CARING PRACTICES AND LEADERSHIP IN SCHOOLS DURING THE
PANDEMIC: A CASE STUDY

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ABSTRACT

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PANDEMIC: A CASE STUDY

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When pandemic show itself and face to face education has turned into distance education, each educational institutions had difficulty to take an action. The reason of schools connected to society, they affected quickly so the relationships inside them. This situation became a challenge for school administrators when sustaining a healthy relationship among school members. Thus, bringing a positive climate to school needed and caring practices became prominent among school members. Caring characterized by the concepts of positive psychology, happiness, well-being, and positivity. As a leadership theory, there are some characteristics and elements that is put forward by researchers give insights to this theory. The reason of caring leadership connected with non-traditional settings; this study focused on an alternative school. Thus, this study aims to investigate the concept of caring leadership and practices as perceived by school administrators and teachers at an alternative private school that identifies itself as a democratic school.

The case study covers an alternative private school that has both primary and secondary school in Istanbul. Purposive sampling method used to select participants. The data were collected through online semi-structured interviews with total 13 participants that 7 of them from administrators and 6 of them from teachers. The findings show that caring leadership and practices bring a positive environment to school. However, the caring leadership and practices shown by the administrators differed from the teacher's point of view. As a result, since caring leadership and practices in educational institutions are important for school stakeholders, subsequent research needed to gain more understanding to the theory of caring leadership in educational institutions.

Keywords: Caring Leadership, caring practices, alternative schools, covid-19 pandemic

ÖZ

PANDEMİ DÖNEMİNDE OKULLARDA DUYARLI YAKLAŞIMLAR ve
LİDERLİK: BİR DURUM ÇALIŞMASI

DENİZ, Berin
Yüksek Lisans, Eğitim Bilimleri, Eğitim Yönetimi ve Planlaması Bölümü
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Pandemi nedeniyle yüz yüze eğitimin uzaktan eğitime dönüşmesi eğitim kurumlarını harekete geçirmiştir. Okullar topluma bağlı kurumlar olması nedeniyle pandemiden çabuk etkilenmelerine neden olmuş bu da okul içindeki ilişkileri etkilemiştir. Bu durum, okul üyeleri arasında sağlıklı bir ilişki sürdürmeye çalışan yöneticiler için zor bir hale gelmiştir. Böylece okula olumlu bir iklimin getirilmesi için duyarlı liderlik ve pratikleri ön plana çıktı. Bir liderlik teorisi olarak duyarlı liderlik, araştırmacılar tarafından öne sürülen bazı özellikler ve unsurlar ile teoriye ışık tutmaktadır. Duyarlı liderlik ve pratiklerinin geleneksel olmayan ortamlarla bağlantılı olması nedeniyle bu çalışmada alternatif okullara odaklanılmıştır. Kendini demokratik bir okul olarak tanımlayan alternatif bir özel okulda, okul yöneticileri ve öğretmenler tarafından algılanan duyarlı liderlik ve pratiklerini incelemeyi amaçlamıştır.

Bir vaka çalışması olan bu araştırma için İstanbul'da hem ilkokul hem de ortaokula sahip alternatif bir özel okula odaklanılmıştır. Katılımcıları belirlemek adına amaçlı örnekleme tekniği kullanılmıştır. Veriler 7'si yönetici, 6'sı öğretmen olmak üzere toplam 13 katılımcı ile çevrimiçi ve yarı yapılandırılmış görüşmeler yoluyla

toplanmıştır. Bulgular, duyarlı liderlik ve uygulamalarının yönetici ve öğretmenler tarafından nasıl tecrübe edildiğini ortaya koymuştur. Bununla birlikte, öğretmenlerin bakış açısından yöneticilerin göstermiş olduğu duyarlı liderlik ve pratikler farklılık göstermiştir. Sonuç olarak eğitim kurumlarında duyarlı liderlik ve pratikleri okul paydaşları için önemli olduğundan gelecek çalışmaların örneklemi geliştirmesi ve bu teoriyi detaylandırması gerekmektedir.

Anahtar Kelimeler: Duyarlı liderlik, duyarlı pratikler, alternatif okul, covid-19 pandemisi

Dedication to my dear mother and father, Filiz and Yüksel DENİZ,
I hope every day that I can make you proud.

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CHAPTER 1

INTRODUCTION

1.1.   Background of the Study

When COVID-19 pandemic show itself rapidly across the globe, each of the educational institutions were forced to take an action. Because educational institutions are very connected with society, pandemic affected the regulations of schools quickly as well as the relationships inside them. Therefore, it became a challenge for school administrators to sustain the healthy relationship among school members. At this point, caring relations became prominent to educational leaders around the globe while taking care of each stakeholder of school gather attention more than any time. In relation to this, with Covid-19 pandemic where face to face education has turned into distance education, this brought with it the realization that the well-being of both teachers and students matters just as much as learning. Because pandemic dramatically changed and disrupted teacher's professional lives as new demands emerged in distance education (Hattie, 2021). These situations made teacher more emotionally vulnerable (Asbury & Kim, 2020) and there is a need for a leadership style that has special character of caring to others. However, caring is connected more with non-traditional setting thus it can be connected with alternative education because there some studies showing status of students who are pushed out of traditional schools (Tuck, 2012; Selman,2017) whereas alternative school administrators and personnel working together to provide necessary supports (Hallinger & Murphy, 2012; Patton, Parker & Tannehill, 2015). Alternative school concept is defined as educational program that is different from traditional schools' structure. Also, alternative schools are anti-bureaucratic institutions that is different

from traditional schools. In alternative schools, common characteristics identified are small size classrooms, one-to-one interaction between teacher and students, a supportive environment, student-centered curriculum, flexibility in structure, and opportunities for students to participate in decision-making (Aron, 2006; Lange & Sletten, 2002).

In the Turkish education system, caring leadership is relatively new concept and with a very limited number of studies conducted related to the concept. There are many studies done on leadership perspectives but in Turkish context the most frequently mentioned aspect of transformational leadership is paternalism which implies that cultural context may influence the form of transformational leadership (Aygun, Gumusluoglu, 2013). However, paternalistic leadership which is described as hierarchical relationships like father figure, supervise the employees and their professional lives. The reason of paternalist leadership derives from the values in traditional societies that they belong to a nurturing, caring, connected, but authoritarian and disciplined behaviors within it (Farh, Cheng, 2000).

Compared to other leadership approaches, caring leadership has been examined less. It is characterized by the concepts of positive psychology, happiness, well-being, and positivity (Bass, 2000). These concepts make this leadership different from other leadership approaches discussed above. The core behaviors of caring leadership are related more with relationship and there are five of them. First one is *Self-awareness* which is crucial that knowing values and beliefs in the meantime help someone to manage potential conflict in the school environment, *deep listening* help to understand another's perspective, *curiosity* often leads to new, unexpected information and solutions, *empathy* being able to recognize other's emotions and perspectives while making judgements and the last one is *decisiveness* bring self-confidence and trust among teachers (Steinbinder & Sisneros, 2020). Caring leadership as its nature, focuses on the basic needs of belonging and connecting with others to bring motivation (Reeve, 2006). Thus, when looking at the schools where the levels of care are relatively low then teacher satisfaction or well-being, there is a lack of fulfillment occurred (Green, 2014).

1.2. Statement of the Problem

In the educational administration literature, there are many studies done on leadership concept especially one of the most widely explored topic is charismatic leadership from past to nowadays (Gardner & Avolio, 1998). As the analysis of publications in leadership indicates the tendency to explore leadership topics particularly around the leaders and followers is high. The analysis of leadership implementation showed that leaders let their followers to participate in their central place over time (Samul, 2020). However, transformational leadership aims to make followers more committed to their job, and within the shared vision focus, bringing high-performance and motivation to the workplace (Bush, 2017). But this leader and follower relationship has a lack of contribution to teacher's psychological aspect especially on emotional basis. The central character and structure of Turkish education system criticized by many researchers (Arslan & Atasayar, 2008; Torun et al., 2008). Therefore, distributed leadership came into prominence when majority of the contemporary organizations tend to give voice to employees into the organizational processes (Derber & Schwartz, 1983). Moreover, democratic culture desired in organizations in which employees' participation of administrative processes is afforded (Ozdemir & Demircioglu, 2015).

When the coronavirus pandemic started, and every educational institution switched into distance education where all agents of education started a completely new and technology dependent event. To help teachers with their well-being, principals should remain sensitive to relationships existing between staff members (Spillane & Skaalvik, 2012). However, teachers have stated that the increased workload and work extension, loss of income, poor job security, and concern about providing quality learning and care for their students make teachers to they lose their motivation. Therefore, this situation revealed the importance of caring leadership approach.

When schools continued education under the pandemic circumstances, fundamental human needs become prominent that is giving importance to human not outcome and well-being before learning (Netolicky, 2020). Moreover, there cannot be student well-being without teacher well-being in any circumstances (Hargreaves et al., 2019,

as cited in Netolicky, 2020). For teacher well-being, leaders need to support teachers within a clear expectation and considering teacher needs and taking the feedback they provide into consideration. Although caring leadership can be connected to needs of teachers and students, studies are also very limited in the Turkish context. One of the quantitative studies by Cerit, Kadıoğlu Ateş and Kadıoğlu (2018) reveals that there is a relationship between teacher well-being and caring leadership but the gap bringing here the question of to what extend the Turkish educational leaders have caring leadership perspective in their relationship with school staff. Besides, there is a misconception in educational leadership studies in Turkey. Often the relevancy of Turkish culture and society is not fully considered, studies are conducted quickly, and inapplicable outcomes can be gathered (Oplatka & Arar, 2016). Thus, it is important to assess the relevancy of particular leadership approach to the Turkish culture and background.

In addition to the limited research conducted about caring leadership in the literature, there are limited number of studies related to alternative schools in Turkey, particularly related to leadership approaches in these schools. Common characteristic of alternative schools defined as including small size, one to one interaction between student and teacher, a supportive environment, student centered curriculum, flexibility in structure, and giving opportunities to students participating into decision making (Aron, 2006; Lange & Sletten, 2002). In addition to that, there is also lack of studies with the leadership approaches implementing in alternative schools that need to be point out.

In addition to this, past educational leaders like Hasan Ali Yücel and İsmail Hakkı Tonguç showed a great respect and importance to teachers' ideas (Kılıçoğlu, Yılmaz & Turan, 2015). Although in many aspects his leadership match with charismatic leadership, he also showed caring leadership aspects in the village institutions in a way that he gave special importance to every member. This situation shows that paternalist leadership is very common in Turkish educational background and there are a lot of cases in the literature. However, paternalistic leadership brings a nurturing, caring but at the same time authoritarian and rigid in terms of discipline (Farh, Cheng, 2000).

1.3.   Purpose of the Study

The purpose of the study is to investigate the concept of caring practices and caring leadership as perceived by school administrators and teachers at an alternative private school that identifies itself as a democratic school and the extent to which caring practices are exhibited by both administrators and teaches at this school.

1.4.   Research Questions

What are the school principals' perceptions of their own leadership approach?
What 'caring practices' do school principals and teachers demonstrate at school?

1.5.   Significance of the Study

This study can bring many new insights to the educational leadership in the Turkish context in several ways. Firstly, as being relatively new in the literature this qualitative study will investigate the notion of caring in school leadership in the Turkish context. There are very limited number of studies that focused on caring leadership in Turkey, and they are quantitative studies that focused more on developing scales and examining the effect of caring leadership on teachers. For example, one of the studies (Çetinkaya & Mutluer, 2019) focused on the adaptation of Caring Climate Scale (CCS) to Turkish. Another quantitative study (Çınkır, Nayir & Kuru Çetin, 2016) involved the adaptation of Scale of School as a Caring Community Profile into Turkish. One study (Cerit, Kadıoğlu and Kadıoğlu Ateş, 2018) directly investigated caring leadership of Turkish school principals as it relates to teachers' psychological resilience quantitatively while this study demonstrates that caring leadership maybe relevant in the Turkish context. The findings of this study show that there is a correlation between the caring leadership practices of primary school principals and teachers' psychological resilience. This result presents that principals' caring leadership practices has an influence on teacher psychological resilience (Cerit, Kadioglu and Ates, 2020). However, it does not provide any detailed information about how Turkish principals implements the caring aspects into their every relation. Current study will also give insights about teachers' caring

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practices. Teachers relationships with students and their colleagues also shown in this study to extend knowledge.

Thus, this study aims to provide a detailed account of the extent to which caring practices and leadership is implemented in a school setting and explore insights of school principals regarding caring leadership as well as teachers' caring practices. Results will be informative about the caring practices utilized in alternative school setting in Turkey and applicability of caring leadership. Especially, the ongoing effects of COVID-19 change school environments and being away from school change mental stability of both teachers and students and as a result these school agents become more vulnerable than before the pandemic. Therefore, within the pandemic conditions, notion of care and caring practices come into prominence. Therefore, there is an importance to respond the emotional stability of members in an educational institution which is also mentioned by Murphy and Torres (2014) as caring.

1.6.   Definition of Concepts and Terms

Caring: Promoting the general development, welfare, well-being of others; addressing particular needs of others; addressing particular needs of others; and developing the capacity for caring among self and others.

Caring Practice: Some action provided on behalf of another (Benner & Gordon, 1996; Noddings, 2013).

Caring Leadership: Leadership that is itself caring and cultivates caring communities in schools. Motivation to actions and interactions that promotes caring in others and develops caring as a quality or property of school organization.

Alternative School: Educational institutions in which including small size, one to one interaction between student and teacher, a supportive environment, student centered curriculum, flexibility in structure, and giving opportunities to students participating into decision making.

Democratic School: Contrary to schools that focus on textbook-based information in classroom within standardized assessment, as the word 'democratic' imply that teachers and students encourage to be creative, flexible, and most importantly to take ownership over their own education.

CHAPTER 2

LITERATURE REVIEW

The chapter will begin with definition of leadership followed by a discussion of how theories of leadership have evolved from trait theories to contemporary theories. Then emphasis will be given to educational leadership and theories of leadership applicable in schools. This will be followed by a discussion of caring leadership and caring practices in schools. Next, educational leadership in the Turkish context will be discussed in terms of leadership approaches in schools identified as prominent, followed by a review of the studies that have been conducted in educational leadership in Turkey. Finally, after a brief overview of the Turkish educational system, alternative schools in Turkey and how they function will be discussed. In addition to that, pandemic, and distance education under the influence of caring leadership will be shown.

2.1.   Educational Leadership

Before starting to educational leadership practices and its importance in school, giving a definition to leadership in general will be a good start point. While there is no single definition of leadership in general, it is not easy to define leadership within one sentence (Bush, 2008; Yukl, 2002). When we look at one of the recent definitions, leadership seen as a process of social influence, which maximizes the efforts of others towards the achievement of a goal (Kruse, 2013). According to Leithwood and Riehl (2003), there are two functions at the core of most definitions which are providing direction and exercising influence.

When it comes to school leadership which has similarities with leadership in general, can be defined as "the work of mobilizing and influencing others to articulate and achieve the school's shared intentions and goals" (Leithwood and Riehl, 2005). In addition, educational leadership is an interrelated subject as it is both affected by bureaucracy and learning environment of school. The understanding of educational leadership consisted of ideas and pure reason rather than generating data before the 1900s (Jacobson and Cypres, 2012). Thus, no specific leadership approach was observed in education. However, it began to gather attention during the beginning of the 20th century and started with scientific management theory focusing on the aim of improving the quality and quantity of outcomes as well as Weber's bureaucratic management theory (Lunenburg, 2003).

Managerial leadership emerged in which during the early 1900s came under the influence of Taylor's scientific management theory. This model may be more significant in the countries which have centralized educational system within the bureaucratic hierarchy (Bush, 2007). However, this idea of leadership basically focuses on rational-technical system (Lunenburg, 2003) and practices failed to succeed in the schooling process (Murphy, 1995). Trait theories suggested that individuals must have some special characteristics coming with birth to be a leader (Bass, 2008). Especially, in the late 19th and early 20th centuries, the "great man" was popular on shaping the understanding of leadership and it emphasized that there are some certain characteristics needed in one's personality and it is said that leaders are born with leadership qualities that cannot be acquired afterward. Then it evolved to trait theory which focused on identifying leadership characteristics. Trait theory focused much on identifying leadership and non-leadership characteristics rather insisting of characteristics are acquired or innate (Kirkpatrick and Locke, 1991).

Secondly, behavior theories emphasize the importance of behaviors and performances of leaders (Werner, 2000). Behavioral theory emerged from the substantial research on understanding effective leadership types. The behavioral theory categorizes effective leadership into four groups as task-oriented, relational-oriented, change-oriented, and passive leadership. Each one focusing on different

leadership aspects except passive leadership which refer to engaging during times when no problem exists in the organization (Derue et al., 2011).

Lastly, contemporary leadership theories emphasize the facilitator and guide role of the leader rather than the dictatorship in organization (Hallinger, 2003; Bass & Riggio, 2006). Under the name of contemporary leadership, transformational leadership with an inspirational basis has been studied by many researchers (Bass & Riggio, 2006). Transformational leadership that is emphasized in educational leadership literature over the last three decades (Hallinger, 2003) appeared first in the literature in 1990s was an opposition to the type of leadership that emphasizes hierarchy and top-down relationships (Leithwood & Poplin, 1992). Unlike the transactional leadership which is seen as an opposite, transformational leaders motivate followers by raising their consciousness about the importance of organizational goals and influencing them to exceed their self-interest for the organization (Marks and Printy, 2003). Thus, this leadership approach clearly shows that educational leadership approaches started to focus on followers' motivation factors. Transformational leadership which is developed by Bass and Avolio has four dimensions: idealized influence, individualized consideration, inspirational motivation, and intellectual stimulation. By idealized influence, leader emphasizes the importance of having a collective sense of mission. By individual consideration, the leader builds one-to-one relationship with followers also, understands and considers their differentiated skills and needs. By inspirational motivation, the leader generates an exciting vision for the future to achieve goals. Lastly by intellectual stimulation, the leader gives importance to his or her interests. Thus, transformational leadership has positive numerous outcomes including employee commitment, job satisfaction and motivation (Lowe et al., 1996).

Instructional leadership emphasized especially during the 1960s and 1970s. Studies proposed that characteristic of effective school principals is an effective leader type who paid considerable attention to the teaching and learning aspects of schools. Aim of instructional leadership is promoting a positive school learning climate, provide incentives for teachers and learning, promote professional development and high academic standards. These aims are mainly related with instructional and learning

basis (Hallinger & Murphy, 1985). Effective leaders are described as those who provided direction and improve instructional practices (Chase and Guba, 1955). However, earlier understanding of instructional leadership was mostly principal centered so, more democratic understanding of instructional leadership came up in recent studies (Gumus & Akcaoglu, 2013; Lee et al.,2012). According to instructional leadership, principal showing a strong figure to coordinate and control all the task related with curriculum and instruction (Goddard, 2003).

Distributed leadership is the most studied leadership model in educational research, even if it is a relatively new model. Instructional leadership coming next as being one of the oldest educational leadership models and it is followed by transformational leadership (Gumus et al., 2018). According to distributed leadership perspective "leadership practice is viewed as a product of the interactions of school leaders, followers and their situation" (Spillane, 2005). Therefore, the nature of distributed leadership criticizes the hierarchical design of leadership and recommend involvement of every person in the decision-making process and being collaborated to finding solutions and task sharing (Spillane, 2005). In this way, educational leadership approach started to become more open and less autocratic.

In addition to that, there are similarities between authentic leadership and ethic of care concerning self-awareness based on a foundation of emotional intelligence, leaders who show self-awareness are prone to impact on others regarding their verbal and nonverbal actions. In addition to that, authentic leaders also use the ethic of care in which the ability to care for others and show commitment to the welfare and growth to another (Atwijuka & Caldwell, 2010).

Furthermore, there are many contemporary leadership theories started to appear under the names of quantum, moral, ethical. When the increasing interest to alternative leadership styles, authentic leadership (Avolio & Gardner, 2005) transformational and servant leadership (Russell & Stone, 2002) started to emerge where there is more participation of teacher's ideas in administrative manner. These types of leadership practices focus more on increasing the effectiveness through giving more voice to the teachers. One of the recent contemporary leadership

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theories is caring leadership which is derived from caring culture or climate will study in this research.

Throughout the literature, different leadership approaches evolving into more relationship-oriented approaches. Sergiovanni (1992) claimed that traditional leaders focus only on academic outcomes and ignore the well-being or emotional support of the personnel in the school, when principals interacting less with teacher and students within the closed climate eventually cannot reach academic success. Therefore, leadership began to change in the second half of 20th century when the aim of improving the quality of outcomes in educational sector. The role of effective leadership in schools can be categorized into three which are setting directions, developing people, and developing the organization (Leithwood & Riehl, 2003).

Educational leadership can change from public and private schools in such a way that private schools principals can be more flexible but more accountable to their governing board because they can lose their job if not successful in accomplishing the established goals. In addition to that, leadership can vary according to class size, socioeconomic parameters compared with private and public schools. Additionally, Anastasiou and Garametsi (2021) showed in their studies that when compared to public schools, job satisfaction is higher for teachers working in private schools also transformational leadership is exhibited more in private schools. Also in Turkish private school teachers had higher levels of job satisfaction compared to public schools (Sungu et al., 2014).

According to Gurr (2020) when it comes to educational leadership during the pandemic, many issues have emerged after the start of the pandemic. The biggest issue in the pandemic is the educational inequalities that increased in education more than any time. It became very hard for low-income families especially for the ones who are living in rural areas to establish an internet connection, technological devices and computer for their children. In addition to that, it became a concern about the health and welfare of students where nutrition and care issues arose. Other issue in pandemic is the uncertainty about when will the distance education finish which has been stressful for teachers and students. Especially teachers reported

increasing workload and intensification, loss of income, poor job insecurity, and issues related with providing quality learning and care for their students. An effective leadership with open and clear communication became critical needs to school leaders (Aagaard & Earnest, 2020). Therefore, educational leaders need a special preparation to lead such a crises and they also need to change their existing implementations.

It is widely assumed that school leadership influences teachers' effectiveness as well as students' achievement outcomes (Pont et al., 2008), with the absence of effective school management be outlined as an important parameter of teachers' dissatisfaction. In fact, it is a challenge for a school leader to both increase effectiveness of teaching and follow the duties given by the ministry of education. Therefore, traditional role of school principals is to establish a place with hierarchical and autocratic manner. In the literature, leadership practice is characterized as expressing and analyzing routines and tasks in an organizational operation by building vision and setting activity (Day & Sammons, 2013). According to Spillane (2012), it is clearly seen that leader of the school is a crucial factor to make achievement in school environment. However, as the expectations change for school principals over time, new leadership patterns have become more alternative approaches which show themselves in the literature and in implementation. This situation show that school climates started to become more positive and school leaders started to pay attention to their followers' feelings compared with the traditional leadership approaches.

2.2. Caring Leadership

Before starting to discuss caring leadership and practices, it is necessary to give some detail about care as relation. Noddings (2013) state care as serving to increase belonging and enhance life. Other than that definition, care is some action provided on behalf of another (Noddings, 2013). There are several actions that can be considered professional care such as a doctor or nurse helping a patient and a teacher or principal extending academic assistance and emotional support to a student. Caring relationships consist of the career, the individual who provides care, and the cared-for; each has a role in developing the relational bond (Noddings, 2013). Being

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cared is not passive but has a relationship in which the one-caring and the cared-for actively engaged in the caring practice (Forde, Torrance & Angelle, 2021). Thus, both sides of the caring relations are equally important and the first step in enacting an ethic of care involves making learners enter into a caring relationship where both parties engage in it at the same time actively. In the literature, there have been proposed forms of caring related with contexts. For example, natural caring sustains long term relationships that is the teacher and learner relationship (Marshall et al., 1996). However, Noddings proposes a different form which is 'ethical caring' that is vital for the environments where there is a limited way to see natural caring or the context is too large to create a meaningful relationship. At the core of 'caring' is 'relational ethics' which focus on relations and experiences 'attentiveness, trust, responsiveness to need, narrative nuance and cultivating caring relations' (Noddings, 2013.

Although, caring concept is not new in the educational literature, much of them centered on the role of the teacher caring for students (Eldor & Shoshani, 2016, Kurland, 2019; Noddings, 2013). Teachers who show caring practices, engage students in dialogue about their interests and needs, listen attentively, and express empathy (Osterman, 2010). When it comes to caring aspects in schools, scholars highlighted various organizational aspects as contributing to caring in schools such as the structure of the time and space, class and school size, extracurricular activities and a school's mission and values (Tichnor-Wagner & Allen, 2016). In addition to that, recent scholars highlighted conditions for caring in schools such as a safe and secure learning environment and a risk tolerant environment for adults (Louis, Murphy, & Smylie, 2016). However, there is a notion that caring is being taken care of because all schools showing caring practices spontaneously. Schools are often assumed to be 'caring institutions' and it is expected to observe caring embedded in the process of leading and teaching (Forde, Torrance & Angelle, 2021). However, when asked to educators whether they and their schools care about their subordinates, they say yes undoubtedly. Unfortunately, when asked whether caring receives the same attention as academic instruction or they have evidence that individual students feel cared for did not get the same response compared to previous question.

There are four general reasons that indicated by Smylie, Murphy and Louis, (2016) for the importance of care and why we need to pay attention to caring in schools. First, it is important because caring is a worthy human endeavor. In addition to this, caring is considered as the most basic human way of being in the world. Secondly, caring is good for student success as there is substantial empirical evidence that caring contributes significantly to social and academic success. According to Noddings (2010), caring and learning are not separated concepts, instead relationships foster growth and competence among learners who can build caring relationship with others. Thirdly, social, and academic support is highly variable and most of the studies show that there are low levels of social support for learning that is provided by teachers (Lee & Smith, 1999). Fourth, there is a crisis of caring in which care no longer has a voice in discussions of what we expect from our peers or leaders (Rauner, 2000). There are studies showing that caring aim to promote certain benefits especially in education like social, psychological, and emotional benefits as well as caring can help students to learn to be caring (Noddings, 2013). In addition to that, for the ones caring, this behavior can increase the sense of satisfaction and personal fulfillment (Caldwell & Dixon, 2010). Interestingly, caring could be led to unintended and potentially harmful results (Lilius et al., 2008). The reason is that caring can be demanding and sometimes become emotionally and physically stressful (Frost, 2003), at the end it can lead to stress and burn out as support is needed for success over time (Atkins & Parker, 2011).

According to Smylie, Murphy and Louis (2016), when it comes to caring relations, also it is important to consider a person's relationships in the community outside of school to which they belong. For students, such webs of caring may exist like families, and any other institutions in community except their schools which can influence caring quality of relationships in schools. Caring can be a strong in certain contexts like families but maybe it is weak or not at all in schools and vice versa. Regardless the important point is the totality of caring that individuals experience (Noddings, 2010) and schools cannot be seen as the one and only caring context for a student. Thus, schools have some difficulty when dealing with the students who are not familiar with caring than students who are familiar with caring (Murphy & Torres, 2014).

While caring involves different aspects under the school context, caring leadership another topic that should be emphasized at schools. Caring leadership has different definitions, for example Kurland (2019) defined it as a moral responsibility to others. On the other hand, Van der Vyver identified it as the act of expressing interest in the needs and values of others. In general, caring leadership can be seen as "Structure of values and organizing principles centered on fulfilling employees' need, promoting interest, and valuing to contributions of employees" (Faldetta, 2016). Moreover, it is proposed by Louis, Murphy and Smylie (2016) that there are several elements which are consistently referred to as characteristics of caring leadership which are attentiveness, a precondition to helping other to achieve. Motivational displacement, putting the needs of the cared for ahead of his or her own. Situationality, knowing that caring is not rule bound or universalistic, but it is dynamic, and students generally experience caring as cultivation reference- of their own interest rather than identified by the school. Mutuality argues that caring roles are not fixed as cooperative learning where members are responsible for their own success. The last one is authenticity the requirement of openness, transparency, and genuineness. In addition to that, there have been five top behaviors of caring leadership proposed by Steinbinder and Sisneros (2020) to create the conditions for sustainable personal and organizational success which are self-awareness, deep listening, curiosity, decisiveness and empathy. Self-awareness is noticing the first sign of an emotion in a discussion to take notice, decide how best to move forward into a dialogue, and always with the goal of maintaining respect for another. Deep listening is being present and focused on conversation as well as preventing distractions and take notice. Curiosity, asking questions to encourage someone to use their knowledge and expertise to address the complex issues. Decisiveness, willing to make decisions with the information at hand trust themselves and adjustments may be needed on the way. Empathy is an ability to hear another's perspective and recognize emotions while suspending one's own judgement. As it can be seen, there is a mutual interaction between characteristics of leadership and consequently the behaviors that have emerged. In addition to these characteristics of caring, there are also some examples which can be seen in the school environment such as listening to students (Rolón-Dow, 2005), asking questions about the student's personal life (Teven, 2001), high expectations from students or showing a great concern to discuss student problems or

help them in general (Bell, 2004). In fact, students look forward to studying in a school climate that show care, social and emotional support (Osher & Fleischman, 2005). Noddings (2010) describes some practices for teachers to use while building caring relationships and these are modelling, dialogue and confirmation. Modelling is everyday practice and dialogue that leaders build the relational dimension. It is also important while building the culture and community of the school (Van der Vyver et al., 2014). Through dialogue, experiences can be shared either the individual or cultural level. This practice especially at the core of the caring practices because with the dialogue, modelling and confirmation can be fulfilled (Forde et al., 2021). Confirmation is crucial where the teacher seeks to address issues related to unacceptable or inappropriate behavior and attitudes. These caring practices not only affect the student-teacher interaction but also other charges of school such as school personnel and parents also cultivating a school environment that promote effective learning (Thapa et al., 2013). Similarly, teachers specify the strong influence coming from principal's trust and care on how they conclude their work and sustain the relationship (Louis et al., 2010). Considering this, studies indicate that teachers quit the teaching profession in a school due to the poor support and a lack of acknowledgement (Gonzalez, Brown, & Slate, 2008). Thus, creating a climate of care and positive interpersonal relations are critical aspect of leadership (Gilligan, 1982).

Other issue in caring leadership is to realize the gap between rhetoric and reality while explaining caring. According to Van der Vyver (2013), who has conducted a study in South Africa reveals a gap between the principals' perception of care toward teachers and teachers' understanding of care showed by principals. Even though caring practices bring many positive effects to the school, there are still schools where the levels of care are relatively low (Green, 2014), this situation leads to lower teacher performance, poorer relations among staff and negative school climate with teacher organizational commitment and student academic performance compromised (Lyman, 2000). Although, caring is important for a learning environment which reinforces teacher care toward students and increase school effectiveness, few studies have examined the relationship between school leadership and care in general (Louis et al., 2016, Van der Vyver et al., 2014).

According to earlier studies on educational leadership, emotions were mostly excluded from developing effective leadership because it was regarded as the opposite of rationality (Ashforth & Humphrey, 1993). In contrast, recent studies now emphasize that emotions are formative part of leadership behaviors (Halverson, 2008). As a result, members tend to show higher levels of psychological confidence also a greater emotional connection to leaders (Dvir & Shamir, 2003). In addition to that, some studies presented caring as a management strategy (Keeler and Kroth, 2012). Because care is a mutual process in which leader and followers must be active to keep the process possible. For example, when leader gives feedback to follower on a particular task, follower need to make differences on it. This will in turn increase the sharing and communicating his or her feelings, and develop a relationship based on trust and commitment (Keeler & Kroth, 2012). In addition to that situation, the focus in the literature emphasized on aligning caring with the work of women leaders (Bass, 2012). However, Nodding proposes that both men and women are capable of 'natural caring' because it is a natural process. This helps to reconstruct caring as a non-gendered process but there are still principals who tended to hide their caring practices in action because of wider expectations of male behavior (Bass, 2020). Here, it is more rational to say that personal and occupational identities are important in caring and there have been studies which gave particular attention to it (Trotter, 2015; Willets & Clarke, 2014). The point is how people see themselves as caring or uncaring, as capable or incapable of caring shape eventually caring practices such as if a principal has a hierarchical, bureaucratic role identity, he\she views teachers and students accordingly which in turn affect teachers and students (Showers, 2015).

Caring practices can be seen in school organization in a way that one related finding of a study from Walls et al., (2019), points out to the physical environment of school can influence the caring atmosphere. For example, a nice picture that is welcoming students from entrance to the class can reveal how much the school cares about student learning. In addition to that, for the sense of belonging at school, students' peer-to-peer connections need to be formed within school arrangements such as corridors, classroom space etc. Not only students but also teachers need space, and it is important to create an environment for teachers to socialize as a sign of caring practices of school. Moreover, providing a safe and secure environment for students

such as putting student cabinets to the wall firmly or illumination, ventilation of inner space (Reynolds et al., 2014) and providing these needs is essential for student academic, social, and emotional development (Christle et al., 2005).

Leadership practices of school regulate the organizational culture which is an important criterion because it is the system of orientations, assumptions, values, rituals, and routines which are the total communication they are using can set expectations for caring practices (Murphy and Torres, 2014). Other than the organizational culture, school climate can determine the caring action and interaction of school as well. Moreover, school climate because of the administrative applications seems to be important for teachers' emotional labour and a study show that positive school climate has a strong relationship with deep acting (Yao et al., 2015). The important point in the caring leadership is to be aware of every leadership action or interaction that has a potential for caring is not actually caring. If leaders' actions are not consistent with the aims, virtues, and mind-sets of caring then they are not practicing caring (Smylie et al., 2016). Thus, caring leadership mostly focuses on the relational side of school leadership because of the majority of actions occur through conversation and interaction but it is actually far beyond being only about relationships. Caring leaders also provides plenty of services for particular groups of students or supplying many resources for supporting teaching and learning. Moreover, academic support, student conduct and discipline or work with families for students' good, shortly any practices that promotes success and well-being link with caring leadership (Smylie, et al, 2016). Being attentive is other caring leader practice (Greenleaf, 2002) in a way that it requires that a leader be present with and accessible to others. When we consider other leadership styles, we can see that caring leadership and its practices influenced by those leadership styles. For example, shared school leadership which is a form of team leadership and relies heavily on group dynamics (DeRue, 2011). It is defined in the literature as a dynamic, interactive influence process among individuals in groups for which the objective is to lead one another to the achievement of group or organizational goals (Pearce & Conger, 2003). Shared leadership also evoke individuals to creating positive interactions (DeRue & Ashford, 2010) as well as concern to others such behaviors like desire to help and larger amounts of empathy (Bryan et al., 2010) As it

is emphasized that social interactions and team responsibility, there are many similarities between shared and caring leadership. On the other hand, instructional leadership focuses more on school improvement and students' academic success (Louis et al., 2010). Because this leadership style trust on expertise and influence than formal authority and power to achieve a positive and sustained impact on staff motivation and behavior gain more attention (Hallinger, 2010). However, more focus on student academic achievement and less emphasize to relations and empathy differentiate instructional leadership from caring leadership.

When we look at the overall literature of caring school leadership, there is a balance in qualitative and quantitative research. One of the quantitative research done by Van der Vyver (2014) assess the question whether South African school principals fulfilled their caring role towards teachers. For his research, he prepared The Caring School Questionnaire (CSLQ) and collected data from 65 principals and 1041 teachers. Findings of this study revealed that principals rated themselves with higher numbers than teacher's assessment. according to experiencing care in the school. Other than this study, a quantitative study by Steinbinder and Sisneros (2019) discusses caring leadership with 5 specific behaviors which are self-awareness, deep listening, being curious, demonstrating empathy, and decisiveness. Researchers revealed that if these behaviors are used consistently, conditions for sustainable personal and organizational success will be created. In another quantitative research by Smylie, Murphy and Louis (2016) which is based on survey research design focuses on relationship among caring principal leadership, student academic support and teachers' sense of collective responsibility. Survey includes items that reflect caring leadership and caring organizational supports for students. This in turn allows to explore how principal caring is associated with the academic and personal support offered by school (Smylie, Murphy and Louis, 2016). Findings showed that there is a positive relationship among these variables. Thus, general findings of quantitative studies showing that there are certain behaviors for caring in school and it has an important effect on the relationship between teachers and principals. However, there is a conflict between teachers' perception of caring and principals' self-assessment.

In addition to these quantitative studies, qualitative studies can give more detailed idea of caring for example a study that has different perspective on caring leadership in school written by Ryu, Walls and Louis (2020). This study focused on how leaders' efforts on enabling a caring school culture based on interviews of school leaders, teachers, and students. Researchers also examined unintended consequences of the school leader actions as they tried to create a caring action. Findings show that leaders influence an institution through enacting educational vision, and personal values but also adjusting organizational priorities and structures. On the other hand, another qualitative research by Forde, Torrance and Angelle (2021) takes into consideration the schools in different countries which are Scotland and USA. This study focused on the processes used by school leaders as they attempt to generate a culture of caring through two school cases in two different countries. These cases show that caring in schools provide a supportive environment which is balancing cognitive learning and social emotional development for both students and adults. However, study did not capture experiences of caring leadership in different contexts. This study highlighted sets of practice which are associated with transformational leadership as individualized consideration that is about relating to members of the community as individuals, paying attention and providing support and advice to subordinates (Bass, 1990). In addition to that, some of the studies focused on caring leadership at the university level. One study (Uusiautti, 2013) focused on higher education administrators from Finland and USA to consider the notion of caring leadership from the viewpoint of practical leadership action.

When we look at the Turkish context, there are few studies that focused on caring leadership or practices in the educational organizations. One of the studies by Cerit, Ateş and Kadıoğlu (2018) takes into consideration the relationship between primary school principals' caring practices and the level of classroom teachers' resilience. The participants were selected from classroom teachers at primary schools and data collected by caring leadership scale developed by Louis, Murphy and Smylie (2016) and translated into Turkish by Cerit, Ates and Kadioglu (2018). The confirmatory factor analysis conducted on the Turkish translation of the measure revealed that the factor structure is confirmed, and measure is valid. Moreover, the sub-dimensions of the scale are creating an instructional climate and instructional practices. In this

study, they conclude that there is a positive correlation between teachers' psychological resilience and caring leadership. They emphasize that teachers' professional development; behaviors of collaboration, intimate relationship and giving support for problems to be solved can influence teachers in a positive way. Another study by Cetinkaya and Mutluer (2019) is a validation and reliability study that assess Turkish adaptation of caring climate scale for students who have been studying and doing physical exercise as certified athletes in different Turkish universities. This study also emphasizes that happy and peaceful environment is very crucial for the athlete for their performance development and for reaching their aims in sport. Therefore, trainers who are directly interacting with the athletes need to provide a caring climate for an effective coordination and this mutual relationship eventually effects academic and sportive lives of both sides. These quantitative studies give a clue about caring practices and its consequences in an educational institution. Furthermore, unlike international studies where there seems to be a balance between qualitative and quantitative studies, Turkey focused much on quantitative studies. In addition to that, when COVID-19 pandemic changed educational norms suddenly, caring has also become a major effect in schools when people were not only physically but also psychologically vulnerable against the pandemic.

2.3. Educational Leadership in Turkey

Turkey's highly centralized education system and its bureaucratic structure influences leadership scope of the school principal. Because policies and plans are determined by higher charges like ministry of education, principals are responsible for implementing the plans are (Özdemir, Demircioğlu, 2015). In addition to this, additional duties other than teaching prevent school administration from being a profession (Cansoy, Polatcan & Kılınç, 2019). This in turn causes school principals to experience role conflicts and have less power (Bursalıoğlu, 2017). The Turkish Ministry of National Education assigns principals' certain duties such as leadership in teaching and learning, building teamwork, and guiding however it is hard to prove that school principals have the expertise to accomplish these duties and responsibilities (Cansoy, Polatcan & Kılınç, 2019). This overload of duties might be an obstacle for a principle especially the times when teachers' needs and interest

becoming prominent. (Keser & Gedikoğlu, 2008). The relationship between teachers and principals might be negatively affected as a result of high political duties given by the ministry. Furthermore, the reason of centralistic structure of the education system and relative power given to the principals limit the distribution of leadership in Turkish schools and there is a gap in the literature about where and to what extend leadership is distributed in Turkish schools (Özdemir & Demircioğlu, 2015).

When we look at the deeper relations between principal and teachers, one quantitative study conducted with 570 teachers in 41 different schools to gather their perception about the relationship between teachers' perception about multi-frame leadership orientations of principal and teachers' emotional labour, showed that teachers consider themselves as having genuine emotions, but principals most frequently used political frame and this situation cause to increase the gap between principals and teachers. Findings of this study also matches with many studies regarding observed conflict between principals and teachers in Turkey (Sarpkaya 2002). Moreover, it was also found that emotional labour is a significant factor of school principals' leadership orientations (Özdemir & Koçak, 2018). There are also studies showing that there is a connection between genuine emotions and task performance also between deep acting and contextual performance (Bursalı, Bağcı & Kök, 2015). Not only with these elements but also employee creativity, job performance can be correlate with genuine emotions. The name under the emotional work reduces potential negative effects of work and induces positive emotions eventually fulfills needs and expectations (Özdemir & Kocak, 2018). Not only from this study, but there is also other research reveal that conflicts between principals and teachers are common in Turkey (Sarpkaya, 2002). On the other hand, emotional labour that act unnaturally may create negative consequences on teachers' psychological states (Zapf, 2002).

There have been various studies conducted in literature related with different types of educational leadership and throughout the literature on educational leadership, there is a general tendency to conduct empirical research and very few ones are commentary, conceptual and review studies. Generally they give the idea of the importance of teacher achievement. However, another study showed that although

principals found transformational leadership behaviors important, they did not apply these behaviors in their daily practices as much as they gave importance (Akbaba & Altun, 2003).

Other than these leadership styles in Turkey, there are also studies related with the social justice leadership. This leadership style has contributed to students in such a way that it is developing a positive attitude towards providing school engagement (Büyükgöze et al., 2018). Besides, it is a substantial predictor for sense of belonging to school of student and of the quality of school life.

In the Turkish literature, instructional leadership became a popular research topic in the early 2000s. The instructional leadership studies between the years of 2000 and 2017 found to mostly employ the survey design which is under the quantitative studies (Cansoy & Polatcan, 2019). The instructional leadership scale was developed by Şişman (2004) and then scale used by various Turkish researchers. There were differentiated factors studied within instructional leadership such as teacher work attitudes (Duyar, Bellibas & Gümüş, 2013) and teachers' self-efficacy (Bellibas & Liu, 2018). However, general claims by teachers' perceptions show that they did not receive sufficient professional support from the principals (Cansoy, Polatcan & Kılınç, 2019). In another study, results showed that school principals rarely implement instructional leadership practices in the Turkish context (Gümüş & Akçaoğlu, 2013). Furthermore, OECD (2011) report revealed that while developing and evaluating the curriculum, assessing students, and using the school resources, Turkey ranked in lower levels in terms of autonomy compared to other OECD countries.

Another leadership approach that is considered to capture leadership in the Turkish context is Paternalistic leadership. Definition of paternalistic leadership is a leadership approach that combines high levels of discipline and managerial authority with a fatherly benevolence and moral integrity (Farh & Cheng, 2000). It has three main elements which are authoritarianism, benevolence, and morality. Authoritarian leadership increase dependence and compliance; benevolent style brings gratitude and repayment; morality gives way to respect towards the leader (Farh & Cheng,

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2000). In Turkey which can be identified as a collectivistic culture, paternalistic leadership has a positive effect on the attitudes and behaviors of employees (Gelfand, Erez & Aycan, 2007) because there is a significant positive relationship between collectivism and paternalism behavior. Thus, it is connecting to study of Erben and Guneser (2008) that they consider paternalism as a cultural characteristic, rather than just being a type of leadership behavior. In the extant literature, Turkey ranks second among ten countries in the level of paternalism and the community commitment (Aycan and Kanungo, 2000). The reason of Turkey having mostly pyramid-like structures that is limiting horizontal communication channels, this situation brings an emphasis on obligation and loyalty (Sullivan et al., 2003). On the other hand, paternalistic leadership can be seen in the form of benevolent paternalistic leadership in which leaders care for their followers and want to support and develop them by bringing out the best in them in achieving organizational goals (Aycan, 2006).

Codes of the paternalistic leadership mostly align with the words of control and care\nurture roles of parent figures in organizations or in the society (Erben and Güneşer, 2008). As employees tend to establish and sustain close relationships with their leaders in addition to that avoiding conflict with them, leaders are generally expected to support, care, and protect, and followers are expected to be loyal and compliant in return (Aygun & Gumusoglu, 2013). Paternalist leadership described in the literature in various ways. For example, Gelfand et al. (2007) defined the approach in terms of hierarchical relationships like father figure, supervise the employees and their professional lives then expecting them to attach to subordinates. The reason of paternalist leadership derives from the values in traditional societies that they belong to a nurturing, caring, connected, but authoritarian and rigid in terms of discipline (Farh, Cheng, 2000). There is a fine line between paternalism and authoritarianism. As their perception vary among countries, paternalistic leadership can be perceived as both "manipulative" or "caring and considerate" related with culture in which Turkey is on the positive side of it (Aycan et al., 2000). Collectivist and high-power distance culture in Turkey (Hofstede, 2001) make it one of the most appropriate contexts for paternalistic leadership rather than other Eastern cultures such as China and India (Aycan and Kanungo, 2000). While authoritarianism explains a leadership behavior that show absolute authority and high levels of control

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over followers, paternalism include moral forms of behavior and attitudes (Cheng et al., 2004). The educational leadership influenced from the authoritarian side of paternalist leadership that corresponds well with the high-power distance of Turkish culture in which more traditionally directed policy is implemented. This leadership style has a superiority to traditional leadership approaches because process on the spiritual bond that occurred from the family atmosphere rather than the sharing the roles and responsibilities among principal and teachers.

There are important figures can be given in the history of educational leadership movement in Turkey that is Hasan Ali Yucel and his great contribution to Turkish educational system under the paternalist leadership. He showed endless support to his students and teachers in a way that he attempted to raise students in the field of music, theatre, opera etc. to increase their cultural levels not only in art but also, he inspired them in many other areas like sports. In the teacher aspect, he gave an importance to teachers from rural schools. He communicated through letter with students and teacher. (Kilicoglu, Yilmaz & Turan, 2014).

There are many common sides between caring and paternalistic leadership. They are both demonstrate characteristics like providing close managerial support, creating a familial atmosphere, and handling non-work-related problems of employees (Aycan, 2001). Also, work engagement levels of employees and decreased level of work loneliness positively influenced by supportive work environment and colleague support are commonalities between paternalistic and caring leadership. It is also important in caring leadership that creating a togetherness and close individual and concern for the lives of employees in and out work. On the other hand, having high-power distance can bring power-inequalities and a possible tendency to authoritarian management is some of the disadvantage aspects of the paternalistic leadership. The similarities between paternalistic and caring leadership approaches seem to demonstrate that caring leadership maybe highly applicable in the Turkish context.

2.4. COVID-19 and Distance Education

Schools do not only effect students' academic performance and behavior but also influence their emotional health (Clark et al., 2018). However, the emotional health

and well-being of children in UK was reported to be declining even before the pandemic (The Children's Society, 2020). Then it becomes predictable that closure of schools affects the well-being of students negatively (Buchanan, 2022). According to Moss et al., (2020) schooling is not just about learning but establishing an environment of care for well-being of students which is different than duty of teaching. As the distance education become an issue after the COVID-19 pandemic, the educational system changed dramatically. Other than the existing disparities in education also school belonging and access to caring school relationships changed significantly (Miller et al., 2012). This situation makes teachers and students more vulnerable in such a way that they need more support from their environment especially from the affection perspective. In addition to this, an increasing recognition of the links between school leadership that aimed to educational outcomes and social realities. Before the pandemic, schools did not meet all the needs of each student but after the pandemic, but there is an expectation started in which giving value to each person equally and provide the opportunity to achieve their potential as a healthy, happy human being (Brown et al., 2019). At this point, there is an effect of family when schools are taking an action because much of their income comes from families that registering their students (Squire, 2020). Even the independent schools started to consider what are their priorities and it emerged as establishing strong relationships with families. Because the economic reasons behind schools even the strong ones have difficulty on gathering money for cleaning supplies, buy and distribute devices or making virtual-learning platforms. Thus, pandemic accelerate the norms of private schools quickly because of economic reasons.

In a study, this problem was mentioned in a way that remote learning revealed relationships in need of repair and educators practiced authentic care and cultivated connectedness by acting as warm demanders, answering to students social-emotional demands, and trying to bridge the digital divide (Miller, 2012). When students' basic needs for care and belonging are met, students become more willing to learn and more successful academically and personally (Cohen et al., 2009). However, even before the distance education, recent PISA data indicates that 20% of 15-years-old feel like an outsider at school and many other feels lonely and isolated (OECD,

2019). Therefore, there was an increase in students' self-reports of increased anxiety and depression during the pandemic (Jones, 2020). There is a more need for emotional support because of the potential risk on raising the community anxiety and fear (Arpaci et al., 2020). Since emotional responses are part of a response to stress caused by COVID-19 then an ability to understand and regulate one's emotional experiences may be regarded as a protective personal resource (Arpaci et al., 2020). This bring new and totally different leadership styles in which there are more affection but less authoritative aspect into the educational context.

2.4. Alternative Schools

Due to the increasing criticism that the school "in addition to the education it provides in line with both individual and social needs, it indirectly brings bad habits that the society and families do not want" make parents seek for an alternative way for education (Kartal, 2014). This situation in turn brings an alternative education\school to emerge in education. However, different definitions have been proposed for alternative schools, one of them by Franklin (2002) define alternative school as educational program that is different from traditional schools' structure. On the other hand, Coeyman (2000) proposed alternative schools as non-traditional schools that are part of the social system and support students who are failing in traditional academic environments. Aydın (2006) assert alternative schools in her book as anti-institutional movement considered as anti-bureaucratic in public schools. Some of these schools within alternative education opportunities, designed to meet needs of at-risk students who are dropped from school or students who are over-age and under-credited. Furthermore, there are differentiated school systems that continue to give education under the name of alternative schools such as Montessori, Waldorf, and democratic schools. Thus, it is unfeasible to bring only one definition to the alternative school (Franklin, 2002). These schools' general theme and philosophy involves small classes with few students, individual attention, positive human relations and focusing on the student as a person so, it is hard to truly differentiate from each other because they all carry characteristic of other models (Korkmaz, 2005). The important point here is that these schools bring an alternative perspective to the standardized educational system (Korkmaz, 2005). Because alternative school and students who are attending there have a distinctive type of

nature, leaders need to get differentiated skill sets to lead in an effective way (Price, 2009).

Democratic schools defined in the literature as schools that focus on textbook-based information in classroom within standardized assessment. The word 'democratic' imply that teachers and students encourage to be creative, flexible, and most importantly to take ownership over their own education. In another definition, regarding the characteristics of democratic education the participation of students in shaping school's structure and vision within giving the opportunity to students when regulating their own ways of learning and living (Balme & Bennis, 2008). Democratic schools commit to reorienting typical approaches to curriculum from teacher-centered perspective to become more student-centered where students learn via inquiring (Hytten, 2017). Democratic schools, stakeholder involvement is established by the governance of schools by pupils, staff, and others (Woodin, 2015). Therefore, democratic teaching involves collaboration and cooperation, and everybody has an equal right to share their ideas and participate into the decision of curriculum, assignments and even assessment. Moreover, as cited by Korkmaz and Gümüşeli (2013) while creating a democratic community such as elections or school councils, it requires for a learner to take responsibility and develop self-learning strategies. This shows that in democratic school's students' ideas and perspectives are cared for.

In addition to democratic schools, alternative schools focus on providing targeted academic and behavioral interventions for students (Lehr et al., 2004). Social and Emotional Learning programs improve the academic, behavioral, and overall well-being of children. Students in traditional settings perceived several reasons of their lack of success such as lack of teacher attention, not feeling safe, overly strict rules and regulations but when they are passing into alternative school environment positive and engaging learning environment fits the students' needs. More importantly, alternative schools becoming more successful when participating students into challenging tasks within caring environment (Philips, 2011).

In the Turkish literature, Schreglmann (2019) examined the views of academicians working in education faculties in Turkey related to alternative school\education in Turkey. Since it is not always possible to separate alternative schools from each other with clear boundaries, the important thing is that they need to create an alternative to the standardized school model (Korkmaz, 2005). Findings of the study revealed that one third of the academics have no idea about alternative schools. In addition to that, some of them heard about alternative schools from literature not within the implementation. However, the number of academics who have extended knowledge of alternative school and its implementation low. Study also reveals that alternative education may become unsuccessful if the materials are not used properly or parents do not understand the alternative school\education concept well. In addition to that, having limited knowledge about alternative schools and most importantly parents' tendency to focus on academic achievement for their children mislead the learning outcomes in alternative schools. When it comes to schools that considered as alternative school, more than a half academicians cannot give any example. On the other hand, other academicians give the examples of Montessori, Baska Bir Okul Mumkun, Homeschooling, Waldorf, and school that is currently studied in Turkey (Schreglmann, 2019).

Teachers' accountability and job satisfaction is also a crucial point because alternative schools were designed to meet students' unique academic and social-emotional needs (Pang and Foley, 2006), and supportive environments that improve relationships among peers and between teachers and students are reported as an indicator of the quality of alternative schools (Lange & Sletten, 2002). Positive teacher-student interactions within a community care and support may motivate students to develop the skills necessary for success (Duke & Tenuto, 2020). Therefore, not only academic regulations but also the social support in the learning environment are emphasized.

Basically, student-centered approach in alternative school setting is matching the idea of alternative education and, studies in alternative school\education literature pointed out this learning approach highlighting that advancing students' academic well-being and personal well-being are part of the culture in student-centered

alternative schools. Other than that, fostering an intrinsic motivation to learn and providing significant amount of freedom to learners in which they are encouraged to be active learners engaging in partially or fully self-regulated activities (OECD). Alternative schools differentiated from traditional school in terms of extended academic spectrum and in this way attract talented schools (Coeyman, 2000).

A successful alternative education program needs to have certain characteristics. These are wide range of attendance options provided by the school district, having small school and classrooms, climate of tolerance and attendance, open and consistent aims gathering in achievement report, an environment suitable for individuals' learning styles and individual needs, attractive instruction methods and the last one an organizational structure and management that supports the participation of students, employees, and parents. All in all, it is not surprising to observing caring practices through an alternative school.

2.5. Summary

Educational leadership defined in the literature as the work of mobilizing and influencing others to articulate and achieve the school's shared intentions and goals (Leithwood & Riehl, 2005). There was not much attention to leadership approach before the beginning of the 20th century. After that different leadership approaches started to emerge in the literature. When we consider Turkish educational system in which is highly centralized the ministry of education in decision making, there are mostly traditional leadership approaches seen. However, it started to change when criticisms increased in terms of being 'solo leader' in Turkish schools. Many contemporary approaches started to emerge such as distributed or authentic leadership.

Leadership approach that is considered to correspond Turkish context is paternalistic leadership. High levels of discipline and managerial authority with a fatherly benevolence and moral integrity (Farh & Cheng, 2000). Turkey in which identified as a collective culture brings a positive effect on the attitudes and behaviors of employees (Gelfand, Erez & Aycan, 2007). However, there is a fine line between paternalism and authoritarianism, this has a superiority to traditional leadership approaches.

Being a newly emerging leadership approach, caring leadership is defined in the literature as the act of expressing interest in the needs and values of others (Van der Vyver, 2014). In fact, caring leadership can be seen as the structure of values and organizing principles centered on fulfilling employees' need, promoting interest, and valuing to contributions of employees (Faldetta, 2016). There are five top behaviors of caring leadership proposed by Steinbinder and Sisneros (2020) to create the conditions for sustainable personal and organizational success. Self-awareness, deep listening, curiosity, decisiveness, and empathy are the characteristics of caring. However, it is important to realize that the gap between rhetoric and reality while explaining caring. Even though caring practices bring many positive effects to the school, there are still schools where the levels of care are relatively low. Although, caring is important for a learning environment which reinforces teacher care toward students and increase school effectiveness, few studies have examined the relationship between school leadership and care in general (Louis et al., 2016, Van der Vyver et al., 2014).

Moreover, it is also important establish caring in school's physical environment (Walls et al., 2019). For example, a nice picture welcoming students to the school can reveal how much the school cares about student learning. In addition to that, establishing a safe and secure environment for students such as putting student cabinets to the wall firmly or illumination, ventilation of inner space (Reynolds et al., 2014) and providing these needs is essential for student academic, social, and emotional development (Christle et al., 2005).

As the distance education come into question within the COVID-19 pandemic, educational system changed dramatically. In those times, both students and schools struggle to get used to the distant education. However, students started to lose their focus on screen and many others feel lonely and isolated (OECD, 2019). Therefore, there is a need for emotional support because of the risk on raising anxiety and fear (Arpaci et al., 2020).

The reason of traditional schools no more provides a rich educational support but indirectly brings bad habits that the society and families do not want make parents to

seek an alternative way for education. Therefore, alternative schools started to become prominent in educational context. Alternative schools defined in literature as educational institutions in which including small size, one to one interaction between student and teacher, a supportive environment, student centered curriculum, flexibility in structure, and giving opportunities to students participating into decision making. In the Turkish literature, Schreglmann (2019) examined the opinions of academicians working in education faculties in Turkey. This study reveals important details about Turkish alternative schools. Findings of the study shows that one third of the academicians who have no idea about alternative schools additionally academics who have extended knowledge about alternative schools also low. Other than that, academicians give this School as an example for alternative school when asked which of the alternative schools they can give as an example.

Important point in alternative schools that teachers' job satisfaction is crucial because alternative schools were designed to meet students' unique academic and socio-emotional needs (Pang and Foley, 2006). Therefore, positive teacher-student interaction within the community care and support may motivate students to develop necessary skills for success in the future (Duke & Tenuto, 2020).

CHAPTER 3

METHODOLOGY

This chapter involves detailed information about the design of the research which has a qualitative research design. In order to reach deeper on the thoughts and experiences of the participants, case study was used as a common approach in qualitative research. First, the research design is described, followed by the population and sample. Then detailed information will be provided about the context since this is a qualitative case study. As mentioned in the literature review part, alternative schools in which their mission clearly specify caring environment within a student-centered approach. Next, data collection procedures will be provided including the description of each of the data sources which are the interview and observation protocols. Details about codes and themes analyzed in the data analysis part. Finally, the data analysis procedures will be discussed.

3.1.   Research Design

The purpose of the study is to investigate the concept of caring practices and caring leadership as perceived by school administrators and teachers at an alternative private school that identifies itself as a democratic school and the extent to which caring practices are exhibited by both administrators and teaches at this school. Considering the purpose of the study, current research is designed as a basic qualitative study to investigate individual viewpoints through interviews, in this way researcher gather a deep understanding of caring practices\leadership and show important details about newly established approach. Definition of basic qualitative research is collecting and analyzing non-numerical to understand concepts, opinions or experiences and it can be used to gather in-depth insights into a problem (Astalin, 2013). As a research method, the case study defined as an empirical inquiry that investigates a contemporary phenomenon in depth and within its real-life context

(Yin, 2009) is utilized. Case study is used in many situations, to contribute to the knowledge about individual, group, organizational, social, political, and related phenomena (Yin, 2009).

Case study is matched best with the study in some ways for example, it relies on multiple sources of evidence, with there is a need to triangulation and comparing another result to generate findings, also it benefits from the prior development of theoretical prepositions to guide data collection and analysis (Yin, 2009). Other than that, if there is a rare situation that has limited sampling existed, case study is an important opportunity to study a phenomenon deeply. However, different then quantitative research studies, findings of the qualitative studies cannot be generalized (Yildirim & Simsek, 2013).

According to Creswell (2014), maximum variation sampling, data collection with open-ended questions, a detailed analysis of the text, representation of information with figures and tables, and personal interpretation of the findings are crucial characteristics of qualitative design. Therefore, as a basic qualitative research in multiple times the questions are checked multiple times to make sure they are open enough the catch detailed information. Other than that, Yin (2009) identified some desired skills for the case study investigators. These are asking good questions, being a good "listener", exercising adaptiveness and flexibility, having extensive knowledge of the issues related with the study and avoiding bias. Especially in avoiding bias become a major problem when researcher cannot eliminate his\her bias. To avoiding that, in this study with the help of the expert this problem reduced.

3.2.   Research Participants and Sampling

This study was designed to give detailed insights of the caring school leadership and practices thus it matches best with purposive sampling because as mentioned above, alternative schools have the inner potential to include caring practices in the school as their missions generally specify a student-centered approach in the school. In the process of school selection, important point is that school need to clarify the caring aspects. For that reason, web site of the schools visited to gather information whether any caring practice signs exists or not. After that, potential school identified through

some observation such as on the website each member of school not categorized with administrators, teachers and other personnel but categorized with alphabetic sequence of each member. This situation is a clue of caring practices as giving the message of each person is valuable for the institution. Other than that, on their website under the section of core missions of school, the importance of 'child benefit' is emphasized. Therefore, within these factors the school distinguishes from others. After deciding on the school, in the selection of participants from school, it is important to gather participants who represent different experiences and ideas about the school. Selected school has both primary and elementary schools in different buildings and areas thus each school owns their separated administrators and teachers. In this study, maximum variation sampling was used to select participants. The aim of the maximum variation sampling is to determine the dissimilarities between different cases and reveal different aspects of a problem (Creswell, 2014). First of all, participants were divided into two groups as administrators and teachers. In the administration group, there is one general manager; principals, a vice-principal, and education coordinators working in each building. Interviews with these seven administrators were completed. In addition to that, teachers are chosen considering their years of teaching experience and branches in the school. To do that, website of the school was visited, and some demographic information related with teachers and administrators were collected and a list of participants was prepared. Establishing balance between the number of the administrators and teachers crucial thus 6 out of the 13 participants selected from teachers and 7 of them from administrators. In this way, different experiences, and opinions from each side can be comparable. In addition to that, 13 participants with different gender, age, academic and teaching experiences bring an extensive knowledge from participants. However, names of the principals and teachers were not given to ensure the confidentiality of them. Instead of giving names, participants codes given as P1, P2, .. if they are principals; T1, T2, .. if they are teachers. Table shows the participant codes, gender, branches, and years of academic experiences of the participants.

Table 1 Participation interviewed

Participant Code	Gender	Branch	Experience
P1	Female	Primary School Vice-Principal	6 years
P2	Male	Primary School Principal	1 year
P3	Female	Elementary School Vice-Principal	1 year
P4	Female	Primary School Academic Coordinator	5 years
P5	Female	Elementary School Academic Coordinator	1 year
P6	Male	General Manager	6 years
P7	Female	Elementary School Principal	5 years
T1	Female	Primary School English Teacher	5 years
T2	Male	Social Sciences Teacher	1 year
T3	Female	Classroom Teacher	3 years
T4	Male	Religious Teacher	1 year
T5	Female	Classroom Teacher	1 year
T6	Female	Computer Teacher	6 years

P1 is a female vice-principal in primary school. At first, she was English teacher in the school as well as being coordinator of English department in primary school. She has been working as a vice-principal for a year.

P2 is a male principal in primary school. He has been working in School for a year. Moreover, he has not any administrative positions before.

P3 is a female vice-principal in elementary school. She has been working in School for a year.

P4 is a female academic school coordinator in primary school. She started to School with teaching as a classroom teacher. She has been working for 5 years.

P5 is a female academic coordinator in elementary school. She has been working in School for a year.

P6 is a male general manager in School since the establishment year.

P7 is a female principal of the elementary school. At first, she was English teacher in the school, then she became coordinator of English department. She has been working as an elementary school principal for a year.

T1 is a female English teacher in primary school. She has been working in School for 5 years.

T2 is a male social sciences teacher in elementary school. He has been working in School for a year.

T3 is a female classroom teacher in primary school. She has been working in School for 3 years.

T4 is a male religious teacher in elementary school. He has been working in School for a year.

T5 is a female classroom teacher in primary school. She has been working in School for a year.

T6 is a female computer teacher in elementary school. She has been working in School since the establishment year.

3.3. Setting of the Study

The study was conducted in one of the recent alternative and private school in Istanbul, Turkey. This institution includes a primary and an elementary school in relatively distant areas. Primary school located in peaceful area that is near to the forestland. In this way students have a chance to spend their days in fresh air without zero noises from traffic or crowd. On the other hand, secondary school located in a neighborhood that is surrounded by apartments. Unlike the primary school, students in secondary school have limited areas to spend their break times. However, there are playgrounds in each school where students can play football and basketball, there are

even there are unique features like climbing wall and grass amphitheater. When it comes to physical arrangement of the school, primary school has colorful inner design that can be impressive for students. Other than that, corridors, and classroom doors are full off student works. Moreover, there are many facilities that exist inside the school such as art and music studios, dining hall, library which is not in a closed area, school nursing and security in the entrance. The same facilities also exist in the secondary school building except school nursing.

There are three school administrators in each school which are principal, a vice-principal and education coordinator. In addition to that, there is an extensive staff is working separately in each school. The school has many differences in its culture and philosophy of education compared with other private schools. Student-centered approach implementing in the school in a way that peer learning highlighting in school's vision. In addition to that, school center the idea of "benefit of student" as well as "benefit of teachers" when decision making process. They prioritize the idea of benefit to students and teachers to create a democratic environment.

When it comes to curriculum and lesson materials, school specify different pathway from other schools. In a way that, teachers from School are not using any prepared materials from any publishing firm. Instead of this, teachers prepare their own lesson plan and materials before the lesson. Moreover, school has thematic perception in which different themes focus on various discipline even it can be about art or sports. In this way, students can bring together different disciplines.

3.4. Data Collection and Instruments

In this section, there are two data collection instruments will be covered. These are interview questions and observation protocol. First one is the most preferred data collection instrument in qualitative study named interview. Interviews provide deep understanding for a topic and benefit from the experiences and viewpoints of participants. In this study, semi-structured interviews were conducted with both teachers and administrators. The semi-structured interview employs a mixture of closed and open-ended questions, often conveyed by follow-up why and how

questions. Generally, a reasonable maximum length for semi-structured interviews is one hour to minimize fatigue for both interviewer and participant (Adams, 2015). Semi-structured interviews have some advantage and disadvantages within its nature. Disadvantage can be given that semi-structured interviews are time consuming and require interviewer sophistication (Adams, 2015). On the other hand, it is also beneficial when several valuable tasks, if there is more than a few of the open-ended questions require to follow-up. In addition to that, semi-structured interviews are effective tools when gathering deeper information from participants (Balushi, 2018). As the purpose of the study is collecting extended information from teachers and administrations, semi-structured interviews were used for data collection. In this study, there are two separated interview questions which for teachers and other one for administrators according to participants' jobs at school. Interview questions were prepared by the help of examining various source in the literature. Some of the ideas are gathered from Steinbinder, Sisneros (2020) and adopted from the Caring-Leadership Self-Assessment. Five specific behaviors of caring leadership which are self-awareness, deep listening, being curious, demonstrating empathy, and decisiveness are key concepts of the interview questions. For example, self-awareness that is mentioned in behaviors of caring leadership bring a question of "Do I sense and adjust my emotions based on the situation?"; for the behavior of deep listening "Do I maintain eye contact and face the person directly?" In addition to this, principals' perception about caring leadership is investigate thus it is about principals' characteristics that proposed by Louis, Murphy and Smylie (2016). This study also gives insights of student support, collaboration among teachers and de-privatization of teacher work under the caring practices. De-privatization is the frequency of visiting other teachers' classroom and being visited which in turn shows a deeper form of trusting collaboration (Louis, Murphy & Smylie, 2016). After reading these studies deeply, general ideas were gathered about caring leadership and practices. Not only from caring aspects but also alternative school concept is crucial before starting to prepare the interview questions. As the characteristics of alternative schools are different than traditional schools as their missions and visions imply more details about relationships rather than just taking into consideration of academic influence. After taking into consideration of these researches, there are two independent sets of open-ended interview questions within the framework of the

research questions (see Appendix B and C for interview questions) prepared for both teachers and administrations. However, interview questions relate to each other as the need for the comparison of caring practices of administrators and teacher perception on it. The important point is that, after creating interview questions expert opinions were asked from two faculty members who have background of qualitative research studies. In this way, interview questions are finalized based on the suggestions of experts.

Second one is observation protocol that is prepared based on the school climate scale. The scale consists of different titles such as teacher-student interaction, student-student interaction, individual student behavior patterns, lesson observation, and physical arrangement of school (see Appendix D). Each section shed light on caring perspective of school and relations. For the observation protocol expert opinion was received as well. Observation protocol established by taking ideas from The National School Climate Council (2007). Moreover, the five broad elements that comprise school climate which are Safety (physical safety, perception of school climate), Relationships, Teaching and Learning, Institutional environment. Lastly, classroom observation checklist.

After sending interview questions to the METU Ethics Committee, a sample interview planned with a principal and teacher from outside of the school to see consistency of questions and flow of the meeting was held. After these meetings, questions were revised according to the feedback from the sample interviews. Moreover, this helped a lot in getting rid of my anxiety before starting the main interviews. After that, school job development specialist helped in the part of selecting teachers and administrators through the population. She suggested teachers who have varying years of experience in the school to collect different perspectives toward school. Moreover, she assisted with informing the school before any occasion started such as regulating the date of school observation and informing participants for interview before researcher send an e-mail. After that, e-mails are sent to the participants which include information about purpose of the study, how the interview will take place, how long it will take, and the interview questions. Because the participation in the study is voluntary, participants have their right to withdraw from

interview any time they want. Also, participants were informed that interview needed to be record because it will be converted to text after it finished. When a participant accepted to be interviewed, time and place for the meeting were scheduled through web tool. Majority of the administrators and teachers replied invitation e-mail by writing that they are willing to participate the study. However, participants confidentiality was guaranteed thus no part of the record was shared with anybody.

Generally, face to face interview methods have been used to generate qualitative data (Creswell, 2013). However, the reason of COVID-19 pandemic restricts travelling out of the town and there are a lot of students and teachers having disease, as such interviews were carried out via Zoom. Thus, gathering information through online have some challenges. For example, while doing the interview, technical difficulties and accessibility problems may arise. Other than that, the interview environment can become an issue or time and costs can be a problem (Topping et al., 2021). Thus, it is important to keeping these in mind and take appropriate actions. In order to decide appropriate interview date, Doddle calendar helped regulating dates without any overlap of meetings in an effective way. Also, before the meeting started, speed of the internet, sound and camera system were checked. Despite having internet connection issues, the mobile internet was ready to make connection. However, I did not experienced connection issues or technical problems that could lead to affect the flow of interview negatively. It is also important to being in a quiet environment while interviewing to prevent any distractive situations.

While the study is conducting within the school context, teachers and administrators participated generally from school. They paid attention to environment throughout the meeting and avoided distractions. Also, they respond all the question without any concern of details related with school and answered questions enthusiastically. Within the Zoom platform, interviews took forty-five minutes to one-hour, actual duration of interviews correlated with the year of experiences that teacher or administrators having in the school. It is planned to be six interviews finished in total from primary and elementary school teachers. In the primary school, one English teacher and two classroom teachers were selected, and they have different years of experiences in the school. At the same time, there were also three participants

selected in elementary school. Their branches are social studies, religious culture and moral knowledge, and computer teachers that also have differentiated experiences year in the school. On the other hand, there were six administrators and general manager of school selected. In this way, numbers of teacher and administrator participants balanced to be able to compare the perceptions of the caring practices\leadership in different channels. For this purpose, with the help of job development specialist, an e-mail list that consisted of 6 administrators had been created to send each participant. Any timeout did not occur in the schedule nor late participants to the interview.

Before starting the interview, researcher asked participants' permission to start recording. Thus, there are 13 participants interviewed in total. When it comes to the interview questions, there are eight questions which have follow-up questions under the administrator questions. On the other hand, there are 15 questions in teacher interview that are categorized through teacher caring, student support, collaboration, and de-privatization (see appendix A). Each interview lasted 30-45 minutes. After each recording finished, researcher transformed videos into transcripts through a computer program named pyTranscriber. It is a convenient tool that automatically turned video into text format.

Other than the interview questions, school observation protocol was prepared for the assessing physical factors of the school. After the interviews done with administrators and teachers, researcher visited the school to observe physical structure and relationship among school stakeholders. School visited on April 25th, starting from primary school after that researcher continued with middle school. There is a study that emphasizes the importance of caring as an element of social and emotional safety at school (Walls et al., 2019). There are several physical aspects that can provide clues about whether caring practices are implemented in school or not. These are physical safety, institutional environment such as physical surrounding, resources, and supplies. In addition to that, relationship among members of school is another point that observed in the school. Lastly, lesson observation done in primary and elementary schools. In the first 15 minutes of the first lesson, student have "Sharing time" in which they share their experiences about

the previous weekend. Each student expresses their plans and experiences, but everybody had to listen to the one who is speaking. After everybody finished, lesson starts within a minute. Students focused easily and did not cause a problem while the lesson continue. In addition to interviews, researcher also visited the school to make school observation. An observation protocol was prepared. When preparing the protocol, researcher benefit from school climate scale which focused on physical arrangement of school. Teacher-student relationship, student-student relationship, individual student behavior, lesson observation, and physical environment. In that part, researcher collected observation notes for primary and secondary schools separately. To do that, researcher first started with observing primary school then continued with elementary school by walking around the school to see classrooms, corridors, art studio, restrooms, dining hall, schoolyard, and library. After that, researcher participated in a classroom to become familiar with how the student-teacher and student-student relationships take place. After taking important notes, researcher then make observation in teachers' room to see how teachers spend time during break times. Lastly, in another break time, researcher made observation in schoolyard to see how students spend their leisure times and how their relationship when they were alone.

The data collection part lasted approximately 4 months in total starting January 7 and the last interview taking place on June 20. The longest interview took 53 minutes, and the shortest interview took 30 minutes. All of the interviews were recorded with the permission of participants and transcribed by the researcher.

3.6. Data Coding and Data Analysis Procedures

When starting to data analysis, I was aware that being objective and attentive are crucial for establishing the knowledge. Therefore, I started data analysis by focusing on the data that I collected from interviews. To do that, I needed to start with transcribing video records into text. Although I got help from a computer program to transcribe video into text, I also watched interviews and made correction several times. This helped me engaging deeply into the data and categorizing some phrases that are common among principals and teachers. Throughout the interview questions, participants gave extend knowledge for school and important details about their perspective toward school. It is also important for me to realize that even some

participants felt free to give detailed knowledge about their negative experiences about school. Other than that, many participants also wanted to learn the results of the study.

Coding defined as a heuristic an exploratory problem-solving technique without specific formulas to follow (Saldana, 2009). The purpose of the data coding is examining the obtained information by dividing it into meaningful parts and finding out what each part means conceptually (Yildirim & Simsek, 2011). These parts which from a meaning in themselves named by the researcher, in other words, they are coded (Yildirim & Simsek, 2011). Each interview assigned a code for instance P1 for a particular principal and T1 for a particular teacher separately to keep the anonymity of the participants and keeping them in mind more easily. In the process of detailed reading, I kept notes both in computer and on a notebook. However, I had difficulty in attaching codes into appropriate parts in the text and sometimes the codes attached in various way. In those times, I asked for a second opinion to see other perspectives. According to Saldana (2009) sometimes things can be group together not just because they are alike but because they might have something in common even if that commonality consists of differences in the coding process. I read each participant's transcript and took notes on the margins after this process finished then I continued to categorize them under similar headings. When codes are applied and reapplied to qualitative data, the process named codifying permits data to be segregated, grouped, regrouped, and relinked to combine meaning and explanation. Thus, categories were created by collecting the most repeated words, sentences named codes. While doing the codifying process, I realized that transcript of the first participant influence the next participant while categorizing them. After that, codes generated themes and there are also sub-themes that are under the main themes emerged. In addition to that, the reason of this study makes a research on caring leadership and practices, there are also elements and concepts related with caring that is established in the literature. Thus, all the concepts and elements guided me to name themes and group codes. However, not all the concepts linked in transcript excerpts, so research questions and interview questions constitute majority of the themes. All theme, sub-themes and codes will be presented in the findings section with examples from interview transcripts of both principals and teachers.

Creswell (2015) mentioned that if transcripts are less than 500 pages then hand analysis of the qualitative data is appropriate. Therefore, I preferred to analyse data by hand analysis rather than conduct the analysis with a software. There are many ways to labelling the codes as they can emerge from several sources. For example, I preferred to use In Vivo Coding that are the exact words used by participants. Especially, some of the key expressions by participants showed common sense in the transcript made it easier to combine them under the themes. When coding a sentence or a paragraph, major idea or the message conveyed throughout the whole paragraph or speech that participant make. Codes and themes created and interpreted, and the researcher checked the accuracy of the data by reading and listening many times the interview videos. After the data coding process finished, I started to focus on data analysis process.

For the case study, analysis consists of making a detailed description of case and its setting (Creswell, 2013). Stake (2008) supports four methods of data analysis and interpretation in a case study research. In categorical aggregation, a collection of instances which have issue-relevant taken from the data. In direct interpretation, researcher looks at a single occurrence and draw meaning from it. The researcher establishes patterns and looks for a correspondence between two or more categories. Finally, the researcher develops naturalistic generalizations from analyzing the data that is people can learn from the case. Other than that, Creswell (2014) analysis technique in seven steps as collecting the raw data, organizing, and preparing data, reading the whole data, coding the data, interrelating theme, interpretation of the meaning of themes and validating the accuracy of the data was used.

3.7. Trustworthiness

Trustworthiness or rigor of the study refers to the degree of confidence in data, interpretation, and methods used to ensure the quality of a study. In every study, researcher should prepare the protocols and procedures that are necessary for a study to be considered valid and reliable by readers (Amankwaa, 2016). Lincoln and Guba (1985) set the criteria which are accepted by many qualitative researchers. These are credibility, dependability, confirmability, and transferability but in the following years authenticity was added to the list (Guba & Lincoln, 1994). Process records are

researcher notes of all activities that happen during the study and decisions about aspects of the study that are interviews and observations. When it comes to confirmability, it is neutrality, or the degree findings are consistent and could be repeated. To do that, researcher keeps detailed notes of all the decisions. Some studies, notes can review by a colleague or by a peer. Lastly, transferability, the extent to which findings are useful to person in other settings that researchers determine that how useful the findings are to their situations.

In the current study, concept of credibility in qualitative method is asking the question of "Are we observing or measuring what we think we are observing or measuring?" (Merriam, 2002, p.25). Therefore, data collection and data analysis parts followed the procedures of above guide. Other than that, triangulation, is crucial for a study to gather the proof to providing credibility. In this study, researcher applied credibility techniques to ensure the trustworthiness of this work. There are some ways to ensure credibility, and these are prolonged engagement, persistent observation, triangulation, peer review, negative case analysis, and member checking (Ely et al., 1991; Lincoln & Guba, 1985). Researcher selected triangulation in a way that use of multiple and different sources, methods, investigators, and theories to provide verifying evidence from different sources (Ely et al., 1991; Lincoln & Guba, 1985). In this study, there are three different data sources used to shed light on the caring practices. First, interviews done with school principals secondly, interviews with teachers done and lastly school observation done by taking observational fieldnotes that can be seen in Appendix. Observational protocol prepared to use in data collection for guiding and taking observational notes (Cresswell, 2013). Because a case study should take place in the natural setting, it become another source of evidence in a case study (Yin, 2009). The observations include formal to casual data collection activities and in this study, researcher prepared observational instruments such as physical arrangement of school and a lesson time in classroom observed and collected. Researcher conducted semi-structured interviews with multiple different participants with different time intervals and participants with different context and experience years. Zoom platform used to make conversations and researcher read the transcript many times to gather themes and codes separately as teachers and principals. In addition to triangulation process,

peer review also used by researcher to confirm credibility. A peer review or debriefing provides an external check of the research process by someone who is familiar with the research that is being studied (Creswell & Miller, 2000 p. 251). To do that, researcher asked for an expert opinion for the interview questions and observation protocol to check suitability of the questions. Researcher changed the way questions asked accordingly. Then, a pilot study done with a principal and a teacher who are not included in participants of study. In this way, researcher had feedback on comprehensibleness of the interview questions. All in all, peer review and triangulation helped researcher to provide the credibility of the study. In addition to that, maximum variation sampling used to gain an understanding of a certain topic from a wide variety of angles. It is defined as differentiate sites or participants, determining in advance some criteria. In this study when choosing the participants, many criteria had attention such as teachers experience years in School. In this way different perceptions might be occurred through the years of experience.

3.8. Researcher's Role

Throughout the study, my role is to guide the questions, select participants and invite them, manage interview time, transcribe the video, and generate new questions within the progress of the interview. My role as a researcher and being a teacher in a private school, I compared the research school with the school that I worked in. Therefore, in many aspects even if it is very basic procedure for many schools, I surprised in especially observation part of the data collection. However, I paid special attention to putting my bias away from the study. As I am being the main person who collected and analyzed the data, there is a potential risk of my bias impacted to the outcome of the study. Being objective and leaving aside all the bias were not easy thing for me.

Other than that, throughout the interviews sometimes I focused on minor situation unwittingly that participant was answering. However, this situation may decrease the research outcomes to be reliable. Therefore, I paid attention to focusing just on the questions and not distracting with irrelevant details. Other than that, as a novice researcher in several times I remind myself to stay objective even if there is a contrary opinion that I have. In addition to that, at the time when preparing

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interview questions, I asked two academicians expert opinions who have the background of qualitative studies to modify the questions. First, I got help from experts from field after those opinions gathered from sample participants who are working as an administrator and teacher in a school. In this way, many opinions develop the efficiency of interview questions. Generally, conducting this research study contributed me in many ways. For example, the concept of qualitative study developed my conversation skills in academic way. In addition to this, this study helped me to eliminate my bias according to education also being respectful to contrary opinions. Moreover, I learnt that being determined and organized is a must for a qualitative researcher to gather the needed number of participants and after that making organization to data analysis.

When I visited the school for observation, this opportunity helped me to gain deeper understanding of school. I think that it was not easy thing to address school climate and see caring practices if I did not observe the school. Thus, this helped me to understand caring practices of school in an extensive way. Because being in school when students make a conversation with themselves or witnessing teachers collaborating in lesson breaks showed caring mechanisms of each member.

When it comes to challenging situations during the process, finding volunteered teacher participants was a bit hard when I planned to include teachers who are different branches like math teacher to social sciences teacher. However, I could arrange meeting with social sciences and religious teacher in the elementary school. In addition to that, I could have the opportunity to interview with an applied lesson teacher that is computer teachers. In this way, I diversified my data.

Table 2 Themes and Codes of Principals Transcripts

Theme 1: Principals' Leadership Approach
Democratic Leadership
'Fidelity class' once a week in which students express their ideas
Class representatives and school heads
Teacher representative
Bottom-up decisions not used
All stakeholders are equal and have a voice
Leading instead of managing, moving forward together
Same rights given to students also given teachers
Routine meetings with teachers
Theme 2: How Principals Practice Empathy for Caring Leadership
Sub-theme 1: Deep Listening
Listening without interruption
Communication by keeping boundaries
Listening and trying to understand
Positive communication with a smile
Provide answers for any questions
Sub-theme 2: Empathy
Trying to see situations from different angles by asking lots of questions
Mood of the employee is valuable
Trying very hard to get to know people
Trying to contact people
Soften the emotions
Sub-theme 3: Feelings of Others
Make time for thoughts
Try to be neutral
Act by considering the current conditions
Try to understand the feeling and manage to stop if they are out of control
Sub-theme 4: Self-awareness
Seeing the deficiencies not saying that we are perfect
Evaluate myself and criticize if appropriate
Sub-theme 5: Situationality
Comfort of apologizing if there is a mistake
Try to prevent mistakes from being repeated
Evaluate mistakes together to not repeat
No accusation or punishment
Behaving solution oriented
Everyone has the right to make mistakes to learn
Theme 3: Principals Leadership Approach Towards Students
Sub-theme 1: Relationship with Students
Love students and contacting them
No statue co in communication
Companionship and supporting them
Get to know each of them
Entertaining relationship

Table 2 (continued)

Sub-theme 2: Curriculum
Giving importance to speed of the individual, not the path taken
Trying to deepen the curriculum
Differentiated classroom activities
Constant work to improve the curriculum
Benefit of the child
Sub-theme 3: Students with Learning Difficulties
Differentiating tasks
Observations on student and create an action plan
Collaborate with families
Assistant teachers help according to students' needs
Theme 4: Principals Leadership Approach Towards Teachers
Sub-theme 1: Teacher Training
Teachers request which field they want to improve
Online trainings in pandemic
Volunteered trainings in each month
Sub-theme 2: Support for Teacher Collaboration
Interdisciplinary studies
Celebration of special days belong to teachers and students
Thematic plan that teachers collaborate
Sub-theme 3: Teacher Motivation in Pandemic
Shortened the screen exposure time
No extra meetings after the day
Stop responsibilities for teachers who got COVID
An empty room for teachers only to rest
Outdoor activities to establish relationship
Sub-theme 4: Trust to Teacher Decision
Trust to the decision of teacher in their lessons
Teachers always take responsibility
Try to listen different opinions from teachers
Trust to their decisions but believe that they have shortcomings
Sub-theme 5: Health Conditions of School
Whole school disinfected 3 times a week
Free PCR testing at home
Common places after each class leave
Provide mask and disinfectant
Ventilation in classrooms

CHAPTER 4

FINDINGS

This study investigated a recent approach named caring leadership and its practices which is emerging in Turkey and in the international literature. Caring leadership and its practices reflect on the school principal, teachers as well as physical characteristics of school. This leadership approach demonstrates genuine interest in achieving a mission, tend to generously provide time, advice, and support also being trustworthy and caring. This approach studied in an alternative school in which nontraditional learning environment is established. Data taken from school principal and teachers to investigate the extent to which caring leadership and practices are implemented in this alternative school. In addition to that, school observation protocol prepared to increase trustworthiness of the data. With the help of the observation protocol, researcher visited school and took notes about the visible examples of caring practices. While doing this, researcher observed extensive areas such as classroom in lesson time, school backyard in breaktime, teacher's room in break time, corridors, and dining hall. All these places gave ideas of caring leadership and practices of school. A basic qualitative framework was used to design this study. Case study methods guided data collection and analysis. In order to expose the caring leadership and practices of teachers and principals, the research questions were defined by the researcher as follows; (1) What is the leadership approach that is seen among school principals? (2) What 'caring practices' do school principals and teachers demonstrate at school?

Chapter 4 presents findings of data collected through interviewing total sample of 13 participants selected from primary and secondary schools and observations conducted in both the primary school and secondary school. The interviews were carefully transcribed and analyzed. Because the participants divided into two groups as principals and teachers, coding process also divided into two. For that reason, at

first principals' themes, sub-themes and codes will be given. This will give insights of principals' perspectives on caring leadership and practices. Interviews done with total of 13 participants who are 7 of principals and 6 of teachers. In the second part, teachers' themes and sub-themes will be given parallel to the principals' themes and sub-themes to see the similarities and differences.

4.1. Findings for Research Question 1: What is the leadership approach that is seen among school principals?

In this section, the themes, sub-themes, and codes of principals prepared according to the first research question. There is one theme emerged under the research question 1 as the research question points out the leadership approach seen among school principals. Besides, there is one sub-theme emerged because through transcripts, principals expressed themselves as democratic. For that reason, sub-theme resulted as "Democratic Leadership".

4.1.1. Democratic Leadership

Table 3 Subthemes and codes emerged under "Leadership Approach Seen Among School Principals" Theme

Sub-theme	Codes	Participants
Democratic Leadership	'Fidelity Class' that students express their ideas	P3
	Class representatives and school heads	P3, P7
	Teacher representative	P3, P7
	Bottom-up decisions not used	P3
	All stakeholders are equal and have a voice	P3
	Leading instead of managing, moving forward together	P4, P5
	Same rights given to students also given teachers	P6
	Routine meetings with teachers	P2, P3, P4, P5, P7

Each participant among principals identified themselves as being democratic. However, some of them are aware of the differences between management and leadership. In a way that, they expressed that they have been trying to lead instead of managing when asked their sense of management. However, this difference did not result in because of the experience or level that principle is working.

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P4: Yöneticilik yapmaktan çok liderlik yapmaya çalışıyorum. Liderlik kavramı benim için çok önemli. Çünkü yöneticilik dediğinde bunu düşündüm de biraz daha yönetime giriyor. Ben yönetmekten çok birlikte ilerlemekten yanayım. Bir eğitim kurumunda çocuklarla çalışan insanlar olarak yönetilmesi gereken taraftan çok birlikte bir eşlik şeklinde değerlendiriyorum. Şuna dikkat ediyorum aslında o yolda onlarla önceki yıllarda benim de yürüdüğümü unutmuyorum. P4: I try to lead rather than manage. The concept of leadership is very important to me. Because when one said management, I thought about it, and it gets into administration a little more. I'm in favor of progressing together rather than managing. As a person working with children in an educational institution, I consider myself as a companion rather than the side that should be managing. I pay attention to this, in fact, I do not forget that I walked with them on that road in previous years.

Participants also emphasized the democratic elements in the school such as class representatives and school heads that are chosen from students. Also, teachers have their right to choose teacher representatives where they express community ideas. Other than that, routine meetings with teachers as well as 'Fidelity Class' for students point to democratic culture in the school. Moreover, in the school observation, researcher observed that administrators' rooms are not located in isolated areas instead their rooms placed in available areas for students and teachers. This situation shows a sign of non-hierarchical factor.

P3: Okulda her sınıfın Fidelity adında bir ders saati var, bunlar sınıf bazında yapılıyor, sınıflar o hafta yaşadığı, onlar için yolunda gitmeyen değişmesini istedikleri alanlar konusunda fikirlerini beyan ediyorlar. Fidelity saatini yöneten öğretmenlerin bunlarla ilgili notlarını alıyorlar. Biz yönetim toplantılarında ve öğretmenlerle yaptığımız diğer toplantılarla bu maddelerin hangileri yapılabilir yapılamıyorsa neden yapılamıyor sorusunun açıklamasını yapıyoruz, bir sonraki Fidelity saatinde de öğretmen öğrencilere geri dönüt veriyor. Onun dışında okul temsilcilerimiz var sınıf temsilcilerimiz var. Tüm okul topluluğunun seçtiği okul başkanı var, onlarla da yaptığımız rutin toplantılar var. Öğretmen kanadından şöyle değerlendiririz. Birincisi okulumuzun öğretmen temsilcileri var, öğretmenlik temsilcilerimiz de okuldaki diğer öğretmenlerle paylaşım yapıyorlar. Onlara göre iyi gidip gitmeyen yerleri onlar yönetimle paylaşıyorlar, biz de aynı çocuklarda nasıl süreç izliyorsak, hangileri oluyor hangileri olmuyorsa onlara paylaşımında buluyoruz. P3: Each class at the school has a class hour called Fidelity, these are held on a class-by-class basis, and the students class express their opinions about their experienced that week and the areas they want to change that are not going well for them. Notes are taking by the teachers who run the Fidelity lesson. At the meetings, we discuss whether there are things that can be about the concerns that were expressed by the students with the teachers, and in the next Fidelity hour, the teacher gives feedback to the students. Apart from that,

we have school representatives and class representatives. There is the school president elected by the entire school community, and we have routine meetings with them. The process works similarly for teachers. First, our school has teacher representatives, and our teacher representatives discuss the issues that are going well and things that are not going well with the management, we follow the same process we follow with the children, we share with the teachers what can be done about their request.

4.2. Findings for Research Question 2: What 'caring practices' do school principals and teachers demonstrate at school?

Three themes emerged within the framework of the second research question among principals. The first theme is "How principals practice empathy for caring leadership" theme that emerged created with five sub-themes as follows. 'deep listening', 'empathy', 'feelings of others', 'self-awareness' and 'situationality'.

Table 4 *Subthemes and codes emerged under "How principals practice empathy for caring leadership" Theme*

Sub-themes	Codes	Participants
Empathy	Mood of the employee is valuable	P1
	Trying very hard to get to know people	P2, P3
	Trying to contact people	P4
	Soften the emotion	P5, P6
Deep Listening	Provide answers for any question	P5
	Seeing situations from by asking a lot of questions	P6
	Listening without interruption	P1, P3, P6, P7
	Communication by keeping boundaries	P2
	Listening and trying to understand	P3, P4
	Positive communication with a smile	P4
Feelings of Others	Make time for thoughts	P1
	Try to be neutral	P3
	Act by considering the current conditions	P4
	Manage to stop if they are out of control	P6
Self-awareness	Seeing the deficiencies not saying that we are perfect	P1
	Evaluate myself and criticize if appropriate	P5, P6
Situationality	Comfort of apologizing if there is a mistake	P1
	Evaluate mistakes together to not repeat	P2
	No accusation or punishment	P3
	Behaving solution oriented	P4
	Everyone has the right to make mistakes	P5, P6, P7

4.2.1. Empathy

 It is not going to be surprising with the sub-theme of 'empathy' under the second theme that emerged. Principals stated that they are trying to show empathy towards others in various ways such as trying to get to know them better more or contact them. On the other hand, some of the principals pointed out the importance of taking a situation in various angles while communicating.

> *P1: Zaman zaman sinirlenip empati kuramadığım anlar da oluyor, başka bir açıdan bakmaya çalışmak sorularla kendime ve çalıştığım kişilere neden böyle oldu, neden biz bunu karşılayamadık üzerine düşünmek empatiye dönüşüyor. Doğru sorular dedim ya özür dilemenin gücü aslında doğru soruların da gücü ister istemez kişiyi anlamaya ve empatiye yönlendiriyor.*
> P1: From time to time, there are moments that I get angry and can't empathize, trying to look at it from a different perspective, asking myself and the people I work with, and thinking about why this happened to me and why we couldn't solve it turns into empathy. As I said the right questions, the power of apologizing and the power of the right questions inevitably lead people to understanding and empathy.

4.2.2. Deep Listening

For the second research question under sub-theme of 'deep listening' three of 7 principals stated the importance of not interrupting the conversation when someone is talking. While doing that, they pay attention to understanding each word of the person. Some participants mentioned their experiences of unfavorable conversations with parents caused by misunderstanding. Thus, they believed that issues that parents come up with are generally an outcome of communication mistakes. Their strategy of listening attentively afterwards generally solves the problem. Another point that principals mentioned in their answers is to showing empathy towards parents. Because for parents, their child is the most important thing and all the fight they make is for their children. In the school observation, researcher realize the fact that teachers and administrators open to communication with students and they carefully listening to students.

> *P1: Öncelikle dinlemek, gerçekten dinlemek, kulak vererek dinlemek ve bölmemek çünkü bu sorun size kadar geldiyse bir müdür yardımcısı olarak bakıyorum olaya. Olay bana geldiyse öğretmenden geçmiştir veya başka bir*

şeyden geçmiştir ve bana gelmiş demek ki bir şey var, paylaşmak istediği bir şey var önemli gördüğü bir sıkıntı var. O yüzden de gerçekten katılmasam da olayı bilsem de bölmek istesem kesmek istesem de sonuna kadar dinleyip sakince yanıt veririm. Şimdi Bizler içerideyiz 200 küsür öğrenci ile bir aradayız ama o Veli için o 200 öğrencinin içerisinden bir tanesi çok özel. P1: First of all, listening, listening attentively, and not interrupting because if this problem has come to me, I look at it as a vice-principal. If the problem has come to me, it has passed from the teacher already and it means that there is something he wants to share that he sees important. That's why I listen to the end and respond calmly, even if I don't really agree, even if I know the event, even if I want to interrupt it. Now we are inside, we are together with approximately 200 students, but for that parent, one of those 200 students is very special.*

On the other hand, one of the seven principals mentioned boundaries while communicating with someone. To him, it is important to keep boundaries if a parent wanted to give advice for his\her child in a conversation.

P2: Karşındaki kişi kim olursa olsun alanını belli etmek Çok önemli. Velilerden gelen durumlarda bir alan var o alana dahil etmeden sınırları korumak çünkü öğretmenlik mesleği 12 sene önce daha yeni başladığımda alandaki öğretmenlik mesleğine duyulan saygıyla şimdiki farklı, Beden Eğitim Öğretmeni olduğum için şöyle Türkiye'de herkes futbolu bilir ve herkes yorum yapar, öğretmenlik de böyle bir şey, herkes biliyor ama bir kalp doktoruna gidildiği zaman ya bence buradan değil de şu arkadan girerseniz diye ameliyatta hiçbir hasta söylemiyor çünkü bu onun uzmanlığı değil. Ama öğrenci olduğu zaman eğer kendi çocuğuysa bunu yap benim çocuğuma önerisi geliyor tam da burada o işte alana girme durumu olursa bunu net bir şekilde hatırlatılıyoruz. P2: No matter who the person is, it is very important to reveal your boundaries. There is a field in cases coming from the parents. Protecting the boundaries without including them in that field because the respect for the teaching profession when I started teaching 12 years ago was different than the teaching profession now. Teaching is treated like a profession that everybody knows about so they can tell you how to do your job, but when you go to a heart doctor, no patient in the surgery says that if you enter from the back instead of from here because that is not his specialty. But when he is a student if he\she is your own child, the parent offers suggestion for how to teach the child, so in these types of situations we have to remind them of the boundaries.*

4.2.3. Self-Awareness

It is also important to notice that some of the principals mentioned their characteristic of self-awareness. Two participants in seven principals clearly stated that self-evaluating and self- criticizing is important to step forward. To them, seeing

shortcomings via evaluations and getting feedback bring new insights to them and institution. For example, principals stated that they make new regulations about the curriculum constantly because they believe that content of the curriculum always need new attributions.

> *P1: Her dönemin sonunda değerlendirerek eksiğimizi görerek yani biz mükemmel yapıyoruz demeyerek, eksikleri görerek ve üzerine düşünerek çalışıyoruz.* P1: By evaluating at the end of each year, we work by seeing our shortcomings, not saying that we are making it perfect, but by seeing the shortcomings and thinking about them.

4.2.4. Situationality

The last sub-theme under the principals' practice of empathy for caring leadership theme is a term used in caring leadership and practices literature. Situationality takes caring as situational and therefore variable and dynamic (Tronto, 2010) thus, it is not rule-bound or universalistic (Noddings, 2013). This practice of caring highlight caring in a variety of context such as showing caring when teachers make mistakes in this study. Principals stated that teachers have right to make mistakes, or they would not be punished or accused by a situation. Principals believe that in this way teachers can learn.

> *P6: Herkese şunu söylüyorum hepiniz hata yapabilirsiniz. Ben, güvenlik görevlisi, öğretmenler. Hata yaptığınızda bu hatayı nasıl ele aldığımız önemli. Mesela bu hatadan ne öğrendiğini konuşmak bunu atlamamak. Ama olmuş bi kere hocam hadi idare edelim ya da hatasını onu utandırarak söylediğinizde sorun başlar ama oturup konuştuğunuzda çözülür. Hatalarımızdan ne öğrendiğimize baktığımızda karşı taraf da rahatlıyor.* P6: I'm telling everyone that they can make mistakes. Me, the security guard, the teachers. When you make a mistake, what is important to how you handle it. For example, talking about what you learned from this mistake, not skipping it. But if you say let's try to make it out or when you say it by embarrassing the person who has made the mistake the problem starts, but it is solved when you sit down and talk about the mistake. When we look at what we have learned from our mistakes, the other side is also relieved.

4.3. Principals' Leadership Approach Towards Students Theme

One theme emerged within the second research question of caring practices of school principals. There are three sub-themes emerged under principals' leadership

approach towards students. These are "relationship with students", "Curriculum", and "Students with learning difficulties".

Table 5 *Subthemes and codes emerged under "Principals Leadership Approach Towards Students" Theme*

Sub-themes	Codes	Participants
Relationship with Students	Love students and contacting them	**P1, P4**
	No statue co in communication	**P2**
	Companionship and supporting them	**P3**
	Get to know each of them	**P4**
	Entertaining relationship	**P5**
Curriculum	Giving importance to learning speed of individual, not the path taken	**P2**
	Trying to deepen the curriculum	**P3, P6, P4, P5**
	Differentiated classroom activities	**P3, P6**
	Constant work to improve the curriculum	**P1,**
	Benefit of the child	**P1, P2, P4, P5**
Students with Learning Difficulties	Differentiating tasks	**P1, P3, P7**
	Observations on student and create action plan	**P2, P4, P5**
	Collaborate with families	**P4**
	Assistant teachers help according to students' need	**P3**

4.3.1. Relationship with Students

For the second research question under sub-theme 1, two of 7 principals stated that they are open to touch students while communicating. They believe that in this way, they can reach students and richen the bonds between them. However, when comparing primary and elementary schools, participants from primary school emphasize the physical contact rather than elementary school principals. Keeping in mind the age of the students, this physical contact change into being companionship and support. Other than that, participants from primary school also mention the student relationship without status difference. In addition to that, one participant from primary school explains his relationship with students as learning relationship where two sides learn something from each other at the same time.

Relationship with students observed by researcher in a way that principals' welcome students in the morning and asking their weekend or any particular thing about that student. In addition to that, it is important to note that principal's room is not located in isolated place instead rooms located very accessible places and doors were open not to stay away from children especially in primary school campus.

> *P2: Öğrenen iki birey. Bu öğrenme yolculuğunda benim öğrendiğim bir alan var öğrencilerin öğrendiği başka bir alan var, ve benim sorumluluklarım dahilinde kimse bana Onur öğretmenim demiyor, isteyen diyor da bu arada. Onur derler, kapıyı çalıp gelinir. O statue co'yu kaldırıyoruz iletisim kurarken 2 birey yani, öğrenen 2 birey olarak tanımlıyorum.* P2: Two individuals who are learning. There is one area that I learned in this learning journey, there is another area that the students learn, and within my responsibilities, no one calls me Onur teacher, anyone can say by the way. They say Onur, knock the door and come. We are removing that hierarchy. When communicating, I define it as 2 individuals who learn from each other.

4.3.2. Curriculum

According to participants, curriculum is another subject that is important for students. All participants stated in their interviews that they are constantly working on curriculum to deepen the content. Because the needs of students are changing, the curriculum also need revisions. Other than that, they have thematic perception in which some topics created periodically to make student learning entertaining and bringing different branches together to make learning interdisciplinary. For example, researcher came across with the theme of "Nature", for this reason there were many attention-grabbing visuals in corridors and classroom doors to focus students attention to the topic.

> *P4: Şöyle yani vereceğimiz müfredat adına yeterli buluyor olabilirim ama derinlik olarak yeterli bulmuyorum. Milli Eğitim Bakanlığı paylaştığı Öğretim programını kullanıyoruz düzenlemeler yapıyoruz çünkü biz tematik yaklaşımla ilerliyoruz. Tematik yaklaşımda aslında bizim 6 tane temamız var ve bunların alt başlıkları var mesela okul öncesi sanat teması ve heykelle çalışabilirler. 1. Sınıflar resimle çalışıyor 2. Sınıflar müzikle çalışıyor. Buradan biz tema planları yapıyoruz öğretmenlerle birlikte, bu kazanımların hangisi sanat teması için uygun ya da bizim çalışacağımız müzik teması için uygun. Onları aldıktan sonra kendi kazanımlarımızı yazdığımız zamanlarda oluyor yani aslında oraya geliştirmeye başladığımız şeyler neyse oraya yönelik hedefler belirliyoruz.* P4: I may find the curriculum sufficient that we are giving, but I do not find it sufficient in terms of depth. We use the curriculum shared by the Ministry of National Education and we make

arrangements because we proceed with a thematic approach. In the thematic approach, we have 6 themes, and they have sub-titles, for example, they can work with the theme of preschool art and sculpture. 1. Grade's work with painting 2. Grades work with music. From here, we make theme plans together with the teachers, which of these achievements is suitable for the art theme or suitable for the music theme. There are times when we write down our own learning outcomes after receiving them, so in fact, we set goals for whatever we started to develop there.

4.3.3. Students with Learning Difficulties

When it comes to students with learning difficulties, nearly all participants stated that they implement an action plan where family, school counsellor and assistant teachers are all involved. Differentiated works from other students given to complete in classroom without excluding students with learning difficulties. Primary and secondary schools implement same program for those students. However, participants from primary school emphasize the collaboration with families when implementing an action plan for students with learning difficulties. This could be because of the ages of primary school children have more family concern.

> *P4: Eylem planları alıyoruz bu öğrencilerle eylem planı oluşturuyoruz. Ailelerle görüşüp mutlaka onlarla eylem planı başlattığımızı anlatıyoruz. Evde eğer gereken bir destek varsa evdeki destek için öğretmenler burada materyalleri hazırlıyorlar ve ailelerle paylaşıyoruz. Bazen haftalık olarak bazen günlük olarak. Çocuklarla da görüşüyoruz bu desteğe ihtiyacı olduğunu zaten onlar da farkında oluyor bununla beraber sınıf çalışmalarını da farklılaştırıyoruz.* P4: We take action and create action plans with these students. We talk to families and we definitely tell them that we are starting an action plan with them. If there is a need for support at home, teachers prepare materials for home and share them with families. Sometimes weekly, sometimes daily. We also meet with children, and they are aware of the need for this support. Along with this, we also differentiate the class studies.

4.4. Principals Leadership Approach Towards Teachers

According to the principals' leadership approach towards teachers, there are five sub-themes emerged that are "teacher training", "support for teacher collaboration", "teacher motivation in pandemic", "trust to teacher decision" and "health conditions"

Table 6 *Subthemes and codes emerged under "Principals Leadership Approach Towards Teacher" Theme*

Sub-themes	Codes	Participants
Teacher Training	Teachers request which field they want to improve	**P1, P2, P3, P4, P5, P6, P7**
	Online trainings in pandemic	**P3, P5**
	Volunteered trainings in each month	**P6**
Support for Teacher Collaboration	Interdisciplinary studies	**P1, P4, P5,**
	Celebration of special days belong to teacher and students	**P2, P6, P7**
	Thematic plan that teachers collaborate	**P1, P3**
Teacher Motivation in Pandemic	Shortened the screen exposure time	**P1, P6, P7**
	No extra meetings after the day	**P1, P4**
	Stop responsibilities for teachers who got COVID	**P1, P6**
	An empty room in school for teachers to rest	**P2**
	Outdoor activities to establish relationship	**P1, P4, P5, P7**
Trust Teacher's Decisions	Trust the decision of teacher in their lessons	**P2, P5**
	Teachers always take responsibility	**P1, P3, P4**
	Try to listen different opinions from teacher	**P2, P7**
	Trust to teacher decisions but keeping in mind of their shortcomings	**P6**
Health Conditions of School	Whole school disinfected 3 times a week	**P3**
	Free PCR testing at home	**P2, P3, P6, P7**
	Common places disinfecting after each class leave	**P3**
	Provide mask and disinfectant	**P3, P7,**
	Ventilation in each classroom	**P4, P5**

4.4.1. Teacher Training

Teacher training is an important point for the schools because it improves teachers' abilities and generate self-confidence. Both primary and secondary school principals mention some of the trainings that they bought for their teachers. For example, in the pandemic many teachers need to use web 2.0 tools even they had very limited experience with it. However, one of the training that school gave in pandemic is related with the web 2.0 tools. In this way, teachers benefit more from the sources available via the Internet.

> *P2: Incelikli dil üzerine herkesin almak zorunda olduğu eğitimler var, böyle zorunlu eğitimler var ama bunun dışında tematik öğrenme yaklaşımı benimseyen bir okul olduğumuz için mecbur alınan bir eğitim var. Ama bu eğitimlerin dışında öğretmenin ya da grubun sene içerisinde hangi alanda ihtiyacı varsa bir araya geliyoruz haftada bir toplantımız vardır çarşamba*

toplantıları orada konuşuyoruz. Pandemi sürecinde Web 2.0 araçları tüm ülkede alınmazken kullanılması üzerine eğitim aldık. P2: There are trainings on subtle language that everyone has to take, but apart from this, there is a compulsory training on the thematic teaching approach because we are a school that adopts a thematic learning approach. But apart from these trainings, the teacher or the group can request a training in meetings that we come together once a week, we talk on Wednesday meetings. During the pandemic process, we received training on using Web 2.0 tools while such a training was not available in the whole country.

4.4.2. Teacher Collaboration and Trust Teachers' Decision

Apart from teacher trainings, principals also support teacher collaboration and teacher decision making. In a way that, teachers come together for an idea about a lesson or for an activity in special days. For example, one of the participants mention the teachers who wanted to establish a marching band with students. Music and physical education teachers collaborating in teamwork which was supported by principals is a good example of caring practices because both teacher collaboration and trusting the teachers' decisions are involved. After the band was established and practiced many times, they demonstrate the performance in public.

> *P3: Müzik öğretmenimiz bando takımı kuralım dedi çok iyi bir örnek. İnanılmaz güzeldi, tamamen onların sorumluluğundaydı. O kadar güzel ilerledi ki öğretmenin okulda olmadığı anlarda bile bütün ekip kendini çalıştırdı. Hem öğretmenin sorumluluğuna bırakılmış çok güzel muazzam bir iş çıktı. Hem de burada öğrencilerin kendi kendilerini götürebildiklerini gördük. Öğretmen olmadan da bu işi çok güzel götürdüler, öğretmenin sorumluluk ve bilinci vermiş olması güzel bir şeydi.* P3: Our music teacher said let's establish a marching band, a very good example. It was incredibly beautiful, and it was entirely their responsibility. It progressed so well that even when the teacher was not at school, the whole team worked themselves. Besides, it turned out to be a great job that was left to the teacher's responsibility. We also saw that the students were able to work themselves. They did this job very well even without a teacher, it was a good thing that the teacher gave responsibility and awareness.

4.4.3. Teacher Motivation in Pandemic and Health Conditions of School

In addition to that, teacher motivation and health conditions in pandemic are another important detail for a school to establish a caring environment. All participants stated that school meet the necessary precautions to maintain health conditions such as providing mask, disinfectant, and ventilation of indoor. In addition to that,

participants also mention the distance education process such a way that they shortened the screen exposure time, decrease the meeting frequency.

> *P1: Her okuldan farklı olarak biz ekrana maruz bırakmayı kısıtladık. Çocuk yararı tabi ki ama bu aynı zamanda öğretmen yararı da oldu. Yani biz günde 8 saat ders 9 saat ders yapmadık. Biz ekstra toplantı koymadık mutlaka arayarak seslerini duyarak onlara nasılsınız İyi misiniz bir ihtiyacınız var mı diye sorduk tek tek. Onun dışında bir araya gelmeye çalıştık, eğlenceli şeyler yapmaya çalıştık çünkü biz birlikte eğlenmeyi seven bir okuluz.* P1: Unlike every school, we limit the screen exposure. Child benefit, of course, but this was also the teacher's benefit. In other words, we didn't do 8 hours of lessons and 9 hours of lessons a day. We did not arrange an extra meeting, by calling them and hearing their voices, how are you? We asked one by one, "Are you okay, do you need anything?" Apart from that, we tried to get together, we tried to do fun things because we are a school that likes to have fun together.

4.5. Findings for Research Question 1: What is the leadership approach that is seen among school principals (Teachers' Perspective)

In this section, the themes, sub-themes, and codes of teachers prepared according to the first research question. In this way, principals' perception to leadership approach of themselves compared with teachers' perspective. While doing that, there is one theme emerged under the first research question that is "Principals' leadership approach from teachers' perception" and only one sub-theme named "Democratic Participation" found.

4.5.1. Democratic Participation

Table 7 Subthemes and codes emerged under "Principals' Leadership Approach From Teachers perception" Theme

Sub-theme	Codes	Participants
Democratic Participation	School proceeded in line with our suggestions in pandemic	T1, T3, T6
	Horizontal hierarchy	T2
	Opinions from us taken seriously	T2, T4, T5
	Some decisions taken bottom-up whereas crucial decisions taken top-down	T1, T3, T6
	Meeting frequency getting decrease	T3, T6
	We are active enough in the decision-making process	T2, T4
	Feedback from children also taken in decision-making	T2

For the research question 1, not all teachers identified their principals as being democratic in a decision-making process. According to 3 of six participants stated that decision-making process has been change. They compared the times when School is newly established and nowadays when making this decision. In their perspective, they have less impact to the crucial decisions and this situation started to make them worry. Whereas remaining teachers in which 3 of six of the participants believe that they have enough voice and participation in decision-making process. They also stated that feedback from children was also taken seriously when decision-making regarding school. When thinking about these two opposite views, experience year in School give clue in a way that teachers who are working from establishment year of the School to nowadays realize the changes in decision-making mechanism. However, newly hired teachers did not realize the change and they are satisfied with the decision-making process of the school. To understand the differences between senior and newly hired teachers, two transcript excepts care given below.

> *T1: Şöyle düşünüyorum bizim kesinlikle net bir şekilde karşısında duracağımız kararları bize böyle kararlar verildi olarak söyleniyor, ama bizim aramızda sorun yaratacak kararlar varsa eğer, ya da işte bir kişiden iki kişiden duyup olabilir dedikleri bir şey varsa o zaman oylamayla gidelim diyorlar. Bizim okulda gerçekten tartışma kültürü çok fazla, en başından beri az kişi olduğumuz için ben 2. Senesinde geldim bu okulun o zaman 20 öğretmen falan vardık. Zaten her şeyi konuşup beraber yürütüyorduk. O yüzden hep beraber iletişime gitmek ve hep beraber karar almak iyiydi. Ve biz ona alıştığımız için eski öğretmenler bu konuda zorlanıyoruz yani belli kararlar nasıl alındı bilmiyoruz. Neye göre alındı bilmiyoruz ya bu değişim aslında bizi çok zorluyor çünkü aslında böyle başlamıştık öyle devam edecek diye düşünüyorduk.* T1: I think that the decisions that we will definitely stand against are told as decisions have been already made, but if there are decisions that will cause problems between us, or if there is something that two people have heard from one person and they say they can do, then they say let's go by voting. There is really a culture of discussion at our school, since we were few people from the very beginning, I came in the 2nd year of this school, at that time there were like 20 teachers. We were talking and doing everything together. That's why it was good to communicate and make decisions together. And because we are used to it, former teachers have difficulties in this regard, so we do not know how certain decisions were made nowadays. We do not know how it was taken, this change is actually very challenging for us because we actually started like this, we thought it would continue like that.

According to T1, decision-making process has been changing and as a former teacher in School, this situation makes them worried about the trust to the institution. On the other hand, a newly hired teacher feels he is secured regarding the school. Because in previous school that he was working did not considered teachers in a decision-making process.

> *T2: Bir öğretmen temsilcisi var malum okul döneminde yöneticilerle her öğretmen tek tek bütün sorunları detaylı konuşalım diyemiyor. O sebeple burada öğretmen temsilciliği devreye giriyor. En son gerçekleşen bir olaydan bahsedeyim. Okul mimarisi ile ilgili bir değişiklik planlanıyor. Öncelikle okul müdürleri bizimle paylaştı biz de öğretmen temsilcileri olarak tüm öğretmen arkadaşlarımızla paylaştık. Arkadaşlarımızdan aldığımız geri bildirimleri bir rapor halinde yöneticilerle paylaşıyorum en sonunda. O raporu yazılı olarak değil de hem bizim geri bildirimler hem sahada yaşadığımız sorunları daha net duymak için 2 kampüsün öğretmen temsilcisi bir araya gelip yöneticilerle detaylı içerikleri konuşup paylaştık onlarla ilgili ne yapılabilir ne yapılamaz diye.* T2: There is a teacher representative, as you know, during the school period, it is hard to say let's talk about all the problems in detail one by one. That's why teacher representative gets involved. Let me tell you about a recent event. A change in school architecture is planned. First, school principals shared it with us, and we, as teacher representatives, shared it with all our teacher friends. Finally, I share the feedback we receive from our colleagues with the managers in a report. In order to hear the report more clearly, both our feedback and the problems we experience in the field, we came together with the teacher representatives of the two campuses, talked and shared detailed contents with the administrators about what can and cannot be done about them.

4.6. Findings for Research Question 2: Principal Caring from Teachers' Perception

There are three themes emerged under the second research question from teachers interviews. These are "Principals Caring from Teachers' Perception", "Teachers' Caring Practices Towards Students" and "Teachers' Caring Practices towards Colleagues". Moreover, there are sub-themes under each themes grouped. Sub-themes under the first theme emerged as follows "Situationality", "Sense of Belonging", "Trust to Principal and School" and "Principals' Caring during Pandemic".

Table 8 *Subthemes and codes emerged under "Principals Caring From Teachers'*
Perception" Theme

Sub-themes	Codes	Participants
Situationality	Lesson load reduced in pandemic	**T1, T2**
	Feedback is given when teachers were struggling	**T3**
	Support teachers take control if a teacher get sick	**T5**
Sense of Belonging	School makes me feel okey	**T3**
	Sincere environment	**T4**
	No superior-subordinate relationship	**T2, T5, T6**
	Even sometimes workload too much it felt not worthless	**T6**
Trust Principals and School	I do not trust because of the big changes	**T1, T6**
	Friendly atmosphere	**T2**
	Economical concerns	**T3**
	Transparent environment	**T4**
	Atmosphere of trust	**T5**
Principals caring during pandemic	Classes and dining hall have not enough space	**T1**
	Mask even sometimes N95 and disinfectant given by school	**T2, T3, T4, T5**
	Daily checks made by the personnel	**T4, T5**

4.6.1. Situationality

Before explaining the findings of the emerging sub-theme, it is logical to remind the
meaning of situationality. It is knowing that caring is not rule bound or universalistic,
but it is dynamic and can emerge in different situations. Thus, situationality emerge
in transcript as principals' caring practices in distant education. For the second
research question under sub-theme of 'Situationality' 2 of 6 teacher participants
stated that in the distant education times, school give the opportunity to reduce the
lesson load. In addition to that, especially in primary school principals showed an
extensive help toward teacher. One of the participants explained her difficulty as a
teacher of 1st graders. However, she added the extensive help coming from her
subordinates improve her to become more confident in lesson times. In addition to
that, one of the teachers expressed her feelings when she had COVID. When a

teacher gets sick, support teachers take the responsibility of that classroom in this way ill teacher can rest at their homes.

T3: Benim için pandeminin zor alanı 2. yılıydı ben ikinci yılında sınıf aldım. Birinci sınıf aldım ve hiç görmedik birbirimizi. Sadece çocuklarla birebir tanıştık hiçbir araya gelmemişlerdi çok zordu. İlk hafta bittiğinde nasıl geçeceğini haftaların düşündüm çünkü rutin oturtamadım. Dersler akmıyordu ya da anlamsız akıyordu, kaybolan çocuklar vardı, asla dinlemeyen çocuklar vardı. Orada çok zorlandım nasıl destek oldular sorusuna gelince, idarecilerim dersi izlediler gelip sadece dersi izlediler hiçbir katkıda bulunmadan veya karışmadan dersi izlediler. Sonra da bana geri bildirim verdiler. T3: The difficult area for me was the 2nd year of the pandemic, I was in the second year of the pandemic and took 1st class and we never saw each other. We only met with the children one-on-one, they had never met, it was very difficult. When the first week was over, I thought about how the weeks would go because I couldn't establish a routine. Lessons didn't flow or flowed meaninglessly, there were kids who got lost, there were kids who never listened. I had a hard time there and when it comes to the question of how my supervisors supported, my administrators watched the lesson, came, and watched the lesson without contributing or getting involved. Then they gave me feedback.

4.6.2. Sense of Belonging

For the second sub-theme under the caring practices of principals, majority of the teachers expressed their positive feelings toward school because of the friendly relationship of principals. One teacher stated that there is no superior-subordinate relationship among principal and teachers in a way that teachers can easily communicate with principals. This can be approved with the observation notes that researcher took. In a way that, teachers can enter a subordinate's room and make a small conversation about ordinary situations not only to talk about job. Besides, not only teachers but also students can make a conversation with principal easily. This situation brings positive climate into school and teacher and students have the sense of belonging. For example, in the observation part researcher experienced that teachers can come into administrators room comfortably and make conversation. This situation can increase sense of belonging among teachers.

T2: Yönetici kavramı böyle direkt olarak bize verilmiyor yani kapılara baktığınızda kenarda okul müdürü, okul müdür yardımcısı gibi ibarelerden ziyade isim soy ismi yazar. Yatay hiyerarşiden dolayı. Okul yöneticileri ile

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olan ilişkilerimiz yönetici noktasında değil de daha çok samimi, normal öğretmen arkadaşlarımla nasıl sohbet veya rahat bir şekilde paylaşımda bulunuyorsam okul yöneticilerine yani genel müdürden müdür yardımcısına şeffaf şekilde sorunlarımızı iletebiliyoruz. Yani okulun temel dili yatay hiyerarşi üzerine kurulu. T2: The concept of administrator is not given to us directly, so when you look at the doors, the name and surname are written on the side rather than phrases such as the school principal, the assistant principal because of the horizontal structure. Our relations with school administrators are not at the administrative point, but rather sincerely, we can communicate our problems transparently to the school administrators, from the general manager to the vice principal, just as I can chat or share with my teacher friends in a comfortable way. In other words, the basic language of the school is based on horizontal hierarchy.

4.6.3. Trust Principals and School

For the third sub-theme under the 'caring practices of principals' theme, half of the teachers who are former in the School stated that their trust toward the school getting decrease in terms of decision-making process and economical concerns. On the other hand, half of the teacher who are newly hired describe the trust positively. They stated that transparency in school increase the trust principals. However, former teachers mention the changes in the school system that make teacher worried about their future in the institution.

> *T6: Şimdi kurucu öğretmen olarak sürece başladığım için başladığım ilk yıllarda ortak bir hedef doğrusunda beraber sırt sırta rol alırdık. Fakat süreç içerisinde, 6 yılın sonunda başlangıçta olan öğretmenlerin gitmesi nedeniyle okulun kültüründe tabi ki de değişiklikler yaşanmaya başlandı. Bu da kuruma ve kuruluşunda inandığımız değerlere karşı güven zedelemesine neden oldu.* T6: Now that I started the process as a founding teacher, in the first years I started, we used to play a role together back to back towards a common goal. But in the process, of course, changes began to occur in the culture of the school due to the departure of the teachers who were at the end of the 6 years. This has caused a loss of confidence in the institution and the values we believe in.

4.6.4. Principals Caring During Pandemic

For the last sub-theme that is emerged under the 'caring practices of principals' theme, nearly all teachers have the same opinion toward school in a way that health conditions established completely. For example, school give the materials such as mask even N95 masks that give more protection against viruses, disinfectant in

common places. In addition to that, classroom has ventilation to change the air and disinfecting common places after each lesson ended increase the health condition of school. However, one of the teacher emphasize the inability of social distancing in school. She complained especially the space dining hall space.

This situation also taken serious in observation of school. In a way that researcher checked the availability of mask and disinfectants inside school. After the detailed observations, researcher observed the health conditions of school because each teacher get their own package of masks and there are a lot of disinfectant inside the school. In addition to that, common places like WC or dining halls cleaning frequently. However, school has a shortcoming of establishing social distancing because there is limited space for each student in dining hall and classrooms.

> *T1: Ben okuldaki hasta olmayan 2 İngilizce öğretmeninden biriyim. Ama o konuda tam bir fiyaskoyuz açıkçası, okulun koşullarını düşündüğümde ya da ben böyle görüyor olabilirim bir sınıfta 18 kişi var maksimum ama sınıf fiziksel olarak sosyal mesafeli oturulabilecek pozisyonda değil. Ne kadar dikkat etsek de maske, dezenfektan her zaman materyal olarak her şeye ulaşabildik. Ama bence fiziksel koşulları bir pandemide yürütülebilecek gibi bir durumda değildik. Yemekhanenin çocuk ve öğretmen sayısına göre boşluk bırakın oturun yazan tabelalar her yerde var, ama geçenlerde bir öğrencim biriyle tartışırken benden destek istedi ve haklıydı çocuk yani mesafeli oturun yazıyor ve bir arkadaşı onu uyarmış mesafeli oturalım diye ama mesafeli oturmayacağız ki bir süre sonra herkes gelir ve yer kalmıyor yani buraya eninde sonunda biri oturacak. Onlar da bunun farkında.* T1: I am one of the 2 non-patient English teachers at the school. But we are a complete fiasco on that subject, frankly, when I think about the conditions of the school or I may see it like this, there is a maximum 18 people in a class, but the class is not able to sit social distance. No matter how careful we are, we have always been able to reach everything as a mask, disinfectant. But I don't think we were in a situation where the physical conditions could be run in a pandemic. According to the number of children and teachers in the cafeteria there are signs saying leave a space, but recently a student of mine asked me for support while arguing with someone, and he was right because he sit at a distance, and a friend warned him to sit at a distance, but we will not sit at a distance, after a while, everyone comes and there is no room, so eventually someone will come here will sit. They are also aware of this.

4.7. Findings for Research Question 2: Teachers' Caring Practices Towards Students

Table 9 *Subthemes Emerged under "Teachers' Caring Practices Towards Students" Theme*

Sub-themes	Codes	Participants
Resource Allocation	Each lesson material prepared by teachers	**T1, T5**
	Individuality of learners is important	**T2**
	Backup activities in the class	**T3**
	Each student should benefit from resources equally	**T4**
	Child benefit	**T6**
Quality of Student Education	Insufficient for some students whereas not essential for another student	**T1**
	Learning by socializing	**T2, T3**
	Differentiated education model	**T4**
	Not a very ambitious school academically	**T4,T5**
	Education where they can self-realize themselves	**T5, T6**
Student with Learning Difficulties	Follow up studies with support teachers	**T1, T3, T5**
	Differentiated activities in class	**T2, T3**
	Immediate action is taken	**T4**

4.7.1. Resource Allocation

For the first sub-theme emerged under the theme that teachers' caring practices towards students, teachers stated that each lesson material prepared by teachers. This is important for student achievement because when teachers prepare lesson materials, they have more chance to individualized and differentiate the materials according to a particular class. In this way, teachers can interfere the learning difficulties in lesson as well as the objectives of a lesson plan can be accomplished more efficiently. In addition to that, one teacher used student benefit direct the process of resource allocation. At this point, lesson observation also give clue about the preparation of lesson materials. Researcher collected notes from teacher collaboration in break time at teachers' room. Teachers have their own way to establish a lesson with the help of

their extensive works. Some of the teachers also mention the backup exercises that they prepare before lesson in case of need for a further activity in a class.

> *T6: Farklı Öğrenme profillerini öncelikle gündeme alıyoruz çünkü her öğrenci örnek veriyorum 30 sayfalık şeyi okuyamaz. O yüzden farklı öğrenme güçlüğü olan çocuklar için farklı öğrenme profillerini önemsiyoruz. Buradaki temel unsur öğrencinin öğrenci yararına öğrenmesi.* T6: We consider different learning profiles primarily because not every student can read the 30-page thing. That's why we care about different learning profiles for children with different learning difficulties. The key element here is that the student learns for the benefit of the student.

4.7.2. Quality of Student Education

For the second sub-theme emerged under the theme that is teachers caring practices towards students, 1 of the six teachers believed that the quality of education is insufficient for some students at the same time not essential to another students. Majority of teachers stated that the sufficiency of quality can change from students learning level and especially with the expectation of parents. One of the other teachers stated that the school is not very ambitious academically. One teacher described education as students achieving self-discovery.

> *T5: Tamamen kendilerini bulmaya yönelik bir eğitim aldıklarını düşünüyorum. Kendini gerçekleştirebilecekleri ve hayatta neleri başarabileceklerini görebildikleri bir okul burası sadece akademik değil hatta belki akademik 2. Planda kalıyor. Çocukların hepsinin neye yetenekleri var neyi yapabiliyorlar bunun farkına varıyorlar. Çocukların kendi kendilerine kalabilmeleri beni çok etkiliyor. Sorumluluklarını alabilme ve kendilerini yönetebilme becerileri çok yüksek, birey olarak kendi zamanlarını yönetiyorlar.* T5: I think they received an education aimed at finding themselves completely. A school where they can realize themselves and see what they can achieve in life, this is not only academic, maybe even academic stays in 2nd priority. All children realize what talents they have and what they can do. It impresses me a lot when children are able to be on their own. They have a very high ability to take responsibilities and manage themselves, and they manage their own time as individuals.

4.7.3. Students with Learning Difficulties

For the last sub-theme emerged under the theme of caring practices of teachers towards students, teachers make a common inference. Bringing academic

achievement of students to same level is important, teachers show an extensive work on the preparation the lesson materials of students with learning difficulties. To do that, 3 of the six teachers stated that they prepare follow up exercises for those students. These follow up studies sometimes given as a homework or given to complete with the help of the "support teachers". These teachers have a job to help teachers in their difficult times such as having an illness or guide students with learning difficulties in school. In addition to that 2 of the six teachers mention the differentiating lesson materials of those students. They stated that with the small changes in a material such as enlarging the size of the text or adding short text in some parts help both teacher and students.

> *T2: Farklılaştırma uygulamaları yapıyoruz. Mesela bugün benim yazılım vardı bireysel anlamda zorluk yaşayan ya da belli raporları olan öğrencilere farklı formatlarda onların daha kolay anlayabileceği şekilde yazılıyı tasarladık. Ödevlendirmede atıyorum bir çocuk 4 sayfayı görünce çöküyor. O sebeple o noktada kimine 4 sayfalık çalışma verilirken kimine tek sayfalık bir çalışma veriyoruz. Kimine daha çok akademik araştırma üzerine giderken kimi öğrenciye de hem akademik çalışmayı verip hem de oyunlaştırma yapabileceği çalışmaları hazırlıyoruz. Orada yine bireysellik üzerinden değerlendirebiliriz çalışmayı.* T2: We do differentiation practices. For example, today I had the exam. We design the exam in different formats in a way that they can understand more easily for students who have individual difficulties or who have certain reports. I can say in homework, a child demoralized when he sees 4 pages of assignments. That's why at that point, we give a 4-page work to some, while we give a one-page work to others. While we emphasize academic research to some, we emphasize both academic studies to some students and prepare studies where they make it a game as well. There, we can evaluate the materials in terms of individuality.

4.8. Findings for Research Question 2: Teachers' Caring Practices towards Colleagues

Table 10 *Subthemes emerged under "Teachers' Caring Practices Towards Colleagues" Theme*

Sub-themes	Codes	Participants
Collaboration among Teachers	Constant exchange of information	T1
	Teachers come together to share ideas	T2, T3
	Group meetings once a week for division of work	T5
	Students learn English in other branches	T1
	Thematic Learning	T1, T3, T5
	Sharing experiences	T4, T5
Lesson Observation	Enthusiastic to being observed in lesson	T1, T2, T3, T4, T5, T6
	School cares mutual peer observation	T2
Feedback	Given not to insult but to make someone better	T3, T4, T6
	Support to areas that can be improved	T1, T2, T5

4.8.1. Collaboration among Teachers

The first sub-theme emerged under the theme of "Teachers' Caring Practices Towards Colleagues", teachers gave their lots of experiences within the collaboration of different branches. For example, one of the teachers stated that in primary school they teach English while students learning yoga in physical education. Other than that, social sciences and religious teacher collaborate in a way that, sometimes religious teacher visited the class while they are in social sciences lesson to give a different perspective to students' minds. Moreover, in primary school classroom teacher attached English words on the doors to help students to make learning process fun.

It is important to catch some clues regarding teacher collaboration in school observation. Researcher had a chance to see teacher collaboration in teachers' room at the break time. It was observed that nearly all teachers working in their computer to prepare lesson plan or material at the same time they were sharing their opinions

when someone struggled. This situation is an important example to assess teacher collaboration in school. According to a novice teacher in School, teachers show an endless support to her when she had difficulty in preparing lesson materials by herself.

> *T5: İş birliği yüksek bir durumda yani pazartesi bizim zümrenin belli bir saatte toplantısı var. Biz orada zümrece bir araya geliyoruz. Hangi işi kimin yapacağı belli oluyor. Benim tema boyunca yani 6 haftalık sürede Türkçe çalışacağım belli oluyor. Arkadaşımın matematik çalışacağı belli oluyor. En baştan ayarladığımız için süreç içerisinde hiçbir zorluk yaşamıyorum. Birbirimizden destek almamız gereken bir durum oluyorsa, örneğin 1. yılımdı bu sene ve zümredeki diğer kişiler anında destek oluyorlardı o yüzden iş birliği anlamında güzel ilerliyordu. Akademik koordinatörden destek almam gereken zamanlarda onunla da birebir toplantı saatlerim var, ayrıca orada da onu zenginleştirmeye çalışıyoruz.* T5: Cooperation is at a high level, so on Monday, our group has a meeting at a certain time. We come together as a group there. It becomes clear who will do which work. It is decided that I will teach Turkish throughout my theme, that is, in 6 weeks. It turns out that my friend is going to study math. I don't have any difficulties during the process since we set it up from the very beginning. If there is a situation where we need support from each other, for example, this was my 1st year and other people in the group were instantly supportive, so it was going well in terms of cooperation. When I need support from the academic coordinator, I also have one-on-one meetings with her, and we try to enrich the lesson plan as well.

4.8.2. Lesson Observation and Feedback

For the second and last sub-themes under the theme, all the teachers stated that they are open to lesson observation. In School, there are compulsory lesson observations that each student needs to complete. They stated that their perception toward lesson observation is positive. In this way, teachers can gather different perspectives in their colleagues' lesson. In addition to that, feedback is another crucial point in lesson observation of teachers, and they believe that it is important to fulfill their abilities in class or to correct something they do unwittingly. Principals also support to lesson observation, and they are willing to increase the frequency of the observations.

> *T2: Olumlu düşünüyorum bu da yine okulumuzun rutinlerinden bir tanesi. Öğretmen değerlendirmeleri sadece yönetici kanalından olmuyor, her öğretmen diğer bir öğretmeni yıl içerisinde ziyaret etmek zorunda. Tabi bunlar yine planlı bir şekilde gerçekleşiyor. Bize bir form veriliyor boşluk olan saatinizde hangi öğretmeni ziyaret etmek istiyorsak onun dersinin karşısına yazıyoruz ben mesela matematik dersi gözlemlemeye gitmiştim*

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çünkü matematikle ilişkim çok iyi değildir. Bununla ilgili hem öğretmene geri bildirim hem yöneticilerimize geri bildirimde bulunuyoruz. Bu nedenle yönetici gözlemi kadar öğretmen gözlemini de önemseyen bir okuluz. T2: I think positively, this is one of the routines of our school. Teacher evaluations made not only through the administrator channel, but each teacher also has to visit another teacher during the year. Of course, these things happen in a planned way. We are given a form and we write in front of the teacher's class that we want to visit in our spare time. For example, I went to observe a mathematics lesson because my relationship with mathematics is not very good. We provide feedback to both the teacher and our administrators regarding this. For this reason, we are a school that cares about teacher observation as much as administrator observation.

As one of the teachers expressed his opinions about lesson observation, he implies that school give the same attention to teacher observation as well as administrator observation. When it comes to feedback process teachers have the same opinions in a way that they give feedback if this will contribute to class.

T1: Bizim okulda gözlem zorunlu hepimiz birbirimizin dersini gözlemliyoruz ayda 2 kere. Değişken aslında önce sınırsız diye başladık 2 olsun 1 olsun diye azalmaya başladı. Ama her sene muhakkak birbirimizi gözleme gidiyoruz ve beni gözlemlemelerini istiyorum çünkü yaşayarak öğrenen de bir insanım bu okulun çocuğuyum. O yüzden bana bir şey anlatılmasındansa ben bir şey uygularken beni görüp o an bana geri bildirim vermesi ardından takip edilmesi bana çok iyi gelen bir şey. O yüzden hani gözleme ihtiyaç duyuyorum. T1: Observation is compulsory at our school. We all observe each other's lessons twice a month. In fact, we started with unlimited times, and it started to decrease to be be 2 then 1. But every year we go to observe each other, and I want them to observe me because I am a person who learns by living, I am a child of this school. So instead of being told something, while I'm doing something, it is very good for me to see me and give me feedback at that moment and then follow me. That's why I need lesson observations.*

4.9. Summary of Findings

At first administrators and teacher transcript were separated from each other to compare each sides perspectives to caring practices and leadership. Principals' themes and sub-themes were grouped in a table and which participant corresponds to specific codes were also given in table. There are two research questions in study. For the first research that "What is the leadership approach that is seen among school principals?" administrators of School expressed themselves as being democratic leaders. They give various implications which are indicators of caring leadership. For the second research question "What 'caring practices' do school principals and

teachers demonstrate at school?", administrators stated many caring practices towards both teachers and students. They give many examples of deep listening, empathy, feelings of others, self-awareness and situationality. They also explained how they show care to their students such as improving curriculum, relationship with students, and students with learning difficulties. Lastly, principal's leadership approach towards teachers can be seen in how they perceive teacher training, support to their collaboration, motivating them in pandemic and health conditions and trust teachers' decisions.

When it comes to teachers, there are also two research questions. First one is how teachers perceive principal's leadership approach. It is important to note that teachers separated how they perceive the decision-making process of their principals. Their codes reveal that senior teachers are not satisfied with decision-making process of school because they believe that it changed through the decreasing the routine meeting and top-down decisions frequency. However, newly hired teachers believe that their opinions are taken seriously by principals. The second research question shows teachers perception of principals caring practices toward themselves and teachers caring relations with their colleagues. The results of principal caring from teachers' perception show that teachers have trust issues to their principals because senior teachers are not satisfied economical or with the changes in school. However, at the same time new teachers in School believe that institution is transparent enough. When it comes to teachers' perception of student learning, they believe that students get rich curriculum with emotional basis. Some teachers even stated that curriculum is not academically oriented, but the emotional side is important. Lastly, teachers caring toward their colleagues show that all teachers are open to being observed and getting feedback from their peers. In addition to that, all teachers come together in many times to produce unique lessons. Researcher also took notes from the school. For example, there is a friendly relationship between all member of the school. Relationship between members bring school a caring climate. Other than that, collaboration among school is very common in a way that all teachers came together to share their ideas about a lesson plan or activity. Also, health conditions and safety taken serious in the school such as mask and disinfectant accessible in common areas.

When looking overall to the findings, it is not certain that caring leadership is dominating the school. However, it is impossible to ignore the caring leadership and practices influence the principals, teachers, and physical environment of school.

CHAPTER 5

DISCUSSION

In this part, the results of this study obtained through semi-structured interviews with 7 administrators and 6 teachers in total 13 participants will be discussed in line with each research question. Moreover, the findings of school observation after the interviews will also be discussed give in the light of caring practices. After that, the implications for theory and for practice will be presented. Then, the limitation of study will be given. Finally, some recommendation for future research will be described and with the overall summary of the study will be presented.

5.1. Discussion of the Findings

The present study aimed to investigate caring practices and caring leadership (a more recent approach compared to other leadership theories) in an alternative school in Turkey. The design of the present study is a basic qualitative case study because it focused on Caring Leadership and practices through a specific case that corresponds to an alternative school. As a result of the interviews with different background of principal and teachers give a plentiful perception which will shed light on correspondence of caring leadership in Turkish educational context. The findings for the 2-research questions that are discussed below.

5.1.1. Discussion of the Findings for the First Research Question

The first purpose of this study is to examine the leadership approach of principals and administrators in Schools. To do that, findings from interviews with principals and administrators were reported shown separately in findings section. However, in this part they are blended to see the different perspectives which arose between administrators and teachers. For this reason, within the framework of the first research question in this section "What is the leadership approach that is seen among

school principals?" the results of the research will be discussed together. There is one theme emerged within the focus of the first question. Therefore, the theme becomes principals' leadership approach. Similarly, there is one sub-theme emerged under the theme of "Democratic Leadership" in principals' transcripts. Whereas "Democratic Participation" become a sub-theme in teachers' transcripts.

In the scope of the first theme, administrators expressed their opinions about leadership approach when asked about their understanding of leadership approach. All administrators both from primary and secondary school identified their leadership approach as democratic perspective. They give plenty of implementation that can be characterized as democratic leadership. There are a lot of opportunities for both teacher and students in decision making process such as Fidelity class and class representatives for students whereas teacher representatives and routine meetings in teachers can be categorized as democratic perspective. Oppositely, when we look at the literature, the concept of leadership in Turkey limits the distribution of leadership as a result of high power given to ministry the reason of central structure of education system (Özdemir & Demircioğlu, 2015). However, democratic leadership becomes dominant in School as a result of giving a voice to both teachers and students. When it comes to teachers' perception of leadership approach among principals, under the sub-theme of "Democratic Participation", different opinions arise. Although, there is a general tendency among newly hired teachers to explain the decision-making process as democratic, senior teachers in School did not explain the decision-making process as democratic. Differences among new and senior teachers show that the mechanism of decision-making process has been change. In fact, one of the teachers stated that the decision-making process changed after the pandemic. They believe parent-oriented perspective started to increase in the decision-making process. Whereas teachers who are newly hired are satisfied with decision making process because they believe that they are active enough in decision making or horizontal hierarchy is domination the school. This situation can be explained in a way that novice teachers struggle in decision-making process because even they feel more confident, they still find the complexities of decision-making confusing (Kitty, 2006).

The democratic style satisfies the new basic needs of the employees, which means the need for security, social ties, self-esteem, and self-fulfillment and it makes the company more human, more social, and gives employees greater autonomy and right to speak (Goguelin & Mitrani, 1994).

5.1.2. Discussion of the Findings for the Second Research Question

The second but main purpose of the study is to investigate the caring practices of both principals and teachers. First theme under the second research question is "How Principals Practice Empathy for Caring Leadership". There are five sub-themes emerged which are deep listening, empathy, feelings of others, self-awareness, and situationality. The majority of the principals revealed that in a conversation, they listen carefully and not interrupt. In addition to that, principals stated that they show empathy towards the person across. Only one of the administrators mentions that she prefers trying to be neutral no matter what the feelings of others. In addition to that, 2 of the seven principals emphasize their sense of self-awareness in school. They mention that if needed they criticize themselves no matter what to improve themselves. However, when it comes to situationality, which refers to taking caring as situational therefore dynamic and showing care in different occasions (Tronto, 2010) corresponds to 'consequences of a teacher making mistake' in this research. Each principals stated that teachers not accused or punished, on the contrary, they believe that mistakes can improve a person. When it comes to the literature, Steinbinder and Sisneros (2014) explained the conditions for sustainable personal and organizational success which are self-awareness, deep listening, and empathy. In this study, these concepts considered as a caring practice of principals. It is clear that the concepts conform with the caring practices. It is also mentioned by principals that they not only pay attention to "benefit of children" but also well-being of all stakeholders in and outside of school is important. This caring practice is in line with the Smylie, Murphy and Louis (2016) in a way that they explained caring school leadership as having concurrent concerns for person or a group including families and communities' surroundings the school who affect students' work in school and general well-being.

Teachers and principals caring practices towards students show common perceptions. One of the teachers in elementary school characterized the quality of education that is given to students sufficient whereas other teachers explained school as giving priority to social relations not very ambitious academically. On the other hand, principals mention that curriculum need to be deepen and improve. However, a strong academic side cannot show caring only by itself. According to Ryu et al., (2020) caring is often associated with helping student's succeed in academically but in contrast, caring expands the notion of caring by combining a relational, organizational, and systemic approach to caring leadership. Thus, it is also important to improve the relations with students in a way that principals expressed their relationship with students as companionship and entertaining. In addition to that, students with learning difficulties another important point that principals and teachers make a detailed procedure starting from guidance to their families. Teachers also mention that they differentiated lesson materials and "support teachers" help them. These situations also consistent with literature because Murphy (2016) stated that caring for students in an academic setting requires that the school pay attention to quality of instruction to ensure students' improvement.

When it comes to teachers' caring practices towards colleagues, teachers and principals explained that they are giving much attention to collaborate when preparing lesson materials and plans. In addition to that, teachers integrate their branches into different lessons such as teaching yoga to students with English words. Moreover, lesson observation is crucial for teacher improvement in a way that not only principals visiting class but also peer observation done between different branches. The bright side is teachers indicate that they are very open to observe class and being observed because of their self-improvement. In addition to that, feedback process is also taken seriously, and they emphasized that they are giving feedback to improve teachers without criticizing them. According to Louis et al (2016), peer relationship is an important foundation for developing a caring environment is in line with this study. In their study, they researched items of collaboration and de-privatization that is the frequency of visiting other teachers' classrooms and being visited because it shows a deeper form of trusting collaboration (Louis et al., 2016).

Lastly, principals caring toward teachers show itself under the sub-themes of teacher training, teacher motivation in pandemic within health conditions of school and trust to teacher decisions. Principals stated that they are supportive to teacher trainings and direct teachers to seminar and congress. Moreover, teacher motivation in pandemic and health conditions are crucial for school to show caring. All teachers are all stated that they have all the material such as masks and disinfectant needed to protect from virus. However, when it comes to establishing social distancing, one of the senior teachers emphasize the difficulty in establishing enough space in dining hall. This situation is in line with the researcher's field note in a way that when researcher visited the dining hall especially in elementary school building, it was very limited area that further caused to transmission of disease as students are eating their meal without masks. However, when it comes to teachers' trust to principals, there is a separation of the idea between new and senior teachers. All senior teachers stated that their trust to school starting to decrease because of the changes in institution and economical issues. However, teachers who are new expressed that there are friendly and transparent trusting environment dominating the school. These difference in ideas show the changing mechanisms of school. As Ryu et al (2020) explained trust as creating collective and consistent caring culture among staff requires strong trust and understanding among staff as well. Therefore, principal and teacher trust are important in establishing a caring environment in school.

Up to now, findings of transcripts within principals and teachers discussed are parallel with the literature. School's physical arrangement is another point that is studied by Walls et al (2019). As the researcher observed both campuses separately, there are some differences in the two school campuses. First, primary school has more entertaining interior and exterior appearance compared to secondary school in a way that corridors are designed in such a way that wall are full of student works. It is interesting that there is no teacher works on the walls other than the students. Moreover, paying attention to safety of students in line with Louis, Murphy and Smylie (2016) highlighted enabling conditions for caring in schools in which a safe and secure learning environment needs to be established. In addition to that, it is also highlighted in literature that various organizational aspects that contribute caring as the structure of the time and space, extracurricular activities, and a school's mission

and values (Ellerbrock & Kiefer, 2010). School has opportunities within itself such as providing an accessible library and places for students to socialize in school, however space for students especially in pandemic is not sufficient for both teachers and students.

5.2. Implications

In this section, the contribution of the study to the theory, its contribution to the studies and need to be done on caring leadership and practices, and its contribution to practice is discussed.

5.2.1. Implications for Theory

When behavior theories started to emerge that emphasize the importance of behaviors and performances of leaders (Werner, 2000). Then, contemporary leadership theories emphasize the leader's facilitator and guide role more than the dictatorship in organization (Hallinger, 2003; Bass & Riggio, 2006). There are many contemporary theories such as transformational, instructional, distributed, authentic leadership. One of the recent contemporary leadership theories is caring leadership which derived from caring climate.

The goal of the current study is to figure out the caring leadership and practices of an alternative school that under the K12 level in pandemic. This study will also show the correspondence of caring leadership with the Turkish culture. By considering the findings of the current study, there are some implications for theory. Findings of the study become compatible with the literature in a way that top five behaviors of Steinbinder and Sisneros (2020) in a way that self-awareness, deep listening, curiosity, and empathy stated by participants. But behavior of decisiveness did not capture in findings of principals. In addition to that, this study corresponds also with the study of Louis, Murphy and Smylie (2016) in a way that situationality, teacher collaboration, de-privatization of teacher work as well as student support become consistent. For example, student with learning difficulties gain an importance among this study and literature so, this situation indicates a high level of student support. Moreover, collective responsibility among teachers become prominent in current

study and in literature. Teachers reflect sense of willingness to work with each other to create a more effective learning environment (Louis, Murphy and Smylie, 2016). In current study also overlap with this inference because all teachers and principals emphasize the importance of collective work. In de-privatization of teachers' work (frequency of visiting other teacher's classrooms and being visited) is another issue that can implies a deeper form of trusting collaboration (Louis, Murphy and Smylie, 2016). Findings of this study match up with idea because all participants expressed their positive ideas related with visited and being visited in the lesson.

Caring can also be seen in physical conditions of school. Scholars have highlighted various organizational aspects as contributing to caring in schools. For example, structure of time and space, class and school size, extracurricular activities, and a school's mission and values (Ellerbrock & Kiefer, 2010; Schussler & Collins, 2006; Tichnor-Wagner & Allen, 2016). In current study, this also mentioned in a way that all factors that observed by researcher become consistent within the literature.

All in all, current study gives a comprehensive idea toward caring leadership and practices in Turkey by looking at three different data sources and comparing it. And as a theory, caring leadership can become prominent in educational institutions of Turkey because within this theory, teachers become collaborated and decision-making process not taken with only one person. However, there are still influence of bureaucratic outcomes to change core idea of school.

5.2.2. Implications for Research

Findings of the current study indicate some implications for further research on the development of caring leadership and practices in Turkey. Considering results of this study, further research is necessary to find out how the other concept of the institutions such as public schools perceive this leadership theory. Moreover, pandemic may change the ideas of participants. Therefore, further research may be focus on face-to-face education in schools.

This study selected the participants from K12 level in a well-known alternative school. Data triangulation is a method used by researchers who study qualitative research to check and establish validity in their studies. This can be done within use

of different sources of data (Guion et al., 2011). Different sources of data in this study are teacher and principal perspectives as well as school observation give a more comprehensive idea about caring leadership and practices. Strategy of data triangulation is to categorize each group or type of stakeholder for the program that researcher evaluating. Triangulation in current study overlap in some ways but separated in other ways. For example, perceptions of teacher and principals towards caring leadership and practices separated in a way that teachers' perception of principals' democratic leadership did not match with principals' statements. However, it was difficult to observe the decision-making mechanism in school in a short time.

5.2.3. Implications for Practice

Caring leadership approach mostly studied in abroad by different researchers. For example, Smylie, Murphy and Louis (2016) showed the importance of care in schools and why we need to pay attention to caring. They found that caring is good for student social and academic success. According to Van der Vyver (2013), who has conducted a study in South Africa reveals that there is a gap between principals' perception of care toward teachers and teachers' understanding of care showed by principals. Findings of this study revealed that principals rated themselves with higher numbers than teacher's assessment. Findings of the current study also in line with this research in a way that, some of the teacher participants stated that there is not democratic participation in current decision-making process of school whereas principals give a lot of examples about their democratic perception. Therefore, there can be differences between theory and practice of perception of caring. Moreover, there are studies that showing the elements and characteristics of caring. For example, Steinbinder and Sisneros (2020) proposed top five behaviors to create the conditions for sustainable personal and organizational success. These are self-awareness, deep listening, curiosity, decisiveness, and empathy. When it comes to literature of caring leadership and practices in Turkish literature, Cerit, Ates and Kadioglu (2018) takes into consideration the relationship between primary school principals' caring practices and the level of classroom teachers' resilience. Another study by Cetinkaya and Mutluer (2019) is a validation and reliability study that assess Turkish adaptation of caring climate scale for students who have been

studying and doing physical exercise as certified athletes in different Turkish universities. This study also emphasizes that happy and peaceful environment is very crucial for the athlete for their performance development and for reaching their aims in sport.

In the Turkish school leadership, there were many theories suggested from past to nowadays. Turkey's highly centralized education system and its bureaucratic structure influences leadership scope of the school principal, the relationship between teachers and principals might be negatively affected as a result of high political duties given by the ministry of education. This situation resulted in caring leadership to stay in the background in Turkish educational institutions.

The findings of the study and results of literature become consistent because caring practices, behaviors and characteristics in differentiated studies become mutual. This shows that this study can be a source for future studies. When it comes to implication of current theory in Turkish context, there are some insights about it. At first, this study can give a voice to teachers' emotions and decisions in a school. Because when teachers have their own responsibility to make decisions, they started to collaborate with each other more. Secondly, there are differences in teachers' perception of care and principals' perception of care. As teacher emphasized the reason of it, pressure of parents is still significant for private schools especially after the pandemic, parents have an urge to participate in all decisions given by school. Thus, it affects the teacher decisions becoming prominent in school.

5.3. Limitations

The first limitation of the study is making the interviews online. Because connection failures happened from time to time, and this may affect the participants' current feelings and thoughts. However, researcher overcome to this problem by taking all precautions and minimized the situation. Another limitation, as being a new theory in Turkey, researcher had a difficulty of finding extensive literature about caring leadership and practices. Thus, this situation affects the richness of the literature review in Turkey. In addition to that, data collected only from 1 alternative school. More than one school would increase the differentiated ideas towards caring

leadership and its practices. Also, since it is a qualitative study, data from a larger group could not be collected. This affected the generalizability of the study. Moreover, there is another limitation in study that researcher could not reach as many teachers with different backgrounds because of their workload. This situation may affect the findings and decrease the richness of the perspectives.

5.4. Recommendation for Future Research

The goal of this study is to assess the caring leadership and practices under an alternative school by conducting a case study in a well-known school. More specifically, the purpose of the study is to investigate the concept of caring practices and caring leadership as perceived by school administrators and teachers at an alternative private school that identifies itself as a democratic school and the extent to which caring practices are exhibited by both administrators and teaches at this school. For further studies, more than one alternative school such as a Montessori or Waldorf School can be included in research. Other than that, current study focused on a private school so subsequent studies can be conducted in public schools. In addition to that, since the school is located in Istanbul, future studies can extend knowledge to different regions in Turkey to see different perspectives about caring leadership and practices. Since it is a qualitative study, it reached limited number of participants. Future studies can be further detailed with quantitative design to make generalization. This study focused on teacher, principal perspective, and physical environment of school. In future research, studies may be conducted also with students to show how they perceive the caring leadership and practices of school.

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APPENDICES

A. DEMOGRAPHIC INFORMATION FORM

Yaş:

Cinsiyet: ☐ Kadın ☐ Erkek

En son mezun olduğunuz derece: ☐ Lisans ☐ Yüksek Lisans ☐ Doktora

Mezun olduğunuz okul:

Mezun olduğunuz bölüm:

Meslekte geçirdiğiniz yıl:

Şu an çalıştığınız okulda görev yaptığınız süre:

Şu an çalıştığınız okulda varsa çalıştığınız diğer pozisyonlar:

Devlet okulunda görev aldınız mı: ☐ Evet ☐ Hayır

Devlet okulunda görev yaptığınız pozisyonlar:

B. INTERVIEW QUESTIONS OF ADMINISTRATORS

1- Bir okul yöneticisi olarak sizin yöneticilik anlayışınız nedir? Eğitim felsefenizi nasıl tanımlarsınız?

2- Bir öğretmen ve veli ile görüşürken nelere dikkat edersiniz?
   Alt Sorular
   a) Özellikle belli iletişim stratejileriniz var mı, varsa bunlar neler?

3- Kendinizi yeni fikir ve düşüncelere açık bir birey olarak tanımlar mısınız, neden?
   a) Kurumunuzda yeni fikir ve düşüncelere nasıl yer verirsiniz?
   b) Yeni fikirlerin geliştirilmesini nasıl teşvik edersiniz?
   c) Oluşabilecek hatalara nasıl yaklaşırsınız?

4- Çalışanlarınız, veli ve öğrencilerinizle empati kurmaya çalışır mısınız, nasıl?
   a) Karşınızdaki kişinin hisleri iletişiminizi nasıl yönlendirir?
   b) Öğrencilerle ilişkinizi nasıl tanımlarsınız?

5- Bir konu hakkında karar verirken nelere dikkat edersiniz?
   a) Okul adına alınacak önemli karar anlarında nasıl bir süreç izlersiniz?
   b) Çalışanlarınızın verdiği kararlara katılır ve güvenir misiniz, bu konuda paylaşabileceğiniz örnek bir tecrübeniz var mı?

6- Pandemi sürecinde öğretmenlerinizi nasıl motive ediyorsunuz?
   a) Uzaktan eğitim sürecinde yaşadıkları aksaklıklarda (internet, bilgisayar vb.) nasıl yardımcı oldunuz?
   b) Pandeminin devam ettiği çevrimiçi ve yüz yüze eğitim sürecinde öğretmen ve öğrencilere sağlıklı ortam koşullarını nasıl sağladınız? (maske, dezenfektan, okulda hijyen vb.)

7- Okulda uyguladığınız müfredatı yeterli buluyor musunuz, yeterli bulmadığınız zamanlarda düzenlemeler yapar mısınız, ne tür düzenlemeler yaparsınız?
   a) Müfredat ve bunlar için gerekli metaryelleri kararlaştırırken nasıl bir süreç izlersiniz, öğretmenlerle ne sıklıkta fikir alışverişinde bulunursunuz, kendileri ne gibi taleplerde bulunur?

b) Okulda öğrenme zorluğu yaşayan öğrencileriniz var mı, onlarla nasıl bir yol izlersiniz?

8- Öğretmenlerin kendilerini mesleki açıdan geliştirmeleri amacıyla nasıl destekte bulunursunuz?

a) Öğretmenleri kendi gelişimlerini destekleyecek hangi mesleki kongre, seminer ve kurslara yönlendirirsiniz?

b) Öğretmenlerin birbirleriyle iletişimini ve iş birliği yapmalarını, ortak çalışmalar yürütmelerini sağlamak için nasıl bir süreç izlersiniz?

C. INTERVIEW QUESTIONS OF TEACHERS

1- Pandemi sürecinde ne gibi zorluklar yaşadınız, bu zorluklar konusunda kimlerden nasıl yardım aldınız?

    a) Uzaktan eğitim sürecinde yaşadığınız aksaklıklarda yöneticiniz (internet, bilgisayar) size yardımcı oldu mu, nasıl?

    b) Pandeminin devam ettiği ve yüz yüze eğitim sürecinde siz ve öğrencilere sağlıklı bir ortam koşulları sağlanması için neler yapıldı? (maske, dezenfektan, okulda hijyen vb.)

2- Yöneticilerinizle ilişkinizi nasıl tanımlarsınız?

    a) Yöneticilerinizin sizi önemsediğini düşünüyor musunuz, nasıl?

    b) Okulunuzda güven ortamı olduğunu düşünüyor musunuz, nasıl? Bu güven ortamının oluşmasında veya oluşmamasında yöneticinin rolü nedir?

3- Öğrencilerle yaşamış olduğunuz disiplin problemleri ile ilgili karar alma süreçlerinizde yöneticilerinizin rolünü anlatır mısınız?

    a) Kararlarınızı destekler mi? Nasıl?

    b) Hangi durumlarda sözü size bırakıyor?

4- Okul adına alınacak önemli karar anlarında yöneticiniz sizi sürece nasıl dahil ediyor, hangi konularda ve en son ne zaman deneyimlediniz?

5- Okulda yaşadığınız problemleri rahatlıkla yöneticinizle paylaşabiliyor, yeterince destek aldığınızı düşünüyor musunuz, nasıl?

    a) Siz talep etmeden de yöneticiniz sizinle iletişim kurmak için nasıl yollar izliyor?

6- Yöneticileriniz kendi aldığı ve alınan diğer kararları uygulamaya nasıl geçirir?

7- Bu konularda başka eklemek istediğiniz nokta var mı?

Student Support

1- Öğrencileri desteklemek adına kaynaklar paylaştırılırken neler dikkate alınıyor?

2- Okuldaki her bir öğrencinin aldığı eğitimi nasıl değerlendirirsiniz?

3- Zorluk yaşayan öğrenciler için yeterli destek nasıl sağlanıyor?

Collaboration

1- Okulunuzdaki öğretmenler arasındaki iş birliklerini ve yapılan çalışmaları nasıl değerlendirirsiniz?

a) Bir öğretim yılında meslektaşlarınızla müfredat materyalleri için bir araya gelip fikir alışverişinde bulunur musunuz, hangi konulardan fikir alışverişi sağlarsınız?

b) Okulunuzda ders planları ve ders işleyişlerini konuşmak amacıyla diğer öğretmenlerle iletişim kurar mısınız, nasıl değerlendirmeler yaparsınız?

c) Farklı branştan öğretmenlerle bir araya gelip ortak çalışmalar yapar mısınız, ne gibi çalışmalar yaparsınız?

d) Okulunuzda diğer öğretmenlerle, öğrencilerin daha iyi öğrenmelerini sağlamak amacıyla fikir alışverişinde bulunur musunuz, bu konuda çalışmalarınız var mı?

De-privatization

1- Derslerinizde öğretime yardımcı olması için diğer öğretmenlerden yardım istediniz mi, bu konuda ne tür yardımlar aldınız?

2- Meslektaşlarınızın derslerinizi gözlemlemeleri konusundaki düşünceleriniz nedir?

3- Meslektaşlarınızdan dersleriniz hakkında geri bildirim alır mısınız, ders planlarınızı yazarken farklı düşüncelerden yararlanır mısınız, örnek verebileceğiniz bir tecrübeniz varsa paylaşır mısınız?

4- Siz diğer öğretmenlerin derslerini gözlemleyip onlara geri bildirimde bulundunuz mu, deneyimlerinizi paylaşır mısınız?

D. SCHOOL OBSERVATION PROTOCOL

School Observation Instructions

There are 5 core elements of caring practices which are attentiveness, motivational displacement, situationality, mutuality and authenticity. Our aim is to observe whether the school has these aspects of caring within following questions. Aşağıdaki ölçeği kullanarak her bir ifadeyi yanıtlayın.

1= Gözlemlenmedi   2= Ara sıra gözlemlendi   3= Sık sık gözlemlendi

Öğretmenin Öğrenciyle Etkileşimi

Öğretmen öğrencilerle ders aralarında sohbet ediyor.	1	2	3
Nöbetçi öğretmen, öğrencilerin ders aralarında yaşayabileceği kazalara karşı dikkatliler.	1	2	3
Öğretmen, öğrencileri uygun davranışlarında ödüllendiriyor.	1	2	3
Öğrenciler karar verme sürecine dahil oluyor.	1	2	3
Öğretmen ve öğrenci arasındaki diyaloglar yapıcıydı.	1	2	3

Öğrencilerin Birbirleriyle Etkileşimi

Öğrenciler takım çalışmalarına hevesle katılıyor.	1	2	3
Öğrenciler birbirleriyle olumlu iletişim kuruyor.	1	2	3
Öğrenciler birbirleriyle yardımlaşıyor.	1	2	3
Öğrenciler yaşadıkları anlaşmazlıklarda çözüm odaklı davranıyor.	1	2	3
Öğrenciler birbirine anlayışlı davranıyor.	1	2	3

Bireysel Öğrenci Davranış Biçimleri

Öğrenciler okul ve sınıf kurallarına uyuyor.	1	2	3
Öğrenciler okul araç ve gereçlerini kullanırken özen gösteriyor.	1	2	3
Öğrenciler hijyen, maske ve mesafe kurallarına uyuyor.	1	2	3
Öğrenciler yemekhane kurallarına dikkat ediyor.	1	2	3

Ders Gözlemi

Dersler öğrenci merkezli bir yaklaşımla işleniyor.	1	2	3
Öğretmen dersi gerçek hayatla ilişkilendiriyor.	1	2	3
Öğretmen dersi hevesle anlatıyor.	1	2	3
Öğretmen öğrencileri soru sormaları için cesaretlendiriyor.	1	2	3
Öğrencilerin sorularını dikkatle dinler ve özenle yanıt veriyor.	1	2	3
Ev ödevleri günlük hayatla ilişkilendiriliyor.	1	2	3
Sınıf yönetimi kolaylıkla sağlanıyor.	1	2	3

Evet = Gözlemlendi   Hayır = Gözlemlenmedi

Fiziksel Ortam

Kütüphane aktif bir şekilde kullanılıyor. ___

Okul içinde öğrencilerin sosyalleşebileceği ve zaman geçirebileceği bölgeler vardı. ___

Okulda öğrencilerin ders dışı bilgi ve becerilerini geliştirici etkinlikler yapılıyor. ___

Okulun havalandırma ve ışıklandırılması yeterliydi. ___

Sınıf ve koridorlarda ses kirliliğine karşı önlem alınıyor. ___

Okul spor salonu kullanımı aktifti. ___

Öğrenciler spor salonunu dersleri dışında kullanabiliyor. ___

Okul bahçesi öğrenciler için yeterince geniş ve kullanışlıydı. ___

Okulda koridor ve sınıf panolarında öğrencilerin yapmış olduğu çalışmalar sergileniyor. ___

Okulda koridor ve sınıf panolarında öğrencilerin motivasyonlarını arttırıcı, onların ilgisini çeken ögelere yer veriliyor. ___

Okul içinde veya bahçesinde bitki ve hayvanlara yer veriliyor. ___

Okul içinde mobilyalar duvara monte edilmişti. ___

Okulda öğrencilere zarar verebilecek araç ve gereçler saklanıyor. ___

Dersler koridor vb. alanlarda işlenebiliyor. ___

Öğretmenlerin sosyalleşebileceği alanlar var. ___

ARAŞTIRMAYA GÖNÜLLÜ KATILIM FORMU

Bu araştırma, ODTÜ Eğitim Yönetimi ve Planlaması Yüksek Lisans öğrencisi Berin Deniz tarafından Associate Prof. Dr. Gökçe Gökalp danışmanlığındaki yüksek lisans tezi kapsamında yürütülmektedir. Bu form sizi araştırma koşulları hakkında bilgilendirmek için hazırlanmıştır.

Çalışmanın Amacı Nedir?

Araştırmanın amacı Türkiye'de ve aynı zamanda yurtdışı literatüründe yeni ortaya çıkan bir yaklaşım olan 'duyarlı liderlik' ve bununla birlikte 'duyarlı yaklaşım ve duyarlı pratikler' kavramının okul müdürleri, öğretmen ve okulun fiziksel özelliklerine nasıl yansıdığını araştırmaktır. Duyarlı liderlik ve duyarlı pratikler bir misyonu gerçekleştirmek için içtenlikle ilgi gösteren, cömertçe zaman, öneri ve destek verme eğiliminde olma davranışları gösterir, ayrıca güvenilir olma ve değer verme yaklaşımlarına da sahiptirler. Bu kapsamda çalışma duyarlı yaklaşımların incelenmesinde iki temel araştırma sorusunu ortaya çıkarmaktadır: Okul yöneticilerinin okulda duyarlılık kavramını nasıl algılıyor? Okul yöneticileri ve öğretmenler okulda hangi 'duyarlı yaklaşımları' gösteriyor?

Bize Nasıl Yardımcı Olmanızı İsteyeceğiz?

Araştırmaya katılmayı kabul ederseniz, sizin uygunluğunuza göre ve sizin tercih ettiğiniz online bir platform aracılığıyla gerçekleştirilecek olup, yaklaşık 45 dk. ile 1 saat arasında süreceği öngörülmektedir. Görüşmeler sizlerin de onayıyla kayıt altına alınacaktır.

Sizden Topladığımız Bilgileri Nasıl Kullanacağız?

Araştırmaya katılımınız tamamen gönüllülük temelindedir. Çalışma kapsamında toplanan veriler sadece araştırmacılar tarafından değerlendirilecektir.

Cevaplarınız tamamıyla gizli tutulacak, sadece araştırmacılar tarafından değerlendirilecektir. Katılımcılardan elde edilecek bilgiler toplu halde değerlendirilecek ve bilimsel yayımlarda kullanılacaktır. Sağladığınız veriler gönüllü katılım formlarında toplanan kimlik bilgileri ile eşleştirilmeyecektir.

Katılımınızla ilgili bilmeniz gerekenler:

Anket, kişisel rahatsızlık verecek sorular içermemektedir. Ancak, katılım sırasında sorulardan ya da herhangi başka bir nedenden ötürü kendinizi rahatsız hissedersiniz dilediğiniz zaman çalışmadan çekilebilirsiniz.

Araştırmayla ilgili daha fazla bilgi almak isterseniz:

Bu çalışmaya katıldığınız için şimdiden teşekkür ederiz, tecrübeleriniz çalışmamıza ışık tutacaktır. Çalışma hakkında daha fazla bilgi almak için ODTÜ Eğitim Bilimleri öğretim üyelerinden Associate Prof. Dr. Gökçe Gökalp (E-posta: ggokalp@metu.edu.tr) ya da ODTÜ Eğitim Yönetimi ve Planlaması Yüksek Lisans öğrencisi Berin Deniz (E-posta: deniz.berin@metu.edu.tr) ile iletişim kurabilirsiniz.

Yukarıdaki bilgileri okudum ve bu çalışmaya tamamen gönüllü olarak katılıyorum.

(Formu doldurup imzaladıktan sonra uygulayıcıya geri veriniz).

İsim Soyad   Tarih   İmza

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F. APPROVAL OF THE METU HUMAN SUBJECTS ETHICS COMMITTEE

UYGULAMALI ETİK ARAŞTIRMA MERKEZİ
APPLIED ETHICS RESEARCH CENTER

ORTA DOĞU TEKNİK ÜNİVERSİTESİ
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Sayı: 28620816/   01 ARALIK 2021

Konu   : Değerlendirme Sonucu

Gönderen: ODTÜ İnsan Araştırmaları Etik Kurulu (İAEK)

İlgi   : İnsan Araştırmaları Etik Kurulu Başvurusu

Sayın Doç.Dr. Gökçe GÖKALP

Danışmanlığını yürüttüğünüz Berin DENİZ'in "PANDEMİ DÖNEMİNDE OKULLARDA DUYARLI YAKLAŞIMLAR VE LİDERLİK: BİR DURUM ÇALIŞMASI" başlıklı araştırması İnsan Araştırmaları Etik Kurulu tarafından uygun görülmüş ve **444-ODTU-2021** protokol numarası ile onaylanmıştır.

Saygılarımızla bilgilerinize sunarız.

Prof.Dr. Mine MISIRLISOY
İAEK Başkanı

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GİRİŞ

Literatürde geleneksel ve alternatif model\teorileri üzerine yapılmış çalışmalar bulunmaktadır. Bu eğitim liderliği teorilerinden birisi ise 'duyarlı liderlik' yaklaşımıdır. Türkiye ve uluslararası literatürde son yıllarda

Araştırmanın Amacı ve Önemi

Çalışmanın amacı kendisini demokratik bir okul olarak tanımlayan alternatif bir özel okulda, okul yöneticileri ve öğretmenler tarafından algılanan 'duyarlı liderlik ve pratikleri' kavramları ve uygulamalarının hem yöneticiler hem de öğretmenler tarafından ne ölçüde sergilendiğini incelemektir. Bu sebeple bu çalışmada temel iki araştırma sorusu ortaya çıkmaktadır.

1-Okul yöneticilerinin kendi liderlik yaklaşımlarına ilişkin algıları nelerdir?
2-Okul yöneticileri ve öğretmenler okulda hangi 'duyarlı uygulamaları' sergiliyor?

LİTERATÜR TARAMASI

Literatürde eğitim liderliği, okulun ortak amaçlarını ve hedeflerini ifade etmek ve başarmak için okulun paydaşlarını harekete geçirme ve etkileme işi olarak tanımlanır (Leithwood &Riehl, 2005). Eğitim liderliği kavramı literatürde kendine geç yer edinse de günümüzde eğitim alanında yapılan birçok çalışmanın odak noktasını oluşturmuştur. İlk çalışmalar daha çok 'solo lider' kavramına odaklansa da paylaşımcı liderlik kavramı çağdaş yaklaşımlarla beraber ortaya çıkmaya başlamıştır. Yeni oluşmaya başlayan kavramlardan biri olan duyarlı liderlik ve pratikleri, literatürde başkalarının ihtiyaç ve değerlerine ilgi gösterme eylemi olarak tanımlanmaktadır (Van der Vyver, 2014). Duyarlı liderlik adı altında yapılan

çalışmalar bazı karakteristik özellikler ortaya çıkarmıştır bunlardan biri Steinbinder ve Sisneros (2020) tarafından sunulan beş önemli duyarlı liderlik yaklaşımı, kurumlarda sürdürülebilir başarı için uygun koşulları yaratmayı sağlamaktadır. Bunlar öz farkındalık, derin dinleme, merak, kararlılık ve empati olarak nitelendirilmiştir. Öz farkındalık, bir duyguyu fark etmek, dikkat çekmek ve her zaman bir başkasına saygı duymayı hedeflemektir; derin dinleme, konuşmaya odaklanmanın yanı sıra dikkat dağıtıcı ögeleri en aza indirgemektir; merak, karmaşık konuları ele almak için bilgi ve uzmanlıklarını kullanmaya teşvik etmek için sorular sormak; kararlılık, eldeki bilgilerle karar vermeye istekli ve özgüvenli olmak; empati ise bir başkasının bakış açısını görme ve kendi önyargılarını bir tarafa bırakıp başka duyguları tanıma yeteneğidir. Bu çalışmanın yanında, öğretmenlerin de okul ortamında hem öğrencilere hem de diğer öğretmenlere karşı göstermiş olduğu duyarlı pratikler Louis, Murphy ve Smylie (2016) tarafından literatürde yer edinmiştir. Kovid-19 pandemisi nedeniyle uzaktan eğitim dönemi tüm eğitim kurumlarında kendisini göstermeye başlayınca öğrencilerin dikkat süresinde azalmalar yaşanmış ve birçoğu kendini yalnız ve izole hissetmeye başlamıştır (OECD, 2019). Bu nedenle okullarda duygusal bağın giderek kopması kaçınılmaz olmuştur. Kaygı ve korku hisleri artan öğrencilerin her zamankinden daha çok duygusal desteğe ihtiyacı olmuştur . Duygusal tepkiler, pandeminin neden olduğu strese verilen tepkinin bir parçası olduğundan, bu bağlamda daha fazla sevgi ancak daha az otoriter yönün olduğu liderlik tarzına ihtiyaç duyulmaya başlanmıştır.

Geleneksel ortamdaki öğrenciler, öğretmenlerin ilgisizliği, kendilerini güvende hissetmemeleri, katı kurallar ve düzenlemeler başarı eksikliğinin çeşitli nedenleri olarak öne sürülüyor fakat alternatif okul ortamına geçtiklerinde olumlu ve ilgi çekici bir öğrenme ortamı deneyimliyorlar (Philips, 2011). Alternatif okul kavramı literatürde küçük boyutlu, öğrenci ve öğretmen arasında bire bir iletişim, destekleyici bir ortam, öğrenci merkezli müfredat ve öğrencilere karar verme sürecine katılma fırsatı tanıyan eğitim kurumlarıdır. Türkiye literatüründe çok odaklanılmayan bir alan olan alternatif okullar Schreglmann (2019) tarafından akademisyenlerin alternatif okullara karşı görüşlerini almak üzere yaptığı çalışması sonucunda akademisyenlerin üçte biri alternatif okullar hakkında bir bilgiye sahip olmadığını, bir kısmının ise literatürden duyduğunu belirtmiştir.

YÖNTEM

Model

Bu çalışma Türkiye'de özel ve alternatif olarak nitelendirilen bir okuldaki yönetici ve öğretmenlerin 'duyarlı liderlik ve pratikleri' ile ilgili olan görüşlerini araştırmaktadır. Çalışmanın amacı okuldaki ilişkileri, durum ve sorunları araştırmak olduğundan nitel araştırma yapılması farklı duygu ve düşünceleri toplamak adına daha uygun bir tasarım sayılabilir. Temel nitel araştırmanın tanımı, kavramları, görüşleri veya deneyimleri anlamak için sayısal olmayan verileri toplamak, analiz etmek ve bir probleme ilişkin derinlemesine iç görüler toplamak için kullanılabilir. Araştırma yönetimi olarak durum çalışması güncel bir olguyu derinlemesine ve gerçek yaşam bağlamında araştıran ampirik bir araştırma olarak kullanılır (Yin, 2009).

Sınırlı örneklemenin olduğu nadir bir durum varsa, durum çalışması bir olguyu derinlemesine incelemek için önemli bir fırsattır. Ancak nicel araştırmalardan farklı olarak nitel araştırmaların bulguları genellenemez (Yıldız ve Şimşek, 2013). Maksimum çeşitlilik örneklemi, açık uçlu sorularla veri toplama, metnin ayrıntılı analizi, bilgilerin şekil ve tablolarla temsil edilmesi ve bulguların kişisel olarak yorumlanması nitel tasarımın önemli özellikleridir. Bu nedenle, temel bir nitel araştırma olarak, sorular, ayrıntılı bilgileri yakalamak için yeterince açık olduklarından emin olmak için birden çok kez kontrol edilir. Bunun dışında, Yin (2009) vaka çalışması araştırmacıları için istenen bazı becerileri belirlemiştir. Bunlar; iyi sorular sormak, iyi bir "dinleyici" olmak, uyum ve esneklik sergilemek, çalışma ile ilgili konularda kapsamlı bilgi sahibi olmak ve önyargılardan kaçınmaktır. Özellikle araştırmacı önyargısını ortadan kaldıramadığında önyargıdan kaçınmak büyük bir sorun haline gelir. Bunu önlemek için bu çalışmada uzman yardımı ile bu sorun azaltılmıştır.

Örneklem

Bu çalışma, duyarlı liderlik ve uygulamaları hakkında ayrıntılı bilgi vermek üzere tasarlanmıştır, bu nedenle amaçlı örnekleme bu çalışma için en iyi şekilde eşleşmektedir. Çünkü belirtildiği gibi alternatif okulların misyonları genellikle öğrenci merkezli bir yaklaşım belirlediğinden okulda duyarlı liderlik ve uygulamalarını içerme potansiyeli daha yüksektir. Çalışma için veri toplanırken okul seçimi sürecinde önemli olan nokta, okulun duyarlı liderlik ve uygulamalarını netleştirmesi gerekmesidir. Bu nedenle araştırmacı okulun misyon ve vizyonlarında herhangi bir duyarlı liderlik ve uygulamalarının varlığını web sitesini ziyaret ederek araştırmıştır. Okulun web sitesinde, çalışan kadrosundaki her üye yöneticiler, öğretmenler ve diğer personel dahil hiyerarşik açıdan kategorize edilmek yerine isimlerinin baş harfiyle sıralanmış olduğu gözlemlenmiştir. Bu durum, her bireyin kurum için aynı öneme sahiptir mesajını içermekte ve duyarlı liderlik yaklaşımı için de bir ipucu oluşturmaktadır. Bununla birlikte okulun web sitesinde temel ilkeler başlığı altında 'çocuk yararı' önemi vurgulanmıştır. Bu da okulun bir diğer farklılaştığı nokta olarak görülmektedir.

Belirlenen okul 2 farklı konumda ilkokul ve ortaokul kampüsleri olan bir kurum olduğundan her birinde ayrı yönetici ve öğretmenler bulunmaktadır. Bu çalışmada, katılımcıları seçmek için ayrıca maksimum çeşitlilik örneklemesi kullanılmış olup okula karar verilmesinin ardından katılımcıların belirlenmesinde okulla ilgili farklı deneyimler edinmiş öğretmen ve yöneticileri seçmenin önemi ortaya çıkmıştır. Bunun için öncelikle katılımcılar yönetici ve öğretmen olmak üzere 2 gruba ayrılmıştır. Yönetim grubunda bir genel müdür, müdürler, müdür yardımcısı ve eğitim koordinatörleri bulunmaktadır ve bu yedi yönetici ile görüşmeler tamamlanmıştır. Bunun yanı sıra öğretmenler, öğretmenlik deneyimleri ve okuldaki branşları dikkate alınarak seçilmiştir. Bunun için okulun web sitesi ziyaret edilmiş, öğretmen ve yöneticilere ilişkin bazı demografik bilgiler toplanmış. Ve katılımcı listesi hazırlanmıştır. Yönetici ve öğretmen arasındaki dengenin sağlanması önemli olduğundan 13 katılımcının 7 tanesi yönetici 6 tanesi ise öğretmen olarak ayarlanıştır. Burada gizliliğin sağlanması amacıyla katılımcı isimlerini vermek yerine yöneticilere P1, P2, … kodları; öğretmenlere ise T1, T2, … kodları verilmiştir.

Veri Toplama Aracı ve Süreci

Bu bölümde iki veri toplama aracı olan görüşme soruları ve gözlem protokolü ele alınacaktır. Görüşme tekniği nitel araştırmalarda bir konu için derinlemesine araştırılması için katılımcıların deneyimlerinden ve bakış açılarından yararlanan bir veri toplama aracıdır. Bu çalışmada hem yönetici hem de öğretmenlerle yarı yapılandırılmış görüşmeler yapılmıştır. Yarı yapılandırılmış görüşme açık uçlu soruları ek sorularla tamamlayarak neden ve nasıl sorularının karışımını kullanır. Yarı yapılandırılmış görüşmeler, doğası gereği bazı avantaj ve dezavantajlara sahiptir. Yarı yapılandırılmış görüşmelerin zaman alıcı olması dezavantaj olarak verilebilir (Adams, 2015). Buna ek olarak, yarı yapılandırılmış görüşmeler, katılımcılardan daha derin bilgi toplamada etkili araçlardır (Balushi, 2018). Araştırmanın amacı öğretmen ve yöneticilerden kapsamlı bilgi toplamak olduğundan, verilerin toplanmasında yarı yapılandırılmış görüşmeler kullanılmıştır. Görüşme soruları literatürdeki çeşitli kaynaklar incelenerek hazırlanmıştır. Fikirlerin bazıları Steinbinder ve Sisneros (2020) Bakım-Liderlik Öz Değerlendirmesinden alınmıştır. Öz farkındalık, derin dinleme, meraklı olma, empati gösterme ve kararlılık olmak üzere beş özel liderlik davranışı, görüşme sorularının temel kavramlarıdır. Buna ek olarak Louis, Murphy ve Smylie (2016) tarafından öne sürülen çalışmada müdürlerin duyarlı liderliğe ilişkin algıları incelenmiştir. Bu çalışma ayrıca öğrenci desteği, öğretmenler arasında iş birliği hakkında da yol gösterici olmuştur. Bu araştırmalar dikkate alınarak hem öğretmen hem de yöneticiler için birbirinden bağımsız 2 görüşme sorusu hazırlanmıştır.

Görüşme sorularından bağımsız olarak araştırma için ayrıca okul gözlemi protokolü hazırlanmıştır. Ulusal Okul İklim Konseyi'nden (2007) fikirler alınarak oluşturulan gözlem protokolü öğretmen-öğrenci etkileşimi, öğrenci-öğrenci etkileşimi, bireysel öğrenci davranışları, ders gözlemi, okulun fiziksel düzenlemesi gibi farklı başlıkları içermektedir. Bununla birlikte okul güvenliği, okul iklimin algılanması, öğretme ve öğrenme ayrıca sınıf gözlemi gibi durumları da kapsamaktadır. Elde edilen iki veri toplama aracı etik onayına gönderilmeden önce iki farklı uzman onayı alınmıştır. Uzmanların görüşleri dikkate alınarak yenilenmiş görüşme soruları ve gözlem

protokolü etik onayına gönderilmiştir, onayın ardından bir öğretmen ve yönetici ile örnek bir görüşme yapılmış soruların anlaşılabilirliği değerlendirilmiştir.

Pandemi nedeniyle okul yöneticileri ve öğretmenler ile yüz yüze yapılması planlanan görüşmeler online olarak düzenlenmiştir. Görüşmeler Zoom platformu üzerinden yapılmış olup katılımcıların onayı ile kayıt altına alınmıştır. Her görüşme 30-45 dk. sürmüştür. Her kayıt bittikten sonra araştırmacı, videoları pyTranscriber adlı bir bilgisayar programı aracılığıyla transkriptlere dönüştürmüştür. Görüşmelere ek olarak, araştırmacı okul gözlemi yapmak için okulu da ziyaret etmiştir. Bunu yapmak için araştırmacı önce ilkokulu gözlemleyerek başlamış, okulu dolaşarak sınıfları, koridorları, sanat atölyesini, tuvaletleri, yemekhaneyi, okul bahçesini ve kütüphaneyi gözlemlemiştir. Daha sonra araştırmacı, öğrenci-öğretmen ve öğrenci-öğrenci ilişkilerinin nasıl gerçekleştiğini öğrenmek için bir sınıfta derse katılmıştır. Önemli notlar aldıktan sonra araştırmacı, öğretmenlerin teneffüs zamanlarını nasıl geçirdiklerini görmek için öğretmenler odasında gözlem yapmıştır. Son olarak, başka bir teneffüste araştırmacı, öğrencilerin boş zamanlarını nasıl geçirdiklerini ve yalnız olduklarında ilişkilerinin nasıl olduğunu görmek için okul bahçesinde gözlem yapmıştır. Veri toplama kısmı 7 Ocak'tan itibaren toplamda yaklaşık 4 ay sürmüştür ve son görüşme 20 Haziran'da gerçekleştirilmiştir. En uzun görüşme 53 dakika, en kısa görüşme ise 30 dakika sürmüştür.

Veri Analizi

Veri analizine başlamadan önce görüşme kayıtları transkriptlere dönüştürülmüş ve hatalı yerler düzenlenmiştir. Görüşme kayıtları defalarca dinlenip transkriptler revize edildikçe yönetici ve öğretmenler arasındaki bazı ortak ifadeler ortaya çıkmıştır. Katılımcılar okul hakkında kapsamlı bilgiler ve okula bakış açıları hakkında önemli ayrıntılar vermiştir, bazı katılımcılar ise okulla ilgili yaşamış oldukları olumsuz deneyimler hakkında bilgi vermekten çekinmemiştir. Bunun dışında katılımcılardan bazıları da çalışmanın sonuçlarını öğrenmek istedi. Katılımcılardan toplanan veriler, anlamlı parçalara bölünerek incelenmiştir ve her parçanın kavramsal olarak ne anlama geldiği bulunmuştur (Yıldırım ve Şimşek, 2011). Bazen kodlar sadece benzer oldukları için değil ortak bir noktada olabileceği için birlikte gruplandırılabilir (Saldana, 2009). Ardından kodlar kategorileri ve temaları oluşturmuştur. Tüm tema, alt temalar ve kodlar bulgular bölümünde hem müdürlerin hem de öğretmenlerin

görüşme transkriptlerinden örneklerle sunulacaktır. Creswell (2015), transkriptlerin 500 sayfadan az olması durumunda nitel verilerin elle analizinin uygun olduğunu belirtmiştir. Bu nedenle, bir yazılımla analiz yapmak yerine verileri elle analiz edilmesi tercih edilmiştir. Oluşturulan kodlar ve temalar yorumlanmış ve araştırmacı görüşme videolarını defalarca okuyarak ve dinleyerek verilerin doğruluğunu kontrol etmiştir. Veri kodlama süreci bittikten sonra veri analiz sürecine odaklanılmıştır. Durum çalışması için analiz, araştırılan durumun ve ortamın ayrıntılı bir şekilde tasvir edilmesidir (Creswell, 2013). Kategorik birleştirmede, verilerden konu ile ilgili olan örneklerin bir koleksiyonu alınır doğrudan yorumlamada ise araştırmacı tek bir olaya bakar ve ondan anlam çıkarır. Araştırmacı okuyucuların durumdan elde edebilecekleri verileri analiz ederek natüralist genellemeler geliştirir.

BULGULAR

Bu çalışma, Türkiye'de ve uluslararası literatürde yeni ortaya çıkan, duyarlı liderlik olarak adlandırılan yeni bir yaklaşımı ve uygulamalarını araştırmıştır. Duyarlı liderlik ve pratikleri, okul müdürü, öğretmenlere yansıması kadar okulun fiziksel özelliklerini de etkilemektedir. Bu liderlik yaklaşımı, bir misyona ulaşmak için ilgi gösteren, cömertçe zaman, tavsiye ve destek sağlama eğiliminde olma ve aynı zamanda güvenilir ve özenli olma davranışlarını içerir. Bu yaklaşım, geleneksel olmayan bir öğrenme ortamının kurulduğu alternatif bir okulda incelenmiştir. Bu alternatif okulda duyarlı liderlik ve uygulamalarının ne ölçüde uygulandığını araştırmak için okul müdürü ve öğretmenlerden veri toplanmıştır. Araştırma soruları ve çalışmanın amacı doğrultusunda transkriptlerin analizi için yönetici ve öğretmen görüşmeleri ayrı ayrı değerlendirilmiştir. Bu nedenle öğretmen ve yöneticiler için bulgular ayrı tema ve kategoriler altında oluşturulmuştur. Ayrıca verilerin güvenirliğini artırmak için okul gözlem protokolü de hazırlanmıştır. Gözlem protokolü için araştırmacı okulu ziyaret etmiş ve duyarlı pratiklerin gözle görülür örnekleri hakkında notlar almıştır. Bunu yaparken araştırmacı ders saatinde sınıf, teneffüste okul bahçesi, teneffüste öğretmenler odasını, koridorlar, yemekhane gibi geniş alanları gözlemlemiştir. Bütün bu yerler, duyarlı liderlik ve pratikleri hakkında fikir vermiştir. Bu çalışmayı tasarlamak için temel bir nitel çerçeve kullanılmıştır. Vaka çalışması yöntemleri, veri toplama ve analizine rehberlik etti. Öğretmenlerin ve

müdürlerin duyarlı liderlik ve uygulamalarını ortaya çıkarmak için araştırma soruları şu şekilde belirlenmiştir; (1) Okul yöneticilerinde görülen liderlik yaklaşımı nedir? (2) Okul yöneticileri ve öğretmenler okulda hangi 'duyarlı pratikleri' sergiliyor? Temalar okul yöneticileri ve öğretmenler için ayrı değerlendirilmiştir. Yöneticiler için 4 yine öğretmenler için de 4 tema çıkmış ve bu temaların farklı alt kategorileri de oluşmuştur. Tüm bunlar birbirleriyle karşılaştırılmış ve bulgular değerlendirilmiştir.

Birinci Araştırma Sorusu İçin Bulguların Özeti

Birinci araştırma sorusuna göre, okul yöneticileri arasında görülen liderlik yaklaşımı birinci tema olan "Okul Müdürlerinde Görülen Liderlik Yaklaşımı" temasını ortaya çıkarmıştır. Bu temanın altında ise yalnızca 1 tane alt kategori olan "Demokratik Liderlik" oluşmuştur. Bu tema ve alt temaya göre yöneticiler arasında her bir katılımcı kendini demokratik bir yaklaşımla nitelendirmiştir. Ancak bazıları yönetim ve liderlik arasındaki farkı belirterek yönetici olmak yerine liderlik etmeye çalıştıklarını ifade etmiştir. Katılımcılar ayrıca öğrencilerden seçilen sınıf temsilcileri ve okul başkanları gibi okuldaki demokratik unsurlardan bahsetmiştir. Bununla birlikte öğretmenlerle yapılan rutin toplantılar da demokratik kültüre işaret etmektedir.

Öğretmenler için birinci tema "Öğretmen Algısından Yöneticilerin Liderlik Yaklaşımı" teması ortaya çıkmıştır. Bu temanın altında ise yine 1 tane alt kategori olan "Demokratik Katılım" oluşmuştur. Bu tema ve alt temaya göre öğretmenler arasında farklı görüşler ortaya çıkmıştır. Öğretmenlerin tamamı karar verme sürecinde müdürlerini demokratik olarak tanımlamıştır. Fakat katılımcılar arasındaki eski öğretmenler karar verme süreçlerinde bazı değişiklikler olduğunu öne sürmüştür. Bu öğretmenlerin bakış açısına göre kendileri artık kritik kararlarda daha az etkiye sahip olduklarını ve bu durumun kendilerini endişelendirdiğini belirtmişleridir. Diğer taraftan okula yeni katılan öğretmenler ise okulun karar verme mekanizmasını demokratik nitelendirmiş hatta kendileri kadar öğrencilerin de kararlarının okul için önemli olduğunu belirtmişlerdir. Bu iki karşıt görüş

düşünüldüğünde öğretmenlerin deneyim yılları okula olan görüşleri etkilediği ortaya çıkmıştır.

İkinci Araştırma Sorusu İçin Bulguların Özeti

Bu araştırma sorusu altında 3 farklı tema oluşmuştur. İkinci tema ise "Yöneticilerin Duyarlı Liderlik için Empati Uygulama Şekilleri". Bu tema altında 5 tane alt kategori oluşmuştur. Bunlardan birincisi "Empati" alt kategorisi olmuştur, buna göre yöneticiler başkalarını daha yakından tanımaya veya onlarla iletişim kurmaya çalışmak gibi çeşitli şekillerde empati kurmanın öneminden bahsetmişlerdir. "Derin dinleme" alt kategorisinde yöneticilerin çoğu karşıısndaki kişinin konuşmasını bölmemenin öneminden bahsetmiştir ayrıca bunu yaparken de kişinin her sözünü anlamaya özen gösterdiklerini belirtmişlerdir. Alt kategorilerden bir diğeri olan "Öz farkındalık" yöneticilerin bir adım öne çıkmak için kendini değerlendirmenin ve eleştirmenin önemli olduğunu açıkça belirtmiştir. Değerlendirmeler yoluyla eksiklikleri görmek ve geri bildirim almak kendilerine ve kuruma yeni anlayışlar kazandırdığını düşünmektedirler.

Bu başlıktaki ikinci tema ise "Yöneticilerin Öğrencilere Olan Liderlik Yaklaşımları" için 3 farklı alt tema oluşmuştur. Bunlardan ilki "Öğrencilerle Olan İlişkiler" için yöneticiler öğrencilerle olan ilişkilerinde statü farkı olmadan iki tarafın aynı anda birbirlerinden bir şeyler öğrendiği öğrenme ilişkisi olarak açıklamıştır. Bu durum ayrıca okul gözlemlerinde de ortaya çıkan bir durum olmuştur. Araştırmacı tarafından, müdürlerin sabahları öğrencileri karşılaması ve hafta sonlarını veya o öğrenciyle ilgili herhangi bir şeyi sorması şeklinde duyarlı pratikler sergilediği gözlemlenmiştir. Buna ek olarak, özellikle ilkokul kampüsünde müdür odasının izole bir yerde değil, çok erişilebilir olduğu ayrıca kapıların çocuklardan uzak kalmamak için açık olduğu da gözlemlenmiştir. Bir diğer alt tema olan "Müfredat" için yöneticiler görüşmelerinde içeriği derinleştirmek için sürekli olarak müfredat üzerinde çalıştıklarını belirtmişlerdir. Bunun dışında bazı konuların periyodik olarak öğrenmeyi eğlenceli hale getirmek için oluşturulan ve farklı dalları bir araya getirerek öğrenmeyi disiplinler arası hale getirdiği tematik bir anlayış bulunmaktadır. Araştırmacı yaptığı gözlemlerde okulda Doğa temasının sınıf ve koridorlarda farklı

şekillerde sergilendiğini fark etmiştir. Ve son alt kategori olan "Öğrenme Zorluğu Yaşayan Öğrenciler" için yöneticiler yapılan farklılaştırılmış çalışmalar üzerinden öğrenciye destek sağladıklarını belirtmişlerdir.

Yöneticiler için son tema olan "Yöneticilerin Öğretmenlere Olan Liderlik Yaklaşımları" için 5 farklı alt kategori oluşmuştur. Bunlardan ilki olan "Öğretmen Eğitimi" 'için yöneticiler öğretmenlerin yeteneklerini geliştirmesi ve özgüven oluşturması nedeniyle hem ilkokul hem de ortaokul müdürleri, öğretmenleri için satın aldıkları eğitimlerin bir kısmından bahsetmişlerdir. Örneğin, pandemide bilgisayar üzerinden yapılan derslerin geliştirilmesi için, web 2.0 araçlarını kullanma eğitimi almışlardır. "Öğretmenler Arasındaki İşbirliği ve Öğretmen Kararlarına Güven" alt teması için farklı branştan öğretmenlerin bir araya gelip ekip çalışmasında işbirliği yapmaları okul müdürleri tarafından desteklenmiştir. Ve son alt kategori olan "Okulun Pandemi ve Sağlık Koşullarındaki Motivasyonu" 'için tüm katılımcılar, okulun maske, dezenfektan temini, iç ortamın havalandırılması gibi sağlık koşullarını sağlamak için gerekli önlemleri aldığını belirtti.

Öğretmen temalarına gelindiğinde ise yine 3 farklı tema oluşmuştur. İkinci araştırma sorusu için oluşan ilk tema "Öğretmen Algısına Göre Yöneticilerin Gösterdiği Duyarlı Pratikler". Bu tema altında 4 farklı alt tema oluşmuştur. Bunlardan ilki "Nedensellik" ve buna göre duyarlı liderliğin evrensel olmadığını, dinamik ve farklı durumlarda ortaya çıkabileceğini bilmektir. Bu çalışmada durumsallık, transkriptlerde yöneticilerin uzaktan eğitimdeki duyarlı pratikleri olarak ortaya çıkmaktadır. Bu alt tema altında katılımcılar uzaktan eğitim zamanlarında okulun ders yükünü azaltma fırsatı verdiğini ifade etmiştir. "Aitlik hissi" alt temasında öğretmenlerin büyük çoğunluğu okul müdürlerinin arkadaşça ilişkilerinden dolayı okula karşı olumlu duygularını ifade etmişlerdir. Bu durum ayrıca okul gözleminden yola çıkarak da anlaşılabilir, buna göre öğretmenler bir yöneticinin odasına rahatlıkla girebilir ve sadece iş hakkında konuşmak için değil, sıradan durumlar hakkında da sohbet edebilirler. "Yönetici ve Okula Güven" alt temasında ise öğretmenlerin birisi ekonomik anlamda okula karşı bir güven sorunu yaşadığını belirtmiştir. Eski öğretmenler ise okulun karar alma süreçlerindeki değişiklikler nedeniyle güvenlerinin azaldığını belirtmiştir. Öte yandan okula yeni katılan öğretmenlerin ise güven duygusunun sağlandığını ve okulun şeffaf olduğunu belirtmiştir.

"Yöneticilerin Pandemi Dönemindeki Duyarlı Pratikleri" için okulun, maske dezenfektan gibi malzemeleri virüslere karşı daha fazla koruma sağlayan N95 maskeleri bile öğretmenlere sağladığı belirtilmiştir. Ancak bir öğretmen okulda sosyal mesafenin sağlanamamasının altını çiziyor. Özellikle yemekhane alanındaki sosyal mesafenin sağlanamamasından şikâyet etmiştir. "Öğretmenlerin Öğrencilere Olan Duyarlı Pratikleri" teması altında 3 farklı alt kategori oluşmuştur. "Kaynakların Paylaştırılması" alt temasına göre öğretmenler her ders için kaynakları kendilerinin hazırladığını hazır kaynak bulundurmadıklarını belirtmiştir. "Öğrenci Eğitiminin Kalitesi" alt teması altında öğretmenlerin çoğunluğu kalite yeterliliğinin öğrencilerin öğrenme düzeyinden ve özellikle velilerin beklentilerine göre değişebileceğini ifade etmiştir. Diğer öğretmenlerden biri okulun akademik olarak çok iddialı olmadığını aslında eğitimin öğrencilerin kendilerini keşfetmeleri olarak tanımlamıştır. Ve son alt kategori olan "Öğrenme Zorluğu Yaşayan Öğrenciler" için öğretmenler öğrencilerin akademik başarılarının aynı düzeye getirilmesi için, öğrenme güçlüğü çeken öğrencilerin ders materyallerinin ayrıca hazırlanması konusunda kapsamlı bir çalışma göstermekte olduğunu belirtmiştir. Bu konuda ayrıca okulun destek öğretmenlerinden de yararlanıldığını ifade etmiştir. Öğretmenler için oluşan son tema ise "Öğretmenlerin Meslektaşlarına Gösterdiği Duyarlı Yaklaşımlar" but ema altında 3 farklı alt kategori oluşmuştur. Bunlardan ilki "Öğretmenlerle Yapılan İşbirliği" için öğretmenler farklı branş öğretmenleriyle yaptıkları işbirliklerini aktarmışlardır. Örneğin öğretmenlerden biri ilkokulda beden eğitimi dersinde öğrencilerin yoga öğrenirken İngilizce ifadelerle uyguladığını belirtmiştir. "Ders Gözlemi ve Geri Bildirim" için ise öğretmenler derslerinin başka bir öğretmen tarafından gözlemlenmesi konusunda olumlu olduklarını verilen geri bildirimlerin de kendilerini oldukça geliştirdiğini öne sürmüştür.

Tüm bunlara bakarak Duyarlı Liderlik ve Pratiklerinin okula hâkim olup olmadığı konusunda kesin bir yargı yapmak zor olacaktır. Fakat duyarlı liderlik ve uygulamaların okul müdürlerini, öğretmenleri ve okulun fiziksel çevresini etkilediğini göz ardı etmek mümkün değildir.

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