and actual practice may be interpreted as inconsistent. Lastly, T₂'s beliefs and practices about smooth transitions, schedule posted visibly and free play activity could not be interpreted since she did not report her beliefs and practices in the classroom.

In terms of *teaching methods*, T₂'s beliefs and practices about variety of engaging learning experience and hands-on materials seem consistent with each other. However, consistency or inconsistency of her beliefs and practices about well-chosen materials, variety of grouping, instructional strategies, teacher-initiated and child-initiated activities, opportunities for children to collaborate with others and providing specific feedback cannot be interpreted since she did not report her beliefs and practices related to them.

4.2.5.3 Relationship and communication

Table 4.7 Consistency of T₂'s Beliefs and Practices Related to Relationship and Communication

Relationship and communication	Supervision of children		Teacher-child interaction			Interactions among children		
	Engagement of children in real conversations	Balance b/w independent and teacher-direc. learning	Encouragement for mutual respect	Warmth through app. physical contact	Positive role model	Positive peer interaction	Opp. for children to talk through conflicts	Free movement to facilitate interaction
Beliefs	-	Y	Y	-	-	Y	-	Y
Self-reported practice	Y	Y	-	-	-	Y	-	Y
Actual practice	Y	Y	Y	Y	Y	Y	N	S

(Y: Yes S: Some N: No)

At the end of the interview and observations, consistency/inconsistency of T₂'s beliefs and practices related to relationship and communication were investigated based on supervision of children, teacher-child interaction and interactions among children, and summarized in Table 4.7.

As related to *supervision of children*, it can be said that T₂'s beliefs and practices about balancing independent and teacher-directed learning were consistent with each other. While she believed that there should be a balance between independent and teacher-directed learning, she reported and the researcher observed that she balanced

independent and teacher-directed learning in her classroom. Also, although her beliefs were not reported, it may be said that there was consistency between T₂'s self-reported and actual practices about engagement of children in real conversations.

In terms of *teacher-child interaction*, it seems that T₂'s beliefs and actual practices related to encouragement for mutual respect were parallel with each other although she did not report her practices in the classroom. In contrast, consistency or inconsistency of T₂'s beliefs and practices about warmth through appropriate physical contact and positive role modeling cannot be interpreted since she did not emphasize her beliefs and practices in the classroom.

As related to *interactions among children*, it may be said that T₂ believed that positive peer interaction should be enhanced in the classroom. As parallel with her beliefs, she stated that she supported this type of interaction in her classroom and also her consistent practices were observed. Although T₂ emphasized that free movement of children should be allowed to facilitate interaction, and she let children move freely in the classroom, it was observed that she let children talk with each other rather than free movement. Therefore, it may be thought that her actual practices were considerably consistent with her beliefs. Lastly, in terms of talking through conflicts, T₂ did not report her beliefs and practices in the classroom so it is not possible to make an interpretation about their consistency.

4.2.5.4 Behavior management

Table 4.8 Consistency of T₂'s Beliefs and Practices Related to Behavior Management

Behavior management	Rules				Discipline						Other strategies
	Clear, simple, consistent	Including rationales	Visibly present in the room	Opportunities to discuss the rules	Setting limits	Empowering children	Coaching children to solve their conf.	Focusing on positive behavior	Exemplifying pro-social behaviors	Consistent reactions	
Beliefs	-	Y	-	-	-	Y	-	-	-	-	Y
Self-reported practice	-	-	-	-	-	Y	-	-	-	-	Y
Actual practice	N	N	N	N	Y	Y	N	S	N	Y	Y

(Y: Yes S: Some N: No)

At the end of the interview and observations, consistency/inconsistency of T₂'s beliefs and practices related behavior management were investigated based on rules, discipline and other strategies, and summarized in Table 4.8.

As related to *rules*, it may be said that the consistency/inconsistency among T₂'s beliefs, self-reported and actual practices about clear, simple and consistent rules, visibly presentation of the rules and opportunities to discuss them could not interpreted since the teacher did not report her beliefs and practices in the classroom. However, it seems that there was inconsistency between beliefs and actual practices of T₂ related to including rationales of rules. She believed that rationales should be emphasized whereas she did not state them in her classroom.

In terms of *discipline*, it may be said that T₂'s beliefs and practices about empowering children were consistent with each other. While she believed that children should be empowered to prevent misbehaviors in the classroom, she reported and the researcher observed that she gave children some responsibilities in the classroom. However, it does not seem possible to make an interpretation related to consistency or inconsistency of T₂'s beliefs and practices about setting her expectations and limits, focusing on positive behaviors of children, coaching children

to solve their conflicts, giving consistent reactions to their behaviors and exemplifying pro-social behaviors since she did not report her beliefs and practices about them.

Lastly, as related to *other discipline strategies for misbehaviors*, there was consistency between T₂'s beliefs and practices. Although she did not mention term *other discipline strategies*, she said that she utilized several strategies such as threatening children or using logical consequences.

4.2.6 Reasons

4.2.6.1 Physical environment

When some questions were asked about the reasons influencing her actual practices related to physical environment, T₂ usually emphasized that she tried to support some developmental skills of children such as physical development, self-confidence and to attract children's attention to increase their motivation for the activities.

For instance, there was a rotation system in T₂'s school. The researcher asked her why they chose this system and the teacher said when children had stayed in same area for a long time, they would be bored and it would be difficult to keep their attention on the activity. Since learning areas changed in rotation system, it would be useful to attract children's attention and to increase their motivation.

There were semi-private areas with soft furnishings in the classroom of T₂ to support children's physical development and improve their self-confidence. She said that children could do whatever they wanted in these areas and they sometimes had opportunity to stay alone under the control of teacher.

The heights of the shelves in the classroom were appropriate for children to provide children with taking materials easily and learning to protect their materials. Also, according to the teacher, children could make a lot of things without adult's help and this would increase their self-confidence.

There were not visual materials on the walls of T₂'s classroom since the teacher wanted children only to focus on activity which made at this time. They would be

distracted due to visual materials. Also, children's attention would not be kept on the same visual material after a period of time.

The height of boards was higher than children's height. The teacher said that her classroom was actually narrow. According to her, if her boards were lower, the classroom would be narrower and children could not move easily.

4.2.6.2 Planning and programming activities

When some questions were asked about the reasons influencing her actual practices related to planning and programming activities, T₂ usually considered children's motivation, interests, and physical condition. Also, she tried to support children's creativity and self-confidence.

T₂ used some transitions between activities such as finger plays and nursery rhyme. She stated that children could know which activity would be done after this transition. For example, if she said that she looked at right, she looked at left; children could know that they would go to breakfast.

T₂ said that she wanted children to sing a song two times but after once she stopped them. When the researcher asked T₂ about reason of it, she said that her class was very hot and the time of activity was longer than children's attention spans. Therefore, trying to complete this activity was a vain effort. She thought that activities had to be appropriate to physical condition and children's motivation and interests.

There was not a visible daily schedule in the classroom. Also, T₂ did not inform children about daily schedule at the beginning of the day because generally they did the same activities in the same order. She said that children knew which activity would come after which activity. Therefore, they did not need a schedule.

T₂ shook a box and asked children what there was in it. The researcher asked her why she did not show them what there was in the box instead of asking them and she said that she wanted to support their imagination and creativity.

T₂ conducted a play which based on letters. Also, these letters were hidden in different parts of school. She conducted a play like this because she wanted to attract

the attention of children. She also said that she hid the letters in different parts of school because she wanted to teach her children different parts of school and to make them familiar with the school.

While children were playing with Legos, T₂ participated in some children's play. She said that she played with them because wanted her children to enjoy. When children played as a whole group, she tried to care for some children who did not like whole group activities. Also, she emphasized that she was especially interested with children who could harm their classmates.

T₂ put letters and candies in the box which used in a play to attract the attention of children. Also, she stated that children liked candy mostly and it could extend children's attention span.

One child could not distinguish square and rectangular. T₂ showed him a square and explained that the rectangle's borders were longer than square. The researcher asked T₂ that why she did it and she said that she tried to remind his prior knowledge and to give a clue.

T₂ showed children a picture and said that their studies should be like the picture. As related to her practice, she stated that she showed children an example which she wanted them to do because she thought that children had to know what she wanted. Also, the teacher emphasized that this activity was really a difficult activity. Although showing an example might be decreasing their creativity, children had only one paper to use. Therefore they should be carefully.

T₂ asked children what there was in the box. Children gave different answers however she said to all children some approval words such as good, well done and fantastic. She said that she used these words because it was not important that what happened inside of the box. Her main aim was supporting shy children. She tried to increase their self-confidence.

When researcher examined T₂'s daily plans, it was noticed that there were not outdoor activities in her daily plans. She emphasized that they just did outdoor activities in summer and it was related to parents. She added that they could not go to

outdoor except summer because the parents worried about their children due to cold weather.

4.2.6.3 Relationship and communication

When some questions were asked about the reasons for her actual practices related to relationship and communication, T₂ usually said that she tried to support children's self-confidence, language and social skills. Also, she wanted to teach the children the rules of good manners and kept a good relationship with children.

When children arrived to class, T₂ had some conversation with children. She asked them some questions such as "*How are you?*" "*How was your trip?*" "*How was your weekend?*" The teacher said that they greeted children because they had to know the rules of good manners. According to her, it was very important for to thank, to apologize and to say 'please'. Also, she stated that if child had a problem, they wanted to learn it in the morning because children might behave differently based on his/her problem. Knowing a child's all issues would be useful to establish better relationships with children.

T₂ painted the study of a child and she said that the child whose activity she painted was a disabled child. The teacher emphasized that the child's priority was not to complete an activity. He needed to be supported his self-confidence and to join a group. He was in her classroom for inclusion and he could not paint. Therefore, her aim was to support his self-confidence and feel better with a group.

Although there were a few students in the classroom, T₂ separated children to different tables. When the researcher asked T₂ why she did it, she said that they would play dough. Therefore, children needed ample place for playing better. Also, children could have some conversation with their peers in different tables. Studying in different tables would be useful to support children's language and social skills.

Although there were enough scissors in the classroom, T₂ did not give to each child one scissors. She said that children had to know sharing their materials and she did not give scissors to all children in order to teach them sharing.

4.2.6.4 Behavior management

When some questions were asked about the reasons for her actual practices related to behavior management, T₂ usually tried to support children's self-confidence, attracted their attention, kept a consistency with other teachers about rules and tried to follow her daily plans.

T₂ wanted a child to help her give papers to children. She said that she took help from a child because she wanted to support his self-confidence. Also, he was really obeying the rules and she wanted him to be a role model for other children. If children saw that good behaviors were approved, they would do them.

T₂ said that *'No sulking to each other. Everyone should be reconciled to each other.'* When the reason of her practice was asked, the teacher said that she had to find a solution in a better way such as peer mediation. However, the activity took more time than she planned. Also, classroom was very hot. Therefore, she did not want to lose their attention more and she intervened in the issue.

T₂ said that *'Girls, look at the boys, they are so silent.'* As related to reason of her behavior, the teacher said that her aim was to attract both girls' and boys' attention for becoming silent not to compare girls and boys.

4.3 Teacher 3 (T3)

T₃ was a teacher in a public school in Gölbaşı. She was 35 years old. She had graduated from the Department of Preschool Education in the Faculty of Vocational Education and had been a preschool teacher for 12 years. She taught 5-6 year olds and there were 29 children in her classroom. Also, she had not taken a course or training related to classroom management and she was not familiar with the term *developmentally appropriate practices*.

4.3.1 Physical Environment

4.3.1.1 Beliefs

In order to learn her beliefs related to physical environment, T₃ was asked how a preschool teacher should organize the physical environment of the classroom. Initially, she stressed some general points which should be considered while

organizing a preschool classroom environment and then specifically focused on indoor space, furniture, learning areas and child-related displays.

As related to general points, T₃ emphasized the importance of a large area to move easily and sufficient stimuli. Also, she stated that children should be able to easily access and use materials independently.

Indoor space. T₃ stated that movement area of a preschool classroom should be large and, children and teacher should be able to move around freely and are not limited by furnishings and equipment. Also, she stressed that indoor space of the classroom should be able to be used by children independently.

Furniture. T₃ emphasized that it should be child-sized and safe, and should not have sharp corners.

Learning areas. T₃ stated that learning areas should be in a preschool classroom. She also emphasized the necessity of science, book and dramatic play area and several and age appropriate materials in learning areas.

Child-related displays. T₃ said that children's work should be exhibited on the walls to give children opportunity to compare themselves with their classmates and to improve parent-child interaction. Lastly, she emphasized that some age appropriate permanent visuals related to letters, shapes, numbers and colors, season line, attendance list, height/weight chart and weather graph should be on the walls. She said:

“There should be visual materials on the wall because it may attract children's attention in free play time or in break time. Also, the teacher may want them to focus on these visual during an activity. These are important for learning but there should not be many stimuli.”

4.3.1.2 Self-reported practices

When T₃ were asked how a preschool teacher should organize the physical environment of the classroom, she also reported what she did to organize physical environments of her classroom. Initially she emphasized general points which she considered while organizing her classroom. Then, she explained her practices related to indoor space, furniture, learning areas and child-related displays.

T₃ said that her classroom had small movement area and large class size and commented as:

“I believe that a preschool classroom should not include too many furniture and materials. However, my classroom has. There is a small movement area, too many children and also too much rubbish. I wish I could throw all of them and we could move freely in the classroom.”

Indoor space. T₃ emphasized that her classroom had small movement area and large class size and she said:

“My classroom is too crowded and there is not sufficient movement area for 29 children. Also, we piled up many materials. Therefore, children cannot easily access and use them independently. I often say ‘Don’t do that! Don’t touch that!’ I always have to be near them and control what they do.”

Furniture. T₃ emphasized that although basic furniture in her classroom was safe, some equipment had problems related to safety. She said:

“Basic furniture such as tables and chairs are not bad but some materials were put into my classroom. They are not appropriate for young children. For instance, we have a television and it is not stable. Therefore, when children touch it, it can fall.”

Learning areas. T₃ stated that there were science, dramatic play, blocks, Ataturk, puzzles and music areas in their classrooms but materials of science area in her classroom were inadequate.

Child-related displays. T₃ emphasized that children’s work were exhibited in her classroom. Also, shapes, numbers, season lines, weather graphs and materials related to themes were stated by teachers as child-related displays in her classroom.

4.3.1.3 Actual practices

Actual practices of T₃ related to physical environment were observed in her classroom. Specifically, indoor space, furniture, learning areas and child-related displays were observed.

Indoor space. It was observed that movement area of T₃’s classroom was not sufficient for 29 children. Children and teachers could not move around freely and were limited by furnishings and equipment. Also, tables and chairs had to be pulled over and leaned against the wall for some activities. There were tables on one side of the classroom and a small carpet on the other side.

It was also observed that classroom of T₃ were partially safe. In her classroom, emergency exits were not clearly marked. Some furniture had sharp corners and corner preventers were not used for them. Classroom did not sufficient natural sun light and lights should be always turned on.

It was observed that teacher-child ratio was not appropriate in T₃'s classroom. It was observed that there were 29 children with one teacher but in three days of the week, a pre-service teacher came to her classroom.

Furniture. It was observed that there were some deficiencies in the classrooms of T₃. Firstly, there were not sufficient cupboards and chairs in her classroom. Therefore, some play and hygiene materials were placed in the shelves. Although she decided seating plan of children and emphasized that they wanted each child to find own chair, T₃ had to bring a chair from other preschool classroom. Also, in an observation day, children were sitting on their chairs and telling a nursery rhyme with the teacher. Two of children were sitting too close to each other and it was not possible for them to study on the table. T₃ said “*One of you must move to other place*”. One of the children stood up but there was no table for him. Therefore, she removed cartoons and paper from the small table near the teacher's desk and put the child's chair near the table. Also, all of the furniture in her classrooms was not child-sized. Since shelves were higher than children's heights, they needed the teacher's help to use the materials. On the other side, all furniture in her classroom was durable and good repaired. Moreover, there was a teacher's desk in T₃'s classroom but there were not any soft furnishings.

Learning areas. It was observed that there were only science, dramatic play, blocks/puzzles and music centers in T₃'s classroom. Also, there were appropriate materials in dramatic play, blocks/puzzles, music centers but science center consisted of limited materials such as a human skeleton and teeth maquette, an organs' poster and a calculator. Centers could not be separated from each other since the indoor spaces of the classrooms were small. Therefore, areas with table or carpet were not large enough for children to use in same time and centers could not be arranged conveniently. Since there were not sufficient shelves or cupboards, there were

materials related to different learning centers on a shelf or in a cupboard. For instance, there were some blocks boxes, puppets and toys on same shelf. Although materials such as blocks, puzzles, books and pencils were put in the transparent boxes and learning centers were labeled, they were not appropriate for children's independent use because of untidy and high shelves. For example, at the end of the free play time, children put the blocks into the boxes and gave the teacher in the classrooms of T₃. Then, she put it onto the shelves. However, there were no constant places of materials or blocks in the classroom and they were put into empty places. For instance, boxes of blocks were on the top of the shelves today but she could put onto the second shelf tomorrow. Lastly, there were not any semiprivate areas in T₃'s classroom.

Child-related displays. It was observed that although children's work was exhibited in T₃'s classroom, there was no variety of their works. Also, there were only visuals related to numbers and seasons as age appropriate materials. Lastly, it was observed that all materials were not at the children's eye levels but were at an appropriate height for young children in four classrooms.

4.3.2 Planning and programming activities

4.3.2.1 Beliefs

In order to learn her beliefs related to planning and programming activities, T₃ was asked how a preschool teacher should plan instructional activities in the classroom. Initially, she stressed some general points which should be considered while planning instructional activities and then specifically focused on daily schedule and teaching methods.

As related to general points, T₃ emphasized that a preschool teacher should be aware of that some activities may occur unexpectedly in a preschool curriculum so her plan should be flexible. She said:

“Plan of a preschool teacher should be flexible. For instance, it starts raining and you observe the rain during 15 minutes. Therefore, you may have to cancel or delay your Turkish activity. However, it should not be an important concern for the teacher and she should focus on how she can use the rain as a meaningful learning tool.”

Daily schedule. T₃ stated that activities related to Turkish language, art and reading/writing should be conducted every day but the teacher should not have a strict schedule and said:

“You don’t have to do same activities every day. For instance, you can plan a field trip and learn a song while observing today whereas you can stay in the classroom during the day tomorrow.”

Teaching methods. T₃ emphasized that teaching methods should be selected based on the topic and said:

“I think the topic is important to select teaching methods. A topic can be taught through singing songs or doing an experiment. For instance, we go wash our hands together and talk about how we should use water, and how we should wash our hands or clean out nails.”

4.3.2.2 Self-reported practices

Although T₃ was not asked how she planned instructional activities in her classroom, she reported her practices together with her beliefs. Initially she emphasized general points which she considered while planning the activities. Whereas she did not explain her practices related to daily schedule, she talked about her teaching methods practices.

As related to general points, T₃ emphasized that she did not teach a new song every day but she usually conduct daily music, reading a book and art activity. She stated that she tried to be flexible and considered children’s developmental skills, interests, deficiencies and misbehaviors while planning instructional activities.

Teaching methods. T₃ stated that she used a variety of teaching methods such as doing an experiment, singing a song and using visuals/computers.

4.3.2.3 Actual practices

Actual practices of T₃ related to instructional activities were observed in her classroom. Specifically, daily schedule and teaching methods of the teacher were observed.

Daily schedule. It was observed that T₃ conducted smooth transitions between daily events. For instance, after lunch, all children sat opposite of the television. Some of them were on the floor whereas some of them were sitting on the chair. T₃ stopped in

front of the television and clapped her hand. She started to tell a nursery rhyme ending with *"1-2-3 shut up!"* Then, she started to talk about the video.

In another day, they would watch video but before starting, T₃ asked children *"Today was different from other days. What was the difference?"* One child said *"It was rainy."* T₃ asked again *"What happened? Did you get wet?"* All children responded *"Yes."* She asked *"Did you see rain drops?"* They replied *"Yes."* T₃ said *"Let's watch a video about how the rain happens"* and told a finger play which ended with *"Close your mouth, be a good child and watch the video."* Then, she turned the television on. After watching video and talking about the rain drops, they would start a literacy activity. T₃ asked *"How many tables are there in our classroom?"* Children turned back and looked at the tables. Then, they replied *"4."* The teacher said *"We have 4 tables. Now each of you is a rain drop and your tables are big clouds. Please, go to your clouds and sit down."* After all children sat, she started to talk about new activity.

Children played the game of *"Morning-night."* If T₃ said *"Morning"*, children would raise their head. If she said *"Night"*, they would put their heads on the tables and close their eyes. However, T₃ sometimes repeated *"Night, night, night"* and children were confused. Three children finished the game successfully. The teacher said *"Please, give them a round of applause"* and looked at other children. She said them *"You will jump 10 times as punishment. Then we will start art activity. Therefore, go to your seats by jumping."*

It was also observed that T₃ usually had a set and rigid schedule. In free play activity time, she visited groups and talked with children about their studies. Then, she sat on her chair and said *"You have 10 minutes more."* Children started to pick up some materials and the teacher said *"Not now. I will remind you."*

While children were playing in learning areas, T₃ clapped her hands and said *"Time is up!"* Then, she rang to bell and added *"Tidy up, please!"*

After they watched a video about how the rain happens, T₃ turned off the television. One of the children said *"I want to watch it once again"* but the teacher said *"We watched it and now we will talk about how the rain happens."*

Children were sitting on their chairs before literacy activity. One of the children said *“I want to drink water.”* T₃ responded *“Ok. You can drink.”* Then, other children wanted to drink water and the teacher looked at them and said *“You always want to drink water when we will start an activity. Drink you water but I will not let again.”* Another child wanted to go to restroom. T₃ said *“You have just washed your hands. Why did not you go to toilet?”* The child responded *“I didn’t wash my hands.”* She said *“Go but be quick!”* Some children repeated his words and said *“I didn’t wash my hands, either.”* The teacher said *“No. You will not go to restroom. I think you had enough time to go to restroom or to drink water. However, as soon as you see instructional activity, you get thirsty or need restroom.”* Then, she turned the children drinking water and *“It’s enough. Go back to your tables. We don’t have much time. Be quick!”*

T₃ sometimes planned her activities in the classroom. For instance, while children were playing in learning areas in free play activity time, the teacher was looking at an activity folder consisting of examples of old works. She tried to decide which one she would conduct in art activity time that day. In another day, while children were playing in small groups freely, T₃ put four big white cardboards on her table and draw some shapes on each of them. It seemed like a puzzle and children would paint pieces of the puzzle in different colors in art activity time.

The plan of T₃ consisted of free play time, breakfast, art activity, music and movement, Turkish but it was not observed that combined them as more energetic and less energetic activities. Although there was a music and movement activity in her plan, she usually converted it to games with rules. Children enjoyed them but did not move very much.

It was observed that there was not a schedule posted visibly in the room and at least one indoor and one outdoor play period in daily schedule.

There was a free play activity period in the daily schedule of T₃ but there was no outdoor free play activity. Children played freely after arrival to school. She usually limited the areas which would be able to be used and places in which would be able to be played. For instance, T₃ said *“It is play time now. I will give toys to you.”* She

put a box with dolls on the floor. Some of the children stood but she said *“Please sit down. I will prepare them for you.”* There were different types of Legos in transparent boxes. She dropped different type three tables. Then, she said *“We will use them today”* and asked *“Who wants to play these Legos?”* Some children raised their hands and the teacher invited them. Many of the children placed the tables as small groups but none of the children wanted to play with materials and toys of dramatic play area. Children sitting on fourth table said *“You did not give any materials to us.”* The teacher responded *“You can use dramatic play materials or you can join your classmates.”* Then while some children sat on the floor, some of them sat on different tables.

During the free play activity, T₃ visited groups and talked with children. Sometimes, children wanted to show their works to the teacher. For instance, one of the children invited her teacher to show their buildings. She went there and looked at the building. Then she said *“Well done! You can build good towers.”*

One of the children was sitting on a table lonely. T₃ went near her and whispered to her. Then, she got some Legos and combined them. The child only observed her while she combining. However, after the teacher went away, she started to play with them.

T₃ sometimes established educational interaction with children during the free play activity. For instance, one of the children combined Legos like a stick and showed it to the teacher. She said *“I liked it. Which one of you is taller: you or it?”* When the child replied *“It”* the teacher said *“You can build one as long as you.”* However, she did not give it to the child, put it next to another child and asked *“Which one of them is taller: Ege or it?”* Children responded *“Ege”* and she repeated *“Ege is taller than the stick.”* Then, she put it next to another child and asked *“What can you say now?”* The child who made the stick responded *“It is as long as Mehmet.”* She said *“Good”* and added *“You can build one as long as you.”* Then, she gave the stick to him.

Teaching methods. It was observed that T₃ usually planned separated activities rather than integrated activities but she used variety of engaging learning experience

and hands-on materials. For instance, as related to rain, first they talked about rain and children's experience. T₃ asked children *"Today was different from other days. What was the difference?"* One child said *"It was rainy."* T₃ asked again *"What happened? Did you get wet?"* All children responded *"Yes."* She asked *"Did you see rain drops?"* They replied *"Yes."* T₃ said *"Let's watch a video about how the rain happens"* and they also watched related to rain.

In a literacy activity, T₃ showed a worksheet and asked *"Which number is it?"* After children said "2", she started to tell a finger play related to 2. Then, she read the instructions on worksheet. Children would paint two of the chicks and circle two wheat seeds. Next, they would join the dots to make 2 and write two 2s.

T₃ sometimes used well-chosen materials to support overall curriculum and goals. For instance, children watched videos, and used art materials and worksheets related to topic. Also, she sometimes brought her personal computer to make some activities on the computer. However, there were no posters and visuals which changed based on the topic in the classroom. Also, theme could not be explained and taught with various activities such as art, science, language and math because there was no variety in materials.

T₃ sometimes used a variety of grouping throughout the day. Children usually did same activity in same time. For instance, T₃ talked with children about Turkish Red Crescent. She asked questions about the importance and services of it. Then, she gave each child a white paper and colorful pencils. Children drew their city of tent. They had the opportunity to work in small groups in free play activities or sometimes in art activities. For instance, while children were playing in small groups in free play activity time, T₃ put four big white cardboards on her table and draw some shapes on each of them. It seemed like a puzzle and in art activity time, she put a cardboard on each table. Children sat on their tables and as a group painted them in different colors.

T₃ used a variety of instructional strategies. She sometimes became model for some skills. For instance, one of the children invited her teacher to show their buildings constructed with Legos. She went there and looked at the building. Then she said

“Well done! You can build good towers” and sat next to them. She started to combine some pieces and to make a different tower.

In an art activity, they would make a fall tree. T₃ prepared body of the tree and cut colorful paper into strips. She stopped the opposite of children and said *“You will join the ends together in this way”* and also she demonstrated how it would be done. Then, she added *“You will chain paper rings together”* and demonstrated again. Also, she sometimes used scaffolding and giving various assistances as an instructional strategy. She helped children individually when they could not chain rings.

T₃ sometimes presented information directly. After they watched the video related to how the rain happened, she started to explain it again. *“The sun heats the water on Earth’s surface and the water evaporates. It rises into the sky and cools there. When they are heavy, they fall to the earth in the form of rain.”*

T₃ sometimes used role modeling as an instructional strategy. For instance, she imitated some animals while reading the story.

It was observed that there was not a balance between teacher-initiated and child-initiated activities throughout the day. There were usually teacher-initiated activities and children did not have the opportunity to select the activity. For instance, T₃ put four big white cardboards on her table and draw some shapes on each of them. It seemed like a puzzle and in art activity time, she put a cardboard on each table. Children sat on their tables and as a group painted them in different colors.

In Turkish Red Crescent week, children sat in a semi-circle. T₃ sat opposite of them and repeated some finger plays and songs. After the teacher read a poem related to Turkish Red Crescent, she read each line one by one and children repeated it three times. Therefore, they tried to memorize it.

It was observed that T₃ provided many opportunities for children to collaborate with others. Especially in free play activity and group works, she did not intervene in them and gave them the opportunity to work together to complete a task, to help each other, to negotiate and to solve problems. For instance, in a free play activity, she let children use dramatic play area materials and put them on the floor. However, none

of the children played with them. She said “*Girls, there are babies on the floor. Why don't you play with them?*” However, nobody went to there.

T₃ also prepared cardboards which seemed like a puzzle and in art activity time, she put a cardboard on each table. Children sat on their tables and as a group painted them in different colors.

It was observed that T₃ usually provided children with feedback but all of them were not specific. For instance, in a free play activity, one of the children invited her teacher to show their buildings. She went there and looked at the building. Then she said “*Well done! You can build good towers.*”

In an art activity, while they were making paper rings for fall tree, one of the children said “*I did it*” and showed the chain to the teacher. She responded “*Well done! Good!*” Then, another child showed her work and she repeated her words.

Children played the game of “*Morning-night.*” If T₃ said “*Morning*”, children would raise their head. If she said “*Night*”, they would put their heads on the tables and close their eyes. However, T₃ sometimes repeated “*Night*” three times. Some children were confused and got out the play. When they went near the teacher, she hugged two of them from the back. Then, she said “*You will help me!*”

4.3.3 Relationship and communication

4.3.3.1 Beliefs

In order to learn her beliefs related to relationship and communication, T₃ was asked how a preschool teacher should manage relationships (child-child and teacher-child) in the classroom. Initially, she stressed some general points which should be considered while managing relationships and then specifically focused on supervision of children, teacher-child interaction and interactions among children.

As related to general points, T₃ emphasized the importance of sincerity and warmth for effective relationship and communication in preschool classrooms. Also, she stated that a teacher should be aware of that she is the teacher and avoid from childish behaviors and some words such as “*My dear!*” She also believed that physical contact was more effective than these words.

Supervision of children. T₃ emphasized the necessity of consistency. She said:

“You establish a rule today but you forget it tomorrow. A child recognizes this inconsistency and start to ignore your rules and expectations. If you say ‘Pick up the toys after you play’ and do not check her, she will not pick up them.”

Teacher-child interaction. T₃ believed that for effective teacher-child interaction, a teacher should listen to children carefully and try to learn their characteristics. She said:

“The teacher should listen to the child carefully and try to understand him. Therefore, she should recognize his characteristics and individual differences. When she gets to know him, she can establish empathy and make their relationship effective.”

Interactions among children. T₃ said that for effective interactions among children, they should know respecting each other, sharing and listening to each other. According to T₃, the main aim of the public preschools should be to teach these skills rather than numbers, concepts and other academic knowledge. She also stated that there should be consistency between home and school and parents should support some skills. For instance, they should emphasize the importance of getting permission or thanking.

4.3.3.2 Self-reported practices

Although T₃ was not asked how she managed relationships and communication in her classroom, she reported her practices together with her beliefs. Initially she emphasized general points which she considered while managing relationships and communication. Then, she explained her practices related to supervision of children, teacher-child interaction and interactions among children.

As related to general points, T₃ emphasized that her practices related to relationship and communication depended on her mood and workload, and said:

“My mood may not be always same and I always cannot be sincere and warm. My class size is so large and I am sometimes so busy that I cannot respond to all questions or sentences of children.”

Supervision of children. T₃ stated that she tried to keep her expectations and rules consistent and to spare time for each child.

Teacher-child interaction. T₃ emphasized that she tried to keep her words and behaviors consistent and to care for each child individually to get to know them. However, she said:

“My classroom is so crowded that I cannot consider their individual differences. For instance, there is a child who talks very much and I want to respond to her each question. Also, I must respond. Another child performs misbehavior and he may try to attract my attention. If I care for him, these behaviors will decrease. However, I cannot care for him consistently. If I talk with him today, I may have time to share something with him two days later.”

Interactions among children. T₃ reported that she tried to improve children’s listening skills. Also, she said that she often reminded them to get permission from each other while borrowing something and then to thank each other. However, she emphasized that children could internalize these behaviors in a long time period because practices at home were different from ones in the school.

4.3.3.3 Actual practices

Actual practices of T₃ related to planning instructional activities were observed. Specifically, supervision of children, teacher-child interaction and interactions among children were observed.

Supervision of children. It was observed that T₃ sometimes engaged with children in real conversations but she did not encourage them to explain their experience, projects and current events. For instance, she greeted children in the morning and said *“Good afternoon! How are you today?”*

It was observed that there was sometimes a balance between independent and teacher directed learning. T₃ sometimes gave the children enough opportunity to make a choice, to complete a task or to correct their mistakes. For instance, while children were making a tower with the blocks, T₃ was observing them. They put large blocks on the small blocks and so they could not keep the balance. Blocks fell down. Then, they put them in same way and blocks fell down again. T₃ asked *“Do you think that there is a problem?”* One of the children responded *“Yes. I wish there was larger blocks to put on the floor. Then we could put these blocks on larger ones.”* The teacher said *“I think there may be another solution. What don’t you use larger blocks to put in the floor? Then you can put small ones on them.”*

In a literacy activity, one of the children did not want to make the activity. T₃ said *“Let’s do it together”* and started to study with the child individually. She asked a number on the paper and the child said *“7.”* The teacher corrected *“2.”* She got two pencils in his hand and asked *“How many pencils are there in my hand?”* The child said *“4.”* She counted them and said *“There was one pencil and I put one more pencil so I have 1-2 pencils.”* Then, she showed the chicks and said *“Please paint two of them.”* However, the child painted three of them. T₃ said *“Look! 1-2! Therefore, we must erase third one!”* and put a cross on it. Then, she stood up to look at other children.

Teacher-child interaction. It was observed that T₃ sometimes encouraged children for mutual respect between teacher-child. She bended down, made with eye contact, listened to children attentively and talked with children politely. For instance, one of the children came near her and said *“Teacher!”* She looked at him, bended down and grasped his hand. The child asked *“May we start playing?”* She patted her head and said *“Of course!”*

T₃ sometimes did not give children opportunity to express themselves. For instance, in Turkish language activity, she said *“What about learning a new finger play?”* At that moment, one of the children said *“Teacher, teacher!”* The teacher said *“What happened Tuna?”* He started *“My watch...”* but she stopped her and said *“I cannot be interested in your watch now. Join us for finger play.”*

While talking about the rain, T₃ asked *“What do we use to be protected against the rain? I want all of you to think like a young scientist. Also, think what would happen if it didn’t rain?”* One of the children raised her hand but the teacher said *“A scientist does not think so fast. He/she waits for a while then he/she speaks.”* Then, all children waited silently until she said *“You can tell your ideas.”*

When children needed to go to restroom or to drink water, T₃ usually did not let them. Also, she got angry. One of children asked permission to go toilet and another one asked to drink water before literacy activity. She let them but other children said they needed to go to restroom or to drink water. The teacher said *“No. You will not go to restroom. I think you had enough time to go to restroom or to drink water.”*

However, as soon as you see instructional activity, you get thirsty or need restroom.” Then, she turned the children drinking water and *“It’s enough. Go back to your tables. We don’t have much time. Be quick!”*

It was observed that T₃ often established physical contact with children. For instance, one of the children came near her and said *“Teacher!”* She looked at him, bended down and grasped his hand. The child asked *“May we start playing?”* She patted her head and said *“Of course!”*

In free play time, one of the children was looking for a piece of puzzle. Also, her classmates and the teacher helped her but they could not find. After a while, the child came near the teacher and said that she found the piece of puzzle under the shelves. T₃ thanked and kissed her.

It was observed that T₃ was sometimes a positive role model in the classroom. She sometimes emphasized the gender of the children very much. In a free play activity, she let children use dramatic play area materials and put them on the floor. However, none of the children played with them. She said *“Girls, there are babies on the floor. Why don’t you play with them?”* However, nobody went to there.

T₃ was not sometimes kind to other. For instance, in a reading activity, children were sitting in semi-circle and singing a song related to *spider*. At that moment, one of the children looked at the door and said *“Tutku came.”* However, the teacher and children did not recognize her. She repeated again *“Teacher, Tutku is here!”* T₃ said *“Don’t involve in everything!”*

However, T₃ wanted to learn their ideas and respect them. For instance, she read the story of *Tosbi* and then asked the children the most interesting parts of the story for them. They emphasized their ideas. For instance, ridiculing a friend was interesting for one of the children while she surprised that a turtle had many classmates. As children were telling their ideas, the teacher listened to them carefully and she sometimes said that she agreed with them.

Interactions among children. It was observed that T₃ supported positive peer interaction in the classroom. For instance, in free play activity time, she said that they would be able to use white board and 6 children were waiting to use it. However, she

said *“We have only two markers. You will use them by turns.”* Two children had used the board for almost ten minutes. Then, one of the children said the teacher *“May I use the board?”* She stood up and said *“Of course! Ece and Ali give the marker to Elif and Esra.”*

In free play activity, while T₃ was observing children, one of them came and leaned the teacher. She asked *“Are you bored?”* The child nodded her head. The teacher hugged her and she hugged the teacher back. T₃ asked *“Do you want to play with dolls?”* She said *“No”* and pointed one of the tables on which children played with small Legos. The teacher asked children on that table *“Why don’t you play together? Get your friend to your play, please!”* Then, the child went and joined them.

In art activity, while one of the children was using glue, another child got it without permission. First child complained about it and said *“Teacher, she does not give glue to me.”* T₃ responded *“You will use it together!”* Then, she said second child *“Please get permission! Wait your turn!”*

During the observation session, T₃ did not give opportunities such as class meetings or forums to children to talk about their conflicts.

T₃ usually let children move in the classroom freely to facilitate interaction and talk with each other during the activities. Especially after arrival and in free play time, children were talking each other and going to other tables. The teacher observed but she did not intervene in them.

4.3.4 Behavior management

4.3.4.1 Beliefs

In order to learn her beliefs related to behavior management, T₃ was asked how a preschool teacher should manage behaviors of children. Initially, she stressed some general points which should be considered while managing behaviors and then specifically focused on rules and discipline.

As related to general points, T₃ believed that a preschool teacher should control children in the classroom but should not too strict and dominant.

Rules. T₃ emphasized that there should be rules to prevent chaos in the classroom but they should be established based on the children's age and characteristics of physical environment. She said:

“While establishing rules, children's age and characteristics of physical environment should be considered. For instance, I say ‘You should pick up the materials when you finish playing with them’ as a rule. Children cannot obey this rule because shelves are not child-sized in my classroom.”

She also stated that there should be pictures related to rules on the walls.

Discipline. T₃ stated that discipline strategies should be conducted step by step and said:

“The teacher should use her strategies step by step. For instance, first she can ignore the misbehavior. Then, she can warn the child and talk with him individually. However, if she continues misbehaving; the teacher can ignore the child. When she did not see or hear him, h will understand that he made a mistake.”

4.3.4.2 Self-reported practices

Although T₃ was not asked how she managed behaviors of children in her classroom, she reported her practices together with her beliefs. Initially she emphasized general points which she considered while managing behaviors. Then, she explained her practices related to rules and discipline.

As related to general points, T₃ emphasized that she tried to focus on and reward positive behaviors and said:

“I try to reward child because of his positive behavior. When misbehaviors are not often mentioned, they can be forgotten easily. Therefore, I usually focus on and stress positive behaviors in the classroom. I say ‘You behaved well today and this star is yours’ rather than ‘Don't talk or don't look!’”

Rules. T₃ stated that she had some rules in her classroom such as *“Pick the toys up!”* *“Keep your tables clean and neat”* and *“Wash your hands before and after lunch.”* She also emphasized that she established the rules by herself since children were aware of them at the beginning of the semester. Lastly, she emphasized that there were no visuals in her classroom related to rules.

Discipline. T₃ stated that she used her strategies step by step. She said:

“In my classroom, there is a child who talks too much and sometimes I cannot continue my activity. Initially, I ignored her behavior but she asked more questions and interrupted her friend's words. Then, I talked with her individually and

explained my problem and rationales of it. It worked. Up to now, I haven't needed ignoring the child as my last step."

She also emphasized that she reminded all group with rules.

4.3.4.3 Actual practices

Actual practices of T₃ related to managing behaviors of children were observed. Specifically, rules in the classroom and discipline strategies of the teacher were observed.

Rules. Since there were no specific classroom rules which were visibly presented in the classroom, clearness, simpleness and consistency of the rules could not be observed. However, T₃ sometimes explained the rationales of her expectations. For instance, the teacher limited learning areas which would be able to use. Although she did not let, one of the children were playing with a car. She saw him and said *"Please give it to me! We don't use all toys every day. We played with the cars yesterday and we will play with puzzle today."* He nodded his head and gave it to the teacher.

During the observation sessions, children only had the opportunity to discuss about the rules before starting activities. For instance, T₃ put a pencil box on each table. However, each child pulled it to her/his side. The teacher said *"I will get these boxes. Only children on blue table can keep it."* She put them on her own desk and shouted *"What are you doing!? What will we do when I put pencil boxes on the table?"* Children were looking at the teacher silently. She said *"Who will tell me what we will do? Raise your hand!"* Children started to say one by one *"It will stay in the middle of the table."* *"We will wait for the paper silently."* She asked *"Then?"* There was no comment. The teacher said *"You will wait because you don't know what we will do in this activity. I don't understand why you are pulling it. There are sufficient pencils for you. Now wait silently!"*

Discipline. T₃ set the limits in the classroom and explained children acceptable and unacceptable behaviors. For instance, the teacher arranged the learning areas and materials which they would be able to use that day. Then, she said *"Have a good time! You can play without shouting and running!"*

In another day, although T₃ did not let, one of the children were playing with a car in free play time. She saw him and said *“Please give it to me! We don’t use all toys every day. We played with the cars yesterday and we will play with puzzle today.”* He nodded his head and gave it to the teacher.

While talking about the rain, T₃ asked *“What do we use to be protected against the rain? I want all of you to think like a young scientist. Also, think what would happen if it didn’t rain?”* One of the children raised her hand but the teacher said *“A scientist does not think so fast. He/she waits for a while then he/she speaks.”* Then, all children waited silently until she said *“You can tell your ideas.”* All children started to tell their idea. The teacher said *“First raise your hand; the start talking.”*

At the end of a reading activity, T₃ asked what they learnt from the story. One of the children said *“Vegetables!”* She said *“Please wait your turn. Also, you should remember the rule; we will not only wait our turn but also listen to each other.”*

T₃ empowered children and gave them some responsibilities in the classroom. For instance, before starting a literacy activity, she said *“Eylem, distribute these pencils to your classmates, please!”*

T₃ did not coach children to solve their conflicts. However, instead of helping them express their views and keeping talk about their problem until they found a solution, she usually solved the conflicts of children. For instance, children sat on her chairs but one of the children said *“She sat on my chair!”* The teacher responded *“Elif, are you confused? Please sit on your own chair!”*

While T₃ was studying on her desk in free play time, one of the children came and complained about that her classmates were playing musical instruments. She said *“What are we doing? We are not playing with those instruments, are we?”*

T₃ sometimes focused on positive behaviors. For instance, after free play activity children tidied up the classroom. Then, the teacher looked at the classroom and said *“Thank children who tidied our classroom!”*

After lunch, children were sitting on the carpet or their chairs opposite the television. T₃ stood in front of the television and said *“The winner table is Eren’s. Please, give*

them a round of applause. Thank you very much since you talked with each other kindly and picked up everything on your table.”

It was observed that T₃ did not exemplify pro-social behaviors. She did not use discussions, books or stories to promote peace and understand in the classroom and to talk about their problems. Also, reactions of T₃ and pre-service teacher in the classroom to children’s behaviors were usually consistent with each other. Pre-service teacher usually looked at T₃ in some confusing situations.

Other strategies. T₃ usually did not coach children to solve their conflicts and used other strategies. She sometimes used nonverbal strategies. For example, while the teacher was talking about how rain happened, one of the children raised his arms in front of the teacher. Therefore, she could not see other children. She did not warn him verbally but she hugged him from the back and continued talking.

T₃ sometimes started to sing a song immediately. For instance, after free play activity, children will go to restroom by turns. However, there was too much noise in the classroom. She started singing the song of *“Hands are under the table...”*

T₃ usually decided children’s seating plan. For example, she put the chairs in semi-circle and said where each child would sit. One of the children put the chair on the carpet but she said *“You will not put it on the carpet and you will not sit next to Ahmet.”* Then, she showed another chair and said *“You will sit here!”*

T₃ sometimes shouted at children. For instance, T₃ put a pencil box on each table. However, each child pulled it to her/his side. The teacher said *“I will get these boxes. Only children on blue table can keep it.”* She put them on her own desk and shouted *“What are you doing!? What will we do when I put pencil boxes on the table?”* Then, they talked about what they should do when the teacher put pencil boxes on the table.

T₃ sometimes gave time-out. For instance, in free play activity, two children were running in the classroom and one of them was chasing other child. The teacher told them not to run in the classroom two times. However, they continued running. T₃ put two chairs on different sides of the classroom and had them sit on these chairs. She

wanted them to look at the wall and think about their behaviors. After a while, she talked with each of them individually and asked what they decided to do.

4.3.5 Consistency/Inconsistency

4.3.5.1 Physical environment

Table 4.9 Consistency of T₃'s Beliefs and Practices Related to Physical Environment

Physical environment	Indoor Space			Furniture				Learning centers/areas						Child related displays		
	Sufficient movement area	Safe and secure area	App. teacher-child ratio	Sufficient basic furniture	Child-sized furniture	Durable/good rep. furn.	Soft furnishings	Variety of learn. centers	Sufficient place for sev. act.	Sep. active-quiet centers	Conv. arranged centers	Independent use of centers	Semiprivate areas	Age app. materials	Children's work	At the children's eye level
Beliefs	Y	Y	-	-	Y	-	-	Y	-	-	-	Y	-	Y	Y	-
Self-reported practice	N	S	N	Y	-	-	-	S	-	-	-	-	-	Y	S	-
Actual practice	N	S	N	S	S	Y	N	N	S	N	N	N	N	S	Y	Y

(Y: Yes S: Some N: No)

At the end of the interviews and observations, consistency of T₃'s beliefs and practices related to physical environment were investigated based on indoor space, furniture, learning centers/areas and child-related displays in the classrooms.

As related to *indoor space* of the classroom, although self-reported and actual practices of T₃ about sufficient movement area seem consistent with each other, it may be said that her beliefs were different from her practices. She believed that there should be sufficient movement area in preschool classrooms but there was no large area in her classroom. Also, observation reports were parallel with her self-reported practices. It may be said that there was considerably consistency between beliefs and practices of T₃ about safety and security of her classroom, her self-reported practices and actual practices showed that there were some deficiencies related to safety of the classroom. Lastly, although T₃ did not mention her beliefs about appropriate teacher-

child ratio, there was consistency between her self-reported and actual practices about that teacher-child ratio in her classroom was not appropriate.

In terms of *furniture* in the classrooms, since T₃ did not state her beliefs about the furniture and sufficient basic furniture in her classroom, it is not possible to talk about the consistency of their beliefs and practices. However, it can be said that her self-reported and actual practices were parallel with each other although some deficiencies were observed related to basic furniture. Also, T₃ did not emphasize her self-reported practices but her beliefs and actual practices about child-sized furniture seem consistent. However, since she did not report her beliefs and practices about durable/good repaired furniture and soft furnishings; it is not possible to make an interpretation about the consistency or inconsistency of them.

As related to *learning centers/areas* of classrooms, it may be said that T₃'s beliefs and self-reported practices about variety of learning areas seem partially appropriate. However, actual practices were different from them because there was limited variety of learning areas. Consistency of her beliefs and practices about sufficient place for several activities, separation of active and quiet areas, conveniently arrangement of centers and semiprivate areas cannot be interpreted since she did not emphasize her beliefs and self-reported practices about them. Lastly, it can be said that there was inconsistency between beliefs and practices of T₃ related to independent use of centers. Although she believed that children must be able to use learning centers independently, it was not observed in her classroom.

In terms of *child-related displays*, T₃'s beliefs, self-reported and actual practices about exhibition of children's work and age appropriate materials seem parallel with each other although there were some deficiencies related to them. However, consistency between her beliefs and practices regarding height of the visuals cannot be interpreted because her beliefs and practices were not reported.

4.3.5.2 Planning and programming activities

Table 4.10 Consistency of T₃'s Beliefs and Practices Related to Planning and Programming Activities

Planning and programming activities	Daily schedule						Teaching methods						
	Smooth transitions	Set but not rigid schedule	More and less energy. act.	Schedule posted visibly	1 indoor and 1 outdoor play	Free play activity	Variety of lear. exp. and hands-on mat.	Well-chosen materials	Variety of grouping	Variety of instruct. str.	Teacher-initiated & child-initiated act.	Opp. for ch. to collaborate with others	Providing specific feedback
Beliefs	-	Y	-	-	-	-	Y	-	-	-	-	-	-
Self-reported practice	-	Y	-	-	-	-	Y	-	-	-	-	-	-
Actual practice	Y	S	Y	N	N	Y	Y	S	S	Y	N	N	S

(Y: Yes S: Some N: No)

At the end of the interviews and observations, consistency of T₃'s beliefs and practices related to planning and programming activities were investigated based on daily schedule and teaching methods, and summarized in Table 4.10.

As related to *daily schedule*, it may be said that beliefs and practices of T₃ about a set but flexible schedule were consistent. Although it was observed that she sometimes tried to follow schedule strictly, it was considerably consistent with her beliefs and self-reported practices. However, her beliefs and practices related to smooth transitions, combination of more and less energetic activities, schedule posted visibly, at least one indoor and one outdoor play period and free play activity could not be interpreted since she did not report her beliefs and practices in the classroom.

In terms of *teaching methods*, T₃'s beliefs and practices about variety of engaging learning experience and hands-on materials seem consistent with each other. While she emphasized that various learning experience and hands-on materials should be provided to children, the teacher reported and the researcher observed that there was a variety of engaging learning experience and hands-on materials in her classroom.

However, it does not seem possible to talk about the consistency or inconsistency of related to well-chosen materials, variety of grouping, instructional strategies, teacher-initiated and child-initiated activities, opportunities for children to collaborate with others and providing specific feedback because she did not emphasize her beliefs and self-reported practices about them.

4.3.5.3 Relationship and communication

Table 4.11 Consistency of T₃'s Beliefs and Practices Related to Relationship and Communication

Relationship and communication	Supervision of children		Teacher-child interaction			Interactions among children		
	Engagement of children in real	Balance between independent and teacher-directed	Encouragement for mutual respect	Warmth through app. physical contact	Positive role model	Positive peer interaction	Opp. for children to talk through conflicts	Free movement to facilitate interaction
Beliefs	Y	-	Y	Y	-	Y	-	-
Self-reported practice	Y	-	-	-	-	Y	-	-
Actual practice	N	S	Y	S	Y	Y	N	Y

(Y: Yes S: Some N: No)

At the end of the interviews and observations, consistency of T₃'s beliefs and practices related relationship and communication were investigated based on supervision of children, teacher-child interaction and interactions among children, and summarized in Table 4.11.

As related to *supervision of children*, beliefs and self-reported practices of T₃ related to engagement of children in real conversations seem consistent with each other. Although she believed that teacher should engage in real conversations with children and said she put it into practice, it was not observed in her classroom by the researcher. Therefore, it can be said that beliefs and self-reported practices were parallel with each other but her actual practices were inconsistent with them. In terms of balance between independent and teacher-directed learning, consistency or

inconsistency of beliefs and practices of T₃ cannot be interpreted since she did not report her beliefs and practices.

In terms of *teacher-child interaction*, it seems that T₃'s beliefs and actual practices related to encouragement for mutual respect were consistent with each other but she did not report her practices in the classroom. Although she believed that a preschool teacher should establish physical contact with child, it was observed that she rarely put it into practice. Therefore, her beliefs and actual practices did not seem consistent. Since she did not report her practices in the classroom, consistency of her self-reported practices with beliefs and actual practices cannot be interpreted. Lastly, since T₃ did not report her beliefs and practices about positive role modeling, it does not seem possible to assess the consistency or inconsistency of them.

As related to *interactions among children*, it may be said that T₃ believed that positive peer interaction should be enhanced in the classroom. As parallel with her beliefs, she stated that she supported this type of interaction in her classroom and also her consistent practices were observed. However, since she did not report her beliefs and practices related to talking through conflicts and free movement to facilitate interaction it does not seem possible to talk about the consistency or inconsistency of them.

4.3.5.4 Behavior management

Table 4.12 Consistency of T₃'s Beliefs and Practices Related to Behavior Management

Behavior management	Rules				Discipline							Other strategies
	Clear, simple, consistent	Including rationales	Visibly present in the room	Opportunities to discuss the rules	Setting limits	Empowering children	Coaching ch. to solve their conflicts	Focusing on positive behavior	Exemplifying pro-social behaviors	Consistent reactions		
Beliefs	Y	-	Y	-	-	-	-	-	-	-	Y	
Self-rep. practice	Y	-	N	N	-	-	-	Y	-	-	Y	
Actual practice	N	N	N	S	Y	N	N	N	N	N	Y	

(Y: Yes S: Some N: No)

At the end of the interviews and observations, consistency of T₃'s beliefs and practices related behavior management were investigated based on rules, discipline and other strategies, and summarized in Table 4.12.

As related to *rules*, T₃ believed that there should be clear, simple and consistent rules in the classroom and also reported that she had. However, it was observed that rules could not be observed in her classrooms. T₃ stated that rules should be visibly presented in the preschool classrooms but as inconsistent with her beliefs, her self-reported and actual practices showed that rules were not visibly presented in her classroom. Also, she emphasized that she established the rules by herself and they did not discuss them in her classroom but it was observed that children sometimes had the opportunity to talk about the rules while starting an activity. Therefore, it may be said that there was inconsistency between her self-reported and actual practices. However, she did not emphasize her belief related to it. Lastly, it was not possible to make an interpretation related to consistency and inconsistency of T₃'s beliefs and practices related to rationales of the rules.

In terms of *discipline*, T₃ did not talk about her beliefs about focusing on positive behaviors of children. Although she emphasized that she usually considered good behaviors of children in the classroom, it was not observed by the researcher. Therefore, it may be said that there was inconsistency between self-reported and actual practices of T₃ related to this item. Also, it was observed that T₃ set her expectations and limits, and she did not empower children, coach them to solve their conflicts, exemplify pro-social behaviors and give consistent reactions to their behaviors but she did not report her beliefs and practices in the classroom. Therefore, it does not seem possible to talk about the consistency/inconsistency of beliefs and practices of T₃ about them.

Lastly, as related to *other discipline strategies for misbehaviors*, there was consistency between T₃'s beliefs and practices. Although she did not mention term *other discipline strategies*, she said that she used several strategies such as giving time-out, shouting at children and singing a song immediately.

4.3.6 Reasons

4.3.6.1 Physical environment

When some questions were asked about the reasons for her actual practices related to physical environment, T₃ stated movement area/class size and lack of some equipment in the school.

It was observed that some of children seated on the chair while some of them sat on the carpet. The researcher asked T₃ about this implementation. She commented that they had a problem about movement area and class size. The number of her students was not appropriate for her classroom area. All children could not sit on the chair or on the carpet at the same time. Therefore, some of them sat on chair and some of them were on the carpet.

It was observed that children ate their meal in the classroom because the teacher said that they did not have a kitchen. She emphasized that she did not like it since cleaning took much time and after breakfast it was not efficient time.

There was a teacher table in the classroom. The researcher asked T₃ that why they had a table and if there were any advantages or disadvantages of it. She said that she had a table in her classroom to prepare the documents and activities. However, she emphasized that she hated it since her classroom was very narrow and she wanted to get rid of it. She usually did not use her desk. Also, she thought that the teacher table put a distance between her and children.

It was observed that one child sat on a table which was separated from other tables. Also, there was not a semi private area with soft materials in T₃'s classroom. As related to these practices, the teacher said that he sat far from other children because there were not sufficient tables near to each other. Also, she emphasized that the size of classroom was not appropriate to provide children with semi private areas with especially soft materials but physical conditions of their classroom are not appropriate to this.

It was observed that each toy has a specific place in the classroom because the teacher emphasized that if they did not place toys properly, separation of them would be difficult. Then some part of them would be lost.

4.3.6.2 Planning and programming activities

When some questions were asked about the reasons for her actual practices related to planning and programming activities, T₃ usually stated some reasons such as attracting children's attention, daily schedule, reinforcement and giving feedback.

It was observed that teacher acclaimed before activity and she said that she aimed to attract children's attention. Also, she wanted them to focus on her and to be ready to listen to her.

T₃ started activity with some questions which were directly related to children's daily life because she wanted to attract their attention. Also, each child's experience was different from each other and they were attractive to other children.

T₃ reminded the time with her fingers and said that they had last ten minutes. She said that she used her fingers because five minutes could mean nothing for this age group. Also, she reminded the time before finishing the activity in order to give children time to complete their activities. She emphasized that children were uncomfortable when they could not complete their play.

It was observed that daily schedule was not visible in the classroom and T₃ did not inform children about daily schedule. She said that she could not paste it because her daily schedule was changing. However, according to her, there were general ideas in her children's mind such as the time of breakfast or the time of playing. She emphasized that although knowing daily schedule was useful for children, she could not inform them each day.

It was observed that T₃ went to children's tables and talked with them about their activities during the free play time. She thought that when she did this, children might feel better because they thought that their works were important and the teacher was interested in them. Also, the teacher said that children thought that their

teacher followed them, therefore they had to try doing their best and they had to obey rules.

T₃ firstly asked children the number then told a finger play related to this number and she said that her aim was reinforcement. She emphasized that she wanted children to be able to remember it.

It was observed that T₃'s all activities were whole group activities. There was not small group or individual activities. The teacher stated that she could not conduct small group or individual activities because when she wanted to study with some children, all of them came near her. Also, she said that she did not consider this issue at the beginning of the semester. She thought that if she started to do it at the beginning of the semester, she might still conduct it.

It was observed that T₃ often gave feedback to children during several activities. As related to the reason of it, she said that feedback was very important for children. However, she emphasized that she gave them feedback in detail instead of giving general feedback. She said:

“If I said the child ‘good job’, it will not be meaningful for her. However, I said ‘you drew his head well’ and they felt better when they heard my feedbacks.”

4.3.6.3 Relationship and communication

When some questions were asked about the reasons for her actual practices related to relationship and communication, T₃ usually said teaching rules of good manner, better communication and problem solving skills, and physical contact.

It was observed that T₃ had some conversation with children when they arrived to classroom in the morning. As related to her practice, she emphasized that she said children welcome and asked them how they were. She wanted to teach those greetings and some main rules of good manner. She thought that these rules were important for society and their future life.

It was observed that T₃ bended down while talking with children. She said that she did it for better communication and while making eye contact, the child could understand her better and listen more carefully.

T₃ established physical contact with children because she emphasized that these kinds of behaviors would be helpful to support children emotionally.

It was observed that T₃ asked children about favorite part of story for them. The researcher asked why she asked children's ideas and what her goals were related to this implementation. The teacher said that she aimed to learn their differences and their focus points. Also, she could understand whether they listened to the story due to these questions.

It was observed that T₃ directed some children to work with their peers in different learning centers. As related to the reason of her practice, she said that some children could not communicate with their peers easily and she especially tried to help these children. She emphasized that she asked them which learning centers they wanted to play. Then she told some of the children in the classroom about helping classmates, sharing their toys and she gave them some roles in the play. She thought that her support helped them for their socialization.

It was observed that T₃ ignored some behaviors of children and did not intervene to children especially in the free play time. The researcher asked the reason of why she did it and what her goals were related to this implementation. She said:

"I have just observed children. I did not intervene in them. Also, I wait patiently when they had a problem because they can found a solution to their problems. I wanted them to give opportunity to improve their problem solving skills."

4.3.6.4 Behavior management

When some questions were asked about the reasons for her actual practices related to behavior management, T₃ emphasized that reminding rules, controlling sitting order, attracting the children's attention and preventing misbehaviors as reasons.

It was observed that T₃ reminded rules during the literacy activity. When the reason of her practice was asked, the teacher said that sometimes children could forget the rules. Therefore, she wanted them to tell the rules and when they reminded, they could obey them.

It was observed that T₃ wanted children to raise their hands when they want to talk. However, sometimes she reminded rules but sometimes she did not. The researcher

asked the reason of why she reminded them during this activity and what her goals were related to this implementation. She commented:

“Children should know listening his/her classmates and teacher. Children should know waiting their line. Children would use these skills during their whole life and in every part of their life. I should always follow the rules, however sometimes I could not control because I would take a whole class’ answer. ”

It was observed that T₃ decided the children’s seating. As related to her practice, she said that children put their chair in a wrong way and sat in front of each other. Also, she tried to keep in an order them as a boy and a girl. She wanted children who would not interrupt each other to sit together.

It was observed that T₃ gave two children time out and then she talked with them individually. She said that she tried to understand what they thought during the time out and whether they focused on their mistake. The solution of problems could be individually better. Therefore, she talked with them individually.

It was observed that T₃ often changed her voice while reading a story. She said that she aimed to attract the children’s attention and to increase all children’s participation. Children could understand that story would be start and they should be silent.

T₃ changed one child’s seating place in the activity and as related to the reason of her behavior, she said that she aimed to prevent him from misbehaviors. He interrupted his classmates during the activity. Therefore, he came near her to control easily.

4.4 Teacher 4 (T4)

T₄ was a teacher in a public school in Gölbaşı. She was 32 years old. She had graduated from the Department of Preschool Education in the Faculty of Education and had been a preschool teacher for 8 years. She taught 5-5.5 year olds and there were 27 children in her classroom. Also, she had taken a course related to classroom management in her undergraduate education and she was familiar with the term *developmentally appropriate practices*.

4.4.1 Physical Environment

4.4.1.1 Beliefs

In order to learn her beliefs related to physical environment, T₄ was asked how a preschool teacher should organize the physical environment of the classroom. Initially, she did not talk about some general points which should be considered while organizing a preschool classroom environment but she specifically focused on indoor space, furniture, learning areas and child-related displays.

Indoor space. T₄ emphasized that movement area of a preschool classroom should be large and, children and teacher should be able to move around freely and are not limited by furnishings and equipment. She also stated that indoor space of the preschool classroom should be separated based on active and quiet areas.

Furniture. T₄ mentioned that it should be child-sized, durable and safe, and should not have sharp corners.

Learning areas. T₄ said that there should be dramatic play, blocks, science, books, puzzles and Lego areas and emphasized that a flexible learning area should be in the classroom to arrange appropriately for the theme of the week. She said:

“Although I do not like changes in learning areas, children like them. They are really interested in new materials. Therefore, there should be a flexible area and it should be arranged according to weekly theme. I am sure that it will attract children’s attention.”

T₄ also stated that learning areas should be separated as active-quiet for efficient activities and commented as:

“If a classroom is built as a preschool classroom, separation and arrangement of areas will be easy. You place the science area far from block area or book area far from dramatic play area. Thus, children do not interrupt each other. Especially separation of learning areas as active-quiet is important for more efficient activities.”

Child-related displays. T₄ emphasized that children’s work should be exhibited on the walls to provide parents with following developmental progress of their children. She said:

“When her parents come, the child gets excited to show her works to them. She talks about the work, activity and day with her mother and father. Also, parents can see their child’s developmental progress.”

Lastly, she stated that some age appropriate permanent visuals related to letters, shapes, numbers and colors, season line, attendance list, height/weight chart and weather graph should be on the walls.

4.4.1.2 Self-reported practices

When T₄ were asked how a preschool teacher should organize the physical environment of the classroom, she also reported what she did to organize physical environments of her classroom. She did not emphasize general points which she considered while organizing her classroom. She explained her practices related to indoor space, furniture, learning areas and child-related displays.

Indoor space. T₄ stated that their classrooms had small movement area and large class size and said:

“My classroom area is too small. For active plays, I have to lean the tables and chairs against wall and cupboards. Of course, it causes time loss. Also, I rearrange them for table activities and lose time again. Therefore, I have to eliminate one of my activities every day.”

Furniture. T₄ said that she had durable furniture in the classrooms but some furniture in her classroom had sharp corners.

Learning areas. T₄ emphasized that there were science, dramatic play, blocks, Ataturk, puzzles and music areas in her classroom. However, she stated that there was not a good separation of areas and said:

“I cannot separate areas because there is not sufficient space for these areas. How can I put them far from each other? For example, block area is near book area and dramatic play area is near science area.”

Child-related displays. She emphasized that children’s work were exhibited in her classroom. Also, shapes, numbers, season lines, weather graphs and materials related to themes were stated by her as child-related displays in her classroom.

4.4.1.3 Actual practices

Actual practices of T₄ related to physical environment were observed in her classroom. Specifically, indoor space, furniture, learning areas and child-related displays were observed.

Indoor space. Observations related to indoor space of the classrooms showed that movement area of T₄'s classroom was not sufficient for 27 children. Children and teachers could not move around freely and were limited by furnishings and equipment. Also, tables and chairs had to be pulled over and leaned against the wall for some activities. There were tables on one side of the classroom and a small carpet on the other side.

As related to safety and security, emergency exits were not clearly marked. Some furniture had sharp corners and corner preventers were not used for them. Classroom did not sufficient natural sun light and lights should be always turned on. Also, walls of the classroom thin and students in next classroom could hear whatever was done in T₄'s classroom.

It was observed that teacher-child ratio was not appropriate in T₄'s classroom, and there were 27 children and only one teacher in each classroom. In three days of the week, a pre-service teacher comes to help her.

Furniture. Observation related to *furniture* of the classroom showed there were some deficiencies related to furniture in the classroom of T₄. Firstly, there were not sufficient cupboards and chairs in their classrooms. Therefore, some play and hygiene materials are placed in the shelves. Also, all of the furniture in the classroom of T₄ was not child-sized. Since shelves were higher than children's heights, they needed the teachers' help to use the materials. On the other side, all furniture in her classroom was durable and good repaired. Moreover, there was a teacher's desk in T₄'s classroom but there were any soft furnishings.

Learning areas. It was observed that there were limited variety of learning centers consisting of science, dramatic play, blocks/puzzles and music centers in T₄'s classroom. Although there were appropriate materials in dramatic play, blocks/puzzles, music centers, science center consisted of limited materials such as a human skeleton and teeth maquette, an organs' poster and a calculator. Also, in the classroom of T₄, centers could not be separated from each other since the indoor spaces of the classrooms were small. Therefore, areas with table or carpet were not large enough for children to use in same time and centers could not be arranged

conveniently. Since there were not sufficient shelves or cupboards, there were materials related to different learning centers on a shelf or in a cupboard. For instance, there were some blocks boxes, puppets and toys on same shelf. Although materials such as blocks, puzzles, books and pencils were put in the transparent boxes and learning centers were labeled, they were not appropriate for children's independent use because of untidy and high shelves. For example, at the end of the free play time, children put the blocks into the boxes and gave the teacher in the classroom T₄. Then, the teacher put it onto the shelves. However, there were no constant places of materials or blocks in the classrooms and they were put into empty places. For instance, boxes of blocks were on the top of the shelves today but she could put onto another shelf tomorrow. Lastly, there were not any semiprivate areas in T₄'s classroom.

Child-related displays. It was observed that although children's work was exhibited in T₄'s classroom, there were limited types of work. Also, there were only age appropriate visuals related to numbers and seasons. Lastly, it was observed that all materials were not at the children's eye levels but were at an appropriate height for young children in four classrooms.

4.4.2 Planning and programming activities

4.4.2.1 Beliefs

In order to learn her beliefs related to planning and programming activities, T₄ was asked how a preschool teacher should plan instructional activities in the classroom. Initially, she stressed some general points which should be considered while planning instructional activities and then specifically focused on daily schedule and teaching methods.

As related to general points, T₄ emphasized that children's age, developmental skills and readiness of children should be considered while planning the activities.

Daily schedule. T₄ stated that daily schedule a preschool teacher should include music and movement, Turkish language and art activities. She said:

“There should be a music and movement activity because it endears the school to children. Also, Turkish language activities are important to improve children's social

skills such as listening, respecting others and self-expression. Lastly, art activity should be in daily schedule to support creativity and fine motor skills of children.”

Teaching methods. T₄ emphasized that a preschool teacher should be active and participate in activities with children. She stated that a variety of teaching methods should be used such as singing and demonstrating. Also, she said importance of transition activities to motivate children for new activity should not be ignored.

4.4.2.2 Self-reported practices

Although T₄ was not asked how she planned instructional activities in her classroom, she reported her practices together with her beliefs. Initially she emphasized general points which she considered while planning the activities. Whereas she did not explain her practices related to daily schedule, she talked about her teaching methods practices.

As related to general points, T₄ emphasized that she considered children’s developmental skills and started with simple activities at the beginning of the semester.

Daily schedule. T₄ stated that there was breakfast, free play, art, music and play, and Turkish language or reading/writing activities in her schedule. She said:

“I have totally 4 hours for activities every day and I have to conduct 6 activities in 4 hours: breakfast, free play, art, music and play, Turkish language and reading/writing activities. I always eliminate Turkish language or reading/writing activity because my classroom is crowded. If there were 10 children in my classroom, I would finish an art activity in 30 min. If I cared for them individually, it would take at least an hour. However, there were 27 children in my classroom and I have to make a preference. If I conduct a Turkish language activity today, I plan a reading/writing activity instead of it.”

Teaching methods. T₄ emphasized that she used singing and demonstrating as teaching methods. She said that she usually demonstrated some figures or examples on the board to make them more concrete for young children.

4.4.2.3 Actual practices

Actual practices of T₄ related to instructional activities were observed in her classroom. Specifically, daily schedule and teaching methods of the teacher were observed.

Daily schedule. It was observed that T₄ conducted smooth transitions between daily events. For instance, at the end of the free play activity, children tidied their classroom and, picked up their materials and toys. Then, the teacher said “*Please, stand up*” and started to say a nursery rhyme. While telling it, they followed the instructions given in the *nursery rhyme* which ended with “*Put your butt in the chair.*” For instance, they counted to ten and jumped 10 times. Then, they sat on the chairs for the new activity.

After breakfast, while pre-service teacher were leaning the tables and chairs against wall and cupboards, T₄ told children to lie on the floor on their back and to close their eyes. Then, she started to walk between children and touched each child. When she touched, the child woke up and joined the line. Line formed behind the teacher. After all children woke up, they sang the song of *sleepy cock*. Then, they *placed chairs in a semi-circle* fashion and started telling a finger play.

Before a reading activity, children sit in a semi-circle on their chairs. They were singing a song together. Then, T₄ selected a book from the book area and sat on her chair opposite children. She said “*I want all children to be flower. Mehmet and Esma, please come here.*” Children went near her. She asked “*Which song do you want to sing?*” Each of them decided their song. Then, each child sang their song one by one and their classmates join them. After they sat, T₄ invited some other children to sing their songs. At the end of last child’s song, the teacher said them she would read a good story.

Before a reading activity, children sat in a semi-circle on their chairs and repeated some finger plays with their teacher. Then, T₄ started to tell a nursery rhyme ending with “*Close your mouth, lean back in your chair and listen to your teacher silently.*”

Before a literacy activity, T₄ selected two children as assistants and said “*It is night now and except my assistants, everybody will be sleep. Then, assistants will put magic papers on your tables.*” Children put their heads on the tables and assistants came near the teacher. Then, T₄ wrote the names of the children on papers and gave them to assistants. They put the paper on children’s table for the art activity. After all

papers were delivered, the teacher wanted all children to wake up and started explaining the activity.

It was also observed that T₄ usually had a set and rigid schedule. For instance, while children playing in learning areas in free play activity time, she said *“I know you are enjoying but what about starting to tidy our classroom?”* Some children responded *“Yes”* and some said *“No.”* The teacher started to walk and asked *“Are you hungry?”* Children replied *“Yes.”* T₄ started to sing a song related to hardworking bees and children joined her. Thus, children began picking the toys and other materials up.

Before a reading activity, children sit in a semi-circle on their chairs. After they sang a song together, T₄ invited some of the children to sing a song together with their classmates. For instance, she said *“Esra, come here. I did not hear Esra’s voice today.”* Esra came and started her song. She leaned against her teacher and the teacher hugged her back. After she finished her song, T₄ kissed her and said *“Esra behaved well at home. She tidied her room and helped her mother. Thank you Esra.”* She kissed Eda again and Eda sat her chair. Then, the teacher looked at her watch. *“That’s enough. I don’t want to shorten the duration of reading activity.”*

She sometimes decided her activities in the classroom. For instance, while children were singing a song together, T₄ looked at her book shelves and shelves of book area. Then, she selected a book to read and sat opposite children. Also, while children were playing in the learning areas, the teacher was checking the attendance list. Pre-service teacher was looking at an activity folder. There were examples of T₄’s old works. They tried to decide which one they would conduct in art activity time that day. While looking at them, T₄ asked *“Do we have sufficient red cardboards?”* Pre-service teacher said *“Yes, we have.”* T₄ responded *“We can make a colorful chick.”* Then, they decided making a chick.

In free play activity time, children built a tower but it was collapsed by a mistake. They went near the teacher and complained about one of their classmates. She looked at the tower and said *“You could rebuild it but we have limited time. After 5 min, we will pick up our toys and materials.”*

In a literacy activity, children were trying to connect dots. When they finished their work, T₄ drew a star on their books. Then, she said *“Children who finished their work can continue playing with cars.”* Thus, they went to play freely.

It was observed that T₄ usually combined more energetic and less energetic activities. After lunch, tables and chairs were leaned against the wall and, the teacher and children made a big circle in the middle of the classroom. Then, she said *“Let’s start with our physical exercises”* and they stretched, jumped and, did push-up and sit-up.

T₄ also conducted a music and movement activity after each academic activity. For instance, after a literacy activity, the teacher said *“Let’s play rabbit and hound.”* After she selected a rabbit and a hound, the hound started to chase the rabbit. Also, children on the circle clapped and cheered. It continued until the rabbit was caught or found a place on the circle. Most of the children took the role of a rabbit and a hound in the classroom. Then, they sat on the chairs for the art activity.

It was observed that there was not a schedule posted visibly in the room and at least one indoor and one outdoor play period in daily schedule.

There was a free play activity period in the daily schedule of T₄ but there was no outdoor free play activity. Children played freely after arrival to school. She usually limited the areas which would be able to be used and places in which would be able to be played. For instance, T₄ said *“We will play on our tables today. You played with the cars too much and I will give you some puzzles today.”* She showed the puzzle with an old man and asked *“Who want to make it?”* She put the puzzle on the table of two children (a boy and a girl) and said *“Both will do this one. Ok?”* She put another puzzle on the table and said *“Elif and Mehmet, you will play with this one.”* She directed some of the children for pair works. Then, she said a child *“Pair with one of your classmates and make this puzzle.”* While the child was going to her table, she said a boy *“Let’s play together.”* Thus, all children started to work in pair.

Teaching methods. It was observed that T₄ used limited variety of engaging learning experience and hands-on materials. Also, variety of the materials was limited in T₄’s classroom and there were no or a few natural objects and tools for science investigations, writing materials, props for dramatic play and computers. She usually

planned separated activities rather than integrated activities. For instance, they were starting the day with a music and movement activity. In this activity, they made a competition with balloons. Then, T₄ read children the story of *Black Cat* in reading activity. Lastly, they sang a song related to Red Crescent week, made a literacy activity and a city of tents in the art activity.

T₄ sometimes used well-chosen materials to support overall curriculum and goals. For instance, children watched videos, and used art materials and worksheets related to topic. However, there were no posters and visuals which changed based on the topic. Also, theme could not be explained and taught with various activities such as art, science, language and math because there was no variety in materials.

T₄ sometimes used a variety of grouping throughout the day. Children usually did same activity in same time. For instance, the teacher gave each child a worksheet and wanted them to paint the number 2 and then circle 2 rabbits. However, they had the opportunity to work in small groups in free play activities or sometimes in art activities.

T₄ used a variety of instructional strategies. She sometimes gave a cue or various assistances. For instance, 4 children were making their puzzle on the table and the teacher sat on their table. She showed the piece in child's hand and said "*It may not be correct piece because there should be a pink piece under it.*" Child got another piece but T₄ said "*I think it is the piece of body. You are looking for the piece of the skirt.*" The child showed another piece and asked "*This one?*" She responded "*Yes!*" and added "*If you turned front side of pieces back, you can recognize correct piece easily.*"

In literacy activity, children would join the dots. After T₄ told the instruction, children started making. However, one of them did not start. One of the children said he could not do it. The teacher said "*Let's do it together*" and grasped his hand. They connected some dots together and then, she wanted the child to try it.

T₄ sometimes gave some directions and instructions, and became a model for some skills. For instance, they would make a bird in art activity. Before starting the activity, she explained the activity in detail. She said "*I will give scissors and circles*

to you. You will cut them carefully. Then, you will fold small circles. I will show you how you fold them” and folded four small circles. She continued *“We will paste them on two sides of the bird. Then, we will tear these colorful papers into small pieces in this way and then we will glue these pieces on our bird.”*

It was observed that there was not a balance between teacher-initiated and child-initiated activities throughout the day. There were usually teacher-initiated activities and children did not have the opportunity to select the activity. For instance, for Red Crescent week, T₄ directed them to make a city of tents. She said that each child would make a white tent and they would not paint them. Also, they would draw a red crescent. Then, the teacher would get them from children and glue to a big cardboard.

It was observed that T₄ provided many opportunities for children to collaborate with others. Especially in free play activity and group works, she did not intervene in them and gave them the opportunity to work together to complete a task, to help each other, to negotiate and to solve problems. In a free play activity, T₄ put the puzzle on the table of two children (a boy and a girl) and said *“Both will do this one. Ok?”* She put another puzzle on the table and said *“Elif and Mehmet, you will play with this one.”* She directed some of the children for pair works. Then, she said a child *“Pair with one of your classmates and make this puzzle.”* While the child was going to her table, she said a boy *“Let’s play together.”* Thus, all children started to work in pair.

For instance, children made white tents with white papers. The teacher got them from children and glued to a big cardboard. Then, she gave some children the pictures of ambulance and doctor, and children painted them. The teacher cut out these pictures and glued them to the cardboard. While gluing some pictures, she asked their suggestions.

It was observed that T₄ usually provided children with feedback but all of them were not specific. For instance, in a free play activity, she visited all groups and asked questions related to their works. Some children built a farm with Legos. She said *“I liked it. Especially you grouped animals well.”*

In another activity, children built a castle and there were many animals in its garden. Also, there was a big crocodile on the top of the castle. She asked “*Does it protect your castle?*” One of the children replied “*Yes, it does. It is so strong.*” The teacher said “*Perfect! I want to take a photo of it.*” The teacher and children who built it sat around the castle and the researcher took their photo.

In literacy activity, children would join the dots. After T₄ told the instruction, children started making. She walked between the tables and looked at children’s work. She drew a big star on the paper of the children who made correctly and finished, and said “*Well done*” or “*Perfect!*”

4.4.3 Relationship and communication

4.4.3.1 Beliefs

In order to learn her beliefs related to relationship and communication, T₄ was asked how a preschool teacher should manage relationships (child-child and teacher-child) in the classroom. Initially, she stressed some general points which should be considered while managing relationships and then specifically focused on supervision of children, teacher-child interaction and interactions among children.

As related to general points, T₄ emphasized that the teacher should not intervene in the relationship between children as long as they do not hurt each other physically or psychologically. She said:

“If the teacher has to intervene in children’s relationship because of misbehavior, she should focus on finding the reason of the behavior. Also, she will guide while they solve their conflicts.”

Supervision of children. T₄ stated that a preschool teacher should be patient and supervise children with rules.

Teacher-child interaction. T₄ believed that for effective interaction between teacher and child a preschool teacher should behave friendly. She should participate in their activities rather than observing children from the teacher’s desk.

Interactions among children. T₄ said that a preschool teacher should teach children to love and respect each other. She should guide them for understanding each other’s feelings.

4.4.3.2 Self-reported practices

Although T₄ was not asked how she managed relationships and communication in her classroom, she reported her practices together with her beliefs. Initially she emphasized general points which she considered while managing relationships and communication. Then, she explained her practices related to supervision of children, teacher-child interaction and interactions among children.

As related to general points, T₄ emphasized that she was a patient and flexible teacher and said:

“Especially at the beginning of the year, I behave friendly and their some misbehavior. I am patient, flexible and aware of that they try to adapt to school and social life.”

Supervision of children. T₄ stated she supervised children with rules.

Teacher-child interaction. T₄ emphasized that she participated in children’s plays to enhance their interaction and to get to know children better. She also said:

“I usually participate in children’s activities and play with them during the day. However, sometimes I have to prepare materials for next activity. Therefore, work on my desk and observe children.”

Interactions among children. T₄ said that she made different play groups and gave children opportunity to interact with different peers. Also, she said that she tried to teach through some questions and activities how empathy could be established.

4.4.3.3 Actual practices

Actual practices of T₄ related to planning instructional activities were observed. Specifically, supervision of children, teacher-child interaction and interactions among children were observed.

Supervision of children. It was observed that T₄ engaged with children in real conversations and encouraged them to explain their experience, projects and current events. She greeted children every morning and said “*Good afternoon! How are you today?*” Based on children’s responses, they talked about children’s mood or health. Also, while checking attendance list, she asked one the children why he did not come precious day. When he said he was ill, she asked questions related to his illness. Then, other children shared their experience or some information related to several

illnesses. While children were talking, T₄ listened to them carefully and asked questions.

After breakfast, some children were on the carpet and some were sitting on the chairs. They were waiting to watch the video. The teacher recognized that one children's eye swelled up and asked the reason of it. He responded that he crashed his eye against the washing machine. After the teacher said "*Get well soon*", she explained how his husband crashed his head against the door and they laughed at her.

It was observed that there was sometimes a balance between independent and teacher directed learning. T₄ sometimes gave the children enough opportunity to make a choice, to complete a task or to correct their mistakes. For instance, 4 children were making their puzzle on the table and the teacher sat on their table. She showed the piece in child's hand and said "*It may not be correct piece because there should be a pink piece under it.*" Child got another piece but T₄ said "*I think it is the piece of body. You are looking for the piece of the skirt.*" The child showed another piece and asked "*This one?*" She responded "*Yes!*" and added "*If you turned front side of pieces back, you can recognize correct piece easily.*" After turning, the child found the correct piece.

In art activity, there was a fish on the paper. The teacher asked what the name of this fish was. Some children said "*It was a whale*" whereas some named it as *dolphin*. T₄ said "*You could not know.*" While some children continue saying whale and dolphin, one of them said "*Seal!*" The teacher confirmed her "*You are right. It is a seal.*"

Teacher-child interaction. It was observed that T₄ sometimes encouraged children for mutual respect between teacher-child. She bended down, made with eye contact, listened to children attentively and talked with children politely. For instance, in free play activity, one of the children said that he did not want to play. T₄ made with eye contact him and asked the reason but he did not answer. He only shrugged his shoulders. The teacher said "*Let's find your favorite puzzles together.*"

For drawing a circle, T₄ needed a big plate. She wanted to dramatic play area and got permission from them to borrow and use one of their kitchen utensils.

When children needed to go to restroom or to drink water, T₄ usually did not let them and ignored their needs. For instance, some children were drinking water while T₄ and pre-service teacher were putting the chairs in semi-circle. T₄ said children *“Don’t drink so much water because I will not let you go to restroom during the reading activity.”* Also, some children needed to go to restroom while she was reading but she said they had to finish until end of the activity.

It was observed that T₄ often established physical contact with children. For instance, after breakfast, all children sat in semi-circle. The teacher said *“Esra, come here. I did not hear Esra’s voice today.”* Esra came and started her song. She leaned against her teacher and the teacher hugged her back. After she finished her song, T₄ kissed her and said *“Esra behaved well at home. She tidied her room and helped her mother. Thank you Esra.”* She kissed Eda again and Eda sat her chair.

It was observed that T₄ was usually a positive role model in the classroom. She considered children’s ideas and points of views. For instance, in an art activity, they would make a bird. The teacher said that they would tear colorful paper into small pieces to decorate it. However, she added *“If you don’t want colorful paper, I can give colorful pencils and you can only paint.”*

Also, T₄ was kind to children and treated respectfully. For instance, while she was observing children, two girls came near her. She asked *“Do you want to help me?”* They said *“Yes”* and the teachers wanted them to get and throw away the paper in her hand.

Interactions among children. It was observed that T₄ supported positive peer interaction in the classroom. For instance, she asked children how they should behave when they went on a picnic. One of the children answered before other children talked. The teacher said *“Efe I know that you know answers of all questions but I want to hear your classmates responses. Also, they want to share their ideas.”*

In free play activity, one of the children was sitting on the chair and observing his classmates lonely. T₄ asked *“Do you want to join them?”* The child said *“No”* and turned back. The teacher spoke to a boy who played lonely *“Emre, what about doing something with Utku? Make a project together.”* He said *“I don’t want to do*

something with him.” She responded “*Ok. You know!*” Then, she whispered to Emre and Utku one by one and Emre want to play with him.

During the observation session, T₄ did not give opportunities such as class meetings or forums to children to talk about their conflicts.

T₄ usually let children move in the classroom freely to facilitate interaction and talk with each other during the activities. Especially in free play time, children were talking each other and going to other tables. The teacher observed but she did not intervene in them.

4.4.4 Behavior management

4.4.4.1 Beliefs

In order to learn her beliefs related to behavior management, T₄ was asked how a preschool teacher should manage behaviors of children. Initially, she stressed some general points which should be considered while managing behaviors and then specifically focused on rules and discipline.

As related to general points, T₄ believed that the teacher should not often intervene in children’s behaviors. Also, according to her, there should be classroom rules. She said:

“I believe that a preschool teacher should not often intervene in children’s behaviors but it does not mean that children will be completely free. The teacher has to remind rules for children to internalize them. If the teacher only observes and cannot keep the order of the classroom, children cannot learn something.”

Rules. T₄ stated that there should be age appropriate, simple, clear and understandable rules in a preschool classroom to provide effective behavior management. There should be visuals related to rules and they should be often reminded by the teacher.

Discipline. T₄ believed that discipline strategies should depend on the behavior. However, she emphasized that punishment such as deprivation and time-out, and reward could be used in a preschool classroom. She said:

“I believe that reward is important to reinforce children’s good behavior. Also, time-out can be used as punishment. The teacher can give children 5 min to think

about his misbehavior. He thinks and understands his mistake. Then, he apologizes. I think that this is a correct strategy.”

4.4.4.2 Self-reported practices

Although T₄ was not asked how she managed behaviors of children in her classroom, she reported her practices together with her beliefs. Initially she emphasized general points which she considered while managing behaviors. Then, she explained her practices related to rules and discipline.

As related to general points, T₄ emphasized that first she reminded the rules when she encountered misbehavior. Then, she said that she asked the child how he would feel if her friend did same thing. Thus, the child can understand other people’s feelings and establish empathy.

Rules. T₄ stated there were some rules in her classroom and she often repeated them for children to internalize the rules. She emphasized that she established the rules by herself based on her experience. Also, she stated that there were no visuals related to rules in her classroom and said:

“I have two main rules in my classroom. First is ‘Share toys and play materials with your classmates’ and second rule was ‘Don’t drink water and don’t go to restroom during the story time.’ I limit them only in activity time. Especially in free play time, I never want them to be silent or no to run. They are child and of course, they will run, ask question or speak loudly.”

Discipline. T₄ emphasized that she used punishment such as deprivation of play materials and time-out and threatening as strategies to deal with misbehaviors. She said:

“Child’s behavior determines my strategy. For instance, one of the children does not share a car with his friend. I say him ‘Next time, your friend will not give it to you’ or get the car and give it to none of them. Also, they may fight with each other. I give time-out for 5 min so they sit on their chairs and think about their misbehavior. As another example, if the child ignores my warnings, I tell her that I will call her parents. Actually, I will not call them but I threaten her with calling her parents or calling the principal. Also, I sometimes ask ‘Don’t you like the school? Don’t you like me? If you will disturb your classmates, you may not come to school.’ I am not sure if this is a right strategy but I say.”

4.4.4.3 Actual practices

Actual practices of T₄ related to managing behaviors of children were observed. Specifically, rules in the classroom and discipline strategies of the teacher were observed.

Rules. Since there were no specific classroom rules which were visibly presented in the classroom, clearness, simpleness and consistency of the rules could not be observed. Also, it was not observed that classroom meetings and group discussions were used to set and talk about the rules. However, T₄ sometimes explained the rationales of her expectations. For instance, in free play activity, two children were running and the teacher said *“We aren’t running in the classroom because it is small.”*

Discipline. T₄ set the limits in the classroom and explained children acceptable and unacceptable behaviors. For instance, before starting the activity, she said *“Don’t drink so much water because I will not let you go to restroom during the reading activity.”*

They would play *red fish* but the teacher said *“We will play red fish but you will not tell ‘Me, me!’”*

T₄ empowered children in the classroom. She gave them some responsibilities. For instance, the teacher selected two children as assistant and they distributed the papers to their classmates.

At the end of free play activity, children were tidying the classroom. However, two children were walking in the classroom. T₄ stopped them and asked *“How are you guys? You played but now you are evading picking up the toys.”* Children did not say anything and tried to continue walking. However, the teacher said *“I want to see hardworking bees now. Efe will pick up the animals and Eren, you will put the geometric shapes into red box.”*

T₄ did not coach children to solve their conflicts. However, instead of helping them express their views and keeping talk about their problem until they found a solution, she usually solved the conflicts of children. For instance, children were playing with

Legos in free play time. However, Eren took many of them. His friend complained to their teacher about him and said *“Eren does not share Legos with us.”* The teacher replied *“You can use Legos on that table.”* After he went, she looked at Eren and said *“Eren, please share with your classmates.”*

A group of children built a tower and one of their classmates collapsed it by mistake. A child from the group came and asked *“Why did you collapse it?”* Then, he punched other child. T₄ went near them and asked *“What is happening?”* The child who punched his friend said *“Ali collapsed our tower!”* The teacher asked *“Why did you collapse?”* He did not reply. She went near him, bended down and asked again but the child did bit reply. The teacher asked *“Do you want to play this toy?”* He nodded his head. Then, the teacher and Ali sat on a table and talked. She turned back and said other child *“Ege, Ali apologized you! Did you accept his apology?”* Ege did not respond and the teacher went near him. She asked him *“Did you punch your friend?”* He did not respond and she asked *“You did not punch, did you?”* He said *“I did not punch.”* She responded *“I think I understood it wrong.”* Then, she went back to her desk.

T₄ usually focused on positive behaviors. For instance, at the end of an art activity, she said *“You made this activity well. Thank you very much!”*

After lunch, children were sitting in semi-circle. T₄ said *“Esra, come here. I did not hear Esra’s voice today.”* Esra came and started her song. She leaned against her teacher and the teacher hugged her back. After she finished her song, T₄ kissed her and said *“Esra behaved well at home. She tidied her room and helped her mother. Thank you Esra.”* She kissed Eda again and Eda sat her chair.

It was observed that T₄ did not exemplify pro-social behaviors. She did not use discussions, books or stories to promote peace and understand in the classroom and to talk about their problems. Also, reactions of T₄ and pre-service teacher in the classroom to children’s behaviors were usually consistent with each other. Pre-service teacher usually looked at T₄ in some confusing situations.

Other strategies. T₄ usually did not coach children to solve their conflicts and used other strategies. She sometimes rewarded children. Before starting reading activity,

she said “If you listen to the story carefully and answer my questions, I can give you a candy at the end of the activity.” However, some children were talking with each other and T₄ asked “If you don’t listen, you will not be able to answer my questions. Thus, will you deserve of candy?” Children said “No!” However, she thanked children at the end of the activity and distributed candies to them.

T₄ sometimes changed children’s seats. At the end of the reading activity, the teacher asked some questions. Although she only gave children who raised her hands a hearing, some children responded immediately. She said “We are listening to your classmates who raise their hands.” Some children were talking with each other loudly. The teacher said “I started to get angry.” Then, she grasped one child’s hand and pulled him. He had him sit on another chair.

T₄ sometimes wanted them to zip their lips. For instance, at the beginning of the activity, there was too much noise in the classroom. She said “Please shut up and zip your lips. If you continue talking, I will not give paper.”

4.4.5 Consistency/Inconsistency

4.4.5.1 Physical environment

Table 4.13 Consistency of T₄’s Beliefs and Practices Related to Physical Environment

Physical environment	Indoor Space	Furniture	Learning centers/areas	Child related displays
	Sufficient movement area Safe and secure area App. teacher-child ratio	Sufficient basic furniture Child-sized furniture Durable/good rep. furn. Soft furnishings	Variety of learn. centers Sufficient place for sev. act. Sep. active-quiet centers Conv. arranged centers Independent use of centers Semiprivate areas	Age app. materials Children’s work At the children’s eye level
Beliefs	Y Y -	- Y Y -	Y - Y - - -	Y Y -
Self-reported practice	N S N	- - Y -	S - N - - -	Y Y Y
Actual practice	N S N	S S Y N	S S N N N N	S Y Y

(Y: Yes S: Some N: No)

At the end of the interviews and observations, consistency of T₄'s beliefs and practices related to physical environment were investigated based on indoor space, furniture, learning centers/areas and child-related displays in her classroom and summarized in Table 4.13.

As related to *indoor space* of the classroom, it may be said that T₄'s beliefs, self-reported and actual practices about safe and secure area were considerably consistent although some deficiencies were reported by the teacher and observed by the researcher. Although it was reported and observed that the movement area of the classroom was not sufficient, the belief of the teacher was different from her practices. She believed that movement area of a preschool classroom should be sufficient to move around freely. Lastly, T₄ did not emphasize her beliefs about appropriate teacher-child ratio but her self-reported and actual practices seem consistent with each other and showed that teacher-child ratio in her classroom was not appropriate.

In terms of *furniture* in the classrooms, T₄'s beliefs, self-reported and actual practices about durable and good repaired furniture seem consistent with each other because she emphasized that furniture in preschool classrooms should not be easily broken or unstable while being used. Also, it was reported by the teacher and observed by the researcher that furniture in T₄'s classroom was durable and good repaired. Although most of the furniture (not all) was child-sized in T₄'s classroom, it can be said that her beliefs and actual practices related to child-sized furniture seem consistent with each other. However, an interpretation related to consistency or inconsistency of sufficient basic furniture and soft furnishings may not be made because T₄ did not report her beliefs and practices related to them.

As related to *learning centers/areas* of classrooms, it may be said that although there were not many types of learning areas in T₄'s classroom, it may be said that her beliefs and self-reported practices about variety of learning areas were appropriate. However, in terms of separation of active and quiet areas, T₄'s beliefs were inconsistent with her practices. Whereas her self-reported practices and observation showed that active and quiet learning areas were not separated clearly in her

classroom, she believed that they should be separated. Also, Consistency of her beliefs and practices about sufficient place for several activities, conveniently arrangement of centers, independent use of them and semiprivate areas cannot be interpreted since she did not emphasize her beliefs and self-reported practices about them.

As related to *child-related displays*, T₄'s beliefs, self-reported and actual practices about exhibition of children's work seem parallel with each other whereas consistency between their beliefs and practices regarding height of the visuals cannot be interpreted. Although there were limited age appropriate materials in her classroom, it may be said that her beliefs, self-reported and actual practices were consistent with each other.

4.4.5.2 Planning and programming activities

Table 4.14 Consistency of T₄'s Beliefs and Practices Related to Planning and Programming Activities

Planning and programming activities	Daily schedule						Teaching methods						
	Smooth transitions	Set but not rigid schedule	More and less energy. act.	Schedule posted visibly	1 indoor and 1 outdoor play	Free play activity	Variety of learning exp.	Well-chosen materials	Variety of grouping	Variety of instruct. structure	Teacher-initiated & child-initiated act.	Many opp. for ch. to collaborate with others	Providing specific feedback
Beliefs	Y	-	Y	-	-	-	Y	-	-	-	-	-	-
Self-reported practice	-	-	-	-	-	-	Y	-	-	Y	-	-	-
Actual practice	Y	S	Y	N	N	Y	S	S	S	Y	N	Y	S

(Y: Yes S: Some N: No)

At the end of the interviews and observations, consistency of T₄'s beliefs and practices related to planning and programming activities were investigated based on daily schedule and teaching methods, and summarized in Table 4.14.

As related to *daily schedule*, T₄ did not emphasize her practices related to smooth transitions and combination of more and less energetic activities. However, it may be said that her beliefs and actual practices related to them were consistent with each other. She believed that smooth transition activities should be conducted in preschool classrooms and more and less energetic activities should be combined. As parallel with her beliefs, they were observed in her classroom. However, since she did not report her beliefs and practices related to set but not rigid schedule, schedule posted visibly, at least one indoor and one outdoor play, and free play activity in daily schedule, it does not seem possible to make an interpretation about the consistency or inconsistency of her beliefs and practices about these sub-themes.

As related to *teaching methods*, although it was observed that there were some deficiencies related to variety of learning experience and hands-on materials, it may be said that beliefs and practices of T₄ about it were parallel with each other. Although she did not emphasize her beliefs about variety of instructional strategies in preschool classroom, she reported that she used various instructional strategies in her classroom. As parallel with her self-reported practices, it was observed that she used several instructional strategies. However, consistency/inconsistency of T₄'s beliefs and practices about well-chosen materials, variety of grouping, teacher-initiated and child-initiated activities, opportunities for children to collaborate with others and providing specific feedback cannot be interpreted since she did not report her beliefs and practices related to them.

4.4.5.3 Relationship and communication

Table 4.15 Consistency of T₄'s Beliefs and Practices Related to Relationship and Communication

Relationship and communication	Supervision of children		Teacher-child interaction			Interactions among children		
	Engagement of children in real conversations	Balance b/w independent and teacher-directed learning	Encouragement for mutual respect	Warmth through app. physical contact	Positive role model	Positive peer interaction	Opp. for ch.to talk through conflicts	Free movement to facilitate interaction
Beliefs	-	-	-	-	-	Y	Y	-
Self-reported practice	-	-	-	-	-	-	-	Y
Actual practice	Y	S	S	Y	Y	Y	N	S

(Y: Yes S: Some N: No)

At the end of the interviews and observations, consistency of T₄'s beliefs and practices related relationship and communication were investigated based on supervision of children, teacher-child interaction and interactions among children, and summarized in Table 4.15.

As related to *supervision of children* and *teacher-child interaction*, consistency/inconsistency of T₄'s beliefs and practices about engagement of children in real conversations, balance of independent and teacher-directed learning, encouragement for mutual respects, appropriate physical contact and being positive role model cannot be interpreted since she did not report her beliefs and practices related to them.

As related to *interactions among children*, although T₄ did not report practices about positive peer interaction in her classroom, it may be said that her beliefs and actual practices were parallel with each other. Also, she believed that many opportunities should be provided children to talk about their conflicts whereas it was observed that children did not discuss their conflicts in her classroom. However, she did not report

her practices in her classroom. In terms of free movement to facilitate interaction, she usually gave children freedom to talk with each other rather than movement but her self-reported and actual practices still seem parallel. However, since she did not report her beliefs, consistency or inconsistency of her beliefs and practices cannot be interpreted.

4.4.5.4 Behavior management

Table 4.16 Consistency of T₄'s Beliefs and Practices Related to Behavior Management

Behavior management	Rules				Discipline						Other strategies
	Clear, simple, consistent	Including rationales	Visibly present in the room	Opportunities to discuss the rules	Setting limits	Empowering children	Coaching ch. to solve their conflicts	Focusing on positive behavior	Exemplifying pro-social behaviors	Consistent reactions	
Beliefs	Y	-	Y	Y	-	-	Y	-	-	-	Y
Self-reported practice	-	-	N	Y	-	-	-	-	-	-	Y
Actual practice	N	S	N	N	Y	Y	N	Y	N	Y	Y

(Y: Yes S: Some N: No)

At the end of the interviews and observations, consistency of T₄'s beliefs and practices related behavior management were investigated based on rules, discipline and other strategies, and summarized in Table 4.16.

As related to *rules*, T₄ believed that some opportunities should provided children to discuss the rules and also reported that children have some opportunities to talk about classroom rules. As inconsistent with her beliefs and self-reported practices, any opportunities were not observed. Also, she believed that there should be clear, simple and consistent rules in the classroom but any rules could not be observed in her classrooms. T₄ stated that rules should be visibly presented in the preschool classrooms but as inconsistent with her beliefs, her self-reported and actual practices showed that rules were not visibly presented in her classroom. However, she did not

emphasize her belief related to it. Lastly, it was not possible to make an interpretation related to consistency and inconsistency of T₄'s beliefs and practices related to rationales of the rules.

As related to *discipline*, although T₄ emphasized that children should be coached to solve their problems it was not observed in her classroom by the researcher. Therefore, it may be said that there was inconsistency between T₄'s beliefs and practices related to this sub-theme.

Also, it was observed that T₄ set her expectations and limits, empowered children, focused on positive behavior of children and gave consistent reactions to their behaviors but she did not exemplify pro-social behaviors of children in the classroom. However, she did not report her beliefs and practices related to them. Therefore, it does not seem possible to talk about the consistency/inconsistency of beliefs and practices of T₄ about them.

Lastly, as related to *other discipline strategies for misbehaviors*, there was consistency between T₄'s beliefs and practices. Although she did not mention term *other discipline strategies*, she said that she used several strategies such as rewarding children, changing their seats and zipping their lips.

4.4.6 Reasons

4.4.6.1 Physical environment

When some questions were asked about the reasons influencing her actual practices related to physical environment, T₄ usually emphasized some factors such as insufficient movement area, lack of kitchen or dining room, and financial problems.

T₄ said that children's tables were placed against the wall in her class since her classroom was narrow and movement area was not sufficient. Therefore, she tried to provide an area for playing. Movement area was a big problem in her class. She spent a lot of time while rearranging tables. Children played less because of it.

It was observed that children ate their breakfast in the classroom. The researcher asked the reason of it. She said that they did not have a kitchen or dining room. She also emphasize that they had some problems due to eating in the classroom. For

example, classroom had to be clean after breakfast but it took time and children could not focus anything during this time.

It was observed that there was a teacher's table in T₄'s classroom and the teacher said that she used it while preparing activities. She stated that although early childhood experts did not suggest existence of teacher's table and emphasized a preschool teacher should walk around and contact with children instead of sitting on the table, T₄ said that teacher needed a table for preparing activities.

It was observed that there was not a semi private area with soft materials. As related to it, the teacher mentioned financial problems and said:

“There is not an area due to financial problems. Although I and my college agreed that soft materials should be, our principal did not buy. We would try to buy with parents' support.”

It was observed that children's work was displayed by T₄ on the boards. The teacher said that these displays were important because children could see their peers' works and they could talk related to them. They might look at the similarities of their activities. Children could learn from their peers and they might try to do like their classmates.

4.4.6.2 Planning and programming activities

When some questions were asked about the reasons influencing her actual practices related to planning and programming activities, T₄ mentioned some factors such as attracting children attention, children's interest, motivation, readiness, better learning opportunity and satisfaction and be role model for children.

It was observed that T₄ brought together children with a play or a finger play. She said that children could be ready for next activity in very short time thanks to play. Also, she thought that children were happier with this kind of transition and emphasized that if she said children, be quiet, stay silent, sit down, get up, children would be bored. Transition activities attracted children attention easier and motivated them.

It was observed that T₄ followed her plans strictly. As related to her practice, the teacher said that she made some changes on plans before she came to class. She

stressed that when she did not have a plan, she was not comfortable. Also, she stated that if a teacher did not have plan, she would make some activities based on her moods and children would be bored in time due to doing the same activities. She explained that generally, she applied her daily plans while she changed some activities' order. She could not change the topic but she changed activities based on children's interest and motivation.

T₄ said that '*you are playing well but let's tidy up or classroom*'. She stated that she did it to learn children's reactions. If children wanted to play more, she would give those five minutes more. In this case, children did not want and they tidy up.

It was observed that T₄ prepared materials for some activities in the classroom. The researcher asked the reason of why she did it and what her goals for children were while doing it. She commented:

"My all folders are in the classroom. I made my daily plans at home but examples of materials are in my folders. For example, there was an activity related to numbers in my daily plan and I came to class and chose an activity from my folders related to numbers. I chose an activity based on my children's readiness and interest."

T₄ reminded children to time so they knew that they should try to complete their works. She thought that if she did not remind, children's work might be incomplete and children would felt uncomfortable.

It was observed that T₄ gave star to children who made their works good. As related to the reason of her practice, she explained that some of her children interested with their classmates' papers instead of their papers. Also, she knew they could make better works but they could not. Therefore, she gave star to motivate them."

4.4.6.3 Relationship and communication

When some questions were asked about the reasons influencing her actual practices related to relationship and communication, T₄ emphasized various reasons for her practices such as teaching rules of etiquette, creating a positive interaction with children, reminding rules, increasing children's self-confidence, improving children's talking skills in front of a group and increasing interaction of children.

It was observed that T₄ had conversation with an ill child. The researcher asked the reason of why she interested with him and she said that she tried to learn the reason

of his stomach ache. She added that sometimes children were shy to get permission to go to restroom and they had stomach ache problem. Also, he would think that his teacher was interested with him and he would feel better.

It was observed that T₄ shared her own life experience with children because she believed that they should know her home life, her private life. According to her, sometimes children did not see her as a normal person due to that she was a teacher. Also, T₄ emphasized that generally she shared some comic events in her life. They could know that teacher was normal person and she had a life like they had.

It was observed that T₄ bended down to eye level of children. She said that she consciously bended down since eye contact was very important. She thought that it provided a positive interaction between her and children.

T₄ established physical contact with children to increase their self-confidence. She said that children needed physical contact and when she touched them they felt better and happier.

It was observed that T₄ gave children opportunity to talk each other freely during the free play and breakfast. The researcher asked the reason of why she did it and what her goals were related to this implementation. She commented:

“I think that children should be free during the free play time and breakfast is especially related to talking each other. These times are appropriate to provide children with real conversation opportunity. Children could share their emotions, ideas, or anything with their peers during these times. Children should interact with each other.”

4.4.6.4 Behavior management

When some questions were asked about the reasons influencing her actual practices related to behavior management, T₄ emphasized various reasons for her practices such as increasing children’s motivation, supporting problem solving skills of children, improving children’s listening skills and keeping order of the classroom.

It was observed that T₄ found a solution for conflict of children. As related to the reason of this implementation, she said:

“I did not find a solution for children’s conflict. If a child did not complain his classmates and just said his needs, I tried to find a solution like this case. If a child came and complained his/her classmates, I would say please go and talk with your

friend. Children sometimes could not find a solution with their classmates and come to me. I showed them how it could find a solution. Also, I sometimes had some mistakes. For example, I noticed that I favor one of my students and it is not a good role model."

It was observed that T₄ thanked to children related to their works and she said that she did it since children completed their works with no problems and she was not tired due to their misbehaviors.

T₄ wanted children to form a line since she did not want children to run while children go to washing their hand. Also, she emphasized that children should obey rules in order to keep order of classroom.

T₄ gave children candy and stars as reward to teach them that they should be silent. She said that her main aim was to improve their listening skills but she emphasized that she did not gave all stars and candies at the same time.

It was observed that T₄ changed one child's place. The researcher asked the reason of why she did it and what her goals were related to this implementation. She said:

"Two boys sat near and talked each other. They interrupted story telling activity; therefore I changed their places. Children could understand that they should be silent during the story."

4.5. Summary

In relation to physical environment, findings showed that all of four teachers agreed that movement area of a preschool classroom should be large and, children and teacher should be able to move around freely and are not limited by furnishings and equipment. Also, they emphasized that preschool classrooms should be safe and furniture should not have sharp corners. Lastly, necessity of exhibition of children's work was emphasized by all participant teachers. In terms of self-reported practices of preschool teachers related to physical environment, two participant teachers stated that their classroom had large movement area, safe and durable furniture, and large variety of clearly separated learning areas. However, two teachers emphasized that movement area of the classroom was not sufficient large for their class size. In relation to actual practices, it was observed that there were no any semiprivate areas in three teacher's classrooms while one of the teachers had appropriate space for

semiprivate areas. Also, children sometimes used these areas alone or with a friend but they were not designed as semiprivate area.

As related to planning and programming activities, two of four teachers stated that daily schedule should be flexible and consider individual differences. Also, one of the participants emphasized that schedule should include daily outdoor activities and another one said that there should be a combination of less and more energetic activities in the schedule. Moreover, four teachers stated that a variety of teaching methods should be used such as singing, demonstrating, brainstorming and discussing. In terms of self-reported practices of preschool teachers, two of teachers emphasized that their daily schedule were flexible. Three of four teachers also stated that they considered children's characteristics while planning activities. Three teachers also said that free play activity were included in their schedule and they usually conducted it after children's arrival at school or sometimes before departure of children. Also, participant teachers used free play activity for educational interaction. In relation to actual practices, it was observed that all teachers conducted smooth transition activities and combined more and less energetic activities whereas none of them had daily outdoor play period. It was observed that all participant teachers combined less and more energetic activities.

In terms of relationship and communication, beliefs of participant teachers were quite different from each other. However, two teachers agreed that a preschool teacher should establish physical contact with children. Two of four teachers also emphasized that children should be aware of the teacher's authority in the classroom, and also the teacher and the child should be friends. As related to interactions among children, two of four participant teachers emphasized that there should be limited teacher intervention to relationship between children and give them to communicate freely. In terms of self-reported practices of preschool teachers, two of participant teachers emphasized that they gave children opportunity to communicate and interact with each other freely. In relation to actual practices, it was observed that all participant teachers became positive role model in their classroom and also supported children's positive peer interaction.

As related to behavior management, three of four participant teachers emphasized that visuals related to rules should be presented in the classroom. Also, two teachers believed that rules should be simple, age appropriate and established with children. In terms of self-reported practices of preschool teachers related to behavior management, findings showed that practices reported by participant teachers were quite different from each other. However, two of them agreed the rules were established by the teacher and also there were no written rules in their classrooms. In relation to actual practices, it was observed that different teachers applied same rules in all teachers classroom.

As related to consistency/inconsistency of teachers' beliefs and practices, findings of the study showed that whereas two teachers usually emphasized consistent beliefs and practices, beliefs and practices of other two participants usually seemed inconsistent about physical environment. In terms of planning and programming activities, beliefs, self-reported and actually practices of teachers related to variety of engaging learning experience and hands-on materials were parallel with each other. Participant teachers used computers, natural objects, musical instruments, costumes, manipulatives and blocks in their classroom to attract children's attention. As related to relationships and communication, findings showed that although one of the teachers did not report her practices, other teachers beliefs and practices related to developing positive peer interaction seem consistent. In terms of behavior management, findings showed that participant teachers' beliefs and practices related to using alternative discipline strategies seemed consistent. Lastly, findings of the study showed that physical characteristics of the schools and children's characteristics influenced teachers' practices related to four dimension of the classroom management.

CHAPTER V

DISCUSSION

This chapter presents the discussion of the findings, implications derived from the study, and recommendations for further studies. The findings are discussed mainly in two parts. Firstly, preschool teachers' beliefs and practices, and then the consistency and inconsistency between beliefs and practices are discussed.

5.1 Preschool teachers' beliefs and practices

The discussion of the findings related to beliefs and practices of participant teachers is based on the four dimensions of classroom management:

- (1) Physical environment
- (2) Planning and programming activities
- (3) Relationships and communication
- (4) Behavior management

5.1.1 Beliefs

In relation to the *physical environment*, the findings showed that all four teachers agreed that the movement area of a preschool classroom should be large and, the children and teacher should be able to move around freely and classroom area should not be limited by too much furnishings and equipment. Also, they emphasized that preschool classrooms should be safe and furniture should not have sharp corners. Lastly, the necessity of exhibiting of children's work was stated by all the participant teachers. Considering the guidelines for DAP (Copple & Bredekamp, 2009) and the accreditation report of NAEYC (2011), it may be said that the common beliefs of participant teachers were developmentally appropriate. In particular, the beliefs of teachers related to movement area and class size were parallel with those found in the literature. For instance, several researchers stressed the benefits of a large movement area, appropriate class size and teacher-child ratio to support the children's reading and math achievement (Yan & Lin, 2005), increasing the time for

learning, teacher-child and child-child interaction (Blatchford, Moriarty, Edmonds & Martin, 2002; Finn & Achilles, 1990; Finn & Achilles, 1999; Finn, Suriani & Achilles, 2007), and using more flexible teaching strategies (Finn & Achilles, 1990).

The other beliefs emphasized by one or some of the teachers such as the existence of durable equipment that was in good repair, clear separation of learning areas and independent use of learning centers by the children were parallel to the criteria of NAEYC (Copple & Bredekamp, 2009). Only one of the participant teachers was aware of the existence and meaning of DAP, therefore, it may be thought that although Turkish preschool teachers may not know the term, *developmentally appropriate practices (DAP)*, they are aware of the best way to organize the physical environment to promote young children's optimal learning and environment. In literature, the characteristics of an ideal preschool setting were discussed in a study by Dinçer, Akgün and Canarlan (2011). In their study, preschool teachers and principals emphasized the importance of the quality of the furniture and equipment and the negative effects of poorly-qualified designs on the development and stress level of the children.

In terms of *planning and programming activities*, two of the four teachers stated that the daily schedule should be flexible and consider individual differences. Also, one of the participants emphasized that schedule should include daily outdoor activities and another said that there should be a combination of more and less energetic activities in the schedule. These beliefs of the teachers seemed developmentally appropriate and it can be interpreted as some teachers being aware of some key points of developmentally appropriate planning (Copple & Bredekamp, 2009). The four teachers also stated that a variety of teaching methods should be used such as singing, demonstrating, brainstorming, and discussing. When compared with the guidelines of DAP, it may be thought that their knowledge about teaching methods was too limited. Also, it may be considered that these preschool teachers were not very aware of crucial points of developmentally appropriate schedule and teaching methods. Especially, it should be mentioned that one of the teachers knew about DAP but she only commented that the daily schedule of a preschool teacher should consider the individual differences of the children and transition activities should be

conducted. As Sierhuis and Clancey (1997, p.142) said, "...knowledge is embodied in the practice of people. Knowledge does not exist without practice."

In terms of *relationship and communication*, the beliefs of participant teachers were quite different from each other. However, two teachers emphasized that a preschool teacher should establish physical contact with the children. This is parallel to the accreditation criteria of NAEYC (2011) which stress that the teacher should use physical affection, eye contact, tone of voice and smiles to express her warmth.

Two of the four teachers also agreed that the children should be aware of the teacher's authority in the classroom, and also that teacher and child should be friends. If the teacher's authority refers to setting clear and age appropriate limitations, and explaining the reasons for these limitations, it may be said that participant teachers' beliefs were developmentally appropriate (Copple & Bredekamp, 2009; Gestwicki, 2011; Hyson & Christiansen, 1997). However, if they meant that the teacher should have rigid limitations and give the children no opportunity to establish a positive relationship with the teacher, this would prevent the children from developing self-concept and cause them feel ashamed. Therefore, it cannot be said that teachers' beliefs were parallel with developmentally appropriateness (Copple & Bredekamp, 2009; Gestwicki, 2011). Moreover, it may be emphasized that teachers' beliefs related to the teacher's authority may be related to their wishes to maintain their authority in the classroom as reported in the study by Şahin, Tantekin-Erden and Sak (2011). A friendly relationship seems developmentally appropriate because it is emphasized that there should be a close relationship between the teacher and the child (Copple & Bredekamp, 2009). It is important for young children to trust their teachers and feel confident (Hyson, 2004). Copple and Bredekamp (2009) stated that when there was a good climate in the classroom, the children could concentrate on their developmental and learning activities. Also, the effect of a good combination of efficient instruction, a warm relationship and verbal engagement on effective teaching in preschool classrooms was stressed by Downer, Sabol and Hamre (2010).

In relation to interactions among the children, two of the four participant teachers emphasized that there should be limited teacher intervention in the relationships between children and give them opportunity to communicate freely. In parallel with the teacher's beliefs, Copple and Bredekamp (2009) said that a preschool teacher should facilitate the interaction of children and provide many opportunities to get to know each other and work together. Also, these beliefs of the teachers may result from them being aware of the role of the peer relationship on the child's social development (Kemple & Hartle, 1997) and their own roles of acting as a bridge between young children (Chapman, 2004). Moreover, in the literature, it was reported that teachers' effective support for positive peer interaction increased prosocial behaviors and decreased aggressive behaviors (Girard, Girolametto, Weitzman & Greenberg, 2011).

In terms of *behavior management*, three of the four participant teachers emphasized that visuals related to rules should be presented in the classroom. Also, two teachers believed that rules should be simple, age appropriate and established with the children. These beliefs of the teachers are parallel with principles of DAP as Copple and Bredekamp (2009) stated that it is important that classroom rules should be understood by young children. Moreover, since preschool children are sufficiently mature to discuss the rules, they should be involved in the process of establishing the rules (Copple and Bredekamp, 2009). These beliefs of teachers were also consistent with the idea that the children should be actively involved in all parts of educational process (Canedo & Woodard, 2000).

5.1.2 Self-reported practices

In relation to the *physical environment*, two participant teachers stated that their classroom had a large movement area, safe and durable furniture, and a large variety of clearly separated learning areas. However, two teachers emphasized that size of the movement area of the classroom was not large enough for their class size. They clarified *not sufficient movement area* as a place where the children and teacher could not move in the classroom freely. Also, there were some safety problems related to furnishing and there was limited variety of learning areas which were not

clearly separated in their classrooms. Characteristics of the classrooms may be related to school type because two teachers who reported some problems about their classrooms were employed in public school. Therefore, when the accreditation criteria of NAEYC (2011) are considered, it can be said that the physical environment of public schools is not developmentally appropriate. This finding is parallel with the results of the study conducted by Kerem and Cömert (2005). They also emphasized that although some standards related to the physical environment of the preschool institutions were determined by the Ministry of National Education (2010), these standards and the importance of the physical environment are usually ignored by institutions (Kerem & Cömert, 2005). Ignorance of physical environment was stated as one of the developmentally inappropriate practices by Copple and Bredekamp (2009). Also, ignorance resulted in a lack of standardization between the conditions of the schools (Arslan-Karaküçük, 2008). Although private preschool institutions can partially resolve this problem, the physical environment was reported by Turkish preschool teachers as the most serious problem in preschool classrooms (Kerem & Cömert, 2005).

In relation to *planning and programming activities*, two teachers explained that their daily schedules were flexible. Three teachers also stated that they considered the children's characteristics while planning activities. Their practices seemed developmentally appropriate and interrelated with each other. Namely, planning of the teacher should aim to include the characteristics and needs of each child in educational process (Taylor, 1995). In order to provide different activities to meet each child's specific needs and interests, the schedule should be flexible (Hart, Burts & Charlesworth, 1997).

Three teachers said that free play activities were included in their schedule and they usually conducted them after the children's arrival at school or sometimes before the departure of the children. This response may result from the emphasis related to the reference to free play activity in the Turkish curriculum. For instance, participating teachers were most probably taught that free play activities might be used to prepare the children for other activities of the day. Therefore, conducting them in the morning may be more meaningful. However, based on the children's needs and

interests, a preschool teacher may plan a free play activity for any time of the day (Ministry of National Education, 2007). Similarly, the Turkish preschool program emphasized that free play activity must be conducted when the children arrived at school and before they left from the school. Furthermore, the participant teachers used free play activity for educational interaction. This may be related to the teachers' awareness of the paradigm between free play and educational interaction. Namely, if words such as joyful, free and spontaneous are related to play activities and the teacher uses play and especially free play activities for teaching some academic knowledge and social skills, this will usually mean that learning will be linked to being joyful, free and a spontaneous process (Pramling-Samuelsson & Johansson, 2006).

In relation to *relationships and communication*, the findings showed that the practices reported by the participant teachers were quite different. However, two of them emphasized that they gave the children the opportunity to communicate and interact with each other freely. Their practices seemed to be parallel with DAP since Copple and Bredekamp (2009) stated that the positive interaction and friendship of the children should be improved in preschool classrooms. Also, these practices of the teachers may be result from that they were aware of that the absence of positive social interactions in early years of childhood may have negative consequences for children (Ostrosky & Meadan, 2010).

In terms of *behavior management*, the findings showed that practices reported by the participant teachers were quite different from each other. However, two of the teachers stated that the rules were established by the teacher and also there were no written rules in their classrooms. Both practices of the teachers were developmentally inappropriate because they did not support the self-regulation skills of the children which is important in DAP (Copple and Bredekamp, 2009). Bodrova and Leong (2008) also reported that rules established by teachers prevent children from increasing their capacity of self-regulation.

5.1.3 Actual practices

In relation to the *physical environment*, it was observed that some characteristics of schools may be thought to be developmentally inappropriate. For instance, out of the four of the teacher's classrooms only one had appropriate space for semiprivate areas. The children sometimes used these areas alone or with a friend but they were not designed as semiprivate areas. This may be related participating preschool teachers not being aware of the importance and necessity of semiprivate areas. In contrast, insufficient movement area, inappropriate adult-child ratio and limited variety of learning areas were the main problems in public school classrooms. However, it should be considered that developmental inappropriateness or deficiencies of the public school environment are related to external factors. These characteristics are usually determined by the school administration or the Ministry of National Education. Also, according to the Official Gazette of the Republic of Turkey (2006), increasing the preschooling rate from 19.9% in 2005-2006 to 50% in 2012-2013 academic years was written in the 9th Development Plan. However, since number of preschool institutions and classrooms did not increase as parallel with the rate, in Turkey 25 or more children with one teacher in public schools can be commonly seen.

In relation to *planning and programming activities*, it was observed that all the teachers conducted smooth transition activities and combined more and less energetic activities whereas none of the teachers had a planned daily outdoor play period. Conducting smooth transitions between learning activities seem developmentally appropriate since they help children feel secure (Copple & Bredekamp, 2009). As parallel with the findings mentioned in the study of Jiron, Brogle and Giacomini (2012), all participant teachers in the present study told a finger play especially before academic activities such as literacy, language and math. However, Denizel-Güven and Cevher (2005) examined 93 preschool teachers and found that only one of the teachers conducted smooth transitions to attract the children's attention whereas they used mostly interesting strategies, group discussion and drama for transition. This difference may result from the meaning of smooth transition is different for the participant teachers in the current study and those that

Denizel-Güven and Cevher (2005) investigated. The participant teachers of the present study accepted smooth transition activity as an umbrella term that included discussions, drama, questions, and examples from daily life, songs, finger plays, puppet shows and nursery rhymes. However, using smooth transitions were emphasized as a different strategy by teachers in the study by Denizel-Güven and Cevher (2005) but the definition and difference of smooth transition activities are not clear. Also, the lack of outdoor play period may be resulted from deficiencies such as small outdoor play area or limited play materials in that space since 180 preschool teachers in the study by Durmuşoğlu (2008) commented that size of the playground was only partially sufficient and the outdoor play materials were insufficient.

It was observed that all the participant teachers combined more and less energetic activities. This practice seemed developmentally appropriate because young children generally move, run and jump. Also, dancing, dramatic play and being in playground are joyful activities for children. Therefore, this combination is important in terms of the children's developmental characteristics as well as to support the development of their physical skills (Copple & Bredekamp, 2009).

In contrast, none of the participant teachers conducted daily outdoor play. It may be related to the fact that indoor activities are accepted main activities to develop the children's skills and playgrounds are only used for enjoyable activities by preschool teachers. Therefore, outdoor play area is not regarded as important as indoor spaces. For instance, Göl-Güven (2009) reported several problems related to outdoor activities in public and private Turkish preschool institutions. In relation to public schools, she stated that some schools had no playgrounds and in those that have playground the play materials in one of them were not age appropriate. In terms of private schools the playgrounds did not have age appropriate materials (Göl-Güven, 2009).

In terms of *relationships and communication*, it was observed that all the participant teachers were a positive role model in their classroom and supported positive peer interaction. Both practices are parallel with principles of DAP (Copple & Bredekamp, 2009). These practices may be related to the teachers being aware of

how their behaviors would influence the children's behavior (Dağlıoğlu, 2008; Lumpkin, 2008). Also, expectations of the society may have an impact on the teachers' behaviors because society expected them to perform behaviors such as being kind and warm, and speaking Turkish fluently.

In relation to *behavior management*, it was observed that different teachers applied the same rules in all their classrooms. Although as parallel to DAP, some teachers stated that they established rules with the children at the beginning of the year. This finding was parallel with the study by Akar, Tantekin-Erden, Tor & Şahin (2010). However, one of the teachers emphasized that she established the rules by herself since the children were not aware of the rules at the beginning of the semester. In this case, the strategy emphasized by the participants in the study of Hännikäinen (2005) may be considered. In her study, it was reported that since preschool teachers knew the rules before the children started school, they created appropriate conditions to formulate these rules with the children at the beginning of the year. Then, they reached an agreement about the rules and signed a contract together. Consistent reactions to the children's behavior from all teachers were appropriate to principles of DAP.

It was observed that teachers used several positive or negative strategies to deal with misbehaviors. Although there was no a consistency in relation to the strategies, nonverbal strategies, songs and rewards as positive strategies and time-out as a negative strategy were used by some teachers. These findings differ from those of Akgün, Yazar and Dinçer (2011). They reported that teachers in their study usually used negative strategies such as ordering and threatening and sometimes used positive strategies including scaffolding, encouraging and establishing physical contact.

5.2 Consistency/inconsistency between beliefs and practices

5.2.1 Consistency/inconsistency

In relation to the *physical environment*, the findings of the study showed that whereas two teachers usually emphasized consistent beliefs and practices, the beliefs and practices of the other two participants usually seemed inconsistent. This may be

resulted from types of school in which they worked because according to the findings, private school teachers' beliefs and practices were usually consistent. However, there were also some inconsistencies between public school teachers' beliefs and practices. The four teachers' beliefs tended to be closer to developmental appropriateness but characteristics of their schools such as insufficient movement area, high class size and some deficiencies related to learning areas seemed developmentally inappropriate. Similarly, in their study, Jambunathan and Caulfield (2008) emphasized that Asian Indian early childhood teachers conducted limited developmentally appropriate activities in their classrooms in India and they identified a lack of the use of DAP with a teacher-child ratio of 1/20, a lack of materials, a lack of knowledge and the pressure of principals related to exam preparation. Also, as mentioned, the physical characteristics and organization of the classroom were not usually decided by teachers.

In relation to *planning and programming*, the beliefs, self-reported and actual practices of teachers in terms of the variety of engaging learning experiences and hands-on materials were parallel with each other. The participant teachers used computers, natural objects, musical instruments, costumes, manipulatives and blocks in their classroom to attract the children's attention. These learning experiences and materials were developmentally appropriate because they engaged the children's interests, supported their self-regulation and provided them with opportunities to develop their problem-solving and reasoning skills (Copple & Bredekamp, 2009). Also, many researchers emphasized the importance of variety of experiences and hands-on materials for effective learning process (Elkind, 2001; Morrison, 2011; Solak, 2007; Walsh & Gardner, 2005).

In terms of *relationships and communication*, findings showed that although one of the teachers did not report her practices, the other teachers' beliefs and practices related to developing positive peer interaction seemed consistent. This may resulted from preschool teachers' possibility being aware of the importance of social interaction in young children's learning process (Henderson & Atencio, 2007).

In terms of *behavior management*, the findings showed that participant teachers' beliefs and practices related to using alternative discipline strategies seemed consistent. However, participant teachers generally used alternative strategies such as rewarding, ignoring, shouting, reminding rules and giving time-out rather than giving the children opportunities to solve their problems. As Clarke-Stewart, Lee, Allhusen, Kim and McDowell (2006) emphasized, this may be related to Asian culture. They compared the DAP of American and Korean preschool teachers in their study and reported that the effect of Asian values could be observed on the practices of the Korean teachers. They had more traditional attitudes toward educational implementations and usually focused on skills and drills whereas the American teachers had more individual involvement with the children, offered more opportunity for peer interaction and usually focused on social skills.

5.2.2 Reasons

The findings of study showed that participant teachers' beliefs were more developmentally appropriate than their practices. This finding was parallel with the results of other studies in literature (Hegde & Cassidy; Rentzou & Sakellariou, 2011). Also, it was found that physical characteristics of the schools and the children's characteristics influenced teachers' practices in relation to the four dimensions of the classroom management in present study. As parallel with this finding, Erdiller and McMullen (2003) emphasized that physical conditions and resources prevented teachers from conducting developmentally appropriate activities. In particular, participant teachers in present study considered some characteristics of DAP such as clear separation of learning areas, different groupings during the day, and combinations of less/more energetic activities and outdoor/indoor activities that require a large and sufficient movement area. However, the deficiencies related to the physical conditions of Turkish schools could be resolved by the rearrangement of physical environment of the schools.

Although the physical characteristics of the schools prevent teachers from enacting developmentally appropriate activities, the characteristics of the children may be a motivator for them to conduct more developmentally appropriate activities. For

instance, teachers emphasized that they created activities to attract the children's attention, increase their motivation and concentration, encourage them to participate in the activities, prepare the children for the next activity, provide them with different experiences, establish educational interaction between teacher and child and among the children and concretize some situations for the children. Therefore, the teacher has to plan an activity which considers individual differences of the children and engages them in several learning activities (Copple & Bredekamp, 2009).

5.3 Implications

This section presents the implications of the findings from the current study for teachers, school principals, teacher education programs and Ministry of National Education (MoNE).

First, this study has offered important information about the general beliefs and practices of four preschool teachers about physical environment, instructional activities, relationships and communication, and behavior management. This can provide other preschool teachers with information about the developmentally appropriate strategies related to different dimensions of classroom management and also several components of preschool classrooms. Also, the findings of the study may help preschool teachers develop an awareness of the necessity of creating a multi-dimensional classroom management strategy consisting of the organization of the physical environment, instructional activities, relationships and communication, and behavior management. Thus, preschool teachers may be encouraged to work closer with the principal of the school and specialists together in order to restructure their classroom management strategies. Also, they can expand their knowledge via participation in conferences and workshops, in-service training programs and reading current research related to developmentally appropriate classroom management.

The findings of this study also have implications for school principals who need to find ways of providing the necessary support for teachers to manage their classes more successfully. Moreover, this study has shown that preschool teachers were not fully aware of the factors that affected classroom management. Thus, it is hoped that this study will encourage teacher training departments, especially those involved in

early childhood education, to place more importance on classroom management as an umbrella term within which to include several dimensions by adding more courses or enriching the content of the courses such as “classroom management and discipline in early childhood education”. Also, as seen in current study, three out of four preschool teachers were not familiar with developmentally appropriate practices (DAP). When the importance of DAP was considered as the best approach for the education of young children, the Turkish preschool teachers lack of knowledge about DAP should be accepted as an important deficiency. Also, since current Turkish preschool education program has many parallel characteristics with DAP, Turkish preschool teacher candidates should be informed about DAP during their undergraduate education.

In-service training should also be run to support teachers. In addition to teacher education programs, MoNE should take into account the importance of several dimensions included in classroom management and start with planning more buildings that are appropriate for the early education of children.

Lastly, there are some implications for MoNE. When the reasons for the participant teachers’ actual practices are considered, those such as physical conditions of classrooms and high number of children to adults is directly related to MoNE. Although the aim of MoNE to increase schooling rate of preschool education is valuable, inappropriate physical conditions and the number of children to each adult increasing in public schools is counterproductive. Therefore, physical characteristics of new preschool institutions should be considered by MoNE and their materials and furniture should be appropriate to DAP and accreditation criteria of NAEYC.

5.4 Recommendations for further studies

This study examined preschool teachers’ developmentally appropriate and inappropriate beliefs and practices related to four dimensions of classroom management in Turkish classrooms. The findings of this study offer a contribution to the literature in relation to the preschool teachers’ developmentally appropriate and inappropriate beliefs and practices in terms of classroom management. In order to create a broader picture of the issue, the replication of this study could be

implemented using a quantitative method with larger number of participants. Also, the effects of educational background of preschool teachers on their beliefs and practices can be examined in further comparative studies. In Turkey, based on 2012 statistics male preschool teachers constitute 5.28 % of the preschool teachers (Ministry of National Education, 2012b), therefore, it could be interesting to examine these teachers' developmentally appropriate and inappropriate beliefs and practices related to the four dimensions of classroom management. Furthermore, comparing male and female preschool teacher beliefs and practices could offer another perspective on DAP in early education. There are novice, experienced and veteran teachers in early childhood education area in Turkey. A replication of this study can be conducted to compare novices, experienced and veteran teachers' beliefs and practices related to this issue. Lastly, further similar studies can be implemented in different cities and regions in order to obtain a broader picture of the situation country wide in Turkey.

REFERENCES

- About NAEYC. (n. d.). In NAEYC. Retrieved on March 25, 2013 from <http://www.naeyc.org/content/about-naeyc>.
- Abu-Jaber, M., Al-Shawareb, A., & Gheith, E. (2010). Kindergarten teachers' beliefs toward developmentally appropriate practice in Jordan. *Early Childhood Education Journal*, 38, 65-74.
- Adami, M. F., & Kiger, A. (2005). The use of triangulation for completeness purposes. *Nurse Researcher*, 12(4), 19-29.
- Akar, H., Tantekin-Erden, F., Tor, D., & Şahin, İ. T. (2010). Öğretmenlerin sınıf yönetimi yaklaşımları ve deneyimlerinin incelenmesi [Study on teachers' classroom management approaches and experiences]. *İlköğretim Online [Elementary Education Online]*, 9(2), 792-806. [Online]: <http://ilkogretim-online.org.tr>
- Akgün, E., Yarar, M., & Dinçer, Ç. (2011). Okul öncesi öğretmenlerinin sınıf içi etkinliklerde kullandıkları sınıf yönetimi stratejilerinin incelenmesi [The evaluation of classroom management strategies of preschool teachers in classroom activities]. *Pegem Eğitim ve Öğretim Dergisi [Pegem Journal of Education and Instruction]*, 1(3), 1-9.
- Allen, K. P. (2010). Classroom management, bullying, and teacher practices. *The Professional Educator*, 34(1).
- Arı, R. (2005). *Gelişim ve Öğrenme [Development and Learning]*. Ankara: Nobel Yayın Dağıtım.
- Arslan-Karaküçük, S. (2008). Okul öncesi eğitim kurumlarında fiziksel/mekansal koşulların incelenmesi: Sivas örneği [A study on physical/spatial conditions of the preschool education centers: In Sivas]. *Cumhuriyet Üniversitesi Sosyal Bilimler Dergisi [Cumhuriyet University the Journal of Social Sciences]*, 32(2), 307-320.
- Bandura, A. (1986). *Social foundations of thought and action: A social cognitive theory*. Englewood Cliffs: NJ: Prentice-Hall.

- Bayhan, P. S., & Artan, İ. (2011). *Çocuk gelişimi ve eğitimi [Child development and education]*. İstanbul: Morpa Kültür Yayınları
- Berk, L. E., & Winsler, A. (1995). *Scaffolding children's learning: Vygotsky and early childhood education*. Washington, DC: NAEYC.
- Bernard, H. R., & Ryan, G. W. (2010). *Analyzing qualitative data: Systematic Approaches*. Thousand Oaks, Calif: Sage Publications.
- Blatchford, P., Moriarty, V., Edmonds S., & Martin C. (2002). Relationships between class size and teaching: A multi-method analysis of English infant schools. *American Educational Research Journal*, 39 (1), 101-132.
- Bodrova, E., & Leong, D. J. (2008). Developing self-regulation in kindergarten: Can we keep all the crickets in basket? *Young Children*, 63(2), 56-58.
- Brophy, J. (1999). Perspectives of classroom management: Yesterday, today, and tomorrow. In J. Freiberg (Ed). *Beyond behaviorism: Changing the classroom management paradigm* (pp. 43-56). Boston, MS: Allyn and Bacon.
- Brown, J. (1975). *Managing the preschool classroom (Preschool-third grade)*. (ERIC Document Reproduction Services No. ED 129 453).
- Burden, P. R. (2000). *Powerful classroom management strategies: Motivating students to learn*. Thousand Oaks, CA: Corwin Press.
- Burden, P. R. (2003). *Classroom management: Creating a successful learning community*. New York, NY: Wiley.
- Burden, P. R., & Byrd, D. M. (1994). *Methods for effective teaching*. Boston, MS: Allyn and Bacon.
- Canedo, M., & Woodard, C. (2000). Learner-centered sites. *Childhood Education*, 76(5), 289-291.
- Carlson, J. S., Tired, H. B., Bender, S. L., & Benson, L. (2011). The influence of group training in the Incredible Years Teacher Classroom Management Program on preschool teachers' classroom management strategies. *Journal of Applied School Psychology*, 27(2), 134-154.

- Carter, K. & Doyle, W., (2006). Classroom management in early childhood and elementary classrooms. In C. Evertson & C. S. Weinstein (Eds). *Handbook of classroom management: research, practice, and contemporary issues* (pp. 373-406). Mahwah, NJ: Lawrence Erlbaum Associates.
- Chang, C., Austin, A. M. B., & Piercy, K. W. (2006). Provider management of child stress behavior in family day care facilities: Scaffolding for learning and development by developmentally appropriate practice. *The Journal of Genetic Psychology, 167* (2), 159-177.
- Chapman, O. (2004). *Facilitating peer interactions in learning mathematics: Teachers' practical knowledge*. Paper was presented at the 28th Conference of the International Group for the Psychology of Mathematics Education, Bergen, NORWAY.
- Clarke-Stewart, K. A., Lee, Y., Allhusen, V. D., Kim, M. S., & McDowell, D.J. (2006). Observed differences between early childhood programs in the US and Korea: Reflections of “developmentally appropriate practices” in two cultural contexts. *Journal of Applied Developmental Psychology, 27*, 427-443.
- Copple, C., & Bredekamp, S. (2009). *Developmentally appropriate practice in early childhood programs: Serving children from birth through age 8*. Washington, DC: NAEYC.
- Creswell, J. W. (2007). *Qualitative inquiry and research design: Choosing among five approaches*. Thousand Oaks, Calif: Sage Publications.
- Creswell, J. W., & Miller, D. W. (2000). Determining validity in qualitative inquiry. *Theory into practice, 39*(3), 124-130.
- Dağlıoğlu, H. E. (2008). Okul öncesi öğretmeninin özellikleri ve okul öncesi eğitime öğretmen yetiştirme. In G. Haktanır (Ed.). *Okul öncesi eğitime giriş*. Ankara: Anı.
- Denizel-Güven, E., & Cevher, N. F. (2005). Okul öncesi öğretmenlerinin sınıf yönetimi becerilerinin çeşitli değişkenler açısından incelenmesi [The level of preschool teachers' classroom management skills and its relations with

different variables]. *Pamukkale Üniversitesi Eğitim Fakültesi Dergisi*, 2(18), 1-22.

Deretarla-Gül, E., & Bal, S. (2006). Anasınıfı öğretmenlerinin okuma yazmaya hazırlık çalışmalarına ilişkin bakış açıları, sınıf içi kullanılan materyal ve etkinlikler ile çocukların okuma yazmaya ilgilerinin incelenmesi [An investigation relationships between kindergarten teacher's perceptions of literacy acquisition, classroom materials and practices, children's literacy involvement]. *Çocuk Gelişimi ve Eğitimi Dergisi [Journal of Child Development and Education]*, 1(2), 33-51.

Dewey, J. (1897). My pedagogic creed. *School Journal*, 54, 77-80.

Dewey, J. (1910). *How we think*. Lexington, Mass: D.C. Heath.

Dewey, J. (1938). *Experience and education*. New York, NY: Touchstone book.

DeWitt, K. (2011). What is developmentally appropriate practice? *West Virginia Early Childhood Provider Quarterly*, 11 (4), 4-5.

Dinçer, Ç., Akgün, E., & Canarlan, Ö. (2011). An alternative to preschool education settings: A sample project. *Mehmet Akif Ersoy Üniversitesi Sosyal Bilimler Enstitüsü Dergisi [Mehmet Akif Ersoy University Journal of Social Sciences Institute]*, 3(5), 36-45.

Dobbs-Oates, J., Kaderavek, J. N., Guo, Y., & Justice, L. M. (2011). Effective behavior management in preschool classrooms and children's task orientation: Enhancing emergent literacy and language development. *Early Childhood Research Quarterly*, 26, 420-429.

Downer, J., Sabol, T. J., & Hamre, B. (2010). Teacher-child interactions in the classroom: Toward a theory of within- and cross-domain links to children's developmental outcomes. *Early Education and Development*, 21(5), 699-723.

Doyle, W. (1980). *Classroom management*. West Lafayette, Ind: Kappa Delta Pi.

- Durmuşoğlu, M. C. (2008). An examination on the opinions of preschool teachers about the preschool learning settings in their schools. *Eurasian Journal of Educational Research*, 32, 39-54.
- Eisenhart, M. A. (1988). The ethnographic research tradition and mathematics education research. *Journal for Research in Mathematics Education*, 19(2), 99-114.
- Elkind, D. (2001). Early childhood education: Developmental or academic. *Education Next* [Online]. Retrieved from http://media.hoover.org/sites/default/files/documents/ednext20012unabridged_elkind.pdf on April 26, 2013.
- Erden, F. (2004). Early childhood teachers' attitudes toward gender roles and toward discipline. *Hacettepe University Journal of Education*, 27, 83-90.
- Erdiller, Z. B. (2008). *Profile of Turkish early childhood education teachers and their beliefs regarding DAP*. Paper was presented at the European Conference on Educational Research, Gothenburg, SWEDEN.
- Erdiller, Z. B., & McMullen, M. B. (2003). Turkish teachers' beliefs about developmentally appropriate practices in early childhood education. *Hacettepe University Journal of Education*, 25, 84-93.
- Essa, E. (2003). *Introduction to early childhood education*. Clifton Park, NY: Thomson/Delmar Learning.
- Esturgó-Deu, M. E., & Sala-Roca, J. (2010). Disruptive behavior of students in primary education and emotional intelligence. *Teaching and Teacher Education*, 26, 830-837.
- European Commission. (2012). *Turkey 2012 progress report: Enlargement strategy and main challenges 2012-2013*. Brussels. Retrieved from http://www.abgs.gov.tr/files/strateji/2012_Progress_Report_for_Turkey.pdf on February 7, 2013.
- Evertson, C., & Harris, S. (1999). Support for managing learning-centered classrooms: The classroom management and organization program. In H.

- Jerome Freiberg (Ed.). *Beyond behaviorism: Changing the classroom management paradigm* (pp. 57-74). Boston, MS: Allyn & Bacon.
- Evertson, C. M., & Weinstein, C. S. (2006). Classroom management as a field of inquiry. In C. M. Evertson & C. S. Weinstein (Eds). *Handbook of classroom management: Research, practice, and contemporary issues* (pp. 3-15). Mahwah, NJ: Lawrence Erlbaum Associates.
- Fang, Z. (1996). A review of research on teacher beliefs and practices. *Educational Research*, 38(1), 47-65.
- Fennimore, B. S. (1995). *Student-centered classroom management*. Albany: Delmar Publishers.
- Finn, J. D., & Achilles, C. M. (1990). Answers and questions about class size: A statewide experiment. *American Educational Research Journal*, 27 (3), 557-577.
- Finn, J. D., & Achilles, C. M. (1999). Tennessee's class size study: Findings, implications, misconceptions. *Educational Evaluation and Policy Analysis*, 21 (2), 97-109.
- Finn, J. D., Suriani, A. E., & Achilles, C. M. (2007). *Small classes in the early grades: One policy-multiple outcomes*. Paper was presented at the National Invitational Conference of the Early Childhood Research Collaborative, Minneapolis, MN.
- Fraenkel, J. R., & Wallen, N. E. (2006). *How to design and evaluate research in education*. New York, NY: McGraw-Hill, Inc.
- Franz, C. E., & White, K. M. (1985). Individuation and attachment in personality development: Extending Erikson's theory. *Journal of Personality*, 53 (2), 224-256.
- Freiberg, H. J. (1999). *Beyond behaviorism: Changing the classroom management paradigm*. Boston, MS: Allyn and Bacon.

- Freiberg, H. J., & Lamb, S. M. (2009). Dimensions of person-centered classroom management. *Theory into Practice, 48*, 99-105.
- Frost, J. L., Wortham, S. C., & Reifel, S. (2005). *Play and child development*. Upper Saddle River, NJ: Prentice-Hall.
- Gardner, H. (1993). *Multiple intelligences: The theory in practice*. New York, NY: Basic Books.
- Gatongi, F. (2007). Person-centered approach in schools: Is it the answer to disruptive behavior in our classrooms? *Counselling Psychology Quarterly, 20*(2), 205-211.
- Gestwicki, C. (2011). *Developmentally appropriate practice: Curriculum and development in early education*. Belmont, CA: Wadsworth, Cengage Learning.
- Girard, L. C., Girolametto, L., Weitzman, E., & Greenberg, J. (2011). Training early childhood educators to promote peer interactions: Effects on children's aggressive and prosocial behaviors. *Early Education and Development, 22*(2), 305-323.
- Goldstein, L. S. (2008). Teaching the standards is developmentally appropriate practice: Strategies for incorporating the sociopolitical dimensions of DAP in early childhood teaching. *Early Childhood Education Journal, 36*, 253-260.
- Good, T. L., & Brophy, J. E. (1991). *Looking in classrooms* (5th ed.). New York, NY: Harper Collins.
- Good, T. L., & Brophy, J. E. (2000). *Looking in classrooms* (8th ed.). New York, NY: Addison-Wesley Educational Publishers.
- Goss, S. S., & Ingersoll, G. M. (1981). *Management of disruptive and off-task behaviors: Selected Resources. Bibliographies*. (ERIC Document Reproduction Services No. ED 200 520).
- Göl-Güven, M. (2009). Evaluation of the quality of early childhood classrooms in Turkey. *Early Child Development and Care, (4)179*, 437-451.

- Gönen, M., Ünüvar, P., Bıçakçı, M., Koçyiğit, S., Yazıcı, Z.,...Özyürek, A. (2010). Okul öncesi eğitim öğretmenlerinin dil etkinliklerini uygulama biçimlerinin incelenmesi. [Study of how preschool education teachers implement language activities]. *Mehmet Akif Ersoy Üniversitesi Eğitim Fakültesi Dergisi [Mehmet Akif Ersoy University Journal of Education Faculty]*,10(19), 23-40.
- Guardino, C. A., & Fullerton, E. (2010). Changing behaviors by changing the classroom environment. *Teaching Exceptional Children*, 42(6), 8-13.
- Güleç, S., Bağçeli, P., & Onur, G. (2008). Öğretmen adaylarının sınıf kurallarının belirlenmesi ve uygulanmasına ilişkin görüşleri [Pre-service teachers' opinions about determining and performing classroom rules]. *İlköğretim Online [Elementary Education Online]*, 7(2), 333-348. [Online]:<http://ilkogretim-online.org.tr>
- Han, H. S. (2012). Professional development that works: Shifting preschool teachers' beliefs and use of instructional strategies to promote children's peer social competence. *Journal of Early Childhood Teacher Education*, 33(3), 251-268.
- Hao, Y. (2000). *Relationship between teachers' use of reflection and other selected variables and preschool teachers' engagement in developmentally appropriate practice*. Document Retrieved from the internet, May 4, 2011 (ERIC Document Reproduction Service No. 450 881).
- Hardin, C.J. (2004). *Effective classroom management: Models and strategies for today's classrooms*. Upper Saddle River, N.J.: Pearson/Merrill/Prentice Hall.
- Harms, T., Clifford, R. M., & Cryer, D. (2005). *Early childhood environment rating scale*. (Revised edition). New York, NY: Teachers College Press.
- Hart, C. H., Burts, D. C., & Charlesworth, R. (1997). Integrated developmentally appropriate curriculum. In C. H., Hart, D. C., Burts & R. Charlesworth (Eds). *Integrated curriculum and developmentally appropriate practice: Birth to age eight* (pp. 1-27). Albany, NY: State University of New York Press
- Have, P. T. (2004). *Understanding qualitative research and ethnomethodology*. Thousand Oaks, CA: Sage Publications.

- Hegde, A. V., & Cassidy, D. J. (2009). Teachers' beliefs and practices regarding developmentally appropriate practices: A study conducted in India. *Early Child Development and Care*, 179 (7), 837-847.
- Henderson, T. Z. & Atencio, D. J. (2007). Integration of play, learning, and experience: What museums afford young visitors? *Early Childhood Education Journal*, 35, 245-251.
- Hill, R. P. (1991). Homeless women, special possessions, and the meaning of "home": An ethnographic case study. *Journal of Consumer Research*, 18(3), 298-310.
- Hoffman, L.L., Hutchinson, C. J., & Reiss, E. (2009). On improve school climate: Reducing reliance on rewards and punishment. *International Journal of Whole Schooling*, 5(1), 13-24.
- Hu, B. (2012). Exploring the cultural relevance of developmentally appropriate practices from the point of view of preschool teachers in Beijing. Manuscript in the 2011 Yearbook of the Texas A&M University-Corpus Christi's Center for Educational Development, Evaluation, and Research.
- Huffman, L. R., & Speer, P. W. (2000). Academic performance among at-risk children: The role of developmentally appropriate practice. *Early Childhood Research Quarterly*, 15 (2), 167-184.
- Hyson, M. C. (2004). *The emotional development of young children: Building an emotion-centered curriculum*. New York, NY: Teachers College Press.
- Hyson, M. C., & Christiansen, S. L. (1997). Developmentally appropriate guidance and the integrated curriculum. In C. H., Hart, D. C., Burts & R. Charlesworth (Eds). *Integrated curriculum and developmentally appropriate practice: Birth to age eight* (pp. 285-312). Albany, New York: State University of New York Press.
- Hännikäinen, M. (2005). Rules and agreements- and becoming a preschool community of learners. *European Early Childhood Education Research Journal*, 13 (1), 97-110.

- Iverson, A. M. (2003). *Building competence in classroom management and discipline*. Upper Saddle River, NJ: Merrill/Prentice-Hall.
- Jambunathan, S. (2005). Beliefs about the importance of use of developmentally appropriate practices among early childhood teachers in India. *Journal of Early Childhood Teacher Education*, 26, 275-281.
- Jambunathan, S., & Caulfield, M. (2008). Developmentally appropriate practices in Asian Indian early childhood classroom. *Early Childhood Development and Care*, 178 (3), 251-258.
- Jiron, A., Brogle, B., & Giacomini, J. (2012). *How to help your child transition smoothly between places and activities*. FL: Technical Assistance Center on Social Emotional Intervention (TACSEI) for Young Children. Retrieved from http://www.challengingbehavior.org/do/resources/documents/bkpk_transitions.pdf on March 25, 2013.
- Johnson, R. B. (1997). Examining the validity structure of qualitative research. *Education*, 118 (2), 282-292.
- Jolivet, K., & Steed, E. A. (2010). Classroom management strategies for young children with challenging behavior within early childhood settings. *NHSA Dialog*, 13 (3), 198-213.
- Joshi, A. (2007). What do teacher-child interactions in early childhood classrooms in India look like? Teachers' and parents' perspectives. *Early Child Development and Care*, *iFirst Article*, 1-19.
- Kagan, D. M. (1992). Implications of research on teacher belief. *Educational Psychologist*, 27(1), 65-90.
- Kemple, K. M., & Hartle, L. (1997). Getting along: How teachers can support children's peer relationships. *Early Childhood Education Journal*, 24(3), 139-146.
- Kerem, E. A., & Cömert, D. (2005). Türkiye'de okul öncesi eğitimin sorunları ve çözüm önerileri [Problems of pre-school education in Turkey and some

- suggestions for solving those problems]. *Eurasian Journal of Educational Research*, 21, 155 - 172.
- Kıldan, A. O. (2007). Okulöncesi eğitim ortamları [Preschool education settings]. *Kastamonu Eğitim Dergisi [Kastamonu Education Journal]*, 15(2), 501-510.
- Kim, Y. H., & Stormont, M. (2012). Factors associated with South Korean early childhood educators' observed behavior support strategies. *Journal of Positive Behavior Interventions*, 14(2), 78-86.
- Kim, Y. H., Stormont, M., & Espinosa, L. (2009). Contributing factors to South Korean early childhood educators' strategies for addressing children's challenging behaviors. *Journal of Early Intervention*, 31(3), 227-249.
- Kök, M., Küçükoglu, A., Tuğluk, M. N., & Koçyiğit, S. (2007). Okul öncesi eğitiminin sorunlarına ilişkin öğretmen görüşleri (Erzurum ili örneği) [Teacheris opinions on the problems of early childhood education.] *Atatürk Üniversitesi Kâzım Karabekir Eğitim Fakültesi Dergisi [Journal of Kâzım Karabekir Education Faculty]*, 16, 160-171.
- Krefting, L. (1991). Rigor in qualitative research: The assessment of trustworthiness. *The American Journal of Occupational Therapy*, 45, 214-222.
- LaBillois, J. M., & Lagacé-Séguin, D. G. (2007). Does a good fit matter? Exploring teaching styles, emotion regulation, and child anxiety in the classroom. *Early Child Development and Care, iFirst Article*, 1-14.
- Landrum, T. J., Lingo, A. S., & Scott, T. M. (2011). Classroom misbehavior is predictable and preventable. *Phi Delta Kappan*, 93(2), 30-34.
- La Paro, K. M., Hamre, B. K., Locasale-Crouch, J., Pianta, R. C., Bryant, D., Early, D., ...Burchinal, M. (2009). Quality in kindergarten classrooms: Observational evidence for the need to increase children's learning opportunities in early education classrooms. *Early Education and Development*, 20(4), 657-692.
- LeCompte, M. D., & Goetz, J. P. (1982). Ethnographic data collection in evaluation research. *Educational Evaluation and Policy Analysis*, 4(3), 387-400.

- LeCompte, M. D., & Schensul, J. J. (1999). *Designing and conducting ethnographic research*. Lanham, MD: AltaMira Press.
- Lee, Y. S., Baik, J., & Charlesworth, R. (2006). Differential effects of kindergarten teacher's beliefs about developmentally appropriate practice on their use of scaffolding following inservice training. *Teaching and Teacher Education, 22*, 935-945.
- Lemlech, J. K. (1999). *Classroom management: Methods and techniques for elementary and secondary teachers*. New York: Longman.
- Levin, J., & Nolan, J. F. (2007). *Principles of classroom management: A professional decision-making model*. Boston: Pearson/Allyn and Bacon.
- Lillard, A. S. (2005). *Montessori: The science behind the genius*. New York: Oxford University Press.
- Lincoln, Y. S., & Guba, E. G. (1985). *Naturalistic inquiry*. Beverly Hills, CA: Sage Publications, Inc.
- Lumpkin, A. (2008). Teachers as role models: Teaching character and moral virtues. *Journal of Physical Education, Recreation & Dance (JOPERD), 79* (2), 45-49.
- Lyle, J. (2003). Stimulated recall: A report on its use in naturalistic research. *British Educational Research Journal, 29*(6), 861-878.
- Maclellan, E. (2005). Academic achievement: The role of praise in motivating students. *Active Learning in Higher Education, 6*, 194-206.
- Marcon, R. A. (2002). Moving up the grades: Relationship between preschool model and later school success. *Early Childhood Research and Practice, 4* (1), 1-20.
- Marshall, C., & Rossman, G. B. (2006). *Designing qualitative research*. Thousands Oaks, CA: Sage Publications.
- Martin, N. K., & Sass, D. A. (2010). Construct validation of the Behavior and Instructional Management Scale. *Teaching and Teacher Education, 26*, 1124-1135.

- Martin, N. K. & Shoho, A. R. (1999). *Beliefs regarding classroom management style: Differences between traditional and alternative certification teachers*. (ERIC Document Reproduction Services No. ED 432 544).
- Maxwell, J. A. (2005). *Qualitative research design: An interactive approach*. Thousand Oaks, CA: Sage Publications.
- Maxwell, K. L., McWilliam, R. A., Hemmeter, M. L., Ault, M. J., & Schuster, J. W. (2001). Predictors of developmentally appropriate classroom practices in kindergarten through third grade. *Early Childhood Research Quarterly, 16*, 431-452.
- Maxwell, L. E. (2007). Competency in child care settings: The role of the physical environment. *Environment and Behavior, 39*(2), 229-245.
- McMeniman, M., Cumming, J., Wilson, J., Stevenson, J., & Sim, C. (2000). Teacher knowledge in action. In *The Impact of Educational Research* (Vol. 2, p 377-547). Commonwealth of Australia: Department of Education, Training and Youth Affairs.
- McMullen, M. B. (1999). Characteristics of teachers who talk the DAP talk and walk the DAP walk. *Journal of Research in Childhood Education, 13* (2), 216-230.
- McMullen, M. B., Elicker, J., Goetze, G., Huang, H. H., Lee, S. M., Mathers, C., ... Yang, H. Y. (2006). Using collaborative assessment to examine the relationship between self-reported beliefs and the documentable practices of preschool teachers. *Early Childhood Education Journal, 33*(6), 81-91.
- McMullen, M. B., Elicker, J., Wang, J., Erdiller, Z., Lee, S. M., & Sun, P. Y. (2005). Comparing beliefs about appropriate practice among early childhood education professionals from the U.S., China, Taiwan, Korea and Turkey. *Early Childhood Research Quarterly, 20*(4), 451-464.
- Merriam, S. B. (2009). *Qualitative research: A guide to design and implementation*. CA: Jossey-Bass.
- Miles, M. B., & Huberman, A. M. (1994) *Qualitative data analysis: An expanded sourcebook*. Thousand Oaks, Calif., Sage.

- Miller, S. A. (2001). Tips for keeping things calm. *Scholastic Early Childhood Today*, 15(7), 6.
- Ministry of National Education (2006). *Okul öncesi eğitim programı: 36-72 aylık çocuklar için [Early childhood education program: For 36-72 month-old children]*. Ankara: MEB.
- Ministry of National Education (2007). *Çocuk gelişimi ve eğitimi: Serbest zaman etkinlikleri [Child development and education: Free play activities]*. Retrieved from <http://hbogm.meb.gov.tr/modulerprogramlar/kursprogramlari/cocukgelisim/moduller/serbestzamanetkinlikleri.pdf> on March 20, 2013.
- Ministry of National Education (2010). *Kurum açılması ve kapatılmasına ilişkin esaslar [The principles for the starting and closing of the institution]* Retrieved from http://www.meb.gov.tr/duyurular/duyurular2010/mub/kurum_acilmasina_iliskin_esaslar.pdf on March 20, 2013.
- Ministry of National Education. (2012a). *12 yıl zorunlu eğitim: Sorular-cevaplar [12-year compulsory education: Questions-Answers]*. Ankara: Ministry of National Education. Retrieved from http://www.meb.gov.tr/duyurular/duyurular2012/12yil_soru_cevaplar.pdf on February 7, 2013.
- Ministry of National Education. (2012b). *National education statistics: Formal education 2011-2012*. Retrieved from http://sgb.meb.gov.tr/meb_iys_dosyalar/2012_12/06021046_meb_istatistikleri_orgun_egitim_2011_2012.pdf on February 7, 2013.
- Ministry of National Education (2012c). *Okul öncesi eğitim programı [Early childhood education program]*. Ankara: MEB.
- Miranda, M. L. (2004). The implications of developmentally appropriate practice for the kindergarten general music classroom. *Journal of Research in Music Education*, 52 (1), 43-63.

- Montessori, M., & Chattin-McNichols, J. (1995). *The absorbent mind*. New York: Holt.
- Mooney, C. G. (2000). *Theories of childhood: An introduction to Dewey, Montessori, Erikson, Piaget & Vygotsky*. Beltsville, MD: Redleaf Press.
- Morrison, G. S. (2001). *Early childhood education today*. Upper Saddle River, N.J.: Merrill Prentice Hall.
- Morrison, G. S. (2008). *Fundamentals of early childhood education*. Upper Saddle River, N.J.: Merrill/Prentice Hall.
- Morrison, G. S. (2011). *Early childhood education today*. Upper Saddle River, N.J.: Merrill/Prentice Hall.
- Murphy, K. A., Theodore, L. A., Aloiso, D., Alric-Edwards, J., & Hughes, T. L. (2007). Interdependent group contingency and mystery motivators to reduce preschool disruptive behavior. *Psychology in the Schools, 44*(1), 53-63.
- NAEYC. (2011). All criteria document. Retrieved from <http://www.naeyc.org/files/academy/file/AllCriteriaDocument.pdf> on March 11, 2012.
- NAEYC Mission Statement. (n. d.). In NAEYC. Retrieved on March 25, 2013 from <http://www.naeyc.org/about/mission>.
- Nunan, D. (1992). *Research methods in language learning*. New York, NY: Cambridge University Press.
- Official Gazette of the Republic of Turkey. (2006). *9th Development plan*. Retrieved from <http://www.resmigazete.gov.tr/main.aspx?home=http://www.resmigazete.gov.tr/eskiler/2006/07/20060701m1.htm&main=http://www.resmigazete.gov.tr/eskiler/2006/07/20060701m1.htm> on April 15, 2013.
- Olsen, A. E., & Sumsion, J. (2000). *Early childhood teacher practices regarding the use of dramatic play in K-2 classrooms*. Paper presented at the Annual

- Conference of the Australian Association for Research in Education (Sydney, December, 2000).
- Ostrosky, M. M., & Meadan, H. (2010). Helping children play and learn together. *Young Children, 65*(1), 104-110.
- Ömeroğlu, E., & Kandır, A. (2005). *Bilişsel gelişim [Cognitive development]*. İstanbul: Morpa.
- Pajares, M. F. (1992). Teachers' beliefs and educational research: Cleaning up a messy construct. *Review of Educational Research, 62*(3), 307-332.
- Parker, A., & Neuharth-Pritchett, S. (2006). Developmentally appropriate practice in kindergarten: Factors shaping teacher beliefs and practice. *Journal of Research in Childhood Education, 21* (1), 65-78.
- Parsons, J. M., Graham, N., & Honess, T. (1983). A teacher's implicit model of how children learn. *British Educational Research Journal, 9*(1), 91-101.
- Patton, M. Q. (2002). *Qualitative research and evaluation methods*. Thousand Oaks, Calif: Sage Publications.
- Pianta, R., Howes, C., Burchinal, M., Bryant, D., Clifford, R., Early, D., & Barbarin, O. (2005). Features of pre-kindergarten programs, classrooms, and teachers: Do they predict observed classroom quality and child-teacher interactions? *Applied Developmental Science, 9* (3), 144-159.
- Pointon, P., & Kershner (2000). Making decisions about organizing the primary classroom environment as a context for learning: The views of three experienced teachers and their pupils. *Teaching and Teacher Education, 16*, 117-127.
- Pramling-Samuelsson, I., & Johansson, E. (2006). Play and learning-inseparable dimensions in preschool practice. *Early Child Development and Care, 176*(1), 47-65.
- Preves, S., & Stephenson, D. (2009). The classroom as stage: Impression management in collaborative teaching. *Teaching Sociology, 37*, 245-256.

- Rambusch, N. M. (2010). Freedom, order, and the child. *Montessori Life*, 1, 38-43.
- Read, M. A., Sugawara, A. I., & Brandt, J. A. (1999). Impact of space and color in the physical environment on preschool children's cooperative behavior. *Environment and Behavior*, 31, 413-428.
- Rentzou, K., & Sakellariou, M. (2011). Greek pre-service kindergarten teachers' beliefs about and practices of developmentally appropriate practices in early childhood education. *Early Child Development and Care*, 181 (8), 1047-1061.
- Rosas, C., & West, M. (2009). Teachers beliefs about classroom management: Pre-service and in-service teachers' beliefs about classroom management. *International Journal of Applied Studies*, 5 (1), 54-61.
- Ryan, G. W., & Bernard, H. R. (2003). Techniques to identify themes. *Field Methods*, 15(1), 85-109.
- Schneider, M. (2002). *Do school facilities affect academic outcomes?* Washington, DC: National Clearinghouse for Educational Facilities.
- Schön, D. A. (1990). *Educating the reflective practitioner*. San Francisco: Jossey-Bass.
- Schunk, D. H. (2009). *Learning theories: An educational perspective*. Upper Saddle River, NJ: Merrill Prentice Hall
- Sherry, A. C. (1998). Evaluation of multimedia authoring instruction based in a behaviorist-cognitive-constructivist continuum. *International Journal of Instructional Media*, 25(2), 201-216.
- Sierhuis, M., & Clancey, W. J. (1997). *Knowledge, practice, activities and people*. Paper was presented at AAAI Spring Symposium on Artificial Intelligence in Knowledge Management. Retrieved from <http://www.aaai.org/Papers/Symposia/Spring/1997/SS-97-01/SS97-01-027.pdf> on April 15, 2013.

- Simatwa, E. M. W. (2010). Piaget's theory of intellectual development and its implication for instructional management at pre-secondary school level. *Educational Research and Reviews*, 5(7), 366-371.
- Smith, J. (2009). Blending effective behavior management and literacy strategies for preschoolers exhibiting negative behavior. *Early Childhood Education Journal*, 37, 147-151.
- Solak, N. (2007). *Adana il merkezinde bulunan okulöncesi eğitim kurumlarında kalitenin incelenmesi [Determining of quality level of the government preschools and private pre-schools]*. Unpublished Master's Thesis, Çukurova University, Adana, Turkey.
- Sterling, D. R. (2009). Classroom management: Setting up the classroom for learning. *Science Scope*, 32(9), 29-33.
- Stipek, D. J., & Byler, P. (1997). Early childhood education teachers: Do they practice what they preach? *Early Childhood Research Quarterly*, 12, 305-325.
- Subramaniam, K. (2001). *Constructing classroom meaning with the integration of computer technology into teaching*. Unpublished doctoral dissertation, University of Otago, New Zealand.
- Şahin, İ. T. (2011). *Physical design for classroom management: Perceptions of early childhood teachers*. Germany: LAP Lambert Academic Publishing.
- Şahin, İ. T., Tantekin-Erden, F. & Akar, H. (2011). The influence of the physical environment on early childhood education classroom management. *Eurasian Journal of Educational Research*, 44, 185-202.
- Şahin, İ. T., Tantekin-Erden, F., & Sak, R. (2011, July). *Application of peer mediation in Turkey according to preschool teachers*. Paper was presented at the 63rd OMEP World Conference, HONG KONG.
- Taharally, C., & La Fontaine, E. (2007). Developmentally appropriate practice and preschool graduation. *Young Children*, 62 (3), 72-75.

- Taylor, B. J. (1995). *A child goes forth: A curriculum guide for preschool children*. Englewood Cliffs, NJ: Merrill-Prentice Hall.
- Tedlock, B. (2008). The observation of participation and the emergence of public ethnography. In N. K. Denzin & Y. S. Lincoln (Eds). *Strategies of qualitative inquiry* (pp. 151-171). Los Angeles: SAGE Publications.
- Thomas, R. M. (2005). *Comparing theories of child development*. Belmont, CA : Thomson/Wadsworth.
- Tillery, A. D., Varjas, K., Meyers, J., & Collins, A. S. (2010). General education teachers' perceptions of behavior management and intervention strategies. *Journal of Positive Behavior Interventions, 12* (2), 86-102.
- Tomlinson, H. B. (2009). Developmentally appropriate practice in the kindergarten year-Ages 5-6. In C. Copple & S. Bredekamp (Eds). *Developmentally appropriate practice in early childhood programs: Serving children from birth through age 8* (pp. 187-253). Washington, DC: NAEYC.
- Trussell, R. P. (2008). Classroom universals to prevent problem behaviors. *Intervention in School and Clinic, 43*(3), 179-185.
- Tzuo, P. W. (2007). The tension between teacher control and children's freedom in a child-centered classroom: Resolving the practical dilemma through a closer look at the related theories. *Early Childhood Education Journal, 35* (1), 33-39.
- Uysal, H., Akbaba-Altun, S., & Akgün, E. (2010). Okulöncesi öğretmenlerinin çocukların istenmeyen davranışları karşısında uyguladıkları stratejiler [The strategies preschool teachers use when confronted with children's undesired behaviors]. *İlköğretim Online [Elementary Education Online], 9*(3), 971-979. [Online]: <http://ilkogretim-online.org.tr>
- Van Horn, M. L., & Ramey S. L. (2003). The effects of developmentally appropriate practices on academic outcomes among former head start students and classmates, grades 1-3. *American Educational Research Journal, 40*, 961-990.
- Vartuli, S. (2005). Beliefs: The heart of teaching. *YC Young Children, 60*(5), 76-86.

- Vygotsky, L. S. (1978). *Mind in society: The development of higher psychological process*. Cambridge: Harvard University Press.
- Walsh, G., & Gardner, J. (2005). Assessing the quality of early years learning environments. *Early Childhood Research & Practice*, 7(1). Retrieved from <http://ecrp.uiuc.edu/v7n1/walsh.html> on April 8, 2013.
- Wang, M. C., Haertel, G. D., & Walberg, H. J. (1994). What helps student learn? *Educational Leadership*, 51(4), 75-79.
- Wardle, F. (2009). *Approaches to early childhood and elementary education*. Hauppauge, NY: Nova Science Publishers.
- Wasik, B. (2008). When fewer is more: Small groups in early childhood classrooms. *Early Childhood Education Journal*, 35, 515-521.
- Weinstein, C. S., & Mignano Jr., A. J. (2007). *Elementary classroom management: Lessons from research and practice*. New York: McGraw-Hill.
- Weinstein, C. S., & Novodvorsky, I. (2011). *Middle and secondary classroom management: Lessons from research and practice*. New York: McGraw-Hill.
- Weinstein, C. S., Romano, M., & Mignano Jr., A. J. (2011). *Elementary classroom management: Lessons from research and practice*. New York: McGraw-Hill.
- Whitehead, T. L. (2005). Basic classical ethnographic research methods: Secondary data analysis, fieldwork, observation/participant observation, and informal and semi-structured interviewing. Retrieved from <http://www.cusag.umd.edu/documents/WorkingPapers/ClassicalEthnoMethods.pdf> on April 8, 2013.
- Winsler, A., & Carlton, M. P. (2003). Observations of children's task activities and social interactions in relation to teacher perceptions in a child-centered preschool: Are we leaving too much to chance? *Early Education & Development*, 14 (2), 155-178.
- Wolfgang, C. N. (2009). Managing inquiry-based classrooms. *Science Scope*, 32(9), 14-17.

- Wortham, S. C. (2006). *Early childhood curriculum: Developmental bases for learning and teaching*. Upper Saddle River, N.J.: Pearson/ Merrill/Prentice Hall.
- Wubie, B. (2011). Preschool children as co-curriculum developers. *National Social Science Journal*, 37(1), 120-124.
- Yan, W., & Lin, Q. (2005). Effects of class size and length of day on kindergartners' academic achievement: Findings from early childhood longitudinal study. *Early Education and Development*, 16(1), 49-68.
- Yıldırım, A. & Şimşek, H., (2005). *Sosyal bilimlerde nitel araştırma yöntemleri [Qualitative research methods in social sciences]*. Ankara: Seçkin.
- Zembat, R., & Zülfikar, S. T. (2006). Okul öncesi öğretmenlerinin sohbet ve hikaye etkinliklerinde kullandıkları öğretim yöntemlerinin incelenmesi [An investigation of conversation and storytelling activities used by preschool education teachers]. *Kuram ve Uygulamada Eğitim Bilimleri [Educational Sciences: Theory and Practice]*, 6(2), 602-608.

APPENDICES

APPENDIX A

Pre-interview protocol

1. According to you, how and when do children in preschool learn best? Why do you think this?
2. How should a preschool teacher organize the physical environment of the classroom?
 - a. How should the indoor space of the classroom be organized?
 - b. What kind of furniture should be chosen for classroom?
 - c. How should the learning centers/area be organized?
 - d. What kind of surfaces should be used on the walls of the classroom?
How should children's works be exhibited? Why?
3. How should a preschool teacher plan instructional activities in the classroom?
 - a. What should the daily schedule contain?
 - b. How teaching methods should be chosen?
4. How should a preschool teacher manage relationships (child-child and teacher-child) in the classroom?
 - a. How should children be supervised?
 - b. What sort of teacher-child interaction should there be?
 - c. What sort of interactions should there be among the children?
5. How should a preschool teacher manage behaviors of children in the classroom?
 - a. How should rules be established?
 - b. How should discipline strategies be followed?

APPENDIX B

Görüşme protokolü

1. Sizce, bir okul öncesi sınıfında, çocuklar en iyi ne zaman ve nasıl öğrenir? Neden böyle düşünüyorsunuz?
2. Sizce, bir okul öncesi öğretmeni sınıfının fiziksel ortamını nasıl düzenlemelidir?
 - a. Sınıf alanı nasıl düzenlenmelidir?
 - b. Sınıf için ne tür mobilyalar seçilmelidir?
 - c. Öğrenme köşeleri nasıl düzenlenmelidir?
 - d. Duvarlarda ne tür görseller olmalı mı?
Çocukların çalışmaları nasıl sergilenmeli? Neden?
3. Sizce, bir okul öncesi öğretmeni sınıfındaki öğretim etkinliklerini nasıl planlamalıdır?
 - a. Günlük program neleri içermelidir?
 - b. Hangi öğretim yöntemleri seçilmelidir?
4. Sizce, bir okul öncesi öğretmeni sınıf içerisindeki ilişkileri (çocuk-çocuk, öğretmen-çocuk) nasıl yönetmelidir?
 - a. Çocuklar nasıl kontrol edilebilir/denetlenmelidir?
 - b. Nasıl bir öğretmen-çocuk etkileşimi olmalıdır?
 - c. Çocuklar arasında ne tür etkileşimler olmalıdır?
5. Sizce, bir okul öncesi öğretmeni sınıf içerisinde çocukların davranışlarını nasıl yönetmelidir?
 - a. Kurallar nasıl olmalıdır ve nasıl belirlenmelidir?
 - b. Ne tür disiplin stratejileri tercih edilmelidir?

APPENDIX C

Developmentally appropriate classroom management observation form

Physical Environment		Yes	Some	No	Field Notes
Indoor Space	Sufficient movement area				
	Safe and secure area				
	Appropriate teacher-child ratio				
Furniture	Sufficient basic furniture				
	Child-sized furniture				
	Durable/good repaired furniture				
	Soft furnishings				
Learning centers/ areas	Variety of learning centers				
	Sufficient place for several activities				
	Separate active and quiet centers				
	Conveniently arranged centers				
	Independent use of centers				
	Semiprivate areas				
Child-related displays	Age appropriate materials				
	Children's work				
	On children's eye level				

Planning and programming activities		Not observed	Observed sometimes	Observed consistently	Field Notes
Daily schedule	Smooth transitions between daily events				
	Set but not rigid schedule				
	Combination of more energetic and less energetic activities				
	Schedule posted visibly in the room				
	At least one indoor and one outdoor play period				
	Free play activity				
Teaching methods	Variety of engaging learning experiences and hands-on materials				
	Well-chosen materials to support overall curriculum and goals				
	Variety of grouping throughout the day				
	Variety of instructional strategies				
	Teacher-initiated and child-initiated activities throughout the day				
	Many opportunities for children to collaborate with others				
	Providing specific feedback				

Relationship and communication		Not observed	Observed sometimes	Observed consistently	Field Notes
Supervision of children	Engagement of children in real conversations				
	Balance between independent and teacher-directed learning				
Teacher-child interaction	Encouragement for mutual respect between teacher-child				
	Warmth through appropriate physical contact				
	Positive role model				
Interactions among children	Positive peer interaction				
	Opportunities for children to talk through conflicts				
	Free movement to facilitate interaction.				

Behavior management		Not observed	Observed sometimes	Observed consistently	Field Notes
Rules	Clear, simple, consistent				
	Including rationales				
	Visibly present in the room				
	Opportunities to discuss the rules				
Discipline	Setting limits				
	Empowering children				
	Coaching children to solve their conflicts				
	Focusing on positive behavior				
	Exemplifying pro-social behaviors.				
	Consistent reactions to children's behavior				
Other strategies					

APPENDIX D

Explanation of observation form

PHYSICAL ENVIRONMENT:

1) Indoor space:

Sufficient movement area: In a sufficient movement area, children and teacher can move around freely and are not limited by furnishings and equipment.

Safe and secure area: Lighting, temperature, hygiene and noise regulation are appropriate for continuity of the learning process and do not limit activities because they are too dark, too cold or hot, too noisy. Also, emergency exits are clearly marked.

Appropriate teacher-child ratio: An appropriate ratio is 16-18-20 children with 2 teachers for 5-year olds and 20- 22- 24 children with 2 teachers for 6-year olds.

2) Furniture:

Sufficient basic furniture: Chairs, tables, shelves and cupboards are the basic furniture. If there are enough chairs and tables for the number of children, and enough shelves and cupboards for materials, it can be thought as sufficient.

Child-sized furniture: Tables and chairs should not be too big or too small for children.

Durable/good repaired furniture: Furniture should not be easily broken, unstable or collapse while being used.

Soft furnishing: This includes rugs, bean, cushions and bag chairs.

3) Learning centers/areas:

Variety of learning centers: The classroom area is divided into learning centers which include appropriate furnishings and materials and are accessible to children. Blocks, dramatic play, art, books, mathematics, science, music, manipulative centers can be established by teachers.

Sufficient place for several activities: Children can use different centers at the same time.

Separate active and quiet centers: Active and noisy centers (music, blocks) are located away from quiet centers (books).

Conveniently arranged centers: For instance, there are enough shelves in blocks center. The art area is near to a water supply. The placement of materials and furniture prevent children from interrupting their friends' activities.

Independent use of centers: For instance, shelves and cupboards are not overcrowded. Centers and shelves are labeled. Boxes can be easily taken removed from the shelves and opened by children. The inside of the boxes and containers can be seen.

Semiprivate areas: There is an area(s) where children can play or work alone or with a friend. Child/children are not disturbed in this area and the teacher can supervise these areas easily.

4) Child-related displays

Age appropriate materials: Including children's photos, nursery rhymes, numbers, seasonal line and color line.

Children's works: These displays may include children's stories, photos, pictures, charts, are displayed. Also, children's 3-D works may be displayed in the classroom.

At children's eye level: Displays should be at an appropriate height for young children.

PLANNING AND PROGRAMMING ACTIVITIES:

1) Daily schedule:

Smooth transitions between daily events: This means that materials are ready for next activity so there is no wasted instructional time during transitions. Also, smooth transitions include activities which prevent children from being hustled for a new activity and engross them for it such as finger plays, songs, rhymes.

Set but not rigid schedule: There are routines which are familiar for children such as breakfast, lunch, large group time, outdoor activity time but it is not rigid. For instance, if the child is highly engaged in an activity and wants to complete it, time of the activity may be extended. Outdoor activity time may be extended in good weather.

Combination of more energetic and less energetic activities: The daily schedule includes gross motor activities (walking, running, jumping) and less energetic activities (reading, art).

Schedule posted visibly in the room: The daily schedule is in written format and posted in the classroom in a place that can be easily seen by teacher and children.

At least one indoor and one outdoor play period: There is at least one indoor and one outdoor structured play activity in daily schedule.

Free play activity: This is included in the daily schedule and the teacher adds new materials/experiences for free play. The teacher uses this activity for an educational interaction (talking about the activity, conflicts, and concepts). There are indoor and outdoor free play periods.

2) Teaching methods:

Variety of engaging learning experiences and hands-on materials: These experiences include activities with books, writing materials, math-related games and manipulatives, natural objects and tools for science investigations, CDs and musical instruments, art materials, props for dramatic play, blocks and computers.

Well-chosen materials to support overall curriculum and goals: Materials should be changed according to the planned activity and should give children opportunity of new choices and variety in materials and activities.

Variety of grouping throughout the day: Teacher uses whole-group settings, small groups, individual activities, learning centers, and daily routines.

Variety of instructional strategies: These strategies can be encouraging children, modeling skills, scaffolding, giving a cue or various assistance directly presenting information, and giving directions.

Teacher-initiated and child-initiated activities throughout the day: Teacher-initiated activities include thoughtfully planned activities guided by a teacher such as a read-aloud activity in a large group or a science activity in a small group. In child-initiated activities, the child selects the activity such as play.

Many opportunities for children to collaborate with others: The teacher provides collaborative activities such as the children working together to complete a task, helping each other, negotiating, and solving problems.

Providing specific feedback: The teacher uses specific feedback (You got the same number when you counted the beans again!) instead of general praise (Good job!).

RELATIONSHIP AND COMMUNICATION:

1) Supervision of children:

Engagement of children in real conversations: The teacher engages with individual children in real conversations and encourages them to explain their experiences, projects and current events.

Balance between independent and teacher-directed learning: The teacher gives the children enough opportunity to complete a task or to correct her/his mistakes. For instance, teacher gives the children opportunity of recognizing the blocks that are unbalanced in her/his building.

2) Teacher-child interaction:

Encouragement for mutual respect between teacher-child: For instance, the teacher gives time children to express themselves. The teacher listens to children attentively, talks with children politely, makes eye contact with children and does not discriminate between children.

Warmth through appropriate physical contact: For instance, teacher returns child's hug, pats child on the back.

Positive role model: For instance, teacher shows interest in and is kind to others and has respect for others' ideas, points of views and emotions. The teacher treats others respectfully and negotiates differences.

3) Interactions among children:

Positive peer interaction: This includes cooperation, sharing, joy and playing with peers. Also, socially isolated children are encouraged to interact with their friends.

Opportunities for children to talk through conflicts: The teacher uses class meetings and forums for children's discussions about their conflicts.

Free movement to facilitate interaction: The teacher allows children to move freely since natural groupings and interactions can occur.

BEHAVIOR MANAGEMENT

1) Rules:

Clear, simple, consistent: Rules are understood by children and they are appropriate for children's age and maturity, and consistent. The language of rules is positive (Be respectful of others instead of don't hit other children). The teacher keeps the rules to a minimum (5-7).

Including rationales: Rationales are explained to the children. For instance; "We listen to each other because we are respectful to each other".

Visibly present in the room: Rules are in written format in the classroom and placed where they can be easily seen by the teacher and children.

Opportunities to discuss the rules: Classroom meetings and group discussions are used to set and talk about the rules.

2) Discipline

Setting limits: The teacher explains children which behaviors are unacceptable. S/he usually focuses on children's security and age/developmentally appropriate expectations. For instance, deliberately knocking over a block tower built by someone else is unacceptable behavior. Hitting the friend is unacceptable behavior.

Empowering children: The teacher gives children responsibilities (putting toys, learning materials away) and choices (letting them choose between collecting books or papers, working in art center or book center).

Coaching children to solve their conflicts: The teacher helps children express their views and keep talk about their problem until they find a solution. S/he helps children keep calm to listen to others, talk about alternative solutions and different opinions

Focusing on positive behavior: For instance, the teacher considers good behaviors (taking turns, listening and talking appropriately, being assertive rather than aggressive, being supportive of other children) of the children and provides positive feedback

Exemplifying pro-social behaviors: The teacher uses discussions, books and stories to promote peace and understand in the classroom and to talk about their conflicts.

Consistent reactions to children's behaviors: Different teachers apply same rules and use same methods. The basic rules are followed by all children.

Other strategies: If the teacher does not coach to solve their conflicts or focus on positive behavior and uses other strategies such as solving problem instead of them, warning children, using punishment, and rewards, these strategies should be noted.

APPENDIX E
Analysis of pre-interviews

Physical Environment				
	T₁	T₂	T₃	T₄
General	<p>Beliefs</p> <ul style="list-style-type: none"> *Characteristics of the children in the classroom <p>Self-reported practices</p> <ul style="list-style-type: none"> *Based on class size *Communication of children with each other *Learning of children from each other *Based on physical skills of children *Flexible 	<p>Beliefs</p> <ul style="list-style-type: none"> *Sufficient stimulus *Let children move easily <p>Self-reported practices</p> <ul style="list-style-type: none"> *Rotation 	<p>Beliefs</p> <ul style="list-style-type: none"> * Area to move easily * Easy access to play materials * Independent use of materials * Visual materials on the wall. * Not too many stimuli <p>Self-reported practices</p> <ul style="list-style-type: none"> * Too crowded * Too many cupboards * Small movement area 	
a) Indoor space	<p>Beliefs</p> <ul style="list-style-type: none"> * Safe area * Based on active and quiet activities * Providing large movement area <p>Self-reported practices</p> <ul style="list-style-type: none"> * Based on active and quiet activities * Minimum interrupting each other * Organizing a critical area for movement 	<p>Beliefs</p> <ul style="list-style-type: none"> *Independent and easy use of children *Easy access of children *Large variety of stimulus *Easy use of teachers *Large movement area <p>Self-reported practices</p> <ul style="list-style-type: none"> * Large movement area *Materials in cupboards * Let children move easily 	<p>Beliefs</p> <ul style="list-style-type: none"> * Area to move easily * Easy access to play materials * Independent use of materials * Visual materials on the wall. <p>Self-reported practices</p> <ul style="list-style-type: none"> * No easy access 	<p>Beliefs</p> <ul style="list-style-type: none"> * Learning areas * Large movement area **Based on active and quiet activities <p>Self-reported practices</p> <ul style="list-style-type: none"> * Small movement area-large class size
b) Furniture	<p>Beliefs</p> <ul style="list-style-type: none"> * Child-sized * No sharp corners/safe * Durable <p>Self-reported practices</p> <ul style="list-style-type: none"> * Durable * Safe * Chosen by an architect/organized by teachers 	<p>Beliefs</p> <ul style="list-style-type: none"> * Safe * No sharp corners/safe * Large variables * Sufficient furniture <p>Self-reported practices</p> <ul style="list-style-type: none"> * Sufficient furniture * Safe 	<p>Beliefs</p> <ul style="list-style-type: none"> * No sharp edges/corners *Child-sized <p>Self-reported practices</p> <ul style="list-style-type: none"> * Not too bad main furniture * Dangerous TV * Problems related to safety 	<p>Beliefs</p> <ul style="list-style-type: none"> * Child-sized * No sharp corners/safe * Durable * Easy access and use of materials <p>Self-reported practices</p> <ul style="list-style-type: none"> * Durable * Sharp corners

<p>c) Learning areas</p>	<p>Beliefs * Separating as active and quiet * Written names of the corners * Manipulative play/math/blocks /science/dramatic play/book/art/ reading-writing centers Self-reported practices * Manipulative play/math/blocks /science/dramatic play/book/art centers * Separated as active-quiet * Changeable areas based on needs for instance reading/writing area in 2nd semester * Changing science and book areas * Written names of the corners</p>	<p>Beliefs * Separating as active and quiet * Child-sized * Independent use * Not too crowded with materials Self-reported practices * Art room/creative activities room/science room/play/sports rooms * Rest/sports and play room on same floor Art/science/ creative activities room on same floor *Rotatively use of materials *Age appropriate materials *Easy use of children</p>	<p>Beliefs * Science, book, and dramatic play areas *Several and appropriate materials Self-reported practices * Science, dramatic play, book, Atatürk areas *Insufficient science area</p>	<p>Beliefs * Dramatic play, blocks, puzzles and Legos, science and book * Separation as active-quiet * One flexible learning area Self-reported practices * Science, dramatic play, blocks, Atatürk, Puzzle, music * No good separation</p>
<p>d) Child- related displays</p>	<p>Beliefs * Changeable posters based on themes * Permanent visuals such as some pictures, letters and shapes * Comparing self with friends Motivation Understand different viewpoints Exhibition inside or outside of the classroom to support creativity Self-reported practices * Shapes and numbers on the children's tables * Numbers, shapes, body figure and posters related to measurement on the wall * Exhibited inside and outside of the classroom * Portfolio and self-evaluation</p>	<p>Beliefs * Appropriate to theme * Names of children * Letters/numbers * Charts of children's heights * Materials to support children's developmental skills *Children's works Children can compare herself with her friends Self-reported practices * Materials related to theme *Numbers *Children's works</p>	<p>Beliefs * Age appropriate visuals * Number/colors/tall-short * Seasons * Atatürk area * Children's work Comparing self with friends Recognizing deficiencies of self Immediate feedback Improving self confidence Parents' following child's development Self-reported practices * Seasons * Atatürk area * Children's work</p>	<p>Beliefs * Season line, numbers, shapes, height/weight chart, weather graph, attendance list *children's daily works For effective parent-child interaction Self-reported practices * Season lines, shapes, flag, weather graph, attendance list * Children's works</p>

Planning and programming activities				
	T ₁	T ₂	T ₃	T ₄
General	<p>Beliefs</p> <ul style="list-style-type: none"> * Considering needs, expectations, age and readiness of children * Flexible plan <p>Self-reported practices</p> <ul style="list-style-type: none"> * <i>Flexible</i> * <i>Based attention span of children</i> * <i>Based on age of children</i> * <i>Based on developmental level of children</i> 	<p>Beliefs</p> <ul style="list-style-type: none"> * Appropriate to objectives * Emergent curriculum <p>Self-reported practices</p> <ul style="list-style-type: none"> * <i>Appropriate to objectives</i> * <i>Considering materials, classroom environment and children's readiness</i> 	<p>Beliefs</p> <ul style="list-style-type: none"> * Flexible * Emergent curriculum <p>Self-reported practices</p> <ul style="list-style-type: none"> * <i>Flexible</i> * <i>Focus on Children's skills</i> * <i>Interests</i> * <i>Deficiencies</i> * <i>Misbehaviors</i> 	<p>Beliefs</p> <ul style="list-style-type: none"> * Considering ages, skills, development of fine motor skills and readiness of children <p>Self-reported practices</p> <ul style="list-style-type: none"> * <i>From simple to complex activities</i>
a) Daily schedule	<p>Beliefs</p> <ul style="list-style-type: none"> * Daily routines * Daily outdoor activities * Flexible <p>Self-reported practices</p> <ul style="list-style-type: none"> * <i>Breakfast/Free play/Circle time/Talking about schedule/Selecting responsible children/Self-assessment of children/Daily routines</i> * <i>No daily outdoor activities</i> * <i>Flexible</i> 	<p>Beliefs</p> <ul style="list-style-type: none"> * Quite-active activities * Appropriate activities to children's attention <p>Self-reported practices</p> <ul style="list-style-type: none"> * <i>Quite-active activities</i> * <i>Integrated activities</i> * <i>Outdoor activities two times a day in summer</i> * <i>Free time-Art-Movement and Play-Language</i> 	<p>Beliefs</p> <ul style="list-style-type: none"> * Flexible schedule * Language, reading-writing, art activities must be 	<p>Beliefs</p> <ul style="list-style-type: none"> * Music and play * Turkish language * Art <p>Self-reported practices</p> <ul style="list-style-type: none"> * <i>Free play</i> * <i>Breakfast</i> * <i>Turkish language or Reading and writing</i> * <i>Art</i> * <i>Music and play</i>
b) Methods	<p>Beliefs</p> <ul style="list-style-type: none"> * Variety * Attracting attention <p>Self-reported practices</p> <ul style="list-style-type: none"> * <i>Lecturing/Drama/Brain storming/Role modeling/Singing/ Asking questions</i> 	<p>Beliefs</p> <ul style="list-style-type: none"> * Variety * Discussion and brainstorming <p>Self-reported practices</p> <ul style="list-style-type: none"> * <i>Brainstorming</i> 	<p>Beliefs</p> <ul style="list-style-type: none"> * Depends on topic * Songs, doing something to learn <p>Self-reported practices</p> <ul style="list-style-type: none"> * <i>doing something to learn</i> * <i>Songs</i> * <i>Visuals/computers</i> 	<p>Beliefs</p> <ul style="list-style-type: none"> * Active teacher * Transition activities * Singing songs <p>Self-reported practices</p> <ul style="list-style-type: none"> * <i>Describing</i> * <i>Singing songs</i> * <i>Describing</i>

Relationship and communication				
	T ₁	T ₂	T ₃	T ₄
General	Beliefs * Fair * Equity * Physical contact * Solving the problems by self Self-reported practices * <i>Equity</i> * <i>Solving the problems by self</i> * <i>Physical contact</i>	Beliefs * Teacher as observer for child-child relationship * Teacher as teacher/friend/mother for child-teacher relationship Self-reported practices * <i>Love</i>	Beliefs * Sharer * Listening to each other * Respecting each other (permission, thanking) Support of parent Consistency between home and school Self-reported practices * <i>Depends on the situation</i>	Beliefs * Limited teacher intervention to relationship b/w children * Teacher as guide to solve children's problems with each other Self-reported practices * <i>Patient</i> * <i>Flexible</i>
a) Supervision of children	Beliefs * Free but controlled Self-reported practices * <i>Free but controlled</i>	Beliefs * Observation Self-reported practices * <i>Observation</i>	Beliefs * Consistency * Permanence Self-reported practices * <i>Consistency</i> * <i>Permanence</i>	Beliefs * With rules * Patience Self-reported practices * <i>With rules</i>
b) Teacher-child interaction	Beliefs * Teacher as leader and friend * Teacher as authority, child as child Self-reported practices * <i>Teacher as leader and friend</i> * <i>Consistent</i> * <i>Clear expectations</i> * <i>The teacher playing with children</i>	Beliefs * Close Self-reported practices * <i>Close</i> * <i>Conversation</i>	Beliefs * Listening to child carefully * Understanding the child Self-reported practices * <i>Usually consistent</i> * <i>Sparing time for children and trying to know children</i>	Beliefs * Teacher not authority but friend * Participate in children's play Self-reported practices * <i>Playing with children</i>
c) Interactions among children	Beliefs * Free in the relationships with friends and while selecting a friend Self-reported practices * <i>Free in the relationships with friends but teacher control</i>	Beliefs * Adult-an observer Free communication Self-reported practices * <i>Small group activities</i> * <i>Free communication</i> * <i>"Twins" play</i>	Beliefs * Sincerity and warmth * No childish teacher/teacher is teacher * No words such as "My dear!" * Physical contact Self-reported practices * Listening to each other * <i>Control form to check children's behavior</i>	Beliefs * Love and respect * Childish * Establish empathy Self-reported practices * <i>Empathy</i> * <i>Creating opportunities to study with different friends</i>

Behavior management				
	T ₁	T ₂	T ₃	T ₄
General	Beliefs *Consistent *Planned *Based on individual differences Self-reported practices * <i>Based on individual differences</i> *Patient	Beliefs *Free *Planning interesting activities Self-reported practices *Transition activities *Interesting activities *Free	Beliefs *Teacher control but not too strict and dominant Self-reported practices *Rewards *Focusing on positive behavior	Beliefs *Limited intervention of the teacher * Rules should be Self-reported practices *Reminding rules *Empathy
a) Rules	Beliefs *A few *Simple Don't stand up during the activity Don't start talking before raising your hand Form a line Don't talk with your friend during the activity *Establishing with children *Written in the walls Self-reported practices *Visuals and sentences related to rules *Role playing of teacher *Conversations *Teaching rules step by step *Drawings of children *Noise thermometer *Flexible <i>I sit on my chair</i> <i>I raise my hand</i> <i>I see my teacher</i> <i>I hear my teacher</i> <i>I form a line</i>	Beliefs *Establishing with children at the beginning of the year Self-reported practices *Repeating rules for new children	Beliefs *Must be to prevent chaos *age appropriate *appropriate for conditions of the classrooms *pictures related to rules on the walls Self-reported practices *Pick the toys up! <i>Keep your tables clean and neat!</i> <i>Wash your hands before and after lunch!</i> *Establishment of rules by the teacher *No visuals related to rules	Beliefs *Age appropriate *Simple *Visuals related to rules *Clear and understandable for children *Repeating rules Self-reported practices *Repeating *Rules including (1) sharing toys/play materials and (2) no drinking water and going to rest room during story time *Rules established by the teacher based on her experiences *No written rules on the walls

Discipline	<p>Beliefs *Step by step .Ignoring/Observing .Little warnings .Meeting with child in a private room .Having child draw pictures related to her problem/having child explain what happens there/taking notes/putting her pictures on her desk or in her folder .Drawing related to solution of the problem - putting her pictures on her desk .Asking support of educational specialists Educational specialists' child observation Educational specialists' talking with the child in a private room .Talking with parents *More problem at the beginning of the year *Use of pictures or time-out *Rare use of rewards and punishment *Tangible rewards Self-reported practices * Step by step . Ignoring/Observing . Little warnings .Meeting with child in a private room .Having child draw pictures related to her problem/having child explain what happens there/taking notes/putting her pictures on her desk or in her folder .Drawing related to solution of the problem - putting her pictures on her desk .Asking support of educational specialists Educational specialists' child observation Educational specialists' talking with the child in a private room .Talking with parents *Behavior or flower board *Tangible rewards such as smiling face or flowers *Time-out as punishment</p>	<p>Beliefs *Not hard strategies which will be able to influence children's psychology *Persuasion *Offering options *Role modeling Self-reported practices * Step by step .Ignoring .Observation . As dependent on the event Separating 2 children from each other OR Giving responsibilities to children .Meeting with parents .Professional help *Verbal and tangible rewards</p>	<p>Beliefs *Ignoring *Warning *Talking with the child one by one Self-reported practices * Warning *Talking with the child one by one</p>	<p>Beliefs *Depends on the behavior *Deprivation *Punishment *Time out *Rewards Self-reported practices * Deprive of play materials *Time out *Threatening</p>
-------------------	---	---	---	---

APPENDIX F

CURRICULUM VITAE

PERSONAL INFORMATION

Surname, Name: ŞAHİN, İkbal Tuba
Nationality: Turkish (TC)
Date and Place of Birth: 11/11/1981 Ankara
Marital Status: Single
Phone: +90 312 210 6413
Fax: +90 312 210 7984
email: ikbalsahin@gmail.com

EDUCATION

Degree	Institution	Year of Graduation
MS	METU, Early Childhood Education	2009
BS	METU, Early Childhood Education	2006

WORK EXPERIENCE

Year	Place	Enrollment
2009-present	METU Department of Elementary Education	Research Assistant
2007-2010	TUBITAK Project	Assistant Student
2006-2008	Private Ceceli Schools	Preschool Teacher

FOREIGN LANGUAGES

Advanced English

PUBLICATIONS

International

Articles

Şahin, İ. T., Tantekin-Erden, F. & Akar, H. (2011). The influence of the physical environment on early childhood education classroom management. *Eurasian Journal of Educational Research*, 44, 185-202. (SSCI)

Sak, R., Şahin, İ. T., Tuncer, N., & Yerlikaya, İ. (2012). Pre-service preschool teachers' views related to qualitative and quantitative data collection based on

their experience. *International Journal of Humanities and Social Science*, 2 (13), 158-165.

Books/Book Chapters

Şahin, İ. T. (2011). *Physical design for classroom management: Perceptions of early childhood teachers*. Germany: LAP Lambert Academic Publishing. (This book is produced from the author's master's thesis)

Conference Papers

Altun, D., Öneren-Şendil, Ç., **Şahin, İ. T.** (2011). Investigating the national dissertation and thesis database in the field of early childhood education in Turkey. *Procedia Social and Behavioral Sciences*, 12, 483-492.

Sak, R., **Şahin, İ. T.**, & Şahin, B. K. (2012). Views of female preschool pre-service teachers about male teaching colleagues. *Procedia Social and Behavioral Sciences*, 47, 586-593.

National

Articles

Akar, H., Tantekin-Erden, F., Tor, D., & **Şahin, İ. T.** (2010). Öğretmenlerin sınıf yönetimi yaklaşımları ve deneyimlerinin incelenmesi [Study on teachers' classroom management approaches and experiences]. *İlköğretim Online [Elementary Education Online]*, 9(2), 792-806. [Online]: <http://ilkogretim-online.org.tr>

Books/Book Chapters

Tuncer, N., Sak, R., & **Şahin, İ. T.** (2011). *Aile eğitimi [Parent education]*. Ankara: Vize yayıncılık.

HOBBIES

Books, movies.

APPENDIX G

TURKISH SUMMARY

1 Giriş

“Sınıf yönetimi” kavramı genellikle “disiplin” ile aynı anlamda kullanılmakta ve istenmeyen davranışları izleme, kontrol etme ve cezalandırma olarak görülmektedir (Hardin, 2004; Martin & Sass, 2010). Bununla birlikte, sınıf yönetiminin esas amacının istenmeyen davranışları azaltmakla birlikte, sınıf içi etkinliklerini sürdürmek olduğunu ifade eden görüşler de vardır (Goss & Ingersoll, 1981). Ancak, bazı araştırmacılar, disiplin ve sınıf yönetimi kavramlarını ayırmışlar ve farklı şekillerde tanımlamışlardır (Burden, 2000; Evertson & Harris, 1999; Evertson & Weinstein, 2006; Good & Brophy, 2000; Iverson, 2003; Weinstein & Mignano, Jr., 2007). Örneğin, Weinstein ve Mignano, Jr. (2007) disiplini, istenmeyen davranışlara verilen bir karşılık olarak tanımlarken; sınıf yönetimini, etkili öğrenme süreci için uygun ortamların yaratılması olarak ifade etmektedir. Yani sınıf yönetimi, Evertson ve Weinstein (2006)’in de belirttiği gibi, yalnızca çocukların davranış yönetimlerine odaklanma durumu değil, öğretmenin çocukların akademik ve sosyal-duygusal becerilerinin gelişimini destekleyebildiği öğrenme ortamları oluşturmak için gerekli olan çabaların tamamıdır. Bu çalışmada da, sınıf yönetimi çok boyutlu bir yapı olarak kabul edilmektedir (Martin & Sass, 2010). Bundan dolayı sınıf yönetimi (1) fiziksel çevrenin düzenlenmesini (Carter & Doyle, 2006; Levin & Nolan, 2007; Weinstein & Novodvorsky, 2011; Weinstein, Romano & Mignano Jr., 2011); (2) etkinliklerin planlanmasını ve programlanmasını (Carter & Doyle, 2006; Levin & Nolan, 2007; Martin & Sass, 2010; Weinstein & Novodvorsky, 2011; Weinstein, Romano & Mignano Jr., 2011); (3) sınıfta etkili ilişki ve iletişim yolları kurulmasını (Levin & Nolan, 2007; Weinstein & Novodvorsky, 2011; Weinstein, Romano & Mignano Jr., 2011) ve (4) çocukların davranışlarının yönetilmesini (Carter & Doyle, 2006; Levin & Nolan, 2007; Martin & Sass, 2010; Weinstein & Novodvorsky, 2011; Weinstein, Romano & Mignano Jr., 2011) içeren çok boyutlu bir yapı olarak açıklanabilir (Martin & Sass, 2010). Bu boyutların etkili yönetimi sadece öğretmenler için değil, aynı zamanda çocuklar için de önemlidir. Çünkü okul öncesi

dönem, çocukların gelecekteki hayatlarını şekillendiren kritik bir süreçtir (Copple & Bredekamp, 2009).

Günümüzün Türkiye'sinde sınıflar gözlemlendiğinde, hala pek çok öğretmenin sınıflarını ödül ve ceza kullanarak yönetmeye çalıştıkları, çocukların da oyun sırasında verilen zorunlu molalardan kaçınmak ya da iyi davranışlarından dolayı bir sakız, sticker ya da gülen yüz kazanmak için çabaladıkları söylenebilir (Akar, Tantekin-Erden, Tor & Şahin, 2010; Kök, Küçüköğlü, Tuğluk & Koçyiğit, 2007). Çocukların davranışlarını yönlendirme, eğitsel etkinliklere odaklandıklarından emin olma ve ödül ya da ceza ile istenmeyen davranışları kontrol etme, davranışçılığa dayanan geleneksel sınıf yönetimi modeli olup aynı zamanda öğretmen merkezlidir (Freiberg & Lamb, 2009; Goss & Ingersoll, 1981). Yani çocuğun davranışı dışsal faktörlerle şekillenir (Fennimore, 1995) ve bu davranışçı model, çocuğun öz-disiplininin gelişimini desteklemez (Freiberg, 1999). Fakat, çocuğun, öğrenme ve gelişim sürecini iyileştirmek için, eğitsel etkinliklerden davranış kontrolüne kadar öğrenme sürecinin tamamında aktif olması, okul öncesi öğretmenlerinin de bu süreçte, çocukların girişimciliği ile öğretmenin kolaylaştırıcılığı arasında bir denge kurabilmesi önemlidir (Winsler & Carlton, 2003). Bu yüzden öğretmenler, eğitim süresince çocukların aktif katılımını desteklemeli (Morrison, 2011), eğitim zamanını etkili bir şekilde yönetebilmeli ve çocukların istenmeyen davranışlarını önlemek için etkili yöntemleri kullanabilmelidir (Pianta, Howes, Burchinal, Bryant, Clifford, Early & Barbarin, 2005). İstenmeyen davranışların engellenmesi için etkili stratejiler, rutin etkinlikler ve uygun zaman yönetimi olmaksızın çocuklar, kaliteli eğitimle ve öğrenmeyi arttıran fırsatlarla biçimlendirilen birtakım önemli becerileri geliştiremezler.

1986 yılında *Küçük Çocukların Eğitimi Ulusal Derneği* (National Association for the Education of Young Children-NAEYC) tarafından, bilginin çocuk gelişimi ve öğrenmeye ilişkin araştırmalara ve eğitimsel etkililiğe dayalı olduğu bir çerçeve oluşturulmuş ve bu çerçeve, Gelişime Uygun Uygulamalar (Developmentally Appropriate Practices-DAP) olarak tanımlanmıştır (Copple & Bredekamp, 2009). Gestwicki (2011, p. 8). Gelişime Uygun Uygulamaları “Çocuk gelişimi ile ilgili bilgilerin, okul öncesi eğitim programları ile ilgili düzenlemeler yapılırken göz

önünde bulundurulması” olarak tanımlamıştır. Copple and Bredekamp (2009, p. xii) ise aynı kavramı “Çocukların nasıl öğrendikleri ve geliştiklerine ilişkin varsayımların yerine, bilgiye dayalı şekilde geliştirilen uygulamalar” olarak açıklamıştır. Bu ifadelerden, hem öğrenme için en iyi yaklaşım ve koşulların, hem de gelişim ve öğrenme düzeylerinin her bir çocuk için farklı olduğu anlaşılabilir. Yani, etkili bir öğrenme süreci için öğretmenin, her bir çocuğun ihtiyaçlarını gözönünde bulundurarak sınıf ortamının düzenlenmesi, eğitim etkinliklerini planlanması, öğretim tekniklerini uyarlanması gibi kararlar alması gerekmektedir (Copple & Bredekamp, 2009). Bir başka deyişle, öğretmen sınıfını etkili yönetmelidir çünkü sınıf yönetimi bir dizi karar ve etkinlikleri içeren geniş ve önemli bir kavramdır (Evertson & Weinstein, 2006; Good & Brophy, 1991). Lemlech (1999)’in de belirttiği gibi sınıf yönetimi, bir orkestrayı yönetmek gibidir. Ancak, öğretmenin rolü belki de daha zordur çünkü bütün karar ve uygulamalarının gelişime uygun olduğundan emin olmalıdır.

Dewey (1910) öğretmenlerin kararlarının ve bu kararları uygulamalarının genellikle onların inanışlarının sonucu olduğunu belirtmiştir. Bu inanışların doğrudan ifade edilmesi pek mümkün olmamakla birlikte, öğretmenlerin yargı, karar ve algılarına yansımaları görülmektedir. Ayrıca bu inanışlar, öğretmenin felsefi yaklaşımıyla birlikte, çocuklar hakkındaki beklentilerini, sınıftaki karar ve uygulamalarını yönlendirmektedir (Vartuli, 2005). Örneğin, davranışçılıktan yapılandırmacılığa doğru bir süreç (continuum) vardır (Sherry, 1998) ve çocukların en iyi nasıl öğrendiklerini açıklayan pek çok da teori bulunmaktadır (Vartuli, 2005). Öğretmenlerin, en iyi öğrenme yolları ile ilgili inanışları ve felsefi yaklaşımları, sınıftaki uygulamalarını da biçimlendirir (Dewey, 1910).

Bu çalışmanın amacı, Türkiye’deki okul öncesi öğretmenlerinin sınıf yönetiminin dört boyutuna ilişkin (sınıfın fiziksel çevresinin düzenlenmesi, etkinliklerin planlanması ve programlanması, sınıfta etkili ilişki ve iletişim yolları kurulması ve çocukların davranışlarının yönetilmesini) inanış ve uygulamalarının ne ölçüde gelişime uygun olduğunu ortaya koymaktır. Bu çalışma çeşitli nedenlerden dolayı önemlidir. Öncelikle, öğretmenlerin gelişime uygun olan ya da olmayan sınıf yönetimi uygulamalarının belirlenmesi ile, ilgili literatüre önemli bir katkı

sağlanması amaçlanmaktadır. Çünkü bu anlamda daha önce yapılan çalışmalar çok sınırlıdır. Örneğin; literatürde, çeşitli çalışmalarda öğretmenlerin inanışları ve gelişime uygun uygulamaları incelemiştir (Abu-Jaber, Al-Shawareb & Gheith, 2010; Erdiller & McMullen, 2003; Han & Neuharth-Pritchett, 2010; Hegde & Cassidy, 2009; Heisner & Lederberg, 2011; McMullen, 1999; McMullen, Elicker, Goetze, Huang, Lee, Mathers, Wen & Yang, 2006; McMullen, Elicker, Wang, Erdiller, Lee, Lin & Sun, 2005; Rentzou & Sakellariou, 2011; Sakellariou & Rentzou, 2011). Ayrıca, sınıf yönetimi ile ilgili olarak da pek çok çalışma yapılmıştır. Ancak bu çalışmaların büyük çoğunluğunun davranış yönetiminin boyutlarına ve disipline odaklandıkları görülmektedir (Dobbs-Oates, Kaderavek, Guo & Justice, 2011; Doppler-Bourassa, Harkins & Mehta, 2008; Erden, 2004; Hoffman, Hutchinson & Reiss, 2009; Jolivette & Steed, 2010; Martin & Sass, 2010; Tillery, Varjas, Meyers & Collins, 2010).

Türkiye’de ise gelişime uygun uygulamalarla ilgili çok az sayıda araştırma yapılmış olmakla birlikte (Erdiller, 2008; Erdiller & McMullen, 2003; McMullen, Elicker, Wang, Erdiller, Lee, Lin, & Sun, 2005), sınıf yönetimine ilişkin çalışmalar dünya literatürü ile benzerlik göstermiş ve genellikle istenmeyen davranışlara ve disiplin yöntemlerine odaklanmışlardır (Tantekin-Erden, Sak & Şahin, 2011; Gezgin, 2009; Karaoğlu, 2002; Şahin, Tantekin-Erden & Sak, 2011; Terzi, 2001; Uyanık-Balat, Şimşek & Akman, 2008; Uysal, Akbaba-Altun & Akgün, 2010). Buna ek olarak, Türkiye’de az sayıda çalışma sınıf yönetiminin boyutları ile çocukların istenmeyen davranışları arasındaki ilişkiyi incelemiştir (Akgün, Yazar & Dinçer, 2011; Gülay & Ekici, 2008; Şahin, 2011; Şahin, Tantekin-Erden & Akar, 2011).

Tüm bu çalışmalar alana katkıları açısından önemli olmakla birlikte, okul öncesi sınıflarında öğretmenlerin, sınıf yönetimi ile ilgili gelişime uygun olan ve olmayan inanış ve uygulamalarını ortaya koymada yeterli değildir. Bu yüzden bu çalışma gelişime uygun okul öncesi uygulamaları, okul öncesinde sınıf yönetimi ve sınıf yönetiminin farklı boyutları konularında literatürdeki eksikliği dolduracağından önemlidir.

Çalışmanın bir diğer önemli boyutu da, sınıf yönetimi boyutlarına ilişkin öğretmenlerin inanış ve uygulamaları arasındaki tutarlılığı belirlemektir. Bu yüzden, öğretmenlerin inanışları ve sınıf ortamlarındaki günlük uygulamaları incelenmiştir. Ayrıca, bu çalışma öğretmenlere, sınıflarındaki bütün uygulamaların temeli olması gereken gelişim ilkeleri ile ilgili inanış ve uygulamalarını gözden geçirme fırsatı vermiştir.

Türk okul öncesi eğitim programının birçok özelliği (Ministry of National Education, 2006; 2012c) gelişime uygun uygulamaların özellikleriyle benzerlik göstermektedir (Copples, & Bredekamp, 2009). Bu nedenle öğretmenlerin inanış ve uygulamaları hakkında elde edilen bilgi, öğretmenlerin Türk programını başarılı uygulamaları için de önemli olacaktır.

2 Yöntem

Bu çalışmanın amacı, Türkiye'deki okul öncesi öğretmenlerinin sınıf yönetiminin dört boyutuna ilişkin (sınıfın fiziksel çevresinin düzenlenmesi, etkinliklerin planlanması ve programlanması, sınıfta etkili ilişki ve iletişim yolları kurulması ve çocukların davranışlarının yönetilmesini) inanış ve uygulamalarının ne ölçüde gelişime uygun olduğunu ortaya koymaktır. Bu amaç göz önünde bulundurularak bu çalışmada beş araştırma sorusu cevaplanmaya çalışılmıştır.

1. Okul öncesi öğretmenlerinin sınıf yönetiminin dört boyutuna ilişkin inanışları nedir?
2. Okul öncesi öğretmenlerinin sınıf yönetiminin dört boyutuna ilişkin kendi söylemlerine dayanan uygulamaları nedir?
3. Okul öncesi öğretmenlerinin sınıf yönetiminin dört boyutuna ilişkin gerçek uygulamaları nedir?
4. Okul öncesi öğretmenlerinin sınıf yönetiminin dört boyutuna ilişkin inanış ve uygulamaları, hangi durumlarda tutarlıdır?
5. Okul öncesi öğretmenlerinin (seçilmiş) sınıf uygulamalarının sebepleri nelerdir?

Bu çalışma nitel bir çalışma olup etnografik durum deseni ile okul öncesi öğretmenlerinin sınıf yönetiminin boyutlarına ilişkin gelişime uygun olan ve olmayan inanış ve uygulamalarını betimlemiştir. Bu çalışmanın deseni, etnografik araştırmalarla bazı ortak özelliklerine sahiptir. Örneğin; bu çalışmada, bir grup insanın inanış, uygulama ve davranışları tanımlanmaya çalışılmıştır (LeCompte & Goetz, 1982). Ayrıca, katılımcılardan doğal ortamlarında veri toplanmıştır (Creswell, 2007; Have, 2004; LeCompte & Goetz, 1982; LeCompte & Schensul, 1999; Tedlock, 2008). Yani, bu çalışmada katılımcılar kendi sınıflarında hiçbir müdahale veya değişiklik olmaksızın gözlemlenmiştir. Diğer bir deyişle, Whitehead (2005)'in de vurguladığı gibi, araştırmacı kontrol altında tutulan bir deney ortamında değil, açık uçlu bir öğrenme sürecinin içindedir. Ayrıca, katılımcıların davranışlarını en az şekilde etkilemek için, araştırmacı sınıfta, katılımcı olmayan gözlemci olmuştur. Etnografik araştırmanın diğer bir özelliği görüşme, gözlem ve döküman incelemesi gibi çoklu veri toplama yöntemlerinin kullanılmasıdır (Eisenhart, 1988; LeCompte & Goetz, 1982; Yıldırım & Şimşek, 2005). Buna ek olarak, etnografik çalışmalarda, okuyucunun araştırma bulgularını başka durumlara da aktarabilmesi ve araştırmanın hangi koşullarda yapıldığını anlayabilmesi için verinin zengin ve derinlemesine betimlenmesi önemlidir (Merriam, 2009).

Ayrıca, gözlemler, görüşmeler, belgeler ve görsel-işitsel materyaller aracılığıyla bir kaç durumu derinlemesine karşılaştırma ve anlama fırsatı verdiği için (Creswell, 2007), bu çalışmada dört okul öncesi öğretmenin bir dönem içerisindeki sınıf yönetimi uygulamalarını tanımlamak için durum çalışması yapılmıştır.

Bu çalışma Türkiye'nin başkenti Ankara'da iki özel ve bir devlet okulunda yapılmıştır. Özel okullardan biri, Keçiören ilçesinde bulunurken, bir özel ve bir devlet okulu da Gölbaşı ilçesindedir. Okulların seçiminde uygun örneklem yöntemi kullanılmış, öğretmenlerin sınıf yönetiminin dört boyutuna ilişkin inanış ve uygulamalarını anlamak için yeterli zamanın olup olmaması göz önünde bulundurulmuştur (Merriam, 2009).

Çalışmanın katılımcısı olan dört öğretmen de benzer şekilde uygun örneklem yöntemi ile seçilmiş yani, katılımcıların bazı kriterlere sahip olup olmadıkları göz

önünde bulundurulmuştur (Merriam, 2009). Öğretmenlerin gönüllü katılımları, okul öncesi öğretmenliği lisans programından mezun olmaları ve Ankara’da Milli Eğitim Bakanlığı’na bağlı anaokullarında görev yapıyor olmaları, bu çalışmanın katılımcılarının seçilme kriterleridir. Çalışmanın amacı da göz önünde bulundurulduğunda, katılımcılardan ikisinin devlet okullarında, diğer ikisinin de özel anaokullarında görev yapıyor olmaları, Türkiye’deki okulların çeşitliliğini yansıtması açısından önemlidir. Ayrıca, yine araştırmanın amacına ulaşmasında en önemli kriterlerden biri olarak, katılımcı öğretmenlerin araştırmacıya sınıf içi etkinliklerini kameraya alması konusunda izin vermeleri önemlidir.

Çalışmanın katılımcıları Ankara’da Milli Eğitim Bakanlığı’na bağlı devlet okullarında ve özel anaokullarında görev yapan dört bayan öğretmendir. Öğretmenlerden üçü üniversitelerin eğitim fakültelerinden mezunken, biri mesleki eğitim fakültesinden mezundur. Ancak, dört katılımcı öğretmen de, okul öncesi öğretmenliği bölümünden mezun olmuştur. Öğretmenlerin mesleki deneyimleri 7 ile 12 yıl arasında değişmekte olup ortalama deneyim süreleri 8.75 yıldır. Bu çalışmadaki öğretmenler 5 ve 6 yaş grubu çocuklarla çalışmaktadırlar. Öğretmenlerden ikisi lisans eğitimleri sırasında sınıf yönetimi dersi almıştır. Ancak, katılımcılardan yalnızca biri, gelişime uygun uygulamaların varlığı ve anlamı hakkında farkındalık sahibidir. Ayrıca devlet okullarında çalışan öğretmenlerin sınıflarının mevcudu, özel okullarda görev yapanların sınıflarınınkinden daha yüksektir.

Bu çalışmanın verileri demografik bilgi formu, görüşmeler (ön-görüşmeler ve kamera uyaranlı görüşmeler), sınıf gözlemleri ve döküman incelenmesi yöntemleriyle toplanmıştır. Çalışmanın başında araştırmacı her bir öğretmene yedi sorudan oluşan bir form vermiş ve bu şekilde onların demografik bilgilerini almıştır. Daha sonra yarı yapılandırılmış bir ön görüşme protokolü ile öğretmenlerin sınıf yönetiminin dört boyutuna ilişkin inanışlarının incelenmesi amaçlanmıştır. Bu protokol, araştırmacı tarafından literatüre dayalı olarak oluşturulmuştur. Yarı-yapılandırılmış bir görüşme tercih edilmiştir çünkü böyle bir görüşmede, hazırlanmış olan protokol sayesinde araştırmacı görüşmenin genel akışı hakkında fikir sahibi olmuş ancak ilave sorularla görüşmeyi derinleştirebilmiştir (Nunan, 1992). Bu

yüzden arařtırmacı ve katılımcılar arasındaki etkileřim, etnografik durum çalışmalarının amacına ulaşmak açısından zenginleřtiricidir.

Bu çalışmadaki gözlem formu, okul öncesi öğretmenlerinin sınıf yönetimine ilişkin uygulamalarının gelişime uygunluğunu belirlemek amacıyla, yine arařtırmacı tarafından geliştirilmiştir.

Çalışmada gözlemlerden edinilen verinin doğrulanması için ikinci bir gözlemci yer almıştır (Adami & Kiger, 2005). Bu gözlemci, okul öncesi öğretmenliği lisans programından mezun olmuş, çocuk gelişimi ve eğitimi alanında yüksek lisans yapmıştır. Ayrıca, dört yıl süreyle okul öncesi öğretmeni olarak görev yapmıştır. Halen, okul öncesi öğretmenliği alanında doktora eğitimini sürdürmektedir. Çalışmanın ikinci gözlemcisine, arařtırmacı tarafından gözlem protokolünün nasıl kullanılacağına anlatıldığı iki günlük bir eğitim verilmiştir.

Bu çalışmada üç kamera uyaranlı görüşme yapılmıştır. Öğretmenlerin sınıf içi etkinliklerinin kamera kayıtları, arařtırmacının ve ikinci gözlemcinin gözlem notları ve döküman inceleme raporları, öğretmenlerin uygulamalarında karar alma süreçlerini ve uygulamalarının nedenlerini ortaya çıkarmak amacıyla birlikte kullanılmıştır. Öğretmen ve arařtırmacı, kamera kayıtlarının, arařtırmacı tarafından seçilmiş bölümlerini birlikte izleyip sınıfta o anda ne olduğunu hatırlamaya çalışmışlardır. Ardından öğretmene, bu uygulamaları neden yaptığı ve bunu yaparken çocuğa nasıl bir fayda sağlamasını amaçladığı sorulmuştur.

Öğretmenlerin etkinlik kitapları, etkinlik planları, günlük etkinlik çizelgeleri, çalışma örnekleri ve sınıflarındaki uygulamalarıyla ilişkili bütün belgeleri (poster, afiş, resim vb.) incelenmiştir. Bu belgeler, arařtırmacıya gözlemleyemediği noktalara ilişkin bilgi sağlamıştır (Patton, 2002). Arařtırmacı, öğretmenlerin çalışmanın başında günlük etkinlik çizelgelerini almış ve gözlem zamanlarını öğretmenlerle birlikte bu akışa göre düzenlemiştir. Ancak, öğretmenlerin günlük etkinlik planları öğretmenin plana bağlılığını etkilememek amacıyla günün sonunda alınmıştır. Ayrıca, gözlem süresince çocukların yaptıkları çalışmalardan ve fotoğraflarından rasgele örnekler seçilmiştir ve bu dökümanlarla ilgili notlar hazırlanmıştır.

Verilerin analiziyle ilgili olarak, ön görüşmelerin kayıtları arařtırmacı tarafından deřifre edilmiř, bu deřifreler, arařtırmacının kendisi ve ikinci bir kodlayıcı tarafından pekçok kez okunmuřtur. Bu sayede görüşmelerle ilgili genel bir fikir edinilmiřtir. Nitel veri analizi süreci, anahtar kelimeleri, kelime tekrarlarını, benzerliklerini ve farklılıklarını bulmayı ve kelime listeleri oluřturmayı içerir (Bernard & Ryan, 2010; Ryan & Bernard, 2003). Bernard ve Ryan (2010)'ın vurguladıkları gibi insanların neden bahsettiklerini anlamak için onların kullandıkları kelimelerin incelenmesi gerekir. Bu yüzden arařtırmacı ve ikinci kodlayıcı kendi kelime listelerini oluřturmuřlardır. Her bir boyut ile ilgili olarak arařtırmacı ve ikinci kodlayıcı hem özgün kelimeler aramıř ve onları listelemiř, hem de verinin içinde kelime tekrarlarını arařtırmıřlardır. Bundan bařka bazı anahtar kelimelere odaklanmıřlardır. Ayrıca, veri analiz süresince bazı sorular arařtırmacı ve ikinci kodlayıcı tarafından sürekli olarak hatırlanmıřtır. Örneęin: “Bu cümle ne hakkındadır?”, ve “Önceki veya sonraki durumlar ile nasıl benzer veya farklıdır?” (Bernard & Ryan, 2010, p.58). Böylece verinin bölümleri içindeki benzerlik ve farklılıklar bulunmaya çalıřılmıřtır. Daha sonra, belirlenen kodlar listelenmiř ve bir uzlařma saęlayana kadar tartıřılmıřtır. Bütün tematik kodlar incelendikten sonra dört ana tema belirlenmiřtir. Bu temalar veriyi açıklamak için önemlidir ve çoęunlukla görüşme ve gözlem formlarında geçen sınıf yönetim boyutlarıyla paraleldir.

1)Fiziksel çevre

2)Etkinliklerin plan ve programlanması

3)İliřki ve iletiřim

4)Davranıř yönetimi

Arařtırmacı bu temalara dayanarak daha detaylı ve destekleyici açıklamalar için katılımcıların cevaplarından doğrudan alıntılar yapmıřtır. Aynı veri analiz yöntemi kamera uyaranlı görüşmeler içinde yapılmıřtır.

Nitel bir çalıřmanın geçerlilięini ve güvenilirlięini arttırmak için birtakım yöntemler bulunmaktadır (Creswell & Miller, 2000; Johnson, 1997; Krefting, 1991). Bu yöntemlerden bazıları bu çalıřmada da kullanılmıřtır.

Araştırmacının durumunu açıklaması (Researcher bias): Araştırmacı önyargısı ve konuyla ilgili geçmiş deneyimleri nitel araştırmalarda açıkça ifade edilmelidir (Creswell, 2007). Araştırmacı bu açıklamalar sayesinde araştırma üzerindeki (veriyi toplama, yorumlama ve analiz etme süreçlerinde) etkisini azaltabilir (Johnson, 1997). Bununla birlikte, Krefting (1991) araştırmacının dinamik araştırma sürecine dahil olduğu için kendisini çalışmanın bağlamında değerlendirmesi gerektiğini vurgulamıştır.

Uzun süreli etkileşim (Prolonged engagement): Araştırmacı katılımcıların güvenini kazanmak ve mevcut kültürü öğrenmek için, görüşme ve gözlemlerine başlamadan önce her bir sınıfta yarım gün geçirmiştir (Creswell & Miller, 2000; Lincoln & Guba, 1985).

Veri toplama yöntemlerini çeşitleme (Triangulation of data collection methods). Görüşme, gözlem ve döküman incelemesi gibi çoklu veri toplama araçları, öğretmenlerin inanış ve uygulamalarını ortaya koymak için kullanılmıştır. Araştırmacı, okul öncesi öğretmenleriyle görüşür, öğretmenlerin ifadelerini gözlem ve döküman analiziyle kontrol eder (Merriam, 2009). Birçok yöntemin birleştirilmesi, araştırmacıya daha iyi kanıtlar sağlar (Johnson, 1997).

Araştırmacı çeşitlemesi (Investigator triangulation): Bu çalışmada iki gözlemci bulunmaktadır ve gözlem verilerinin karşılaştırılması sağlanmıştır (Johnson, 1997; Krefting, 1991).

Ayrıntılı betimleme (Low inference descriptors): Araştırmacı veriyi rapor ederken yorum katmadan kelimesi kelimesine sunmaya çalışmıştır. Ayrıca, bu şekilde sunmanın okuyucuya, katılımcının bakış açısını deneyimleme fırsatı verdiği de düşünülmektedir (Johnson, 1997).

Katılımcının teyidi (Participant feedback/Member-checking): Araştırmacı tarafından hazırlanan katılımcıların görüşlerine ilişkin deşifreler katılımcılarla paylaşılarak, yanlış anlamaların ve verinin ihmalinin önlenmesi amaçlanmıştır. Böylece araştırmacı, katılımcıların görüşlerinin doğru bir şekilde aktarıldığından emin olabilir (Johnson, 1997; Krefting, 1991).

Uzman incelemesi: (Peer examination (peer review): Araştırmanın süreç ve bulguları okul öncesi eğitimi ve nitel araştırma yöntemi konusunda deneyimli meslektaşlarla tartışılmıştır. Bu da araştırmacıya, yorumlarına eleştirel bir değerlendirme alma fırsatı vermiş ve gerektiğinde ek bir veriye ihtiyaç duyulması konusunda farkındalık kazandırmıştır (Johnson, 1997; Krefting, 1991).

Çalışmada güvenilirlik için veri analiz sürecinde ikinci bir araştırmacı bulunmuş ve çıkarılan kodlar karşılaştırılarak ne kadar uyumlu oldukları hesaplanmıştır.

Çalışmanın bazı sınırlılıkları vardır. Görüşme yapılan katılımcı sayısının dört olması, çalışma için bir sınırlılık olarak kabul edilebilir. Çalışmada sadece lisans mezunlarının yer alması, lise ve yüksek okul mezunlarının çalışmada yer almaması da bir diğer sınırlılık olarak görülebilir. Bir diğer sınırlılık ise; katılımcı öğretmenlerin deneyim süreleridir. Çünkü çalışmada yeni mezun ve deneyimli öğretmenler bulunmamaktadır. Son olarak bütün katılımcıların bayan olması da bir sınırlılık olarak düşünülebilir.

3 Bulgular ve tartışma

Fiziksel çevre ile ilgili bulgular göstermiştir ki; çalışmaya katılan dört okul öncesi öğretmeni de okul öncesi sınıflarında hareket alanının geniş olması, öğretmen ve çocukların rahatça hareket edebilmelerine uygun olması ve mobilya ve araç-gereçlerin sınıftakileri engellememesi gerektiğine inanmaktadırlar. Okul öncesi sınıflarının güvenli olması ve mobilyaların köşelerinin sivri olmaması gerektiği de bütün öğretmenler tarafından vurgulanmıştır. Ayrıca, çocukların çalışmalarının sınıfta sergilenmesinin gerekliliği de bütün katılımcıların hemfikir oldukları bir başka noktadır. Gelişime uygun uygulamaların esasları (Copple & Bredekamp, 2009) ve NAEYC'nin onay kriterleri (NAEYC, 2011) göz önünde bulundurulduğunda, katılımcı öğretmenlerin bu inanışlarının gelişime uygun olduğu söylenebilir. Özellikle öğretmenlerin hareket alanı ve sınıf mevcuduna ilişkin inanışları literatürdeki bulgular ile benzerlik göstermektedir. Örneğin, geniş hareket alanının, uygun sınıf mevcudunun ve uygun öğretmen-çocuk oranlarının, çocukların okuma ve matematik başarıları yükselmesi konusunda (Yan & Lin, 2005); sınıf içi etkileşim ve öğrenme zamanının artması ile ilgili (Blatchford, Moriarty, Edmonds & Martin,

2002; Finn & Achilles, 1990; Finn & Achilles, 1999; Finn, Suriani & Achilles, 2007) ve daha esnek öğretim yöntemlerini kullanılmasına fırsat sağlamak anlamında (Finn & Achilles, 1990) yararları olduğu vurgulanmıştır.

Katılımcı öğretmenlerin, sınıfta dayanıklı ve iyi durumda malzemelerin olması, öğrenme alanlarının net olarak ayrılması ve öğrenme alanlarının bağımsız kullanılabilmesi gibi inanışları NAEYC'nin onay kriterleriyle benzerlik göstermektedir (Copple & Bredekamp, 2009). Sadece bir öğretmenin gelişime uygun uygulamaların anlamı hakkında bir farkındalık sahibi olduğu düşünüldüğünde, Türk okul öncesi öğretmenlerinin *gelişime uygun uygulamalar* kavramını bilmemelerine rağmen küçük çocuklar için uygun öğrenme ortamlarının düzenlenmesinde fiziksel çevrenin hazırlanması konusunda farkındalık sahibi oldukları söylenebilir.

Öğretmenlerin fiziksel çevreye ilişkin kendi söylemlerine dayanan uygulamaları incelendiğinde iki katılımcı öğretmen, sınıflarının geniş bir hareket alanına, güvenli ve dayanıklı mobilyalara ve net şekilde ayrılmış çeşitli öğrenme alanlarına sahip olduğunu, diğer iki öğretmen ise, hareket alanının sınıf mevcutları için yeterince geniş olmadığını vurgulamıştır. Sınıfların bu özelliklerinin okul tipiyle ilişkili olabileceği düşünülmektedir çünkü, sınıflarıyla ilgili problem belirten iki öğretmen de devlet okulunda çalışmaktadır. NAEYC'nin onay kriterleri düşünüldüğünde devlet okullarının fiziksel özelliklerinin gelişime uygun olmadığı söylenebilir (NAEYC, 2011). Bu bulgu, Kerem ve Cömert (2005) tarafından yapılan çalışmayla da benzerlik göstermektedir. Kerem ve Cömert (2005), Milli Eğitim Bakanlığı (2010) tarafından okul öncesi kurumlarının fiziksel düzenlemelerine ilişkin bazı standartlar belirlenmesine rağmen bu standartların ve fiziksel çevrenin öneminin genellikle öğretmenler ya da okul idaresi tarafından görmezden geldiğini belirtmişlerdir. Fiziksel çevrenin görmezden gelinmesi gelişime uygun olmayan bir uygulamadır (Copple & Bredekamp, 2009).

Katılımcı öğretmenlerin fiziksel çevreye ilişkin gerçek uygulamalarına bakıldığında ise üç öğretmenin sınıfında yarı özel alanların olmadığı ve sadece bir öğretmenin sınıfında yarı özel alan için uygun yer bulunduğu gözlenmiştir. Bu alanın bulunduğu sınıfta da, her ne kadar bu kısımlar bazen çocuklar tarafından yalnız, bazen de bir

arkadaşla kullanılsa da temeldeyari özel alan olarak tasarlanmamıştır. Öğretmenin çocuklara bu fırsatı sunması, yarı özel alanların önemi ve gerekliliği konusunda farkındalık sahibi olmasıyla açıklanabilir. Yetersiz hareket alanı, uygun olmayan yetişkin-çocuk oranı ve sınırlı öğrenme alanları devlet okullarındaki sınıfların temel problemleridir. Burada göz önünde bulundurulması gereken nokta, gelişime uygun olmama ya da devlet okullarındaki fiziksel yetersizlikler dışsal etkenlerdir ve ya okul yönetimi ya da Milli Eğitim Bakanlığı tarafından belirlenmektedir.

Etkinliklerin planlanmasıyla ilgili olarak dört öğretmenden ikisi günlük akışın esnek olması ve bireysel farklılıkların göz önünde bulundurulması gerektiğini belirtmişlerdir. Bir öğretmen de günlük akışın bahçe etkinliklerini de içermesi gerektiğini söylerken, bir diğer öğretmen, gün içerisinde az hareketli ve çok hareketli etkinliklerin biraraya getirilmesi gerektiğini belirtmiştir. Öğretmenlerin bu inanışları gelişime uygun gözükmeyle birlikte bazı öğretmenlerin gelişime uygun uygulamaların planlanmasına ilişkin önemli noktalar hakkında farkındalık sahibi oldukları söylenebilir (Copple & Bredekamp, 2009). Bundan başka dört öğretmen de, okul öncesi eğitim sınıflarında, şarkı söyleme, beyin fırtınası, tartışma ve gösteri gibi çeşitli öğretim yöntemlerinin kullanılması gerektiğini vurgulamışlardır. Öğretmenlerin bu inanışları, Copple and Bredekamp (2009) tarafından vurgulanan gelişime uygun uygulamaların esasları ile karşılaştırıldığında, dile getirilen yöntemlerin çok sınırlı olduğu söylenebilir. Ayrıca, okul öncesi öğretmenlerinin, gelişime uygun bir günlük etkinlik akışı ve etkili öğretim yöntemleri hakkında tam bir farkındalık sahibi olmadıkları söylenebilir.

Okul öncesi öğretmenlerinin kendi söylemlerine dayanan uygulamalarına bakıldığında, iki öğretmen günlük akışlarının esnek olduğunu belirtmiştir. Dört öğretmenden üçü de, etkinliklerini planlarken çocuklarının özelliklerini göz önünde bulundurduklarını ifade etmişlerdir. Öğretmenlerin bu uygulamalarının gelişime uygun ve birbirleriyle ilişkili oldukları düşünülmektedir. Yani, öğretmen planlama yaparken, her bir çocuğun özelliklerini ve ihtiyaçlarını hesaba katmalıdır (Taylor, 1995). Her bir çocuğun belirli ihtiyaç ve ilgilerini karşılayacak farklı etkinlikler için günlük akış esnek olmalıdır (Hart, Burts & Charlesworth, 1997). Bu yüzden öğretmenler bu iki noktayı birlikte belirtmiş olabilirler. Üç öğretmen günlük

akışlarında serbest oyuna yer verdiklerini ve genelde çocukların, sabah geldikten sonra ya da ayrılmadan önce serbest oyun oynadıklarını vurgulamışlardır. Ayrıca, öğretmenler serbest oyun saatini, eğitimsel bir etkileşim süreci olarak kullandıklarını ifade etmişlerdir.

Öğretmenlerin gerçek uygulamalarına bakıldığında ise, bütün öğretmenlerin etkinliklere yumuşak geçişlerle başladıkları ve az hareketli ile daha hareketli etkinlikleri birleştirdikleri gözlemlenmiştir. Ancak öğretmenlerden hiçbiri günlük uygulamalarında bahçe oyunlarına yer vermemiştir. Etkinlik arasında yumuşak geçişlerin sağlanması gelişime uygundur çünkü bu geçişler sayesinde çocuklar kendini güvende hisseder (Copple & Bredekamp, 2009). Jiron, Brogle ve Giacomini (2012)'nin de belirttiği gibi bu çalışmada da okuma-yazma, dil ve matematik gibi akademik etkinliklerden önce parmak oyunu kullanılmıştır. Ayrıca dört öğretmenin de aynı parmak oyununu söylediği gözlemlenmiştir. Ancak, Denizel-Güven ve Cevher (2005), 93 okul öncesi öğretmeniyle yaptıkları çalışmada, sadece bir öğretmenin çocukların dikkatini çekmek için geçiş etkinlikleri kullandığını, diğer öğretmenlerin ise etkinliğe ilginç yöntemler, grup tartışmaları ya da drama ile başladıklarını bulmuşlardır. Bu farklılık, Denizel-Güven ve Cevher'in (2005) çalışmasındaki katılımcılar ile şu anda yapılan çalışmanın katılımcılarının *yumuşak geçiş etkinliklerinden* aynı şeyi anlamamasından kaynaklanıyor olduğu düşünülebilir. Ayrıca, bahçe oyunlarının eksikliğinin, okul dışındaki oyun alanlarının eksikliğinden ya da sınırlı oyun malzemelerinden kaynaklı olabileceği düşünülmektedir. Durmuşoğlu (2008) da bunu doğrular şekilde, 180 okul öncesi öğretmeniyle yaptığı çalışmada, öğretmenlerin bahçe oyun alanlarını kısmen yeterli ve bahçe oyun malzemelerinin ise yetersiz olarak değerlendirdiklerini ifade etmiştir.

Bütün katılımcıların, gün içerisinde, az hareketli ve daha hareketli sınıf etkinliklerini birleştirdikleri gözlemlenmiştir. Çocuklar genellikle hareketli oldukları, koştukları ve zıpladıkları için öğretmenlerin bu uygulamalarının gelişime uygun olduğu düşünülmektedir. Dans etmek, evcilik oynamak ve bahçede oynamak çocuklar için keyif vericidir. Bu yüzden bu birleştirme, çocukların fiziksel becerilerinin gelişimini desteklemek ve çocukların gelişimsel özelliklerini göz önünde bulundurmaktan açısından önemlidir (Copple & Bredekamp, 2009). Ayrıca öğretmenlerin hiçbirinin

bahçe oyunu oynatmamasının, öğretmenlerin sınıf içi etkinliklerini çocukların becerilerinin gelişimi için ana etkinlikler olarak kabul etmelerinden ve bahçe oyunlarının sadece çocukları eğlendirdiğini düşünmelerinden kaynaklı olabileceği düşünülmektedir. Bu yüzden bahçe oyunları sınıf içi etkinler kadar kabul görmüyor olabilir. Ayrıca, Göl-Güven (2009) de, Türkiye'deki devlet okulları ve özel okul öncesi kurumlarında bahçe etkinlikleriyle ilgili birkaç problem belirlemiştir. Örneğin, bazı devlet okullarının bahçeye sahip olmadığı, bir devlet okulunun da oyun malzemelerinin uygun olmadığı, özel okulların ise çocukların yaşına uygun oyun malzemelerine sahip olmadıkları rapor edilmiştir (Göl-Güven, 2009).

İlişki ve iletişim konusunda ise okul öncesi öğretmenlerinin oldukça farklı inanışlara sahip oldukları bulunmuştur. Yalnız iki öğretmenin, okul öncesi öğretmenlerinin çocuklar ile fiziksel bir temaslarının olması gerektiği konusunda hemfikir oldukları anlaşılmıştır. Öğretmenlerin bu inanışları NAEYC (2011)'nin onay kriterleriyle paralellik göstermektedir. Dört öğretmenden ikisi sınıfta çocukların öğretmenin otoritesini bilmeleri gerektiğini ve öğretmen ile çocukların arkadaş olması gerektiğini vurgulamışlardır. Eğer buradaki otorite, öğretmenin çocukların yaşına uygun ve anlaşılır sınırlamalar koyması ve bu sınırlamaların sebeplerini açıklamasını kastediyorsa öğretmenlerin inanışlarının gelişime uygun olduğu söylenebilir (Copple & Bredekamp, 2009; Gestwicki, 2011; Hyson & Christiansen, 1997). Eğer katı sınırlar koymayı, çocukların öğretmenleriyle olumlu bir ilişki kurmaları için fırsat vermemeyi ve bu durumun sonucunda da çocukların benlik algılarının gelişmemesi ve utangaç olmalarını kastediyorsa, öğretmenlerin inanışlarının gelişime uygun olmadığı söylenebilir (Copple & Bredekamp, 2009; Gestwicki, 2011). Ayrıca, öğretmenlerin öğretmenin otoritesine ilişkin inanışları Şahin, Tantekin-Erden and Sak (2011) tarafından yapılan çalışmada belirtildiği gibi, öğretmenlerin sınıflarında otoriteyi ellerinde tutma isteklerinin bir sonucu da olabilir. Çocuklar arasındaki etkileşimle ilgili olarak, dört öğretmenden ikisi çocuklar arasındaki ilişkiye öğretmenin müdahalesinin sınırlı olması gerektiğini ve onlara özgürce iletişim fırsatı verilmesi gerektiğini belirtmişlerdir. Öğretmenlerin bu inanışlarına paralel olarak, Copple and Bredekamp (2009), öğretmenlerin çocukların birbirlerini tanması ve

birlikte çalışmalarını için birçok fırsatlar sağlaması ve çocukların etkileşimini kolaylaştırması gerektiğini belirtmişlerdir.

Öğretmenlerin kendi söylemlerine dayanan uygulamaları incelendiğinde ise, iki öğretmen çocukların birbirleriyle özgürce iletişim ve etkilemiş içinde olmaları için fırsat verdiklerini belirtmişlerdir. Öğretmenlerin uygulamaları gelişime uygun uygulamalara paralel gözükmektedir çünkü Copple ve Bredekamp (2009) çocukların pozitif etkileşimlerinin ve arkadaşlıklarının okul öncesi dönemde geliştirilmesi gerektiğini belirtmişlerdir. Katılımcı öğretmenlerin uygulamaları, çocukların hayatlarında olumlu sosyal etkileşimlerin azlığının, onlar için olumsuz sonuçlara neden olabileceği konusunda bir farkındalık sahibi olabildiklerinin sonucu olabilir (Ostrosky & Meadan, 2010).

Öğretmenlerin gerçek uygulamalarına bakıldığında ise bütün katılımcı öğretmenlerin sınıflarında olumlu rol model oldukları ve çocukların arkadaşlarıyla olumlu etkileşim içerisinde olmalarını destekledikleri gözlemlenmiştir. Her iki uygulamanın da gelişime uygun uygulamaların prensipleriyle paralellik gösterdiği düşünülmektedir (Copple & Bredekamp, 2009). Öğretmenlerin bu uygulamalarının, öğretmenlerin kendi davranışlarının çocukların davranışlarını nasıl etkilediği konusunda bir farkındalık sahibi olmalarıyla ilişkili olabileceği düşünülmektedir (Dağlıoğlu, 2008; Lumpkin, 2008). Ayrıca, toplumun öğretmenlerden kibar, samimi ve Türkçe'yi akıcı bir şekilde konuşma gibi beklentilerinin olmasının da öğretmen davranışları üzerinde etkili olmuş olması mümkündür.

Davranış yönetimi konusunda okul öncesi öğretmenlerinin inanışları incelendiğinde dört öğretmenden üçü sınıfta kuralların görsel olarak sergilenmesi gerektiğini vurgulamıştır. İki öğretmen kuralların basit, çocukların yaşına uygun olarak ve çocuklarla birlikte belirlenmesi gerektiğini vurgulamışlardır. Öğretmenlerin bu inanışları gelişime uygun uygulamaların prensipleriyle paralellik göstermektedir. Copple ve Bredekamp (2009) sınıf kurallarının küçük çocuklar tarafından anlaşılabilir olması gerektiğini ve okul öncesi çocukları kuralları tartışmak için yeterli olgunluğa erişmiş iseler kuralları oluşturma sürecine dahil olmaları gerektiğini dile getirmişlerdir. Öğretmenlerin bu inanışları çocukların eğitim sürecinin bütün

aşamalarına aktif katılımı görüşüyle de tutarlılık göstermektedir (Canedo & Woodard, 2000).

Katılımcı öğretmenlerin kendi söylemlerine dayanan uygulamaları incelendiğinde ise öğretmenler birbirlerinden oldukça farklı uygulamalar belirtmişlerdir. Ancak öğretmenlerden ikisi kuralları kendilerinin oluşturduğunu ve bu kuralların sınıfta yazılı olarak bulunmadığını ifade etmişlerdir. Öğretmenlerin her iki uygulamaları da gelişime uygun değildir çünkü çocukların öz-düzenleme becerileri gelişime uygun uygulamalarda önemlidir (Copple and Bredekamp, 2009). Bodrova ve Leong (2008) kuralların öğretmen tarafından oluşturulmasının çocukların öz-düzenleme kapasitelerinde artışı engelleyeceğini belirtmişlerdir. Öğretmenlerin gerçek uygulamalarıyla ilgili olarak da bütün öğretmenlerin aynı kuralları sınıflarında uyguladıkları gözlemlenmiştir. Ayrıca, bazı öğretmenlerin, kuralları senenin başında çocuklar ile birlikte oluşturmaları, gelişime uygun uygulamalara paralellik göstermektedir. Bu bulgu Akar, Tantekin-Erden, Tor ve Şahin (2010)'in çalışmasıyla da desteklenmektedir. Ancak bir öğretmen dönemin başında çocukların kurallar hakkında farkındalık sahibi olmadıklarından kuralları kendisinin oluşturduğunu belirtmiştir.

Öğretmenlerin inanış ve uygulamalarının tutarlılığıyla ilgili bulgular incelendiğinde dört öğretmenden ikisinin fiziksel çevreye ilişkin genelde inanış ve uygulamalarının tutarlı olduğu diğer iki öğretmenin ise genelde tutarsız olduğu bulunmuştur. Bu bulgunun görev yapılan okul türüyle ilişkili olabileceği düşünülmüştür çünkü bulgular incelendiğinde özel okulda çalışan öğretmenlerin inanış ve uygulamalarının genelde tutarlı olduğu, devlet okulunda çalışan öğretmenlerin inanış ve uygulamalarının ise tutarsız olduğu görülmüştür. Ayrıca dört okul öncesi öğretmenin inanışları gelişime uygun uygulamalara yakın iken yetersiz hareket alanı, yüksek sınıf mevcutları ve öğrenme alanlarının yetersizlikleri gibi okula ilişkin özelliklerden kaynaklanan durumlar gelişime uygun değildir. Jambunathan ve Caulfield (2008)'in çalışması da bu bulguyla benzerlik göstermektedir. Hintli okul öncesi öğretmenleri, öğretmen-çocuk oranından (1/20), malzeme eksikliğinden, bilgi eksikliğinden ve müdürün sınavlarla ilgili baskısından dolayı sınıflarında gelişime uygun etkinlikleri sınırlı şekilde uygulayabildiklerini ifade etmişlerdir (Jambunathan

& Caulfield, 2008). Ayrıca, fiziksel özellikler ve sınıfın düzenlenmesi genelde öğretmenler tarafından yapılmamaktadır.

Öğretmenlerin okul öncesi eğitim sınıflarında, çocuklara çeşitli öğrenme deneyimleri ve uygulama malzemelerin sağlanması gerektiğine ilişkin inanış, kendi söylemlerine dayanan uygulamaları ile gerçek uygulamalarının tutarlı olduğu görülmüştür. Katılımcı öğretmenler çocukların dikkatini çekmek için bilgisayar, doğal nesnelere, müzik aletleri, kostümler, manipülatif materyaller ve blokları kendi sınıflarında kullanmaktadırlar. Bu öğrenme deneyimleri ve malzemeler gelişime uygundur çünkü çocukların ilgilerini çekmekte, onların öz düzenlemelerini desteklemekte, akıl yürütme ve problem çözme becerilerini geliştirmek için fırsatlar sağlamaktadır (Copple & Bredekamp, 2009). Ayrıca birçok araştırmacı çeşitli öğrenme deneyimlerinin ve uygulama malzemelerinin etkili bir öğrenme süreci için önemini vurgulamıştır. (Elkind, 2001; Morrison, 2011; Solak, 2007; Walsh & Gardner, 2005). İlişki ve iletişimle ilgili olarak her ne kadar bir öğretmen kendi uygulamaları hakkında bir bilgi vermemişse de, diğer öğretmenlerin olumlu arkadaş etkileşimini geliştirmek konusundaki inanış ve uygulamalarının tutarlı olduğu gözlemlenmiştir. Okul öncesi öğretmenlerinin küçük çocukların öğrenmesi için sosyal etkileşimin önemi konusunda bir farkındalık sahibi olmalarının bu tutarlılıkta etkili olmuş olabileceği düşünülmektedir (Henderson & Atencio, 2007).

Okul öncesi öğretmenlerinin davranış yönetimi konusunda değişik disiplin yöntemlerinin kullanılmasına ilişkin inanış ve uygulamalarının tutarlı olduğu bulunmuştur. Ayrıca, çalışmanın bulguları, okulun fiziksel özellikleri ile çocukların özelliklerinin, sınıf yönetiminin dört boyutuna ilişkin öğretmen uygulamalarını etkilediklerini göstermiştir.

Çalışmanın bulguları, okul öncesi öğretmenlerinin inanışlarının uygulamalarına göre gelişime daha uygun olduğunu ortaya koymuştur. Bu bulgular literatür ile benzerlik göstermektedir (Hegde & Cassidy; Rentzou & Sakellariou, 2011). Bu bulguya paralel olarak, Erdiller and McMullen (2003), Türkiye’de gelişime uygun etkinliklerin yapılmasını, okulların fiziksel koşullarının ve kaynaklarının engellediğini belirtmişlerdir. Okul öncesi öğretmenleri tarafından, net ayrılmış

öğrenme alanları, gün içerisinde farklı gruplamalar, daha az hareketli ve daha çok hareketli etkinliklerin birleştirilmesi ve sınıf içi ile bahçe etkinliklerinin daha geniş ve yeterli hareket alanı gerektirmesi gibi gelişime uygun uygulamaların bazı özellikleri göz önünde bulundurulmaktadır. Ancak, okulların fiziksel koşulların yetersizliği düşünüldüğünde, ilk adım olarak okulların fiziksel çevrelerinin tekrar düzenlenmesi gerekmektedir.

Bir taraftan okulların fiziksel özellikleri okul öncesi öğretmenlerinin gelişime uygun olmalarını engellerken, diğer taraftan çocukların özellikleri belki de daha gelişime uygun etkinlikler oluşturmaları için onları güdüleyebilir. Örneğin, öğretmenler, çocukların dikkatini çekmek, motivasyon ve odaklanmalarını arttırmak, onları teşvik etmek, onları bir sonraki etkinliğe hazırlamak, onlara farklı deneyimler sağlamak, çocukların birbirleri arasında ve öğretmen ve çocuk arasında eğitimsel etkileşim kurmak, çocuklar için bazı durumları somutlaştırmak için etkinlikler hazırladıklarını belirtmişlerdir. Bu yüzden öğretmen bir etkinliği planlarken çocukların bireysel farklılıklarını ve birkaç öğrenme etkinliğiyle meşgul olmalarını sağlamayı göz önünde bulundurulmalıdır.

4 Öneriler

Bu çalışmada Türk okul öncesi öğretmenlerinin sınıf yönetiminin dört boyutuna ilişkin gelişime uygun olan ve uygun olmayan inanış ve uygulamalarını incelemek amaçlanmıştır. Bu çalışmanın bulguları sınıf yönetimiyle ilgili literatüre okul öncesi öğretmenlerinin inanış ve uygulamaları hakkında bazı katkılarda bulunmuştur. Konunun daha geniş bir resmini oluşturmak için aynı çalışma nicel yöntemle ve daha büyük bir örneklem grubuyla yapılabilir. Okul öncesi öğretmenlerinin öz geçmişlerinin onların inanış ve uygulamaları üzerindeki etkileri daha sonraki karşılaştırmalı çalışmalarda yapılabilir. Ayrıca, Türkiye’de erkek okul öncesi öğretmenlerinin oranı Milli Eğitim Bakanlığı’nın 2012 istatistiklerine göre % 5.28’dir (Ministry of National Education, 2012b). Bu oran göz önünde bulundurulduğunda erkek okul öncesi öğretmenlerinin sınıf yönetiminin dört boyutuna ilişkin gelişime uygun olan ve olmayan inanış ve uygulamaları incelenebilir. Bununla birlikte, erkek öğretmenlerin inanış ve uygulamaları bayan

öğretmenlerin inanış ve uygulamalarıyla karşılaştırılabilir. Türkiye’de hem yeni göreve başlamış öğretmenler hem de orta ve kıdemli okul öncesi öğretmenleri bulunmaktadır. Aynı çalışma bu öğretmenlerin inanış ve uygulamalarını karşılaştırarak yapılabilir. Son olarak, aynı çalışma Türkiye’nin farklı bölge ve şehirlerinde konuya ilişkin daha geniş bir resim oluşturmak için yapılabilir.

KAYNAKÇA

- Abu-Jaber, M., Al-Shawareb, A., & Gheith, E. (2010). Kindergarten teachers' beliefs toward developmentally appropriate practice in Jordan. *Early Childhood Education Journal*, 38, 65-74.
- Adami, M. F., & Kiger, A. (2005). The use of triangulation for completeness purposes. *Nurse Researcher*, 12(4), 19-29.
- Akar, H., Tantekin-Erden, F., Tor, D., & Şahin, İ. T. (2010). Öğretmenlerin sınıf yönetimi yaklaşımları ve deneyimlerinin incelenmesi [Study on teachers' classroom management approaches and experiences]. *İlköğretim Online [Elementary Education Online]*, 9(2), 792-806. [Online]:<http://ilkogretim-online.org.tr>
- Akgün, E., Yarar, M., & Dinçer, Ç. (2011). Okul öncesi öğretmenlerinin sınıf içi etkinliklerde kullandıkları sınıf yönetimi stratejilerinin incelenmesi [The evaluation of classroom management strategies of preschool teachers in classroom activities]. *Pegem Eğitim ve Öğretim Dergisi [Pegem Journal of Education and Instruction]*, 1(3), 1-9.
- Bernard, H. R., & Ryan, G. W. (2010). *Analyzing qualitative data: Systematic Approaches*. Thousand Oaks, Calif: Sage Publications.
- Blatchford, P., Moriarty, V., Edmonds, S., & Martin C. (2002). Relationships between class size and teaching: A multi-method analysis of English infant schools. *American Educational Research Journal*, 39 (1), 101-132.
- Bodrova, E., & Leong, D. J. (2008). Developing self-regulation in kindergarten: Can we keep all the crickets in basket? *Young Children*, 63(2), 56-58.
- Burden, P. R. (2000). *Powerful classroom management strategies: Motivating students to learn*. Thousand Oaks, CA: Corwin Press.
- Canedo, M., & Woodard, C. (2000). Learner-centered sites. *Childhood Education*, 76(5), 289-291. Retrieved from <http://search.ebscohost.com/login.aspx?direct=true&db=eric&AN=EJ610314&site=ehost-live&scope=site> on April 20, 2013.

- Carter, K. & Doyle, W., (2006). Classroom management in early childhood and elementary classrooms. In C. Evertson & C. S. Weinstein (Eds). *Handbook of classroom management: research, practice, and contemporary issues* (pp. 373-406). Mahwah, N.J.: Lawrence Erlbaum Associates.
- Copple, C., & Bredekamp, S. (2009). *Developmentally appropriate practice in early childhood programs: Serving children from birth through age 8*. Washington DC: NAEYC.
- Creswell, J. W. (2007). *Qualitative inquiry and research design: Choosing among five approaches*. Thousand Oaks, Calif: Sage Publications.
- Creswell, J. W., & Miller, D. W. (2000). Determining validity in qualitative inquiry. *Theory into practice*, 39(3), 124-130.
- Dağlıoğlu, H. E. (2008). Okul öncesi öğretmeninin özellikleri ve okul öncesi eğitime öğretmen yetiştirme. In G. Haktanır (Ed.). *Okul öncesi eğitime giriş*. Ankara: Anı.
- Denizel-Güven, E., & Cevher, N. F. (2005). Okul öncesi öğretmenlerinin sınıf yönetimi becerilerinin çeşitli değişkenler açısından incelenmesi [The level of preschool teachers' classroom management skills and its relations with different variables]. *Pamukkale Üniversitesi Eğitim Fakültesi Dergisi*, 2(18), 1-22.
- Dewey, J. (1910). *How we think*. Lexington, Mass: D.C. Heath.
- Dobbs-Oates, J., Kaderavek, J. N., Guo, Y., & Justice, L. M. (2011). Effective behavior management in preschool classrooms and children's task orientation: Enhancing emergent literacy and language development. *Early Childhood Research Quarterly*, 26, 420-429.
- Doppler-Bourassa, E., Harkins, D. A., & Mehta, C. M. (2008). Emerging empowerment: Conflict resolution intervention and preschool teachers' reports of conflict behavior. *Early Education and Development*, 19 (6), 885-906.

- Durmuşoğlu, M. C. (2008). An examination on the opinions of preschool teachers about the preschool learning settings in their schools. *Eurasian Journal of Educational Research*, 32, 39-54.
- Eisenhart, M. A. (1988). The ethnographic research tradition and mathematics education research. *Journal for Research in Mathematics Education*, 19(2), 99-114.
- Elkind, D. (2001). Early childhood education: Developmental or academic. *Education Next* [Online]. Retrieved from http://media.hoover.org/sites/default/files/documents/ednext20012unabridged_elkind.pdf on April 26, 2013.
- Erden, F. (2004). Early childhood teachers' attitudes toward gender roles and toward discipline. *Hacettepe University Journal of Education*, 27, 83-90.
- Erdiller, Z. B. (2008). *Profile of Turkish early childhood education teachers and their beliefs regarding DAP*. Paper was presented at the European Conference on Educational Research, Gothenburg, SWEDEN.
- Erdiller, Z. B., & McMullen, M. B. (2003). Turkish teachers' beliefs about developmentally appropriate practices in early childhood education. *Hacettepe University Journal of Education*, 25, 84-93.
- Evertson, C., & Harris, S. (1999). Support for managing learning-centered classrooms: The classroom management and organization program. In H. Jerome Freiberg (Ed.). *Beyond behaviorism: Changing the classroom management paradigm* (pp. 57-74). Boston, MS: Allyn & Bacon.
- Evertson, C. M., & Weinstein, C. S. (2006). Classroom management as a field of inquiry. In C. M. Evertson & C. S. Weinstein (Eds). *Handbook of classroom management: Research, practice, and contemporary issues* (pp. 3-15). Mahwah, NJ: Lawrence Erlbaum Associates.
- Fennimore, B. S. (1995). *Student-centered classroom management*. Albany: Delmar Publishers.

- Finn, J. D., & Achilles, C. M. (1990). Answers and questions about class size: A statewide experiment. *American Educational Research Journal*, 27 (3), 557-577.
- Finn, J. D., & Achilles, C. M. (1999). Tennessee's class size study: Findings, implications, misconceptions. *Educational Evaluation and Policy Analysis*, 21 (2), 97-109.
- Finn, J. D., Suriani, A. E., & Achilles, C. M. (2007). *Small classes in the early grades: One policy-multiple outcomes*. Paper was presented at the National Invitational Conference of the Early Childhood Research Collaborative, Minneapolis, MN.
- Gestwicki, C. (2011). *Developmentally appropriate practice: Curriculum and development in early education*. Belmont, CA: Wadsworth, Cengage Learning.
- Gezgin, N. (2009). The classroom management strategies that preschool education teachers use. Unpublished Master's Thesis, Uludağ University, Bursa, Turkey.
- Freiberg, H. J. (1999). *Beyond behaviorism: Changing the classroom management paradigm*. Boston: Allyn and Bacon.
- Freiberg, H. J., & Lamb, S. M. (2009). Dimensions of person-centered classroom management. *Theory Into Practice*, 48, 99-105.
- Good, T. L., & Brophy, J. E. (1991). *Looking in classrooms* (5th ed.). New York, NY: Harper Collins.
- Good, T. L., & Brophy, J. E. (2000). *Looking in classrooms* (8th ed.). New York, NY: Addison-Wesley Educational Publishers.
- Goss, S. S., & Ingersoll, G. M. (1981). *Management of disruptive and off-task behaviors: Selected Resources. Bibliographies*. (ERIC Document Reproduction Services No. ED 200 520).
- Göl-Güven, M. (2009). Evaluation of the quality of early childhood classrooms in Turkey. *Early Child Development and Care*, (4)179, 437-451.

- Gülay, H., & Ekici, G. (2008). *Okul oncesi donem cocuklarinin okula uyum duzeyleri ile okul oncesi egitimi ogretmenlerinin sinif yonetimi profilleri arasindaki iliskinin incelenmesi [Investigation of the relation between levels of school adjustment of preschool children and preschool teachers' classroom management profiles]*. Paper was presented at the 17th National Conference on Educational Science, Sakarya, TURKEY.
- Han, J., & Neuharth-Pritchett, S. (2010). Beliefs about classroom practices and teachers' education level: An examination of developmentally appropriate and inappropriate beliefs in early childhood classrooms. *Journal of Early Childhood Teacher Education, 31*, 307-321.
- Hardin, C.J. (2004). *Effective classroom management: Models and strategies for today's classrooms*. Upper Saddle River, N.J.: Pearson/Merrill/Prentice Hall.
- Hart, C. H., Burts, D. C., & Charlesworth, R. (1997). Integrated developmentally appropriate curriculum. In C. H., Hart, D. C., Burts & R. Charlesworth (Eds). *Integrated curriculum and developmentally appropriate practice: Birth to age eight* (pp. 1-27). New York : State University of New York Press
- Have, P. T. (2004). *Understanding qualitative research and ethnomethodology*. Thousand Oaks, CA : Sage Publications.
- Hegde, A. V., & Cassidy, D. J. (2009). Teachers' beliefs and practices regarding developmentally appropriate practices: A study conducted in India. *Early Child Development and Care, 179* (7), 837-847.
- Heisner, M. J., & Lederberg, A. R. (2011). The impact of child development associate training on the beliefs and practices of preschool teachers. *Early Childhood Research Quarterly, 26*, 227-236.
- Henderson, T. Z. & Atencio, D. J. (2007). Integration of play, learning, and experience: What museums afford young visitors. *Early Childhood Education Journal, 35*, 245-251.

- Hoffman, L.L., Hutchinson, C. J., & Reiss, E. (2009). On improve school climate: Reducing reliance on rewards and punishment. *International Journal of Whole Schooling*, 5(1), 13-24.
- Hyson, M. C., & Christiansen, S. L. (1997). Developmentally appropriate guidance and the integrated curriculum. In C. H., Hart, D. C., Burts & R. Charlesworth (Eds). *Integrated curriculum and developmentally appropriate practice: Birth to age eight* (pp. 285-312). New York: State University of New York Press.
- Iverson, A. M. (2003). *Building competence in classroom management and discipline*. Upper Saddle River, NJ: Merrill/Prentice-Hall.
- Jambunathan, S., & Caulfield, M. (2008). Developmentally appropriate practices in Asian Indian early childhood classroom. *Early Childhood Development and Care*, 178 (3), 251-258.
- Jiron, A., Brogle, B., & Giacomini, J. (2012). *how to help your child transition smoothly between places and activities*. FL: Technical Assistance Center on Social Emotional Intervention (TACSEI) for Young Children. Retrieved from http://www.challengingbehavior.org/do/resources/documents/bkpk_transitions.pdf on March 25, 2013.
- Johnson, R. B. (1997). Examining the validity structure of qualitative research. *Education*, 118 (2), 282-292.
- Jolivette, K., & Steed, E. A. (2010). Classroom management strategies for young children with challenging behavior within early childhood settings. *NHSA Dialog*, 13 (3), 198-213.
- Karaoğlu, M. (2002). *Misbehaviors confronted in preschool education institution and dealing with them*. Unpublished Master's Thesis, Pamukkale University, Denizli, Turkey.
- Kerem, E. A., & Cömert, D. (2005). Türkiye’de okul öncesi eğitimin sorunları ve çözüm önerileri [Problems of pre-school education in Turkey and some suggestions for solving those problems]. *Eurasian Journal of Educational Research*, 21, 155 - 172.

- Kök, M., Küçükoğlu, A., Tuğluk, M. N., & Koçyiğit, S. (2007). Okul öncesi eğitiminin sorunlarına ilişkin öğretmen görüşleri (Erzurum ili örneği) [Teacheris opinions on the problems of early childhood education.] *Atatürk Üniversitesi Kâzım Karabekir Eğitim Fakültesi Dergisi [Journal of Kâzım Karabekir Education Faculty]*, 16, 160-171.
- Krefting, L. (1991). Rigor in qualitative research: The assessment of trustworthiness. *The American Journal of Occupational Therapy*, 45, 214-222.
- LeCompte, M. D., & Goetz, J. P. (1982). Ethnographic data collection in evaluation research. *Educational Evaluation and Policy Analysis*, 4(3), 387-400.
- LeCompte, M. D., & Schensul, J. J. (1999). *Designing and conducting ethnographic research*. Lanham, MD: AltaMira Press.
- Lemlech, J. K. (1999). *Classroom management: Methods and techniques for elementary and secondary teachers*. New York: Longman.
- Levin, J., & Nolan, J. F. (2007). *Principles of classroom management: A professional decision-making model*. Boston: Pearson/Allyn and Bacon.
- Lincoln, Y. S., & Guba, E. G. (1985). *Naturalistic inquiry*. Beverly Hills, CA: Sage Publications, Inc.
- Lumpkin, A. (2008). Teachers as role models: Teaching character and moral virtues. *Journal of Physical Education, Recreation & Dance (JOPERD)*, 79 (2), 45-49.
- Martin, N. K., & Sass, D. A. (2010). Construct validation of the Behavior and Instructional Management Scale. *Teaching and Teacher Education*, 26, 1124-1135.
- McMullen, M. B. (1999). Characteristics of teachers who talk the DAP talk and walk the DAP walk. *Journal of Research in Childhood Education*, 13 (2), 216-230.
- McMullen, M. B., Elicker, J., Goetze, G., Huang, H. H., Lee, S. M., Mathers, C., ... Yang, H. Y. (2006). Using collaborative assessment to examine the relationship between self-reported beliefs and the documentable practices of preschool teachers. *Early Childhood Education Journal*, 33(6), 81-91.

- McMullen, M. B., Elicker, J., Wang, J., Erdiller, Z., Lee, S. M., & Sun, P. Y. (2005). Comparing beliefs about appropriate practice among early childhood education professionals from the U.S., China, Taiwan, Korea and Turkey. *Early Childhood Research Quarterly*, 20(4), 451-464.
- Merriam, S. B. (2009). *Qualitative research: A guide to design and implementation*. CA: Jossey-Bass.
- Ministry of National Education (2006). *Okul öncesi eğitim programı: 36-72 aylık çocuklar için [Early childhood education program: For 36-72 month-old children]*. Ankara: MEB.
- Ministry of National Education. (2012b). *National education statistics: Formal education 2011-2012*. Retrieved from http://sgb.meb.gov.tr/meb_iys_dosyalar/2012_12/06021046_meb_istatistikleri_orgun_egitim_2011_2012.pdf on February 7, 2013.
- Ministry of National Education (2012c). *Okul öncesi eğitim programı [Early childhood education program]*. Ankara: MEB.
- Morrison, G. S. (2011). *Early childhood education today*. Upper Saddle River, N.J: Merrill/Prentice Hall.
- NAEYC. (2011). All criteria document. Retrieved from <http://www.naeyc.org/files/academy/file/AllCriteriaDocument.pdf> on March 11, 2012.
- Nunan, D. (1992). *Research methods in language learning*. New York, NY: Cambridge University Press.
- Ostrosky, M. M., & Meadan, H. (2010). Helping children play and learn together. *Young Children*, 65(1), 104-110.
- Patton, M. Q. (2002). *Qualitative research and evaluation methods*. Thousand Oaks, Calif: Sage Publications.
- Pianta, R., Howes, C., Burchinal, M., Bryant, D., Clifford, R., Early, D., & Barbarin, O. (2005). Features of pre-kindergarten programs, classrooms, and teachers:

- Do they predict observed classroom quality and child-teacher interactions?
Applied Developmental Science, 9 (3), 144-159.
- Rentzou, K., & Sakellariou, M. (2011). Greek pre-service kindergarten teachers' beliefs about and practices of developmentally appropriate practices in early childhood education. *Early Child Development and Care*, 181 (8), 1047-1061.
- Ryan, G. W., & Bernard, H. R. (2003). Techniques to identify themes. *Field Methods*, 15(1), 85-109.
- Sakellariou, M., & Rentzou, K. (2011). Cypriot pre-service kindergarten teachers' beliefs about and practices of developmentally appropriate practices in early childhood education. *Early Child Development and Care*, 181 (10), 1381-1396.
- Sherry, A. C. (1998). Evaluation of multimedia authoring instruction based in a behaviorist-cognitive-constructivist continuum. *International Journal of Instructional Media*, 25(2), 201-216.
- Şahin, İ. T. (2011). *Physical design for classroom management: Perceptions of early childhood teachers*. Germany: LAP Lambert Academic Publishing.
- Şahin, İ. T., Tantekin-Erden, F., & Sak, R. (2011, July). *Application of peer mediation in Turkey according to preschool teachers*. Paper was presented at the 63rd OMEP World Conference, HONG KONG.
- Şahin, İ. T., Tantekin-Erden, F. & Akar, H. (2011). The influence of the physical environment on early childhood education classroom management. *Eurasian Journal of Educational Research*, 44, 185-202.
- Tantekin-Erden, F., Sak, R. & Şahin, İ. T. (2011, July). *Views of pre-service early childhood teachers regarding classroom management models*. Paper was presented at the 63rd OMEP World Conference, HONG KONG.
- Tedlock, B. (2008). The observation of participation and the emergence of public ethnography. In N. K. Denzin & Y. S. Lincoln (Eds). *Strategies of qualitative inquiry* (pp. 151-171). Los Angeles: SAGE Publications.

- Terzi, C. (2001). *Identifying the opinions of teachers on classroom management styles*. Unpublished Master's Thesis, Anadolu University, Eskişehir, Turkey.
- Tillery, A. D., Varjas, K., Meyers, J., & Collins, A. S. (2010). General education teachers' perceptions of behavior management and intervention strategies. *Journal of Positive Behavior Interventions, 12* (2), 86-102.
- Uyanık-Balat, G., Şimşek, Z., & Akman, B. (2008). A comparative study on mothers' and teachers' evaluation of behavior problems of children attending preschool education. *Hacettepe University Journal of Education, 34*, 263-275.
- Uysal, H., Akbaba-Altun, S., & Akgün, E. (2010). Okulöncesi öğretmenlerinin çocukların istenmeyen davranışları karşısında uyguladıkları stratejiler [The strategies preschool teachers use when confronted with children's undesired behaviors]. *İlköğretim Online [Elementary Education Online], 9*(3), 971-979. [Online]: <http://ilkogretim-online.org.tr>
- Vartuli, S. (2005). Beliefs: The heart of teaching. *YC Young Children, 60*(5), 76-86.
- Walsh, G., & Gardner, J. (2005). Assessing the quality of early years learning environments. *Early Childhood Research & Practice, 7*(1). Retrieved from <http://ecrp.uiuc.edu/v7n1/walsh.html> on April 8, 2013.
- Weinstein, C. S., & Novodvorsky, I. (2011). *Middle and secondary classroom management: Lessons from research and practice*. New York: McGraw-Hill.
- Weinstein, C. S., & Mignano Jr., A. J. (2007). *Elementary classroom management: Lessons from research and practice*. New York: McGraw-Hill.
- Weinstein, C. S., Romano, M., & Mignano Jr., A. J. (2011). *Elementary classroom management: Lessons from research and practice*. New York: McGraw-Hill.
- Whitehead, T. L. (2005). Basic classical ethnographic research methods: Secondary data analysis, fieldwork, observation/participant observation, and informal and semi-structured interviewing. Retrieved from <http://www.cusag.umd.edu/documents/WorkingPapers/ClassicalEthnoMethods.pdf> on April 8, 2013.

Winsler, A., & Carlton, M. P. (2003). Observations of children's task activities and social interactions in relation to teacher perceptions in a child-centered preschool: Are we leaving too much to chance? *Early Education & Development, 14* (2), 155-178.

Yıldırım, A. & Şimşek, H., (2005). *Sosyal bilimlerde nitel araştırma yöntemleri [Qualitative research methods in social sciences]*. Ankara: Seçkin.

APPENDIX H
TEZ FOTOKOPİSİ İZİN FORMU

ENSTİTÜ

Fen Bilimleri Enstitüsü

Sosyal Bilimler Enstitüsü

Uygulamalı Matematik Enstitüsü

Enformatik Enstitüsü

Deniz Bilimleri Enstitüsü

YAZARIN

Soyadı : Şahin

Adı : İkbal Tuba

Bölümü : Okul Öncesi Öğretmenliği

TEZİN ADI (İngilizce) : Preschool Teachers' Beliefs And Practices Related
To Developmentally Appropriate Classroom Management

TEZİN TÜRÜ : Yüksek Lisans

Doktora

1. Tezimin tamamından kaynak gösterilmek şartıyla fotokopi alınabilir.
2. Tezimin içindekiler sayfası, özet, indeks sayfalarından ve/veya bir bölümünden kaynak gösterilmek şartıyla fotokopi alınabilir.
3. Tezimden bir (1) yıl süreyle fotokopi alınamaz.

TEZİN KÜTÜPHANEYE TESLİM TARİHİ: