CHANGES IN TEACHERS' PRACTICES OF BUILDING DEMOCRATIC
VALUES IN PRESCHOOL SETTINGS THROUGH PEDAGOGICAL
DOCUMENTATION

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ABSTRACT

CHANGES IN TEACHERS' PRACTICES OF BUILDING DEMOCRATIC
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DOCUMENTATION

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The aim of the current study was to investigate how pedagogical documentation implications support values of freedom, respect, collaboration, and empowerment in Turkish early childhood learning environments. To this end, qualitative case study research was conducted with two early childhood teachers from private and public preschool institutions. The data collection period lasted two semesters. In the first semester, the participant teachers did not interfere with their pedagogical documentation implementations. However, in the second semester, they were trained on pedagogical documentation and regularly received feedback. The data were collected through video-based observations, interviews, in-class activity photographs and field notes. In addition to these data collection tools, the Early Childhood Learning Environment Observation Form was applied to investigate and generate a profile for the research contexts prior to the collection of data.

For the qualitative data analysis, the constant comparative data analysis method was utilized. The findings of the study revealed that both teachers' learning environments were supported by pedagogical documentation implications in terms of values of freedom, respect, collaboration, and empowerment. For instance, the teacher started to

implement small group activities more frequently, and provided an environment where children share and discuss their learning process with their peers. The findings of the study have important implications for teachers, school principals, government policies, and teacher education programs in universities.

ÖZ

PEDAGOJIK DÖKÜMASYON UYGULAMALARININ ÖĞRETMENLERİN OKUL ÖNCESİ SINIFLARINDA DEMOKRATİK DEĞERLERLERİN GELİŞTİRİLMESİNE YÖNELİK UYGULAMALARINA ETKİSİ

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Mevcut çalışmanın amacı, Türkiye'deki okul öncesi öğrenme ortamlarındaki, özgürlük, saygı, işbirliği ve güçlendirme değerlerinin pedagojik dokümantasyon aracılığıyla nasıl desteklendiğini araştırmaktır. Bu amaçla mevcut çalışma, devlet ve özel okulda çalışan iki okul öncesi öğretmeni ile yürütülerek, nitel vaka çalışması olrak yapılmıştır. İlk dönem öğretmenlere pedagojik dokümantasyon uygulamaları için müdahale edilmemiştir. Ancak, ikinci dönem, öğretmenler dokümantasyon uygulamalarına dair düzenli olarak geri dönüt ve eğitim almışlardır. Çalışmanın verileri, video-temelli sınıf gözlemleri, görüşmeler, sınıf içi etkinlik fotoğrafları ve alan notları aracılığıyla toplanmıştır. Bu veri toplama araçlarına ek olarak, veri toplanan ortam hakkında inceleme yapmak ve öğretmen profilleri oluşturmak amacıyla veri toplamaya başlamadan önce, Okul Öncesi Öğrenme Ortamları Gözlem Formu uygulanmıştır.

Nitel veri analizi için, sürekli-karşılaştırma veri analizi yöntemi kullanılmıştır. Çalışma bulguları, iki öğretmenin öğrenme ortamlarının, özgürlük, saygı, işbirliği ve güçlendirme değerleri açısından pedagojik dokümentasyon aracılığıyla desteklendiğini ortaya çıkarmıştır. Örneğin, öğretmenler küçük grup etkinliklerini

daha çok uygulamaya başlamış ve çocukların öğrenme süreçlerini sınıf arkadaşları ile paylaşıp tartışabildikleri gözlenmiştir. Çalışma bulguları öğretmenler, okul ilkeleri, hükümet politikaları ve üniversitelerdeki öğretmen yetiştirme programları açısından önemli uygulamalara sahiptir.

Anahtar Kelimeler: Demokratik değerler, pedagojik dokümantasyon, erken çocukluk eğitimi, değerlendirme, nitel çalışma

To my father Fevzi and mother Müzeyyen Kaya...

To Fatih and Aymelek Kaya...

To Metehan Buldu...

To my little princes Ayşe Buse...

x

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CHAPTER I

INTRODUCTION

One of the most important purposes of education is to make individuals aware of their responsibilities and rights, such as freedom, justice, and equality (Shechtman, 2002). Developmentally Appropriate Practices (DAP), which is a base of the early childhood education curricula, suggests that high-quality early childhood environment promotes children's physical, social, and cognitive development as a whole (Coople & Bredekamp, 2009). However, the previous version of DAP had not addressed democratic practices or community before it was revised in 1987; currently, great emphasis has been placed on creating a caring community and supporting the communication between teacher and children (Coople & Bredekamp, 2008). With the emergence of the idea of integrating academic and social curricula, the establishment of a more democratic classroom environment has taken a center stage in early childhood education lately (Cohen, 2006). Studies in recent years have reported that learning environment has a significant impact on children's achievement because democratic classrooms provide children with the opportunity to participate in their education and decision-making process (Mitchell, 2011; Bae, 2009; MacMath, 2008; Hertzog, 2005). Those kinds of classrooms create an environment in which students can apply a parliamentary process and democratic participation to their learning (Dewey, 1964).

The discourse of democratic values has raised concern in early childhood education policies in distinct education systems lately (Bae, 2012). Some European Countries, such as Norway, Finland, and Australia, re-designed their early childhood curriculum based on children's rights to participation, which is seen as an integral part of everyday

activities (Kangas, 2016). Even in Turkey, there are several important improvements on policies of democratic education.

For instance, Turkish education system accepts democratic values as a main principle of education system. Some values are considered as important for all students such as equality, right to education, access and equity, needs of individuals and society, school and family cooperation (Yirci & Karaköse, 2010). There have been also some positive steps on creating democratic education environment in Turkish schools. For instance, the preeminent campaign was devoted by Minisrty of National Education for girls which is called "Girls Go to School" in order to provide access and equity among genders. However, there still some problems such as the freedom choosing the school to enroll, and quality and quantity of schools in different parts of the country (Topkaya & Yavuz, 2011).

Considering all of these points, the issues of democratic values and democratic education has attracted many reserachers attention from different countries. In line with this, research studies on early childhood education focused on the idea of embracing children as active agents of their own learning process (Berthelsen, Brownlee & Johansson, 2009; Kangas, 2016). For instance, the values of participation, freedom, respect, collaboration, and empowerment, are considered the base of the ongoing participatory practices in early childhood learning environments (Kangas, 2016; Thornberg & Elvstrand, 2012; Bae, 2012). The quality of early childhood learning environments and interactions relates to valuing the voice of children (MacMath, 2008). According to Pramling-Samuelsson and Sheridan (2003), as long as children are respected to participate in their learning process and promote their rights to express their opinion freely, they have the competence to influence the learning process. Therefore, placing children in the center of the learning process is critical during the process of building a high quality and democratic learning environment.

With the purpose of creating a high quality and democratic learning environment, one of the important points is to gain insight into each child's individual development. One of the main reasons of this is that teachers sometimes need to alter classroom characteristics to boost children's strongest areas and needs in democratic classroom environments (MacMath, 2008). To make such arrangements, teachers need to collect and interpret information about children's development (Taguchi, 2011). At this point, ongoing assessment of children can provide the teacher with rich data about children all year long. Among assessment strategies, pedagogical documentation is one of the best ways to make children's development and needs visible and extend learning opportunities (Taguchi, 2011). Accordingly, pedagogical documentation is not only an assessment strategy but also a kind of learning and teaching strategy (Rinaldi, 2001). As stated in Project Zero (2001), the overall aim of pedagogical documentation is to build a strong community in a classroom via both individual and group learning. As children learn to live in community and as a member of a group, they develop some critical human capacities, such as participating in the learning process, expressing their thoughts freely, sharing their ideas, respecting their classmates, and collaborating with each other (Project Zero & Reggio Children, 2001). In other words, as Falk and Darling-Hammond (2009) stated, documentation practices are regarded as not only a teaching tool, but also a broader view of negotiated learning experiences between learners and their environment. Based on this view, teachers provide children with active learning opportunities by observing their actions and work to create a developmentally appropriate teaching process. Considering all of these, pedagogical documentation is considered a vital tool that contributes to a more democratic pedagogy in early childhood learning environments.

Pedagogical documentation is also considered as an essential part of the Reggio Emilia Approach. In the Reggio Approach, humanistic education practices are greatly highlighted (Su, 2016). This is the distinguishing features of the Reggio Emilia Approach (Paananen & Lipponen, 2018). When viewed more closely, in the Reggio Emilia Approach, there are some basic fundamentals about the role of children, teachers, and documentation. When viewed from democratic perspectives, all children

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are accepted as active participants of their own learning process because they are regarded as collaborators, communicators, and protagonists (Cadwell, 1997). This view is also supported by Moss (2005), who states that the Reggio Emilia Approach is the pioneer of the democratic and collaborative learning setting where both teachers and children are considered to be co-contributors of a collaborative learning process. What is known about democratic education and values in the Reggio Emilia Approach is largely based upon the theory of Dewey, who believed that the mode of associated living and communicated experiences are important in children's education (Fraser Gestwicki, 2000). Therefore, in the Reggio Emilia Approach, the fundamental values are established based upon the idea that children should be respected and regarded, and they should actively participate in their learning process and act freely as researchers (McNally & Slutsky, 2016). In current research studies on various topics and contexts, these values are also expressed with other terms, such as values of respect, freedom, collaboration, and empowerment (Shechtman, 2002; Falk & Darling-Hammond, 2010; Giamminuti, 2013).

As indicated by a number of researchers, the nature of pedagogical documentation aims to provide a more fruitful and positive classroom community for children, and involve them in decision-making processes (Swim, 2016; Kinney & Wharton, 2008; Moss, 2011; Hall, 2013). The process of pedagogical documentation also encourages group work in a collaborative manner and helps the teacher to listen and observe children's answers by giving them freedom to express ideas (Rintacorpi & Reunamo, 2017; Wien, 2011). Furthermore, Kinney and Wharton (2008) stated that democratic values, such as freedom, respect, collaboration, and empowerment, are regarded as inbuilt values of the pedagogical documentation process because each child is provided with the opportunity to actively participate in their own learning process (Kinney & Wharton, 2008). By drawing on these values, Hertzog (2001) expresses that respecting children and dignifying their ideas, theories and hypotheses constitutes an overarching theme of the learning process in the Reggio Emilia approach. Along similar lines, Hertzog (2001) claims that each child is respected individually and they are provided with more opportunities to display their interests, strengths and unique

learning styles. Therefore, making their learning and work visible is the bases of the documentation process. To illustrate, in Reggio schools, children's documentation panels are placed everywhere to trace both the development of projects and children's thinking processes. This is called "a hundred languages of children" and this idea supports democratic values in the learning setting (Rinaldi, 2001 p. 83). Furthermore, pedagogical documentation requires keeping children together as a group; thus, children learn and practice living as part of a community. They can take responsibility and work cooperatively in small groups (Project Zero & Reggio Children, 2001). This provides children with experiences in developing a sense of active citizenship (Knauf, 2015). The importance of giving children freedom of expression about their thoughts and enabling them to share their thoughts with other children and staff are striking characteristics of documentation because it is a vehicle for children to communicate, reflect and participate (Paananen & Lipponen, 2018). Teachers, school staff and community share a powerful belief that children have the right to be respected individually and they have potential to learn like a researcher (Knauf, 2015; Mitchell et al., 2006). During this process, children, staff and parents collaborate to make sense of the world (Abbott & Nutbrown, 2001). These enterprises of joint pursuits provide children with an opportunity to put democratic values into practice (Rinaldi, 2005).

Secondly, teachers in the Reggio Emilia Approach support democratic learning and create an empowering learning environment in which children can explore, guide their own experiences, discover, and solve problems (Cadwell, 1997). Teachers are always learners together with children; thus, they build a collaborative learning environment in which they jointly live as a community and respect each other. Parallel with this idea, teachers' one essential characteristic is the ability to observe, evaluate and reflect children's learning. To make children's learning visible and build a learning community in their learning settings, teachers document children's learning (Stefania, 2009). As Abbott and Nutbrown (2001) stated, pedagogical documentation supports teachers in building a democratic learning environment and teaching process. Therefore, an effective documentation process is regarded as the heart of the Reggio Approach.

The concept of documentation basically means collecting children's achievements and testifying their learning process (Emilson & Sammuelsson, 2014). Another key point to remember is that documentation is not just an effective teaching tool, but from a broader view of education, a teaching tool that enables learning as a negotiated experience between children, teachers, and their environment. This view helps teachers to provide children with active learning opportunities. Using pedagogical documentation in early childhood generates a value that enables teachers to truly see children and learn to pay attention to what they need (Falk & Darling-Hammond, 2009). Although there are many more other democratic values in Reggio approach, some of the values are more proeminent and mentioned in the relevant literature. Thus, when the literature is reviewed in light of this information, it is possible to see that values of freedom, respect, collaboration, and empowerment are more often mentioned and with emphasis on democratic values in the Reggio Emilia Approach (Lindsay, 2016; Slipp, 2017; Giamminuti, 2013; Rinaldi, 2001; Falk & Darling-Hammond, 2009; Paananen & Lipponen, 2018). The value of freedom in early childhood education environments can be enhanced through the documentation process. Falk and Darling-Hammond (2009) claimed that the information collected through documentation practices extend a learner's prior understanding and shape curricula in order to answer children's needs. To realize such kind of an effective documentation and teaching process, teachers typically use a collaborative approach which allows children to work both individually and within groups. Likewise, the process of building a value of collaboration requires teachers and children to work in cooperation (Shechtman, 2002). According to Kesici (2008), constructing effective relationships, as a basis of democratic values, depends on creating an effective cooperation in the learning process.

Dewey (1938) described democracy in the field of education as a social process and this process depends on three important dynamics: all citizens are equal, all citizens are capable of intelligent judgment, and all citizens are able to work together (McAnnish, 1998). The reflection of these dynamics in education requires the consideration of both what we teach and how we teach (MacMath, 2008). Therefore,

in a democratic classroom environment, teachers play an important role and one of their duties is to create a positive learning environment for students and effective relationship between the teacher and the students (Taguchi, 2011). When viewed from these perspectives, pedagogical documentation involves to a great extent the question of democratic values by supporting respective and collaborative pedagogies (Rinaldi, 2005). Documentary practices help teachers create an environment which equips children with the essential skills for building democratic values in the learning environment (Subba, 2014). Pedagogical documentation is, therefore, an effective educational tool to support the development of democratic values in the early childhood learning environment (Stray, 2013).

According to Subba (2014), the main purpose of democratic values in education is to ensure the development of every individual. According to Shechtman (2002), teachers should have democratic values, which are mainly freedom, equality, and justice. Similarly, it is possible to enumerate other values such as, respect, honesty, goodness, cooperation, tolerance, sensibility, responsibility, safety, and acceptance (Kıncal & Işık, 2003; Winfield & Manning, 1992). In parallel with the context of democratic values in the literature, the focus of the current study was to produce knowledge about how values of freedom, respect, collaboration, and empowerment are supported in the process of pedagogical documentation practices in early childhood learning environments.

1.1 Purpose and Significance of the Study

The current study aimed to collect data from two early childhood classrooms before and after teacher training sessions and investigate two early childhood teachers' pedagogical documentation practices and how these practices supported values of freedom, respect, collaboration and encouragement in their learning environments. For that purpose the participant teachers were received trainings on pedagogical documentation by the project members. The trainings were about teachers' actual parctices on teaching and assessment. In addition to trainings, the teachers were also

received some materials to use in assessment process such as camera, easel, and boards.

Previous studies indicated that the classroom environment and the learning process are largely under the teacher's control in traditional classrooms (Nelson, Demers & Christ, 2014; Soares, 2013; Levin & Nolan, 2000). Teachers determine what is important for children and make decisions regarding the learning process on their own, so this situation produces a limited democratic learning environment (Alt, 2015). On the other hand, democratic classroom environments place great emphasis on children's individual uniqueness and independence (Nelson et al., 2013). This notion of a democratic classroom environment is based on Dewey's centennial theory, which was formulated to create the link between democracy and education (Gordon, 2016). Dewey's influential book, *Democracy and Education* (1916), presents the importance of a democratic learning environment for all children (Stone et al., 2016). In his book, Dewey also referred to some concepts, such as democracy as a form of life, social community, active learning, and many important democratic values that should be integrated into education (Wright & Rogers, 2011). Dewey believed that developing students' intellectual power is important but not sufficient. Learning environments should help young people to become life-long learners, fulfill their potential, and become decision-makers through democratic values and schools (Dewey, 1916). In line with this, Giamminuti (2009) maintains that to become productive members of community, children should have some characters and values, such as being free, lifelong learners, and open to communication and cooperation. That's why the integration of social and academic curricula are two important considerations. Supporting children's academic and social development will help the teacher to create a classroom where there is a productive learning community (Rimm-Kaufman, 2006; Lindsay, 2016). Furthermore, it can be seen that education provides valuable oppurtunity for empowering children (Zimmerman, 1995). In the context of education, the value of empowerment are described as an ongoing and intetional process in which the child is involved mutual respect, critical reflection, and group participation. Based on this information, the current study aimed to create a link between pedagogical

documentation and the democratic classroom, which can help teachers to promote values of freedom, respect, collaboration, and empowerment in early childhood years.

Democratic values in education are indicated in the relevant literature as placing young children's learning and development at the center of the learning process, which aims to ensure young children's active participation in their own education (Cheung, 2016). However, today the discourse of some democratic values in education, such as respect, freedom, equality, and justice, are in danger of being ignored by schools (Moss, 2011). In such kinds of learning environments, children are quiet and teachers retain the control of the classroom and learning activities (Thomas, 2013). However, democratic learning environments necessitate some skills such as listening to children's voice, empowering, and communicating and collaborating with them (Cohen, 2006). Teaching in democratic learning environments requires that children's active participation in their own learning process is ensured (Thomas, 2013). In parallel with this, pedagogical documentation practices aim to support children to become lifelong learners (Moss, 2011). Their needs, interests, and desires are driving forces behind the learning process. Taking into account all of these two perspectives, the implementation of pedagogical documentation can help to support democratic values in early childhood learning environments. Therefore, this study is significant because it provides important educational implications towards integrating democratic values of freedom, respect, collaboration, and empowerment into early childhood learning environments.

In the relevant literature, several attempts have been made to investigate the concepts of democracy and pedagogical documentation both separately and jointly. To investigate the concept of democracy and pedagogical documentation, Falk and Darling-Hammond (2010) conducted a study, yet this study was conducted as a literature review and concentrated on the realization of democracy in early childhood settings. Paananen and Lipponen (2018) conducted a study to investigate the link between pedagogical documentation practices and how they facilitate children's perspectives becoming part of their everyday life at preschool. The results of the sudy

showed that participatory practices are supported by pedagogical documentation. In the same vein, Rinaldi (2005) described in her book the importance of democracy in the pedagogical documentation process. There are also some dissertations by Giamminuti (2009) and Slipp (2017) on the image of children and the democratic component of the Reggio Emilia Approach. In addition to the democratic component of the Reggio Emilia Approach, several studies were conducted on the process of pedagogical documentation to investigate democratic education and democratic values independently (Zyngier, 2012; Şanlı & Altun, 2015; Zachrisen, 2016). To illustrate, Botha, Joubert and Hugo (2017) conducted a study to investigate children's perceptions of democratic values. The result of the study indicated that respect, freedom of self-expression, and responsibility are the most frequently mentioned democratic values by children. In the same vein, Kangas (2016), in her study, discusses the conceptions of children's democratic participation in everyday teaching activities from educators' perspectives. The results of the study suggested that being respected, co-operating with others, and having the opportunity to practice responsibility are essential values for enhancing children's democratic participation. As is evident from the studies, much of the available literature on the concepts of democratic values and pedagogical documentation implications are separately investigated to answer the question of how these concepts are implemented in learning environments. Solely for this reason, the current study proposes to extend the knowledge on how pedagogical documentation implementations contribute to the establishment of democratic learning environments in terms of the much discussed democratic values: freedom, respect, collaboration, and enpowerment. For that purpose the teachers were received trainigs on pedagogical documentation. As the relevant literature suggested, teacher trainings are important for changing teachers' beliefs and practices (Li, 2010; Loewen, 2012). Teacher trainings were also important for supporting teachers' understanding about their implentation on different topics. That is why, the current study was significant because of providing in-depth individual and groups trainings.

Furthermore, a review of the literature revealed a rich number of studies discussing the "democratic learning environment" and "Reggio-inspired implementations" in

different learning contexts in the United States and European Countries (Joubert & Hugo, 2017; Lindsay, 2016; Rintacorpi & Reunamo, 2017; Slipp, 2017). However, there is a significant gap in the Turkish literature on the implementation of pedagogical documentation. Although several studies were conducted on the concepts of democratic values and democratic education in the Turkish context (Aydın, 2015; Uygun & Engin, 2014; Yılmaz, 2011; Selvi, 2006; Kesici, 2008; Şanlı & Altun, 2015), there are notable exceptions on the concept of pedagogical documentation (İnan, 2009, Buldu, et al., 2015, 2016; Yılmaz et al., 2015, 2016). Therefore, the present study aims to address the increasing interest in and fill the gap in the literature in terms of the connection between pedagogical documentation and democratic values.

With this primary aim, this study effectively examined two different early childhood learning environments via the multiple case study approach by collecting various data sources to investigate democratic values –freedom, respect, collaboration and empowerment– and pedagogical documentation practices. By these means, the design of the current study helped to gain an in-depth understanding of supporting democratic values in Turkish early childhood learning contexts through pedagogical documentation implementations. To this end, the study focused on cross-cases of two early childhood teachers' practices on pedagogical documentation and how it supports democratic values. The participant teachers were selected as part of a larger study that investigated the underlying principles of the pedagogical documentation. The project was conducted with 24 early childhood teachers from nine public and private institutions. Through this project, the participant teachers have received both individual and group trainings about the implementation of pedagogical documentation. Those trainings were presented by the members of the project in different topics. Sometimes the topic was determined based on the participants teachers' in-class practices through video-based observations and sometimes the participants requested the training topic. Moreover, to conduct pedagogical documentation in action, necessary materials and tools for gathering information were ensured by the project team. The data were collected through video-based

observations, semi-structured interviews, and document analyses of photographs and field notes.

1.2 Research Questions

In the light of the aforementioned information, the current study aimed to collect data from two early childhood classrooms before and after teacher training sessions and investigate two early childhood teachers' pedagogical documentation practices and how these practices supported values of freedom, respect, collaboration and encouragement in their learning environments. In line with this purpose, pre- and post-interviews, observations, photograph analyses, and field notes were collected from two participant teachers and their learning environments. In parallel with this aim, the following research questions were determined:

1. How does implementing pedagogical documentation contribute to the participant early childhood teachers' processes of making learning visible?
   a. How do participant teachers make children's learning visible before receiving training sessions on the implementation of pedagogical documentation in their learning environment?
   b. How do participant teachers make children's learning visible after receiving training sessions on the implementation of pedagogical documentation in their learning environment?

2. How are the values of freedom, respect, collaboration, and empowerment supported as a result of pedagogical documentation implementations in the participant early childhood teachers' learning environment?
   a. How do the participant early childhood teachers actualize values of freedom, respect, collaboration, and empowerment in their learning environment before receiving pedagogical documentation training sessions?
   b. How do the participant early childhood teachers actualize values of

freedom, respect, collaboration, and empowerment in their learning environment after receiving pedagogical documentation training sessions?

1.3 My Motivation for the Study

Although I did not graduate from Early Childhood Education Program, I had a chance to improve my teaching skills and knowledge of educational approaches through my graduate education. Within these approaches, the Reggio Approach did not have a special place for me until working in the pedagogical documentation project, which I was involved in during my assistantship in the Early Childhood Education (ECE) program. By means of of this project, I had the opportunity to observe teachers in their real contexts for a year. Despite the fact that these teachers did not know anything about pedagogical documentation, they began to apply documentation with great enthusiasm as they learned it over time. I realized that they were intrinsically motivated to implement pedagogical documentation. Therefore, a major motivation for me to conduct this study was to see the impact of in-service teachers' training in the pedagogical documentation project on their teaching and assessment practices.

Furthermore, democratic values and the democratic classroom environment in the presence of pedagogical documentation were other interesting points for me. For instance, while I was doing an observation in one of the classrooms, I realized that the children agreed on the classroom rules themselves and they decided to hang these rules onto the walls and windows. In the next observation, I saw the pictures of these rules still hanging and the teacher did not interfere with the children. When I talked with the teacher about it, she thanked us for helping her to notice the children's interest and needs. It was one of these examples that the teacher tried to create in child-centered pedagogy by getting them involved in the decision making process. The idea about democratic participation and experiencing democratic values in the real sense through teachers' pedagogical documentation practices deeply affected me. In addition, I realized that the teachers actively listened to and observed children to develop

documentation tools. This process helped children to deepen their questions and interact with other children. Since then, I have held the belief that implementing pedagogical documentation provides teachers with several opportunities which they have never experienced before in terms of creating democratic learning environment. Ultimately, all of these events directed me to conduct the current study.

1.3 Operational Definitions

- *Democratic Values*: Democratic values can be defined for the current research context as promoting children's engagement in their learning process and rising prominence of four democratic values, which are freedom, respect, collaboration, and empowerment, through pedagogical documentation implementation in early childhood education learning environments.

- *The Value of Freedom*: Osman (2013) defined the value of freedom as follows: "academic freedom in its teaching aspects is fundamental for the protection of the rights of the teacher in teaching and of the students for their freedom to learn" (p. 143). Parallel with this, giving children freedom to express their opinion and to choose were determined as the main indicators of the value of freedom in the early childhood education environment for the current study.

- *The Value of Respect*: The respective learning environment is informed about child and children feel supported within this environment. Furthermore, children, parents and teachers work together to develop shared learning experiences (Cohen, Cardillo & Pickeral, 2010). The current study defines the value of respect as communicative learning environment in which teachers provide children an environment to share their ideas, and promote respect among children in the early childhood education context. During the teaching process, teachers consider children's developmental features and design the learning process by differentiating teaching methods (Broström et al., 2014).

- *The Value of Collaboration*: Austin and Baldwin defined collaboration as "a cooperative endeavor that involves common goals, coordinated efforts, and outcomes or products for which the collaborators share responsibility and credit" (1997, p. 7). Because the implementation of pedagogical documentation supports collaborative learning environment in early childhood education, the current study defined the value of collaboration as the interaction between teacher-child, teacher-parent, child-child and teacher-teacher.

- *The Value of Empowerment*: According to Zimmerman (1995), the empowerment is defined as an intentional ongoing process centered the children in the local community by including mutual repect, critical reflection, and caring and group participation. The current study mainly considers the value of empowerment as encouraging children's motivation and designing developmentally appropriate activities with the help of pedagogical documentation implementations in the early childhood education context. Moreover, promoting a sense of belonging, giving children feedback and guiding them to discover their interests are important indicators of an empowering learning environment (Al-Yaseen & Al-Musaileem, 2015).

- *Pedagogical Documentation*: Olssan (2000) stated that documentation is an ongoing process which is used by both teachers and children to merge problem and meaning together. Pedagogical documentation is practiced based on children's developmental outcomes in early childhood education as a method to collect, record, analyze, interpret, and share data. In the present study, pedagogical documentation is defined as an ongoing cycle to make children's learning visible in early years. This cycle is composed of planning the learning process, observing, collecting, interpreting, and sharing data, and following certain steps to make decisions (Rinaldi, 2005).

CHAPTER II

LITERATURE REVIEW

Today, countries from all over the world seek effective and successful education systems in all levels, ranging from early education to tertiary education. This quest brings about new understandings in education (Moss, 2011). Researchers have begun to investigate the factors associated with child-centered education and high quality learning environments (Pianta et al., 2002). In child-centered classrooms, children's active participation in their learning process and boosting democratic practices are considered as basic fundamentals of education (Subba, 2014; Mitchell, 2011). Subba (2014) define democracy in education as a way of life and living together with others. In a sense, the best way of supporting children to actively participate in their learning process is to provide democratic learning environment. In democratic learning environment, what is important is promoting children's development by engaging them in democratic processes in early years.

To ensure children's active participation and the establishment of a democratic learning environment, respecting children by listening to their voices and giving children freedom for their choices are central ideas in today's understanding of education. In parallel with this understanding, the role of the teacher and children are undergoing changes day by day in early childhood education approaches (Cooper, Hedges & Dixon, 2014). For instance, the idea of taking children center stage is used when talking about democratic education as in the process of pedagogical documentation. For instance, education was built around the child-centered education belief in Reggio classrooms, because educators believe that children can create their own understanding and knowledge based on their experiences and interactions. At this time, teachers have the responsibility to foster children's development and learning (Emilson & Samuelsson, 2014). Teachers are important facilitators for children's

learning and creating a democratic classroom community (Fleck et al., 2013). Because of the emphasis laid upon providing a democratic learning environment, the Reggio Approach has received high regard by educators from all over the world.

Within the classroom environment, the learning process takes place by means of the interaction between children and teachers (Olivero-Formosinho & Formosinho, 2012). Classrooms that incorporate the pedagogical documentation exhibit a higher level of children's participation, and children's freedom to express their own understanding (Karlsdottir & Gardarsdottir, 2010). The Reggio Emilia approach advocates a rich child image in children's learning process. This means that children are curious and powerful learners and collaborate with each other consistently. Accordingly, creating such kind of an environment in the learning space can help teachers to bring democratic education. By providing active learning oopportunities, teacher enable children to become members of a collective community (Falk & Darling- Hammond, 2010). In light of this information, relevant literature and empirical research concerning pedagogical documentation in early childhood learning environment and its basic fundamentals is presented in this chapter from the perspective of the Reggio Emilia approach. For the current study, one of the main fundamentals is creating a democratic atmosphere in classrooms through pedagogical documentation. Therefore, the literature review will focus on the development of a democratic learning environment and the implementation of pedagogical documentation in early childhood education.

2.1 Democratic Values

2.1.1 Definition of Democracy

The term democracy in education was initially introduced by John Dewey (1916). Dewey explains democratic life as "the very process of living together" and the "mode of associated living" (p. 6). To understand what the meaning of the process of living together is, it is important to gain further insight into Dewey's understanding of

democracy. According to Allen (1999) democracy is not only identity, but also an idealized state. Moreover, Giroux (1993) states that democracy is more than moral platitudes; it is more about concrete struggle and practices. The word democracy includes such elements as active participation, negotiations, decision-making, freedom, and respect (Yazıcı, 2011; Serriere, 2010; Mitchell, 2011). All of these values indicate that children are independent learners in education and they have control of their own decision making process (Millei, 2012). Initially, Dewey observed that in traditional classrooms children are subjected to adult standards in education. However, children hardly reach such kind of standards and they need a democratic classroom climate to create their own understanding (Scruggs, 2008). In the last century, the perspective in education has increasingly changed with the idea of John Dewey (Osborne, 2011). There is a long tradition behind the fact that democracy and education are interconnected and democracy is one of the basic values in education (Moss, 2011). Thus, this leads to the question of why democracy and democratic practice are important in education. According to MacMath (2008) the definition of democracy is varied. However, one of the most important purposes of democracy in education is to make individuals aware of their responsibilities such as freedom, equality, justice, respect, tolerance. Subba (2014) provides a list of democratic values that should be reflected in classroom practices, namely equality, justice, respect, freedom, honesty, cooperation, self-esteem, tolerance, sensibility, and responsibility. Democratic practice includes numerous practices and teachers can use these practices to foster democratic values in students' life (Millei, 2012). Furthermore, a higher quality classroom environment is associated with students' engagement and achievement. This environment also influences students' outcomes and teachers. According to Nelson, Demers and Christ (2014), a responsive classroom environment is very important for students' outcomes. In fact, today, the discourse of democratic schooling is highly strong in the Norwegian educational policy (Möller, 2006). According to Möller (2006), schools are a place where children are prepared to play a constructivist role in democratic society. Therefore, schools should encourage and guide them to internalize democratic values.

Moreover, Yazıcı (2011) supports the idea that a democratic learning environment has a positive effect on students' academic achievement. Yazıcı (2011) also claims that a democratic education environment is necessary for prospective teachers to form basic democratic principles. There are studies that investigated the relationship between democratic classroom environments and student engagement. For instance, Ahmad and her colleagues (2014) examined the relationship between a democratic classroom environment and student engagement composed of three dimensions: behavioral, emotional and cognitive engagements. The study was conducted with secondary school teachers. The findings of the study showed that there is a strong relationship between a democratic classroom environment and student engagement.

2.1.2 Definition of Democratic Values

The Value of Freedom: Education systems of today are places where children learn to live within the community (Palmieri & Palma, 2017). To become useful members of society, children should learn some democratic values like freedom. Sustainable societies arealso characterized by participation and freedom of children (Koning, 2001). The value of freedom is one of the democratic values and rights that are difficult to acquire (MacMath, 2008). Therefore, the value of freedom is seen as a fundamental value in children's education (Kinney, 2007). The value of freedom is defined in UN Convention on the Rights of the Child as having freedom to express, investigate, choose and impart ideas of all kinds (Kangas, 2016). As described by Poduska (1996), having the freedom to choose and criticize without external pressure is needed in children's education. Moreover, adults should take these criticisms into account to support democratic disposition. For all of these reasons, the value of freedom in education has been investigated by researchers with great enthusiasm (MacMath, 2008; Konning, 2001; Wang et al., 2018).

The Value of Respect: The value of respect is substantially important for creating a democratic learning environment because respect is associated with classroom rules, teaching strategies, procedures, and interactions with others in the classrooms

(Hertzog, 2001). Although defining the value of respect is a difficult task, it is releatively easy to explain the importance of this value for creating a climate of respect in the classroom. In respectful learning environment, a positive atmosphere is observed in terms of the relationship between the children and the teacher (Moss, 2011). There are some basic indicators of respectful learning environments. For instance, both children and teachers are expected to respect each other, and themselves. Teachers show respect to children's learning and interests (Rinaldi, 2010). Moreover, teachers establish clear expectations regarding classroom rules by negotiating with children (McMath, 2008; Kangas, 2016). Teachers should continually consider what and how they teach children (Kinney, 2007).

Furthermore, Kinney and Wharton (2008) note that respect and participation based on children's rights and the beliefs are crucial elements of the Reggio Curriculum, and these notions should be central to children's learning processes. Moreover, respecting children helps them to develop a sense of belonging. Listening to children is the core idea for teaching practices in early childhood settings because every child is seen as a unique individual and they have a right to say and to tell important things (Meehan, 2016). Gandini (2004) also says that children have a freedom to represent their ideas in Reggio classrooms through different media. This process also has a crucial place in the literature in the form of 'the hundreds of languages of children'. Children are seen as a learner in the documentation process, and having the opportunity to express their thoughts, ideas and understandings can help children in their learning and development processes. Hence, Thornton and Brunton (2005) stated that ateliers were designed for children to express their ideas freely. According to Rinaldi (2014), educators should use a language which opens to dialogues and exchange ideas that are generated from children's and teachers' experiences. Children can demonstrate their thoughts or ideas through physical actions, drama, music, pictures, art or other means. Through these various means, children communicate their own ideas− hundred languages (Malaguzzi, 1993)− thus teachers must carefully observe children and not interfere in their interaction (Stacey, 2015).

The Value of Collaboration: According to Boomer (1992), the formation of a collaborative learning process in education is part of civilization, which values enquiry and negotiation. This process involves the collaboration among teacher, students, and parents (Wong, 2008). Moreover, Noddings (2013) envisioned the definition of collaborative democracy and changed the emphasis on competition to collaboration. Furthermore, Kroger and Cardy (2006) noted that a collaborative classroom community is conducive to the exchange of dialogues among the teacher, students and parents. The value of collaboration is also important in the Reggio Approach, which emphasizes a teaching process designed around intensive collaboration in small group teaching activities (Hall, 2013).

The Value of Empowerment: For many educators and researchers, democracy means empowering young children to make meaningful decisions and encouraging them to actively participate in their learning process (Erwin & Kipness, 1997; Ames, 2015; Theobald et al., 2011). Enhancing children's participation is also regarded as empowering them and giving them greater flexibility over their decisions (Lund, 2007, Pettersson, 2015). Moreover, the Reggio Approach suggests that listening to children can provide a valuable understanding of their development and help them in making sense of their world. Due to this reason, empowering children to question, work, think, build their theories and investigate problems to find solutions can make each child an active participator in their learning process. In fact, Malaguzzi (1993) considered the environment to be a very important agent also not only in empowering children to pose questions, but also in driving their interests, making choices and working collectively. As mentioned previously, these principles, such as respect, freedom, collaboration, cooperation and empowerment, constitute the holistic view point of the Reggio Emilia Approach and its democratic processes.

2.2 History of the Reggio Emilia Approach

The town of Reggio Emilia is a small city which has a great historical significance for Italy as it is considered the cradle of the republic. The town was founded by Romans

and it was a symbol of anti-Nazi-Fascism. After World War II, the citizens of Reggio Emilia rebuilt and reconstructed their lives against injustice and inequalities. The women of this time had a critical role in the development of early childhood education in the country. The citizens built their schools with a small amount of money and limited materials. The first post-war school was built in the village of Villa Cella. In 1945-46, the efforts of Italian citizens provided new educational perspectives for the country. After World War II, working parents did not want to send their children to common schools. Instead, they founded a new school by their own means. The school aimed to teach children the responsibility of living in a democratic society and acquire some skills like collaboration and critical thinking (Subba, 2014). Thus, the newly built schools in Reggio were all founded by local initiatives.

In the 1950s, families began to realize the importance of early education for young children. In parallel with this, the Movement of Cooperative Education was created by Bruno Ciari (Cadwell, 1997). With his followers, he pronounced that early education should free children's capacity and energy. Ciari advocated that teachers should encourage families and other citizens to participate in children's education. He provided two teachers for each classroom of 20 children. Loris Malaguzzi was one of the followers of Bruno Ciari. He was a primary school teacher. Subsequently, he became famous with the Reggio Emilia Approach. He inspired the education movement in Villa Cella and he went this place to learn more about young children's education. Later, he decided to study psychology in Rome and he was inspired by Vygotsky, Dewey, Piaget and Bruner.

The first municipal preschool was opened in 1963 and assumed a financial and administrator role again. All the resources, such as money and food were provided by the communities. The school was affiliated with the Catholic Church. These local schools were parent-run when first opened, but today these schools, known as the Reggio Emilia schools, assumed an international fame all over the world. These preschools educated children from birth to six years of age regardless of their economic status and disability conditions. The most significant progress in the history

of the Reggio Emilia approach was seen in 1995 when Bruner visited the schools in Italy. He was deeply impressed by the relationship between school and community. Moreover, the Italian Ministry of Education established a common program for the country's national education system. These two important events accelerated the development of the Reggio Emilia approach throughout the world (Education Scotland, 2006).

2.3 Overview of the Reggio Emilia Approach from Democratic Perspectives

Due to its historical root and philosophy in educational projects, the Reggio Emilia approach has attracted global interest. This approach has received appreciation by researchers and educators from all over the world. Thus, foreign countries and their distinct education systems have become interested in the Reggio Emilia approach since the 1970s. A number of people from different places have visited Reggio schools to better understand the philosophy underlying this approach.

Research on early childhood research indicates that engaging children in the learning process promotes meaningful learning experiences and thus provides optimal learning for them (Coople & Bredekamp, 2009). Children succeed better in learning environments where they actively participate in their own learning, explore and engage in everyday experiences. Research findings also indicate that children thrive in learning environments where they are valued as active participants, feel that they have a voice in what is going on around them, and enjoy positive relationships with their peers and teachers (Maarit, Markström, & Vallberg-Roth, 2014). Providing a high quality learning environment for children to actively participate in their learning process requires ongoing assessment and evaluation to better understand their strengths, needs and interest (Flottmann, Stewart & Tayler, 2010). Hence, in order to provide a high quality early childhood education, there has been increased attention towards assessing children's learning appropriately. Throughout history, assessment in early childhood has basically included observing and documenting children's work. However, as of the onset of the Reggio Emilio approach, which has arouse worldwide

interest (Wien, Guyevskey & Berdoussis, 2011; Basford & Bath, 2014), educators' understanding of assessment has been altered. The purpose of assessment has brought an increased interest in learning and enhanced knowledge on individual assessment and documentation (Christine & Roth, 2012). That is why pedagogical documentation has come to the forefront in areas of not only research but also policy in recent years (Kalliala & Samuelson, 2014). Pedagogical documentation has been described as visible records through photos, videos, audio recordings, and children's work, and it gives an opportunity to teachers, parents and children to discuss, interpret and reflect upon what is happening during the learning process, and to make choices about the best way to progress (REAIE, 2011).

2.4 Pedagogical Documentation

Pedagogical documentation was preeminently introduced in Reggio Emilia preschools by Loris Malaguzzi, (MacDonald, 2007). The Reggio Emilia pedagogy is mainly based on the studies of John Dewey, Jean Piaget, Lev Vygotsky, David Hawkins, Jerome Bruner, Howard Gardner, and Loris Malaguzzi (Gandini, 2012). Today, pedagogical documentation is still used to provide visible evidence of children's thinking, conversations and learning.

Pedagogical documentation is a multipurpose tool for mediating children's understanding and making their learning visible (Kalliala & Samuelson, 2014; Alcock, 2000). The process of documentation is not merely considered to be the collection of data; it is broader than just doing assessment and evaluation. According to Rinaldi (1995), pedagogical documentation is a process with no endpoint and no products, but rather an ordinary part of everyday life in children's learning environments. In Reggio classrooms, pedagogical documentation is implemented to make children's learning and development visible and to represent the process of leaning (Buldu, 2010). Pedagogical documentation has different forms as products. Fraser and Gestwicki (2000, p. 133) defined pedagogical documentation as follows: "Depending on the topic and age of the children, documentation may range from a simple photograph with an

explanation to a series of panels that illustrate the process followed in a lengthy project." By documenting children's progress and learning, teachers do not only document children's good photos during activities, rather they focus on the learning and teaching process by deepening children's understanding of their experiences, and this makes their learning visible (Rinaldi, 2005). Pedagogical documentation is not only a record of children's past experiences in the learning environment, but also an evidence for future interpretation of their current experiences to share with families and others (Bowne et al, 2010). However, one of the important points of implementing pedagogical documentation is to make choices about what we want to document. This process occurs by selecting items that are promising for future interpretations about children's learning and development (Scheinfeld, Haigh & Scheinfeld, 2008). Through documentation, teachers can easily understand children's progress and learning, so everyone participates in the open dialog in the classroom.

According to Dahlberg, Moss and Pence (1999), pedagogical documentation has two dimensions: content and process. The content may include different types of concrete information related with children, such as video, photographs, observation notes, and their work samples. On the other hand, the process reflects interpretations or negotiations between children-teacher, children-parents, teacher-teacher and teacher-parents. Interpretation and negotiation of information that belongs to children distinguishes pedagogical documentation from other types of formative and traditional assessment strategies (McDonald, 2007). Moreover, Helm, Beneke and Steinheimer (1997) stated that documentation promotes active learning, provides information about the effectiveness of the teaching strategies, assesses children's development and progress, and enables parents to become involved in their own children's learning. In other words, pedagogical documentation provides parents and others with a window into the classroom life about children's learning, development, thinking and ideas (Ramsay, 2012; Lewin-Benham, 2006).

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2.4.1 The Cycle of Pedagogical Documentation

In order to document children's needs, strengths and unique talents, the teacher can use a variety of ways, but they need to know how to collect and present this knowledge (Alvestad & Sheridan, 2015). According to Mino (2014), pedagogical documentation is an ongoing cyclical process and it involves five steps, which are planning the process, observing, collecting data collection, interpreting, sharing and making decisions about future learning (Figure 1.1).
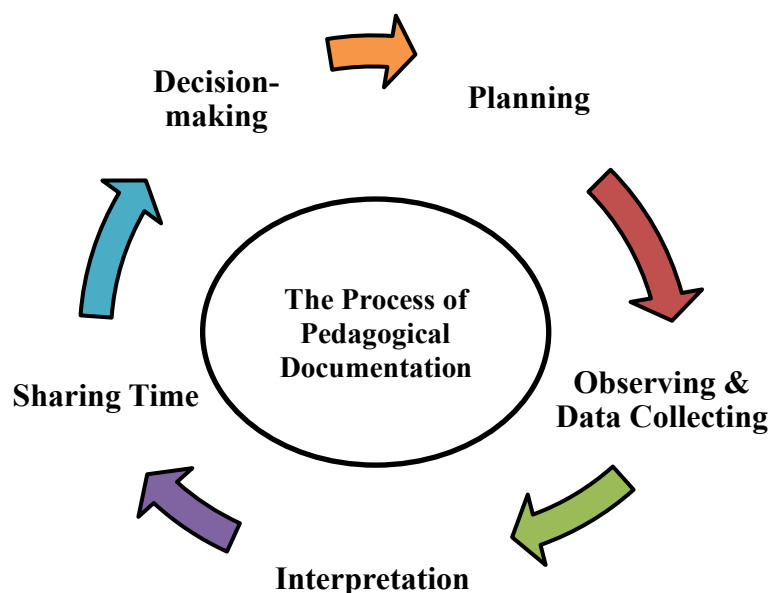
Figure 1.1 The cycle of pedagogical documentation (Project Zero and Reggio Children, 2001, p.13)

- *Planning:* Primarily, teachers begin by deciding on the purpose and aim of the documentation (Wong, 2010). The first step of documentation is planning the process. In order to meet children's needs and support their strengths, teachers decide on the information that is necessary for planning and mapping the curriculum. Subsequently, observing, collecting information, making interpretations, sharing and deciding on the steps to follow up the planning process in sequence.

- *Observing:* Teachers continuously collect information about the child by observing and writing children's behaviors to make arrangements (Taguchi, 2011) and support them in making their voice and learning visible (Turner & Wilson, 2010). Observation is a key part of the documentation process while working with children (Moss & Pence, 2007). At the beginning of the documentation process, teachers should decide what and how to observe children. Deciding on the focus and the aim of observation is important in the process of observation. While doing observation, it is important to observe both children's verbal and non-verbal messages.

- *Collecting Data:* While gleaning the data, children's interaction in different contexts should be collected and stored by the teachers. There are so many ways to capture children's thoughts, voice and knowledge, such as video and audio recordings, documentation panels, colleagues' observational notes, audit trails, photos, conferences, learning stories, children's products, transcripts, and observational notes (Mino, 2014). All of these tools help teachers expand their understanding of how children think and learn (Wien, 2010).

- *Analyzing and Interpreting:* The data collected through documentation are interpreted and shared with children during or at the end of the school day (Wien, 2010). Teachers and children select learning outcomes before displaying them on the classroom (Mino, 2014).

- *Sharing Time:* During this sharing time, panels can be used as a visual representation of information. Moreover, portfolios, newsletters or web pages can be used to share information for the purpose of documentation. Throughout the sharing time, teachers and peers produce meaningful interactions in the classroom (MacMath, 2008). Pedagogical documentation can provide rich data about children all year long and the interpretation of these data can bring in valuable information about the development of preschool practices and alter classroom characteristics to boost children's strongest areas and needs in the early childhood classroom (Buldu, 2010; Pettersson, 2015).

- *Making Decisions:* At this step of pedagogical documentation, teachers revise the collected data to make decisions about children's development and learning processes. Moreover, teachers make decisions about their teaching process for future planning (Project Zero and Reggio Children, 2001). Thus, both teachers and children can see their progress and development in this learning process. Decisions taken by teachers are revised for a future planning at this step, and teachers guide both children and parents (Buldu, 2010).

During the documentation process, children, teachers, parents and community are the main group of audience of the process of interpreting the meaning together (Knauf, 2015). The gleaned data should be stored and interpreted by the teachers to share with other teachers, parents and other stakeholders. Thus, each of these stakeholders becomes the co-learner in children's development and learning process (Wien, 2011). According to Project Zero and Reggio Children (2001), pedagogical documentation makes children's learning visible by means of sharing learners' information with each other, and so documentation becomes public rather than private. Pedagogical documentation, therefore, provides functions as a bridge between curriculum goals and assessment practices.

In summary, the whole process of pedagogical documentation, in general, contributes to the quality of early childhood education program by ensuring children's active participation, ongoing planning and evaluation, involvement of parents into their children's learning process, and increasing teacher awareness as regards their planning and instructions (Alvestad & Sheridan, 2015).

2.5 Theoretical Framework

In order to understand and interpret the occurrence of primary democratic values, namely freedom, respect, collaboration, and empowerment in the early childhood learning environment by means of implementing pedagogical documentation, Dewey's concept of Democracy and Education underlies the main framework of the current study. Dewey is one of the pioneers who advocate libertarian and democratic education (Özsoy, 2009). Therefore, the Reggio Emilia Approach is heavily influenced by John Dewey's experiential education philosophy (Rinaldi, 2006).

Dewey (1938) stressed that democracy is mainly the expression of individuality; hence, democratic decision-making is the best way to enable the participation of children in this process. According to Dewey (1964), democracy is primarily related to the mode of collective and associated living experiences; therefore, promoting children's conceptual understanding, and engaging them in meaningful learning experiences is particularly important for the establishment of a social community. Dewey (1916) addressed the concept of education as a whole and carried out studies on complementary areas of education, such as educational policies, school and classroom management, educational philosophy, and school education. In Dewey's theory, school education is defined as the provision of a comprehensive and planned education for children. The school environment is more complicated than the family environment (Dewey, 1916). Dewey (1964) also promoted that education is a social process and there are many constructions in it. For instance, he suggests that the curriculum should be based on children's interests. This is also another important pillar of the Reggio Emilia Approach (Rinaldi, 2006). In the birth and development of the

Reggio Approach, Loris Malaguzzi played a key role in terms of constructing the democratic philosophy of this approach and influenced Dewey's philosophy of education (Lindsay, 2016; Giamminuti, 2013). Malaguzzi tried to develop a cultural project with Reggio schools, and he believed that children had to be taken seriously and believed in (Malaguzzi, 1998). Thus, children's participation and relationship is at the heart of the Reggio pedagogy (Rinaldi, 2001; Kinney, 2006). The value of participation in Reggio schools is described by Cagliari, Barozzi and Giudici as "active engagement of all the children, teachers and parents in a community dimension that involves reading and interpreting change together" (2004, p. 29). Children also have some civil and social rights and values, such as cooperative and interactive experiences, and they pursue meaningful experiences, shared research, and a friendly pedagogy. What we know about democratic values in the Reggio Approach is largely based upon the idea of the pedagogy of listening (Giamminuti, 2009). This idea suggests that children have hundred ways of thinking, such as constructing meaning, making sense of the world, and shaping their words (Project Zero & Reggio Children, 2001), and listening to their ideas and thoughts is an act of valuing children's voice (Rinaldi, 2001). Considering all of these democratic practices, it can be suggested that pedagogical documentation help to build democratic values into the learning environment. Starting from this point of view, the current study focused on the teachers' pedagogical documentation implementations and how these implementations help to support democratic values in their classrooms.

2.5 National Research on Democratic Values

Various studies were conducted in Turkey to investigate teachers' and students' views on democratic values. In one of these studies, Yazıcı (2011) investigated pre-services teachers' views about democratic values. The "Democratic Teacher Value Scale" was applied to 3302 pre-service teachers, ranging from freshman to senior students in the faculty of education from 15 different universities. The results of the study showed that democratic values of solidarity, right of education, and freedom had a high rate of frequency. It was reported that the father's education and the university the preservice

teacher was studying at were found to have a statistically significant impact on their views on democratic values. On the other hand, the variables of gender, mother's education, age, level of family income, and grade level were reported to have no statically significant impact.

Another study was conducted by Yılmaz (2011) to investigate pre-service teachers' views regardings democratic values and pupil control ideologies. The study also focused on the relationship between democratic values and pupil control ideologies. The study was conducted with 493 pre-services teachers by applying the forms of "Democratic Values Scales" and the "Pupil Control Ideology Scale". The results indicated that the custodial pupil control ideology was not very high, but democratic values were statistically significant. Moreover, the analysis revealed that there was no relationship between pre-service teachers' views regarding democratic values, the right of education, solidarity, and pupil control ideology. However, Yılmaz found that there is a low and negative relationship between pupil control ideology and freedom.

In another study, Saracaloğlu, Uça and Baydilek (2013) analyzed pre-service teachers' perceptions of democratic values and their democratic attitudes. 488 pre-service elementary teachers in the Faculty of Education at Adnan Menderes University participated in this study. To investigate pre-service teachers' perceptions, the researchers used the "Democratic Attitudes Scale", which was developed by Gözütok (1995). The results of the study indicated that there was a weak and positive correlation between democratic attitude score and democratic values of pre-service teachers.

Palavan (2017) also conducted a study to investigate in-services teachers' views on democratic values and emphatic tendency. The study was conducted in Malatya with 300 in-service teachers from private and public schools. The results of the study showed that there was a significant relationship between emphatic tendency and teachers' gender. Moreover, the study revealed that there was a significant relationship between democratic values and their seniority.

Dinç and İztemur (2016) examined eighth grade students' perceptions regarding some democratic values, such as equality, justice, freedom and solidarity by using cartoons. The researchers designed exploratory qualitative study to investigate participants' perceptions of some of the democratic values. The study was conducted with 60 eighth grade students who attended public schools. In the first part of the study, participant students matched cartoons on their worksheets. Subsequently, the participant students were asked to explain why they associated the relevant democratic values with the cartoons. The findings revealed that the students intermixed the values of equality and justice. Moreover, it was found that the students had difficulty in interpreting freedom and the cartoons.

2.6 International Research on Democratic Values

Wang and his colleagues (2018) studied the issue of the teacher-child relationship in terms of supporting the right to have freedom of expression. The longitudinal study was conducted with teachers and children. The result of the study showed that teachers have an important role in optimizing the capacity for freedom of expression, education and participation. Marshall, Ralph and Palmer (2002) claimed that there is a relationship between language and communication needs and understanding concepts. Therefore, difficulty in expressing themselves correlates with difficulty in understanding concepts and holding conversations. Moreover, a substantial body of research has shown that the interaction between the teacher and the child is associated with the idea of giving freedom to children to express their opinion, and this right is important to support their academic and social competence (Marshall, Ralph & Palmer, 2002; Spilt, et al., 2015; Wang et al., 2018).

In another study, Mathe (2016) investigated 16 year-old students' understanding of the concept of democracy. The researcher claimed that understanding democracy is important to understand life out-of-school. To investigate students' understanding of democracy, they utilized semi-structured focus group interviews with 23 students from

different Norwegian schools. The findings of the study showed that the students mainly interpreted democracy as voting in an election.

Daher (2012) also investigated students' perception of democracy in mathematic classrooms in terms of freedom, equality and dialogue. The researcher was primarily concerned with investigating students' perceptions of pedagogical and didactic aspect of democracy in mathematic classrooms. To investigate students' perceptions on democratic and undemocratic acts, constant-comparative research was conducted. The results of the study showed that students emphasized that the teachers should refrain from giving some students more time to express themselves or act because they believed that this situation would make them feel unequal and possibly make them reluctant to participate.

Pajaziti (2017) also conducted a study to investigate students' perceptions of democratic values in education and their implementation in society. The study was conducted with the cooperation of Pedagogic High School of Zürich. 449 participants were selected from public and state universities from three countries, namely Macedonia, Albania and Kosovo. The data were collected through focus group interviews. The findings of the study revealed that equality is the most desirable value, yet there is a difference between public and private university students in terms of perception of values. Furthermore, meritocracy was not highly regarded in university. Moreover, the findings suggested that students needed far more academic freedom and criticism at university.

Nelson, Demers and Christ (2014) conducted a study to investigate students' perceptions regarding the classroom teaching environment by using the responsive environment assessment for classroom teachers (REACT). The participants of the study were 1,445 middle school students across 48 different classrooms. The result of the study showed that responsive classrooms have several sub-dimensions, which are positive reinforcement, instructional presentation, goal settings, differentiated instruction, formative feedback, and instructional enjoyment. As is seen from the study

of Nelson, Demers and Christ (2014), the researchers claim that teachers can use classroom characteristics by changing for students' success.

2.7 National Research on Pedagogical Documentation

In recent years, there has been increasing amount of literature on the Reggio Emilia approach in early childhood education in Turkey. However, most of the studies were limited to literature review (Pekdoğan, 2012; Ezmeci & Akman, 2016; Bilbay & Karakaş, 2013). The number of research studies conducted on pedagogical documentation in Turkey is also limited (Yılmaz, Buldu, and Şahin, 2015).

Pekdoğan (2012) investigated different aspects of the Reggio Emilia Approach in terms of the learning environment, curricula, and project work. The researcher notes that this approach adopted a new perspective to secure modern education by providing child-centered education and improving children's creativity. Pekdoğan (2012) also asserted that being informed about this approach will contribute to both parents and teachers in creating more efficient learning environments.

In another study, Ezmeci and Akman (2016) investigated the Reggio Emilia Approach and High Scope in terms of thinking skills. The researchers claim that early childhood period is critical in the development of their thinking skills and their readiness for future life. Therefore, educational environments are highly important in supporting children's potentials. When they analyzed these two approaches in terms of the planning dimension, they suggested that both of these two approaches are significant in supporting thinking skills.

Similarly, Bilbay and Karakaş (2013) investigated the Reggio Emilia Approach in terms of its history, the foundational philosophy, training requirements, the roles of the teacher and children, and the educational program. Although the researchers asserted that the Reggio Emilia Approach was founded by the intervention of villager women, they also mentioned the role of Malaguzzi and her philosophy in the

development of the Reggio Emilia Approach. The researchers also highly regarded some of the values of this approach, such as collaboration and respect.

On the other hand, a limited number of studies were conducted to investigate pedagogical documentation in the Turkish early childhood context. Of these limitied studies, Buldu et al. (2015) conducted a study to investigate how a video-based professional development enhanced early childhood teachers' practices on pedagogical documentation. The findings of the study revealed that video-based professional development was effective and informative for teachers in terms of classroom planning, instruction and assessment.

Furthermore, another study conducted by Buldu and his colleagues (2015) investigated the use of pedagogical documentation as a teaching tool in children's education. They also focused on the idea of pedagogical documentation as a support mechanism and the challenges in using it. The study was conducted with 24 teachers who worked with young children. The findings of the study revealed that pedagogical documentation was effective and informative for the participant teachers. During the process of pedagogical documentation implementations, documentation guided teachers and improved children's participation and motivation for their learning process. However, the findings also suggested that teachers needed an assistant teacher while doing the paperwork involved in pedagogical documentation.

2.8 International Research on Pedagogical Documentation

Pedagogical documentation is a process-driven and ongoing teaching, learning and assessment strategy, and focuses on young children's experiences, thoughts, and ideas in early childhood education. Among the multiple strategies of early childhood assessment, pedagogical documentation is one of the best ways to extend learning opportunities to children (Pettersson, 2015). Teachers observe activities, and listen closely to children's discussions and explorations (Lewin-Benham, 2006). Pedagogical documentation is not only an assessment strategy but also a kind of

learning and teaching strategy. Yet, according to Knauf (2015), this perception can be implemented differently in various learning contexts even within the same country. For that purpose, she investigated 40 different cases in German Early Childhood Education institutions and the results revealed that pedagogical documentation is basically seen as an assessment strategy.

Moreover, Bath (2012) mentioned that teachers sometimes have trouble in using pedagogical documentation as a teaching tool in the English Early Childhood Education context because they believe that their job consists solely of planning, managing and assessment. However, Bath suggested that pedagogical documentation can help teachers listen to children and have conversations with them, which can be documented as learning stories. Thus, the process of documentation prevents teachers from recording the predetermined teacher-led process of learning. According to Bowne and her colleagues (2010), by promoting children's active participation in their own learning experiences, pedagogical documentation demonstrates teachers' effective use of teaching strategies, and empower teachers' professional development. As stated by Helm, Beneke and Steinheimer (2007), pedagogical documentation can serve as a collaborative approach to enhance teaching strategies and also help teachers to develop a positive disposition toward teaching in early childhood. As can be understood from these research studies, documentation provides teachers with feedback about their instructions and curriculum planning.

As for planning the learning process and daily activities, Alvestad and Sheridan (2015) conducted a study to investigate how preschool teachers plan their work with children and how teachers expressed relationships between planning and documentation. The result of the study showed that teachers have different perspectives on pedagogical documentation and curriculum planning. One of the main findings revealed that teachers did not mention planning in relation to curriculum goals. They were mostly interested in children's interests and experiences. Moreover, it was revealed that the teachers mostly carried out the documentation by taking children's photos in different situations and activities instead of writing their observations. Teachers expressed that

they mainly used documentation to inform parents about school activities. As the results of the study indicate, teachers are sometimes confused about the appropriate use of pedagogical documentation. While introducing pedagogical documentation to teachers, numerous questions about the process need to be clarified. These questions are mainly summarized as what the process of documentation is, how documentation helps teachers in lesson planning and how documentation can be utilized for collaborative dialogue.

Intrigued by these questions, Bowne and her colleagues (2010) conducted a study with undergraduate pre-service teachers at a midwestern University to investigate the benefit of utilizing a pedagogical documentation in terms of collaboration and dialogue in the classroom. Within the context of the study, several faculty members collaboratively worked with the researchers. Approximately 100 pre-service teachers participated in the five-semester-long study . The data of the study were collected by means of video− and audio–taping, weekly student reflections, team teaching reflections and interviews. At the end of the data analysis, four major themes emerged: understanding of pedagogical documentation as a process, awareness of others' ideas, articulation of ideas, and development of curriculum ideas. The findings of the study showed that pre-service teachers valued pedagogical documentation and collaborative dialog, but they did not fully understand what pedagogical documentation meant as a process. Therefore, it was inferred from their responses that there were some misunderstandings and misconceptions about documentation.

In recent years, there has been a growing interest in using pedagogical documentation as a collaborative tool between home and school (Rintakorpi, Lipponen & Reunamo, 2014). With the aim of investigating how documentation is used to establish a connection between the home and school, Markström (2015) interviewed 52 young children. The results of the study were interesting in terms of children's perspectives on documentation process. Young children stated that they could use documentation in their own interest, but they mostly feel like a messenger between home and school. However, sometimes teachers felt obligated to inform parents about their children.

While aiming to investigate teachers' experiences of challenges and problems as regards planning documentation, Alvesta and Sheridan (2014) revealed a significant finding regarding teachers' intentions in making documentation. Teachers stated that they mostly used pedagogical documentation as a tool for informing parents about the activities being conducted in the school.

Furthermore, to investigate how pedagogical documentation facilitates young children's memory development, Flecks and colleagues (2013) conducted a study with sixty-three preschool and kindergarten children. The results of the study revealed that documentation provides a memory enhancing effect and children can remember earlier learning events even after three weeks. Moreover, Haynes and her colleagues (2010) investigated the use of pedagogical documentation in mathematics teaching in early childhood education. During the research, in three kindergartens, a number of documentation strategies were utilized to make children's learning visible. Some examples of these were mathematics' display walls, newsletters, weekly planning sheets, and parent-teacher workshops. The results of the study showed that pedagogical documentation enhanced teachers' teaching strategies and the mathematical learning experiences of the children.

Moreover, Buldu (2010) implemented pedagogical documentation in the United Arab Emirates in six different kindergarten classrooms. The study comprised 141 kindergarten children and 67 parents. The overall results showed that the use of pedagogical documentation improved children's learning by increasing the level of children's participation, motivation and interest in learning. Moreover, teachers also reported that documentation provided children with the opportunity to revisit and reflect upon their own learning. Through pedagogical documentation, teachers can create a small society in the classroom in which young children are seen as citizens (Krechevsky, Mardell & Romans, 2014). As children learn to live in a community and as a member of agroup, they develop some critical human capacities, such as participating in the learning process, sharing their ideas, listening to their peers, and negotiating conflicts (Project Zero and Reggio Children, 2001).

Taking this idea as a focus, McDonald (2007) conducted a study to reveal whether pedagogical documentation helps parents to understand what their child learnt at preschool. Pedagogical documentation is an effective means of formative assessment and planning process for children and teachers. The researcher conducted the study over a period of six months by doing observations and holding interviews. The results of the study showed that pedagogical documentation provides both parents and teachers with a deeper insight into children's needs, strengths and abilities when compared to traditional assessment strategies.

Moreover, Berbili and Tzioga (2014) conducted a similar study in the Greek context. The study was conducted in three Greek kindergartens to empower parents to participate in the process by observing, recording their children's learning process and reflecting on the documentation. The results of the study revealed that parents welcomed the opportunity to assess the children's learning process and they were willing to communicate with their children's teachers in writing. According to the researchers, observing and assessing children's progress can be considered to be an emotional process for parents. Providing parents with time and space so that they can express their ideas is important in adapting and planning the learning process. The results of the study is highly valuable for teachers to increase the willingness of parents, because it provides an important insight into the idea of making parents partners of the documentation process (Kalliala & Samuelsson, 2014).

2.9 Summary

The literature review chapter focused on two main aspects related to the current study. First of all, the definition of democracy and democratic education was presented to explain their importance for children and their participation in future life. Moreover, some important democratic values that were focused on in this study, such as freedom, respect, collaboration, and empowerment, were described from different perspectives. In the second part, the Reggio Emilia Approach, which suggests pedagogical

documentation as the main assessment and teaching tool in early childhood education (Rinadi, 2001), was presented in terms of its history, the fundamental principles of its educational philosophy, and an overview of democratic teaching processes. After the Reggio Emilia Approach was presented, the definitions of pedagogical documentation by different researchers were discussed. Moreover, the use of pedagogical documentation as assessment and teaching tools in early childhood learning environments were highlighted. To express it more clearly, the cycle of pedagogical documentation was shown, and each step in the cycle was explained. The cycle of pedagogical documentation is one of the main aspects of the current study. It entails the steps of planning, observing, collecting data collecting, interpreting, sharing, and decision-making.

After presenting the definition of some important terms related to democratic values and pedagogical documentation, the theory of democracy introduced by Dewey (1964) was summarized. Finally, previous national and international research studies on democratic values and pedagogical documentation were summarized under four main headings: international research on pedagogical documentation, national research on pedagogical documentation, international research on democratic values, and national research on democratic values. The literature review on international research on pedagogical documentation shows that there is a growing literature about the implementation of pedagogical documentation. On the other hand, there is a striking gap in the Turkish literature regarding pedagogical documentation on early childhood education context. The review of the literature on democratic values also shows that there is a growing interest to study democratic values in both international and Turkish contexts of education.

CHAPTER III

METHOD

The current research study intended to investigate how pedagogical documentation helps to foster democratic values in the Turkish early childhood education context through video-based observations, semi-structured interviews, document analyses of photographs, and field notes. For this purpose, the current study aimed to collect data from two early childhood classrooms before and after teacher training sessions and investigate two early childhood teachers' pedagogical documentation practices and how these practices supported values of freedom, respect, collaboration and encouragement in their learning environments. In order to reach the aim of the study, the following research questions were formulated:

1. How does implementing pedagogical documentation contribute to the participant early childhood teachers' processes of making learning visible?
    a. How do participant teachers make children's learning visible before receiving training sessions on the implementation of pedagogical documentation in their learning environment?
    b. How do participant teachers make children's learning visible after receiving training sessions on the implementation of pedagogical documentation in their learning environment?

2. How are the values of freedom, respect, collaboration, and empowerment supported as a result of pedagogical documentation implementations in the participant early childhood teachers' learning environment?

    a. How do the participant early childhood teachers actualize values of freedom, respect, collaboration, and empowerment in their learning

environment before receiving pedagogical documentation training sessions?

b. How do the participant early childhood teachers actualize values of freedom, respect, collaboration, and empowerment in their learning environment after receiving pedagogical documentation training sessions?

The current study was conducted as part of a larger study− TUBİTAK Project (113K560)− which aimed to explore the effectiveness of pedagogical documentation practices as learning, assessment and teaching tools in early childhood learning environments to support young children's learning, develop teachers' professional skills and enable parents' participation in their children's learning process. The project lasted two years, starting in June 2014 and ending in 2016. The data were collected from the 24 teachers during the 2014-2015 academic year. Within this TUBİTAK Project, three academicians and 12 research assistants from early childhood education worked with 24 early childhood teachers from nine different schools in Ankara. Throughout the project, multiple forms of data were collected through such data sources as interviews from teachers and parents, and video-based observations. In this project, participant teachers were involved in a teacher training program on pedagogical documentation and received in-class feedback regularly from the researchers about their practices related to pedagogical documentation.

3.1 The Design of the Study

The study employed qualitative research, which is one of the most appropriate ways of finding out what individuals have in their mind and what they think (Frankel, Wallen & Hyun, 2012). In this regard, to investigate the implementation of pedagogical documentation within the Turkish early childhood context, the qualitative case study was determined as an appropriate research design for the current study.

In order to acquire more information about early childhood teachers' implementations of the pedagogical documentation process in their learning environment and its

reflection on democratic values in terms of freedom, respect, collaboration and empowerment, a qualitative multiple case study design was employed in the current study.

Case study is one of the qualitative research methods that aims to investigate a process in depth. (Merriam, 1998). The case study paradigm recognizes the subjective human creation of meaning. Therefore, case study investigates phenomena from constructivist perspectives. There are quite a number of definitions of case studies. Yin (2006) stated that case studies empirically investigate a contemporary issue within their real life context when boundaries between phenomena and context are not clear. Moreover, Merriam (1998) stated that a case study design helps to gain an in-depth understanding of the situation. The main goal of the case study is to understand the process rather than the outcomes. Furthermore, context is important rather than a specific variable, and discovery is more important than confirmation. Therefore, Wolcott (1992) considered case study to be an end-product of field-oriented research study.

In a case study, researchers investigate a program, event, process or individuals deeply (Creswell, 1998). The case could be a person, such as a student or a teacher; it could also be a program, a school, or a policy. One other important point regarding case studies is that the phenomenon in the case should be limited to a specific context. Stake (1995) explains case as a specific, complex and functioning thing. Yin (2003) suggests using the case study design in research when the focus of the study is to answer how and why questions. Moreover, if the researcher cannot manipulate the behavior and tries to disclose the contextual phenomena, the case study design can be chosen to investigate the phenomena.

According to Merriam (1998), unlike quantitative research methods, a case study does not require certain methods for data analysis and data collection. According to Creswell (1998), the data collection process in case study research requires a sustained period of time, during which a variety of data are collected. Moreover, Baxter and Jack (2008) stated that case study research facilitates exploration of phenomena by using a

variety of data sources (e.g interviews, observation, documents and reports) because this ensures that the phenomena are not explored from one perspective. Thus, the variety of data sources helps researchers to understand the phenomena from a variety of lenses. The other important point in case studies is to determine the unit of analysis. While designing the research in case studies, the researcher should identify what the case is. A case is defined by Miles and Huberman (1994) as phenomena existent within a bounded system. However, determining the unit of analysis in case studies is a quite challenging issue (Baxter & Jack, 2008) because the researcher should determine what is to be analyzed, such as a program, an individual or a process. As case studies help researchers to understand a program or event in their specific contexts, the multiple case study method with a single unit of analysis is the most appropriate method to be used in the current study.

Taking into account all of this information, the current study characterizes the mentioned features of case study by Merriam, (2009), Stake (2005), Yin (2010, and Creswell (2007). In this study, the cases were the experiences of two early childhood teachers, one from a public and the other from a private school. Therefore, these two teachers were independent cases in the current study because the teachers have different backgrounds and conditions in their personal situations. While one of the participant teachers who taught in a private school was working with a partner, the other participant teacher was working in a public school individually. Furthermore, while the private preschool institution provided a full-day program, the public preschool institution provided a half-day program. Therefore, the current study aimed to investigate these two different teachers' practices related to pedagogical documentation and democratic values in their cases. These teachers' unique experiences provided relevant data for the multiple cross-case analysis.
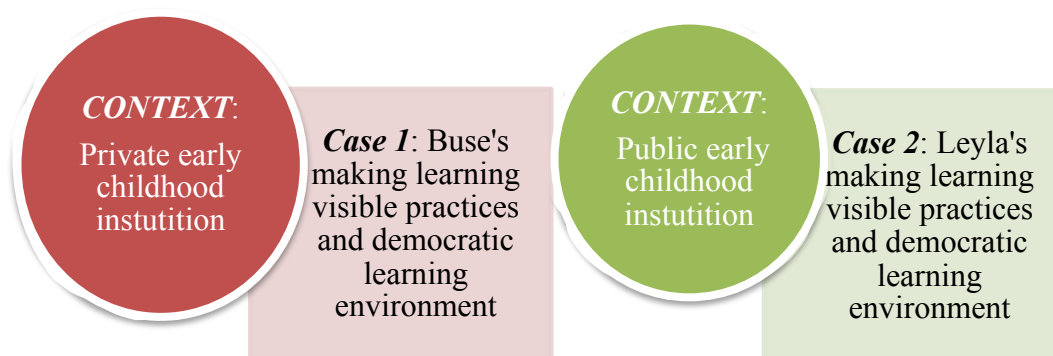
Figure 3.1 Multiple case study design with a single unit of analysis

Within these cases, teacher's pedagogical documentation practices were investigated and determined as a bounded system for this study. There were certain features of this system. First of all, both of the teachers applied pedagogical documentation for the first time in their teaching life. Therefore, pedagogical documentation was a new assessment practice for both of them. The investigation of democratic values in the learning environments in the current study depended on the use of pedagogical documentation. Thus, their pedagogical documentation practices were the central phenomena in the current study.

3.2 The Research Context

In qualitative research, the thick description of the context helps researchers to present the findings of the study concretely (Ponterotto, 2006). The description of the context should be narrated as precisely as possible by describing the place, setting and conditions in detail with no judgement. For readers to make sense of the results depends on the adequacy and transparency of the description (Creswell, 2007). According to Denzin (1989) a thick description is more than a record of what is happening. It provides a detailed description of such components as the context, emotions and social relationships among individuals.

Therefore, detailed information about the physical and social environment of settings is useful to draw the boundaries of the study.

The current study was conducted in both a private and a public school. The study took place in both of the schools throughout the year. The private school, which was founded in 2013, is located on the campus of a state university in Ankara. The school has a bilingual and full-day education program and the school implements the 2013 Turkish Early Childhood Education Program. Turkish and international teachers work together in classrooms to conduct bilingual education. Activities are implemented in both Turkish and English by these two teachers. In the kindergarten department of the school, there are 24 children and four teachers. Of these teachers, Buse was selected as the teacher from the private school to participate in the current study. The other school is a public school and is located in the Etimesgut district in Ankara. The school has a half-day education program and it implements the 2013 Turkish Early Childhood Education Program. In this school, 3- to 6-year-old children can receive education. To gain a deeper understanding of the research contexts of the current study, it is important to present more detailed information about the learning environments.

-Teacher Buse's Learning Environment: One of the participant teacher was Buse who worked in private school. The classroom in which teacher Buse works is 45 m^2 and there are nine children attending this class. In this classroom, there were four girl and five boys who attend to the class. Considering the number of children in the classroom, the size of the classroom could be considered large enough. Within the classroom, there are learning centers of science, books, music, art, blocks and drama, and these centers are distinctly separated from each other.

Figure 3.2 A Snapshot of Teacher Buse's Classroom

Each of the centers has various materials that are sufficient for each children. The space in the learning centers is convenient to work for groups of children to work in because two or three children can work in one center at the same time. Materials in the learning centers appropriate for children in terms of their age and level of development. Moreover, children have easy access to materials in the learning centers. Furthermore, the boundaries of learning centers have been defined explicitly. For instance, in the drama play center, there are such things as porcelain plates, wood lavabo, cupboards, an oven and props. Similarly, the book center is filled with different kinds of books. The transition between centers and accessibility to materials were easy for children. Considering the number of children in the classroom, the number of centers and the number of materials were directly proportional to the number of children. In the classroom, there were several visual stimulants; thus, it can be said that the classroom was both visually and environmentally rich. When the classroom was examined with regard to pedagogical documentation, there were wide empty walls and boards in the classroom and out of the classroom. Teacher Buse also used the boards to display children's works.

-Teacher Leyla's Learning Environment: The other school where teacher Leyla worked is a public school and is located in the Etimesgut district. The school provides a half-day education program as defined by the Ministry of National Education. In this school, there was a total of 12 teachers and 240 students.

Figure 3.3 A Snapshot of Teacher Leyla's Classroom

The classroom in which Leyla worked was approximately 50 m^2 and there were 23 children attending this class. In this classroom, there were 11 girl and 12 boys who attend to the class There were several large windows, and thus the classroom was airy. The class size and number of materials were adequate for each child. In the classroom, there was enough space for children to work in pairs, groups or individually. The floor was erasable and the furniture was wood. The school had recently started to use open shelves; thus, materials were easily accessible to all children. Learning centers were arranged in a way that enabled children to easily recognize them. In each center, four or five children could play at the same time. There was a balance between the number of materials and the number of centers. Play and art centers, such as science, block, music, book, and drama were always available in the classroom. Materials were appropriate in terms of age and level of development. Moreover, there was a number of play materials in the learning centers and these were attractive for children. According to the type of activity, the order of seating could be changed. For example, children could be seated in a U shape or they could work at worktables. The classroom

environment was feasible for the implementation of pedagogical documentation because there were larger empty walls and boards. There was also available space on the walls and boards out of the classroom that were reserved for the use of teacher Leyla.

3.3 Participants

For the selection of the participant teachers, the purposive sampling procedure was used at the beginning of the project; more specifically the maximum variation purposive sampling was utilized in the current study. As stated by Merriam (1998), purposive sampling methods help the researcher to gain more insight into the research question. Moreover, purposive sampling offers information-rich participants who contribute to discovering and understanding the cases. While selecting the teachers for the project, maximum variation sampling procedure was used purposively to capture a wide range of ideas, experiences and attributes so that a better insight from different angles could be gained. To represent the typical process of pedagogical documentation implemented in early childhood classrooms, a typical sampling method was used to choose samples who could be representative of other similar samples. In the current study, the participants were selected from the teachers who had participated in the TUBİTAK project. The reason why these two teacher were selected to the current study was that the researcher was closely worked with these participant teachers and developed close relationship with them throughout the project year. Moreover, each data was collected by the researcher itself from those participants during the project implementation. Therefore, the researcher felt herself master on their implemtations.

Table 3.1

Participants of the Study

Participants	Number of Participants	School types
Preschool teachers	2	1 Private, 1 Public school

The participant teachers selected for the current study satisfied certain criteria. The first thing to consider was both of the teachers had not known about pedagogical documentation before the project and they learned the implementation pedagogical documentation after becoming participants of the study. The second reason was that teachers were willing to continue the implementation of pedagogical documentation. The last criterion related to the selection of teachers was the institution where each was working. One of the teachers was working in a private school and the other one was working in a public school. The demographic information of the teachers can be observed in Table 3.2 below:

Table 3.2

Demographic Information of Participant Teachers

Participants	Age	Years of experience	Experience in the school	The department graduated from	The age of the group members	Number of children
Buse (Private)	33	4.5	4	Child Development	4-5	9
Leyla (Public)	31	6	5	Early Childhood Education	4	23

The profile of each teacher was established based on the pre-observation form− the Early Childhood Learning Environment Observation Form. The pre-observation form was used to provide a detailed description of each teacher's background information and existing teaching strategies. Moreover, the form provided information about the physical structure of the schools and classrooms.

-*The profile of Teacher Buse:* One of the participant teachers was 33 year olds and she had a bachelor's degree from the *Department of Child Development*. She had been working 4.5 years as a preschool teacher. The teacher also held a master's degree in early childhood education from a State University in Ankara. She started to work in the current school 2 years ago. She worked with a non-Turkish teacher in her classroom to conduct bilingual education. Thus, while the activities were mostly conducted in Turkish, the non-Turkish teacher repeated the activity in English briefly. There were 9 children whose ages varied between 4 and 5 years.

The information collected from the pre-observation form to describe the teacher's existing teaching strategies showed that when planning activities, Buse took into consideration children's age and development levels as well as the goals and indicators in the 2013 Turkish Early Childhood Curriculum. Activities were generally prepared taking into consideration children's interests and sequencing them from simple to complex and from general to specific. Learning by doing, child-centeredness and child-child collaboration are important in young children's education. During the learning process, teacher Buse attracts children's attention by making use of finger play, music and songs. Sometimes activities are conducted individually with children who have problems with learning. In the school, free play time is determined according to the subject-matter courses. When assessment practices were examined, it was found that teachers in the school used the K12 evaluation system based on the objectives and indicators in the school curriculum.

-The Profile of Teacher Leyla: The other participant teacher was 31 year olds and held a bachelor's degree from *Early Childhood Teacher Education*. She had been working for 6 years as a preschool teacher in public schools. She started to work in the current school 4 years ago. There were 23 four-year-old children in her classroom.

Based on the pre-observation form, it was understood that Leyla mostly considered children's age and level of development while planning her class activities. Activities were generally prepared in line with children's interests and they were sequenced from simple to complex and from general to specific. For Leyla, children's interests were very important while planning activities. Activity plans were generally derived from the objectives and indicators in the curriculum booklet. There was no specific assessment strategy of the school, but teacher Leyla collected children's works, and took their pictures frequently. At the end of the two semesters, she prepared a portfolio.

3.4 Instruments

To answer the research questions, different data-collection methods were used to examine the consistency of the findings. For this purpose, pre-observation, video-based observations, pre- and post-semi-structured interviews, document analyses, and field notes were utilized in the current study (Figure 3.4). Video-based observations were conducted throughout the year 2015. Semi-structured post-interviews were conducted with the two participant teachers at the end of the year 2016. Interview questions were developed based on the observations and the existing literature in this field. In addition to the video-based observations, personal field notes were taken through writing reflective notes after observations. Moreover, document analyses were conducted by using the photographs taken. These photographs were taken during classroom observations in each stage of the learning process. In most of the photographs, the documentation workouts prepared by the teacher and children could be seen.
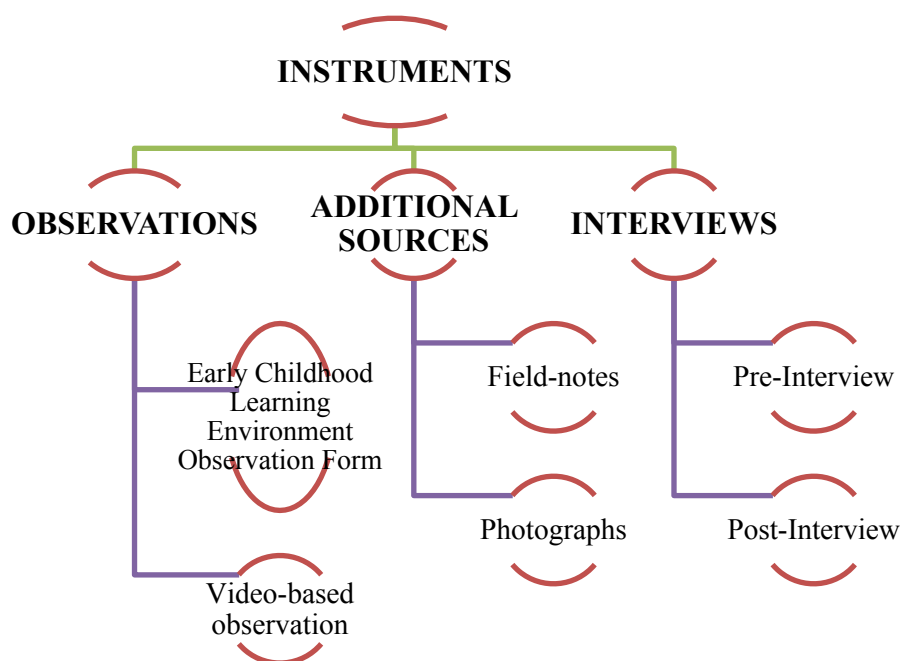
Figure 3.4 Instrument used in the study

3.4.1 Video-Based Observations

In the current study, one of the main data collection methods was video-based observations. The observation data were collected through video cameras before and after the pedagogical documentation implementation and trainings throughout the year. The aim of the observation was to investigate teachers' existing assessment and documentation practices during both first and second semesters and how these practices supported values of freedom, respect, empowerment, and collaboration. For this purpose, each of the observations was done in the natural setting of the children and the teacher during the daily activity processes. The observations included the children's entire activity time. For example, they were observed during teaching, transitions, free-play time, outdoor activities, and visits of guest speakers from different areas of expertise. According to Denzin and Lincoln (2011), observation is characterized as the essential base of all research designs. Moreover, they stated that during observation, both human actions and settings should be observed as a whole. In this current research context, participant teachers implemented pedagogical documentation for the first time. Therefore, observation was one of the best techniques

to use in investigations where documentation implementation was applied for the first time (Merriam, 1998).

For the observer, the question of what to observe was an important point during the research. This question was determined by taking into consideration various factors. The first thing the researcher should consider is the purpose of the study. In other words, the researcher should determine the conceptual framework at the beginning of the study (Merriam, 1998). In the current study, observations were conducted to answer two main research questions:

1. How does implementing pedagogical documentation contribute to the participant early childhood teachers' processes of making learning visible?
    a. How do participant teachers make children's learning visible before receiving training sessions on the implementation of pedagogical documentation in their learning environment?
    b. How do participant teachers make children's learning visible after receiving training sessions on the implementation of pedagogical documentation in their learning environment?

2. How are the values of freedom, respect, collaboration, and empowerment supported as a result of pedagogical documentation implementations in the participant early childhood teachers' learning environment?
    a. How do the participant early childhood teachers actualize values of freedom, respect, collaboration, and empowerment in their learning environment before receiving pedagogical documentation training sessions?
    b. How do the participant early childhood teachers actualize values of freedom, respect, collaboration, and empowerment in their learning environment after receiving pedagogical documentation training sessions?

As can be understood from these research questions, the study aimed to seek the answers to two questions related to the teachers' classroom environments in terms of democratic values of freedom, respect, collaboration, and empowerment before and after pedagogical documentation trainings.

Table 3.3

Number of Observations for Each of the teachers

	Number of observations in the first semester before PD training sessions	Number of observations in the second semester after PD training sessions	Total
Teacher Buse	5	5	10 (985 mins)
Teacher Leyla	5	5	10 (812 mins)
Total	10	10	20 (1797 mins)

As can be seen in Table 3.3, ten observations were conducted for each of the participant teachers. The first five observations were conducted when the teachers started to implement pedagogical documentation before trainings during the first semester, and the following five observations were conducted after the trainings during the second semester. Each of the observations took two or three hours on average. The researcher recorded the entire teaching process in each classroom. Conducting observations during both first and second semesters throughout the year helped the researcher to investigate how teachers mastered the pedagogical documentation practices and integrated democratic values into the atmosphere of the classroom. That is why, the duration of the observation was expanded over the whole year. Classroom observations were recorded by two different observers in order to provide cross-checking in observations. Observers recorded the observation in turn via a video camera. The other observer who was a research assistant in the field of early childhood education was knowledgeable about the research and observation procedure. The

observer recorded the classroom activities by ensuring that the observations did not disturb anyone in the classroom. The observers placed the camera in the corner or center of the classroom to capture all of the interactions, communications, children's works, and documentation practices. During the observation process, no specific observation guide was used because the aim was just to observe the teachers and the children in their natural learning settings.

3.4.2 The Early Childhood Learning Environment Observation Form and the Semi-Structured Pre-Interview Protocol

The pre-interview protocol and Early Childhood Learning Environment Observation Form (Appendix A and B) were utilized when teachers first participated in the project. Based on the existing literature and the unique context of the current study, both of the forms were developed by the researchers involved in the project. Expert opinion was taken after the first draft of the pre-interview and observation forms were developed by the reserachers of the project. The expert opinion process was utilized with the all members of the project also. The researchers in the project gathered as a group and negotiated on each item to reach a consensus. After the changes were completed in the pre-interview and observation forms, these were applied to three teachers who voluntarily participated in the project. The project members gathered again to review and check the questions and items functioned well after the pilot study. No changes were made to the interview and observation protocols. The final versions of the protocols were applied to all the remaining participant teachers.

Initially, the pre-interview protocol was composed of 18 interview questions, which were developed in order to reveal the cycle of the pedagogical documentation and democratic learning environment created by the teachers. Furthermore, one important point related to the pre-interview was that the questions were asked without using the term "*pedagogical documentation*" and related concepts such as "*portfolio, panel, bulletins*" in order to avoid the potential influence of giving socially desirable answers to the questions. It was expected from interview questions to reveal the existing

democratic values, teaching and assessment practices of the participant teachers before starting the pedagogical documentation trainings. The participant teachers provided in-depth answers to 18 questions related to the roles of the teacher in the teaching process, assessment practices, the teaching methods they used, curriculum planning, the arrangement of the learning environment in terms of physical and social perspectives. The pre-interviews, which lasted nearly 40-45 minutes, were held a week before starting the video-based classroom observations. During the pre-interview process, the researcher took some notes and recorded the responses via an audio recorder. Some examples of the questions are presented in Table 3.4 below:

Table 3.4

Sample Question from Pre-Interview Protocol

Main Aims	Examples from questions
• Planning daily teaching practices	- What kind of strategies do you use while planning activities? - What kind of activities do you generally implement during one school week?
• Strategies used for creating social environment	- What do you do when children do not participate to activities?
• Observing children and collecting data	- What kind of assessment strategies and tools do you use while assessing children's development?
• Interaction with children, parents and other staffs	- Can you tell me about parent involvement practices you do with parents?

Second, the Early Childhood Learning Environment Observation Form was applied at the same time as the pre-interview protocol. The pre-observation protocol was composed of four main parts, which were the physical learning environment, the teaching learning process, class activities , and interactions. In the pre-observation protocol, some characteristics of the school and the classroom, such as physical facilities of both the classroom and school, were defined. Moreover, observations were also conducted to reveal the teacher's existing teaching and learning process, activities and interaction types in the classroom. This general information about the teachers, which was collected through pre-observation, was beneficial to establish the profile of the participant teachers before starting the research for the sake of supporting and strengthening the findings. The detailed description of the pre-observation protocol is presented below in Table 3.5:

Table 3.5

Sample Items from Early Childhood Learning Environment Observation Form

Main Parts in the Observation Form	Sub-items
Physical Learning Environment	- Classroom, Equipment, Learning centers, Additional opportunities, Health and Safety, Atmosphere, Displaying child documents
Teaching and Learning	- Curriculum, planning, teaching strategies, assessment, classroom management, parent and community, professional development
Activities	- Literature, Turkish-Language, Mathematics, Science, Art, Drama,

Table 3.5 (cont'd)

	- Movement, Free Play Time, Foreign Language
Interaction	- Child-child interaction, Teacher-child interaction, Teacher-teacher interaction, Teacher-parent interaction

3.4.3 The Semi-structured Post-Interview Protocol

Interview data were another main source of information of the current study. The post-interview protocol was conducted at the end of the year 2017 after the intervention and all the other data collection methods such as video-based observations, document analyses and field notes. Post-interview questions mainly aimed to reveal participant teachers' practices of pedagogical documentation and how these documentation practices support values of freedom, respect, collaboration, and empowerment in their learning environments (Appendix C). The interview protocol addressed 12 main and 24 probing questions related to the implementation of pedagogical documentation and democratic values −freedom, collaboration, respect, empowerment. The post-interview questions were not exactly the same as, but were equivalent to the pre-interview questions in terms of revealing the cycle of pedagogical documentation practices and the social environment in the classroom by means of democratic values. The reason behind it is that the participant teachers were unfamiliar with the concept of pedagogical documentation before starting the treatment, so the questions were asked without using the word 'documentation'. After all the video-based classroom observations were completed, the post-interview questions were created based on the observations and previous literature related to both pedagogical documentation and democratic values of respect, freedom, collaboration and empowerment. The post-interview questions were formed based on observations and the cycle of pedagogical

documentation and democratic values as was the case in the pre-interview protocol. Three experts, two of whom were in the field of early childhood education and one of whom was in the field of secondary science and mathematics education, revised the questions twice in terms of meaning and wording. Some minor changes were made after receiving experts' opinions. The changes were related to the wording and sequence of the questions. No question was excluded from the post-interview form. The pilot study was conducted with the teacher who was one of the project participants and she continued to be involved in the whole process of the project. However, she was not one of the two teachers who were involved in the current study. The teacher who was a participant in the piloting of the interview held a bachelor's degree in early childhood education and was implementing pedagogical documentation for the first time in the project. Therefore, the teacher's profile in the pilot study was parallel to the participant teachers of the main study−Buse and Leyla. The questions were clearly understood by the teacher and no changes were made after the pilot interview. Table 3.6 presents some sample questions and their purposes.

Table 3.6

Sample Questions from Post-Interview Protocol

Main Aims	Example Questions from post-interview
• Teachers' Pedagogical Documentation Practice	- What did you do until now in behalf of pedagogical documentation?
• Freedom	-How do you ensure children to reach classroom sources and assessment tools belonging to their progress such as panel, portfolio and bulletin?
• Collaboration	-How do you create an environment which support the collaboration between children and their families?

Table 3.6 (cont'd)

• Respect	-What sort of atmosphere is there in your classroom during communicating with children?
• Empowerment	-How do you support children to work individually or within group?

As can be seen in Table 3.6, the post-interview protocol was composed of five main parts. The first part aimed to reveal the teachers' practices on pedagogical documentation and what they did for the sake of documentation during the two semesters. In the parts on democratic values, more specific questions were asked to reveal how pedagogical documentation supported values of freedom, respect, collaboration, and empowerment.

3.4.4 Document Analysis through Photographs

Document analysis is a systematic reviewing procedure in qualitative research and is generally combined with other types of qualitative data collection methods (Denzin & Lincoln, 2006). According to Merriam (1998), document analysis sometimes helps researchers to save money, time and energy. The other important function of document analysis is to provide data triangulation; thus, it increases the validity of the research. According to Bowen (2009) document analysis is similar to other qualitative data analyses. Documents could be both printed and electronic materials. Document analysis requires an examination and interpretation of the meaning of the data .

In the current research, document analysis was used, in addition to in-class video-based observations and interview protocols, as supplementary data, used as a means of data triangulation. To examine the documentation tools created by the teachers and the children during the process of documentation, the panels, easel, and bulletins were examined. Each of these documentation tools was photographed by the researcher

during the observation process. Moreover, free play times, activities, interactions, and daily classroom habits were also photographed. Bogdan and Biklen (2006) called this process researcher-produced photographs to depict real sources. The photographs taken by the researcher in the classrooms provided images for later inspection of pedagogical documentation and democratic teaching processes in terms of values. To take some photos of the classroom processes, a video camera having the function of taking photographs automatically every ten minutes was used. Together with the video camera, a high resolution photographic apparatus was also used to capture more close and detailed moments during the pedagogical documentation process in the classrooms.

The aim of taking photographs was to reflect some examples of the democratic processes in the classroom, such as how children take part in and share the learning process, which learning centers were mostly preferred by the children, and how often individual or group learning was implemented. Each of these photographs was examined to reveal the democratic atmosphere of the classrooms. As Bogdan and Biklen (2006) stated, complete photographing of a classroom can help the researcher to conduct an in-depth cultural inventory. However, the researcher aimed to show not only the inventory photos of the classroom, but also the interpersonal behaviors in order to depict the democratic processes during the pedagogical documentation. Therefore, this process required some degree of skill and practice photography. For example, the researcher should pay special attention to such issues as not cutting off individuals' heads in the picture, or avoiding light and black-out factors. Moreover, before starting to take pictures of children, permission should be obtained from their parents or guardians. Hence, many of the photographs could be eliminated because of the inappropriate pictures owing to these unfavorable circumstances. Therefore, taking numerous photos was a requisite during the observation process. Subsequently, the relationship between photographs and democratic values was examined through pedagogical documentation practices. For instance, preparing a panel display with children, small group activities, individual feedback of the teachers, and providing an environment in which children could share their ideas were examples from the

photographs that reflected values of freedom, respect, collaboration, and empowerment. Moreover, the photographs were very important as they demonstrated the teachers' documentation products, such as panel, portfolio, and use of an easel.

3.4.5 Field Notes

In the current study, another means of supplementary data collection was field notes, which were taken after the observation process. The main aim of taking field notes was to make the analysis process easier. Because these notes were comprised of the description of the environment, the activities during observations and activity backgrounds, the teachers' preparations, and the children's conversations, they provided a reflection of the observation process. Therefore, these field notes served as important supplements to the other data collection methods, which were video-based observation, interviews and document analyses. Bogdan and Biklen (2006) indicated that video recording can sometimes miss the sights, impressions, and other signals in the environment, but field notes can provide an insight into the research setting and help the researcher to comprise his or her personal log. As stated by Glasne (2009), these written field notes help the researcher to see and realize their own biases about the study. Thus, the researcher can keep track of the research process and be aware of how the researcher has been influenced by the collected data (Bogdan & Biklen, 2006).

According to Bogdan and Biklen (2007), the process of writing field notes consists of two main kinds of materials: descriptive and reflective field notes. In the current study, both descriptive and reflective field notes were taken by the researcher. Descriptive field notes provided an objective picture of the setting, action, people and conversations as observed. While taking field notes, the researcher should take notes to describe the observed process in detail rather than summarize what is observed. Keeping this in mind, the researcher described in detail what the teachers were actually doing, how the children responded to the teacher etc. Therefore, the descriptive field notes included the physical appearance of both schools and classrooms, communications within the class, description of the class activities and participants'

behaviors. As for the reflective field notes, it reflected more of the researcher's ideas, feelings and concerns. While taking field notes, the researcher also wrote what she felt during the observation sessions. For instance, feelings about the teachers' reactions to conducting observations or children's reactions to carrying out the class activities. Therefore, the reflective field notes were the subjective component of the researcher's notes.

3.5. Data Collection Procedure

In the current study, different data collection methods and instruments were used in different time periods to collect strong evidence for the study. These methods were observations, interviews and document analyses and field notes. The aim of collecting data from different sourceswas to ensure data triangulation (Yin, 2003; Merriam, 1998). The data of the current study were collected from two preschool teachers who participated in the TUBİTAK Project on pedagogical documentation and professional development. The data collection process started before the participant teachers implemented pedagogical documentation, and it continued throughout the two semesters during the 2014-2015 academic year. The process of data collection is presented below:

```
┌─────────────────┐     ┌─────────────────┐     ┌─────────────────┐
│  Pre-interview  │     │  5 Video-based  │     │  The training   │
│ with teachers   │ ──> │  observations   │ ──> │  sessions and   │
│ for developing  │     │  at first       │     │   feedbacks     │
│  their profiles │     │  semester of    │     │                 │
│                 │     │     2014        │     │                 │
└─────────────────┘     └─────────────────┘     └─────────────────┘

┌─────────────────┐     ┌─────────────────┐     ┌─────────────────┐
│                 │     │    Document     │     │  5 video-based  │
│   Fieldnotes    │ ──> │ analysis through│ ──> │  observations   │
│                 │     │   photographs   │     │  at the second  │
│                 │     │                 │     │ semester of 2015│
└─────────────────┘     └─────────────────┘     └─────────────────┘

┌─────────────────┐
│  Post-interview │
│  with teachers  │
│                 │
└─────────────────┘
```
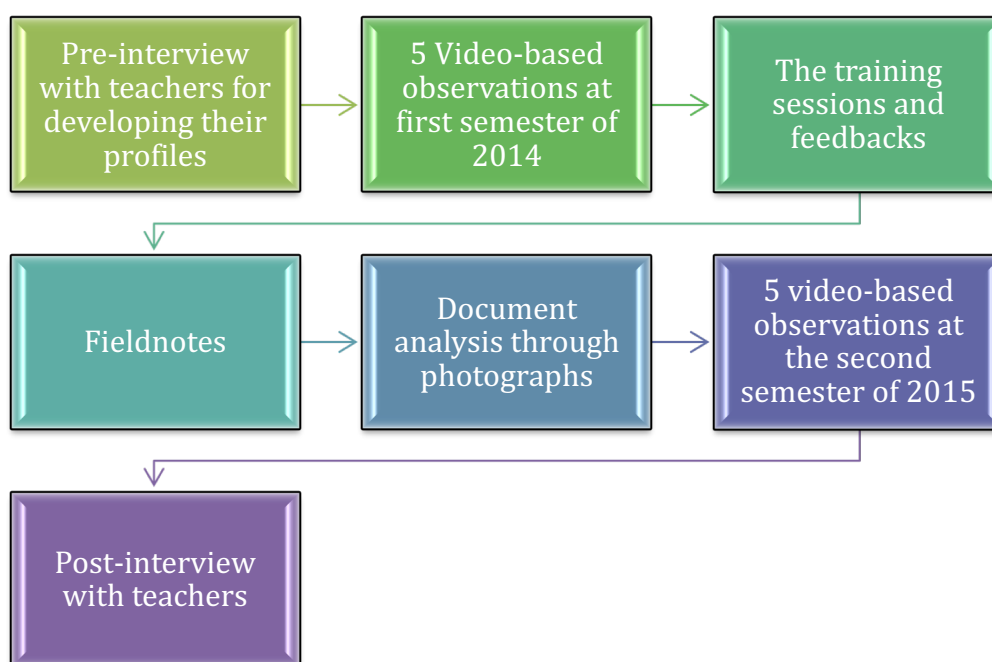
Figure 3.5 Sequence of Data Collection

As can be seen in Figure 3.5, different types of data sources were used in different time periods. The data collection process started with the pre-interviews with participant teachers and the use of the Early Childhood Learning Environment Observation Form (Appendix B). The main aim of using these instruments was to develop the profiles of participant teachers and the learning environments at both schools and classrooms. Gathering information from the participant teachers and the learning environment before starting to implement pedagogical documentation was very important to understand the teachers' regular educational implementations and the democratic atmospheres in the classroom. Thus, the information derived from the pre-interviews and observations helped the researcher to investigate the relationship between pedagogical practices and the establishment of a learning environment where children are exposed to democratic values.

Table 3.7

The Data Collection Schedule and The Times of Collected Data

	First Semester (October 2014- February 2015)					Second Semester (February 2015- June 2015)				
-Pre-interview	√									
- Early Childhood Learning Environment Observation Form	√									
-Video-based observations	√	√	√	√	√	√	√	√	√	√
-Field Notes	√	√	√	√	√	√	√	√	√	√
-Document analysis through photographs	√	√	√	√	√	√	√	√	√	√
-Post-interview										√

In the ongoing process, video-based observations were conducted during both first and second semesters of the 2014-2015 academic year. Each of the video-based observations was continued all day long and within children's natural settings. Different types of activities, assessment techniques, teaching methods and interactions were recorded during these observation periods. In addition to these observations, taking photographs was another way to collect information during the observation process. Every single detail in the pedagogical documentation practices implemented in these classrooms was documented through photographs. Nearly 900 photographs were taken via camera during observations. Taking an abundance of photographs was very critical in order to capture reflective moments in pedagogical documentation practices. These photographs were also used for document analysis at a later stage because photographs are also depicted documentation tools created within the classroom together with the children. In addition to these data collection methods, field notes were of classroom observations were taken. These notes provided a clear

depiction of classroom practices with precise and detailed descriptions that anyone not in the mentioned context can understand. After each observation, field notes were recorded as a supplementary source. At the end of the observations and trainings, a post-interview protocol was utilized with two participan preschool teachers to obtain data on their experiences of pedagogical documentation and its reflection on the classroom in terms of creating a democratic learning environment.

3.5.1 Trainings at Weekends

Participant teachers in the pedagogical documentation and professional development project received a series of weekend trainings by members of the projet at different times during the two semesters. The two teachers selected for the current study also received the same training.

The duration of each training was generally the same and lasted from 12.00 p.m. to 05.00 p.m. In the middle of the day, the training recessed for a coffee or tea break. The topics of the training were developed by consulting teachers about their needs. Most of the time, the participant teachers requested additional information about implementing pedagogical documentation, using materials effectively and managing the classroom. Therefore, weekend trainings provided the participant teachers with opportunities to ask questions and discuss what they wanted to learn. While developing the content and sequence of the trainings, three members of the project who were experts in the field of early childhood education prepared and continuously revived the process. In addition, scholars of the project were actively working on sourcing and preparing training materials. The dates and topics of the training sessions are presented below in Table 3.8:

Table 3.8

The Education Topics Presented in the Training Sessions and Regular Feedback

	Topic of Training	Subtopics of Training	Dates	Durations
First Training	Introducing the project	-Introducing the Project -The Description of Pedagogical Documentation -Small Group Workshop	15 Oct 2014	5,5 hours
Second Training	Pedagogical Documentation	-Classroom Management -Guest Speaker on Inclusion	15 Feb 2015	6 hours
Third Training	Final setting	-Overview of the process during project	13 Jun 2015	5 hours
In-class feedbacks	Implementation of Pedagogical Documentation	-Prepared based on classroom observations	20 Feb- 10 Jun 2015	Each lasted in 2 hours average

-The first training: The aim of the first trainingwas to introduce the researchers, scholars and teachers to one another. After the introduction, the first part of the training was designed to enable teachers to get to know each other better so that collaboration among teachers could be ensured over the course of the project. They asked questions to one another about schools, age groups, experiences etc. During the second part of the training, the principal investigator introduced the project and its aims, briefly expressed the pedagogical documentation and its stages of preparation and implementation. Each teacher also received a file which included education handouts, notebooks, a pen and a flash disk. The education handouts included some issues related

to the teaching and learning environment. After the presentation, the teachers, who were put into groups, worked in small groups on the assessment tools.

-The second training: The second training was developed to describe pedagogical documentation in more detail. This training was organized in two afternoon sessions. The first part of the session started at 12.30 p.m. and nearly all volunteer teachers attended the training. The first topic of the training was the cycle of pedagogical documentation. The sub-topics that were focused on in the presentation were planning, observing, collecting data, interpretating, sharing and making decisions. After this presentation, teachers asked numerous questions about different examples from their classroom and held discussions with the researchers to find more appropriate ways of conducting pedagogical documentation. Teachers also wanted to ask more questions about classroom management because they usually felt insecure in managing children while conducting documentation. During the discussion, the researchers laid emphasis on the importance of intentional teaching, child-centeredness, group work and the planning of the learning environment for effective classroom management and the implementation of pedagogical documentation. After a break, the training was continued with the guest speaker, who was the researcher at a university in the field of early childhood education. Because the participant teachers requested a training on the issue of inclusion in education, the brief seminar was presented about inclusion in education. Teachers took some notes about what they could do with children having special needs. During the questions and answers part of the training, the walls were equipped with posters. Each of the posters presented the pedagogical documentation cycle. While teachers walked around to look at the posters, they also asked questions to and held discussions with the presenters. After the questions and answers, the second training finished at 6 p.m.

-The third training: The final training was held at the end of the spring semester of 2014-2015 academic year. The main aim of the training was to help teachers to overview their documentation experiences and their progress in documentation practices throughout the two semesters. They watched a video of their classroom

recordings. Subsequently, plaques were given to teachers. The principal investigator asked teachers' opinions about the project and received their suggestions for implementing pedagogical documentation.

3.5.2 In-class Feedback

Throughout the project, participant volunteer teachers received in-class feedback from project researchers on their classroom implementations and teaching process. The feedback process progressed on a weekly basis and was based on the reviews of the recorded videos. These videos were recorded in participant teachers' learning environment as part of the video-based observation. After each video recording, the recorded videos were shared with the teachers so that they could watch and review their own practices for the sake of self-evaluation. These recorded videos were also reviewed by both scholars and researchers before delivering in-class trainings about their practices. The researchers reviewed these video recordings to provide participant teachers with meaningful comments about their documentation practices. During those feedback sessions, researchers provided teachers with specific examples from their classrooms based on the video-based observation made in their classrooms. Therefore, the content of the feedback were different for each of the teacher. For instance, classroom management during activity and documentation process, the use and arrangement of learning centers, participating each of the children to learning process were some feedback topics during in-class trainings.
In this way, each participant teacher received one-to-one feedback at least 3 or 4 times from the project researchers.

The in-class trainings were only provided by the two reserachers, who are the principal investigator and the main researcher, throughout the project. These two project researchers received several information from scholars about teachers' in-class practices before trainings. And then, they organized these information to give in-class feedbacks. For the current study, these two participant teachers received same feedbacks from the project reserachers except from the current study's author.

3.6 Data Analyses

In this study, the main aim was to investigate preschool teachers' pedagogical documentation practices and their impact on the learning environment in terms of democratic atmosphere. In this context, the aim was to collect information from teachers' classroom practices by means of pre-interviews, the Early Childhood Learning Environment Observation Form, in-class video-based observations, post-interviews, document analyses, and field notes.

According to Rubin and Rubin (1995), the main purpose of the qualitative data analysis is to prepare data to represent narrative. Based on this, the current study conducted constant-comparative open coding data analysis and interpretation of the qualitative data. Before beginning to code the transcripts from the interview, observations and field note recordings, all the collected interview and video-recording data were labeled and organized by date. After the transcriptions were prepared, the researcher and a second coder each read half of the transcriptions carefully. Through the analysis of the data, codes, and categories, sub-themes and main themes were explored with the use of constant-comparative data analysis strategies. As stated by Marshall and Rossman (1999), the constant comparative data analysis method follows the analytical procedure and organizes the data by developing codes, categories, and themes for the preparation of report writing.

The analysis process started with the coding of the transcribed data. During this stage, the researcher and a second coder, who has similar educational backgrounds with the researcher in the field of early childhood education, coded 30% of the interview transcripts and four of the observation data separately. Both the researcher and the second coder coded the transcribed interview and observation data manually. After cross-checking the codes and categories with the second coder, the total list of categories was reduced and finalized. When they disagreed, they tried to reach an agreement by negotiating with each other.

The calculated interrater agreement of the coded data between the researcher and the second coder reached an agreement of 94.2% .

Five sub-themes were identified under the first and third themes related to teachers Buse and Leyla's practices for making children's learning visible and the cycle of pedagogical documentation, and four sub-themes were identified related to democratic values in their learning environment. An overview of the major themes and sub-themes are presented below in Table 3.9:

Table 3.9

An Overview of the Categorization of Themes Before and After Pedagogical Documentation Trainings

Themes	Sub-themes	Examples from Codes
Making learning visible in learning environment before Pedagogical documentation trainings	-Planning the process -Observing and data collection -Interpretation of children's information -Sharing Time -Decision making for future	- Use of learning centers - Planning group activity Questions types - Planning the activity - Daily routines - Preparation for a day - Emergent teaching - Child-centeredness
Democratic values in learning environment before pedagogical documentation trainings	- Freedom - Respect - Collaboration - Empowerment	- Determine classroom rules with children - Provide an environment to share ideas -Giving feedback - Freedom of choose

Table 3.9 (cont'd)

Making learning visible in learning environment after pedagogical documentation trainings	-Planning the process -Observing and data collection -Interpretation of children's information -Sharing Time -Decision making for future	- Freedom of expression - Differentiated teaching strategy - Planning a developmentally appropriate learning process -Increase self-esteem and motivation
Democratic values in learning environment after pedagogical documentation trainings	- Freedom - Respect - Collaboration - Empowerment	-Guide children to discover their interest - Active listening - Individual pace in learning - Participation - Active learning

-Early Childhood Learning Environment Observation Form Data Analysis: The Early Childhood Learning Environment Observation Form (Appendix B) was prepared to depict the learning environment in order to inform the audience about the learning environment where documentation practices were conducted. After the analysis of the Early Childhood Learning Environment Observation Form, five pre-determined major categories were created, namely descriptive information about the school and teacher's background, the physical learning environment, teaching and learning, activities, and interactions. Each of these parts in the form was filled by the researcher with the help of participant teachers. The written notes were coded, and categories were created related to the cycle of pedagogical documentation and the values of freedom, respect, collaboration, and empowerment. The presentation of the analyzed observation form is presented under the heading 'research context'.

-Pre- and Post- Interview Data Analysis: This study depended primarily on the participant teachers' interview responses for collecting data on teachers' pedagogical documentation practices and the resulting democratic values in their classroom. Therefore, in-depth interviews were conducted with the teachers. To analyze and interpret pre− and post-interview data, participant teachers' statements were transcribed. According to Bogdan and Biklen (2007), while reading the transcribed data, some words, behaviors, phases or repeated words emerge. During this process, searching for patterns and topic is the first step of the data coding system. In the current study, the constant-comparative analysis method as outlined by Glaser and Strauss (1967) was used for pre- and post-interview data analysis. The transcribed pre− and post−interview responses were read and categorized manually by codes with the method of defining major themes and categories that emerged from the data. During these phases, the second coder read and coded the 30% of the transcribed interviews to ensure the reliability and validity of the results. After several close readings, the themes were finalized. The pre- and post-interview data were initially analyzed to define patterns related to teachers' routine teaching practices before implementing pedagogical documentation. The major themes raised for the current study were assessment practices before pedagogical documentation, democratic values before implementing pedagogical documentation, assessment practices after pedagogical documentation and democratic values after implementing pedagogical documentation, as can be seen in Table 3.9.

-Video-Based Observation Data Analysis: The classroom observation data were recorded via video cameras to learn about pedagogical documentation practices, and practices for creating democratic values during the teaching and learning process. Each observation was recorded in the relevant context in terms of investigating the values of freedom, respect, collaboration, and empowerment and the teachers' pedagogical documentation practices. To analyze the observation data, each week the researcher regularly took notes based on both personal observations and videos. While writing and analyzing these notes, no other observation form or other standardized forms were

used in order to prevent loss of information. These observation notes included a full range of classroom activities such as teaching and learning processes based on the cycle of pedagogical documentation practices and the learning environment in terms of the values of freedom, respect, collaboration, and empowerment. The researcher coded four of the video-recordings with the second coder individually. Although there were 10 video-recordings in total, four of the ten video-recordings were determined for inter-rater agreement from first and last video-recordings for each of the teacher. The transcribed video recordings were analyzed in light of the themes and categories from the pre- and post-interviews presented in Table 3.9.

-*Documents Analysis of Photographs*: In the current study, in addition to other data sources, which were observations, interviews and field notes, several photographs were also taken by the researcher during observations. These photographs were used to support observation data and presented in accordance with what the participant teachers said. After the photographs of children whose parents gave permission were specified, these photographs were organized based on their dates and each of them was labelled. According to the themes of making learning visible and democratic values, the in-class activity photographs were categorized. In the section where the findings of the interviews and observations are reported, appropriate activity photographs are also presented.

-*Field Notes Analysis*: Each week after the observations, the researcher took notes related to the observations. These reflections were used in the study as field notes as reminders of the moments in the study. These notes were used in order to better explain observations and documented photographs in the study because the notes included the researcher's personal reflections. Because the researcher was the main instrument in this study, these field notes were also useful for the researcher to see her presence in the study. While reporting the findings, field notes were organized according to the context of the writings and presented according to the relevant part of the observation data, such as making learning visible and the democratic atmosphere of the classrooms.

3.7 The Researcher's Role

As Patton (2002) stated, the researcher is a main instrument in qualitative studies because the interpretation of collected data is reflected from the researcher's point of view. However, it is important to note that the researcher should be aware of his or her role in both collecting and interpreting the data during the study. The current study was part of a project conducted by several researchers and the participant teachers were voluntarily participating in the project. The teachers were not known by the researcher before starting the study. The participant teachers first met with the principal investigator, and the necessary approvals from the Ministry of National Education were shown to them. The principal investigator kept the participant teachers informed about the study. All the essential information about the study, like duration, workload, video recordings, feedback, and also the right for withdrawal from the study whenever they wanted was clearly given to both school administrators and volunteer teachers. The study initially began with a pre-observation and interview to depict what they had done up to that point of time in terms of teaching and assessment practices. I, as the researcher, made an appointment with the participant teachers before I went to the schools to conduct initial protocols. Both of the teachers were excited and willing to participate in the study.

Initially, while I was making video recordings and taking photographs of the learning environments at the beginning of the project, I always posed a question about the effectiveness of the trainings and the documentation practices in early childhood classrooms. Subsequently, I realized that pedagogical documentation practices changed these teachers' learning environment in terms of democratic values. Children were more free while learning and they frequently collaborated with each other. The teachers started to lay emphasis on children's self and they respected and encouraged children to discover and investigate. Afterwards, I reviewed the literature on how democratic learning environment can be created and how democratic values can be supported by pedagogical documentation practices. After my preliminary research and literature review inquiries to answer these questions, I arranged data collection tools

and collected data from the participant teachers. To collect in-depth information, I conducted an interview with the teachers. During this process, I tried to be patient until both teachers spared time for interviews. Although one of the participant teachers complained about the workload in the process from time to time, she did not withdraw from the study. It was very challenging to re-motivate the teacher in those times.

Because I spent a lot of time and effort on conducting this study, I might have some biases while interpreting and analyzing the information collected from the participant teachers. However, I was aware of these biases at every step of the study. To overcome these biases, I worked with several different forms of data collection tools like interview, observation, and photographs. Moreover, I took field notes after each of the observations. When I brought all of this information together, I realized that I provided much more reliable and consistent information. Furthermore, the trust-based relationship between the participants and myself was developed since I had been working with the participant teachers over a period of approximately nine months.

3.8. The Reliability and Validity of the Study

In qualitative studies, the reliability and validity of data are highly critical for the trustworthiness of the study (Fraenkel, Hyun & Wallen, 2012). Reliability is defined as a test or procedure's producing the same result each time under constant conditions (Bell, 2005). As mentioned above, ensuring the reliability of a study requires to hold constant procedure of interviews, observations and other data collection techniques. After the audio recorded interview data were transcribed, the text was given to the participant teachers for a member check in order to provide accuracy and consistency between their statements and views (Creswell, 2008).

In the current study, the research method was designed to identify the implementation of pedagogical documentation and its establishment in learning environments in terms of democratic values. Therefore, the validity of the study was provided through triangulation of data.

Therefore, data sources, which were interviews, observations, document analyses and field notes, were used for the triangulation process in the study (Bogdan & Biklen, 2006)

Another important process for providing reliability is inter-coder agreement. Both of the interview and observation data were cross-checked by two different researchers in the field of early childhood education. For the observation data, the other researcher analyzed four observations from first and second semesters of both teachers. Moreover, 30% of the interview transcripts were also checked by the other researcher. It was found that there was a consistent agreement among the main themes with some variation in the codes (Creswell, 2008).

In this study, observations were conducted in the participants' natural setting to reflect the normal setting and practices in classrooms. To reduce the observer effect, the researcher spent sufficient time in the field to understand the cultural and social dimensions of the classrooms. During this process, the researcher observed the setting several times during the first and second semesters. Moreover, these observations were recorded in turn by two different researchers.

3.9. The Ethical Issue

As an ethical consideration, the necessary permissions were obtained from both teachers and children's parents. First of all, to conduct the project at the schools, the permission obtained from both TED and Hacettepe Universities. After that, the Ministry of Education was sent the permission to the participating schools, and the project team met with the school administrators to inform them about the details of the research project. Subsequently, the school administrators contacted the teacher who wanted to voluntarily participate in the project. After the volunteer teachers were determined, a voluntary participation form was received from the teachers (Appendix E).

Furthermore, conducting research with children requires some ethical considerations. To obtain informed consent and confidentiality, consent forms were sent to the parents to receive permission for the children in the participant teachers' classroom. The phone number of the principal investigator was shared on the consent form for parents and teachers so that they could contact them if they needed additional information related to the research project.

3.10. Limitations, Delimitations and Strengths

The study was designed as a qualitative case research study. Therefore, the main aim was to collect in-depth and rich information from two different school settings. Thus, there were some limitations about the nature of the study. Generalization is not aimed in qualitative studies (Fraenkel & Wallen, 2006); the results of the study can only be generalized to similar cases involved in the implementation of pedagogical documentation in the Turkish early childhood learning context. Furthermore, only two early childhood teachers were included in the current study. The results, therefore, provided information only about these two teachers' practices of pedagogical documentation. Similarly, throughout the study, 10 observations and two interviews were conducted with each of the participant teachers. Therefore, the provided information was limited to these observations and interview data.

Furthermore, one of the main limitations of the current study is that the participant teachers were a part of the pedagogical documentation project and they implemented it for two semesters. Therefore, this experience might have affected their practices positively or negatively. The presented teacher views might be subjective. To overcome this problem, multiple forms of data collection methods were used to investigate the participant teachers' practices and their learning environment. Another important point is that participant teachers were university graduates from early childhood education and child development departments. Because only university graduate teachers were included in the study, their educational background may have affected their implementations.

Finally, the researcher was also a part of a project on pedagogical documentation. Therefore, her experiences and positive attitude toward the project might have affected her comments and conclusions.

For the current study, the researcher choosed to study only four democratic values which are freedom, respect, collaboration, and empowerment. Therefore, other democratic values were nor included and the findings of the study was delimited with these four democratic values.

On the other hand, the study had some strengths with their data collection procedure and the desing of the study. One the strengths of the study is that the researcher collected data through long-term period of time. Moreover, both at the first and second semesters, the practices of teachers were observed across different and diverse teaching activities. to observe that process, the researcher collected multiple data sources such as interview, observation, document analysis, and field notes. Another strength of the current study is that the study identify a strong relationship between theoretical framework and the nature of the study.

CHAPTER IV

FINDINGS

The current study aimed to investigate two early childhood teachers' pedagogical documentation implementations and how this process supports the values of freedom, respect, collaboration, and empowerment in their learning environments. The findings of the study were presented by using multiple forms of data including pre-interviews, post-interviews, video-based observations, field notes, and document analyses of photographs taken during classroom activities.

For this purpose, the following research questions were investigated:

1. How does implementing pedagogical documentation contribute to the participant early childhood teachers' processes of making learning visible?

    a. How do participant teachers make children's learning visible before receiving training sessions on the implementation of pedagogical documentation in their learning environment?

    b. How do participant teachers make children's learning visible after receiving training sessions on the implementation of pedagogical documentation in their learning environment?

2. How are the values of freedom, respect, collaboration, and empowerment supported as a result of pedagogical documentation implementations in the participant early childhood teachers' learning environment?

    a. How do the participant early childhood teachers actualize values of freedom, respect, collaboration, and empowerment in their learning environment before receiving pedagogical documentation training sessions?

    b. How do the participant early childhood teachers actualize values of

freedom, respect, collaboration, and empowerment in their learning environment after receiving pedagogical documentation training sessions?

The current study involved two independent cases which focused on two different teachers who implemented pedagogical documentation after receiving trainings. Thus, the study is a multiple case study because teachers had unique experiences during the implemention of the pedagogical documentation process. This chapter consists of two main parts. The first part presents the data which were collected from Buse, and the other part presents the data which were collected from another participant teacher, Leyla. Presenting teachers' data case by case was beneficial to present in-depth information derived from different data collection tools about their pedagogical documentation practices and their learning environment in terms of democratic values.

 As the first step, the data derived from the teachers, Buse and Leyla, were categorized under four main themes: (i) making children's learning visible before pedagogical documentation training, (ii) making children's learning visible after pedagogical documentation training, (iii) democratic values before implementing pedagogical documentation, and (iv) democratic values after implementing pedagogical documentation. These themes were reflected chronologically to understand what the teachers did in their learning environment in terms of pedagogical documentation and how values of freedom, respect, collaboration, and empowerment were brought into existence as a result of their documentation practices (Figure 4.1).

Making children's learning visible *before* pedagogical documentation training sessions

Making children's learning visible *after* pedagogical documentation training sessions

Democratic values *before* pedagogical documentation training sessions

Democratic values *after* pedagogical documentation training sessions
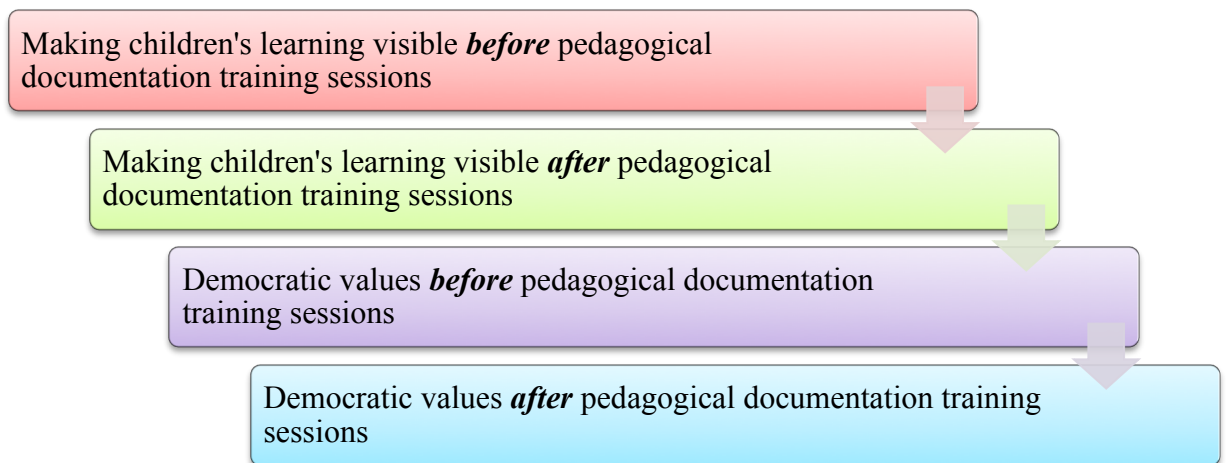
Figure 4.1 Chronological presentation of main themes derived from the data

4.1 Case Study 1- Buse

In this study, Buse, the preschool teacher, was one of the two cases. Buse worked in a private school and the school implements a full-day program. Buse worked with a non-Turkish teacher. She is a native English speaker who was the second teacher in the classroom because the school implemented bilingual education. There were nine children in the classroom. Throughout the first semester, the researcher did not give in-class feedback nor did she intervene with Buse while observing her existent teaching practices. However, during the second semester, Buse received trainings and in-class feedback about the implementation of pedagogical documentation and how she can integrate children's information into the learning process. Classification of themes, sub-themes and categories are presented in the Appendix D.

4.1.1 Making Children's Learning Visible Before Pedagogical Documentation Training

This part presents Buse's practices in making children's learning visible before training and starting to implement pedagogical documentation properly. After the data obtained from the pre-interview, five video-based observations in the first semester,

document analysis of photographs and five field notes were analyzed, five sub-themes based on the cycle of pedagogical documentation were determined:
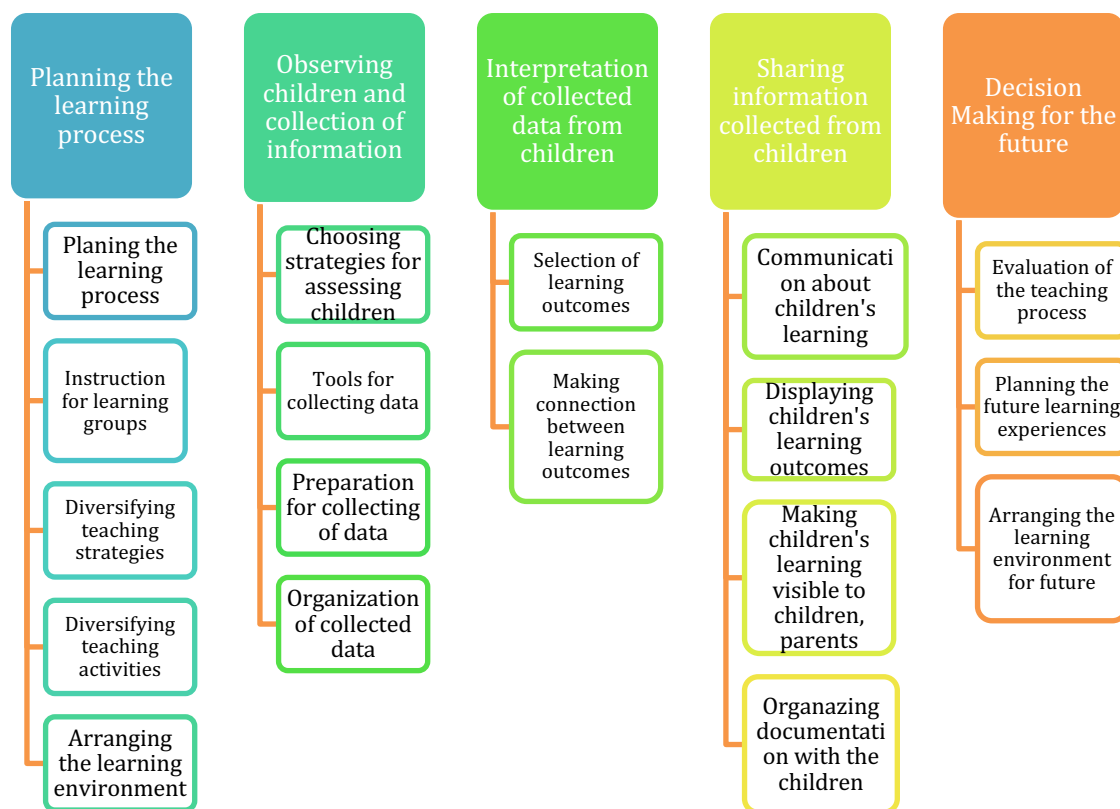
Figure 4.2 The sub-themes and categories raised from the data about making learning visible

As can be seen in Figure 4.2, sub-themes have different categories, obtained from data collected from Buse. These sub-themes were presented based on the cycle of pedagogical documentation based on the description of what she did before and after working with pedagogical documentation in terms of making children's learning visible.

4.1.1.1 Planning the Learning Process

During pedagogical documentation, planning the learning process as a result of information revealed from the documentation is a continuous process and this process is undertaken by teachers (Kline, 2007). Thus, documentation practices are an integral part of the learning and teaching process.

Under this sub-theme, five main categories were determined as follows:

- Planning the learning process
- Providing instruction to the learning groups
- Diversifying teaching activities
- Diversifying teaching strategies
- Arranging the learning environment

In the pre-interview, Buse explained how she planned the learning process for children in their learning environment. The teacher stated that activities were usually designed based on pre-planned monthly programs. The activities were designed by considering developmental features of children with respect to children's age range and special days in the program while planning the learning process. Moreover, she stated that the learning process was designed from simple to complex and general to specific. During the pre-interview, she described the planning of the learning process as follows:

> We have some arrangements in activity selection related to simple to complex and general to specific. We talk, particularly, with branch teachers to determine special days in the program to implement our activity on these days … We consider what kind of activity we can do while planning the process. (Pre-interview-03.10.2014)

Observeations also supported Buse's statements in the pre-interview related to activity selection. During each of the observations, Buse implemented activities appropriate to the age of the children. Observation data showed that activities started with concepts that the children were familiar with.

Today Buse focused on the concept of tidying up the environment. Before starting the activity, Buse pretended to be an untidy person. She threw about toys and storybooks. Buse's such kind of behaviours attracted the attention of children very much. Thus, I can say that this topic was highly interesting for children. (FieldNotes- 04.12.2014)

The teacher stated that they planned the learning process together with the second teacher, and the day always started with the circle time. She recognized the importance of starting the day with circle time in order to prepare children for the learning process. In the pre-interview she said,

We cannot say, 'come on children, we should start to learn immediately. We will do these and these.' Children need time to warm up before starting to learn. Therefore, circle time is important in this class. (Pre-interview-03.10.2014)

In the observations during the first semester, it was also recognized that each day started with the circle time and free play time. During circle time, they talked about such things as the weather and date. Observations also supported the teacher's explanations. It was observed that they started the day with a circle time and spent this time by talking with each other.

Buse starts with the circle time activities. During the activity, each of the children begin to speak about weather conditions, dates, seasons, or their emotions. Moreover, circle activities last about half an hour, as all children speak individually. (FieldNote-05.11.2014)

She also underpinned the flexibility of the daily routines and emergent teaching during the learning process. She mentioned that the sequence of the activities during the day could sometimes be changed with respect to different conditions. For instance, preferring an outdoor activity instead of an indoor activity when the weather was nice. Buse provided the following explanation:

The season is autumn now but the weather is sometimes sunny. We can change the program and give extra time to children to play outdoors because we will be having the last sunny days. On the other hand, when the weather is snowy, we turn it into an opportunity. We start to think about what we can do in snowy weather. (Pre-interview-03.10.2014)

In the pre-interview, Buse also mentioned the importance of planning effective learning process for children. She stated that the main focus is on how children learn instead of what they do while they learn. Moreover, she stated that "*activities nearly lasted 15 minutes so children usually participate in activities willingly.*" Unfortunately, the teacher's explanation was not exactly consistent with the observations. In the 2nd video recording, it was observed that the duration of some activities were very long. Children seemed bored and tired. Some children even asked the teacher when the activity would end. Moreover, when the activity lasted a long time, children asked for the teacher's permission to stand up. Observation notes was consistent with the field notes taken by the researcher. In the field notes, there was consistent information about the duration of the activity process. In these notes, it was seen that some of the children seemed bored.

> The teacher conducted activities which were passive several times; therefore, it was observed that children lost their attention and started to engage in different objects such as pencils or chairs. The underlying reason was that the duration of the activity was so long because it lasted approximately one hour. During this process, the children had to sit. (FieldNote-05.12.2014)

While using pedagogical documentation, putting children into small groups and the frequency of individual or whole group activities are very important (Rinaldi, 2010). Therefore, one of the interview questions was based on the frequency of instructions for learning groups. Buse explained that she preferred to implement whole group instruction most of the time. Also, she stated that she rarely preferred individual and small group activities.

> Usually, we implement a whole group instruction… I teach children individually part of the time when a child has trouble in understanding numbers or has problems in self-expression. (Pre-interview-03.10.2014)

When observations conducted before training and the implementation of pedagogical documentation were analyzed, it was seen that Buse had not conducted any small group or individual activities. In the 4th video recording, it was observed that despite

the fact that she had distributed children into small groups, each of the group did the same task at different tables. In consistency with this, it was written in the field notes that Buse preferred to conduct whole group activities instead of small group or individual activities.

> There was a story related to dinosaurs. At the end of the story, the dinosaurs played with each other. After the story, we directed children to play with each other and then we divided them into two groups. We said that they could draw a picture of the most enjoyable things they do with their friends. These two groups drew a picture related to that day. (Pre-interview-03.10.2014)

As understood from this expression, Buse was conducting a whole group activity when she said that they were doing a small group activity. She defined the small group activity as working in groups and doing the same things at the same time. However, in small group activity, children work with group members and work on different tasks in a different way, or children can work on different objectives by conducting related activities (MEB, 2013; Project Zero & Reggio Children, 2001).

The other important interview question related to planning a learning process was the type of activities conducted in the classroom. The teacher stated that "*storytelling and drama were the most frequently applied activities. Also, play was frequently conducted*" (Pre-interview-03.10.2014). As for free play time, she stated that children could play approximately 20 minutes before starting the day and at the end of the day. Moreover, Buse's statement was consistent with the observations. Each of the observations conducted within the first semester showed that Buse implemented different activity types such as art, role playing, drama, storytelling, language and literacy and mathematic activities. However, science and field trip activities were rarely observed. Besides, Buse taught children using integrated contents and activities. A daily concept was presented to the children in an integrated manner and the teacher organized the learning process through different types of activities.

Figure 4.3. A snapshot of Buse's implication from storytelling time

As regards the kind of learning material needed in her classroom, the teacher stated that puppets, wooden blocks, carton, toy blocks, eva, toys and all types of stationery equipment were used. The teacher stated the following:

> We use toys most of the time or we create our own toys. Especially stationery equipment serves us in good stead. We overutilize carton and felt. Moreover, there is a kitchen center in our classroom. (Pre-interview-03.10.2014)

In the 2nd, 3rd, and 5th video recordings, it was observed that children spent their time in learning centers during free play time at the beginning of the day by playing with these materials. Sometimes children started the day with some toys taken from learning centers, such as block or art centers.

> The children frequently use learning centers. However, I did not observe that learning centers were intergrated into the activity process during my in-class observation. (FieldNote-03.12.2014)

The other important question related to learning process in the pre-interview was with respect to the teaching strategies used by the teacher. Buse explained that her role was mostly passive after the necessary information was presented to the children during the learning process. She expressed this process as follows:

> For instance, after I told them the rule of the play, I wanted to remain completely passive… In general, I participate in the activity passively. (Pre-interview-03.10.2014)

Buse's explanation was consistent with observation. While analyzing the 3rd, 4th, and 5th video recordings, the researcher observed that Buse was attentive to conducting activities in which children were engaged in the activity actively. However, Buse did not make extra effort to support children's inquiry skills during this process.

In addition to the observations and Buse's responses in the pre-interview, field notes also showed some details about Buse's practices regarding planning and implementing the learning process.

> Buse generally allocated teaching time for activities in which children actively participated in the learning process. Although children actively participated in their learning, most of the activities were highly structured and only designed by the teacher. Another situation was that she seemed rarely well-prepared for activities beforehand. During activities, she mostly used the same kind of teaching strategies, lecture and demonstration. Teaching strategies, like inquiry, investigation, problem solving etc. were never observed during this process. (FieldNotes- 12.24.2014)

Figure 4.4. An example of teacher Buse's previous product presentation

Furthermore, this photograph also showed a detail about her teaching strategy, which was that all children composed almost the same product during an art activity, and children did not engage in an activity by using their creativity. This picture showed that activities were not open-ended and, therefore, children's outcome products were seen to be the same.

4.1.1.2 Observation of Children and the Collection of Information

The sub-theme of observing children and collecting data from children is one of the parts of the cycle of pedagogical documentation. During the observation of children and the collection of data from them, children should be actively observed and information should be collected about their progress in all areas. Before starting the assessment process, a teacher should consider making children's learning visible for documentation purposes. This process is also used for every assessment process in the preschool learning environment. Similarly, Buse's practices were presented under this sub-theme of observing children and collecting data. By this means, Buse's practices

of making children's learning visible were compared before and after she received pedagogical documentation training. Under this sub-theme, four categories were determined:

- Selection of strategies for assessing children
- Data collection tools
- Preparation for data collection
- Organization of the collected data

Before to the current study was initiated as part of pedagogical documentation project, a camera was given to the teacher to take photographs and record videos. Moreover, sets of presentation boards were supplied to the teacher so that she could present assessment products such as easel, mobile folding panel, and a roll of paper. During the first observations, Buse did not take any photos of children and used none of these presentation boards so as to conduct documentation. Over the time, she seldom took photographs. At this point, there was no interference and training as regards the implementation of pedagogical documentation.

Buse's school was using the assessment system called K12. In this system, teachers are required to communicate with parents, the school administrator and other teachers. Buse said that this was a messaging system. The main purpose of the system was to inform parents about children and to communicate with other teachers.

> K12 is what we use to message children's parents and other teachers to inform them about classroom practices. I mean, K12 is totally a communication system with other teachers within the school because teachers cannot see and talk with each other at school. Moreover, we have no chance to talk with parents face-to-face. (Pre-interview-03.10.2014)

As can be understood from this explanation, Buse shared children's information via the K12 messaging system. In this system, the teacher shared children's photographs and what they did during the activities. Moreover, in this system, there was a kind of rubric which was composed of objectives and indicators used in the national early childhood education curriculum.

The assessment of children is conducted to evaluate children's behaviors. There were some developmental areas: cognitive and psychomotor. We will also evaluate children in these areas at the end of the first semester. I do not remember now. (Pre-interview-03.10.2014)

In addition to the K12 system, Buse stated that she sometimes took notes of children during the learning process. She expressed her opinion as follows:

Now, we know children's interests and abilities and what children can do best. I have a notebook and I take notes from time to time. Taking notes is a highly conventional method but I think that it is very useful sometimes. (Pre-interview-03.10.2014)

Contrary to her statement, each of the video recordings revealed that she did not take any notes throughout the first semester. In the 2nd video recording, it was observed that she only once took photographs of children. Nevertheless, Buse took photographs in an attempt to just share them with parents because she requested children to pose for the photographs. The photographs were not taken while children were engaged in an activity.

Figure 4.5 An example of previous sharing of child products

This photograph, in Figure 4.5, showed that the children's picture was not taken while they were engaged in an ongoing activity. The teacher just wanted to share the children's picture with their parents with a single photograph in the classroom via the K12 system. This photograph also showed that the presented display did not provide insight into children's thinking process or give information about their learning process. There were only some child products and a single picture of the children.

> While Buse photographs children's learning process, she does not try to reflect on their learning process. She takes photographs to retain some more moments of the activity. (FieldNote-03.12.2014)

During the pre-interview, Buse stated very little about her assessment practices because she had totally transferred the assessment process to the K12 system, which was used throughout the school. She usually focused on the learning process and what she did to plan activities. In parallel with this situation, some observation data revealed that Buse did not systematically observe the children during the activities. One of the most remarkable points that arose during observation was what two children talked about:

> Teacher: "Let's see, who will be first!"
> Children talked to each other:
> Denise: "The most important thing in this life is respect and friendship"
> Mad: "No! The most important thing in this life is being ambitious." (3rd Observation- 27.12.2014)

If the teacher had watchfully observed the children while they were carrying out an activity, she would have captured this dialogue and interfered with it. Furthermore, there was another question in the pre-interview related to the teacher's practices to make children's learning visible. Buse responded that there was no specific preparation for it.

> We are planning to conduct group activity. For instance, we think that we can do a mobile to hang children's work. There is enough space on the wall to hang children's artifacts. The season is autumn and thus children may create an autumn tree in the form of rain drops. There weren't any concrete things to make children's products visible. (Pre-interview-03.10.2014)

In the light of Buse's explanation, it was seen that there was not a certain form of assessment strategy for making children's learning visible. While observations were continuing during the first semester, some panel examples were collected. These panels were all prepared by Buse.

Figure 4.6 An example from initial documentation panel

The photograph in Figure 4.6 is one of the examples from Buse's creation of her initial panels. In this photograph, some details related to the organization of the collected data while presenting children and others can be observed. When the photographs were examined in terms of content, it was seen that the photographs did not include the title of the documented process, the teacher's interpretation, nor the information of date and place.

> I think what Buse does is not for documenting evidence of children's learning. She attaches more attention to making visual presentations of children's products. There are lots of parts missing in the documentation panels, such as dates, children's conversations, and teacher interpretation. Also, there is no

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choronological order in the organization of the panels. (FieldNotes-27.12.2014)

Figure 4.7 Another example from the initial documentation panel

The main idea of the documentation is to see what is going on in the learning process and understand what the child is doing in this process (Kline, 2007). As can also be seen from the photographs in Figure 4.7, the format of the panel was higly imprecise. There was no chronological order, so children did not know which of the activities was conducted first and which was conducted last. Furthermore, the panel did not present children's learning as a process because it included only a single activity. Furthermore, the pictures on the panel which were downloaded from the Internet did not belong to the children nor to an ongoing activity process. The web of children's ideas was not presented in this documentation. The intended audience was not determined beforehand. Therefore, Buse only aimed to exhibit samples from children's work as a traditional bulletin board.

Figure 4.8 An example from initial portfolio entries

When the organization of the portfolios was analyzed, as is seen in Figure 4.8, there was little information about children's progress and development. According to Seitz (2008), a successful documentation should reflect some information about date, place, title, children's comments and conversation, teacher's interpretation and reflection and children's workout. However, none of this information was presented within these portfolio artifacts. There was only the child's works in this portfolio.

Furthermore, as can be seen from the photographs presented above, both of the panels and portfolios were only formed from art products. Wien (2010) stated that documentation should include information about children's and the teacher's interpretations, daily reflections of activities, different kinds of child products, developmental scales, checklists, observation notes, future planning, and children's outcomes. However, none of this information was included in the documentation. Moreover, there was no dated product in the documented files. In brief, the prepared documentations could not provide a clear caption about the learning process and children's collective body of knowledge.

4.1.1.3 Interpretation of the Data Collected from Children

Interpretation of the collected data is one of the cycles of pedagogical documentation. To interpret children's progress and learning, their information should be arranged and combined. This combination can include such sources as children's work samples, observations, photographs and narratives. Pedagogical documentation provides a comprehensive description of the child and the learning process. Buse's practices to connect and interpret children's information before she implemented pedagogical documentation practices is presented under this heading. This part presents two sub-categories:

- Selecting learning outcomes
- Establishing connections among learning outcomes

When Buse gave information about daily implications, she stated that children's work samples were exhibited on the walls every day. At the same time, the system which was called K12 was used with the intention of informing and communicating with parents.

> Everything we did in the classroom was exhibited on boards. At the same time, we certainly inform parents every other day via the K12 system. In fact, we are sharing children's photographs and video recordings. (Pre-interview-03.10.2014)

As understood from Buse's statement, there were no certain criteria to use in the selection of children's outcomes. The teacher mainly aimed to show children's works to parents regularly. In parallel with Buse's response, it was observed in the 3rd and 4th video recordings that she displayed all children's works on the wall and the ceiling in the classroom after each activity.

Figure 4.9 An example from previous sharing practices of a child's samples on the
board

As can be seen from the photograph in Figure 4.9, Buse selected children's products
from two different activities and displayed them on the board. One of the activities
was related to the Atatürk Remembrance Day, November 10th, and the other one was
about the season autumn. As Buse mentioned in the pre-interview, she routinely
presented children's artifacts on the board.

> Buse uses the boards to display children's art activity products. Some of these
> products were created during small group activities. However, all of these
> products are individually created and same things. (FieldNotes-03.12.2014)

The selection of children's work samples and analyzing these artifacts is one of the
steps during the interpretation of pedagogical documentation (Wien, 2010). When
Buse's practices were examined in terms of the interpretation of the learning process,
it was found that Buse mostly mentioned the content of panels and portfolios. She
stated that, most of the time, she did not exhibit ditto worksheets on the panels. Instead,
they mostly preferred to share only art activity products.

We do not hang academic activity work. We store these products somewhere and send them to parents one week later. Recently, we have conducted a caterpillar activity using carton. This activity entailed the concepts of the colour red and the square. Yet, we hang this activity. (Pre-interview-03.10.2014)

As can be seen from this explanation, Buse selected children's work according to products' visuality and appearance. She mostly preferred art activities to exhibit on panels. On the other hand, there was one more remarkable point, which was analyzing the children's artifacts. When Buse was sharing these artifacts with parents, there was no comment nor interpretation related to them. These products did not provide holistic information about the children's progress.

Moreover, observations that were conducted in the first semester revealed that she did not make any interpretations about children's answers, their background knowledge, nor the collected observations and evidence. She mostly took the same notes on children's work samples.

Figure 4.10 A product presented solely with the child's name

As shown in the photograph, Buse only wrote children's names on their products. Sometimes she asked children what they had produced and then wrote it upon the products.

> Buse did not record children's ideas about what and how they performed while taking notes on activity products. Insted, she generally writes children's names and the name of the activity. I think that this cannot make children's learning process visible. (FieldNotes- 27.12.2014)

Figure 4.11 Presented activity products

In parallel with the photograph in Figure 4.11, the field notes and observations showed that the teacher did not have any connection with the collected evidence. Moreover, the transcription of the picture for analyzing the information was not observed during recording videos. Pedagogical documentation practices required that the collected data were interpreted with regard to the developmental aspect and made inferences for future teaching and learning practices. However, the interpretation of child information was not observed during the first semester of the project. As was also understood from teacher Buse's statements, she followed a pre-planned program for conducting teaching activities.

While we are planning activities, we always consider the program booklet (ECE curriculum). I mean, which month brings which features. We include in the learning process remarkable points unique to each month. (Pre-interview-03.10.2014)

4.1.1.4 Sharing Children's Information

Sharing children's information with other teachers, parents and community is one of the steps in the cycle of pedagogical documentation. The stakeholders of this process are parents, children and other teachers. During this process, stakeholders provided feedback and necessary information. The sharing process was displayed through documentation tools, namely panels, portfolios and bulletins (Wien, 2010). In this part, there were four categories related to Buse's sharing practices:

- Communicating children's learning
- Displaying children's learning outcomes
- Making children's learning visible to children, parents and others
- Organizing documentation with children

As explained previously, in Buse's classroom, folding mobile panel, easel and roll of paper were existent. She sometimes used these tools and exhibited children's works.

There was limited information about Buse's practices about sharing children's information. In the pre-interview, she mentioned the panels.

We have boards and we use them to share on them children's products. (Pre-interview-03.10.2014)

Figure 4.12 The panel that grew solely out of children's drawings

As can be seen from the photograph, Buse used boards to hang children's art products without any additional information about children's learning process. The art products in this photograph did not tell the whole learning story of children because there was not any documented information about the learning process. Besides, one of the interview questions was related to the content of the hanging products. Consistent with the photographs above, the teacher stated that she did not prefer to share table-top work samples (three-dimensional art activity products). She mostly preferred to share art activity products.

Figure 4.13 Shared child products from the shape activity

The photograph presented in Figure 4.13 showed that the children's products were presented on the ceiling. Video-based observations also showed that Buse routinely shared children's artifacts in the classroom somehow. However, Buse's sharing format did not tell the whole story of children's learning process because she preferred to create her own documentation by just presenting the outcomes. There were only children's names on the products. Apart from this, there was no date, no information or dialogues related to the activity.

> There is no explanation or interpretation of the products displayed in the classroom. These displayed products do not give any information about which event is happening and for what purpose these are created by the children. (FieldNote-08.11.2014)
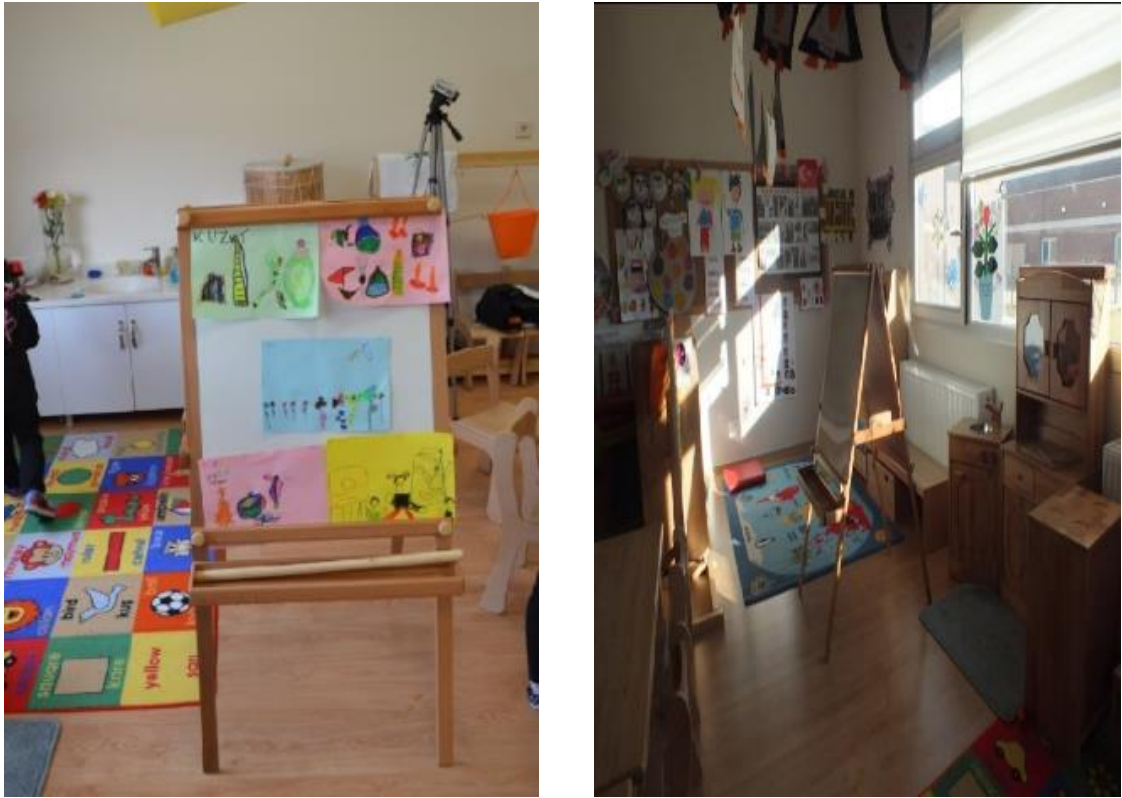
Figure 4.14 Early use of easel at different points in time

Moreover, these two photographs that were taken in the 2nd and 4th observations showed that Buse did not use the easel effectively for sharing time. The first photograph on the left showed some of the children's self-drawn pictures that were hung by children. As can be seen from the photograph on the right, the easel was empty and it was moved to the corner of the classroom.

> I realized that Buse had not used the easel with the purpose of documentation since it was supplied at the beginning of the semester. Sometimes, she uses it when there is no space left on the walls and boards in the classroom. (FieldNotes-27.12.2014)

As far as Buse said, the process of sharing was conducted via the K12 system throughout the first semester. The teacher explained that they could communicate with parents and other teachers thanks to this system. The context of communication with parents is as follows:

> Parents can see what we do in the classroom. We send messages about activities and our requests. Also, they request from us what they need. For instance, we will message parents about jobs. We will request from one of the parents to come to school and explain some of the jobs in the class. (Pre-interview-03.10.2014)

Lastly, Buse was asked the question of what they were sharing with other teachers in the school. She stated that their aim was to develop their professional teaching strategies. Thus, teachers sometimes shared their implementations with each other.

> There is one more preschool teacher in the school. The other preschool teacher gives some examples about what they did in activities throughout the entire week. Of course, we do not give detailed information… For instance, I can adapt their activity on triangles to an activity on squares. (Pre-interview-03.10.2014)

The main purpose of pedagogical documentation is to make the learning process visible. Teachers can share such things as their teaching strategies, their design for a learning environment, their assessment strategies, interaction patterns and communication methods. Buse's explanation showed that the aim of sharing was not to provide feedback to their teaching process because she said that they did not give very much detail about their implementations. This sharing process was not conducted for the purpose of making the learning process visible.

4.1.1.5 Decision Making about Future Learning

The next step after the information sharing is decision making. In light of the compiled information from the sharing process, teachers take a decision about children's learning and development for planning teaching in the decision making step. Moreover, decision making provides detailed information about teachers' practices on learning process. At this step, new focus points and purposes are determined for the next documentation process. In this part, teacher Buse's practices were examined in terms of decision making processes under categories as follows:

- Evaluating the learning process
- Planning the future learning experiences
- Arranging the learning environment for the future

One of the pre-interview questions aimed to reveal how she decides and design such kinds of activities. The teacher's response revealed that asking questions to children about what they want to know was a driving force behind future activity plans. She shared an example about how she decides about the next activity:

> I can say exactly what the purpose of children's making friends was. I have friends, and if I do not have a friend, how would I feel? Would I be happy? Why do I play with my friend? Why do I love my friend? These questions were asked before or after the activity. The answers of the children directed us towards concrete activities. (Pre-interview-03.10.2014)

As can be seen from the teacher's response, an assessment result and its interpretation were not considered for planning future activity. Consistent with the teacher's answer, observations were supported her expression that Buse did not consider any assessment results while planning a future activity. For instance, in the 2nd observation, Buse decided to teach a song related to the color blue. This song was determined spontaneously and most of the children already knew this song.

> Although Buse simultaneously changes the activity process based on children's interests, the activities are not planned based on assessment results. (FieldNote-03.12.2014)

When the teacher did not or could not ask questions related to what children wanted to do, she used the objectives and indicators from the early childhood education program booklet. Therefore, the next activity was determined by a monthly plan which included several objectives and indicators from all developmental areas and special days. She stated her opinion as follows:

> While we are planning, we consider the features of the months. For instance, we will celebrate October 29th Republic Day in the upcoming weeks. (Pre-interview-03.10.2014)

Another question was the teacher's arrangements related to the learning environment. According to her explanation, she did not make arrangements regarding the learning environment. The assessment results were not reflected onto the learning environment to organize and renew materials and learning centers.

> Yes, supposing that we use something a lot. I decide to do something new. However, this school is highly new and all the materials meet our needs now. But, I like to use waste material to create new things… For instance, the materials in the music center are purchased. I want to create our own music tools with waste materials. (Pre-interview-03.10.2014)

In the observations conducted during the first semester, the researcher did not observe that the teachers arranged classroom environment as a result of assessment. Buse's explanation showed that she did not need to arrange learning environment. Moreover, she did not refer to assessment results to arrange the classroom. However, she stated that she was planning to change some materials in the learning centers so that children could create unique materials.

4.1.2 Making Children's Learning Visible after Pedagogical Documentation Trainings

During the first semester, Buse did not routinely implement pedagogical documentation. Sometimes, she took photographs or some notes about the children and the ongoing activities, but any of these were not a regular part of pedagogical documentation practices. However, in the second semester of pedagogical documentation implementation, every three weeks, Buse took feedback from the researchers about her implementations of pedagogical documentation. As well as her practices on teaching and learning, she prepared panels, bulletins and individual portfolios in consultation with the researchers. Buse tried to implement the pedagogical documentation cycle step by step with the help of trainings and the researchers' feedback.

Under the heading 'assessment practices after implementing pedagogical documentation', Buse's assessment practices with the use of pedagogical documentation are presented. The first part of this cycle is the planning process and arranging the learning environment for teaching and assessment.

4.1.2.1 Planning the Learning Process

Buse's documentation practices related to planning the process and arranging the learning environment are presented under five categories:

- Planning the learning process
- Providing instruction to the learning groups
- Diversifying teaching activities
- Diversifying teaching strategies
- Arranging the learning environment

Buse began to regularly document children's learning via pedagogical documentation during the second semester with feedback from the researchers. According to the responses to post-interview questions, her implementations and planning process were different from the implementations in the first semester. Buse stated that activities became more concrete for her and children because she observed children systemically to reveal their interests and needs. She explained this change as follows:

> Pedagogical documentation is very important for my activity planning process. It developed my profession, so it is the most important educational tool for me. I gained the skill of looking from children's viewpoint. I made all the objectives and concepts concrete because I learned to look from children's viewpoints. (Post-interview-23.09.2017)

Buse also stated that the activity types and teaching strategies changed over time after trainings started. She indicated that she diversified teaching strategies. For instance, she started to use demonstration, problem solving, asking questions, and singing

methods in addition to the lecturing method. She mentioned that she felt good while expressing herself and understoond children's view points during the activity.

> I provided children with a task. Children went and investigated the problems. And then, I asked children to present their solutions to the whole class. I did like that. Moreover, when I use a demonstration method, I am very active and I appeal to children's visual, aural, tactual senses. I mean, I use lots of visuals to appeal to children's senses. (Post-interview-23.09.2017)

The 1st, 3rd, 4th, and 5th observation data also supported Buse's statement about diversification of teaching methods. She used different types of activities during the second semester. For instance, in the 3rd observation, she started to learn the process by reading a story, and continued with art and drama activities. All these activities were integrated and they focused on the same concept. She also stated that children were actively engaged in a problem, and they inquired about how to solve this problem.

> I can say that Buse used different teaching methods to diversify teaching strategies. She plans and uses small group activities and drama more frequently as a teaching method. (FieldNotes-12.05.2015)

Furthermore, she stated that she contemplated before she planned an activity about whether the activity served developmental areas or not. She mentioned that pedagogical documentation enabled her to become more planned and systematic.

> I did not conduct perfunctory and simple activities. I planned the learning process and I think about what children gain after participating in the activity. For instance, I planned an activity and decided what I will do on my own before pedagogical documentation. However, now, I ask children their opinion and ideas to extend the learning process. I did not ask children anything about planning an activity. Moreover, if we play, I consider which process or indicators will serve language acquisition or psychomotor development. By the way, I also consider the pedagogical documentation part. (Post-interview-23.09.2017)

In the 4th observation of the second semester, it was seen that Buse asked children which animal they wanted to paint: a mouse or elephant?. All the children chose to

paint an elephant, so the teacher started to talk about the features of an elephant. The activity continued by taking children's ideas and opinions related to next activity.

Figure 4.15 When Buse and the children are discussing the features of elephants

Wait time was another mentioned point by Buse in the post-interview. She stated that she used wait time or asked questions to children during an activity to find out whether they understood the concept or not.

> For instance, dinosaurs and types of dinosaurs. Children already know dinosaurs without telling them anything about them. Some of them know the meaning of dinosaur. All of them were very curious about the topic. At such times, I ask questions and take anecdotal notes. I record their communications. I acquired this habit after implementing pedagogical documentation. (Post-interview-23.09.2017)

Observation analysis confirmed Buse's statements about wait time because it was observed in the 3rd and 5th video recordings that she carefully listened while children were trying to express their ideas about the concept.

She stated that she changed her preferences concerning the teaching instruction, which was based on individual, small and large group activities. Unlike her opinion in the first semester, she stated that small group activities were more comfortable and effective for her. She expressed her opinion as follows:

> I think that it changes according to the concept of the activity. Generally, children love being in groups. Some children come together in one group. I sometimes interfere with children and I compose homogeneous groups. I prefer to conduct small group activities because children can easily communicate with each other and it increases interaction among children. (Post-interview-23.09.2017)

This was also consistent with the observation data. During the second semester associated with the implementation of pedagogical documentation, she frequently divided children into groups and interacted with these groups during activities. For instance, the in 3rd observation, Buse divided children into three groups. The children worked in groups to design their own transportation vehicles using different materials. During the activity, the children shared their work with their group peers.

Figure 4.16 Children working in small groups

In the photograph in Figure 4.16, children working in a group are concentrating on their task. Children tried to create their transportation robots by using waste materials and they prepared different parts of the robot by collaborating with their peers.

> Contrary to the small grop activities that were conducted during the first semester, the children work in groups on different tasks by using different methods. (FieldNote-11.05.2015)

In the post-interview, one of the questions was related to how she arranged and planned the learning environment. She stated that activities were conducted in different areas differently from indoor classroom activities. The school situated on a forestland and had a schoolyard, so she thought about what areas could be used to conduct an activity. She expressed her experiences as follows:

Before an activity, I decide on an appropriate area concerning the concept. The school has a yard. There are no vehicles nor noise in our environment. Because children feel more comfortable outdoors, children love to be out, so I prefer outdoor activities. (Post-interview-23.09.2017)

She continued to express the reason behind choosing an outdoor activity. According to her, outdoor was suitable for investigation. Outdoor was both close to school and away from school. Also, she stated that children could get fresh air outdoors. The following photograph is one example from her statements:

Figure 4.17 A snapshot of an outdoor activity

As can be seen in the photograph, children were in the backyard of the school and the activity lasted nearly 1 hour outdoors. Children imitated the voice and movements of various animals. When children were in the backyard, they freely acted and communicated with each other during the activity. After the activity, they returned to their classroom.

4.1.2.2 Observing Children and Collecting Information

Under this heading, teacher Buse's observations and data collection strategies after implementing pedagogical documentation are presented.

- Selection of strategies for assessing children
- Data collection tools
- Preparation for data collection
- Organization of the collected data

According to Buse, using pedagogical documentation enhanced her observer role in the classroom. She stated that she sought pieces of evidence regarding children's learning and development. She expressed the following:

> I am more observant now, because my brain always focuses on how children learn more. I always take notes. Sometimes, I record children's voices and then I listen to the recordings to analyze them and I take notes again. Sometimes, I record short videos. I take lots of photographs. (Post-interview-23.09.2017)

During the five-week observations conducted in the second semester after trainings, Buse actively observed children's learning experiences. Moreover, she regularly took notes and photographs of the children during an ongoing activity process. In one observation note, the researcher summarized the changes in her assessment practices as follows:

> Buse used different data collection [sources] to assess children's learning and development. Moreover, she frequently took notes of children's answers, opinions and feelings. During an activity, she took children's photographs and the ongoing activity. These photographs were taken when children were deeply engaged in an activity, unlike the photographs taken during the first semester. Photographs generally reflected what children did in the classroom. Therefore, these could be used in both portfolios and documentation panels. (5th observation- 12.05.2015)

Figure 4.18 Buse is writing children's statements

In terms of data collection methods, she stated that children's interactions and communications were recorded via taking photographs, voice recordings, and video recordings. The observations were consistent with teacher Buse's explanations. In the 3rd, 4th, and 5th observations, it was observed that she frequently used a photograph camera and video recording to capture moments while children worked on the activity. She explained the data collection process as follows:

> During the data collection process, I recorded children's communications, their answers to the questions regarding their feelings related to the activity, their feedback to the activity process and the feedback to each other. (Post-interview-23.09.2017)

The 5th observation and field notes analysis showed that she did not only take children's photographs. She took the photos of both the activity process and children's products after the activity was completed.

Buse is cautious about photographing the learning process. After individual feedback, she started to take photographs of an ongoing activity process. Also, as I observed, she wants to make sure all the children are photographed. (FieldNotes-06.04.2015).

Figure 4.19 Buse is taking children's photograph for documentation

Necessarily, Buse asked children's opinions about what they did and what they thought while doing their products and took notes. She also noted that photographs were very powerful documentation tools in terms of attracting children's attention. Therefore, she believed that taking photographs appropriately to reflect children's ongoing work was important. She described is as follows:

The children were surprised when they saw themselves in the photographs. I particularly did not want them to pose. During the first semester, there were many photographs where children posed. However, these photographs did not reflect children's work. I captured the moment thanks to pedagogical documentation. (Post-interview-23.09.2017)

While she was observing children, she focused on what children did and how they communicated in different areas. For instance, she stated that she preferred free play time to observe children's communication patterns.

> During free play time, children played at learning centers. Sometimes they created a play at the drama center. I observed what they talked about. Their play was not thematic, but I asked them what they did. I had a talk with them. Sometimes, they made investigations at the learning centers… I observed all of these. (Post-interview-23.09.2017)

Figure 4.20 Children are engaged in the learning centers during free play time

Buse stated that she prepared data collection tools for documentation products before the learning process began. She mostly preferred to use note-taking instead of voice recordings or and photographs as sources of data collection. She explained this process as follows:

I made preparations beforehand. Sometimes the battery of the camera was out in an activity, so I missed the moment of children's interaction. Therefore, I prepare data collection tools before an activity. (Post-interview-23.09.2017)

Although the preparation process could not be observed, it was observed that Buse was always ready in the data collection process during the five-week period in observations. Because Buse worked in pairs in the classroom, she had an opportunity to prepare data collection tools while the second teacher conducted an activity.

4.1.2.3 Interpretation of Data Collected from Children

In the interpretation of the collected data, labelling photographs, taking notes related to photographs, analyzing the children's products, making inferences between collected data and products were all important components of the cycle of pedagogical documentation (Wien, 2010). Therefore, Buse's practices related to interpretation of collected data are presented under two main categories:

- Establishing connections among learning outcomes
- Selecting of learning outcomes

During the interpretation process, the teacher explained several important things related to how she analyzed and interpreted children's information. First of all, she believed that using pedagogical documentation improved her professional practices on making important connections between products and children's learning.

I think that both children and the teacher benefit from pedagogical documentation. When I question myself, I realize that my practices have improved because I focused even on children's communication among each other by making inferences. Previously, I did not observe children's talk. (Post-interview-23.09.2017)

After the 2nd observation in the second semester, Buse often prepared documentation panels with the children. While the initial documentation panels did not include her

interpretations, her subsequent panels started to include her interpretations regarding children's learning.
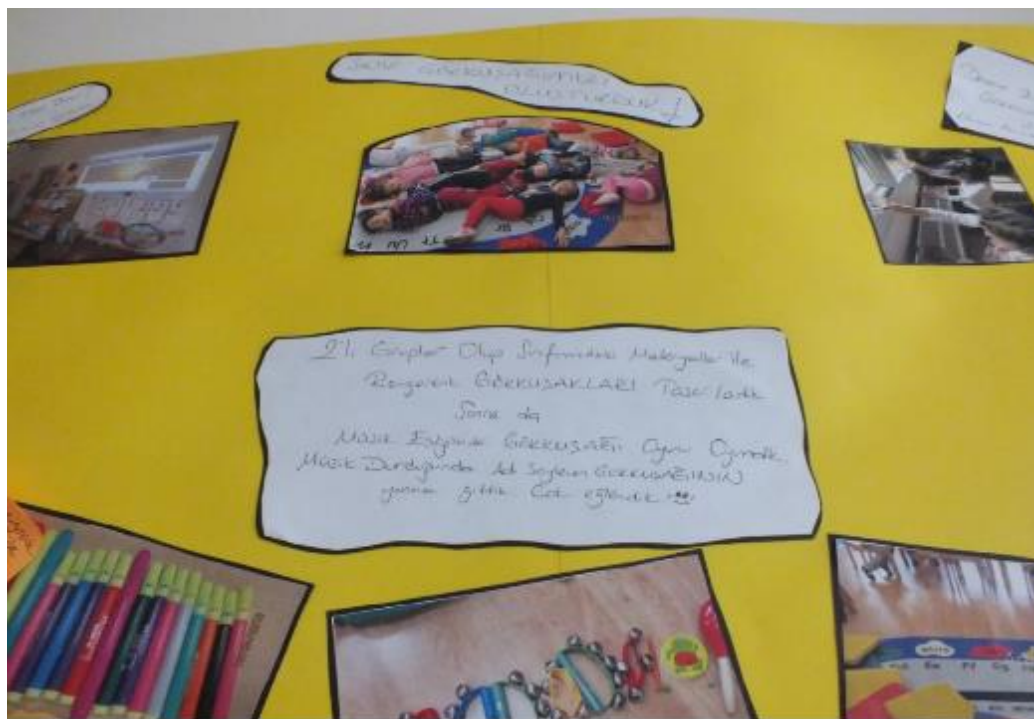
Figure 4.21 An example from the teacher's interpretation of the panel

Buse made some inferences based on the evidence derived from pedagogical documentation. She realized that children became more socialized through pedagogical documentation. As seen from her inferences, she made some deductions from her observations. During the post-interview, she gave some examples from her observations and interpreted what children did during an activity. She believed that children did not have to do the same things in an activity. Children's end products could be different, which enriched the learning environment.

> For instance, we conducted an activity about grey and the tones of grey. Children first mixed white and black. I observed the children. Some of them did not understand how to paint using the black and white color… A child painted a paper entirely black and then painted it white. The child was worried about not obtaining the color grey. I said that this was not black nor white.

This is a tone of the color grey. This is dark grey. I see that the child obtained the color grey. It does not matter whether it is dark or light. The color is grey. (Post-interview-23.09.2017)

During the post-interview, Buse mostly emphasized the sharing process of pedagogical documentation. Therefore, field notes and observations was useful to explain her practices regarding the interpretation process of collecting data. The teacher sometimes had difficulty in understanding the process of interpretation because the activities sometimes did not address children's interests. Some of the activities lasted a long time by sitting at the table and children got bored. This resulted in loss of children's motivation in participating in the activities. One of the observation notes that was taken during the second semester explained how Buse's panel creation changed over time during the course of the project:

The earliest stages of preparing a panel were not very effective in terms of making children's learning visible because panels did not include teacher's interpretations and the ongoing work of children. A comparison of teacher Buse's initial and recent panels was very different from each other in terms of the selection of the child's products and interpreting the learning process. (3rd Observation-04.05.2015)

Figure 4.22 A sample from an early documentation panel before the pedagogical documentation training

The photograph in Figure 4.22 was composed of pictures related to children's rights, and these were downloaded from the Internet. There were also some writings but these were not related to children's opinions. Different child rights related to the picture were pasted under the pictures.

Figure 4.23 A sample from the final documentation panels after pedagogical documentation training

As can be seen from the photographs in Figure 4.23, which is a more recent panel prepared in Buse's classroom, Buse aimed to reflect the whole learning process onto the documentation panel because there were important details related to the activity. In this panel, there were photographs, children's dialogues and feelings and teacher's interpretations of the ongoing activity. Moreover, the teacher put up several photographs and explanations to present what children did during the learning process.

> Unlike the old displays, Buse exhibits the children's products with many details such as child dialogues, teacher interpretation, ongoing activity photographs, and many different activity products. (FieldNote-11.05.2015)

Furthermore, the 2nd, 4th and 5th observations and field notes showed that she regularly documented children's photographs by labelling them with dates. Moreover, she took some additional notes about the underlying reasons of their thoughts of their products and drawings. She made inferences about children's learning and development based

on observations and products. These items of evidence helped her to establish a connection among evidence of children's learning. Video-based observations also showed that she made inferrences about her teaching process and she sometimes changed the flow of the teaching process based on her interpretations. For instance, emergent teaching was observed during the second semester when she implemented pedagogical documentation. For instance, when she conducted an activity outdoor, a helicopter was flying in the sky at that very moment. The helicopter raised children's attention. In response to that, the teacher immediately started to talk about such things as vehicles and how they moved. Afterwards, they imitated a flying helicopter by dancing.

> Buse did not leave children unanswered by responding to their interest during outdoor activities. Because the children were appearently interested in helicopters, talking about helicopters for a while helped Buse to keep the learning process away from monotony. (FieldNotes-05.04.2015)

4.1.2.4 Sharing Children's Information

Sharing children's information is one part of the pedagogical documentation process which makes children's learning visible and is shared with others through panels, bulletins and individual child portfolios in the current study. In addition to the categories that were determined under the sub-theme of sharing children's information in the first semester, the category about organizing documentation with children was raised from the data. Therefore, under the sharing time sub-theme, four categories were determined:

- Displaying children's learning outcomes
- Communicating children's learning
- Making children's learning visible to children, parents and others
- Organizing documentation with children

Buse expressed how she had done assessment in the earliest stages of pedagogical documentation. Initially, she believed that child portfolios should include only art

activity products because drawings were more eye-pleasing. However, she changed her strategy in time, and she did not only put children's art activity artifacts into the portfolio. She expressed her opinion as follows:

> Pedagogical documentation was not clear to me when I first implemented it. I always preferred art activity products to enter them in children's portfolios. However, I realized that children were not happy. Children did not want to share with their parents only their art activities. Then, I said that I should not interfere with children. Children were more enthusiastic and willing to share other activities such as mathematics or literature activity products. (Post-interview-23.09.2017)

Building a child portfolio was another change in Buse's practices during pedagogical documentation. Unlike past practices, while selecting portfolio products, the children and teacher worked together. She explained this process as follows:

> We select products together with children. Initially, I planned to collect children's products for a month. However, I realized that there were so many, and similar products were accumulated. Then, I distributed these products to the children, and they selected products for the portfolio and to take them home. (Post-interview-23.09.2017)

In parallel with Buse's statements, in the 5th observation towards the end of the semester, it was observed that she prepared child portfolios together with the children. Together they selected various kinds of evidence of the learning process. For instance, they selected their photographs, academic activity sheets, observation reports, checklists in different areas.

Buse shared children's learning with the class through panels, bulletins, and portfolios. She also mentioned that easel and mobile folding panels were very effective in the process of sharing children's works. Therefore, she stated that these documentation tools were frequently used in the classroom. She explained this process as follows:

> All of them. Portfolio, bulletin, panels all… I also use easel for documentation every two or three days. There are also folding panels, and I use them like a board. There were also pin boards but these are high above the children. My purpose is to provide children with active participation for the documentation

process and enable them to hang their work by themselves. (Post-interview-23.09.2017)

Figure 4.24 An example of a mobile folding panel

The Figure 4.24 showed that Buse and children used the mobile folding panel to present what they did. On the panel, there are children's photographs and dialogues, activity sheets, and art products.

> Buse was very excited when she was preparing the documentation tools with children for display on parent sharing day. (FieldNote-22.05.2015)

In the 3rd, 4th, and 5th observations, it was seen that the sharing process helped Buse build a bridge between home and school. Children shared their own work with their classmates and parents. Children played an active part in the sharing process while sharing their work with parents on portfolio sharing day.

> Portfolio sharing day was very important for parents because they observed children's progress and development… I did not interfere with children.

Children explained their activities and what they did in the course of the activity to their fathers and mothers. (Post-interview-23.09.2017)

Furthermore, panels were shared with parents at the end of the year. According to teacher Buse, parents saw what children did in the classroom. Therefore, panels were effective ways of communicating with parents because it made parents aware of the learning process in the learning environment.

Parents examined the panels with their children by walking around in the classroom. Children explained the panels to their parents. After the sharing, parents gave very nice feedback to me about our presentation. (Post-interview-23.09.2017)

She also mentioned the monthly bulletins. She believed that bulletins were as effective as panels during the pedagogical documentation process. In bulletins, Buse reflected on some of children's learning experiences in the classroom.

We prepared bulletins monthly. There were photographs of ongoing activities accompanied with explanations. Children born in that month, special days and weeks…etc. These bulletins were a total of 6-7-page class newspaper. The parents were looking forward to the weekend. (Post-interview-23.09.2017)

In the process of documenting, Buse provided children with an environment to share their opinions. In this process, children verbalized and shared their thoughts and feelings with the teacher and classmates. The teacher also mentioned that she took some notes behind the paper before placing papers into children's portfolios. She aimed to show the parents children's thoughts when engaging in an activity. She explained it as follows:

Children can share their thoughts individually. I paid great attention to this. All children should share what they did. I arranged a table for children to participate and share their thoughts. Other children were lined up in a circle and listened to their friend. (Post-interview-23.09.2017)

Buse's responses to the post-interview questions mostly supported the observations during the five-week period and the field notes. The analysis of the 1st and 2nd video

recordings revealed that she initially took a large number of photographs of the children when they were working, and then she altered them in the 3rd, 4th, and 5th observations by selecting more specific moments of revealing children's learning experiences. Furthermore, in the 1st observation of the second semester, she did not take notes of children's spontaneous dialogues during the ongoing activity. However, she realized that children's dialogue was one of the items of the documentation process. Therefore, in the 4th and 5th observations, it was clearly seen that she collected various items of evidence from children to make the learning process more visible. Her own interpretations could not be seen about children's learning and development in her initial panels, but later, she placed explanations on both the photos and the panels.

> Buse looks very eager to conduct pedagogical documentation. She often asked me if she is doing it right or not. Furthermore, I realized that documentation panels had begun to be more detailed and meaninful in time. (FieldNotes-11.05.2015)

Figure 4.25 Examples from the content of the documentation panel

In initial panels, Buse displayed many photographs of general activities without any interpretation and child conversations in her learning environment. Panels simply included children's photographs and some child dialogues. However, later on, documentation panels included such elements as the teacher's observations, explanations and interpretations, child dialogues, and children's products

4.1.2.5 Decision Making about Future Learning

Before starting to implement pedagogical documentation, some materials and tools were such as a printer, panels, file folders for portfolios, an easel, and photograph camera were given to Buse. She used all of these materials in the documentation process in both the first and second semesters of her teaching. The process of decision making entails the teacher's inferences about the teaching and learning process. Therefore, she altered some practices such as assessment and teaching processes after she implemented pedagogical documentation. The analysis yielded the following categories:

- Evaluating the learning process
- Arranging the learning environment for the future
- Planning the future learning experiences

Buse stated that objectives and indicators from the program booklet sometimes did not direct the learning process. While conducting an activity, she considered how children felt and what they thought. She explained this process as follows:

> Objectives from the National Education Booklet were beneficial but sometimes I need to take into consideration what children feel or whether or not they enjoy, for instance, which activity they like, at the table or on the floor, listening to story telling or lecturing…etc. Before presenting a topic, I ask children about it; what do you think, what does it mean? I plan activities based on this information. (Post-interview-23.09.2017)

She expressed that she started to use learning centers more frequently and effectively after pedagogical documentation implementations because she realized that children were more active in these centers.

> Although I used learning centers frequently, I started to use these centers more frequently and effectively. For instance, we can change one center with the children and use it for a week with respect to the concept. We do not use centers for only art activities. We can work in centers for science and mathematics activities. (Post-interview-23.09.2017)

In the 3rd observation, it was observed that she designed an activity to teach the do's and don'ts in the classroom. She put children into groups and requested them to select one learning center to work at with their peers. The children in the learning centers planned a scenario about good and bad behaviors. After the planning process was over, they presented their scenarios at these centers.

Figure 4.26 A snapshot of an activity from the drama center

The photograph in Figure 4.26 shows children making a role play in the drama center and the rest of class watching them carefully. Considering all of these, it can be said that after starting to implement pedagogical documentation, Buse frequently used leaning centers in her activities.

> Buse started to integrate learning centers into the learning process. The children also participated more willingly in the activities because they used these learning centers for their learning in addition to free play times. (FieldNote-05.04.2015)

In a sense, the decision making process was sometimes not clearly observable because Buse made some inferences for the learning process and future activity planning. Therefore, the interview was the most important source of data. She believed that pedagogical documentation altered many of her implementations. For instance, she realized that children were happier and more comfortable in small group activities. During her first semester of teaching before implementing pedagogical documentation, she rigorously followed pre-planned programs. She was worried about

completing activities on time. However, Buse was a bit more relaxed and flexible while implementing pedagogical documentation. She focused on children's ideas and hypotheses while conducting activities.

4.1.3 Democratic Values before Pedagogical Documentation Training

There is a long history behind democracy and education because these are inseparable for successful educational outcomes (Moss, 2011). Children's development is viewed as a whole. Therefore, providing a democratic learning environment where children actively engage in their learning process is important to enable children to become involved in the decision-making process and to create a positive education process between the teacher and the child (Kesici, 2008). When democratic values are considered in the learning environment, children should be allowed to communicate, to express their opinions, and to participate (Botha, Joubert & Hugo, 2016). The heart of the child-centered learning process suggests that children should actively engage in their learning and have a right to express their ideas. From the pedagogical documentation perspective, democracy is one of the important dynamics of this process since pedagogical documentation necessitates listening to children in order to understand them (Rinaldi, 2004).

The analyses of the collected data for the current study revealed the values of freedom, respect, collaboration and empowerment derived from pedagogical documentation practices. The categories related to democratic values are presented below:
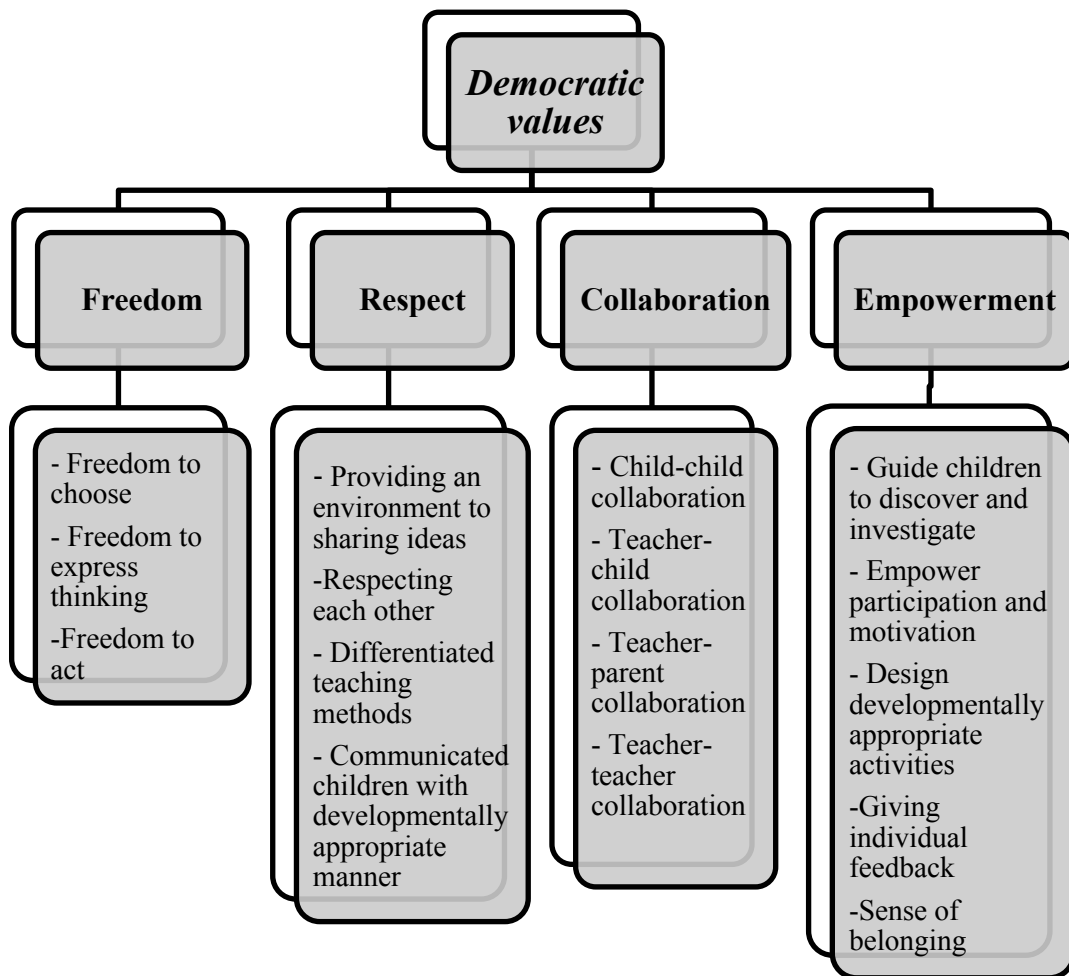
Figure 4.27 The sub-themes and categories raised from the data about democratic
values

4.1.3.1 The Value of Freedom

Freedom is a broad concept and it has different meanings for diverse circumstances.
However, freedom in education grants various rights to children, such as freedom to
express thoughts, freedom to act, and freedom to choose. A sense of freedom is also
one of the main components of pedagogical documentation. Under this heading,
Buse's practices were presented to investigate her learning environment where
children act and learn freely.

- Freedom to choose
- Freedom to express thoughts
- Freedom to act

In the pre-interview, Buse's response showed that children were not free to choose to play in the learning centers. Freedom to choose what and how children wanted to do is one of the indicators of freedom in the learning environment of the current study. It was understood from Buse's responses that during free play time children were restricted in choosing how much time they could play because of limited time. Moreover, she stated that children could not freely use the learning centers when she was conducting an activity. Children could only use the learning centers with the instruction of the teacher.

> We have a literacy center in our classroom. After I complete the story or I do not finish it, I request from the children to draw a picture to complete the story. I only use the literacy center to read a story. Children can use this center to draw pictures. (Pre-interview-03.10.2014)

The 4th and 5th observations also confirmed the teacher's statements. These observations revealed that children did not use the learning centers effectively. Buse had limited time to conduct her teaching planning because there were also other branch teachers, such as music, sports, and art teachers. Thus, after the activity was over, children would continue with another activity implemented by the branch teachers. Furthermore, free play time was also treated as leisure time. She stated that they only spared time for free play either before or after lunch if the program schedule was not busy.

> Sometimes, I divide free play time into half; 20 minutes in the mornings and 20 minutes in the afternoons. Monday to Friday, our schedule is so busy. Thus, I can adjust free play time like this. (Pre-interview-03.10.2014)

Moreover, both observations and interview responses revealed that the teacher welcomed all children to the classroom. She made eye contact with her students while

she was talking and listening to them. She expressed that saying good morning by making eye contact with the children was a class habit.

> We start the day by saying good morning and making eye contact with each other. Some of our children come to school by school bus or with their parents. When we meet with parents, we always say good morning… For instance, girls are more extrovert and they can hug me. (Pre-interview-03.10.2014)

Buse also displayed the ability of listening to children's answers. In the 3rd video recording, the analysis of the observation showed that she listened to children for what they said carefully when they were speaking. Sometimes she interfered with other children when they talked among themselves so that she cold listen to their friend carefully.

> While the children are speaking, Buse carefully listens to them and makes eye contact to show that she is listening to them. (FieldNote-05.12.2014)

On the other hand, some video recordings showed that children did not have any opportunity to work individually in teacher Buse's classroom. In the 1st, 4th, and 5th observations, it was seen that the activities were conducted with the entire class. Furthermore, when she was making a plan for the teaching and learning process, she did not consider children's level of background knowledge. Thus, activity plans did not challenge children during the learning process. She rarely provided children with time for discovery and investigation when conducting an activity. Thus, children frequently seemed bored.

Figure 4.28 An example of the activities composed of ditto worksheets

These two photographs provided an example of the activities in which children did not freely interact with the topic because children worked on ditto sheets. This also limited children's creativity during the learning process. These types of activities also moved the teaching process away from being child-centered.

4.1.3.2 The Value of Respect

Respect is commonly recognized as one of the components of pedagogical documentation practices. In pedagogical documentation, fostering respect and participation in the learning environment strengthens the teaching and learning process. The value of respect in the current study focused on the relationship between the teacher and children. Giving enough time and attention to children individually is one of the indicators of the value of respect in education.

- Providing an environment to share ideas
- Respecting each other
- Differentiating teaching methods

Five-week observations, field notes, document analyses and interview responses gathered from Buse's practices showed that the relationship between the teacher and the children displayed respect to some degree. She took recognizance of children's participation and ideas during the learning process. She stated that children took a central place while planning an activity.

> It is important to understand how children learn rather than what children learn. Thus, we spare a lot of time to activities which children like to participate in. One of these activities is toy day. On Fridays, children bring their toys and play with these in accordance with developmental areas. (Pre-interview-03.10.2014)

Similarly, she stated that asking children questions about the subjects before starting an activity shaped the teaching process. During this process, the teacher asked lots of questions related to the topic, and children's answers showed their interest and background knowledge, which directed the activity. Buse explained this process as follows:

> Before starting an activity, asking questions helps us to design our learning process, to create concrete activities. (Pre-interview-03.10.2014)

Buse's statement was consistent with the observation notes. In the 3rd observation, Buse asked children's opinions before starting the activity. Each child expressed his/her ideas and thoughts one by one about the importance of recycling.

> Buse pays attention to giving the children one word at a time. During the activity, she takes time to let all of the children talk about the activity. (FieldNote-27.12.2014)

One of the important indicators of a respectful classroom is to create an environment where teachers respect children's decisions about participating in an activity process.

When she was asked the question related to how she ensured children's participation into the learning process, she expressed that she did not force children to participate in an activity and she respected their decisions:

> So, there is no implementation in our classroom like that; we will do an activity and you will participate. When I say that we will conduct an activity, all children voluntarily participate. Thus, I do not have any problems. However, sometimes some children say that they do not want to continue or participate. At such times, I do not force them. I give a child extra time to think when we start an activity… After some time, I say, 'it is time to return to the activity now'. If a child does not want to come, I give one more minute. If a child is insistent, I say, 'you have to come back because we have some rules at this school. (Pre-interview-03.10.2014)

As can be understood from the teacher's statement, although she gave extra time to children, they had to participate in the activities eventually. Observation notes were also consistent with the teacher's statement. The analysis of the 5th video recording showed that the teacher turned the lights on and off as a signal for children to participate in an activity. Children were already familiar with this signal of the teacher. However, the teacher's statement also showed that the rules of classroom were not determined with the children's participation.

> As I observed, the classroom rules were not determined with the children's participation. There aren't many rules, but the exisiting rules were determined by Buse. (FieldNote-27.12.2014)

Moreover, the analysis of the 4th observations showed that she frequently provided an environment for children to share their opinions, feelings and hypotheses. Therefore, children always had the right to express their own thoughts, and they frequently asked questions without hesitation. This was expressed in the observation note as follows:

> It was observed that the relationship between children and the teacher was developmentally appropriate and she communicated with the children by considering their developmental features. Children had the right to ask questions to the teacher and all children listened to each other. Therefore, the teacher tried to establish an environment in which children respected each other when a child was talking. Buse also guided children during the learning process

and she gave feedback both to the whole class and to individuals. (4th
Observation- 03.01.2015)

One of the examples from group feedback time given by the teacher is presented
below:

Figure 4.29 A snapshot of the teacher's feedback to the group

One other important point that emerged from the field notes was related to the variety
of activity types. She conducted integrated activities; therefore, she presented a
concept in different ways. For instance, the researcher notes showed that the teacher
benefited from different types of activities throughout the day.

> The topic was day and night cycle, and she provided three different activities,
> which were language and literacy, art, and drama activities. She first explained
> the day and night concept to the children through screen mirroring. After that,
> children played roles which were related to the sun, earth and moon and then
> they ornamented a sheet with silver. Thus, children became engaged in various
> activities. (FieldNotes-27.12.2014).

On the other hand, the teacher did not differentiate her teaching methods and strategies in accordance with the differences among children. Buse used similar teaching methods throughout the five-week observations. Lectures and demonstrations were the most commonly applied teaching methods in her classroom.

4.1.3.3 The Value of Collaboration

To investigate the value of collaboration in Buse's classroom, her practices were analyzed through various methods. In the current study, interaction and communication in group work were regarded as an important indicators of the pedagogical documentation process. In this context, collaboration refers to method ofchildren and teacher work together. Moreover, the teacher should also work with other teachers, families and the community.

When teacher Buse's practices were investigated before starting to implement pedagogical documentation, the value of collaboration was carried into effect in her classroom to some degree. The determined categories are presented below:

- Child-child collaboration
- Teacher-child collaboration
- Teacher-parent collaboration
- Teacher-teacher collaboration

In the pre-interview, Buse acknowledged the importance of collaboration and interaction in the classroom environment. Therefore, she stated that she had created an environment where the children interacted within a whole group. She also expressed that collaboration between children was good when she conducted whole group activities.

> After having breakfast at 9 o'clock, we conduct a circle time. In the circle time, children share their feelings and what they did the day before with their families. Then, we have daily talking routines about the name of the day, date

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and weather forecast. Sometimes, children tell their memories that excite or upset them. (Pre-interview-03.10.2014)

In addition to Buse's explanation, the 3rd and 5th observation data showed that she sought appropriate opportunities to collaborate with learners in whole group activities. For instance, she expressed that they always started the day with circle time, which was a part of daily routine. During this time, the teacher provided children with many opportunities to talk with each other and share their feelings. The interaction between the child and teacher was ensured by the teacher. However, activities were not done in this way.

> As I observed, Buse frequently interacts with the children during circle times. However, she did not interact or communicate with the children during activities. Instead, she prepares materials and papers for the following activity. (FeildNote-27.12.2014)

During the activity, Buse did not prefer to conduct group work within a communicative learning environment. She expressed that children were listening to classical music when they engaged in an activity because playing music helped the teacher to keep the classroom quiet.

> When I say, 'you will do this', children do not talk with each other. When children listen to classic music, they do not talk and only engage in an activity. I rarely tell children to be quiet. I say, 'you are working with classic music and you are very successful.' If they talk, I say, 'your hand should be working not your mouth. (Pre-interview-03.10.2014)

Parallel with her response, it was observed in the 2nd video-recording that Buse played classic music while the children worked on their task. Therefore, providing children with the opportunity to work together and converse with each other while they were engaging in an activity was not observed during observations during the first semester. Children did not learn from each other. Although engagement in communication and collaboration help children understand others' ideas, she barely applied group discussions. As she said, she did not want an environment in which children talked with each other while engaging in an activity. Observations also revealed that she did

not implement any small group activity, so it can be said that she did not encourage group work in her classroom.

When the collaboration among teachers were investigated, she expressed that she always kept in touch with the other teacher. On some of the days, the classes came together to carry out an activity. She also stated that they shared their plans and activity ideas with each other to produce different ideas for activities.

> Sometimes, we conduct joint activities with the other class. It lasts 1 hour or more according to our program. Our teaching plan is very coordinated and parallel because we share our plans. For instance, I know what she will do throughout the week. (Pre-interview-03.10.2014)

Generally, Buse stated that she tried to collaborate with children and other teachers; however, the observation data showed that she did not know how to create an environment in which children could communicate and collaborate effectively. Moreover, teacher-teacher collaboration was not observed during the five-week observation period. In the researcher's field notes, small group activity was not observed. It seemed that the classroom was not exactly a collaborative environment.

> Buse did not implement a small group activity. She preferred to conduct whole group activities. I think that the reason could be that she did not know how to implement a small group activity. (FieldNotes-05.12.2014)

4.1.3.4 The Value of Empowerment

The value of empowerment is one of the democratic processes of early childhood learning environments. In the current study, empowerment is defined as a process in which children feel more confident and support independence. Children also develop their own of self-esteem level in order to become better learners. The value of empowerment is also one of the important dimensions of pedagogical documentation. Therefore, the investigation of Buse's practices in terms of empowerment before implementing pedagogical documentation was presented under five categories:

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- Guiding children to discover and investigate
- Empowering participation and motivation
- Designing developmentally appropriate activities
- Giving individual feedback
- Establishing a sense of belonging

In the pre-interview, Buse responded that she was mostly being supportive towards children. When she encountered problems regarding children's behavior, she preferred to approach them kindly and be patient with them. She stated that establishing a constructive dialogue with children was always preferred in her classroom.

> Let me give you an example. Some children are choosy in eating. Sometimes there are favorite dishes or dishes that are not liked. Some children eat all the meals and I say 'well done, bravo…etc'. I also say, 'I will share my opinion with your parents.' Upon this, some children ask me if they eat nicely or not. I say, 'well done. We should all eat to be healthy. (Pre-interview-03.10.2014)

As can be seen in her responses, she preferred to say positive words when children behaved well. By the same token, she stated that she used some reinforcements.

> I do not begin by giving reinforcement related to food but I am planning to give children food as a reinforcement. I am not choosy in eating. It can be biscuit or candy. Sometimes, some children bring up the rear in their good behavior, but I think that these children also deserve a praise. (Pre-interview-03.10.2014)

Buse's responses were consistent with the observation data. The 2nd and 4th observation data showed that she generally used a positive and warm tone of voice when she spoke to children. Moreover, she frequently gave reinforcement to children when they gave correct answers.

> Buse mostly uses a warm tone of voice. She tried to make eye contact with children while talking with them. (FieldNotes-05.12.2014)

She also selected a leader of the day as a daily routine. In this way, each child in turn became a leader with curia.

We have a red bag and there are names of children. We select one of the children's names to became a leader for that day. Throughout the day, this child has to display model behaviors such as coming into line, participating in all activities, displaying friendship behaviors…etc. This child becomes a leader again the day after. I try to reinforce and empower these behaviors. (Pre-interview-03.10.2014)

As can be observed in the 3rd observation, wait time was also a powerful part of the teacher Buse's practices while conducting activities. When the teacher asked a question, she waited until a child answered this question. She allowed enough time for children to think and discourse their own ideas. Teacher Buse also gave feedback to children both individually and in groups. Sometimes children asked questions about the activity. During these times, the teacher dealt with children personally and explained to them by showing. Observations revealed that she did not leave children's questions unanswered.

Buse also stated that the activities addressed all development areas, such as cognitive, social-emotional and language areas. All of the observations revealed that activities included all development areas as she had stated; however, the teacher did not guide children to discover their interests in these activities. She implemented a pre-planned program in a limited period of time. Therefore, children did not deeply become engaged with the concept. Therefore, the children did not have the opportunity to discover and investigate because of the timing schedule. The teacher did not prepare an environment for children to engage in a problem status. Furthermore, she frequently asked questions but these questions did not enable children to think deeply on one concept. Although the teacher asked open-ended questions at times, the questions did not challenge the children to think and investigate. In the classroom, there were very different children and each of them had different characteristics and thinking levels. Therefore, Buse sometimes failed to provide learning opportunities for all children at the same time.

4.1.4 Democratic Values after the Pedagogical Documentation Training

In the current study, democratic values are the first practices to be implemented in pedagogical documentation because the nature of documentation requires the democratic participation of children in their learning process together with parents and other stakeholders.

Collaboration between children and teacher, listening to and observing children's ideas and hypotheses, preparing a documentation panel with children's participations and many more features of documentation inherently require democratic values in the learning environment. Even when the opposite situation is thought of, the documentation process cannot be effectively actualized. When viewed from this perspective, Buse utilized documentation intensely during the second semester and it reflected the learning process in terms of democratic values. She gave up many long-lasting teaching and assessment implementations. All of these alterations and progressing implementations are presented below under the headings of freedom, respect, collaboration and empowerment.

4.1.4.1 The Value of Freedom

The value of freedom is one of the important components of the documentation process. The idea behind this value is that teachers share their power with children in the classroom and never impose their thoughts on children. When the learning environment is free, children assume a central position in the learning process. From this point of view, Buse's documentation practices and learning environment were investigated and analyzed in terms of the value of freedom under three categories:

- Freedom to choose
- Freedom to express thoughts
- Freedom to act

In the post-interview, Buse explained her pedagogical documentation practices in the second semester and these practices were analyzed by considering democratic values. The value of freedom was clearly observed in her classroom practices throughout the five-week period. She explained that even guests from outside the classroom realized that children were free in the learning process. She recognized the importance of having the freedom to express children's thoughts and understanding of the world. She also commented that giving freedom to children to express their ideas was a crucial part of the learning process because every thought was unique to her. She described her views in her post-interview as follows:

> Children know me as their teacher. They have the freedom to express their ideas because I value each child's thoughts. Even if a child does not speak related to the concept, this child has the freedom to express his/her ideas. I search for important points, what I can find relevant to the topic from the children's statements and I never say that this is not relevant to our topic. (Post-interview-23.09.2017)

Parallel wit this statement, the field notes showed that Buse tried to provide an environment where the children felt free.

> Buse provided all children with the opportunity to express themselves. Moreover, when she faces problem behaviors of children during these times, she first warns these children verbally. (FieldNotes-06.04.2015)

She also acknowledged that children needed to be free while engaging in and working on a task. For instance, she stated that initial panels were designed by her without children's collaboration because she wanted panels to be aesthetically pleasant. However, as time progressed, she realized that asking children's opinions was important while designing documentation panels.

> While preparing panels, children can decide what area they will use, such as the right or the left, the upper or lower area. It is important to take children's opinions. (Post-interview-23.09.2017)

Buse's statements were consistent with the observations. During the activities in all the observations conducted during the second semester, it was observed that children

freely expressed their ideas and the teacher was listening to them while they were speaking.

Figure 4.30 An example from the creation of the documentation panel with children

She noted that providing guidance to children was important in this process without interfering with their expressions. Therefore, she believed that children were always willing to speak in the classroom. As presented in the process of sharing documentation, she stated that the children presented their own portfolios to their parents for almost 20 minutes on the portfolio sharing day. She believed that presenting their work and photographs increased children's self-expression skills.

Figure 4.31 A snapshot of parents' sharing day

In the post-interview, Buse talked about the importance of having freedom to choose during the learning process. When she was planning an activity, she asked children whether they wanted to be indoors or outdoors. She explained this process as follows:

> Children like to be out during the activity. They feel free when they are outdoors and do what they want. For instance, some children want to sit on a rock or cushion. I did not enforce children; they were free. However, I did not hinder the learning process. (Post-interview-23.09.2017)

Contrary to Buse's statements in the post-interview, observation data showed that the children did not have freedom to choose their learning process and activities. Even though children's interests directed the flow of the learning process, they did not select what they wanted to do in the activities because Buse needed to follow her schedule to teach the concept of the day. For instance, in the 3rd observation, she taught colours through pre-planned activities. Although the children decided what colour they wanted to learn during an activity, they filled ditto sheets prepared by Buse.

I think the activity process was very good because all children could freely express their ideas and Buse recognized their interest during the activity. However, she still follows the pre-planned programs. (FieldNotes-04.05.2015)

Moreover, children had the freedom to choose their group friends to work in an activity. She stated that she did not want to prevent children in doing so and she wanted them to feel free in the classroom.

Children were free to work with whom they wanted. Sometimes, they could say 'I want to work with…' I allow this but not always because all of the children are a part of our classroom community, so they should work with everyone in the classroom. (Post-interview-23.09.2017)

In the 3rd observation, it was seen that children selected their group friends on their own and they worked in a collaborative manner. During this process, Buse did not interfere with the children. She only supplied the necessary materials for the activity and took the children's photographs while they were working on their task.

Figure 4.32 Children working in an activity with their friends

For Buse, children needed the freedom to express their ideas. In her classroom practices, children were free while asking questions and expressing their understandings of the world. She recognized the importance of having the ability to listen to children carefully while they were speaking. She stated that she, as a teacher, always sought ways to make children participate in conversations during activities. She stated this process as follows:

> I noted children's conversation between each other. I realized that acknowledging the ideas from children is necessary during the learning process. I direct children to ask questions. For instance, the same children always want to ask questions. Some children do not want to talk. In these situations, I use, for instance, maracas as a microphone. Whichever child takes the maracas in his or her hands, he/she starts to speak one by one. (Post-interview-23.09.2017)

Furthermore, the 4th and 5th observation showed that Buse acknowledged children's freedom to express their ideas, and she did not allow it to create chaos in the classroom.

After the activity finished, children waited for their other classmates to complete the tasks. Later, children started to share their work. She said,

> Children can express their works both individually or as a group. I have said, whoever finished the activity, please bring it to me.' I waited at my table for the children who had finished the activity . These children did not say that they had finished the activity until the whole class completed the activity. (Post-interview-23.09.2017)

Figure 4.33 The classroom is listening to children's opinions

Having the freedom to choose and use sources in the classroom was derived from analysis of the post-interview responses of teacher Buse and from the observation data. She stated that she distributed children's collected paperworks every 15 days. Additionally, in the 3rd observation, it was seen that she talked about involving children in the decision making process by selecting portfolio artifacts together with children in order to share at the end of the semester. However, observations and field notes of the researcher revealed that children had limited freedom to reach the sources in the classroom as documentation tools, such as panels and portfolios, were not in the reach

of children. Portfolios were kept in covered cupboards and panels were stored in another room for the sharing day at the end of the semester.

> In Buse's classroom, there are lots of open shelves in learning centers but the children cannot reach their own portfolios. Portfolio folders are kept in closed cubboards in another room instead of being displayed on open shelves in the classroom. (FieldNote-04.05.2015)

Besides, the teacher always made eye contact with the children whenever they spoke. As in the post-interview, she acknowledged the importance of having the ability to listen to children carefully. Observations during the five-week period during the second semester revealed that her classroom practices were consistent with her explanations in the interview. She listened to children when they talked with her without interruption. For instance, in the observation during the second semester, teacher Buse asked children, "*what do you do when you see an elephant*?" Each of the children gave an answer to this question one by one. When children were answering, she listened carefully and noted their answers.

4.1.4.2 The Value of Respect

When pedagogical documentation is implemented in early childhood classrooms, the process of documentation requires democratic processes in the learning environment. One of these democratic values is respecting children. Listening, observing, interacting and learning from children are important indicators of the value of respect and also of the pedagogical documentation process. Giving children adequate respect can optimize individuals' learning opportunities (Project Zero & Reggio Children, 2001). The categories are presented below.

- Providing an environment to share ideas
- Respecting each other
- Differentiating teaching methods
- Planning a developmentally appropriate learning process

In the scope of the current study, the value of respect was considered as one of the overarching democratic values for pedagogical documentation throughout the study and it was approached in terms of teacher Buse's assessment practices. In the post-interview, Buse acknowledged the importance of providing an environment to share children's ideas. She explained this process as such:

> Children can express themselves individually after the activity and I requested other children to listen to their friends… When I conducted group work, one group sat on the table and the others gathered around the table. In this way, the children gathered around the table could easily see the products. (Post-interview-23.09.2017)

In the 4th observation, it was seen that when the activity was over, children started to present their work individually. In the same way, they also presented their work as a group. She ensured an environment where children were listened to and asked questions to each other.

Figure 4.34 Children are presenting their outcome products

For teacher Buse, giving children more time to display their strengths and interests could be ensured by means of learning centers. She expressed that she directed children to learning centers, and children worked in these centers creatively. She said,

> A child in the drama center used play props to create jobs in their own way. For instance, children preferred the block center to create an area related to jobs. One of them pretended to be a person having a profession such as a teacher, and the other built a school with blocks. (Post-interview-23.09.2017)

During Buse's pedagogical documentation practices, she noted that listening to children carefully, asking children's opinions and giving them appropriate feedback was one aspect of the documentation process. She explained that the ability to listen to children actively was developed within the process of implementing documentation. She believed that children had different, unique ideas; therefore, she respected children's thoughts. She expressed herself as follows:

> Because children get different ideas from each other and I can obtain different projects. When they say, 'we can do this', I certainly include the activities which they suggested. I always get their opinions. At the end of the activity, I ask children which part they liked most. (Post-interview-23.09.2017)

She also described their learning environment as indicated in the following excerpt:

> Before presenting a concept, I ask children's ideas. I do not conduct an activity without asking for children's opinions. Therefore, I design an activity concept and objectives based on children's interests and suggestions. (Post-interview-23.09.2017)

In the 1st, 2nd and 5th observations, Buse conducted activities. During these activities, she listened to children's answers carefully and took notes of their ideas. These notes were used in the documentation panel after the activity was over.

> Buse keeps a notebook in her hand and notes children's expessions during activities, and she tris to keep all of these expressions in the documentation panels. (FieldNote-05.12.2015)

Moreover, Buse recognized that differentiating teaching methods by considering children's learning capacities was very important for her teaching practices. She thought that her thoughts changed after implementing pedagogical documentation. Therefore, she connected this change to pedagogical documentation. She explained this process in the following way:

> It is important to observe children as to whether they participate in an activity willfully or not. Therefore, I observed some of the children. They immediately completed their task and they said that it was over. If they really completed it appropriately, I gave them another alternative activity. Some of the children have a long attention span and they are more practical. However, some of them complete an activity in a perfunctory manner. To observe these children, I stood by them. (Post-interview-23.09.2017)

The researcher also noted the following:

> The activities designed by Buse support children's sense of curosity and exploration. Moreover, activities provide children with the oppurtunity to work interactively and provide a diversification teaching strategies, such as observation, problem solving, questioning. (FieldNotes-04.10.2015)

Another important point revealed from the analysis of the post-interview responses was that Buse tried to create an environment in which she planned a developmentally appropriate learning process. She explained that children needed to share their ideas but sometimes other children interfered and laughed at one another when he or she was speaking.

> When children began to speak, I did not say that it wa not related to our topic. I always listen to their ideas and I never reinforce children who they say 'this is ridiculous.' If I behave in this manner, these children can never share their ideas. (Post-interview-23.09.2017)

Observation data also supported teacher Buse's statement. During the 5th observation, a child wanted to explain his ideas but his friends laughed at him. Teacher Buse did not get distracted and she continued to listen to him. Moreover, during the 2nd observation, the researcher realized the drawings on the windows. The children had

posted classroom rules on the windows. This showed that Buse had identified the classroom rules together with the children.

Figure 4.35 The classroom rules created by children

As can be seen from the photographs, children and the teacher developed the classroom rules together. The children drew and wrote these rules on their own, and then hung them on the walls and windows. In the post-interview, teacher Buse also recognized the importance of children's participation while determining the classroom rules. She stated that these rules were determined by children in the first two weeks after school was opened. She explained this process as follows:

> At the beginning of the first semester, we decided on the classroom rules together with class. We determined all the classroom rules in this way. Before the rules, all the children wanted to talk at the same time. But later, they waited

for their turn, asked to speak, did not interrupt their friends. (Post-interview-23.09.2017)

4.1.4.3 The Value of Collaboration

Building a collaborative learning environment is an important point in the pedagogical documentation process. During these processes, peer collaboration, teacher and child collaboration, teacher and teacher collaboration and teacher and parent collaboration make learning environment powerful. When children are in groups, they start to think from new perspectives and ways of thinking (Project Zero, 2011). They enhance their thinking skills by extending, enriching and clarifying their ideas.

Within the current study, child interactions, working together in groups, collaboration and cooperation with stakeholders and developing mutual respect in the classroom were some of the investigated indicators under the heading of collaboration. The categories for the collaboration sub-theme are presented below:

- Child-child collaboration
- Teacher-child collaboration
- Teacher-parent collaboration
- Teacher-teacher collaboration

With the use of pedagogical documentation in her classroom, Buse started to apply varied documentation displays, such as panels, portfolios, bulletins, displays on the easel, the folding mobile panel and PowerPoint presentations. While conducting these documentations in the course of time, she learned how to prepare them and work with children. She recognized the importance of sharing and cooperation in early childhood education. Therefore, working with children together while preparing documentation panels was very important for the socialization of children. She stated the following:

> Conducting pedagogical documentation made children more socialized with each other. I care about the value of sharing and helping each other in our

classroom. For instance, I put on the tables crayons, stickers and scissors. While preparing a documentation panel, we work together and collaborate with each other. (Post-interview-23.09.2017)

Parallel with Buse's statements, in the 5th observation, Buse and the children created a documentation panel by working together. Buse provided all the materials to create a panel, such as scissors, pictures, quotations, and crayons. The children worked together with their teacher during this process.

This week, Buse made a documentation panel with the children. During the preperartion, the children and the teacher asked questions about the activity and reminded the process again. (FieldNote-11.05.2015)

Buse acknowledged the effectiveness of using pedagogical documentation in creating a more interactive and responsive classroom. Focusing on children's communications and interactions helped her to increase her observation skill. She explained this as follows:

I write children's communications as an anecdotal record. Also, I can use these notes for pedagogical documentation. When I write, I assume an active role. I mean, I do not underestimate what I hear from children…. Some of the children's awareness is very high. They know almost everything. Some of them make very specific sentences and I request them to share them with the class. When they do so, they learn many things from peer collaboration. (Post-interview-23.09.2017)
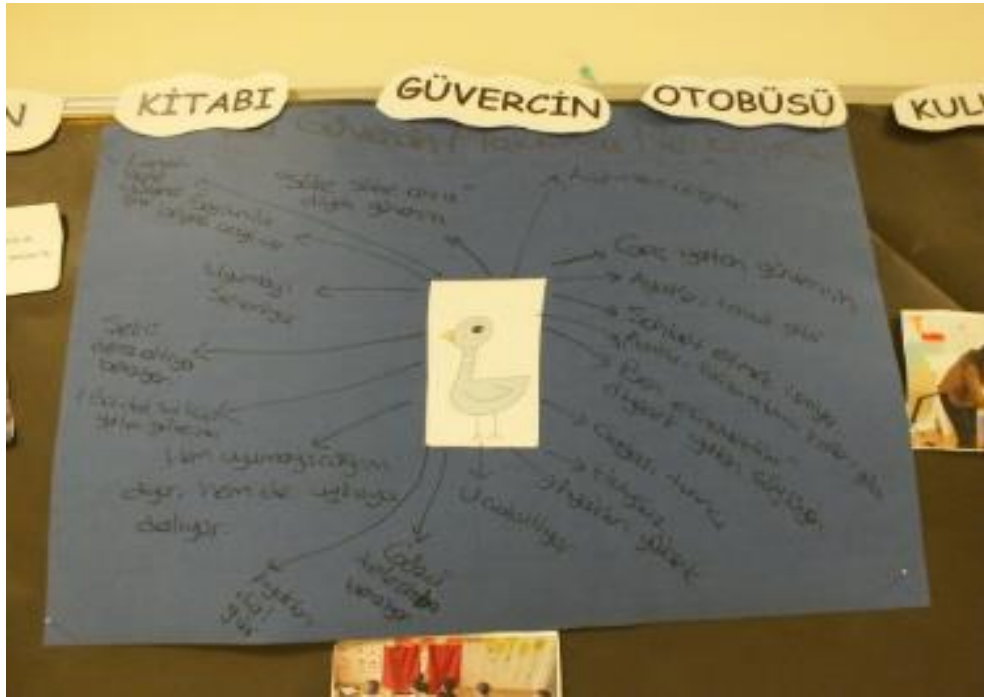
Figure 4.36 An example from children's statements related to the activity

Furthermore, she stated that children could work collaboratively when preparing documentation panels. The collaboration among children was enhanced via pedagogical documentation, and it created mutual communication among children.

> When we prepared documentation panels, I was an onlooker and children were more active… Self-efficacing myself, I let the children work with each other. I focused on the interaction among children. For instance, at the beginning of the semester, some children did not know the names of their peers. And then the communication changed day by day. They started to call their peers by their names and utter kind sentences. I observed that pedagogical documentation affected children's communication positively. (Post-interview-23.09.2017)

Buse's statements were consistent with the 5th observation notes. While the children were working to create a documentation panel, she asked their opinion and gave some duties to them as a group. While the children were working with their peers in small groups, they shared their ideas and worked together.

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For Buse, another advantage of using pedagogical documentation was the creation of learner groups during the learning process. As she had mentioned previously, she started to prefer more small-group activities instead of whole group activities after implementing pedagogical documentation. She also realized that when children were working in small groups, they communicated with each other, and this helped children to elaborate on their own or others' ideas. She explained this process as follows:

> Some of the activities were conducted in small groups. Children worked with their peers in small groups. After they completed the activity, I gave them extra time to change and examine their work with their peers in the group. (Post-interview-23.09.2017)

In the 3rd observation, the children worked in small groups. During this process, they communicated with each other. In the field notes about this observation, it was seen that the distribution of the work process was reflected onto the activity successfully.

Figure 4.37 An example from a small group activity

Children could select their learning groups according to their interest and Buse did not interfere with them. Buse did not force children to select one of the groups and this made learning environment more peaceful for children. (FieldNotes-10.04.2015)

Buse believed that pedagogical documentation encouraged group work. When preparing panels, children and the teacher worked together. She stated that children initially wanted to prepare a panel without sharing their ideas on panels. However, they learned about work distribution and how to interact with each other.

In our first panels, children thought that they could finish and go. However, after 3or 4 panels, they asked whether or not there would be work distribution. They now know what to do when I say that we will prepare a panel. (Post-interview-23.09.2017)

She also stated that children played an active role during the preparation of panels and portfolios. The choice of the task that best suited individuals and groups were an important part of her teaching process. She explained this process as follows:

For the portfolio, we selected artifacts together with the children. Also, I took lots of photographs and showed them to the children before preparing a documentation panel. I asked their opinions regarding the selection of the most obvious photograph before printing… While preparing a panel, one group pasted photographs, one group painted a frame of panel, one of the children who knew how to write wrote the title of the panel. Each of the children had a different task. (Post-interview-23.09.2017)

As was observed in the 5th observation, all children participated in the panel creation process willingly. Buse recognized that children expressed their thoughts one by one to describe what they did in these pictures.

Figure 4.38 An example from a panel preparation with children's participation

In the post-interview, some of the questions were related to the connection between home and school. She explained that parents received monthly bulletins, which were classroom newspapers, to explain what children did during the learning process. Moreover, parents also saw what children did in the class through panels and portfolios on portfolio sharing day. She said,

> Parents looked at the panels and portfolios at the end-of-year exhibition. They examined these documentation displays with their children. Children presented their parents what they did in activities through panels and portfolios. Parents' feedback was highly positive. (Post-interview-23.09.2017)

Likewise, teacher Buse stated that parents were also included in the cycle of the data collection process of pedagogical documentation. When she designed a parent involvement activity at home, parents sent photographs related to the assignments. She explained this as follows:

> For instance, a father took photographs while a child was switching off lamps with his or her mother. Parents sent these photographs and I printed them in order to use them in our documentation panels. Therefore, parents were also

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included in the pedagogical documentation process. (Post-interview-23.09.2017)

In parallel with her explanations, observations during the five-week period and field notes also indicated that Buse had created a communicative learning environment. In some of the observations, it was observed that children worked in groups and they communicated with each other to extend their thoughts. They shared their thoughts by all means. Buse also considered a composition of groups beforehand. She always tried to create learning groups with different children. However, she did not differentiate the function of learning in groups and working in groups.

> During the teaching process, children were assigned to small groups and conducted activities with their group members. But contrary to what teacher Buse said, children worked as a large group while preparing documentation panels. She rarely created working groups to accomplish a task. (FieldNote-04.05.2015)

4.1.4.4 The Value of Empowerment

Empowerment is an important value in the early childhood learning context because of the growing self-esteem and confidence (Project Zero & Reggio Children, 2001). In the current study, Buse's pedagogical documentation practices were investigated under five categories to reveal how she empowered children while teaching and assessing:

- Guiding children to discover and investigate
- Empowering participation and motivation
- Designing developmentally appropriate activities
- Giving individual feedback
- Establishing a sense of belonging

Buse acknowledged the importance of preparing an activity by considering children's developmental features. For instance, she designed activities by considering the

appropriateness of age and developmental features of children. Therefore, she tried to provide adequate learning opportunities for children.

> When I plan an activity, I consider children's age and developmental features. For instance, I provide children with examples related to an activity to be done. On the other hand, some children find an activity difficult. Therefore, some children can count from 1 to 100, while others can count from 1 to 50. I adjust [the acitivty] according to the children. I personalize an activity according to children's level of learning and background. (Post-interview-23.09.2017)

She stated that she mostly gave feedback to the whole group, but sometimes children need individual feedback.

> Some children need some support individually in terms of cognitive objectives or in other areas… To give an example, I gave extra time for free play time. I gave special attention to the children who needed extra support when the other children were playing in whichever learning center they wanted− of course by asking him or her beforehand. However, if the class had a homogeneous level of learning, I gave feedback to the whole class. (Post-interview-23.09.2017)

According to Buse, encouraging children in their learning process was an important issue to make children better learners. Therefore, she used some strategies to empower them. She reinforced children when they displayed positive social behaviors as guidance and discipline techniques.

> I mostly use verbal reinforcements rather than giving a prize. I say to the children 'high-five, hurray, yahoo…' etc. I use my tone of voice enthusiastically to reinforce children. Also, I say, 'I am proud of you, good job, I trust you.' I use my mimics such as twinkle. (Post-interview-23.09.2017)

The 1st, 3rd, and 4th observations were also confirmed by her explanation. Buse frequently encouraged children by giving verbal reinforcements. For instance, after the group leader called over his classmates, she thanked the child. Buse started to ask questions that motivated and empowered children to give more than one correct answer. When children gave correct answers, she uttered some motivational remarks such as, "bravo". Furthermore, it was also observed that she used her mimics

effectively while talking with children. She often showed her approval to children by shaking her head and winking.

> I can see that Buse tries to create a more democratic learning place where the children are motivated to participate in the learning process through documentation tools. The children were very happy to see their photographs on the walls and boards. (FieldNotes- 10.04.2015)

Another post-interview question asked the opinion of the teacher about how pedagogical documentation empowered children. The teacher's response revealed that children were empowered by means of pedagogical documentation practices. Especially, taking children's photographs and sharing these photographs positively motivated children in their learning process. She stated,

> When children who are introverts and shy to see their photographs, they are surprised... For instance, when children having difficulty in expressing their ideas saw themselves on the photographs, they were surprised. Especially the children who were shy started to participate more often. (Post-interview- 23.09.2017)

Buse also aimed to establish a sense of belonging in children. As also seen from the observation data, the walls and ceilings were covered with children's works. She believed that children felt at home when they saw their work in the classroom.

> Children feel that they belong in the classroom and they think that the classroom is a part of their home. They feel that their teacher is their second mum and their peers are their siblings... Especially when we decorated the classroom with children, children were more proud of themselves because there were traces of them everywhere. (Post-interview-23.09.2017)

In parallel with this, in observations conducted in five-week periods, it was seen that Buse also provided an empowering learning environment for children. Thus, every child in the classroom had his/her own space.

Figure 4.39 The classroom filled with children's products

In addition to all of these, observations showed that Buse improved her listening skills and responded to children's needs sensitively. Most of the time, she asked questions to make children think deeply. They worked together to solve these problems and encouraged them while working on the task.

4.1.5 Summary of Case Study 1-Buse

In the current study, Buse's teaching practices were investigated in terms of the cycle of pedagogical documentation and values of freedom, respect, collaboration and empowerment. Firstly, this process was investigated according to the cycle of pedagogical documentation. This cycle was composed of planning the learning process, observing, collecting data, interpreting the data collected, sharing the information, and making decisions about the teaching and learning process.

Before the trainings, Buse did not exactly understand how to implement pedagogical documentation in her teaching because she was not familiar with the sustained process of documentation. At the beginning of the project, she had some troubles about how to use tools to collect children's information through observation, photographs, and artifacts. The first step of documenting children's learning is planning the learning process. In the first semester, when Buse's planning process was investigated, it was seen that Buse used a pre-planned monthly program in her teaching before receiving training on pedagogical documentation. These pre-planned teaching activities were determined before assessing children's learning outcomes. However, in the second semester, she planned teaching activities in-depth by building educational objectives and indicators of children's interests and the results of assessment after starting to use pedagogical documentation systematically. She also started to implement a more flexible schedule to meet children's interests via learning activities. During the teaching process, she implemented different types of activities and teaching methods. Buse also supported children's sense of wonder by providing wait time when children needed and tried to investigate and learn together with other children. During the second semester, she acknowledged the importance of meeting children's interests and needs right along with meeting curriculum requirements. On the other hand, throughout the first semester, Buse did not change the learning environment. For instance, she hung children's drawings on the walls but these products were presented on the walls for nearly one month. As it is understood, she just used boards in her classroom as art displays. She rarely directed children to learning centers apart from free play times. She started to use both outdoor and indoor learning environments effectively associated with pedagogical documentation implementations during the second semester. The learning centers were also created by her, and she did not alter materials according to activities and children's needs. On the other hand, after starting to implement pedagogical documentation in the second semester, she frequently used learning centers during activities and included these centers in teaching activities. In these learning centers, children worked collaboratively with their peers as a group. Furthermore, while Buse conducted activities as a whole group in the first semester,

the teaching process mostly took place in small group activities during the second semester.

As considered the observing and collecting data processes of pedagogical documentation cycle for the first semester, she rarely took children's pictures, and these pictures were not taken during the natural flow of the activity because she asked children to pose for a photograph. The printer was stored in its box in a corner of the classroom. She did not use the printer for documentation. She used the K12 system to share children's photographs and communicate with the parents. However, during the second semester, she systematically implemented pedagogical documentation. In parallel with the use of pedagogical documentation, Buse used different data collection tools systematically, such as doing observations, taking photographs, making video recordings, and taking notes. Moreover, Buse realized the main purpose of taking the photograph of children during the learning process. Therefore, she started to take children's photographs during the ongoing activity process and used them to create documentation panels. Moreover, she stated that the K12 system was of secondary importance for her in terms of making children's learning visible. She started to observe children and took notes on their collaboration and communications for conducting pedagogical documentation. Therefore, while she defined herself as a passive observer during the first semester, the process of documenting children's learning taught her to be a keener observer and a better listener during the second semester. Because Buse worked with a partner in her classroom, she allocated time for preparing documentation tools more easily. Therefore, she most frequently preferred to prepare documentation panels during the second semester.

The findings of the current study showed that during the the interpretation phase of pedagogical documentation Buse did not make any inferences about children's learning process based on the activity and its products during the first semester. Moreover, in the first semester, she just displayed art activities and took photographs of art activity products to share with parents. However, in the second semester, Buse started to interpret the data collected from children and made some inferences about

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children's learning and development. She prepared data collection tools prior to the beginning of the learning process. Prepared documentation displays were also shared with the parents. This process facilitated communication with parents. Thus, she eliminated the barriers by opening the doors of the classroom to others with her documentation practices. Buse initially preferred to share children's art activity products because of aesthetic concerns; however, during the second semester, she presented whatever children did in an activity, that is the entire process associated with pedagogical documentation practices.

The most salient characteristics of Buse's practices before conducting pedagogical documentation were that she exhibited children's artifacts without any information related to date, name, location, interpretations and dialogues…etc. Before applying pedagogical documentation, Buse was accustomed to displaying children's products on the walls as a traditional bulletin board. The form of the display was not cohesive to present the entire learning story. As long as she implemented pedagogical documentation, documentation tools such as panels, portfolios and bulletins became enriched. She did not only put children's pictures or drawings onto panels, but also started to put up several photographs on to the panels and added some products with subtitles to present what children did in activities. She avoided visual noise and used clear language. Furthermore, as she continued to apply pedagogical documentation and receive feedback about her implementations, she conducted documentation panels that included some dialogues, children's feelings, photographs, artifacts, teacher interpretations and explanations. Thus, the content of the portfolios changed over time. She entered many examples from children's artifacts rather than entering only art activity products.

At the end of the study, she defined pedagogical documentation from her own perspective as an important teaching tool that provided informed judgement to her about children's progress. She also stated that pedagogical documentation helped her to gain insight into children's thoughts by way of observing, documenting and interpreting their learning process. By providing an authentic picture of children's

development, interests, feelings and skills, she benefitted from pedagogical documentation as it provided a more complicated picture of children. Therefore, she discovered children's imaginary world and creativity through the documentation process. Buse also reported that pedagogical documentation was one way to plan the learning process and inform her instructions.

Table 4.1

Comparing Buse's Practices of Making Learning Visible Before and After Receiving Pedagogical Documentation Trainings

Before Pedagogical Documentation Training	After Pedagogical Documentation Training
✓ Having a pre-planned teaching program	✓ Revealing the planned appropriate teaching program in the documentation
✓ Starting the day with circle time	✓ Starting the day with circle time
✓ Implementing long lasting activities	✓ Allocating appropriate teaching time
✓ Being a passive observer	✓ Being a keener observer
✓ Impementing whole group activities	✓ Implementing whole and small group activities
✓ Having a strict teaching program	✓ Implementing an emergening curriculum
	✓ Allowing extra time for inquiry
✓ Implementing integrated activities	✓ Implementing integrated activities
✓ Using the K12 system as an assessment tool	✓ Utilizing pedagogical documentation as an assessment tool

Table 4.1 (cont'd)

✓ Taking pictures rarely	✓ Routinely recording children's information
✓ Using technologic devices rarely to collect data	✓ Adopting new devices to collect data
✓ Utilizing traditional art displays	✓ Making use of documentation panels
✓ Using art-folios	✓ Making use of process-folios
✓ Having weak content in documentation displays	✓ Having rich content in documentation displays
✓ Trying to meet parental expectations	✓ Facilitating the communication with parents and others

Another important finding of the current study was the creation of democratic values in the presence of pedagogical documentation. Buse already had some democratic values to a certain degree in her classroom prior to the pedagogical documentation implementations. According to her responses, children were not free during free play time to choose where they wanted to play. Moreover, children had limited time to play during free play time because of the strict schedule of the school. In addition, the children were sometimes forced to complete their activities to catch up with branch lessons such as sports, music, and chess. Throughout the first semester, it was often observed that Buse preferred activities based on ditto worksheets. Therefore, the children sometimes looked bored and unwilling to complete their work. Besides, Buse preferred to create an environment where the children shared their ideas and feelings during the teaching process. The pre-interview responses and observations showed that Buse created a friendly learning environment by listening to children, making eye contact, and welcoming them warmly.

During the second semester, Buse changed some of her teaching practices. First of all, she realized that effective use of learning centers made children more interactive and

collaborative. Therefore, she started to integrate leaning centers into her teaching process. The children shared their ideas and used their creativity while they were working and playing in these learning centers. Based on that, she allowed more freedom to children to play in learning centers with their peers. While children worked in learning centers and on the activity, Buse actively observed and listened to them. She developed her ability to listen to children's communications and interactions. She carefully listened to children while they shared their ideas, hypotheses and feelings. This process helped the teacher to create an environment where the children shared their learning stories with their peers. She also gave freedom to children to choose their group friends and work in harmony. Thus, the children worked in groups with a good grace. After the evidence for children's learning was collected, Buse and the children worked on documentation tools. The children freely selected their products, photographs, and their expressions during the creation of documentation tools. Thus, she tried to offer an option to support freedom of choice.

Likewise, Buse gave importance to the creation of a respectful learning environment. Thus, the value of respect was another preeminent democratic value during the implementation of the pedagogical documentation process during the second semester. To illustrate, some points explicitly came to light in her practices in terms of the value of respect. After the trainings, the first thing that attracted attention in her practices was that she started to differentiate her teaching methods and planned the learning process based on the children's attention span. Therefore, the children had the opportunity to display their strengths and interest areas within various teaching strategies. After the trainings, she also designed the learning environment by asking children's opinions and provided a respectful learning environment where the children could ask questions and listen to each other. Moreover, Buse respected children's self-produced products and remained easy about their appearances. Because Buse started to appreciate children's learning process and products, she provided children with the opportunity to share them with their peers. Therefore, she added "*sharing time*" to her teaching process. The post-interview responses showed that Buse started to ask children's opinions before starting the teaching process. According to Buse, all of

these changes were associated with the implementation of pedagogical documentation. Observations and field notes also showed that Buse started to communicate with children in ways that were appropriate to the children's level of development. For that purpose, she involved the children in the decision making process while planning an activity and determining classroom rules.

Another democratic value that supported the implementation of pedagogical documentation process is the value of collaboration. Initially, Buse did not implement small group activities in which children discussed and negotiated with each other. She frequently wanted children to work quietly when they were carrying out the activity. However, in the second semester, Buse frequently conducted the teaching process using small group activities. The process of documentation helped her to realize that communication among children enhanced children's thinking processes, and these dialogues served as highly important evidence for making their learning visible. While the collaborative work among children in small groups were limited during the first semester, children started to work in groups and share their ideas by negotiating as along as Buse implemented pedagogical documentation. In addition, Buse started to communicate with parents and other teachers through pedagogical documentation tools such as panels, portfolios, and monthly bulletins. This process, therefore, enhanced the collaborative learning environment comprised of the teacher, parents and her other colleagues.

When Buse's practices prior to the implementation of pedagogical documentation were investigated in terms of the value of empowerment, it was observed that she already had some strategies to empower children. For instance, she motivated children to participate in their learning process, used constructive dialogue with children, gave children responsibilities regarding classwork, provided wait time for children to answer questions and uttered motivational words. However, the use of pedagogical documentation provided additional opportunities for children in terms of the value of empowerment. First of all, pedagogical documentation enhanced learning opportunities of children because Buse started to design activities appropriate to the

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age of the children. Through pedagogical documentation, she regularly assessed children and reconstructed the learning and teaching process based on children's level of development and needs. In parallel with this, pedagogical documentation also benefitted children in terms of individual feedback. Buse preferred to give feedback to the whole class before pedagogical documentation. However, she realized that children sometimes needed to receive individual feedback. Lastly, the presence of pedagogical documentation on its own was motivational for children. When children saw their photographs and products on the panels, portfolios and bulletins, they became more willing to participate in the learning process. This process helped her to enhance their motivation and participation in the learning process. During the second semester, one other important finding was a sense of belonging. As the children saw their photographs and products all over the classroom and shared them with their peers, their sense of belonging was enhanced even more. Moreover, according to Buse, the process of pedagogical documentation helped her to realize the importance of verbal reinforcements as opposed to giving stickers as a prize.

The interview with Buse at the end of the semester showed that pedagogical documentation was an effective tool for her professional development. Overall, she recognized the importance of using pedagogical documentation because she believed that this process enhanced children's learning and collaboration, increased their motivation and self-esteem, and enriched the learning environment.

Table 4.2

Comparing Teacher Buse's Classroom Environment in terms of Democratic Values after Pedagogical Documentation Trainings

Pedagogical Documentation Before Training	Pedagogical Documentation After Training
Freedom ✓ Freedom to express their ideas ✓ Ability to listen to children's answers ✓ Eye contact ✓ Limited access to sources	✓ Freedom to choose what they wanted to do and how they wanted to do it ✓ Accessibility of sources for all children ✓ Ability to listen to children's answer Freedom to work individually ✓ The involvement of children in decision making ✓ The planning of learning process based on pedagogical documentation
Respect ✓ Provision of group feedback ✓ Teaching based on direct instruction ✓ The provision of an environment to share ideas on related concepts ✓ The planning of a developmentally appropriate learning process	✓ The provision of individual and group feedback ✓ Differentiation of teaching methods for individual differences ✓ Multiple forms of assessment ✓ Identification of classroom rules with children ✓ Provision of an environment to share ideas on various topics

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Table 4.2 (cont'd)

Collaboration	
✓ Provision of child-teacher collaboration	✓ Provision of child-teacher collaboration
✓ Creation of an environment for a whole group activity	✓ Provision of child-child collaboration
✓ Teacher-led inquiry	✓ Provision of child-parent collaboration
	✓ Encouraged grouped work
	✓ Incorporation of developing documentation displays
	✓ Provision of opportunities for children to work and play
	✓ Creation of an environment for small group activities as well as whole group activities
Empowerment	
✓ The rewarding and prizing of children for their involvement in activities	✓ Guidance provided to children in enabling them to discover and explore their interests
✓ The state of being friendly	✓ The state of being friendly
	✓ The strengthening of children's self-esteem
	✓ Empowerment of children in sharing ideas, feelings and their products by giving extra time
	✓ Empowerment to represent their learning
	✓ Classroom filled with children's products throughout the room

4.2 Case Study 2- Leyla

In the current study, Leyla, the preschool teacher, was another case. Leyla worked in the public school which implemented a half-day program. Leyla worked as a single teacher in her learning environment. Leyla was an early childhood teacher in this school, and she had been teaching for eight years. The classroom consisted of 23 four-year-old children. Some of the children in the class had previous preschool experience. The class was located on the second floor, and the school also had a playroom on the basement floor.

Leyla was voluntarily participating in the pedagogical documentation project. Initially, Leyla's practices were not intervened at any point. However, in the second semester of her teaching, Leyla received both weekend workshops and in-class trainings about the implementation of pedagogical documentation. As in the case of Buse, the themes, sub-themes and categories were determined in the cycle of pedagogical documentation and values of freedom, respect, collaboration, and empowerment.

4.2.1 Making Children's Learning Visible Before Pedagogical Documentation Training

This part presents Leyla's practices in making children's learning visible according to the cycle of pedagogical documentation before she receiving trainings. The data were collected through a pre-interview, video-based observations, document analyses of photographs and field notes. After the data were analyzed, five sub-themes were determined according to the cycle of pedagogical documentation, which is presented in Figure 4.40 below:
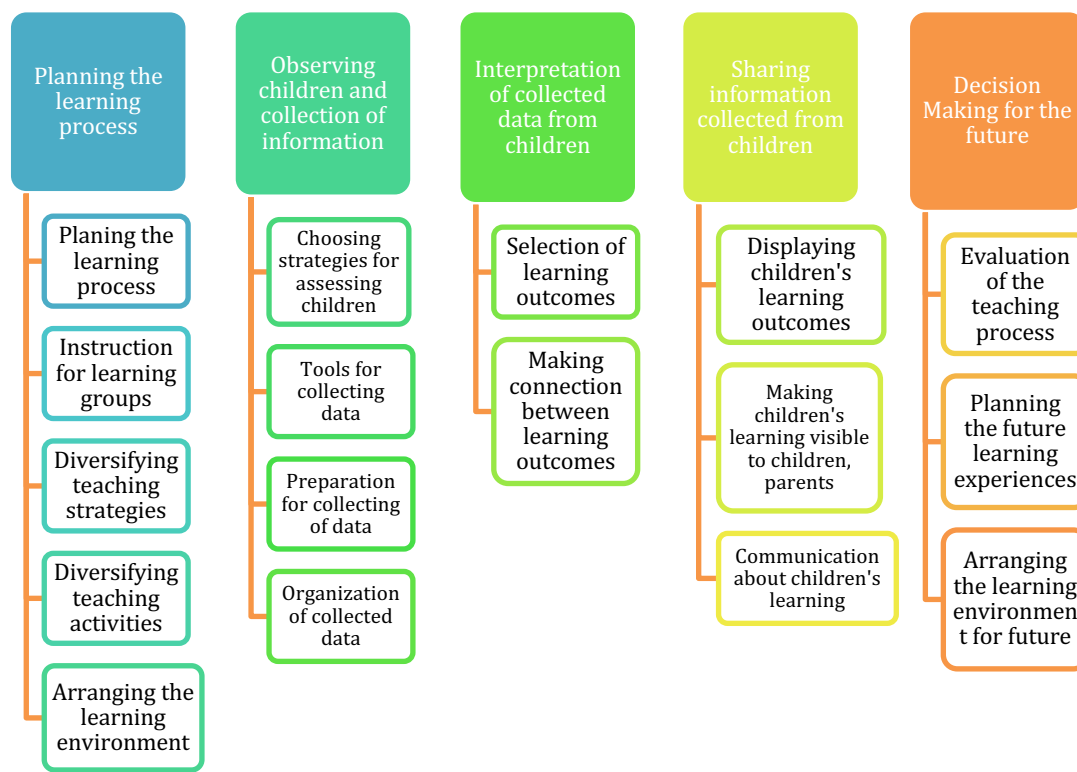
Figure 4.40 The sub-themes and categories raised from the data about making learning visible

The presented sub-themes also have different categories related to Leyla's practices regarding the process of making children's learning visible both before and after receiving pedagogical documentation trainings.

4.2.1.1 Planning the Learning Process

According to Kline (2007), pedagogical documentation serves an important function for teachers in guiding them during the planning of the learning process. To plan an effective teaching and learning process, teachers need evidence resulting from ongoing observations and documentation processes (Kline, 2007).

In the light of this information, Leyla's implementations in planning and arranging the learning environment processes were categorized as below:

- Planning the learning process
- Providing instruction to learning groups
- Diversifying teaching activities
- Diversifying teaching strategies
- Arranging the learning environment

During the pre-interview, Leyla mentioned that the planning process was determined at the beginning of the academic year. They were planning together with the other teachers for both the first and second semesters. She explained this process as follows:

> We have a plan before beginning the academic term. We plan first and second semesters separately. We talk about field trips and what kinds of activities we can plan…etc. We plan the learning process together with the other teachers. We try to implement the same education system with the other teachers. (Pre-interview- 14.11.2014)

As can be seen in Leyla's response, planning the learning process was determined based on the pre-planned teaching program. She also stated that activities varied by the age of children because other classes had children from different age groups. Leyla also mentioned the importance of planning an effective teaching process and the selection of teaching strategy. She said that *"it is important for children to learn by doing," and hence she "always collaborate[d] with the parents"*. She also mentioned that selection of teaching strategies depended on their daily life. She expressed this as follows:

> I talk with the parent about children's learning process in the classroom. I say, 'we conducted this activity in the class but you should support what they learnt in their daily life.' Thus, I try to direct and inform parents (Pre-interview- 14.11.2014)

Leyla's statements were consistent with the observation data. In the 1st observation of the first semester, it was observed that Leyla implemented a literacy activity. During

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the activity, Leyla asked the children to tell a story by forming different shapes with ropes. The children told a story by using their creativity.

In addition to the observations in one of the fields, it was noted that Leyla preferred activities that the children actively participated in.

> I think that Leyla recognizes the importance of children's participation. It is likely that she designed activities in which the children actively participate. (FieldNotes- 27.02.2015)

In the pre-interview, Leyla also acknowledged the importance of implementing developmentally appropriate activities. Therefore, she stated that she planned different types of activities. Leyla explained her teaching process as follows:

> Mostly, I implemented play, art, science activities. Sometimes, I implemented mathematics or music activities. I try to differentiate activities. We start the day by singing … or conversing with each other. (Pre-interview- 14.11.2014)

In addition to Leyla's explanations, most of the observations conducted during the first semester and the field notes revealed that Leyla implemented integrated activities and developmentally appropriate activities by considering children's age levels . Moreover, 1st, 2nd and 4th observations showed that she differentiated teaching activities by integrating literacy and art, or science and literacy activities.

For Leyla, arranging the learning environment is important to prevent monotony and sameness. She re-arranged her classroom environment at the beginning of the academic year. Furthermore, she mentioned that she needed parents' financial support to alter the classroom environment.

> Yes, I do. I absolutely alter the classroom. Why? Because I do not repeat the previous year. Changes are always necessary. For instance, Atatürk center. I changed the materials in this center. (Pre-interview- 14.11.2014)

Unfortunately, observations during the five-week period in the first semester showed that Leyla did not alter the classroom environment and did not change materials used

in the learning centers. Even the tables and chairs were always in the same place on most of the observation days.

According to the field notes taken by the researcher, the children organize the classroom materials during free play time.

> The children spent most of their time sort out the class and materials during free play *time*. (FieldNotes- 02.27.2015)

In the pre-interview, there was a question related to designing learning groups. According to Wien (2011), learning is social and working as a group is much better than working individually. Leyla thought that small group activities were more comfortable with five and older age groups.
She answered this question as follows:

> I generally implement whole group activities for children who are four-year-olds. This changes according to children's age. However, I implement small group and individual activities for five-year-olds. This year I am teaching five-year-olds. (Pre-interview- 14.11.2014)

Contrary to Leyla's statement in the pre-interview, the 2nd, 4th, and 5th observations revealed that Leyla implemented whole group activities. Although she sometimes divided the classroom into small groups, the children in small groups did the same task at the same time. However, Leyla defined this activity process as a small group activity.

Figure 4.41 An example from Leyla's grouping activity

As can be seen in Figure 4.41, the children are sitting in groups. Each child has A4 paper to draw a picture on and they are working separately. However, Leyla generally described this process as a small group activity.

Consistent with the observations, field notes also showed that Leyla did not make a distinction between whole group and small group activity. The researcher's notes showed that

> Leyla prefers to integrate the whole group activity while preparing a teaching plan. When she implemented a small group activity, she designed different tables using the same materials. Based on these types of activities, Leyla supposes that she implemented a small group activity. (FieldNotes-27.02.2015)

Furthermore, the 4th and 5th observation data revealed that compared with the attention span of children, the duration of the activities were sometimes very long for children. After the video recordings was analyzed, it was observed that children frequently stood up while listening to the story book. They also wanted to ask some questions related to the story, but Leyla warned the children to listen carefully until the story was over.

4.2.3.2 Observing Children and Collecting Information

Under this category, Leyla's observation and data collection practices were investigated to reveal what she did to make children's learning visible. As a result of the analyses, three categories were determined as follows:

- The selection of strategies for assessing children
- Data collection tools
- Preparation for data collection

In the pre-interview, one of the questions was related to Leyla's assessment practices and data collection tools. She stated that they had created a parent e-mail group for a few years. For Leyla, this application helped teachers to communicate with parents because they sent children's photographs via e-mails. She explained this implementation as follows:

> At the beginning of the year, we created a parent e-mail group. This is an implementation that our school has been applying for a few years. We share children's photographs during an activity with the parents. (Pre-interview-14.11.2014)

She also stated that they observed the children based on the observation form prepared by the Ministry of Education. The teacher in this school filled out this form while observing the children. However, she stated that these observations were not like anecdotal records. She explained these recordings as such;

> We fill observation forms prepared by the Ministry of Education. Actually, this is not an anecdotal record but we just write what children say and what they do. This exists only in this dimension. (Pre-interview- 14.11.2014)

Although Leyla stated that she had used an observation form to write the children's statements, it was not observed that Leyla was using a form to observe children's learning. She generally took notes of children's answers to questions.

Figure 4.42 A snapshot of Leyla's observation notes

As can be seen in Figure 4.42, Leyla takes notes of children's answers on the sheet. The activity was about Picasso and his life. She was asking what kind of materials there were in the painter's atelier. While taking notes, she tried to write all the answers of the children.

In addition to Leyla's responses, it was observed that she sometimes took children's ongoing activity photographs during observations throughout the five-week period. Thus, it can be said that the photograph camera was one of the data collection tools in Leyla's classroom. Although she gave limited information about her observation and data collection practices during the pre-interview, the video-based observation provided rich information about her practices on assessment. One of the observation notes written by the researcher was as follows:

> Leyla did not make any preparations for collecting data before an activity. In fact, she decided in no time what to do in an activity. Furthermore, systematic observation was not observed in Leyla's learning environment. For instance, she monitored the children during free play time at the basement, but she neither observed them nor took notes. Because Leyla did not observe the

children's ongoing activity process, she did not notice that the duration of the activity was very long for children (3rd Observation-16.01.2015).

In addition to the observation notes, the field notes taken after the 4th observation showed that the children participated in the matching activity with their eyes closed for 20 minutes. After a while, they started to talk with each other and they seemed reluctant to participate in an activity.

> If Leyla had observed the children in some way, she might have realized that they were bored. (FieldNote-16.01.2015)

4.2.3.3 Interpretation of the Data Collected from Children

Interpretation of the collected data is another step in the cycle of the documentation (Project Zero & Reggio Children, 2001). To develop a meaningful curriculum and learning process, the teachers interpret analyzed information. This process makes both children's learning and teachers' interpretation visible (Bowne at al., 2010). Under the sub-them of interpretation of data collected from children, two categories were determined:

- Selecting the learning outcomes
- Making connections among the learning outcomes

During this process, teachers make an interpretation about children's learning process. Reviewing the recorded information, labeling photographs, taking notes on children's feelings, ideas and thoughts, and establishing connections among items of evidence are important steps conducted during the interpretation process. In the pre-interview, one of the questions was related to making interpretations of children's learning and the collected evidence. Leyla responded that she shared children's photograph without making any interpretations.

> We took children's photographs during an activity and immediately sent them to their parents via e-mail group. Generally, we do not label photographs. I

share children's photographs every day, so it is difficult to organize them. (Pre-interview- 14.11.2014)

At the same time, Leyla's statement showed that she did not select children's photographs according to a specific criterion before sharing them with the parents. Observations also supported her statements. During the five-week period, there was no observation of Leyla's labeling photographs and making an interpretation about children's products.

Furthermore, in the pre-interview, she stated that taking photographs and recording videos were the most commonly used data collection methods in her classroom. She also stated that she displayed this information through an LCD monitor.

> Maybe we do not record children's voices but I take many photographs and record videos. I generally display these through slides and the LCD monitor. And our parents see what their children do in the class step by step. (Pre-interview- 14.11.2014)

Although Leyla stated that she displayed children's photographs and products, all observations conducted during the first semester showed that Leyla did not hang children's products and photographs on boards or the ceiling for display. The board which was supplied by the project fund was always empty.

4.2.3.4 Sharing Children's Information

Sharing children's information is one of the steps in the cycle of pedagogical documentation. To make learning visible, this process involves all stakeholders: children, teachers, parents and the community. During sharing time, children actively participated in the process. Under the sub-theme of sharing children's information, one category was determined:

• Making children's learning visible to children and parents

In the pre-interview, Leyla explained that she always wrote some notes about children's ideas, feelings and thoughts after the children completed their products. Moreover, she stated that asking questions was very helpful to support children in expressing their ideas. Therefore, she believed that this process made children's learning visible to parents and others.

> I write notes on children's products about what they did, and the children explained to us what they did, and I support them by asking questions. During this process, other children listen to what their classmates do in the activity. (FieldNote-21.11.2014)

Although Leyla stated that the children share what they did in the activity, observations were not consistent with her statement. In the 4th observation of the first semester, it was seen that Leyla took notes on children's products; however, other children did not listen to the dialogue between the child and the teacher. Leyla briefly and quickly wrote the children's answers.

Figure 4.43 An example of the notes taken of children's ideas

In addition to the observation and interview data, the researcher's notes about sharing time revealed that Leyla did not allocate time to share children's learning after the activity.

> Leyla spent very little time on the evaluation at the end of the day. IN fact, some of the children were not included in the sharing time because of the need to catch the school bus to leave school. In sum, the evaluation process was not done properly. (FieldNotes-17.04.2015)

Another pre-interview question was related to how she shared children's products and made children's learning visible. She answered that they prepared an exhibition at the end of each semester and invited parents. Leyla explained the sharing process as follows:

> At the end of the year, we share children's photographs. Sometimes we create a slide show to display children's photographs. Sometimes we prepare an exhibition with the children's products to share with parents. (Pre-interview- 14.11.2014)

Moreover, Leyla stated that the portfolio was frequently used during the learning process to assess and share children's learning with parents.

> The portfolio is a primary documentation tool to document children's learning. We share children's portfolios with parents at the end of each semester. We collect photographs to put into the portfolios. (Pre-interview- 14.11.2014)

During the observation of Leyla in the first semester, the portfolio preparation process was not observed. Although she stated that the portfolio was the main and primary source of documentation tool, she did not select products to place in the portfolio during the five-week observation period.

4.2.2 Making Children's Learning Visible After Pedagogical Documentation Training

Initially, Leyla did not implement pedagogical documentation, even though she thought that she implemented pedagogical documentation somehow. In the weeks that followed, Leyla started to implement pedagogical documentation regularly after receiving training. She integrated pedagogical documentation practices into her teaching process. She collected various items of evidence from children to make their learning process visible. Taking photographs and observation notes, using rubrics and checklists, and recording a video were prominent data collection strategies during this process.

Leyla's assessment practices to make children's learning visible through pedagogical documentation was analyzed based on the cycle of pedagogical documentation as in the analysis of the data collected in the first semester before training. The first part of the cycle is planning the learning process.

4.2.2.1 Planning the Learning Process

Leyla's teaching process related to the sub-theme of planning the learning process and arranging the learning environment was presented under five major categories:

- Planning the learning process
- Providing instruction to learning groups
- Diversifying teaching activities
- Diversifying teaching strategies
- Arranging the learning environment

After pedagogical documentation training started in the second semester, Leyla received regular feedback from the researchers about the documentation implementations. Leyla's responses revealed that her implementations of the teaching

process changed via pedagogical documentation. Leyla approved of the idea that the children were not consumers of the learning environment but participants. She expressed the following:

> I totally agree with this idea because consumption reminds me of consuming something readily available. Children do not make effort to produce it. They only consume things… In some schools, some of the teachers use ditto sheets and children fill out these sheets. Every child does the same thing. I think that these kinds of activities do not teach children anything (Post-interview-29.05.2017)

As stated by Leyla, the five-week video-based observation data revealed that Leyla did not prefer to implement ditto sheets during the activities. For instance, in the 3rd observation, she used rainy weather as a base for an emergent teaching. She gathered the children in front of the windows to show the rainy weather and they started to talk about the weather.

> Leyla: How was the weather when you were coming to school?
> Child: Rainy.
> Leyla: How did you understand? Did you look out the window? What did you do when you saw rain?
> Children: Umbrella, boot, and coat…etc
> Leyla: Why did you wear boots? (3rd observation- 27.03.2015)

After this dialogue, Leyla continued the teaching process by reading a story about rain and implemented integrated activities related to the concept of rain.

Figure 4.44 Storytelling time about rainy weather

In parallel with the observations, Leyla acknowledged the importance of implementing different types of teaching activities and strategies. She stated that implementing various teaching strategies and methods was necessary while working with young children.

> Different teaching strategies need to be included in the teaching process. When I implement these strategies, I feel better. I include activities that I am more successful at. Sometimes, it changes according to children's age. For instance, 3-year-old children love singing songs. As children grow older, I implement different activities. I never use lecturing. (Post-interview- 29.05.2017)

Consistent with her statements, observations also revealed that Leyla tried to diversify teaching strategies while conducting activities. In the 2nd observation, Leyla started the day with free play time, and then she implemented literature, drama and art activities. Each of these activities focused on the same concept. While implementing these activity types, she used different teaching strategies. She frequently asked questions to

children about their hypotheses before reading a story. Furthermore, she used some teaching methods, such as demonstration, drama, and group discussion.

> As I have observed, Leyla frequently and actively uses different teaching strategies and types of activities. Furthermore, all of these activities were implemented in an integrated manner. (FieldNote-17.04.2015)

Figure 4.45 An example from the science experiment about rain formation

In the post-interview, another question was related to instruction for learning groups. For Leyla, designing either large or small group activities depended on the concept of the day, and she added that she initially did not know how to implement small group activities.

> Actually, there is information regarding small group activity in the national program booklet, but I realized that I did not know how to implement a small group activity. Thanks to in-class feedback during the project, I can see that my previous small group instruction was not appropriate, because I only placed together the tables to enable children to work side by side. (Post-interview-29.05.2017)

Leyla added that the pedagogical documentation process showed her how to implement small group activities in real terms.

> After implementing pedagogical documentation, I understood that children should engage in different tasks as a group. Even if the groups work on the same concept, they can make use of different ways to work on a task. (Post-interview- 29.05.2017)

In the 3rd observation, the researcher also observed that Leyla arranged the tables for small group activities and provided the necessary materials like A3 paper, crayons, and adhesives.

Figure 4.46 An example from small group activity

> In my observations, I saw that Leyla understood how to implement a small group activity at the end of many trials. She often asked questions about how she could do it. I think it shows that Leyla was also aware that previous group activities were not exactly a small group activity. Yet, lately I can see that she conducts some very effective small group activities. (FieldNote-17.05.2015)

In addition, Leyla mentioned that arranging the learning environment according to activity type became a part of the activity process after pedagogical documentation implementations.

> First, we gather at the assembly room, and then I introduce the learning centers. There are those materials at this table, I put those materials at this table…etc. I say that you should think about what you want to do and go to the table. (Post-interview- 29.05.2017)

In parallel with Leyla's explanation, the five-week observation data supported her statements. During each of the observations, she always guided the children to select learning centers after she arranged the environment by providing materials related to the activity.

4.2.2.2 Observing Children and Collecting Information

Observing children and collecting information is one of the steps in the pedagogical documentation cycle. Leyla's data collection implementations for making children's learning visible were analyzed under four categories:

- The selection of strategies for assessing children
- Data collection tools
- Preparation for collecting data
- Organization of the collected data

According to Leyla, activities were not planned for making documentation. On the contrary, the documentation process is determined according to the planned activity. After she determined the activities, she tried to select strategies for collecting information from the children about their learning process. She said,

> In the direction of activity planning, I think of how I can collect information, and how I can document this process. Consequently, I decide whether taking photographs or recording videos is more useful. Sometimes I benefit from

observation notes. Generally, it depends on the activity process. (Post-interview- 29.05.2017)

In parallel with Leyla's statements, the researcher did not observe any preparation process for making documentation. Because Leyla worked as a single teacher in her classroom, she might have prepared documentation tools before an activity began. Moreover, as the researcher observed, she spontaneously decided how she could document the children's learning. While children were engaging in the activity, she prepared documentation tools such as the easel or the mobile folding panel.

> During the five-week observation period, I did not observe Leyla while preparing documentation tools. (FieldNote-06.05.2015

Furthermore, she stated that the most frequently used documentation tools were video recordings, photographs, scales for learning and development, and observation notes. She explained how she used these strategies as follows:

> I did not make a plan for documenting children's learning. Rather, I prefer to determine which documentation tools I should use for documenting children's learning according to the activity. For instance, sometimes I need to record a video, or take photographs. Sometimes, I use the scale developed by the teachers in the school. (Post-interview- 29.05.2017)

Throughout the five-week observation period, the researcher observed that Leyla used at least one data collection tool for making children's learning visible. While the children were engaging in an activity, she took photographs of ongoing activities. Sometimes, she took observation notes related to children's ideas and hypotheses.
In one of the field notes, it was noted that Leyla used different assessment tools to collect information from the children.

> During the field trip activity, Leyla used different types of data collection tools such as observations, photographs and drawings of children's observations (FieldNotes-17.04.2015)

Figure 4.47 Leyla is collecting data while children share their work

Leyla also mentioned how they prepared a portfolio during the pedagogical documentation process. Leyla stated that the portfolio was applied throughout the school; therefore, it was not unique to the documentation project. In addition to these, she started to prepare monthly bulletins. She said,

> We necessarily applied portfolio throughout the school. Apart from this, we prepared regular monthly bulletins every month. We shared these monthly bulletins with parents. (Post-interview- 29.05.2017)

In the 5th observation, the researcher observed that Leyla prepared a portfolio with children. While the children were preparing their portfolios, they decided which works they wanted to enter into their portfolios.

> Leyla involved the children in the portfolio preparation process. The children selected the products that they wanted their parents to see. Leyla also included their observation notes, observation cd, developmental reports, checklists, and children's autoportfolios. (FieldNote-21.05.2015)

Finally, she mentioned what she focused on during the observation: product or process. According to Leyla, it depended on what she observed. Sometimes, she needed to focus on the children's products.

> It depends on what I observe. Sometimes, I have to focus on the products because this product gives important clues about children's learning or development. I just pay attention to what I need to focus on and I investigated that on these products or processes. I get complete information about the children's development when I do both. (Post-interview- 29.05.2017)

Although there was no definite observation data regarding what she focused on during her observations, the documentation process and displays supported Leyla's explanations about her observation process. In the 2nd observation, the children shared their products at the end of the activity, and the teacher took photographs of their products. Furthermore, she requested from the children to explain what they did in the activity.

Figure 4.48 Leyla is recording children's explanations and their products

4.2.2.3 Interpretation of the Data Collected from Children

Interpretation of the collected data is another part of the pedagogical documentation cycle. Leyla's implementations for the sub-theme of the interpretation of collected data were analyzed under two categories as follows:

- Selecting learning outcomes
- Establishing a connection among learning outcomes

At the end of the project, after she was thoroughly familiar with the implementation of pedagogical documentation, Leyla defined documentation process as follows:

> Collecting various sources of evidence about children. These can be video recordings of observations, photographs, and developmental scales. Then, the process continues with the compilation of the evidence to analyze information. In fact, all of these are child-specific data collection tools. (Post-interview- 29.05.2017)

As understood from her statements, she believed that interpretation is one of the components of the pedagogical documentation process. Throughout the five-week observation period, the researcher observed that Leyla used data collection tools to collect information about children. After collecting evidence, Leyla took notes on children's products and selected photographs that described the activity process.

Leyla expressed that taking notes of the activities and children's learning process was very useful for implementing an effective documentation process. Therefore, she believed that the interpretation process is an inseparable part of the documentation cycle.

> The children remembered what they did during the activities while sharing them with their parents at the end of the semester. How do I know they remember? Because I took notes about the activities. If I had not taken notes, maybe I could not have remembered. I saw that all of the children fully remembered what they did. (Post-interview- 29.05.2017)

In parallel with Leyla's explanations, in the 3rd observation, the researcher observed that the teacher took notes of children's drawings about what they did and dated the products before sharing them with the class.

Figure 4.49 Leyla is taking notes of children's products related to the activity

One of the emerging implementations about the interpretation component is establishing a connection among the learning outcomes. Leyla made some preparations before sharing documentation products with the parents. She expressed the following:

> I filled out the developmental scales for some objectives and indicators. Before I shared examples of the activities, I added some photographs related to the activity and wrote my comments. When I do it like that, the parents understand what I mean. (Post-interview- 29.05.2017)

Consistent with Leyla's explanations, observation data and field notes revealed that Leyla generally interpreted children's learning process when she prepared documentation panels. In the 5th observation, Leyla prepared the mobile folding panel to share children's learning process. When she prepared this documentation panel, she

established some connections between children's learning experiences and their comments.

Figure 4.50 An example of the mobile folding panel and Leyla's interpretations

> Leyla interpreted children's learning process while preparing the documentation panel. Therefore, I think that Leyla sometimes writes her interpretations in a hurry. This could be the effect of working as a single teacher in the classroom. (FieldNote-27.03.2015)

Finally, one other implementation of Leyla's interpretation is the selection of learning outcomes before sharing them with the children and parents. At the end of the semester, Leyla prepared portfolios for each of the children. While preparing a portfolio, the selection of products is another important point for the documentation process because enabling children's participation in this process is very important. Leyla expressed the portfolio preparation process as follows:

> I try to choose from the examples of activities that the children did in both first and second semesters. If there are two examples, I place both of them without

asking the children. But if is there are more than two, I get the children's opinions. (Post-interview- 29.05.2017)

Leyla also stated the following:

I consider the date of the products while making a choice. For instance, the activity from each month. Moreover, I focuse on the notes that I took about the children while selecting their products. (Post-interview- 29.05.2017)

In the 5th observation, which was conducted at the end of the semester, the researcher observed that the children prepared their own portfolios and selected the activity products they wanted.

As I observed, the children were very happy and willing during the portfolio preparation process. While choosing their products, they talked to each other, investigated their products and revised the entire semester. (FieldNote- 21.05.2015)

Figure 4.51 An example from the portfolio preparation process

4.2.2.4 Sharing Children's Information

In the process of pedagogical documentation, sharing children's learning process and their progress is one of the components of the cycle. In Leyla's learning environment, sharing children's information after pedagogical documentation training is presented under four categories:

- Displaying children's learning outcomes
- Communicating children's learning
- Making children's learning visible to children, parents and others
- Organizing documentation with children

As Leyla stated in the pre-interview, there was an e-mail group to share children's learning experiences at the school. Leyla mentioned that the context of e-mails changed after the implementation of pedagogical documentation.

> We have an e-mail group. I share children's photographs through e-mails. Before pedagogical documentation, I only shared children's photographs. This sharing process served as an advertisement. However, I started to use e-mail groups more professionally after I was introduced pedagogical documentation. (Post-interview- 29.05.2017)

Leyla also explained that the children frequently shared their learning process and ideas after the activity. For Leyla, sharing time made children more active during their learning process. She expressed;

> The children are active as much as possible. This was especially seen during small group activities, characterized by explaining what they did, sharing time, presenting on panel and easel. The children actively participated and this supported their self-confidence. (Post-interview- 29.05.2017)

Consistent with Leyla' explanations, the children actively participated in sharing time during the second semester. She frequently provided an environment for children to share their leaning experiences. For instance, in the 2nd observation, Leyla designed a small group activity. The children shared their products as a group at the end of the day.

Figure 4.52 An example of a group presentation at the end of the activity

During the second semester after pedagogical documentation training, Leyla provided children with the opportunity to communicate their learning by presenting their products in front of the panel or easel. For Leyla, sharing time also improved children's presentation and self-expression skills.

> We did an easel or documentation panel presentations in the classroom. This improved the children's self-expression skills. The children also explained what they did throughout *the year to parents via portfolio presentation*. (Post-interview- 29.05.2017)

Leyla also said,

> In addition to e-mail groups, we sent monthly bulletins to parents. They are like a classroom newspaper about what the children did throughout each month. There were also summaries of the conducted activities. By this means, we have always been in contact with parents. (Post-interview- 29.05.2017)

Consistent with Leyla's explanations, the observation data also revealed that Leyla usually provided children with the opportunity to present what they did during the activities. For instance, in the 4th observation, the researcher observed that Leyla used both the board and easel to share children's products and learning experiences.

Figure 4.53 An example of sharing time in Leyla's classroom

On the other hand, one of the field notes showed that Leyla sometimes allocated a very long time to share their products. Therefore, the children seemed bored. The class size is relatively crowded when compared to Buse's classroom. When the children were presenting individually during sharing times, the duration of the presentations was prolonged and the other children stopped listening. One of the field notes revealed the following:

> During sharing time, the children presented what they did during the activity and Leyla asked some questions. However, the children lost their attention after

a while. When she realized this, she kept the presentation short. She could ask different questions such as daily life or affective questions (FieldNotes-13.03.2015)

4.2.2.5. Decision Making about Future Learning

The last part of the pedagogical documentation process is decision making about children's learning. Although the sub-theme of decision making is not observed before pedagogical documentation training, Leyla used different strategies to make decisions about children's learning during the second semester. The decision making sub-theme was presented under three categories:

- Evaluating of the learning process
- Planning the future learning experiences
- Arranging the learning environment for the future

According to Leyla, implementing pedagogical documentation helped her to make decisions about children's development. Therefore, she said that making assessment and evaluation of children's learning was easy and not time-consuming.

> Toward the end of the year, I know which child spent more time in which learning center, which child spent more time with whom, and when alone, what kind of play he/she prefered. Pedagogical documentation enlighted me in all areas. I realized that I knew the individual needs of children. For instance, the positive and negative sides of the children and which side should be supported. In this respect, pedagogical documentation really helped me in these areas. (Post-interview- 29.05.2017)

Furthermore, Leyla expressed that she did not use pedagogical documentation for only assessment. Planning children's future learning process was another benefit of documentation for her. She said,

> I cannot say that I used pedagogical documentation for only assessment. As I said before, pedagogical documentation provided me with insight into the assessment process but I also used it for the learning process. I used

documentation to make a plan for children's future learning experiences. (Post-interview- 29.05.2017)

Throughout the five-week period of observations, the researcher observed that Leyla could follow the needs of children very well. For instance, in the 1st observation, the children delivered a presentation in front of their products. It was understood that the children were very happy while delivering the presentations. Leyla provided an environment for them because she knew that the children really wanted to make presentation.

> During sharing time, Leyla and children asked some questions to each other. This process was very beneficial for Leyla because she could make decisions about children's interests for future activities. (FieldNote-27.03.2015)

As Leyla stated, pedagogical documentation can be used for evaluation of the learning process in the decision making component of the documentation cycle. Consistent with this idea, Leyla identified children's interests and skills through pedagogical documentation practices. She explained this process as follows:

> After the activity is over, the children's interests and needs come to light. The activities were also designed based on the objectives and indicators in the national program booklet. Therefore, when I assess the children at the end of the day, I focus on to what extent the children achieve these indicators. If these objectives are not achieved, I address them in another activity. (Post-interview- 29.05.2017)

Finally, Leyla mentioned that she arranged learning centers according to children's interests after she evaluated children's learning and development. More specifically, she changed the materials in the centers like materials for senses, or the concept of numbers…etc.

> I change the content of the learning centers. For instance, some of the children show interest in activities related to the senses. Considering these, I adjust learning centers for the concept of senses. I rearrange the learning centers according to the interest of the children. (Post-interview- 29.05.2017)

Contrary to Nany's explanations, the researcher did not observe that she arranged learning centers and provided additional materials for the activities.

4.2.3 Democratic Values Before Implementing Pedagogical Documentation Training

In early years, children created their own understanding by interacting with the world around them. Therefore, ensuring opportunities and fostering their effort could support children's growth and development (Lapping, 2004). Creating a democratic classroom environment to facilitate democratic values such as freedom, respect, collaboration and empowerment is important because it boosts children's skills to investigate and explore their environment. Such kinds of learning environments are also beneficial in order to create a classroom organized around developmentally appropriate activities.

Considering all of these, the study also focused on Leyla's learning environment with respect to democratic values before she received pedagogical documentation training. Democratic values were the same as those investigated in Buse's learning environment: freedom, respect, collaboration, and empowerment. After the data were analyzed under the theme of democratic values, four sub-themes were determined. The sub-theme and their categories are presented below in Figure 4.54.

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                          ┌─────────────┐
                          │ Democratic  │
                          │   values    │
                          └──────┬──────┘
          ┌──────────────┬───────┴───────┬──────────────┐
    ┌─────────┐    ┌─────────┐   ┌──────────────┐  ┌──────────────┐
    │ Freedom │    │ Respect │   │Collaboration │  │ Empowerment  │
    └────┬────┘    └────┬────┘   └──────┬───────┘  └──────┬───────┘
```

Freedom	Respect	Collaboration	Empowerment
- Freedom to choose - Freedom to express thinking -Freedom to act	- Providing an environment to sharing ideas -Respecting each other - Differentiated teaching methods - Communicated children with developmentally appropriate manner	- Child-child collaboration - Teacher-child collaboration - Teacher-parent collaboration - Teacher-teacher collaboration	- Guide children to discover and investigate - Empower participation and motivation - Design developmentally appropriate activities -Giving individual feedback -Sense of belonging

Figure 4.54 The sub-themes and categories raised from the data about democratic

values

4.2.3.1 The Value of Freedom

Freedom is a broad concept and it is generally understood as listening to children's
voice. The reason behind it is that the communication between the teacher and children
is considered important (Berthelsen, 2009). Children are capable of listening to others
and expressing their thoughts. Therefore, involving children in decision making
processes is highly important during the learning process. When investigating

documentation practices, children's thoughts, feelings, and hypotheses are madean integral part of the process.

In Leyla's learning environment, children had some rights of freedom. Her learning environment before she received the training on pedagogical documentation was investigated and four categories were determined as follows:

- Freedom to choose
- Freedom to express thoughts
- Freedom to act

In the pre-interview, one of the questions was related to the role of the teacher during the learning process. Leyla explained one typical school day at the school. For Leyla, the children were free to explore and act; however, they had some certain limits. The teacher called it "*controlled freedom*".

> In my school, in my classroom, the children are free but I apply controlled freedom. They have some boundaries. They are free within this boundary but we have certain rules. There is no life without rules. (Pre-interview-14.11.2014)

Leyla responded that the children were free as long as they obeyed the rules. Observations were consistent with Leyla's statements. In the 2nd observation, Leyla asked children's opinions through open-ended questions before initiating the activity. Each child answered these questions and she listened to them without interrupting them. During an activity, the children freely selected what they wanted to do with the materials.

Figure 4.55 The children are explaining their opinions before an activity

As can be seen in Figure 4.55, the children shared their ideas before they started to carry out the activity. Leyla listed to their answers.

> During the circle time, Leyla listens to the children's answers carefully. She makes eye contact and gives each child a say. (FieldNote-21.11.2014)

Leyla also stated that free play time was a part of daily schedule. She stated that the children played during free play time at least twice a day. She explained free play time as follows:

> We had to spare time for free play. The time between breakfast and arrival is free play time. Therefore, the children can prepare for the day. The children started to prepare for the day by playing with their friends. (Pre-interview-14.11.2014)

Observation data were consistent with Leyla's statements. Throughout the five-week period during the first semester, Leyla started the day with free play time. During this process, the children freely selected play materials and learning centers.

Another interview question was related to children's participation in the activities. Leyla acknowledged the importance of children's voluntary participation. She stated that she did not force the children to participate in an activity. She explained as follows:

> When the children do not want to participate in an activity, I do not force them to do so. They can choose the learning centers they want to play in. If the child needs to learn the topic, I can postpone it to the day after until the child is ready to learn. (Pre-interview- 14.11.2014)

Observations were also consistent with Leyla's explanations. Leyla gave a choice to children when they did not want to participate in an activity. For instance, in the 4th observation, one of the children did not want to participate in an activity. Leyla's reaction was as follows: "*Is there any problem? You can go to the learning centers until you feel good, ok*?"

4.2.3.2 The Value of Respect

The value of respect is another dimension of a democratic learning environment. According to Kangas (2016), respect is an important value in supporting children to build knowledge, and it makes children active participants during their learning process. Therefore, respecting children's voice and empowering their ideas increase children's participation in their learning process (Bath, 2009; Dahlberg & Moss, 2005).

For Leyla's classroom environment before receiving the training on pedagogical documentation, four categories were determined under the sub-theme of respect:

- Providing an environment to share ideas
- Respecting each other
- Implementing differentiated teaching methods
- Planning a developmentally appropriate learning process

In the pre-interview, Leyla acknowledged the need to differentiate teaching methods to support differences among children. Therefore, she stated that applying different teaching methods is important. She explained it as follows:

> I try to encourage the children to think and understand during activities. Therefore, I ask lots of question to children. Questioning is my main teaching method. The children can express themselves. Also, I use different methods to support their creativity. It is important for me to support the children with different abilitie*s*. (Pre-interview- 14.11.2014)

In parallel with Leyla's statements, observation data also showed that the children wererespected in their learning environment. She generally used different activities and teaching methods. For instance, in the 1ˢᵗ observation, Leyla started the learning process with a literature activity and continued with movement and art activities. During the learning process, the children used different materials to create their own products.

> Leyla differentiates her teaching methods and types of activities to ensure that each child benefits from the learning process. (FieldNote-11.12.2014)

Additionally, in the 4ᵗʰ observation, it was observed that she generally made eye contact while speaking to the children and she was sitting on the floor together with them. One of the observation notes was defined as follows:

> Leyla conducted a literature activity. The children tried to complete the story one by one. While the children were speaking, Leyla was listening to them. And, as I observed, the children do not feel pressured to complete their sentences, because Leyla gave enough time and clues for them to speak. (1ˢᵗ observation- 21.11.2014)

Furthermore, as Leyla stated in the pre-interview, she respected children with different abilities. The 3ʳᵈ observation showed that she did not interfere with the children's products while working on their tasks. She did not have concerns abou the aesthetic appearance of the products.

Figure 4.56 An example of an art activity product

As can be seen in Figure 4.56, the children cut out pieces of fabric and pasted them onto a sheet. While the children were cutting and pasting, Leyla did not interfere because she did not care about the aesthetic appearances of the products.

One of the interview questions was related to classroom rules. Contrary to Leyla's practices during the learning process, she stated that the classroom rules were established by her. When a child had a negative behavior, she requested him or her to review the classroom rules on the walls.

> There is a table on the wall related to the classroom rules. I called it the classroom rules table. I hung these rules at the beginning of the semester. When the children exhibit negative behaviors, they have to review these rules. (Pre-interview- 14.11.2014)

As understood from her answer, the rules were not established together with the children. Leyla established the classroom rules by herself.

4.2.3.3 The Value of Collaboration

Collaboration is highly valued in the process of implementing pedagogical documentation because Malaguzzi believed that social learning supports children's cognitive development (Gandini, 2012). Therefore, working in groups and increasing collaboration in the learning environment will help students to construct learning together.

During the first semester in the project, Leyla's practices were examined in terms of working with children in groups. Four categories were determined after the analysis of the data:

- Child-child collaboration
- Teacher-child collaboration
- Teacher-parent collaboration
- Teacher-teacher collaboration

In the pre-interview, one of the questions was related to how Leyla ensured the connection between home and school, and what kind of parent involvement activities were conducted at the school. Leyla explained that lack of time was the most important barrier in the parent involvement process. She stated that most of the parents were working and thus could not attend school.

> Because our parents are working hard, if they wish, they can attend the school events. We do not force them. We plan a parent involvement activity, and then the parent who wants to read a story book, comes and read. Some of the parents come to school and play with children. It depends on the parents. Actually, we do not h*ave a strong communication with parents* (Pre-interview- 14.11.2014)

For Leyla, parents were unable to attend to their children's learning process because of lack of time. Therefore, she believed that the connection between home and school was very weak. The observations conducted throughout the first semester of the project

were consistent with Leyla's statements. During the five-week period, there were no observations of parent-involvement activity or any parent sharing process.

> As I observed, parents were not involved in their children's learning process, because the school does not allow parents to enter the classroom. (FieldNote-11.12.2015)

Another interview question was related to the collaboration among teachers in the school. Leyla stated that the teachers in the school always had a close relationship among each other in terms of planning children's learning processes. She expressed the collaboration among teacher as follows:

> We look from the same perspective with my colleagues. We take joint decisions at the meetings. And then we modify these decisions to apply them in our classrooms. Other employees are always our assistants. (Pre-interview-14.11.2014)

Although the meetings among teachers were not observed, the teachers frequently mentioned that they were planning the activities together. They modified these activities in accordance with age groups.

As for the collaboration among children, Leyla stated that she generally preferred to implement whole group activities. Therefore, the collaboration generally took place between the teacher and children.

> At the beginning of the semester, we arranged the classroom to address small group activities. I place the tables side by side. The children work together. (Pre-interview- 14.11.2014)

As understood from Leyla's response, she continued to implement whole group activities although she believed that she was implementing small group activities. This was also consistent with the 3rd and 5th observation data. For instance, in the 3rd observation, she prepared four different types of materials for each of the children. These materials were sandpaper-crayons, acetate-marker pen, black paper-chalk and white paper-finger paints. The children selected the materials and worked individually.

4.2.3.4 The Value of Empowerment

According to Berthelsen (2009), empowerment is another value of the democratic learning environment and children are encouraged to participate in their learning process. The process of documenting also aims to encourage children's participation in their learning. Under the sub-theme of empowerment, three main categories were determined:

- Empowering participation and motivation
- Designing developmentally appropriate activities
- Giving individual feedback

In one of the interview questions, Leyla was asked how she supported the children's prosocial behaviors and increased their participation. She stated that she used reinforcements to support children's prosocial behaviors in the classroom.

> I usually applaud. I try not to give physical awards. Instead, I prefer to give symbolic reinforcements such as applause, starts, checks…etc. When I see their negative behaviors, I say I am hurt. And I give them a chair to sit in the corner of the classroom. (Pre-interview- 14.11.2014)

In parallel with Leyla's ideas, observations were consistent with her explanations. In the 3rd observation, Leyla said "bravo" after children gave an answer to her. Furthermore, while she was speaking with the children, she used her voice in a warm tone. On the other hand, during the five-week period observations, the researcher did not witness a situation in which children exhibitted negative behaviors. As understood from Leyla's statements, she preferred to give time out when the children exhibited negative behaviors.

> Leyla uses motivational words, such as bravo, good job…etc. As she uses these words, the children compete to hear praise from Leyla. (FiledNote-11.12.2014)

The participation process is closely connected with the value of empowerment (Kangas, 2016). Therefore, one of the interview questions was related to how she supported children to participate in activities. For Leyla, this process varied depending on the individual characteristics of children. She explained this process in the following way:

> It depends on the individual characteristics of the children. Sometimes by talking, sometimes by hugging and caressing. Some children communicate through play, or jogging. I mean it varies. According to the child's personality. I cannot apply the same thing to all the children. (Pre-interview- 14.11.2014)

As Leyla indicated, the children were valued and their participation in their learning was the driving force behind designing the learning process. In parallel with this, in the 2nd observation, the researcher observed that Leyla used different methods to empower children. For instance, when she asked the question, "*What can you do with a piece of fabric?*", the teacher encouraged the children to give responses to this question.

In the pre-interview, Leyla also acknowledged the importance of designing activities to address children's developmental level. She explained the process of how and why she kept up-to-date as follows:

> We are involved in the in-service trainings because applying activities that serve the children's needs is important. (Pre-interview- 14.11.2014)

The value of empowerment helps teachers to pedagogically support children's learning (Kangas, 2016). Therefore, it is important for teachers to support their pedagogical knowledge. For Leyla, receiving in-service training was helpful in designing developmentally appropriate activities. In parallel with this, in the 5th observation, the researcher observed that she had designed an integrated activity to support the children's senses and creativity.

4.2.4 Democratic Values After Implementing Pedagogical Documentation Training

According to Subba (2014), the children need to participate in democratic processes in the classroom to understand the real world issues and participate in the decision making process. Therefore, using the democratic approach enables children to participate in their learning process. Similarly, pedagogical documentation provides children with the opportunity to become a part of learning process by involving them in the decision making process.

In this part, how Leyla's learning environment in terms of democratic values was supported by pedagogical documentation practices after she received trainings on documentation was analyzed. The democratic values of freedom, respect, collaboration, and empowerment were focused on.

4.2.4.1 The Value of Freedom

Freedom is one of the democratic values in education, and it grants children the right to express their thoughts, ideas and explorations. Through pedagogical documentation, children's right to participate in their learning process can be enhanced (Rinaldi, 2010). In Leyla's classroom, the value of freedom was analyzed under four categories after she implemented pedagogical documentation:

- The freedom to choose
- The freedom to express thoughts
- The freedom to act

After Leyla regularly implemented pedagogical documentation and received training on it, she changed her ideas about her role in the classroom. She said that this change was about giving children more choice. She expressed this as follows:

This process is very beneficial to me and the children because the children can determine their own working groups based on their own interests. (Post-interview- 29.05.2017)

She also added,

Before implementing pedagogical documentation, I believed that I could control the class and I become more successful in classroom management if all the children were under my control. Yet, my classroom management improved when children freely engaged on a task and used discovery. (Post-interview-29.05.2017)

In parallel with this, in the 2nd observation, the researcher observed that Leyla did not hurry the children to complete their activities. She waited for the children until the last activity was completed. Furthermore, during the observation, it was seen that Leyla gave the children the opportunity to investigate and discuss. After she completed telling a story, she gave the children the book and then they started to investigate the book page by page.

I realized that Leyla did not care about the time while the children were dealing with some things deeply. She walks among children and provides them with material support. (FieldNote-17.04.2015)

Figure 4.57 The children are examining the story book

Leyla also mentioned that the classroom environment was more child-centered after pedagogical documentation. The children freely discover and act during the learning process. She explained this process as follows:

> I tried to provide a child-centered education as much as possible. The children started to participate in the learning process according to their interests when they felt they were free… I beleive that children do not have to do something they do not want to do. Maybe, the child wants to engage in different tasks on different tables. When I provide such kind of a learning environment, the children participate by themselves after a while. (Post-interview- 29.05.2017)

In the 4th observation, the researcher observed that one of the children did not want to participate in an activity. The observation notes are as follows:

> At first, Leyla asked the child why he did not want to participate. The child continued to engage in something else. And then, Leyla said, 'If you want to

play, you can play.' After a while, the child participated in the activity and Leyla said, 'Welcome'. (4th observation- 17.02.2015)

In education, participation rights also include freedom of expression and freedom of thought (Nyland, 2009). Therefore, children's opinion can be taken into consideration during their learning process. For Leyla, supporting children to express their opinions and ideas is important. She also said that she noticed this better after implementations of pedagogical documentation.

First of all, I want the children to say something different from each other because listening to every child's opinion is important for me. I want to hear their own thoughts. Therefore, I asked the children several questions (Post-interview- 29.05.2017)

During the five-week observation period, the researcher frequently observed that Leyla asked many questions to children during the learning process. For instance, Leyla asked some questions to the whole class during sharing time.

Leyla: What did we see in this museum?
Children: Cars
Leyla: How do they work?
Children: Sun light
Leyla: What else?
Children: Planes
Leyla: What are the parts of planes?
Children: Airfoil, autorotation…etc (5th observation- 06.05.2015)

As can be seen from the dialogue, Leyla generally asked open-ended questions, so the children were more comfortable and responsive during the discussion time.

Figure 4.58 Leyla and the children are communicating during sharing time

> Leyla uses open-ended questions during sharing time, so the children express their ideas freely. She also gives extra time for them to remember and think about the activity. (FieldNote-17.04.20159

As can be observed in Figure 4.58, Leyla prepared a documentation panel with the participation of children. After each child presented his/her own learning process, the child pasted the photographs on the mobile folding panel.

4.2.4.2 The Value of Respect

According to Rinaldi, (2009) respect is the basis of the Reggio Emilia approach. The concept of respect is defined in the Reggio learning context as a children's place in society. Leyla also acknowledged the importance of the value of respect after she regularly conducted a pedagogical documentation. The value of respect is analyzed under four categories:

- Providing an environment to share ideas
- Respecting each other
- Differentiating teaching methods
- Planning a developmentally appropriate learning process

For Leyla, sharing time is very important for children because they shared their ideas and hypotheses. The children asked several questions to each other. Therefore, she said that sharing time provided children with an environment where they could share their ideas.

> I observed that children asked questions to each other during sharing time. For example, 'Why did you do it?, How did you do it?, Why did you put this here?, Show me how you did this'…etc. I even remember one of the children wanting to tell her friend how she drew shoes for a baby. That was a presentation on the easel. (Post-interview- 29.05.2017)

Leyla also said that the children could easily share their ideas with each other.

> I think that the children can explain themselves easily and very well because there is always a communicative learning environment in our classroom. They also express their feelings very well. For instance, they can say, 'My heart was broken' or 'I am very happy'…etc. (Post-interview- 29.05.2017)

Observation data also supported Leyla's explanations. During both the learning process and the sharing time, Leyla encouraged the children to share their ideas. The children always had the opportunity to explain their learning process, thoughts and hypotheses.

> Leyla makes plenty of promises to the children during sharing times. Some days, Leyla devotes the whole day for preparing the documentation panel. She turns the learning process into preparing and presenting the panels. (FieldNote- 27.03.2015)

Figure 4.59 The children are sharing what they did during the activity

In the post-interview, one of the questions was about the role of pedagogical documentation during the children's learning process. Leyla explained that taking into consideration children's interests and capacities is important in planning an effective teaching process. She said,

> There are 23 children in my classroom. Each of them is different from each other. Therefore, I cannot use the same teaching methods for all of these children. I tried to diversify my teaching strategies according to children's needs and interests. (Post-interview- 29.05.2017)

Consistent with Leyla's statements, during the five-week observation period, the researcher observed that Leyla used different teaching strategies and activity types. For instance, in the 3rd observation, Leyla started the day with free play time and she continued with literature and art activities. Through these activities, the children were engaged in the task of their interest.

Leyla used some techniques while reading a story. She realized that the children easily lost their attention while listening to the story, so she made some movements related to the story in accordance with the flow of the story. (FieldNotes-27.03.2015).

Figure 4.60 Leyla and the children are talking about the name of the story book

Leyla also acknowledged the importance of planning a developmentally appropriate learning process. She explained her ideas as follows:

> Supporting children's creativity and sense of wonder is very important. If I support children, they become more confident during their learning process. For this reason, I generally asked questions to learn about their unique ideas. (Post-interview- 29.05.2017)

In the 3rd observation, the researcher observed a dialogue between the teacher and the children as follows:

> Leyla: Now; I read you a story about rain. What do you think about the name of the book? What should be the name of the book? What did you name this book?
> Children: Raining weather, rain, getting wet, rain and the child, playing under rain…etc. (3rd Observation- 27.03.2015)

Leyla also mentioned that the children respected each other when they shared their opinions, and the other children listened to their friend carefully. She said,

> Pedagogical documentation supported the communication among children. Some of the children stayed silent during the activities. However, when I conduct a small group activity, they are more respectful to their friends' ideas. I form small groups consisting of three or five children. They listen to each other. There is a very nice communicative environment in my classroom. (Post-interview- 29.05.2017)

4.2.4.3 The Value of Collaboration

To develop a meaningful curriculum, children need to interact with the people around them. Therefore, pedagogical documentation allows us to better understand children by designing individual and group learning. Collaboration is, therefore, an important value in pedagogical documentation during the learning and teaching process. The value of collaboration was analyzed in Leyla's learning environment under four categories:

- Child-child collaboration
- Teacher-child collaboration
- Teacher-parent collaboration
- Teacher-teacher collaboration

After she was introduced to the implementation of pedagogical documentation, Leyla acknowledged the importance of small group activities in terms of socializing the children. Furthermore, she believed that implementing small group activities helped her in her profession. She said,

Pedagogical documentation enhanced communication among children. How does that happen? Through small groups, sharing times, discussion times…etc. (Post-interview- 29.05.2017)

In addition to that, Leyla said,

After I implemented a small group activity, I realized that the children could easily overcome the communication problems between each other. I tried to solve problems. Moreover, when they participate in an activity, they can focus on their work. This enhanced my classroom management skill. (Post-interview- 29.05.2017)

Leyla was right at that point because the effectiveness of small group activities in her classroom was evident during observations. One of the children in Leyla's classroom did not want to participate in the activities. However, that child deeply concentrated on her task during small group activities, and Leyla did not warn him. For instance, in the 4th observation and field notes, that child worked in a group and he remained seated until he completed his work.

After the children were grouped, I see that one of the children who has behavioral problems … was concentrating on his work in harmony. (FieldNotes-13.03.2015)

Furthermore, in the 3rd observation, Leyla designed a small group art activity . The groups consisted of four or five children. The children were drawing a picture about the environment after rainfall. In one of the groups, the children were communicating with each other as follows:

Ali: You can make rain drops here.
Selin: Okay. Can you give me the blue pencil?
Deniz: I will make grass.
Selin: Oooh, what wonderful grass.
Ali: I will make a small house.
Uras: Please, make a three-story home!
Ali: Okay. (3rd observation- 27.03.2015)

As can be seen in this dialog, the children can plan together and share these plans with each other when they all do something together. Therefore, such kinds of collaborations and interactions enrich the learning environment.

Figure 4.61 Examples of child-child collaboration within asmall group

> I observed that small group activities are very effective in boosting children's collaboration and communication. The children in Leyla's classroom worked in groups and shared their ideas to create joint products. (FieldNote-13.03.2015)

Leyla also mentioned that the collaboration between parents and herself strengthened during the pedagogical documentation process. During the second semester, she prepared monthly bulletins and sent them to parents. By this means, she opened the door of the classroom to parents and regularly informed parents about their children's learning process.

> We already had an e-mail group to share information with parents. I use it actively. Therefore, parents are informed about their children's learning process. I also started to send monthly bulletins together with pedagogical documentation implementations. At the end of each month, we place information about what we did. There is a summary of activities. (Post-interview- 29.05.2017)

Lastly, Leyla mentioned that this process supported the collaboration between Leyla and her colleagues. She stated,

> We conducted pedagogical documentation implementations with the other two teachers at the school. We always investigated our documentation products created in our classrooms. Most of the time we exchanged opinions about documentation. In fact, the other teachers who did not participate in the project also wanted to implement pedagogical documentation. They request us to inform them about panels and small group activities. (Post-interview- 29.05.2017)

4.2.4.4 The Value of Empowerment

Empowerment is one of the democratic values which requires teachers to provide every child with the opportunity to learn and participate in their learning process (Lim, 2008). The process of pedagogical documentation naturally assists the teacher to empower children by placing the child in a central position. In Leyla's learning environment, the value of empowerment was analyzed under five categories:

- Guiding children to discover and investigate
- Empowering participation and motivation
- Designing developmentally appropriate activities
- Giving individual feedback
- Establishing a sense of belonging

When Leyla explained her pedagogical documentation experience, she defined this process as follows:

> Pedagogical documentation caused an incredible development in the children's self-confidence, because each child in the class realized how valuable their own effort was and how valuable they were. This sense of worth increased their confidence. This makes me happy. (Post-interview- 29.05.2017)

In parallel with this, Leyla also mentioned that pedagogical documentation improved children's ability to express their ideas during class discussions.

> This (pedagogical documentation) improved their ability of self-expression. I think that children should be supported in terms of self-expression, especially at younger ages. Thus, children do not feel unconfident and do not remain in the background. (Post-interview- 29.05.2017)

Consistent with these explanations of Leyla, in the 1st observation, the researcher observed that Leyla and the children came together after the storytelling activity. They discussed the book and they asked questions to each other. During this process, the children actively participated in the discussion and Leyla paid special attention to giving each child the right to speak. After the children gave answers, Leyla used some motivational words, such as good, bravo, well done…etc.

Figure 4.62 An example of a whole group discussion

Leyla shares the children's learning process through easel. In addition to that, she sometimes uses the wall to paste children's drawings and discuss them. However, she puts away children's artifacts even after sharing time. I think that displaying children's products and photographs is very important to support children's sense of belonging. (FieldNote-06.05.2015)

For Leyla, the children's sense of belonging was also supported through pedagogical documentation when considering the value of empowerment. The process of pedagogical documentation creates the learning community in the classroom. Leyla acknowledged the importance of documentation in enhancing a sense of belonging.

As the children realized that they are a part of the classroom, their sense of belonging toward the school improved as they saw their photographs. This also empowered their communication among each other. (Post-interview-29.05.2017)

In parallel with this, in the 1st, 2nd and 3rd observations, it was observed that the children tidied up the classroom after the activities. Sometimes the children tidied up upon Leyla's request and sometimes they did so out of their own will. f For instance, in the 3rd observation, the children just naturally put away their crayons in the cupboard after the activity. This could be an indication of embracing the class. Leyla also added,;

When the children work in a group, they tell each other what they did. I support them in this way. Some of the children could be shy and silent during activities. I try to support them to talk and feel confident of themselves. (Post-interview-29.05.2017)

During the five-week observation period in the second semester, the researcher observed that Leyla did her best to participate in the children's learning process. She frequently planned a sharing time to provide a communicative learning environment. Each of the children had the chance to express his/her work during this process.

Leyla wants children to share all the activities that they were involved in throughout the entire day. Each of them talked and Leyla led the process by making promises to the children. (FeildNote-06.05.2015)

In the post-interview, one of the questions was related to how Leyla provided the children with the opportunity to discover and investigate. Leyla gave an example related to this question.

> In one of the outdoor activities, I gave children two different pictures of a tree. I said that these trees are in our backyard but you need to find out where the photographs were taken. And then they started to talk about what was the next to the trees. After we found the trees, we talked about the features of the trees, such as their leaves, seeds and flowers. (Post-interview- 29.05.2017)

Observation data revealed that the children had the chance to make discoveries and investigation during the activities. In the 3rd observation, Leyla benefited from the rainy weather and designed an activity. They looked out the window to talk about clouds, rain and temperature before they started the activity. She asked several questions about the formation of rain, clouds and what else there were in the sky. The children thought about it and expressed their opinions to answer these questions. Then Leyla conducted an experiment about the formation of rain. Each child observed what happens when thehot air comes up together with the cold air.

Figure 4.63 An example of a science experiment

4.2.5 Summary of Case Study 2- Leyla

Throughout the 2014-2015 academic semesters, Leyla's classroom implementations were investigated in terms of pedagogical documentation and values of freedom, respect, collaboration and empowerment. In the first part, Leyla's assessment practices of making children's learning visible were investigated according to the cycle of pedagogical documentation. Within this cycle, there were five steps that were addressed in this study: planning the learning process, observing and collecting data, interpreting the collected data, sharing information and making decisions about the teaching and learning process.

Initially, Leyla resisted to change her ideas about assessment. She felt safe when she implemented habitual assessment strategies such as filling observation forms and preparing portfolios at the end of each semester. In the first semester during personal

communications, she occasionally said that she had already implemented these strategies without calling it documentation. However, she realized that pedagogical documentation is an ongoing process and it helps to build a more complete picture of children's development by providing various kinds of evidence about children. The first step of documentation cycle is planning the teaching process. In the first semester, Leyla used pre-planned teaching programs which were designed at the beginning of the semesters. Leyla also started the day with free play time. She sometimes implemented free play time as a transition between activities. Moreover, as indicated in the field notes, the children spent their free play time by arranging and tidying up the classroom after activities. Thus, very limited time was left to play during free play times. Because activity processes lasted 40-to-50 minutes, the children sometimes seemed bored in some activities. In the second semester, after receiving trainings on documentation, she started to plan developmentally appropriate teaching activities by considering children's interests and needs and assessment results. She started to make a systematic and regular document of the evidence of children's learning . Therefore, she defined herself as a keener observer for paying attention to children's needs and interests. Another attention grapping change is that Buse started to implement a flexible schedule rather than rigorously following a pre-planned program. While planning the teaching process, she benefitted from assessment results. Although, in the first semester, Leyla expressed that she regularly altered the learning environment and learning centers, observation data did not support her expression. After the trainings, she tried to integrate learning centers into the teaching process and supply materials for children to work in groups.

By taking into account the step of observing and data collection processes for the first semester, she rarely took children's photographs in the course of daily activities and she never used them to prepare documentation displays. The printer supplied by the project was not used for preparing documentation. From what Leyla expressed in the pre-interview, the assessment process was conducted through the parent e-mail group. Thus, all of the observations and the photographs taken in class were utilized to show parents in order to meet their expectations. Moreover, the findings of the study showed

that children's portfolios were kept in cubboards and only art activity products were kept in these folios. On the other hand, Leyla's data collection habits have begun to undergo major changes in the second semester with pedagogical documentation trainings. During the second semester, Leyla regularly took notes and photographs and made video recordings, and she started to use documentation tools effectively. At the end of this process, she described her documentation experiences in the post interview as follows: "*Pedagogical documentation made me a better listener and improved my listening skill. I am a better facilitator now for children's learning process*" (Post-interview-29.05.2017). As Leyla stated, through the process of documentation, observing and documenting experiences enabled her to gain insights into children's thoughts and ideas. Therefore, she said that she started to ask more questions to children to make informed judgements about children's learning. Furthermore, while she used the parent e-mail group to communicate with parents in the first semester, monthly bulletins and enriched e-mails were incorporated into the process during the second semester. After Leyla participated in the pedagogical documentation project, she received training in relation to her implementations in the second half of the project.

In terms of the step of interpretation of collected evidence and sharing time, the analysis of the data showed that Leyla did not make any interpretation of the data collected from children during the first semester. However, during the second semester, she made a habit of interpreting children's learning outcomes to facilitate children's learning better through pedagogical documentation practices. One of the outstanding findings belonging to the first semester was that Leyla did not present children's products in the class. She said that these the photographs of these products were shared at the end of the semester via LCD presentation. Moreover, boards, walls and the ceiling in the classroom were always empty during the first half of the project. Although Leyla did not continue to present documentation displays in the classroom during the second semester, she started to use documentation tools to share children's products and their learning process. Therefore, the mobile folding panel, the board and

the easel were frequently used by Leyla to share children's learning process during the course of daily activities. The reason of this could be the *dual-education; that is, the* morning and afternoon teachings in the classroom. Before they left the classroom, they gathered their personal belonging as another group would enter the class in the afternoon. Lastly, it was observed in the second semester that Leyla actively used the pedagogical documentation in the decision-making process although this was not observed in the first semester. Because she recognized each child individually at the end of this process, she composed children's developmental report at short notice. Furthermore, she believed that developing a meaningful curriculum made the teaching process enjoyable for her and enhanced her personal professional practice.

Table 4.3

Comparing Leyla's Making Learning Visible Practices According to the Cycle of Pedagogical Documentation Trainings

Before Pedagogical Documentation Practices	After Pedagogical Documentation Practices
✓ Pre-planned teaching program	✓ An appropriate planned teaching program revealed in the documentation
✓ Starting the day with free play	✓ Starting the day with free play
✓ Provision of daily life experiences	✓ Learner-centered teaching
✓ Integrated activities	✓ Integrated activities
✓ Whole group activity	✓ Whole and small group activities
✓ Stationary classroom environment	✓ Flexible learning environment
✓ Long-lasting activities	✓ Allocation of appropriate teaching time
✓ Parent e-mail group as an assessment tool	✓ Pedagogical documentation as an assessment tool

Table 4.3 (cont'd)

✓ Observation form in the National Program Booklet	✓ Instant personal notes
✓ Rare taking of photographs	✓ Use of various data collection tools
✓ Lack of establishing connections among learning outcomes	✓ Routine recording of children's information and the establishment of connections
✓ Note-taking on children's products	
✓ Efforts to meet parental expectations with respect ot the sharing process	✓ Communication with parents through monthly bulletins
✓ Lack of documentation displays	✓ All sorts of documentation displays

The current study revealed that the implementation of pedagogical documentation supported democratic values in Leyla's learning environment. These values were freedom, respect, collaboration and empowerment. In the first semester of the project, it was observed that Leyla carried into effect some democratic values to a certain degree. According to her responses in the pre-interview, Leyla recognized the importance of controlled freedom to ensure classroom management. Therefore, she expressed that the children had the freedom to act as long as they followed the rules. She called it "*controlled freedom*". She generally supported children to express their opinions and feelings; therefore, there was a participatory teaching environment in her classroom. According to in-class observations, Leyla frequently used open-enden questions before starting an activity process, so she observed the children's ideas and feelings as regards the activity related concepts. Moreover, the findings of the study showed that the children could freely act with materials in learning centers. However, their free play time was restricted because of tidying up the classroom materials after

activities. Observations also showed that Leyla did not force children to participate in activities. When the children were ready and willing to participate in the learning process, they could join the rest of the class. On the other hand, during the second semester, Leyla intentionally placed emphasis on giving the children more freedom during their learning process. For that purpose, she designed small group activities by which children could interact with each other. Sometimes, she asked the children whether or not they wanted to participate in the activity. She became a keener observer and a careful listener when children were speaking so that she could to catch their ideas to make their learning visible. The findigs of the study showed that the children had the freedom to choose their group friends. Leyla also gave children more time to act during the learning process. For instance, the children investigated a storybook themselves without any teacher instruction. Moreover, Leyla provided the children with the opportunity to share their learning stories with their peers by means of pedagogical sharing documentation tools. While preparing documentation panels and portfolios, the children worked with Buse. Children also freely took a stand about the organization of documentation tools and they shared their learning process through documentation panels created on their own. Therefore, this process supported children's self-expression skill by creating an environment to display their products and work.

Leyla already recognized the importance of being respectful during the teaching and learning process before she started to implement pedagogical documentation. She made eye contact while speaking to the children and used various teaching strategies to enrich the teaching process. Furthermore, one of the salient features of Leyla in terms of being respectful was that she did not give extreme importance to the appearance of children's work. Therefore, she did not intervene in the activity products while the children were concerned with the appearance of them. Besides Leyla's respectful practices, the setting process of classroom rules was conducted only by Leyla. According to Leyla, the children had to follow these rules in order to prevent negative behaviors in the classroom. In the second semester, Leyla improved her practices to create a more respectful learning environment. She tried to differentiate

teaching strategies and teaching instructions. For instance, Leyla began to spare time for children's investigation and exploration during the learning process. Because Leyla realized the importance of valuing and respecting the learning process rather than children's end products, she frequently spared time for children to share their ideas and their activity products. As stated by Leyla, she tired to create a child-directed learning environment and to support their confidence of their learning process through these practices. Moreover, in-class observations showed that Leyla frequently used open-ended questions to deepen their ideas and thoughts. Small group activities were valued parts of Leyla's learning process because of the effort to promote children's ability to listen to each other.

The collaboration among stakeholders is important to provide a collaborative learning environment (Bowne et al., 2010). Initially, Leyla always provided whole group activities and she did not expect children to interact with each other during the learning process. Therefore, the interaction took place between the teacher and children. In addition to these, both interview and observation data showed that the collaborative interaction between parents and Leyla was bounded by e-mail sharings. However, while implementing pedagogical documentation during the second semester, she realized that creating small groups and letting children communicate are highly important to enhance children's thinking skills in order to become better learners. Therefore, Leyla started to implement small group activites and requested more information by the researcher to properly conduct a small group activity. Moreover, she realized that children's communications were valuable evidence for making children's learning visible. Incorporating parents into the children's learning process also came into prominence in the second semester. She regularly informed parents through monthly bulletins and received their feedback.

Lastly, the value of empowerment in Leyla's learning environment was enhanced during the pedagogical documentation process. In the first semester, Leyla did not share children's learning process. However, Leyla used some strategies to enhance children's participation by using hugging, caressing, or talking. Moreover, Leyla

stated that she mostly preferred to use symbolic reinforcements such as applauding and uttering encouraging words. Fieldnotes and observations also showed that Leyla used a warm tone in her voice. On the other hand, some changes in Leyla's practices was observed in the second semester with the use of a systematic pedagogical documentation. For instance, while she did not present children's end products in the classroom, she created an environment to share and display children's products. During sharing time, the children actively participated to present their learning evidences. Moreover, she used some strategies to increase children's desire to present their learning process through panel presentations. For instance, she gave each child a chance to share and used verbal reinforcements. Furthermore, Leyla made the learning process visible by taking several photographs of ongoing activities and involved the children in the process of prepare documentation displays. This process was important for her to improve children's sense of belonging. However, during the second semester, Leyla had to remove documentation panels from the classroom and store them due to the dual education program within the school.

In sum, after pedagogical documentation was introduced to Leyla through the project, Leyla began to understand the dynamics of the documentation process and used documentation as both teaching and assessment tools. When Leyla's implementation was analyzed, it was seen that the implementation of pedagogical documentation also supported Leyla's classroom environment in terms of the values of freedom, respect, collaboration, and empowerment. In the course of the documentation implementations, Leyla focused on her role in the teaching process. She routinely prepared documentation displays by taking notes and photographs, recording videos, and using developmental scales. As Leyla became a better facilitator for children's learning by way of pedagogical documentation, she put democratic values into practice. In addition to all of these, Leyla was aware that democratic values were supported by her pedagogical documentation implementations.

Table 4.4

Comparing Leyla's Classroom Environment in terms of Democratic Values after Pedagogical Documentation Trainings

Democratic Values Before Training	*Democratic Values After Training*
Freedom ✓ Controlled freedom ✓ Ability to listen to children's answers ✓ Free access to sources ✓ Freedom to participate in an activity ✓ Freedom to select what they want to play during free play time	✓ Freedom to choose what they want to do and how they want to do it ✓ Ability to listen to children's answers ✓ Freedom to discover and investigate ✓ Freedom to participate in an activity ✓ Freedom to express their ideas and use open-ended questions ✓ Freedom to work in a group
Respect ✓ Differentiation of teaching methods ✓ The state of being easy about the appearance of children's work ✓ Eye contact ✓ Planning of a developmentally appropriate learning process	✓ Differentiation of teaching methods as a result of pedagogical documentation ✓ Providision of an environment to share their ideas and works ✓ Respect for everyone in the class ✓ Planning of a developmentally appropriate learning process

Table 4.4 (cont'd)

Collaboration	
✓ Provision of teacher-child collaboration	✓ Provision of teacher-child collaboration
✓ Teacher-teacher collaboration	✓ Provision of child-child collaboration
✓ Creation of an environment for whole group activity	✓ Provision of an environment for small group activity as well as whole group activity
	✓ Teacher-teacher collaboration
	✓ Provision of teacher-parent collaboration
	✓ Encouraged group work
	✓ Incorporation of children in developing documentation displays
Empowerment	
✓ Use of verbal reinforcement	✓ Guidance provided to the children to discover their interests
✓ Provision of the opportunity to express themselves	✓ Provision of the opportunity to express themselves through pedagogical documentation
✓ Care given to children's participation	✓ Care given to the children's participation
	✓ Empowerment in representing their learning
	✓ The reinforcement of children's self-confidence
	✓ The act of displaying children's work in the class

4.3 Summary of Key Findings

Key findings belonging to the learning environments established by Buse and Leyla are summarized below:

4.3.1 Key Findings in Making Learning Visible

- Starting to document items of evidence in children's learning regularly and systematically;
- Becoming a keener observer for becoming aware of children's needs and interests;
- Implementing a more flexible schedule rather than following a rigorously pre-planned program. However, still following a pre-planned program with some exceptions;
- Dealing with paper work during teaching and assessment processes;
- Making activity plans based on children's needs, interests, and developmental areas;
- Ensuring that teachers and children are co-learners during the process of learning;
- Differentiating teaching strategies and activities based on children's needs and assessment results deriving from pedagogical documentation;
- Changing the understanding of small group activity and implementing it more frequently;
- Not using individualized activity types;
- Trying to meet children's needs along with meeting curriculum requirements;
- Giving wait time to see weather children understand the concepts or not;
- Using both outdoor and indoor environments in the schools efficiently;
- Using different data collection tools to assess children's learning and development during the pedagogical documentation process;
- Realizing the effectiveness of taking photographs to make children's learning visible;

- Making effective use of and arranging learning centers in harmony with learning process;
- Preparing data collection tools before starting the learning process;
- Needing assistant teachers for collecting data and paperwork during the process of pedagogical documentation;
- Making inferences about children's learning outcomes and developmental areas;
- Interpretating evidence of learning at sharing time, not before displaying children's learning evidences;
- Purposively selecting children's products and evidence of learning to display their development and make their learning visible;
- Including different types of items of learning evidence into the portfolios rather than only art activity products;
- Selecting children's products with the help of children;
- Starting to use documentation tools (panel, portfolio, and bulletins) regularly;
- Imposing restriction upon opening the door of the classroom because of school principles;
- Not having sufficient parent meetings and parent involvement activities during the process of children's learning; and
- Having obstacles on displaying items of evidence in children's learning in the classroom because of the dual education program.

4.3.2 Key Findings on Democratic Values

- Recognizing the importance of creating a learning environment where children freely express their thoughts and ideas;
- Acknowledging the importance of giving freedom to act on what children want to do during the learning process;
- Asking children's opinions while creating documentation panels;
- Providing children with the opportunities to share their learning stories to their parents and peers;

- Giving freedom to children in choosing their group friends and working in harmony;
- Co-creating documentation tools;
- Supporting children's self-expression skill by creating an environment to display their products and work;
- Offering children an option to support freedom of choice, even after arranging the classroom;
- Acknowledging the importance of listening to children respectfully;
- Using more open-ended questions to expand children's thoughts;
- Creating a respectful learning environment where children ask questions and listen to each other;
- Respecting children by giving them more time to engage in their interests during the activities ;
- Involving children in the decision making process while planning an activity and determining classroom rules;
- Benefitting from pedagogical documentation to plan a developmentally appropriate learning process despite the presence of long lasting activities;
- Respecting children's self-produced products and being easy about their appearances; Differentiating teaching strategies and activities by considering children's learning capacity as supported by pedagogical documentation;
- Helping teachers to create a communicative learning environment;
- Helping teachers to work with children collaboratively while preparing documentation panels and portfolios;
- Socializing children by working with their peers collaboratively;
- Creating an environment for small group activities;
- Enhancing collaboration among teachers in the school;
- Enhancing collaboration between parents and teachers;
- Helping teachers to discover children's interests during their learning process;
- Helping teachers to encourage children to participate in the learning process;
- Creating a learning environment where children's sense of belonging is supported through their photographs, products, and expressions;

- Helping teachers to realize the importance of verbal reinforcements rather than giving stickers as a prize; and

- Encouraging children to share and display their learning process.

CHAPTER V

DISCUSSION, IMPLICATION AND RECOMMENDATIONS

The main purpose of the study was to reveal how values of freedom, respect, collaboration and empowerment were supported through the implementation of pedagogical documentation in the early childhood learning environment.

The findings of the study revealed that two participant early childhood teachers routinely used pedagogical documentation after they received training on documentation implementations. After the teachers gained insight into documentation practices, this process was reflected on their learning environment in terms of democratic values. An apparent change was observed in the classroom climate in terms of democratic values. The participant teachers developed their own understanding of pedagogical documentation depending on their specific situations, such as dual versus full-day education program, working individually versus working in pairs, and private versus public schools. The teachers incorporated documentation practices into their curriculum during the training process. Therefore, both of the teachers developed their unique implementations by recasting the documentation process.

In order to contextualize the discussion part, two participant teachers' implementations of making children's learning visible in terms of the democratic values was discussed in each part of this chapter. Therefore, the findings were discussed under four democratic values: freedom, respect, collaboration, and empowerment. Under each of these components, the values of freedom, respect, collaboration, and empowerment were discussed by presenting the potential influence of participant teachers' implementation of making learning visible.

5.1 Supporting the Value of Freedom through Pedagogical Documentation

The findings of the current study suggested that, in general, two participant teachers' documentation implementations were reflected positively on their teaching practices in terms of the value of freedom. In the direction of pedagogical documentation practices, both of the teachers developed an environment to support the value of freedom. The findings of the study showed that three broad categories emerged from the data: the freedom to express thoughts, the freedom to act, and the freedom to choose.

-Freedom to express thoughts: When the participant teachers' practices were investigated before pedagogical documentation implementations and trainings, both of these teachers had some indicators of the value of freedom. Interviews, video-based observations, and field notes belonging to the first semester revealed that both Buse and Leyla listened to children when the children were speaking during activities. However, the most observable change in terms of the value of the freedom to express thought in the process of implementing pedagogical documentation was that both teachers intentionally created an environment for the children to share their ideas so that they could make observations of the children's learning process. According to the video-based observations, interviews and photographs, especially the steps of observing and sharing time processes in the cycle of pedagogical documentation helped the teachers to create a democratic learning environment in terms of giving the children freedom to express their thoughts.

According to observations and interviews, both of the participant teachers mentioned that they listened to the children through observations, and recorded the verbal and non-verbal communications in the classroom. As a part of this process, the teachers started to believe that the children had important things to say about their learning, so the teachers stated that the children started to put forward their ideas, hypotheses, and feelings freely. As can be understood from the findings of the current study, there is a

close relationship between children's free expression of ideas and the teacher's listening to them attentively. Consistently, the finding is linked to one of the Reggio Emilia principles of "Listening" (Malaguzzi, 1994). The process of pedagogical documentation is based on listening to children carefully and observing their learning (Kinney, 2007). The attitude of listening to children is a key element to support children's freedom and participation during the learning process (Menon, 2016). Botha, Joubert and Hugo (2017) highlighted that the values that children mostly desire to have in class are freedom of self-expression and responsibility to create a democratic learning environment in their class. Moreover, prior studies that have noted the importance of listening to and equipping children with voice to express their ideas. Gandini and Kaminsky (2004) describe the pedagogical documentation as a pedagogy of listening, and Rinaldi (2001) describes it as visible listening. Because the documentation process helps teachers to name what children learned (Ontario Ministry of Education Series, 2012), the process equips children with voice to express their ideas and thoughts to test their theories during the learning process (Menon, 2016). Documentation practices foster the value of freedom in the participant teachers' classroom and make the teachers' classroom environment a shared community somehow because documentation process enables children's voice to be heard during these processes (Wien, 2011). The findings, therefore, supported previous research in terms of enhancing children's freedom to express their thoughts by equipping them with voice through pedagogical documentation.

-*The freedom to act*: In the first semester, video-based observations showed that the children did not have any opportunity to reach resources in both of the teachers' classrooms, although there were open shelves in both of the classrooms. Moreover, learning centers were not freely used by the children except for free play times. During the second semester, the data also showed that Buse did not support the children to reach their portfolio folders because these folders were kept in the lockers in the classroom. As the observation data showed, the children could see their folders at the end of the semester while Buse gave these folders to their parents. On the other hand, Leyla provided the children with an easy access to resources and their personal folders

in the classroom. This is because Leyla realized the importance of giving the children the freedom to explore and investigate their personal folders established in an environment in which the children could communicate about their learning process. Easy access to personal folders in the learning environment is an important part of pedagogical documentation process (Kinney, 2007). Reaching personal portfolios and selecting best items for them provides the children with a self-assessment opportunity (Gandini & Kaminsky, 2004). Furthermore, the early childhood institutions are considered as a civil society and public space to support their identity and the right of freedom to act (Dahlberg, Moss & Pence, 2005). Moreover, Spellings (2012) claims that providing an environment for children to reach appropriate resources and materials supports their freedom in the learning process. Accordingly, providing children with the opportunity to reach their folders created an open learning environment in which the children could easily access their work and increased their involvement to their learning process. Therefore, it could be said that one of the participant teachers' implementations supported the value of freedom in their classroom and created an environment in which they could act freely.

Furthermore, video-based observations revealed that the teachers sometimes implemented long-lasting activities during both first and second semesters with the aim of completing the series of teaching activities that were required to implement y the school program. Because the duration of the activities was long, the children got bored during the teaching process, and they most likely lost their attention. When the teachers lost their control on classroom management, correspondingly they developed certain management strategies to maintain the classroom control. At such times, the teachers may have forced the children to participate in activities, so the children seemed reluctant to participate in activities during the teaching process. Although the teachers placed great importance on developing a sense of interest while planning the learning process after pedagogical documentation practices, using activity time appropriately and effectively was not transferred to teaching practices. Instruction and management are two main practices in the learning environment, and the children's participation is important in both of these processes (Arends, 1997). Otherwise, the

interaction pattern between teacher and students turns into student subordination in the classroom environment (Thornberg & Elvstrand, 2012). Furthermore, forcing children to participate and act leads to the creation of an un-democratic learning environment for children (Millikan & Gaimmiuti, 2014). Colewshaw et al. (2010) conducted a longitudinal study to improve the quality of the early year settings in terms of listening to children's decisions and perspectives. The results of the study showed that the quality of learning environment is related to responding to children's needs and decisions in the learning process. Consistent with the literature, the findings of the current study showed that forcing children to participate in an activity leads to the restriction of their actions and freedom to act.

The findings also supported that planning the learning process, which is one of the steps in the cycle of pedagogical documentation, enhanced the value of freedom by providing them the opportunity to act on their interest. The findings of the current study showed that the teachers realized the importance of designing a plan in accordance with children's interests, needs and abilities through pedagogical documentation practices. The participant teachers planned a range of experiences and activities in parallel with the needs and interests of the children. The findings of the study also showed that pedagogical documentation enhanced the teachers' practices on developing a sense of interest across the teaching plan and supported the children's freedom of act based on their interests and needs. In parallel with these findings, Suarez and Daniels (2009) suggested that using pedagogical documentation as a tool for assessment offers strategies for instruction and for developing effective educational goals. Furthermore, Katz and Chard (1996) claim that documentation provides an ongoing planning process in which making plans is based on the evaluation of children's progress, which enhances the teachers' awareness of children's participation and optimizes children's opportunity to express their ideas. According to Knitzer and Lefkowitz (2005), stable and supportive social relationships in schools help children to perform well and increase their self-esteem, self-confidence, and self-management along with peers and adults.

On the other hand, the findings of the study showed that Buse sometimes implemented ditto sheets, which the children were required to fill out with no creative learning and problem solving strategies. However, the underlaying reason of these practices could be that Buse's school, which was a private institution, required teachers to implement self-produced activity books and sheets provided by the institution. Ditto sheets, worksheets, and workbooks are not regarded as developmentally appropriate practices because they focus on drills and practices rather than engage children in problem solving (Bredekamp & Copple, 1997). Moreover, Vukelich, Christie and Enz (2002) claim that children should be enageged in their environment through hands-on activities so that they can make sense of their interests. Therefore, teachers should design activities to address children's needs, interests, and learning styles.

-*The freedom to choose:* Building a democratic pedagogy in the classroom to accomplish the value of freedom, teachers need to think about not only what they teach and how they teach but also the classroom context (Watkins & Mortimore, 1999). In participant teachers' classrooms, the children worked both individually and in groups. During this process, the children had the freedom to choose how to participate in their learning process. Both of the teachers prepared the learning environment for an activity, and directed the children to choose one of the activity tasks. Consequently, the learning environment turned into a supportive environment in which the children could work freely. Consistent with this, Poduska (1996) claimed that learners need freedom to make choices without any external imposition. According to Kinney (2007), in democratic learning environment, children develop an understanding of their role as participants within the learning environment rather than as consumers of it. Accordingly, it can be claimed that allowing children to choose whether to work within groups or individually created a flexible learning environment and increased children's participation.

Moreover, the children actively participated in the process of preparing documentation tools with their classmates and worked together during sharing time. The children freely selected their own paintings, drawings, products, and photographs to illustrate their learning process. Therefore, it can be said that pedagogical documentation supported the value of the freedom to choose their own learning evidence. In parallel with this, Kinney (2007) claimed that giving children the opportunity to reflect on their learning through documentation enables children to gain an increased awareness of their worth and being free. Moreover, Langford (2010) indicated that freedom is considered as democratic practices. Therefore, children should be free to choose and take initiative during the learning process. In parallel with this, Angus Council (2015) suggests that giving children freedom to choose spaces and resources is important to encourage them to represent their ideas and thoughts. Therefore, documentation practices should not be governed by rules, and children should be granted the freedom to choose based on their interests (Roth & Mansson, 2011). Because pedagogical documentation practices can be seen as a good example of how the teachers can provide freedom to choose in the current study, the current findings add to a growing body of literature on giving children the freedom to choose. The findings from this study enhanced our understanding of implementing pedagogical documentation supported with the teachers' teaching practices to support the value of the freedom to choose.

In parallel with this, a huge body of research has shown that giving children the freedom to express their ideas, choose and act on their learning experiences creates a flexible learning environment where children have the chance to express their ideas and interests freely (Kline, 2008; Thornberg & Elvstrand, 2012; Wien, 2011). Kline (2008) underlines that children should be encouraged to present their learning experiences and make choices about their learning. According to Flores and Riojas-Cortez (2009), a high-quality classroom environment to optimize the children's potential can be created through teaching practices. Therefore, creating a democratic learning environment and supporting the value of freedom certainly depends on teachers' practices. Encouraging children to put forward their ideas and providing

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them with the opportunity to represent these ideas in various ways creates a more flexible and democratic learning environment (Kinney, 2007). In line with these studies, Bonyadi and Zeinalpur (2014) conducted a study to investigate the perceptions of students towards self-selected and teacher-assigned topics. The results of the study showed that students were motivated and encouraged when they were allowed the right to choose the topic they wished to write about.

5.2 Supporting the Value of Respect Through Pedagogical Documentation

The findings of the study revealed that two participant early childhood teachers' pedagogical documentation practices enhanced the value of respect in their learning environment after they routinely implemented pedagogical documentation and received the related training. Both of the participant teachers acknowledged the importance of providing the children with a respectful learning environment where they could share their ideas, and the importance of differentiating teaching methods and planning a developmentally appropriate learning process by means of pedagogical documentation implementations.

Respect is seen as a fundamental social and communicational skill (Swim & Muza, 1999). The concept of respect and being respectful is one of the outstanding notions in the process of pedagogical documentation (Suarez & Daniels, 2009; Wien, 2011; Rinaldi, 2001). Establishing an environment that is based on mutual respect and trust provides the basis for the creation of a respectful learning environment (Kinney, 2007; Rinaldi, 2004). Therefore, pedagogical documentation is mainly based on the ethos of participation and respect, so the children are at the center of decisions regarding their own learning (Menon, 2016). One of the guiding principles of pedagogical documentation suggests that the children have the right to being respected and taken into account. Therefore, Kinney (2007) suggests that adults should be able to listen and respond to the children's educational needs.

-Differentiating teaching methods: In the current study, the findings revealed that planning the learning process, which is the first step of the cycle of pedagogical documentation, supported the value of respect in terms of differentiating teaching methods and activities. Although both of the teachers partially used varied teaching strategies and activities before implementing pedagogical documentation, they were unaware of the importance of maximizing learning opportunities for children. During the second semester, they realized that differentiating teaching methods by considering children's learning capacities was important for creating a respectful learning environment. Therefore, both of the teachers changed and diversified their teaching methods because they believed that each child was different from each other and they had different learning styles. The findings of the study confirmed the assentation of Moss (2011), which suggests that the value of respect is an important democratic practice in early childhood institutions because adopting the value of respect supports children's natural learning strategies. According to Katz and Chard (1996), pedagogical documentation provides an opportunity for the adjustment and alteration of teaching strategies, so planning the teaching process can be designed based on what individual children have found important and interesting. As also stated by Kangas (2016), differentiating teaching methods is important to support children's involvement in their learning and to increase their willingness to learn and investigate. To investigate the effectiveness of differentiating teaching methods for students' participation, Lourenco, Goncalves and Elias (2015) conducted a study on special education students by differentiating teaching methods through technology. They found that implementing different teaching methods increased students' participation and academic success. In parallel with this, Levy (2008) highlighted that using differentiating teaching methods helps teachers to meet students' learning and developmental needs. Similarly, the study found that the participant teachers differentiated their teaching practices resulting from pedagogical documentation implementations. During this process, the teacher learned about the importance of preparing teaching plans and providing various materials by being respectful to the children's unique learning styles.

-Respecting each other: Another important finding of the study was that Buse was initially concerned about the aesthetic appearance of products produced by the children within art activities rather than respecting and valuing their unique creations and products. Therefore, she interfered with the children when they prepared their products because she wanted the products to look aesthetic and meet parental expectations. However, she realized that these products provided important information about children's learning and development by means of trainings. In a similar manner, both of the teachers realized the importance of preparing documentation tools with the help of children. During the process of preparing documentation, the teachers did not interfere with the children in terms of making the prepared panels look good. In line with this, the teachers realized that respecting children's products, creations and decisions is one of the indicators of a respectful learning environment. According to Slipp (2017), each of these products is unique and tells the story of children's learning. Therefore, pedagogical documentation can change teacher's understanding of being respectful to children's products (Edwards, Gandini & Foreman, 2012). Kinney (2007) underlines that teachers should be able to understand how children learn and understand; otherwise, they do not respond to children's needs as they learned that documentation tools are not prepared to decorate the classroom. Similarly, Schroeder-Yu (2008) explained that documentation displays are attractive and are created by using children's learning evidence. Because taking children's work seriously is an important value, documentation is not created in an attempt to decorate or show off the work of children (Schroeder-Yu, 2008). In parallel with this, Dunne (2015) noted that presenting and sharing children's work help them to know that they and their products are valued. Based on that, the current study findings add to a growing body of literature on respecting children's work as evidence of learning because the findings suggested that participant teachers' pedagogical documentation implementations provided a respectful learning environment where the children's work was taken seriously by the teachers.

Furthermore, a respectful learning environment was created in these two classrooms after pedagogical documentation implementations as the children regularly shared

what they did and how they learned. During sharing times, children presented their activity work, drawings and groups work. While the children were sharing their products, other children respectfully listened to them most of the time and asked some questions related to activity concepts. According to Leyla, the children stood in front of the easel or panel and presented their learning process, which helped the children to take the learning process seriously. Thus, sharing times helped children to respect each other because they wondered what other children had done and what their thoughts were, so they listened to each other attentively. This may arise from the fact that presenting their products equips children with a voice and creates an environment where children respectfully listen to each other. In line with this, Landsdown (2011) underlined that a respectful learning environment is required to create space for children's voice, and children should be engaged in peer education. Moreover, Clark and Moss (2005) claim that children become experts, skillful communicators and meaning makers as they are listened. Furthermore, Greene and Hill (2005) highlighted that respecting children and valuing them as humans is possible by listening to them and creating a classroom community. Therefore, many research study results highlighted the importance of listening to children's voice (Oropilla, 2014; Greene & Hill, 2005; Coleyshaw et al., 2010). For instance, Oropilla (2014) investigated young children's voice in the decision making process. A small group of five children were selected for the research and a series of child-friendly and creative activities were created. The results of the study showed that there were a number of ways for children to share their interests with other children by using different media such as drawings, photographs and stories in connection with their interest. Moreover, Coleyshaw et al. (2010) conducted a longitudinal study to investigate how listening to children improved the quality of early years settings. The result of the study showed that professionals in their early years are less aware of how to support children in expressing their views and how to encourage children's perspectives in practice.

Different from those practices, both of the teachers sometimes experienced some troubles in managing sharing times. For instance, while the children presented their learning process or products individually, other children had to wait for each other.

Especially in Leyla's classroom, the class size of which is more crowded than Buse's classroom, the children can get bored while waiting for their turns. After a while, waiting a long time for their turn to present their work caused children to get bored and ultimately they stopped listening. On the other hand, it was easier for the teachers to manage the sharing time while children presented their work in groups because it saved time and increased the interaction among children. In line with this, Ugwulashi (2013) highlighted that scheduling appropriate teaching time for curricular and extra-curricular activities depends on effective time management strategies. Therefore, Ugwulashi (2013) claims that time management is regarded as an efficient and effective educational improvement in education systems. In addition, as stated by Brough (2012), considering the needs, interests and strengths of children is a part of democratic classroom practices. Therefore, acknowledging and being aware of children's needs is important in respectful teaching practices for scheduling teaching and assessment times (Neuman, Copple & Bredekamp, 2000; Katz & Chard, 2000). According to Harwood, Williamson and Wilson (2006), placing children at the center of the learning process and considering their needs while planning the curriculum are underpinning concepts for democratic education. For this purpose, Brough (2012) investigated student-centered curriculum integrations and democratic principles. The findings of the study showed that increasing the level of student inclusion helps them to gain more confidence and competence in constructing a curriculum with students for democratic education.

In parallel with these study findings, the findings of the current study are beneficial in understanding the importance of scheduling learning processes appropriate for a respectful learning environment.

-Planning a developmentally appropriate learning process: As a part of this process, the participant teachers realized that giving the children time to complete their work is an important indicator of a respectful learning environment. Initially, one of the teachers gave insufficient amount of time for the children to complete their tasks, and forced them to finalize their work before they could complete it. In fact, the children could not complete their work most of the time. The underlying reason could be that

the teachers used a long-term, pre-planned teaching program and they felt frustrated when they fell behind in the schedule. Related to this, Brough (2012) claims that detailed, long-term pre-planned themes left teachers feeling nervous because they feel obliged to follow a teaching plan strictly. Therefore, pre-planned teaching programs seem more teacher-directed and remove the teaching process from chil-centered idea. In parallel with this, Alasuutari, Markström and Vallberg Roth (2014) stated that teachers spend more time to complete their work at school, so this limits the time to work with children directly. Accordingly, this could be the main reason behind enforcing children complete their work in a specified amount of time. However, in the second semester, as a result of documentation practices and trainings, the teachers realized that avoiding enforcement made the children's learning more meaningful. In the post-interview, the teachers said that forcing the children to participate in an activity and giving no extra time for them to complete their task were equivalent to each other. The teachers also acknowledged that both of these treatments impaired the value of respect in their learning environment. In parallel with this, Veale (2005) claims that children should be recognized as active participants of their own world. Therefore, respecting their learning styles and giving them voice to decide about their learning process is important to respect children. According to Cohen, Cardillo and Pickearl (2011), in respectful learning environments, the children's choices and interests are recognized and appreciated. Swim (2016) also explains that the concept of respecting children is addressed in documentation in that the teacher should be able to refrain themselves from interfering with children and allow them to make decisions. In parallel with these suggestions, Millikan (2003) notes that the notion of 'hundred languages of children' in learning environments depends on three things: resources and opportunities, expression of ideas, and serious and respectful consideration of children. The findings of the study also supported that pedagogical documentation cultivated the participant teachers' understanding of respect in terms of planning developmentally appropriate learning processes for children.

-Providing an environment to share ideas: Neither of the participant teachers provided an environment for presentation to demonstrate children's thoughts and learning

process during the first semester. Before pedagogical documentation trainings, one of the teachers only displayed the children's products on the boards as part of traditional bulletin boards. The other teacher did not present the children's work in the classroom. However, with the pedagogical documentation trainings, the participant teachers empowered the children to share their thoughts with other children in the classroom during sharing times. They used different ways of presenting children's learning, such as boards, panels, easels, portfolios and monthly bulletins. During sharing times, the children communicated with each other about their thoughts and ideas. The participant teachers thoughtfully considered the children's educational experiences as worth sharing with others. As the children shared their products, drawings, and paintings, they learned to listen to each other respectfully. In the post-interviews, both of the teachers stated that the children asked questions to their friends during sharing times. Such examples of questions were 'What did you do? How did you do it? What did you think?" The important point here is that the teachers created an environment to share ideas in right after the pictures were taken, so children easily remembered the events in the pictures related to the activity. With regard to this, Paananen and Lipponen (2018) conducted the study to investigate teachers' pedagogical documentation practices. The findings of the study demonstrated that children did not remember the events in the pictures because of not having discussed them right after the pictures were taken. The evidence showed that pedagogical documentation is an important tool for creating an environment to share ideas in as long as the sharing time is well planned. In this regard, the findings of the study supported the idea that pedagogical documentation creates a respectful learning environment by means of the sharing time element. The findings of the study demonstrated that the participant teachers developed an understanding of the role of the children as powerful listeners. Similarly, Paananen and Lipponen (2018) view pedagogical documentation as a formation of shared social practices to build effective relationships in the classroom. Rinaldi (2011) also claims that pedagogical documentation promotes communication and dialogue among children. Therefore, pedagogical documentation enhances the pedagogy of listening not only for teachers but also for children. Additionally, Lim (2016) also found that implementing pedagogical documentation helped the participant teachers

to think about children's growth and development and it enabled them to communicate better with parents, children and other teachers. Furthermore, Menon (2016) indicates that pedagogical documentation helps children to express their learning through visual and verbal senses. This process is also called "the hundred languages of children" by Malaguzzi (1994). Viewed from these perspectives, pedagogical documentation is an effective tool for adjusting the learning process in accordance with children's needs. In an investigation of arranging the learning process based on children's needs, Lenz Tacguchi (2010) notes that pedagogical documentation is an effective tool to speed up or slow down the learning process in order to create an environment for innovative ideas.

Lastly, the participant teachers realized that the classroom rules should be identified with the children's involvement. Initially, the teachers established the classroom rules at the beginning of the semester on their own and they were expecting the children to obey and internalize these rules. The underlying reason could be the desire to keep everything under control. As stated by Fraser and Praha (2002), teachers sometimes perceive shared decision-making processes as a negative term and they do not want to lose of control. Therefore, the data showed that the participant teachers seemed not to recognize the value of respect in terms of involving the children into the decision-making process during the first semester. However, the teachers realized that pedagogical documentation helped them to become responsive educators who supported the children to make choices about their ideas and be involved in the decision-making process. Therefore, the participant teachers prepared an environment for the children so that they could become involved in establishing classroom rules together with them. In parallel with this, in a respectful learning environment, children are involved in the decision-making process to make choices independently of teachers (Kinney, 2007; Rinaldi, 2011; Wine, 2011). As Rintacorpi and Reunamo (2017) mentioned, pedagogical documentation is inherently connected with respectful teaching practices in terms of involving children into the decision-making process. Morrow and Reggio Emilia (2010) also claim that the concept of progettazione is a

kind of strategy to create respectful learning environments by supporting children's thoughts and feelings.

Overall, the finding of the current study suggested that the participant teachers' pedagogical documentation implementations intentionally and sometimes unintentionally supported the value of respect in terms of providing an environment to share ideas, respect each other, differentiate teaching strategies and plan developmentally appropriate learning processes.

5.3 Supporting the Value of Collaboration through Pedagogical Documentation

The findings of the current study revealed that pedagogical documentation practices enhanced the collaborative learning environment in the participant teachers' classrooms. The findings showed that this collaborative learning environment supported the collaboration between teacher-child, child-child, teacher-teacher, and teacher-parent through pedagogical documentation implementations.

Collaboration is an essential component of pedagogical documentation (Bowne et al., 2010) because building a collaborative learning environment makes a dialogue among stakeholders possible (Rinaldi, 2001; Kroeger & Cardy, 2006). In the Reggio Emilia Approach, the teaching process is organized by intensive collaborative problem-solving strategies. All of the stakeholders of education are involved in this collaborative teaching process. According to Hendrick (2004), the philosophy of Reggio's education lays emphasis on the image of children and their collaboration with the teacher, the parent, other children, the environment, the school and the community. Therefore, each of the Reggio schools is regarded as a system in which the children build reciprocal and interconnected relationships (Hall, 2013).

-*Teacher-child collaboration:* In the Reggio Approach, a pedagogy of relationship means that teaching and learning happens by interacting with other people. Therefore, knowledge is co-constructed by the adults and children (Rinaldi, 2001). Similar to the Reggio Emilia learning environments, the current study findings also revealed that

pedagogical documentation enhanced the collaboration between the teacher and the children. At the end of the trainings, the participant teachers expressed that pedagogical documentation helped them to build more collaborative and communicative learning environments because of knowing the children better. In addition, both of the participant teachers acknowledged that they always worked with the children during the steps of observation and sharing times of the cycle of pedagogical documentation.

According to Pianta, Hamre and Allen (2012), a positive relationship between the teacher and child is characterized by a close and caring relationship. To build a positive climate between the teacher and the child, teachers should regulate the level of learning activity and monitor children's behaviors in the classroom (Howes, Phillipsen & Peisner-Feinberg, 2000). In line with this, the curent study focused on the interaction between the teacher and the child during the process of pedagogical documentation. First, the step of observing and collecting information from children helped the teachers to better understand the children's development and adapt their teaching process according to the developmental levels of the children. During the post interview, the teachers stated that pedagogical documentation improved their observation skills and helped them to focus on the children's communications and collaborations, unlike their practices in the first semester. For instance, although the participant teachers initially preferred to observe the children's products rather than their learning process, at the end of the second semester, they defined themselves as a keener observer who followed the children's learning process, interactions with their peers and their behaviors to answer their needs. This may be due to the fact that the participant teachers tried to meet parental expectations in the first semester and they wanted to show them concrete products of children. As they stated in the pre-interviews, the teachers only shared the photographs of children's art activity products for the sake of making children's learning visible to their parents by means of e-mail and the K12 system. Therefore, they paid attention to depicting activity products rather than focusing on children's learning experiences. However, the process of observing the cycle of pedagogical documentation developed some of the teachers' skills, such

as one-to-one and group interactions, and listening to the children closely during the second semester. Consistent with the findings of the current study, Emilson and Samuelson (2017) claim that teachers should be able to develop their skills in becoming aware of children so that they can catch sight of children's dissimilarity and singularity. According to Hamre et al. (2008), the quality of teacher and child interaction increases the classroom quality and accordingly improves children's academic and social-emotional skills. To investigate effective teacher-child interaction, Early et al. (2017) conducted an experimental study, in which the participant teachers were randomly assigned to control and experimental groups. The results of the study showed that providing teachers with appropriate training helped them to develop professionally and improved their interactions with children. Moreover, Papadopoulou and Gregoriadis (2017) investigated young children's perceptions of the quality of interaction with their teacher. The results of the study demonstrated that children mostly described a positive interaction with their teachers and this interaction is associated with school engagements. In short, as mentioned in the presented studies, the quality of interaction helps to improve the quality of education. In line with this, the current study showed that pedagogical documentation supported the teachers to learn new ways of looking at children and their learning potentials by interacting with and listening to them.

In addition to these practices, at the step of sharing time, both of the teachers worked with the children together and the children cooperatively prepared documentation tools. Therefore, during the process of documentation, the teachers realized that they learned and understood several concepts together with the children and the children worked in cooperation with their teacher. As stated by Emilson and Samuelson (2017), in pedagogical documentation, the teachers and the children become co-learners and co-constructers of the learning process. Moreover, they claimed that the participant teachers believed that pedagogical documentation supported the children's socialization process in the classroom by sharing and helping each other while preparing documentation panels. According to Wien (2011), pedagogical documentation is a vehicle for collaborative research because it entails both teachers'

and children's hypotheses and interpretations. Similarly, Bowne et al. (2010) found that pedagogical documentation in early childhood can be used as an effective tool in terms of collaborative dialogue between the teacher and children. In parallel with this, the current study supported the idea that pedagogical documentation is a helpful communicative tool for both the teachers and children during the learning process.

Furthermore, in the post interview, the participant teachers also stated that they worked with the children while preparing their personal portfolios. During this process, the children selected their own works with the help of their teachers by reflecting on and communicating with each other their learning process. Parallel with the teachers' statements, Schroeder-Yu (2008) expressed the value of cooperation in preparing pedagogical documentation process as follows:

> Documentation fosters collaboration among all participants within the Reggio Approach. Children, teachers, and parents participate in collection and use of documentation. Children often compare and analyze photographs, drawings, and previous conversations to determine the direction of their projects. Teachers use documentation to guide them during daily and weekly teacher meetings. Close working relationships exist between teachers; they rely on each other's input and guidance during ongoing studies. Documentation creates a platform from which to develop open discussions among teachers and, as an added benefit, affords parents a look at not only the products of a project but the ongoing learning processes that occurred. (pp.128).

-*Child-child collaboration:* Another finding in the current study indicated that the documentation process created learning groups and increased the collaboration among children. Both of the teachers emphasized that they learned how to create small group activities during the documentation process all over again. Unlike before, the children collaboratively worked with their peers in groups collaboratively on a common task ,and the groups were differentiated based on their gender and abilities. When such was the case, the teachers stated that small group activities extended the children's thoughts by communicating with each other, and their learning flourished during the group learning process. Furthermore, both observation and interview data supported that small group activities were more child-centered than whole group activities in the participant teachers' practices. This may be due to the fact that the participants started

to acknowledge the importance of peer interaction while working in small groups, so their intervention was minimum during this process. Moreover, video-based observations supported the teachers' statements and revealed that the children seemed ambitious to work with their peers. Consistent with this, Rintakorpi and Reunamo (2017) found that there was a correlation between pedagogical documentation and the creation of small group activities. They conducted a quantitative study to investigate the relationship between pedagogical documentation and early childhood education and care practices. The findings of the study showed that small group activities were not teacher-centered and the children could regulate themselves in groups appropriately. Moreover, Menon (2016) stated that pedagogical documentation encourages explicit group learning by providing children the opportunity to communicate with each other. Furthermore, Hartland (2017) stated that children could develop their interpersonal communication ability through group work. Through pedagogical documentation, children can build a relationship together in class. Moreover, Rinaldi (2001) notes that the process of documentation means the act of love and interaction between individuals. To investigate children's collaboration in their learning process, Murphy and Faulkner (2000) conducted a study. The results of the study revealed that children could modify their behaviors when they worked in groups. Therefore, the results suggest that pairing children may be a useful classroom organization strategy. In addition to existing literature on collaboration among children, the current study has demonstrated that pedagogical documentation enhanced the collaboration among children through small group activities.

-*Teacher-teacher collaboration:* In the relevant literature, teacher collaboration is viewed as effective practices because collaboration among teachers brings them together to evaluate their students' learning and development, and designing and implementing the teaching plan (Franke & Kazemi, 2001; Hindi et al., 2007; Kazemi & Franke, 2004). In the current study, when teachers were asked whether there was collaboration in their school among their colleagues before starting to implement pedagogical documentation, they stated that communication was highly strong and they mentioned that this communication was mostly about planning activities.

However, in the second semester, they participated in the trainings together and made some plans about teaching and assessment processes. For instance, one of the participant teachers prepared a parent sharing day with other teachers collaboratively. Looking more closely at the participant teachers' collaboration with other teachers in the school, it can be maintained that the collaboration among the other teachers was improved through the pedagogical documentation trainings. However, the participant teachers had not been able to fully collaborate with other teachers in such areas as planning the learning process together, assessing children's understanding, and designing instructions. It may be not be an easy task for the teachers, especially for Leyla, who worked individually in her classroom, to change their planning processes. Both observation and interview data showed that Leyla sometimes experienced difficulty in completing the paperwork of the pedagogical documentation process. Because the teachers recorded children's learning process through different data collection tools, the organization of these gathered information was sometimes difficult to manage and time consuming. For instance, the teachers everyday took several in-class activity photographs, children's activity products, video recordings, observation notes, and developmental scales. Moreover, the teachers sometimes collected information during an ongoing activity process. Considering all of these, it was sometimes difficult to work as a single teacher in the classroom. In parallel with this, the literature highlighted the importance of working in pairs in Reggio learning environments. According to Hendrick (2004), Reggio teachers engage in teamwork by working in pairs in the classroom. For a powerful teaching organization, peer collaboration among colleagues is expected from the Reggio teachers (Hall, 2013). As also stated by Bowne et al. (2010), pedagogical documentation can be used as a collaborative dialogue among teachers to produce collaborative projects. Therefore, the findings of the current study enhanced our understanding of the value of collaboration among teachers.

-*Teacher-parent collaboration:* When parent involvement was considered during the process of pedagogical documentation, the findings of the current study showed that both of the teachers supported the idea that building a communication between home

and school was important. Through documentation panels, personal portfolios and monthly bulletins, the teachers created a reciprocal communication with the children's parents. However, both of the teachers focused more on the importance of monthly bulletins while building communication with parents. The reason of this could be that both of the schools, where the participants worked, did not welcome parents in schools. Therefore, the teachers could open the classroom's door for parents through monthly bulletins much more easily. A study was conducted by Mitchell et al. (2006) to investigate the effectiveness of parents' involvement in children's learning process. The results of the study showed that parent involvement is an important factor to enhance the quality of early childhood learning environments. Similarly, the process of pedagogical documentation emphasizes the role of parents in developing children's learning dispositions (Cooper, Hedges & Dixon, 2014). Therefore, Cooper and her colleagues (2014) lay emphasis on establishing a strong relationship with the parents. In their study, they indicated that some teachers still believed that parents are consumers of information revealed from assessment results, rather than active participants of the assessment process. Furthermore, according to Whalley and the Pen Green Centre Team, (2001), working with parents closely helps children to gain an understanding that they can learn and grow in secure and a trustworthy environment. Paananen and Lipponen (2018) also revealed that pedagogical documentation implementations build a relationship with parents and guide them in their children's learning experiences. In the light of these studies, the current study suggests that pedagogical documentation enhances the collaboration between parents and the teacher. Based on the findings of the current study, the documentation tools, especially monthly bulletins, strengthens the collaboration between the teachers and parents by means of informing parents about their children's learning process.

5.4 Supporting the Value of Empowerment through Pedagogical Documentation

The findings of the current study indicated that the participant teachers' pedagogical documentation practices empowered the children's participation and created an empowering learning environment. It was found in the current study that the value of

empowerment was supported in the second semester through pedagogical documentation by guiding children in discovery, empowering motivation, designing developmentally appropriate activities, giving individual feedback and establishing a sense of belonging.

According to the World Bank Learning Module (2007), empowerment means enhancing the capacity of an individual to make purposive choices and transform those choices into desired actions. In line with this definition, the value of empowerment helps to create an atmosphere in the classroom in which everyone's contribution is accepted as valuable and unique (Bowne, et al., 2010). In the process of pedagogical documentation, the value of empowerment is inherently supported through participation and reflexive dialogue among teachers, parents, and children. According to Kinney (2007), an understanding of pedagogical documentation supports the value of empowerment by placing children at the center of their own learning process.

-Encouraging participation and motivation: In the present study, when the participant teachers were asked about the function of pedagogical documentation in supporting the children to participate in their learning process, they expressed that documentation tools increased the children's motivation towards learning and their participation in the learning process because they believed that documentation practices, such as taking children's photographs and sharing these on the board, motivated the children positively. The reason could be that the children felt special when they saw their own pictures on the board to be displayed to others. Furthermore, the video-based observation data showed that although taking photographs in the data collection step of the documentation cycle more aroused children's attention initially, portraying their learning process through pictures on the panels during the sharing time appealed to them more in the second semester. One of the reasons of this could be that the children became more familiar with having their pictures taken and paid more attention to the sharing time. In other words, providing an environment to represent their learning stories with their peers encouraged them to participate in their learning process and complete their tasks. In line with this, Landsdown (2011) claims that self-esteem and confidence are required for children's participation in the classroom. The sharing time

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during the process of pedagogical documentation may empower children to share their ideas and feelings. Consistently, Millikan (2003) stated that children could be empowered by representing their ideas and understanding through verbal dialogue and portraying these ideas by way of symbolic languages such as paint, wire, and textile. Visual representation of children's understanding is based on the image of the child that emphasizes their capabilities (Millikan, 2003). With this respect, Malaguzzi (1994) asserted that there is a strong connection between representing children's understanding through symbols of language and their emotions and feelings. Katz and Chard (1996) also expressed that taking children's works and ideas seriously by displaying them in the class empowers them, so they show both delight and satisfaction in this process. As can be understood from these studies, pedagogical documentation is found to be an effective tool in increasing children's motivation towards and participation in their learning.

-*Sense of belonging:* In the Reggio Emilia approach, one of the guiding principles is "hundred languages" of children. It means that children are empowered to express their understandings and hypotheses through multiple modes of representation (Gandini, 1998). In parallel with this principle, one of the teachers indicated that the sharing time helped her to organize an encouraging learning environment for children through creating their own space in the classroom. Buse, who worked in the full-day program, covered the walls and ceiling with the documentation displays after implementing the pedagogical documentation. Moreover, Buse believed that the children felt at home when they saw their products in the class. Based on that, it can be said that pedagogical documentation supported children's sense of belonging by seeing themselves as a part of the classroom community. On the other hand, the other teacher, Leyla, who worked in half day dual-education program did not hang the children's products or documentation panels on the walls and boards throughout the week. The reason could be the dual education because the class was used by different groups in the morning and afternoon. Therefore, Leyla most likely did not prefer to use the walls to share the children's products. When considering to support children's sense of belonging, Reynolds and Duff (2016) found in their study that a stronger sense of belonging and

a positive self-identity can be enhanced through sharing documentation tools. Moreover, Botha Joubert and Hugo (2017) found that one of the values that the children want to have the most in their classroom environment is responsibility. They noted that this value makes them feel a part of the classroom community and supports them during their learning process. In addition to these studies, Meeuwisse, Severiens and Born (2010) found that learning environments are activating students' sense of belonging and the interaction with their teachers. Moreover, Kernahan, Zheng and Davis (2014) demonstrated that there is a positive relationship between students' perceptions of their own learning and a sense of belonging. In this sense, based on the findings of the current study and the related literature, it can be asserted that pedagogical documentation provided an environment where the children felt a part of classroom community and this created a stronger sense of belonging.

-*Developmentally appropriate practices:* As an essential component of pedagogical documentation, it is important to design developmentally appropriate activities based on the children's experiences, needs, and interests. The participant teachers tried to design activities based on the children's developmental level. In line with this, Boyle (2008) asserts that encouraging children to express their interests and needs and involving them in the programming cycle can help to create a responsive classroom because such kinds of classrooms meet children's changing needs more easily. Although the teachers provided both individual and group feedback effectively during the documentation process, they sometimes experienced difficulty in deciding on an adequate learning opportunity. Although it is not directly stated by the teachers, the reason of this could be that the schools had to implement a national curriculum; therefore, the teachers may not have been able to understand how to integrate information deriving from documentation and the learning process. This was also asserted in the study by Alvestad and Sheridan (2014) study. They asserted that the teachers had some troubles regarding how to relate documentation to curriculum goals. Moreover, Paananen and Lipponen (2018) conducted a study in Finnish preschools with the teachers. The results of the study demonstrated that teachers had some difficulties in involving children in the decision-making process while planning the

curriculum. The researchers also claimed that the process of involving children in the decision-making process is not easy for the teachers. In parallel with these findings, Bhamani and Bhamani (2014) found that the teachers considered developmentally appropriate practices to be restricting individuality because DAP framework focuses on the ideas of individual needs. Moreover, the participant teachers perceived that DAP practices have time and resource constraints. According to Gestwicki (2013), planning developmentally appropriate teaching practices requires a well-planned, flexible, and interactive curriculum. Based on that, the underlying reason of participant teachers' failure to integrate children's information into the curriculum plan could be leading to a strict scheduling and a non-interactive curriculum planning.

-*Guiding children to discover and investigate and giving individual feedback:* The findings of the study belonging to the first semester showed that unlike Leyla, Buse, who worked in a private school, had a rigidly scheduled teaching program. Therefore, she had to manage activities by forcing the children to complete their tasks before the implementation of the pedagogical documentation and trainings. However, she realized that providing the children with the opportunity to discover and investigate their interests is important to create an empowering learning environment. Therefore, Buse tried to adapt to their teaching process in accordance with the documentation results. The findings of the study also revealed that both of the teachers started to plan less-structured activities that were often thematic work after pedagogical documentation training in the second semester. These findings are consistent with information from a study conducted by Alvestad and Sheridan (2003), who emphasized that the participant teachers planned structured activities instead of thematic work because thematic work takes place over a long period of time. However, Samuelsson and Carlsson (2003) argue that the process of teaching should be based on the children's needs and therefore they should make a plan to direct the children's awareness of their learning process. According to them, this kind of planning helps the teacher to create an empowering learning environment where children can express themselves and state their points of view. In the current study, the participant teachers

appeared to be unable to create a flexible scheduling in the teaching process due to trying to meet the national curriculum requirements.

However, both of them adapted their teaching processes through pedagogical documentation practices by planning less-structured activities, providing the children with an opportunity to discover their interests during activities.

Furthermore, the participant teachers realized the importance of giving appropriate feedback about the chlidren's learning after they started to implement pedagogical documentation. Both of the teachers tried to give children appropriate individual and group feedback, and they did not leave children's questions unanswered. The process of giving individual feedback was clearly observed during circle time activities. Both of the teachers talked to all the children about their ideas and answered their questions individually. Consistent with the results of current study, Jeffers (2011) claims that the circle time activities support social changes in Irish education. Therefore, his study focused on circle time activities and how this process empowers children. The findings of the study showed that circle time is a facilitator for the relationship between teacher and children and provides children with equal voice. Similarly, Lee and Wright (2001) conducted a study to investigate the principles of circle time for lessons. The results showed that teachers' listening skills were improved. Moreover, both students and teachers gave positive feedback to each other. In addition, participant teachers' feedback were given to meet individual needs for both individuals and groups of children. Moreover, they gave this feedback to children in a timely manner. In a similar vein, Reynolds (2013) listed the principles of giving effective feedback to children. According to him, teachers should give educative feedback in a timely manner because it helps to support learners' confidence in their learning. Based on the findings and literature, it can be suggested that pedagogical documentation practices helped teachers to listen to children's answers and give them appropriate feedback.

5.5 Educational Implications

This study has outlined the democratic values of freedom, respect, collaboration, and empowerment that arose from two early childhood teachers' pedagogical documentation implementations in the early childhood education context in two early childhood classrooms in Ankara. The findings have some implications for teachers, school principals, government policies, and teacher education programs at universities.

-*Making the documentation process meaningful:* Even though pedagogical documentation is not nationally implemented in the Turkish early childhood education system, the current study findings can provide some suggestions to both pre-service and in-service teachers who want to implement pedagogical documentation practices. First, if teachers want to implement documentation, they can benefit from the national early childhood education program booklet (MoNE, 2013) because the MoNE Early Childhood Education Program (2013) reflects some principles of pedagogical documentation. For instance, it provides some flexibility to teachers in terms of integrating objectives and indicators to the topics that they want to include in their activities. Moreover, the learning environment can be arranged based on children's needs and learning processes. Teachers also have flexibility to implement small group activities in addition to whole group and individual activity types. Most importantly, the program focuses on children's learning process rather than on the products by recommending teachers to assess children through multiple forms of data collection methods, such as developmental portfolios, observations, checklists, rubrics, interviews, and video-recordings. The program also provides teachers with the "Development Report" which is a comprehensive information form. Developmental reports include teachers' interpretation of children's learning and development and is prepared twice in one academic year. Within these features of the Turkish Early Childhood Education program, the current study has some implications for the teachers who intend to implement documentation. Teachers are suggested to make the learning process visible through panels, bulletins, and portfolios. With regard to this, Wien (2008) claims that pedagogical documentation is not the direct representation of what children learn, say, and think. Rather, it is an interpretation of how children learn

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and the representation of their learning stories. As reported in the findings of the current study, giving the participant teachers appropriate support and trainings on pedagogical documentation helped to change their teaching process in terms of implementing pedagogical documentation. In parallel with the suggestion of Amadi (2013), the potential influence of in-service trainings should not be underestimated. Therefore, it can be suggested that both private and government organizations can provide an ongoing professional learning for the teachers who want to enhance their practices in different methods including pedagogical documentation implementations. Therefore, an announcement of pedagogical documentation is important to raise awareness of teachers and the dissemination of implementing pedagogical documentation. Furthermore, it can be suggested that more professional development websites can be designed by the Ministry of National Education for in-service teachers who need to seek inspiration for their teaching practices. Moreover, these websites can provide a communicative tool among early childhood teachers by chatting with each other to expend their teaching network. In this way, great works can be achieved with minimal performances by reaching a wide teacher population.

The findings of the current study also showed that the participant teachers felt required to follow the national early childhood education program book without considering the assessment results regarding the children's development and learning before pedagogical documentation trainings. Although this situation changed after the trainings on documentation, the teachers still needed to follow a structured teaching plan and got confused about the integration of pedagogical documentation results and the planning of the teaching process. Because the teaching process is not planned based on the evaluation the children's work, some of the children sometimes did not want to participate in the activities. In parallel with this, Brough (2012) found that teachers preferred to follow detailed pre-planned programs rather than planning teaching processes according to assessment results. Furthermore, Alasuutari (2014) claims that teachers' working schedule is very busy because of paperwork, so they feel more comfortable when they follow pre-planned programs. Accordingly, the findings have important implications for early childhood teachers to think more about the influences

of planning the teaching process on the children's learning and development. The success of teaching and learning activities depends on the degree of undertaking ongoing planning based on assessment results (Bhamani & Bhamani, 2014). Although the degree of planning a flexible and emergent teaching program is determined by the national early childhood education program booklet, answering children's education needs and meeting their interests based on the evaluation of work should be supported through in-service and pre-service trainings.

Building a reciprocal collaborative relationship between teachers and parents contributes to the value of documentation (Mitchell et al., 2006). In the process of pedagogical documentation, parents contribute their time and energy to their children's learning environment (Katz & Chard, 1996). There are several ways to involve parents into children's learning and documentation process (Knauf, 2015). However, to establish an effective cooperative learning environment with parents, schools should invite parents to classrooms and open their doors to them (Bowne, 2010; Menon, 2016; Birbili, 2014). One of the findings of the current study indicated that both of the participant teachers did not share documentation panels with parents because the schools did not allow the parents to visit the classrooms. Therefore, the teachers were only able to share these panels at the end of the semesters through parent portfolio sharing day activities. The findings, therefore, have an important implication for the school principals in terms of offering an open-door policy to parents. An open-door policy mainly empowers an open-communication with parents any time they wish (Klein, 2012). This ensures that the children feel supported by their parents and teachers through their learning process (Klein, 2012). Furthermore, an open door policy enables parents to be in contact with the schools regularly and helps to develop a strong home-school relationship (Lemmer, 2002; Forge Integrated Primary School, 2000). Starting from early childhood education, schools should be aware of the importance of involving parents in children's education. Therefore, schools can arrange a visiting schedule for parents to observe their children, participate in learning activities, and communicate with school staff by avoiding any disturbance in the classroom schedule.

In Turkey, early childhood education is organized as a dual education system in public schools. Classrooms are used by two teaching groups as morning and afternoon shifts. On the other hand, private schools provide full-day education and classrooms are only used by one teaching group. Under these circumstances, as was observed in the current study, the classroom facilities were not fully utilized by both teachers and children in public schools because of the dual education program. In the Reggio approach, building a sense of belonging and creating a communicative learning environment is possible when classrooms are filled by the work of children (Rinaldi, 2010). Classroom environments are arranged by children and teachers together to support a value of empowerment and promote dialogue, and make children's learning visible through pedagogical documentation (Kinney, 2007). In dual education programs, children may encounter materials and products that do not belong to them. This may tarnish the idea of the sense of belonging and the value of empowerment. In the current study, one of the teachers who worked in the public school did not use the classroom to display children's learning stories through documentation. Although it was not directly stated by the teacher, the reason of not displaying children's products may have been be due to the dual education system in which the classrooms were used by two different learning groups within a day. Therefore, it can be suggested that early childhood classrooms should be arranged by considering the two teaching groups; separate spaces should be created in classroom environments to display documentation tools and children's products.

In the current study, it was found that the teacher who worked with a partner had more opportunity to develop documentation products than the teacher who worked as a single teacher. Because preparing documentation products required a certain amount of time, both of the teachers mentioned the importance of working as pairs. The Reggio Emilia Approach recommends teachers to work in pairs in each classroom to engage collaborative teamwork (Lim, 2016). In learning environments, co-teaching is important for promoting active learning (McNally & Slutsky, 2016). Partners make a plan to teach children together (Hall, 2013). For that reason, the finding has an important implication for the teachers who want to implement pedagogical

documentation and government policies. Firstly, the teachers need to deal with challenges in developing documentation products because of inadequate time and space. After the data collection process, the teachers need to organize these data to interpret and analyze the evidence collected from children. Therefore, pedagogical documentation could be extra work for a teacher who works as a single teacher in a classroom. Accordingly, it can be suggested that, if is possible, teachers can request an assistant teacher from their administrator.

-Integrating democratic values into the education: In Turkey, several important steps has been taken for improving the polices on democratic education, some difficulties still remain in the practice of classroom life to pass on democratic values. Based on that these findings are also significant for in-service and pre-service teachers as it provides evidence on the importance of increasing the quality of the learning environment in terms of creating democratic places for children. A number of studies showed that building a democratic learning environment is important because it increases children's responsibilities by involving them in the decision-making process (Swim, 2016; Brough, 2014; McNally & Slutsky, 2016). Through values of freedom, respect, collaboration, empowerment and other values, it is possible to provide a collaborative learning environment where children's ideas and feelings are valued (Dewey, 1964). Moreover, it is known that the attitudes and beliefs that the students have, as well as their academic performance, are important in the learning process (Topkaya & Yavuz, 2011). These attitudes and beliefs are shaped and developed by the learning environment. Therefore, creating a democratic learning environment which are respectful, collaborative, and encouraging places can support children's subsequent academic success (Brough, 2014). Most of the teachers are not aware of the influence of creating a democratic and supportive learning environment (Wang et al., 2018). For this reason, the achievement of children depends on the degree to which teachers have democratic values in their learning environment to respond to their children's learning needs. Because the integration of democratic values in the program booklet is determined by government policies, the findings have important implications for educational regulations. Thus, it can be suggested that integrating

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democratic values into the early childhood education program booklet is essentially important.

As indicated in the findings of the current study, teachers made children's learning visible by listening to and observing what children say and think to expand their learning experiences. Thus, it supported teachers to create a democratic learning environment. As stated by Menon (2016) listening and observing children is a key element for supporting children's freedom. At this point, one of the major contributions of this study is that pedagogical documentation implementation supported teachers' practices to create a flexible and free learning environment in terms of the freedom to express thoughts, the freedom to choose and the freedom to act. However, the children had some problems in reaching their portfolio folders in the classroom because they were placed away from children's access.

It should be noted that the learning environment has an important impact on children's sense of freedom (Watkins & Mortimore, 1999). Therefore, it can be suggested that the classroom should be arranged to enhance children's freedom to act and to reach resources and materials. In this way, it may possible to support children to give control of their own learning process.

Suggestions for enabling children to have the freedom to act is also important for enhancing children's sense of belonging. The findings of the current study demonstrated that displaying children's artifacts, products, and photographs in the classroom supported children's sense of belonging. Similarly, Reynolds and Duff (2016) found that displaying documentation tools in the classroom enhanced children's sense of belonging. In that manner, the classrooms can be arranged by giving enough space to display children's learning stories. As an alternative way, in dual education classrooms, teachers can use portable and non-stationary panels and boards to display children's learning evidences.

Moreover, another finding of the study showed that pedagogical documentation practices supported teachers' planning of the teaching process in a developmentally

appropriate manner. According to Alvestad and Sheridan (2014), relating curriculum goals and documentation is important in making an effective teaching plan. In line with this, providing both in-service and pre-service teachers with trainings about how to associate assessment results and curriculum planning can answer children's learning needs and enhance their empowerment during the learning process.

Another recommendation could be related to encouraging teachers to build a sense of community in their classroom. This is also suggested by Brough (2014), who recommends the enhancement of child-centered democratic classroom environments. Moreover, some of the studies presented that teacher and child collaboration has a positive effect on children's achievements (Hardland, 2017; Menon, 2016). To do this, teachers can provide children with opportunities to work in groups. The findings of the study showed that group work supported child-child collaboration and increased children's interactions. Accordingly, it can be suggested that the potential influence of a small group activity should be presented and opportunities should be given to pre-service teachers to practice in their courses such as teaching methods and curriculum.

The findings also demonstrated that participant teachers had some obstacles in collaborating with other teachers. Dooner, Mandzuk and Clifton (2008) claim that teacher collaboration is highly important for professional development and effective teaching plan. Moreover, Bowne et al. (2010) state that pedagogical documentation is an effective tool for enhancing teacher collaboration in schools. Based on the findings of the current study, it can be suggested that school administrators can support teachers to develop shared projects. A similar suggestion was also proposed by Hall (2013) for teacher collaboration in early childhood institutions. Hall (2013) found that teacher collaboration is important to plan effective teaching processes, so building a shared understanding among educators is recommended. Moreover, it can be suggested that schools can give extra time to support teachers' working together while planning the teaching process.

Creating responsive classroom environment provides children with opportunities to be involved in the decision-making process (Rintakorpi & Reunamo, 2017). In respectful

learning environment, children's thoughts and ideas are supported by teachers and their peers (Morrow and Emilia, 2010). In parallel with this, the findings of the study showed that pedagogical documentation practices supported the value of respect. Based on the findings of the study, it can be suggested that in-service trainings can be designed to help teachers to understand the importance of a respectful learning environment and how to integrate the value of respect into curriculum development process. Moreover, teacher training programs in higher education can provide courses that address values of respect.

5.6 Recommendations for Future Research

The findings of the current study have some recommendations for further studies. First, this study was conducted as a single case study design and the findings of the study suggest that there is a need for further studies in this area. Therefore, it can be suggested that the study would need to be conducted over a longer period of time to follow up participant teachers' pedagogical development and their understanding of democratic values over time. Therefore, the relationship between the process of teachers' pedagogical change and democratic values in their classroom can be investigated with further studies. Moreover, the study was conducted in Ankara, the capital city in Turkey, and thus, the findings of the study might be specific to this research context because the participant teachers had the opportunity to reach sources and documentation materials easily. Moreover, the classrooms were conducive to conducting research in terms of materials and space. Most of the children's parents allowed their children's involvement in the study without any hesitation. All of these dimensions may vary within another research context. In order to see the effectiveness of these dimensions in the process of developing democratic values and documentation practices, a further study can be conducted in different contexts and cities of Turkey.

Lastly, pedagogical documentation is more than the display of child's products. It foregrounds democratic processes and it is vital tool for making democratic values

visible in the classroom (Dahlberg, 1999). Due to this reason, pedagogical documentation should be implemented in places where democratic values are not recognized and child-centered pedagogy is relatively less important. In this study, the participant teachers have already acknowledged the importance of placing democratic values into their practices during the learning process even before the pedagogical documentation practices and trainings. Therefore, it was not very hard to study these two teachers in terms of integrating pedagogical documentation and democratic values. However, working in traditional classrooms may reveal different results. Thus, it can be suggested that the researchers can conduct the studies on pedagogical documentation by taking into consideration the degree of democratic learning environment. Furthermore, the current study focused on only four democratic values, namely freedom, respect, collaboration and empowerment. For this reason, it can be suggested that other democratic values can be investigated along with pedagogical documentation practices. During the process of pedagogical documentation, both of the participant teachers focused on the implementation of small group activities. Therefore, the value of collaboration among children was more apparently and clearly observed than the other values in this study. Therefore, it can be suggested that the relationship between the value of collaboration and pedagogical documentation can be investigated in other studies by using qualitative studies. In this way, both children's and teachers' perceptions about this process can be investigated. The results of the study can help to reveal the challenges of group work and implementations of pedagogical documentation in early childhood learning environments. On the other hand, the current study was, in one respect, inadequate in supporting parent-teacher and teacher-teacher collaboration. In pedagogical documentation practices, teacher-teacher and parent-teacher collaboration is highly important in making children's learning visible to all (Hall, 2013; Cooper et al., 2014). Therefore, it can be suggested that the teachers' collaboration with parents and other teachers in schools can be investigated in other qualitative studies by collecting in-depth data.

Moreover, the researchers can think about studying on democratic values with children in early childhood learning environments. Several studies was conducted on

democratic alues to reveal teachers' perceptions and ideas. However, the review of the literature showed that there were limited research study with children on democratic values. Therefore, it can be suggested that a study can be conducted with the yough children on democratic values.

5.7 Implication For My Future Caarer

As a researcher in the field of early childhood education, understanding the importance of creating democratic learning environment and assessing children's learning is highly important. I thought, I knew democratic values and documentation concepts in a general sense before I started to write my thesis. However, I realized that these are huge concepts and I needed to learn different points related to democratic values and pedagogical documentation. But now, I can say many important details about pedagogical documentation and democratic parts of its implementation.

Furthermore, conducting this study in a real early childhood classroom context had crucial impact on my own teaching practices. When I became a researcher, I had no experiences with children and preschool teachers in a real classroom context. Along with this study, I had an opportunity to observe early childhood classroom context throughout the one year within different age groups. That process though me that working children required high professionality. Based on my experiences, when I become faculty member, I will develop course that provides pre-service teachers to observe early childhood classrooms. By this way, I believe that pre-service teachers will get benefit in terms of understanding classroom dynamics. Moreover, I will plan a more democratic teaching process in my lessons because I believe that teachers should encounter with democratic practice during their pre-service education years.

In addition to these, During the study I received video recording the classroom interactions and teaching process. Repeatedly reviewing these records helped me a lot in the analysis phase. Because of this, I believe that it will be very beneficial to watch this process in the whole class by recording videos of pre-service teachers'

implementations in the future. Thus, all pre-service teachers will monitor their improvement on democratic values and their documentation practices.

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APPENDIX A: Pre-Interview Questions

1. Eğitiminiz ve mesleki deneyimleriniz hakkında bilgi verebilir misiniz?

2. Okulunuz, sınıfınız ve öğrencileriniz hakkında bilgi verebilir misiniz?

3. Öğretim faaliyetlerinizi planlarken dikkate aldığınız hususlar nelerdir? Bir etkinliğinizi, gününüzü, haftanızı ve akademik yılınızı nasıl planlarsınız?

4. Sınıfınızdaki çocukların öğrenme ve gelişimlerine destek sağlamak amacıyla kullandığınız öğretim yöntem ve stratejilerini açıklar mısınız? Bize dil, okuma-yazmaya hazırlık, matematik, fen-doğa, sanat (resim, müzik, drama), sağlık ve hareket çalışmalarınızda sık kullandığınız yöntem ve stratejilerden örnekler verebilir misiniz?

5. Eğitim-öğretim uygulamalarınızda sizin ve çocukların rolü nedir? Tipik bir okul gününde siz ve sınıfınızdaki çocuklar neler yapar? Sınıfınızdan örnekler paylaşır mısınız?

6. Bir haftalık bir süreçte, tüm sınıf halinde, küçük grup ve bireysel olarak yürüttüğünüz aktivitelerin yüzde olarak belirtir misiniz? Yaptığınız aktivitelerden, bunlara örnek verir misiniz?

7. Sınıfınızdaki çocukların gelişim ve öğrenmelerini değerlendirmede kullandığınız yöntem ve araçları açıklar mısınız? Örneklerle cevaplarınızı desteklemenizi rica ediyoruz.

8. Yeni bir akademik yıla başlarken öğrenme ortamınızı tasarlamada dikkate aldığınız unsurlar nelerdir? Örneklerle açıklar mısınız?

9. Sıradan bir hafta için, yaptığınız aktivitelerden örnekler verebilir misiniz? Bu etkinliklerin gelişim ve öğrenme alanlarına uygunluğunu nasıl sağlıyorsunuz? Serbest zaman için bir günde ne kadar zaman ayırıyorsunuz?

10. Çocukların gelişim ve öğrenmelerini desteklemek için ihtiyaç duyduğunuz materyal ve araç-gereçler nelerdir? Bunlardan hangisi sınıfınızda mevcut? Yıl içinde sınıfınızda değişikliğe ihtiyaç duyduğunuz zamanlara oluyor mu?

11. Sınıfınızda ve okulunuzda çocuk sağlığı ve güvenliği açısından gerçekleştirilen uygulamaları paylaşır mısınız?

12. Tipik bir okul gününde sınıfınızdaki çocuklar arasında ve sizle çocuklar arasında gerçekleşen etkileşimin sıklığı ve türleri hakkında bilgi verir misiniz? Tanımlayacağınız etkileşimlerle ilgili somut örnekler vermenizi rica ediyoruz.

13. Eğitim-öğretim faaliyetlerinizde çocukların etkinliklere katılımını nasıl sağlıyorsunuz? Katılım göstermeyen çocuklarla ilgili yaklaşımınız nedir?

14. Sınıfınızdaki çocukların öğrenmeye karşı ilgilerini nasıl sağlıyorsunuz? Bu çocukların öğrenme motivasyonlarını nasıl arttırıyorsunuz?

15. Sınıfınızda çocukların olumlu davranışlar sergilemeleri nasıl sağlıyorsunuz? Sınıfınızda
olumsuz/problemli davranışlar sergileyen çocuklara karşı yaklaşımınız nasıl? Uygulamalarınızdan örnekler sunar mısınız?

16. Okulunuzda ve sınıfınızda çocukların aileleri ile yaptığınız katılım ve eğitim çalışmalarından bahseder misiniz?

17. Son 3 yılda kendinizi güncel tutmak için neler yaptınız? Okulunuz size mesleki gelişim anlamında nasıl katkılar ve destekler sağlıyor? Size okulunuz ve MEB tarafından sağlanan imkanlar nelerdir?

18. Sınıfınızda yaptıklarınızı, ailelere ve çocuklara görünür kılmak için neler yaparsınız? Okulunuzdaki meslektaş ve personelinizle etkileşiminizi nasıl tanımlarsınız?

OKULÖNCESİ ÖĞRENME ORTAMLARI DEĞERLENDİRME FORMU

DEĞERLENDİRİCİ		DEĞERLENDİRME			
Adı Soyadı	Kodu	Gözlem		Mülakat	
		Tarihi	Saati	Tarihi	Saati

OKUL					
Adı	Kodu	Türü	Mah. / Semt	Sınıf Sayısı	Öğrenci Sayısı
		Dev. ☐ Özel ☐	İlkok. ☐ Bğsz ☐ Kur. ☐		

Fiziksel İmkanlar & Mekanlar

Kütüphane ☐	Oyun Bahçesi ☐	Toplantı Odası ☐	Çok Amaçlı Sal. ☐	Depo ☐	Mutfak ☐
Öğretmen Odası ☐	Kapalı OyunAlanı ☐	Atölye ☐	Uyku Alanı ☐	Dr./Hemş. Odası ☐	Yemekhane ☐
Diğer ☐	....				

SINIF					
Adı	Kodu	Yaş Grubu	Çocuk Sayısı	Öğretmen Sayısı	Mekan (m^2)

ÖĞRETMEN	
Adı Soyadı	

Kodu	
Yaş	
Cinsiyet	
Mezuniyet Derecesi	Lise ☐ Önlisans ☐ Lisans ☐ YL ☐ Doktora ☐
Mezun Olunan Üniversite / Fakülte	
Mezun Olunan Bölüm(ler)	
Varsa Alınan Sertifikalar	
Meslekteki Hizmet Yılı	
Çalışılan Okuldaki Hizmet Yılı	

GÖZLEM FORMU

1. Fiziksel Öğrenme Ortamı	
Sınıf (Büyüklük, Düzen)	Donanım (Mobilya, Araç-Gereç / Materyal)
Öğrenme Merkezleri	Ek İmkanlar
Sağlık ve Güvenlik	Ambiyans (Ses, Işıklandırma, Havalandırma)

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Pedagojik Dokümantasyon

2.Eğitim/Öğretim	
Müfredat	Planlama
Öğretim Yöntem ve Stratejileri	Değerlendirme
Öğrenme Ortamı Yönetimi	Okul, Aile, Toplum
Öğretmen Mesleki Geişim İmkanları	

3. Etkinlikler	
Türkçe	Okuma-Yazmaya Hazırlık
Matematik	Fen
Sanat (Resim, Müzik, Drama)	Sosyal Bilgiler
Sağlık ve Hareket	Yabancı Dil
Serbest Zaman	Müfredat Dışı Etkinlikler

4. Etkileşim
Çocuklar Arası Etkileşim
Öğretmen-Çocuk Etkileşimleri
Öğretmenler Arası Etkileşim
Öğretmen/Okul-Aile Etkileşimi
Okul-Toplum Etkileşimi

APPENDIX C: Post-Interview Questions

Çalışmamız kapsamında, pedagojik dokümantasyon uygulamalarınız ile birlikte sınıf ortamında ortaya çıkan demokratik değerlere dair bir inceleme yapılacaktır. Bu amaçla, dokümantasyon uygulamalarınız ve sınıf ortamındaki demokratik süreçler olan özgürlük, işbirliği, saygı ve cesaretlendirme gibi değerler ile ilgili sorular sorulacaktır. Görüşme yaklaşık 45-60 dakika sürecektir ve ses kayıt cihazı ile kayıt altına alınacaktır. Sorularda, sizden kimlik belirleyici hiçbir bilgi istenmeyecektir. Sorulara verdiğiniz cevaplarınız kesinlikle gizli tutulacak ve sadece çalışmayı yapan araştırmacı tarafından değerlendirilecektir.

Çalışmaya katılmak gönüllülük esasına dayalıdır ve sizi rahatsız eden bir nokta olduğunda mülakatı yarıda kesme hakkınız vardır.

Ar. Gör. Elif buldu   Doç.Dr. Refika Olgan
ODTÜ –Temel Eğitim Böl.   ODTÜ-Temel Eğitim Böl.

Adı/ Soyadı:	Tarih:
İmza:	

Demografik bilgiler

- Kaç Yaşındasınız?
- Hangi bölümden mezun oldunuz?
- Kaç yıldır öğretmenlik yapmaktasınız?
- Kaç yıldır bu okulda çalışıyorsunuz?
- Hangi yaş grubuna öğretmenlik yapıyorsunuz?

Mülakat soruları:

1-Kısım: Self-reflective Questions

1. Pedagojik dokümantasyonu kendi bakış açınızdan tanımlar mısınız? Siz pedagojik dokümantasyon uygulamanızı ne şekilde gerçekleştiriyorsunuz?

2. Pedagojik dokümantasyonun çocukların öğrenme sürecinde nasıl bir rol aldığını düşünüyorsunuz? (Değerlendirme/Öğrenme süreçlerinden hangisine daha çok katkı sağladı?)

3. Sizce, pedagojik dokümantasyonu uygulamaya başladığınızdan bu yana sınıftaki rolünüzde bir değişim oldu mu? Nasıl bir değişim oldu? Çocukların kendine özgü, doğal iletişim yollarını anlamada size fayda sağladı mı? PD' nin bu değişimde size ne tür faydalar sağladığını düşünüyorsunuz?

4. Dokümantasyon sürecini göz önünde bulundurduğunuzda, sınıfınızda özgür bir eğitim ortamı oluşturmak size ne ifade etmeye başladı?

5. Çocukların öğrenme ortamının tüketicisi olmasından çok sınıfın bir üyesi ve katılımcısı olması size ne anlam ifade ediyor?

6. Sınıf içerisinde, çocukların kendi arasında ve çocuklar ile sizin aranızda etkileşim ve işbirliği oluşturmak size ne ifade etmeye başladı?

7. Ev ve okul arasında bir bağ kurmak ve ailelerin çocuklarının öğrenmelerine dair bilgi sahibi olmaları, onların öğrenme süreçlerine katılmaları adına pedagojik dokümantasyonun nasıl bir işlevi olduğunu düşüyorsunuz?

8. Dokümantasyon sürecinde sınıf içinde karşılıklı saygı ortamı oluşturmak siz ne ifade etmeye başladı?

9. Pedagojik dokümantasyon sürecini göz önünde bulundurduğunuzda, çocukların kendi öğrenmelerine etkin katılımına desteklemek ve onları cesaretlendirmek size ne ifade etmeye başladı? Uygulamalarınıza yansıması nedir?

Şimdi pedagojik dokümantasyon uygulamalarınız hakkında daha detaylı sorular soracağım;

2- Kısım: Practice Questions

ÖZGÜRLÜK

    a. Dokümantasyona başlamadan önce çocukların potansiyellerini yansıtabilmek ve özgür bir ortam oluşturmak adına ne tür planlamalar yapıyordunuz?

    b. Çocukların etkinlik esnasında veya sonrasında fikirlerini ortaya koymaları veya sorular sormalarını desteklemek adına neler yaparsınız?

c. Gözlemleri kayıt altına alırken nelere dikkat edersiniz? Bir diğer deyişle objektif olma, sözel veya sözel olmayan davranışlar gibi noktalar size gözlem süreci adına nasıl bilgi sağlar?

d. Çocukların fikirlerini bireysel veya grup içinde paylaşmaları için bir ortam oluşturur musunuz? Evet ise, nasıl bir ortam oluşturursunuz?

e. Çocukların sınıftaki kaynaklara ve kendine ait değerlendirme amacıyla hazırlanmış portfolyo dosyası, panel ve bülten gibi araçlara ulaşmalarını nasıl sağlarsınız?

f. Öğretim sürecinde genel olarak çocuklara ne tarz sorular sorarsınız? (örneğin; açık uçlu, evet-hayır soruları)

İŞBİRLİĞİ

g. Pedagojik dokümantasyon sürecini planlarken çocukların, sizin ve ailenin nasıl bir rol ve sorumluluk alacağına dair planlama yapar mısınız? Evet ise bu işbirliğini nasıl sağlarsınız?

h. Öğrenme sürecinde çocuklar, aileleri ve diğer öğretmeler için nasıl bir işbirliği ortamı sağlarsınız? Bu ortamı güçlendirmek adına sürece genelde kimler dahil olur?

i. Portfolyo, panel ya da bülten gibi dokümantasyon araçlarını hazırlama sürecinde sınıfınızdaki çocukların rolü nedir?

j. Çocuklara, birlikte araştırma ve sorgulama yapma fırsatını sağlar mısınız? Evet ise bunu sağlamak için ne tür uygulamalar yapıyorsunuz?

k. Öğrenme grupları (büyük grup, küçük grup etkinlikleri) oluşturuyorsanız, bunları ne sıklıkla yaparsınız? Nasıl düzenlersiniz?

l. Öğrenmelerini görünür kılmak için çocukların kendi arasında ve aileleri ile aralarında nasıl bir işbirliği ortamı kurarsınız?

SAYGI

m. Dokümantasyona başlamadan önce nasıl bir hazırlık yaparsınız? Yani hedef kitleniz, ekipman ve dokümantasyon türüne nasıl karar verirsiniz?

n. Pedagojik dokümantasyon süreci, çocukların fikirlerini ortaya koymalarını sağlamak ve bu fikirlere odaklanarak dinlemek bakımından size neler kazandırdı? (Etkin dinleme)

o. Çocukların öğrenmelerini ve paylaşımlarını ne tür yöntemler kullanarak kayıt altına alırsınız?

p. Etkinliği tamamladıktan sonra, bir sonraki aşamada ne tür kazanımları veya kavramları ele alacağınızı nasıl belirlersiniz? Peki, bu süreçte çocukların ilgi, merak ve ihtiyaçları süreci nasıl yönlendiriyor?

q. Peki, sınıfınızda nasıl bir iletişim ortamı vardır? Çocuklar ile iletişim kurarken kendilerini nasıl hissetmelerini sağlamaya çalışırsınız?

r. Dokümantasyon ile paylaşım yapılacak ürünleri seçerken nelere dikkat edersiniz? Peki, çocukların bu süreçte kendi ürünlerini nasıl seçeceğine ve hangisini paylaşacağına dair nasıl bir yol izlersiniz?

CESARETLENDİRME

s. Çocukların kendi öğrenme süreçlerine etkin katılımını sağlamak ve öğrenmelerini görünür kılmak adına ne tür dokümantasyon uygulamaları yaparsınız?

t. Öğrenme ortamınızı tasarlarken çocukların yeteneklerine göre bireysel veya grup olarak çalışmayı desteklemek için neler yaparsınız?

u. Çocuklara ait ürünleri, toplarken ve paylaşırken nelere dikkat edersiniz? Çocukların bu süreçteki (panel, bülten ve portfolyo hazırlarken) rolü ne oluyor?

v. Dokümantasyonun paylaşımı esnasında, bütün çocukların paylaşım sürecine aktif katılımını sağlamak için neler yaparsınız?

w. Çocuklara ne sıklıkla geri dönüt verirsiniz? Verdiğiniz dönütlerin ne sıklıkla bireysel ve gruba yönelik olduğunu düşünüyorsunuz?

x. Çocukların kendi öğrenmelerinde etkin rol olmalarını sağlamak adına onları nasıl cesaretlendirirsiniz?

10. Gözlem esnasında nelere odaklanırsınız? (Yani; ürünler mi, çocuğun gelişimi mi, öğrenme süreci mi?)

11. Öğretim sürecinizde öğretim yöntem ve stratejilerinizi çeşitlendirir misiniz? Ne tür yöntemler kullanırsınız? Bu yöntemleri belirlerken dokümantasyon aracılığıyla topladığınız bilgilerin işlevi nedir?

12. Pedagojik dokümantasyonun sınıfınızdaki öğrenme ortamına ve demokratik süreçlere olan etkisinde sizin eklemek istediğiniz başka gözlemleriniz varsa bizimle paylaşır mısınız?

APPENDIX D: Classification of Themes, Sub-themes and Categories

Main Themes	Sub-themes	Categories
Making Children's learning visible *before* receiving trainings on the implementation of pedagogical documentation experience	Planning the process and arranging the learning environment	Planning the learning process
		Instruction for learning groups
		Diversifying teaching activities
		Diversifying teaching strategies
		Arranging the learning environment
	Observing children and collection of information	Choosing strategies for assessing children
		Tools for collecting data
		Preparation for collecting data
		Organization of collected data
	Interpretation of collected data from children	Selection of learning outcomes
		Making connection between learning outcomes
	Sharing information collected from children	Communication about children's learning
		Displaying children's learning outcomes
		Making children's learning visible to children, parents and others

Table 1 (cont'd)

	Decision Making	Organizing documentation with children
		Evaluation of the learning process
		Planning the future learning experiences
		Arranging the learning environment for the future
Democratic values *before* implementing pedagogical documentation	Freedom	Freedom to choose
		Freedom to express thinking
		Freedom to act
	Respect	Providing an environment to sharing ideas
		Respecting each other
		Differentiated teaching methods
		Planning a developmentally appropriate learning process
	Collaboration	Child-child collaboration
		Teacher-child collaboration
		Teacher-parent collaboration
		Teacher-teacher collaboration
	Empowerment	Guide children to discover and investigate
		Empower participation and motivation
		Design developmentally appropriate activities
		Giving individual feedback
		Sense of belonging

Table 1 (cont'd)

Making Children's learning visible *after* pedagogical documentation experience	Planning the process and arranging the learning environment	Planning the learning process
		Instruction for learning groups
		Diversifying teaching activities
		Diversifying teaching strategies
	Observing children and collection of information	Choosing strategies for assessing children
		Tools for collecting data
		Preparation for collecting data
		Organization of collected data
	Interpretation of collected data from children	Selection of learning outcomes
		Making connection between learning outcomes
	Sharing information collected from children	Communication about children's learning
		Displaying children's learning outcomes
		Making children's learning visible to children, parents and others
		Organizing documentation with children
	Decision Making	Evaluation of the learning process
		Planning the future learning experiences
		Arranging the learning environment for the future

Table 1 (cont'd)

Democratic values *after* implementing pedagogical documentation	Freedom	Freedom to choose
		Freedom to express thinking
		Freedom to act
	Respect	Providing an environment to sharing ideas
		Respecting each other
		Differentiated teaching methods
		Planning a developmentally appropriate learning process
	Collaboration	Child-child collaboration
		Teacher-child collaboration
		Teacher-parent collaboration
		Teacher-teacher collaboration
	Empowerment	Guide children to discover and investigate
		Empower participation and motivation
		Design developmentally appropriate activities
		Giving individual feedback
		Sense of belonging

APPENDIX E: Teacher Voluntary Form

Öğretmen Gönüllü Katılım Formu

Sayın Öğretmenim,

Sizi, Orta Doğu Teknik Üniversitesi, Eğitim Fakültesi, Temel Eğitim Bölümü doktora öğrencisi Elif Buldu ve Doç. Dr. Refika Olgan tarafından gerçekleştirilecek olan "Pedagojik Dökümasyon Uygulamalarının Öğretmenlerin Okul Öncesi Siniflarında Demokratik Değerlerlerin Geliştirilmesine Yönelik Uygulamalarina Etkisi" başlıklı doktora tez çalışmasına katılmanız için davet ediyorum.

Çalışma yaklaşık 1 yıllık bir zaman diliminde (2 dönem) gerçeklecek olup, sizin ve çocukların öğrenme sürecinde yaşadığı ortam demokratik değerler bakımından incelenecektir. Bu süreç içerisinde sizden pedagojik dokümantasyon uygulamaları gerçekleştirmeniz beklenecektir. Bu süreçte sınıfınızda gerçekleşen uygulamalar ve demokratik değerler betimsel notlar, fotoğraf makinası, video kaydı ve ses kayıt cihazları gibi araçlar kulanılarak kayıt edilecektir.

Çalışmaya katılım gönüllük esasına dayalıdır ve hiçbir risk içermemektedir. Bu süreçte, sizi rahatsız eden bir durum olması halinde çalışmayı yarıda bırakabilir veya sorulara yanıt vermeyebilirsiniz. Sizden öğretmen olarak tek beklentimiz, varolan ve öğrendiğiniz pedagojik dokümantasyon uygulamalarına devam etmenizdir.

Bu çalışmanın sonuçlarının çalışmanın gerçekleştirildiği okulda öğrenim gören çocuklara, okul öncesi öğretmenlerinin mesleki gelişimine, okul öncesi eğitimi programlarına, çocukları okul öncesi eğitime devam eden ailelere, okul öncesi eğitimi öğretmen yetiştirme programlarına ve Milli Eğitim Bakanlığı birimlerine önemli katkılar sağlaması beklenmektedir.

Çalışma hakkında daha fazla bilgi almak isterseniz, katılımınız sonrasında, çalışma hakkındaki sorularınız cevaplandırılacaktır (e188732@metu.edu.tr ve rolgan@metu.edu.tr e-mail adresleri aracılığıyla iletişim kurabilirsiniz). Çalışmaya katılımız için şimdiden teşekkür ederiz.

Yukarıdaki bilgirleri okudum ve bu çalışmaya tamemen gönüllü olarak katılıyorum.

İsim Soyad   **Tarih**   **İmza**

CURRICULUM VITAE

I. PERSONAL

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FOREIGN LANGUAGES

Advanced English

Conference Papers

Kaya, E., Demircan, H. Ö., & Olgan, R. (2012). Kırsal Bölgelerden göç eden ebeveynler ile Ankara'da yetişen ebeveynlerin aile katılımı görüşlerinin kuşaklararası incelemesi. Paper presented at VII. Ulusal Çocuk Kültürü Kongresi. Okul Kültürü ve Çocuk, Ankara, Turkey

Buldu, E., & Olgan, R. (2015). Okul öncesi eğitiminde kalite değişkenleri ile ülkelerin PISA fen okur-yazrlık düzeyleri arasındaki ilişkinin incelenmesi. 25. Ulusal Eğitim Bilimleri Kongresi. Niğde, Turkey

Buldu, E., Alan, H. A., & Olgan, R. (2016). Pre- and in-service early childhood teachers' views about education of children with special needs. Paper presented at Congress of Qualitative Inquiry, University of Illinois, Urbana-Champaign, The United States of America

Buldu, E., & Olgan, R. (2018). Creating a learning environment in which a sense of belonging is supported through pedagogical documentation. Paper presented at EECERA, Budapest, Hungary

PEDAGOJIK DÖKÜMASYON UYGULAMALARININ ÖĞRETMENLERİN OKUL ÖNCESİ SINIFLARINDA DEMOKRATİK DEĞERLERLERİN GELİŞTİRİLMESİNE YÖNELİK UYGULAMALARINA ETKİSİ

1. Giriş

Günümüzde, eğitim sistemleri bireylerin kendi sorumluluklarının farkına varmalarını amaçlamaktadır. Ele alınan bu sorumlulukların başında özgürlük, adalet, ve eşitlik gibi değerler bulunmaktadır (Shechtman, 2002). Bu açıdan bakıldığında, özellikle okul öncesi eğitimde demokratik değerler ön plana çıkmaktadır. Gelişimsel olarak uygun etkinlikler (DAP), kaliteli bir okul öncesi eğitim için sosyal, fiziksel ve bilişsel olarak çocuğun gelişimini bir bütün olarak desteklemek gerektiğini önermektedir (Cooper ve Bredekamp, 2009). Bu düşünceden hareketle, son zamanlarda akademik ve sosyal müfredatın birbirine entegre edilmesi ve okul öncesi eğitimde demokratik bir öğrenme ortamı oluşturma isteği eğitim sistemlerine yön vermeye başlamıştır. (Cohen, 2006). Bu amaçla yapılan çalışmalar ise bu düşünceleri desteklemekte ve çocukların akademik başarısının, onların eğitim aldığı demokratik ortamdan etkilendiğini göstermektedir (MacMath, 2008; Hertzog, 2005). Demokratik öğrenme ortamı oluşturma isteğinin temelinde yatan en büyük neden olarak, bu tür ortamların, çocuklara katılımcı bir eğitim ortamı sağlaması ve karar verme süreçlerini desteklemesi gibi düşünceler gösterilebilir. Ayrıca Dewey (1964) 'e göre demokratik öğrenme ortamları çocukların kendi öğrenmelerine katılımını desteklediği için katılımcı ve öğrenci merkezli bir eğitim ortamı oluşturmaya yardımcı olmaktadır.

Son zamanlarda demokratik değerler söylevi, okul öncesi eğitim politikalarının da ilgisini çekerek farklı eğitim sistemlerinde yer almaya başlamıştır (Bae, 2012). Özellikle Norveç, Finlandiya ve Avustralya gibi bazı Avrupa ülkeleri, eğitim sistemlerini yeniden tasarlayarak, çocukların katılım hakkını temel alan bir eğitim

planlaması yapmaya çalışmaktadır (Kangas, 2016). Buna paralel olarak yapılan çalışmalar göstermiştir ki, çocukların kendi eğitim süreçlerine aktif katılımı, öğrenci merkezli eğitim ortamı oluşturmada çok etkili olmaktadır (Berthelsen, Brownlee ve Johansson, 2009). Örneğin, özgürlük, saygı, işbirliği, cesaretlendirme ve güçlendirme gibi demokratik değerler bu katılımcı eğitim sisteminin temeli olarak görülmektedir (Thornberg & Elvstrand, 2012). Öğrenme ortamının kalitesi, çocuklara verilen ifade özgürlüğü ile yakından ilişkilidir (MacMath, 2008). Pramling-Samuelson ve Sheridan'a (2003) göre çocuklara kendi öğrenme süreçlerine katılma hakkı verildiği sürece öğrenmelerine dair yeterlilikleri de desteklenmiş olacaktır. Bu nedenle, kaliteli ve demokratik bir öğrenme ortamı oluşturulurken, çocukları öğrenme sürecinin merkezine koymak onlar için çok önemli ve kritik bir hale gelmektedir.

Kaliteli ve demokratik bir öğrenme ortamı yaratmak için düşünülmesi gereken noktalardan biri, her çocuğun gelişimini bireysel olarak değerlendirmek gerektiğidir. Bu fikirden hareketle, öğretmenlerin bazen çocukların güçlü olduğu alanları belirleyerek, sınıf özelliklerini değiştirmeleri gerekmektedir (MacMath, 2008). Bu yüzden, pedagojik dokümantasyon öğretmenlere demokratik bir öğrenme ortamı yaratmada yardımcı olarak, hem öğrenme hem de öğretme stratejisi oluşturmalarında onlara yardım etmektedir (Rinaldi, 2001). Project Zero (2001)'da da bahsedildiği gibi, pedagojik dokümantasyonun genel amacı, hem bireysel hem de grup öğrenimi yoluyla sınıfta güçlü bir topluluk oluşturmaktır. Çocuklar bir toplumun üyesi gibi yaşamayı öğrendikçe, katılımcı öğrenme süreci, düşüncelerini özgürce ifade etme, fikirlerini paylaşma, sınıf arkadaşlarına saygı gösterme ve birbirleriyle işbirliği yapma gibi bazı kritik insani yetenekler geliştirebilirler. Pedagojik dokümantasyon, Reggio Emilia Yaklaşımının önemli bir parçası olarak kabul edilir. Reggio Yaklaşımında, insancıl eğitim uygulamaları büyük ölçüde vurgulanmıştır. Bu yüzden, dokümantasyon süreci Reggio Emilia Yaklaşımının ayırt edici özelliklerinden biri olarak kabul edilmektedir.

Daha detaylı incelendiğinde Reggio Emilia Yaklaşımı'nda, çocukların, öğretmenlerin ve dokümantasyonun rolü ile ilgili bazı temel bilgiler bulunmaktadır. Demokratik perspektiften bakıldığında, tüm çocuklar kendi öğrenme sürecinin aktif katılımcıları

olarak kabul edilmektedirler, çünkü onlar bir işbirlikçi, iletişim kurucu ve kahraman (protagonist) olarak görülürler (Cadwell, 1997). Demokratik eğitim ve Reggio Emilia Yaklaşımı hakkındaki bildiklerimizin çoğu, çocukların eğitiminde birlikte yaşama ve iletişim kurmanın önemli olduğuna inanan Dewey' in teorisine dayanmaktadır (Fraser ve ark., 2000). Bu nedenle, Reggio Emilia Yaklaşımında, temel değerler, çocukların saygı duyulduğu, dikkate alındığı ve onların öğrenme sürecine dahil edildiği ve araştırmacılar olarak özgürce hareket ettiği fikrine dayanmaktadır (McNally ve Slutsky, 2016). Bugün, farklı araştırmalarda bu değerler, saygı, özgürlük, işbirliği ve güçlendirme değerleri gibi terimlerle de ifade edilmektedir (Shechtman, 2002; Falk ve Darling-Hammond, 2010; Giamminuti, 2013).

Mevcut araştırma, erken çocukluk dönemi öğrenme ortamındaki pedagojik dokümantasyon uygulamalarının özgürlük, saygı, işbirliği ve güçlendirme değerlerini nasıl desteklediğiyle ilgilidir. Önceki çalışmalar, sınıf ortamının ve öğrenme sürecinin geleneksel sınıflarda öğretmen kontrolünde olduğunu göstermiştir (Nelson, Demers & Christ, 2014; Soares, 2013; Levin ve Nolan, 2000). Diğer taraftan, demokratik sınıf ortamı çocukların bireysel özgünlüğüne ve bağımsızlığına büyük önem vermektedir (Nelson ve diğ., 2013). Dewey'e (1964) göre, öğrenme ortamları, gençlerin potansiyellerini gerçekleştirmelerinde ve demokratik değerleri okullar aracılığıyla öğrenmelerinde yardımcı olmalıdır. İlgili alanyazında da belirtildiği gibi, eğitimde demokratik değerler, çocukların kendi eğitimlerine aktif katılımını sağlamayı amaçlamakta ve öğrenme sürecinin merkezinde çocukların eğitim ve öğreniminin yer aldığı fikrine dayanmaktadır (Cheung, 2016).

Mevcut çalışma kapsamında, demokratik değerleri –özgünlük, saygı, işbirliği ve güçlendirme– ve pedagojik dokümantasyon uygulamalarını araştırmak için çeşitli veri kaynaklarını toplanarak, çoklu vaka çalışması yaklaşımıyla, iki farklı erken çocukluk öğrenme ortamı etkin bir şekilde incelenmiştir. Bu sayede, mevcut çalışmanın tasarımı, pedagojik dokümantasyon uygulamaları yoluyla, Türkiye'deki okul öncesi öğrenme ortamlarında demokratik değerlerin desteklenmesinin derinlemesine anlaşılmasına yardımcı olacaktır. Bu amaçla, çalışma, iki okul öncesi öğretmeninin

pedagojik dokümantasyon uygulamalarının sınıf içinde demokratik değerleri nasıl desteklediğine ilişkin sınıf içi uygulamalarına odaklanmıştır. Mevcut çalışmanın katılımcı öğretmenleri, pedagojik dokümantasyonun temel ilkelerini araştıran daha geniş bir araştırmanın katılımcıları ve dokuz kamu ve özel kurumda çalışmakta olan 24 okul öncesi öğretmeni arasından gönüllülük esasına dayalı olarak belirlenmiştir. Bu proje aracılığıyla, katılımcı öğretmenlere pedagojik dokümantasyonun uygulanması konusunda bireysel ve grup eğitimleri verilmiştir.

Yukarıda belirtilen bilgiler ışığında, mevcut çalışma, iki okul öncesi öğretmeninin pedagojik dokümantasyon uygulamalarını ve bu uygulamaların öğrenme ortamlarında özgürlük, saygı, işbirliği ve güçlendirme değerlerini nasıl desteklediğini araştırmayı amaçlamıştır. Bu amaç doğrultusunda, iki katılımcı öğretmen ve öğrenme ortamından ön ve son görüşmeler, gözlemler, fotoğraf analizi ve alan notları toplanmıştır.

Bu amaca paralel olarak araştırma soruları şöyle belirlenmiştir;

1. Pedagojik dokümantasyon uygulanması, katılımcı okul öncesi öğretmenlerinin öğrenme sürecini görünür hale getirmesine nasıl katkıda bulunur?

    a. Katılımcı öğretmenler, öğrenme ortamlarında pedagojik dokümantasyon uygulanmasıyla ilgili eğitimler almadan önce çocukların öğrenmelerini nasıl görünür kılıyordu?

    b. Katılımcı öğretmenler, öğrenme ortamlarında pedagojik dokümantasyon uygulanmasıyla ilgili eğitimler aldıktan sonra çocukların öğrenmelerini nasıl görünür kıldı?

2. Katılımcı okul öncesi öğretmenlerinin öğrenme ortamlarında pedagojik dokümantasyon uygulaması sonucunda özgürlük, saygı, işbirliği ve güçlendirme değerleri nasıl desteklendi?

    a. Katılımcı okul öncesi öğretmenleri pedagojik dokümantasyon eğitimleri almadan önce öğrenme ortamlarında özgürlük, saygı, işbirliği ve güçlendirme değerlerini nasıl hayata geçiriyordu?

b. Katılımcı okul öncesi öğretmenleri pedagojik dokümantasyon eğitimleri aldıktan sonra öğrenme ortamlarında özgürlük, saygı, işbirliği ve güçlendirme değerlerini nasıl hayata geçirdi?

2. Yöntem

Mevcut çalışma, pedagojik dokümantasyonun video temelli gözlemler, yarı yapılandırılmış görüşmeler, fotoğraflarla belge analizi ve saha notları yoluyla Türk okul öncesi eğitimi bağlamında demokratik değerlerin geliştirilmesine nasıl yardımcı olduğunu araştırmayı amaçlamıştır. Bu amaçla, pedagojik dokümantasyon uygulamalarının öğretim sürecine nasıl entegre edileceğine ilişkin iki okul öncesi sınıfından elde edilen verilerin, dokümantasyon eğitimlerinden önce ve sonra toplanması amaçlanmıştır.

Okul öncesi öğretmenlerinin öğrenme ortamlarında pedagojik dokümantasyon uygulamaları ve özgürlük, saygı, işbirliği ve güçlendirme açısından demokratik değerlere yansıması hakkında daha fazla bilgi edinebilmek için, bu çalışmada nitel bir çoklu vaka çalışması tasarımı kullanmıştır. Vaka çalışması nitel araştırma yöntemlerinden biridir ve süreci derinlemesine incelemeyi amaçlamaktadır (Merriam, 1998). Vaka çalışması paradigması, öznel insan anlamını yaratır. Bu nedenle, vaka çalışması fenomenleri yapılandırmacı perspektiflerden araştırır. Bir durum çalışmasında, araştırmacılar bir programı, olayı, süreci veya bireyleri derinden araştırırlar (Creswell, 1998). Stake (1995), araştırılan durumu belirli, karmaşık ve işleyen bir şey olarak açıklamaktadır. Yin (2003) çalışmanın odak noktasının soruları nasıl ve niçin cevaplandırdığını araştırırken araştırmada örnek olay tasarımını kullanmayı önermektedir.

Bu çalışmada, vakalar iki okul öncesi öğretmeninin kamu ve özel okullardan edindiği deneyimlerdi. Bu nedenle, bu iki öğretmen mevcut çalışmada bağımsız vakalar olarak düşünülmüştür çünkü öğretmenler kişisel durumlarında farklı geçmişlere ve koşullara sahipler. Özel okulda öğretmenlik yapan öğretmenlerden biri bir partner ile çalışırken,

diğer katılımcı öğretmenler devlet okulunda bireysel olarak çalışmaktadır. Ayrıca, özel okul öncesi kurum tam gün bir program uygularken, devlet okulu yarım günlük bir program uygulamaktadır. Bu nedenle, bu çalışma, bu iki farklı öğretmenin, kendi alanlarında pedagojik dokümantasyon ve demokratik değerlerle ilgili uygulamalarını araştırmayı amaçlamıştır. Nitel araştırmada, araştırma ortamının derinden tanımlanması araştırmacıların araştırmanın somut olarak ortaya konmasına yardımcı olur (Ponterotto, 2006) ve bağlamın tanımı, yer, ortam ve koşullar hakkında yorumda bulunmadığı şekilde mümkün olduğunca anlatılmalıdır. Okuyucular için sonuçların anlaşılması, açıklamanın yeterliliğine ve şeffaflığına bağlıdır (Creswell, 2007). Bu nedenle, ortamın fiziksel ve sosyal çevresi hakkında ayrıntılı bilgiler çalışmanın sınırlarını çizmek için yararlı olacaktır.

Araştırma ortamını anlamak için, mevcut çalışma için öğrenme ortamı hakkında ayrıntılı bilgi sunmak önemlidir. Araştırma, hem özel hem de devlet okullarında gerçekleştirilmiş ve çalışma yıl boyunca her iki okulda da yürütülmüştür. Özel olan okul 2013 yılında Ankara'da bir devlet üniversitesinin kampüsünde yer almaktadır. Okulda iki dilli ve tam günlük bir eğitim programı vardır ve okul 2013 Türkiye Okul Öncesi Eğitimi Programını uygulamaktadır. Sınıflarda, Türk ve yabancı öğretmenler iki dilli eğitim yapmak için birlikte çalışmaktadırlar. Diğer okul bir devlet okuludur ve Etimesgut ilçesinde yer almaktadır. Okulun yarım günlük eğitim programı vardır ve okul 2013 Türk Okul Öncesi Eğitim Programını uygulamaktadır. Bu okulda 3-6 yaşındaki çocuklar eğitim almaktadırlar. Öğretmenlerin seçimi için, projenin başında amaçlı örnekleme prosedürü kullanılmıştır. Mevcut çalışma için katılımcılar projeye katılan öğretmenlerden seçilmiştir ve benzer durumları göstermek için tipik örnekleme yöntemi kullanılmıştır.

Araştırma sorularını cevaplamak ve bulguların tutarlılığını sağlamak amacıyla farklı veri toplama yöntemleri kullanılmıştır. Bu amaçla, ön gözlem, video-temelli gözlemler, yarı-yapılandırılmış görüşmeler, doküman analizleri ve alan notları mevcut çalışmada kullanılmıştır. Video tabanlı gözlemler 2015 yılı boyunca gerçekleştirilmiştir. 2016 yılı sonunda iki katılımcı öğretmen ile yarı yapılandırılmış

görüşmeler yapılmıştır. Bu alanda mevcut alanyazınına ve gözlemlere dayanarak görüşme soruları geliştirilmiştir. Video tabanlı gözlemlere ek olarak, kişisel alan notları gözlemlerden sonra yansıtıcı notlar yazılarak alınmıştır. Ayrıca, çekilen fotoğraflar kullanılarak belge analizi yapılmıştır. Bu fotoğraflar, öğrenme sürecinin her aşamasında sınıf içi gözlem sırasında alınmıştır.

Bu araştırmada, çalışma için güçlü kanıtlar toplamak amacıyla farklı zaman aralıklarında farklı veri toplama yöntemleri ve araçları kullanılmıştır. Çalışmada kullanılan veri toplama araçları; gözlemler, görüşmeler, belge analizi ve saha notlarıdır. Farklı kaynaklardan veri toplayarak, veri üçgenlemesi (triangulation) yapmak amaçlanmıştır (Yin, 2003; Merriam, 1998). Bu araçları kullanmanın temel amacı, hem okullarda hem de sınıflarda katılımcı öğretmenlerin profillerini ve öğrenim ortamını geliştirmek olmuştur. Pedagojik dokümantasyon uygulamaya başlamadan önce katılımcı öğretmenlerden ve öğrenme ortamlarından toplanan bilgiler, öğretmenlerin var olan ve geçmişten getirdikleri eğitim uygulamaları ve sınıftaki demokratik uygulamalar hakkında bilgi sahibi olmak için çok önemlidir. Pedagojik dokümantasyon ve mesleki gelişim projesine katılan öğretmenlere, proje yürütücüleri ve bursiyerleri tarafından iki dönem boyunca farklı zamanlarda bir dizi hafta sonu ve sınıf içi eğitim verilmiştir.

Analiz süreci, yazılan verilerin kodlanmasıyla başlamıştır. Bu süreçte, araştırmacı ve okul öncesi eğitimi alanında araştırmacı olan ve benzer eğitim geçmişine sahip ikinci bir kodlayıcı, görüşme transkriptlerinin % 30'unu ve gözlem verilerinin dördünü ayrı ayrı kodlamışlardır. Hem araştırmacı hem de ikinci kodlayıcı, yazılı görüşmeleri ve gözlem verilerini elle kodlamıştır. Kodları ve kategorileri ikinci kodlayıcıyla çapraz olarak kontrol ettikten sonra, toplam kategori listesi azaltılmış ve sonuçlandırılmıştır. Aynı fikirde olmadıklarında, birbirleriyle müzakere ederek anlaşmaya varmaya çalışmışlardır. Bu süreç sonunda hesaplanan kodlanmış veriler, araştırmacı ile ikinci kodlayıcı arasında % 94,2 oranında uzlaşmaya ulaşmıştır.

Etik süreç olarak, hem öğretmenlerden hem de çocukların ebeveynlerinden gerekli izinler alınmıştır. Öncelikle, projeyi okullarda yürütmek için, Milli Eğitim Bakanlığı'ndan alınan izinler katılımcı okullara gönderilmiştir ve proje ekibi, araştırma projesinin detaylarını anlatmak için okul yöneticileri ile görüşmüştür. Daha sonra, okul yöneticileri projeye gönüllü olarak katılmak isteyen öğretmenlerle iletişime geçmiş ve gönüllü öğretmenler belirlendikten sonra öğretmenlerden gönüllü katılım formu alınmıştır.

3. Bulgular

İlk aşamada, Buse ve Leyla öğretmenlerden gelen veriler dört ana tema altında sınıflandırılmıştır: Pedagojik dokümantasyon eğitiminden önce çocukların öğrenmelerini görünür kılmak ve pedagojik dokümantasyon eğitiminden sonra çocukların öğrenimini görünür kılmak, uygulamadan önce demokratik değerler ve uygulamadan sonra demokratik değerler olarak belirlenmiştir. Bu temalar, öğretmenlerin öğrenme ortamlarında pedagojik dokümantasyon açısından ne yaptığını ve dokümantasyon uygulamaları sonucunda özgürlük, saygı, işbirliği ve güçlendirme değerlerinin nasıl ortaya çıktığını anlamak için kronolojik olarak oluşturulmuştur.

3.1 Vaka Çalışması 1-Buse Öğretmen

Mevcut çalışmada, okul öncesi öğretmeni olan Buse ana vakalardan biri olarak ele alınmıştır. Buse öğretmen özel bir okulda çalışmakta ve okul öncesi eğitim programını tam gün olarak uygulamaktadır. Buse öğretmenin çalıştığı okul çift dilli eğitim programı uyguladığından dolayı sınıfta ikinci bir öğretmen olarak ana dili İngilizce olan yardımcı bir kişi ile çalışmaktadır. Buse öğretmenin sınıfında dokuz çocuk bulunmaktadır. Projenin başladığı ilk dönem boyunca, proje araştırmacıları Buse öğretmenin sınıf içi uygulamalarına müdahale etmemiştir. Fakat yılın ikinci döneminde Buse öğretmen pedagojik dokümantasyonun nasıl uygulanacağı ve çocukların bilgilerinin öğrenme sürecine nasıl entegre edebileceği konusunda eğitimler ve sınıf içi geri bildirimler almıştır.

3.1.1 Pedagojik dokümantasyon Eğitimi Öncesi Çocukların Öğrenmesini Görünür Hale Getirme Süreci

Pedagojik dokümantasyon sırasında, dokümantasyondan ortaya çıkan bilgilerin bir sonucu olarak öğrenme sürecinin planlanması sürekli bir süreçtir ve bu süreç öğretmenler tarafından üstlenilmektedir (Kline, 2007). Böylece, dokümantasyon uygulamaları öğrenme ve öğretme sürecinin ayrılmaz bir parçasıdır.

Ön görüşmede Buse öğretmen, öğrenme ortamındaki çocuklar için öğrenme sürecini nasıl planladığını anlatmıştır. Buse öğretmen, etkinliklerin genellikle önceden planlanmış aylık programlara göre tasarlandığını belirtmiştir. Ayrıca etkinliklerin planlanırken çocukların yaş aralığı ve programdaki özel günlerin düşünülerek planlandığını ve çocukların gelişimsel özelliklerinin dikkate alındığını belirtmiştir. Dahası, öğrenme sürecinin basitten karmaşığa ve genelden özele doğru tasarlandığını ifade etmiştir. Ayrıca Buse öğretmen, planlama sürecini yardımcı öğretmen ile birlikte yürüttüklerini ve her gün güne çember zamanıyla başladığını belirtmiştir. Çocukları öğrenme sürecine hazırlamadaki etkisinden dolayı, güne çember zamanıyla başlamasının önemini ifade ederek süreci anlatmıştır.

Buse öğretmenin okulu K12 olarak adlandırılan bir değerlendirme sistemini kullanmaktadır. Bu sistem sayesinde öğretmenlerin veliler, okul yöneticisi ve diğer öğretmenlerle iletişim kurması amaçlanmaktadır. Yapılan görüşmede, Buse öğretmen sistemin mesajlaşma sistemi olduğunu söylemiştir. Ona göre, bu sistemin temel amacı, ebeveynleri çocuklarla ilgili bilgilendirmek ve diğer öğretmenlerle iletişim kurmaktır. Buse öğretmen, K12 sistemine ek olarak, öğrenme süreci boyunca bazen çocuklarla ilgili notlar aldığını ifade etmiştir. Her ne kadar gözlemler bu ifadeleri desteklemese de Buse öğretmenin fotoğraf çektiği ve bunu sınırlı sayıda yaptığı görülmüştür. Ön görüşme sırasında, Buse öğretmen değerlendirme uygulamalarıyla ilgili çok az şey ifade etmiştir çünkü değerlendirme sürecini okul genelinde kullanılan K12 sistemine aktardığı gözlenmiştir. Bunlara ek olarak, Buse öğretmen çocukların ürünlerini sınıfta

sergilemekte ancak bu sergilemeler üzerinde her hangi bir açıklayıcı ifade, çocuk diyaloğu ya da yorumlama bulunmamaktadır.

Buse öğretmen, günlük etkinlikler hakkında bilgi verirken, çocukların çalışmalarını her gün düzenli olarak duvarlarda sergilendiğini belirtmiştir. Aynı zamanda, K12 adı verilen sistem ebeveynlerle bilgi paylaşımı sağlamak ve iletişim kurmak amacıyla kullanılmaktadır. Buse öğretmenin ifadesinden de anlaşılacağı gibi, çocukların ürünlerini seçmek için belirli bir kriter kullanmamaktadır. Öğretmen temel olarak çocukların ürünlerini düzenli olarak ebeveynlere göstermeyi amaçlamaktadır. Buse öğretmenin cevabına paralel olarak, 3. ve 4. video kayıtları bu ifadeleri desteklemekte ve her aktiviteden sonra tüm çocukların ürünleri duvar ve tavanda sergilenmektedir. Buse öğretmen, çocuklara ait ürünlerin görselliğine ve görünüşüne göre ürün seçmektedir ve çoğunlukla panellerde sergilenecek ürünler olarak sanat etkinliklerini tercih etmektedir. Öte yandan, çocukların ürünlerini incelerken dikkat çekici bir nokta daha bulunmaktadır. Buse öğretmen bu eserleri ebeveynlerle paylaştığı zaman, yorumlamaya yer vermemektedir. Bu sebeple bu ürünler, çocukların gelişim ve öğrenmesi hakkında bütünsel bir bilgi sağlamada yetersiz olmaktadır. Çocukların bilgilerini diğer öğretmenler, ebeveynler ve toplumla paylaşmak pedagojik dokümantasyon döngüsünde yer alan süreçlerden biridir. Bu sürecin paydaşları ebeveynler, çocuklar ve diğer öğretmenlerdir. Bu süreçte paydaşlardan geri bildirim almak ve gerekli bilgiler sağlamak çok önemlidir. Paylaşım süreci paneller, portfolyolar ve bültenlerden oluşan dokümantasyon araçları ile gösterilmektedir (Wien, 2010). Buse öğretmen, çocukların öğrenme süreçlerini, öğrenmeleri hakkında herhangi bir ek bilgi sunmadan paylaşmaktadır. Bu paylaşımlar, çocukların öğrenme hikayelerini anlatmamaktadır çünkü öğrenme süreci hakkında herhangi bir dokümante edilmiş bilgi bulunmamaktadır. Görüşme esnasında, öğretmen masa üstü çalışma örneklerini paylaşmayı tercih etmediğini belirtmiştir (üç boyutlu sanat etkinliği ürünleri). Bu sebeple, daha çok sanat etkinliklerine ait ürünleri paylaşmayı tercih ettiği görülmüştür. Oysa pedagojik dokümantasyonun temel amacı, öğrenme sürecini görünür kılmaktır. Örneğin, öğretmenler öğretim stratejilerini, öğrenme ortamlarını tasarlamayı, değerlendirme stratejilerini, etkileşim ve iletişim yöntemlerini vb.

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paylaşabilirler. Buse öğretmenin açıklamasında, paylaşım amacının öğretim süreçlerine bir geri bildirim sağlamadığı, çünkü bunların sonuçları hakkında çok fazla ayrıntı vermediği görülmüştür. Bu yüzden Buse öğretmenin sınıfındaki paylaşım sürecinin öğrenme sürecini görünür kılmak amacıyla yapılmadığı gözlenmiştir.

Bilgi paylaşımından sonraki adım, karar verme sürecidir. Paylaşım sürecinden gelen bilgiye dayalı bilgiler ışığında, öğretmenler karar verme aşamasında çocuklar için öğrenme ve gelişim hakkında kararlar almaktadırlar. Ayrıca, karar verme, öğretmenlerin öğrenme sürecine ilişkin uygulamaları hakkında ayrıntılı bilgi sağlamaktadır. Bu aşamada, bir sonraki dokümantasyon süreci için yeni odak noktaları ve amaçlar belirlenir. Ön görüşme sorularından biri, öğretmenin bu tür faaliyetlere nasıl karar verdiğini ve tasarladığını ortaya çıkarmayı amaçlamaktadır. Öğretmenin cevabı, çocuklara bilmek istedikleri şey hakkında soru sormanın gelecekteki etkinlik planlarının arkasında zorlayıcı etken olduğunu göstermektedir.

3.1.2 Pedagojik Dokümantasyon Eğitimleri Sonrası Çocukların Öğrenmesini Görünür Hale Getirme Süreci

Pedagojik dokümantasyon uygulamasının ikinci döneminde, Buse öğretmen araştırmacılardan üçer haftalık peryotlar halinde pedagojik dokümantasyon uygulamaları hakkında geribildirimler almıştır. Öğretme ve öğrenme konusundaki uygulamalarının yanı sıra araştırmacıların danışmanlığında paneller, bültenler ve bireysel portfolyolar hazırlamıştır. Buse öğretmen, eğitimlerin ve araştırmacıların geri bildirimlerinin yardımıyla adım adım pedagojik dokümantasyon uygulamasını uygulamaya çalışmıştır.

Buse öğretmen, ikinci dönem, pedagojik dokümantasyonu düzenli olarak uygulayarak, araştırmacıların geri bildirimleriyle çocukların öğrenme süreçlerini dokümante etmeye başlamıştır. Uygulama sonrası sorulara verilen yanıtlara göre, planlamaya dair uygulamaları ilk dönemdeki planlama sürecinden farklılık göstermektedir. Buse öğretmen, çocukların ilgisini ve ihtiyaçlarını ortaya koymak için sistematik olarak

gözlemlediğinden, etkinliklerin kendisi ve öğrencileri için daha somut hale geldiğinden bahsetmiştir. Ayrıca, uygulayacağı etkinliklerin gelişimsel alanlara hizmet edip etmediğini planlama yapmadan önce düşündüğünü belirtmiştir. Bu sayede, pedagojik dokümantasyonun kendi planlama sürecini daha planlı ve sistematik hale gelmesini sağladığını ve bireysel, küçük ve büyük grup etkinlikleri uygulamaya dair tercihinin de değiştiğini belirtmiştir. Bunlara ek olarak ilk dönemdeki görüşünün aksine, küçük grup aktivitesinin kendisi için daha rahat ve etkili olduğunu belirtmiştir.

Diğer taraftan, Buse öğretmen pedagojik dokümantasyon kullanarak sınıftaki gözlemci rolünün arttığını veçocukların öğrenme ve gelişimine dair kanıtlar aradığını belirtmiştir. Verilen pedagojik dokümantasyon eğitimin ardından ikinci yarıyılda yürütülen beş haftalık gözlemlerde, Buse öğretmenin çocukların öğrenme deneyimlerini aktif olarak gözlemlediği ve devam eden etkinlik süreçlerinde çocukların düzenli olarak notlarını aldığı ve fotoğraflarını çektiği görülmüştür. Ayrıca veri toplama yöntemleri düşünüldüğünde, çocukların etkileşimlerinin ve iletişiminin fotoğraf, ses kayıtları ve video kayıtları çekilerek kaydedildiğini ifade etmiştir. Yorumlama sürecinde öğretmen, çocukların bilgilerini nasıl analiz ettiği ve yorumladığıyla ilgili oldukça önemli şeyler açıklamıştır. Her şeyden önce, pedagojik dokümantasyon kullanılması, mesleki uygulamaları, ürünler ve çocukların öğrenmesi arasında önemli bir bağlantı kurma konusunda geliştiğini ifade etmiştir. Buse öğretmen, çocukların öğrenmelerini paneller, bültenler ve portföyler aracılığıyla paylaştığını, çocuk çalışmalarını paylaşma sürecinde, şövale ve mobil katlanır panellerin çok etkili olduğunu belirtmiş ve bu nedenle, bu dokümantasyon araçlarının sınıfta sıklıkla kullanıldığını söylemiştir.

Buse öğretmen bazen program kitabından seçilen kazanım ve göstergelerin doğrudan bir öğrenme sürecini yönlendirmediğini, bir etkinlik yürütürken çocukların hissettikleri ve düşündüklerini göz önünde bulundurmanın önemli olduğunu ifade etmiştir.

3.1.3 Pedagojik Dokümantasyon Eğitiminden Önce Demokratik Değerler

Ön görüşmede, Buse öğretmenin verdiği cevaplar çocukların öğrenme merkezlerinde oynama sürecinde yeterince özgür olmadıklarını göstermiştir. Çocukların neyi ve nasıl yapmaları gerektiğini, mevcut çalışma için öğrenme ortamındaki özgürlüğün göstergelerinden biridir. Buse öğretmenin cevaplarından anlaşıldığı üzere; sınırlı zaman nedeniyle çocukların ne kadar süre öğrenme merkezinde oynadıkları önemli bir ayrıntıdır ve bu sürenin öğretmen tarafından kısıtlandığı gözlenmiştir. Ayrıca, çocukların aktiviteyi yürütürken öğrenme merkezlerini serbest bir şekilde kullanamayacağını belirtmiştir. Çocuklar sadece öğrenme merkezlerini öğretmen yönlendirmesi ile kullanabilmektedir. Buse öğretmenin uygulamalarından toplanan beş haftalık gözlemler, alan notları, belge analizi ve görüşme yanıtları, çocuklar ve onun arasındaki ilişkinin bazı açılardan saygılı bir ortamda yürütüldüğünü göstermiştir. Öğrenme süreci boyunca çocukların katılımını ve fikirlerine saygı göstermiştir ve bir aktivite planlarken çocukların tercihlerini dikkate aldığını ifade etmiştir. Ön görüşmede, Buse öğretmen sınıfta işbirliği ve etkileşim ortamının önem verdiğini ifade etmiştir. Bu nedenle, çocukların bir grupla etkileşime girdiği bir ortam yarattığını belirtmiştir. Ayrıca, grup çalışması yaptıktan sonra çocuklar arasındaki işbirliğinin iyi olduğunu ifade etmiştir. Etkinlik sürecinde, Buse öğretmen grup çalışması ve iletişimsel bir öğrenme ortamı tercih etmediğine dair bazı ifadelerde bulunmuştur. Ön görüşmede Buse öğretmen, çoğunlukla çocuklara destek olmaya özen gösterdiğini ifade eden cümleler kurduğunu, çocukların davranışları konusunda sorun yaşadığında, onlara nazik ve sabırlı yaklaşmayı tercih ettiğini ve çocuklarla arasında yapıcı bir iletişim ve diyalog kurmayı tercih ettiğini ifade etmiştir.

3.1.4 Pedagojik Dokümantasyon Eğitiminden Sonra Demokratik Değerler

Son görüşmeden sonra Buse öğretmen, ikinci dönemdeki pedagojik dokümantasyon uygulamalarını anlatmıştır ve bu uygulamalar sınıf içerisindeki demokratik değerler göz önünde bulundurularak analiz edilmiştir. Beş haftalık gözlem süresince sınıf uygulamalarında özgürlük değerine ait açık ve net bir değişim görülmüştür. Buse

öğretmen, sınıf dışından gelen misafirlerin bile çocukların öğrenme sürecinde özgür olduğunu fark ettiğini söylemiştir. Çocukların düşüncelerini ve dünyayı anlamalarını ifade etme özgürlüğünün önemini kabul etmiştir. Ayrıca, çocuklara fikirlerini ifade etmeleri için özgürlük vermelerinin öğrenme sürecinin önemli bir parçası olduğunu, çünkü her düşüncenin kendine özgü olduğunu belirtmiştir. Son görüşmede Buse öğretmen, çocukların fikirlerini paylaşmalarını sağlamak adına bir ortam oluşturmanın önemli olduğunu belirtmiştir. Ayrıca bir diğer değer olan işbirliği adına da bazı önemli açıklamalar yapmıştır. Örneğin, okul öncesi eğitiminde paylaşımın ve işbirliğinin önemini fark ettiğini ve bu nedenle çocuklarla birlikte çalışarak dokümantasyon panelleri hazırlamanın çocukların birbirleriyle sosyalleşmesi için çok önemli olduğundan bahsetmiştir. Son olarak Buse öğretmen, çocukların gelişim özelliklerini göz önünde bulundurarak bir aktivite hazırlamanın öneminden bahsetmiştir. Örneğin, çocukların yaş uygunluğunu ve gelişim özelliklerini göz önünde bulundurarak etkinlikler tasarladığını ve bu nedenle, çocuklar için uygun bir öğrenme fırsatı sağlamaya çalıştığından bahsetmiştir.

3.2 Vaka Çalışması 2-Leyla Öğretmen

Mevcut çalışmada, okul öncesi öğretmeni Leyla, bir diğer bağımsız vaka olarak ele alınmıştır. Leyla öğretmen devlet okulunda çalışmakta ve çalıştığı okul yarım günlük bir eğitim programı uygulamaktadır. Leyla öğretmen, öğrenme ortamında tek öğretmen olarak çalışmaktadır. Leyla öğretmen bu okulda sekiz yıldır çalışmaktadır ve sınıfı yaş yaşında olan 23 çocuktan oluşmaktadır. Sınıftaki bazı çocukların daha önce okul öncesi deneyimi vardır ve sınıf okulun ikinci katında bulunmaktadır.

3.2.1 Pedagojik Dokümantasyon Eğitimi Öncesinde Çocukların Öğrenmesini Görünür Hale Getirme Süreci

Ön görüşme sırasında Leyla öğretmen, planlama sürecinin akademik yılın başında planlandığını belirtmiştir. İlk ve ikinci yarıyıllar için de diğer öğretmenlerle birlikte planlama yaptıklarını ifade etmiştir. Leyla öğretmenin cevabından anlaşıldığı gibi,

öğrenme sürecini planlamak, önceden planlanmış öğretim programına dayanarak belirlendiğini görülmektedir. Ön görüşmede sorulan sorulardan biri Leyla öğretmenin değerlendirme uygulamaları hakkındaydı ve veri toplama araçları ile ilgilidir. Son birkaç yıldır bir ebeveyn e-posta grubu oluşturduklarını belirmiştir. Leyla öğretmen için bu uygulama, ebeveynlerle iletişim kurmaya yardımcı olmaktadır. Ayrıca, ön görüşmede, fotoğraf çekmenin ve video kaydetmenin sınıfında en çok kullanılan veri toplama yöntemleri olduğunu ve çocuklardan toplanan bu bilgileri LCD monitörden paylaştığını belirtmiştir. Aynı zamanda Leyla öğretmenin ifadesi, ebeveynlerle bu verileri paylaşırken çocukların belirli bir ölçüte göre fotoğraflarını seçmediğini göstermiştir. Yapılan gözlemler de Leyla öğretmenin bu ifadelerini doğrulamıştır. Örneğin bu beş haftalık gözlem sürecinde, Leyla öğretmenin fotoğrafları etiketlemediği ve çocuk ürünleri hakkında bir yorum yapmadığı gözlenmiştir. Paylaşım sürecine dair, ön görüşmede Leyla öğretmen, çocukların ürünlerini tamamladıktan sonra çocukların fikirleri, duyguları ve düşünceleri hakkında her zaman bir şeyler yazdığını açıklamış ve soru sormanın çocukların fikirlerini ifade etmelerini desteklemek için çok yardımcı olduğunu belirtmiştir. Bu nedenle, bu sürecin, çocukların öğrenmesini ebeveynler ve diğerleri için görünür kıldığına inanmaktadır. Bir diğer görüşme sorusu, Leyla öğretmenin çocuk ürünlerini nasıl paylaştığı ve çocukların öğrenmesini nasıl görünür hale getirdiği ile ilişkiliydi. Bu soruya cevap olarak dönem sonlarında bir sergi hazırlayıp velileri davet ettiklerini söylemiştir.

3.2.2 Pedagojik Dokümantasyon Eğitimi Sonrası Çocukların Öğrenmesini Görünür Hale Getirme Süreci

Pedagojik dokümantasyon eğitiminin ikinci yarıyılda başlamasından sonra, Leyla öğretmen araştırmacılardan dokümantasyon uygulamaları hakkında düzenli geri bildirimler almıştır. Leyla öğretmenin yanıtları, öğretim sürecindeki uygulamaların pedagojik dokümantasyonla değiştiğini ortaya koymuştur. Leyla öğretmen, çocukların sadece öğrenme ortamının tüketicisi değil, aynı zamanda katılımcıları olduğu fikrini onaylamıştır. Leyla öğretmenin belirtmiş olduğu gibi, beş haftalık video tabanlı

gözlem verileri, Leyla öğretmenin etkinlikler sırasında çalışma kâğıtları kullanmayı tercih etmediğini göstermiştir. Leyla öğretmene göre, dokümantasyon yapmak için etkinlikler planlanmıyordu, aksine, dokümantasyon süreci etkinlik planlamasına göre belirleniyordu. Aktiviteleri belirledikten sonra, çocuklardan bilgi toplama ve onların öğrenme sürecine yönelik stratejileri seçmeye çalıştığından bahsetmiştir. Bunlara ek olarak, araştırmacı Leyla öğretmenin çocuklarla birlikte portfolyo hazırladığını gözlemlemiştir. Çocuklar portfolyolarını hazırlarken, içeriğe eklemek istedikleri çalışmalarına kendileri karar vermişlerdir.

Diğer taraftan, Leyla öğretmen verilen eğitimler sonunda, pedagojik dokümantasyonun yorumlama basamağına oldukça aşina olduğunu belirtmiştir. Leyla öğretmenin açıklamalarından da anlaşıldığı gibi, yorumlamanın pedagojik dokümantasyon sürecinin bir parçası olduğuna inanmaktadır. Araştırmacı, beş haftalık gözlem döneminde, Leyla öğretmenin çocuklar hakkında bilgi toplamak için veri toplama araçlarını kullandığını gözlemlemiştir. Bunlara ek olarak, birinci dönemin aksine kanıtları topladıktan sonra, Leyla öğretmenin çocuk ürünleri ve aktivite sürecini tanımlayan seçilmiş fotoğraflarla ilgili notlar aldığı da gözlemlenmiştir. Leyla öğretmenin ön görüşmede belirttiği gibi, çocukların öğrenme deneyimlerini okulda paylaşmak için bir e-posta grubu kullanmaktaydı. Leyla, e-postaların içeriğinin pedagojik dokümantasyon uygulanmasından sonra değiştiğini belirtmiştir. Leyla öğretmen ayrıca, çocukların etkinlikten sonra öğrenme süreçlerini ve fikirlerini sıklıkla paylaştıklarını açıklamıştır vepaylaşım zamanı çocukların öğrenme sürecinde daha aktif olmasını sağlamıştır.

Ayrıca, Leyla öğretmene göre pedagojik dokümantasyon uygulamaları, çocuğun gelişimi hakkında karar vermesine yardımcı olmuştur ve bu nedenle, çocukların öğrenimi hakkında değerlendirme yapmanın artık çok daha kolay ve zaman alıcı olmadığını belirtmiştir.

3.2.3 Pedagojik Dokümantasyon Eğitiminden Önce Demokratik Değerler

Ön görüşmede sorulan sorudan biri öğretmenin öğrenme sürecinde oynadığı rol ile ilgiliydi. Leyla öğretmen okulda tipik bir okul günü anlattı. Leyla öğretmen için, çocuklar keşfetmeye ve harekete geçmek için özgürdüler ancak bazı sınırlar vardı. Öğretmen bunu "kontrollü özgürlük" olarak adlandırmıştır ve çocukların kurallara uydukları sürece özgür olduklarını söylemiştir. Buna paralel olarak araştırmacının yaptığı gözlemler Leyla öğretmenin ifadeleriyle tutarlı olarak görünmektedir.

Diğer taraftan saygı ele alınan bir diğer demokratik değerdir. Ön görüşmede Leyla öğretmen, sınıf içinde saygı değerine yönelik yaptığı uygulamalara dair şunları anlatmıştır; çocuklar arasındaki farklılıkları desteklemek için farklı öğretim yöntemlerinin kullanıldığını ve bu nedenle farklı öğretim yöntemlerinin uygulanmasının önemli olduğunu belirtmiştir. Dahası, Leyla öğretmenin ön görüşmede belirttiği gibi, farklı yeteneklere sahip çocuklara saygı duyduğu gözlemlenmiştir. Örneğin, çocukların ürünlerinin estetik görünmesine dair estetik bir kaygı gütmediği ve çocuk ürünlerine müdahale etmediği gözlemlenmiştir.

Ön görüşmede sorulan sorulardan biri, Leyla öğretmenin ev ve okul arasındaki bağlantıyı nasıl sağladığına ve okulda nasıl bir ebeveyn katılımı faaliyetlerinin gerçekleştirdiği ile ilgiliydi. Leyla öğretmen, ebeveyn katılım sürecinde, yetersiz zaman olmasının en önemli engel olduğunu, ebeveynlerin çoğunun çalışmakta olduğunu ve okula gelmediklerini belirtmiştir. Çocuklar arasındaki işbirliğine gelince, Leyla öğretmen genel olarak büyük grup faaliyetlerini uygulamayı tercih ettiğini belirtmiştir. Bu nedenle, işbirliği genellikle öğretmen ve çocuklar arasında gerçekleşmektedir.

Mülakat sorusundan birinde, Leyla öğretmene çocukların sosyal davranışlarını nasıl desteklediğini ve katılımlarını nasıl artırdığı sorulmuştur. Katılım süreci, destekleme değeri ile yakından ilişkilidir (Kangas, 2016), bu nedenle görüşme sorusundan biri çocuklara etkinliklere katılmalarını nasıl desteklediği ile ilgilidir. Leyla öğretmen, sınıfta çocukların sosyal davranışlarını desteklemek için pekiştirme kullandığını

belirtmiştir. Leyla öğretmen için bu süreç çocukların bireysel özelliklerine bağlı olarak değişim göstermektedir. Ayrıca, Leyla öğretmen çocukları değerlendiğini ve öğrenime katılımlarının öğrenme sürecinin tasarlanmasının ardındaki en önemli neden olduğunu belirtmiştir.

3.2.4 Pedagojik Dokümantasyon Eğitiminden Sonra Demokratik Değerler

Leyla öğretmen düzenli olarak pedagojik dokümantasyon uygulamaya başladıktan sonra, sınıftaki rolüyle ilgili fikirlerini değiştirmiştir. Bu değişikliğin çocuklara daha fazla seçenek sunması olduğunu söylemiştir. Leyla ayrıca pedagojik dokümantasyon uygulamasından sonra sınıf ortamının daha çocuk merkezli bir hal aldığını belirtmiştir. Ona göre, çocuklar öğrenme sürecinde özgürce keşfedebilmekte ve hareket edebilmektedir.

Eğitim sürecinde katılım hakları, ifade özgürlüğü ve düşünce özgürlüğü gibi kavramları içermektedir (Nyland, 2009). Bu nedenle, çocukların görüşleri öğrenme süreçlerinde dikkate alınmalıdır. Leyla öğretmen için, çocukların fikirlerini ifade etmeleri için desteklenmeleri önemlidir. Pedagojik dokümantasyon uygulamalarından sonra kendisinin bu konuda daha iyi olduğunu fark ettiğini ifade etmiştir. Diğer taraftan, Leyla öğretmen için, paylaşım zamanı çocuklar için çok önemlidir çünkü fikirlerini ve hipotezlerini paylaşmaları için fırsat vermiştir. Böylece çocuklar birbirlerine soru sorma fırsatı elde edebliyorlardı. Bu nedenle, paylaşım zamanının çocuklara fikirlerini paylaşacakları bir ortam sağladığını ifade etmiştir. Leyla öğretmenin açıklamalarına paralel olarak, beş haftalık gözlem döneminde, araştırmacı Leyla öğretmenin farklı öğretim stratejileri ve etkinlik türleri kullandığını gözlemlenmiştir.

İşbirliği değerine dair bulgulara bakıldığında, Leyla öğretmenin pedagojik dokümantasyon uygulanmasıyla tanıştıktan sonra küçük grup etkinliklerini daha çok uyguladığını göstermiştir. Ayrıca Leyla öğretmen çocukların sosyalleşmesi açısından küçük grup etkinliklerinin önemli olduğundan bahsetmiştir. Dahası, artık küçük grup

etkinliklerinin uygulanmasının mesleği açısından ona yardımcı olduğuna inanmaya başlamıştır. Leyla öğretmenin bu noktadaki haklılığı gözlemler sayesinde sınıfta yapılan küçük grup etkinliklerinde açıkça görülmektedir.

Son olarak destekleme değerine ilişkin bulgular için Leyla öğretmen bazı ifadelerde bulunmuştur. Leyla için çocukların aidiyet duygusu pedagojik dokümantasyon uygulamaları sayesinde desteklenmiştir. Leyla öğretmene göre pedagojik dokümantasyon süreci, sınıfta bir öğrenme topluluğu oluşturmuştur ve çocuklar bir aidiyet duygusu geliştirmişlerdir. Ayrıca, ikinci dönemdeki beş haftalık gözlem döneminde araştırmacı, Leyla öğretmenin çocukların öğrenme sürecine aktif katılımını sağlamak için elinden geleni yaptığını gözlemlemiştir. Leyla öğretmenin iletişimsel bir öğrenme ortamı sağlamak için sık sık paylaşım zamanı planladığı ve çocukların her birinin bu süreçte çalışmalarını ifade etme şansına sahip olduğu gözlemlenmiştir.

4. Tartışma ve Öneriler

Çalışmanın temel amacı, okul öncesi öğrenme ortamlarında pedagojik dokümantasyon uygulanmasıyla özgürlük, saygı, işbirliği ve güçlendirme değerlerinin nasıl desteklendiğini ortaya koymaktır. Araştırmanın bulguları, iki katılımcı okul öncesi öğretmenlerinin, dokümantasyon uygulamaları konusunda eğitim aldıktan sonra düzenli olarak pedagojik dokümantasyon kullandıklarını ortaya koymuştur. Öğretmenlerden dokümantasyon uygulamaları hakkında bilgi edindikten sonra, bu süreç onların öğrenme ortamlarındaki demokratik değerlere yansıdığı ve sınıf ikliminde demokratik değerler üzerinde belirgin bir değişiklik görülmüştür. Katılımcı öğretmenler, ikili ve tam gün eğitim programı gibi özel durumlarına bağlı olarak pedagojik dokümantasyon hakkında kendi anlayışlarını geliştirmişlerdir ve eğitim süreci boyunca müfredatlarına dokümantasyon uygulamalarını entegre etmeye başlamışlardır.

Mevcut çalışmanın bulguları, genel olarak, iki katılımcı öğretmenin dokümantasyon uygulamalarının, öğretmenlik uygulamalarına özgürlük değeri açısından olumlu yansıdığını göstermiştir. Pedagojik dokümantasyon uygulamaları doğrultusunda, her iki öğretmen de özgürlüğü destekleyecek bir ortam geliştirmiştir. Araştırmanın bulguları, verilerden üç ana kategorinin ortaya çıktığını göstermiştir; seçme özgürlüğü, düşüncelerini ifade etme ve hareket etme özgürlüğüdür.

İlk olarak, çok sayıda araştırma, çocuklara fikirlerini ifade etme, öğrenme deneyimlerini seçme ve bunlara göre hareket etme özgürlüğü vermenin, çocukların fikirlerini ve ilgilerini özgürce temsil etme şansına sahip oldukları esnek bir öğrenme ortamı yarattığını göstermiştir (Kline, 2008; Thornberg & Elvstrand, 2012; Wien, 2011). Kline (2008), çocukların öğrenme deneyimlerini temsil etmeye teşvik edilmeleri ve öğrenmeleri hakkında seçimler yapmaları konusunda teşvik edilmeleri gerektiğini vurgulamaktadır. Flores ve Riojas-Cortez'e (2009) göre, çocukların potansiyelini optimize etmek için yüksek kaliteli bir sınıf ortamı, öğretim uygulamaları yoluyla oluşturulabilir. Bu nedenle, demokratik bir öğrenme ortamı yaratmak ve özgürlüğün değerini desteklemek kesinlikle öğretmenlerin uygulamalarına bağlıdır. Çocukların fikirlerini ortaya koymalarını ve bu fikirleri çeşitli şekillerde temsil etme fırsatı vermelerini sağlamak, daha esnek ve demokratik bir öğrenme ortamı yaratmaktadır (Kinney, 2007). Bu çalışmalara paralel olarak, Bonyadi ve Zeinalpur (2014), öğrencilerin kendi seçtikleri ve öğretmen tarafından atanan konulara yönelik algılarını araştırmak için bir çalışma yürütmüştür. Araştırmanın sonucu, öğrencilerin yazmak istedikleri konuyu seçtikleri zaman seçme hakkına sahip olduklarında motive ve teşvik ettiklerini göstermiştir. Diğer taraftan, araştırma bulguları, katılımcı iki okul öncesi öğretmeninin pedagojik dokümantasyon uygulamalarının rutin olarak yapıldıktan sonra öğrenme ortamlarında saygı değerlerini desteklediğini ortaya koymuştur. Katılımcı öğretmenlerin her ikisi de, çocukların birbirlerinin fikirlerine saygı duyma, saygılı bir öğrenme ortamı oluşturma, öğretim yöntemlerini farklılaştırma ve pedagojik dokümantasyon uygulamaları yoluyla gelişimsel olarak uygun bir öğrenme süreci planlamaları konusunda desteklenmiştir.

Mevcut çalışmanın bulguları, pedagojik dokümantasyon uygulamalarının katılımcı öğretmenlerin sınıflarında işbirlikçi öğrenme ortamını geliştirdiğini ortaya koymuştur. Bulgular, bu işbirlikçi öğrenme ortamının, öğretmen-çocuk, çocuk-çocuk, öğretmen-öğretmen ve öğretmen-ebeveyn arasındaki işbirliğini pedagojik dokümantasyon uygulamalarıyla desteklendiğini göstermiştir. İşbirliği, pedagojik dokümantasyonun önemli bir bileşenidir (Bowne et al., 2010) çünkü işbirlikçi bir öğrenme ortamı oluşturmak, paydaşlar arasında bir diyaloğu mümkün kılmaktadır (Rinaldi, 2001; Kroeger ve Cardy, 2006). Reggio Emilia Yaklaşımı'nda, öğretim süreci yoğun işbirlikçi problem çözme stratejileri ile düzenlenmiştir. Eğitimin tüm paydaşları bu işbirlikçi öğretim sürecine katılır. Hendrick'e (2004) göre Reggio eğitim felsefesi, çocuk, öğretmen, ebeveyn, diğer çocuklar, çevre, okul ve toplumla işbirliği üzerinde durmaktadır. Bu nedenle, Reggio okulunun her biri çocukların karşılıklı ve birbiriyle bağlantılı ilişkiler kurduğu bir sistem olarak görülmektedir (Hall, 2013).

Son olarak, mevcut çalışmanın bulguları, katılımcı öğretmenlerin pedagojik dokümantasyon uygulamalarının çocukların katılımını güçlendirdiğini ve güçlendirici bir öğrenme ortamı yarattığını göstermiştir. Mevcut çalışmada, pedagojik dokümantasyon çocukların motivasyonunu güçlendirmek, gelişimsel olarak uygun faaliyetler tasarlamak, bireysel geri bildirim vermek ve aidiyet duygusu kazandırmak amacıyla rehberlik yapmıştır. Dünya Bankası Öğrenme Modülü'ne (2007) göre, yetkilendirme, bireylerin maksatlı seçimler yapma ve bu seçimleri istenen eylemlere dönüştürme kapasitelerini artırma anlamına gelir. Bu tanıma uygun olarak, güçlendirme değeri, herkesin katılımının değerli ve benzersiz olduğu fikrine dayanır ve bu sınıfta olumlu bir atmosfer yaratmaya yardımcı olur (Bowne, et al., 2010). Pedagojik dokümantasyon sürecinde, öğretmenler, ebeveynler ve çocuklar arasındaki katılım ve refleksli diyalog yoluyla bir güçlendirme değeri doğal olarak desteklenir. Kinney'e (2007) göre, pedagojik dokümantasyonun anlaşılması, çocukları kendi öğrenme süreçlerinin merkezine alınarak, güçlendirme değerini desteklemektedir.

Bu bulgular doğrultusunda, Türk Okul Öncesi Eğitimi programının benzer özellikleri kapsamında, mevcut çalışma, pedagojik dokümantasyon kullanmayı amaçlayan

öğretmenler için bazı önerilerde bulanabilir. Örneğin, öğretmenlerin, öğrenme sürecini paneller, bültenler ve portfolyolar aracılığıyla görünür hale getirmeleri önerilmektedir. Bu nedenle, hem özel hem de devlet kuruluşlarının pedagojik dokümantasyon uygulamak ve uygulamalarını geliştirmek isteyen öğretmenler için sürekli mesleki öğrenim sağlayabilecekleri eğitimler verilebilir. Bu nedenle, öğretmenlerin bilinçlendirilmesi ve pedagojik belgelerin uygulanmasının yaygınlaştırılması için pedagojik dokümantasyonun duyurulması önemlidir. Ayrıca, mesleki gelişimlerine katkı sunacak ve öğretmenlik uygulamaları için ilham almalarını sağlayacak web sitelerinin Milli Eğitim Bakanlığı tarafından tasarlanması önerilebilir.

Ayrıca mevcut çalışmanın bulgularından biri, katılımcı öğretmenlerin her ikisinin de ebeveynlerle dokümantasyon panelleri paylaşmadığını, çünkü okulların ebeveynlerin sınıfları ziyaret etmesine izin vermediğini göstermiştir. Bu nedenle, öğretmenler bu panelleri, dönem sonunda portfolyo paylaşım günü etkinlikleri aracılığıyla paylaşabilmişlerdir. Bu nedenle, çalışmanın bulgusu, okul müdürleri için ebeveynlere açık kapı politikası sunulması açısından önemli önerilere sahiptir. Çünkü açık kapı politikası, ebeveynlerin istedikleri zaman okulu ziyaret edebildiği ve iletişimi güçlendirdiği göz önünde bulundurulursa, okul uygulamaları için bunu önermek yerinde olacaktır.

Diğer taraftan bu bulgular, öğretmenler ve öğretmen adayları içinde önemlidir, çünkü çocuklar için demokratik bir sınıf yaratılmasına ve öğrenme ortamının kalitesinin artırılmasına dair önemli kanıtlar sağlamaktadır. Bir dizi çalışma, demokratik öğrenme ortamının kurulmasının, karar alma sürecine dahil ederek çocukların sorumluluğunu artırdığı için önemli olduğunu göstermiştir (Swim, 2016; Brough, 2014; McNally & Slutsky, 2016). Özgürlük, saygı, işbirliği, güçlendirme gibi değerler sayesinde çocukların fikir ve duygularının değerli olduğu, işbirlikçi bir öğrenme ortamı sağlamak mümkündür (Dewey, 1964). Ayrıca öğrencilerin akademik başarılarının yanı sıra öğrenme sürecinde de önemli olan tutum ve inançların olduğu bilinmelidir (Topkaya ve Yavuz, 2011). Bu tutum ve inançlar öğrenme ortamı tarafından şekillendirilir ve geliştirilir. Bu nedenle, saygılı, işbirlikçi ve cesaret verici yerlerin

olduğu demokratik öğrenme ortamı yaratmak, çocukların sonraki akademik başarılarını destekleyebilir (Brough, 2014). Öğretmenlerin çoğu demokratik ve destekleyici öğrenme ortamı yaratmanın etkisinin farkında değildir (Wang ve ark., 2018). Bu nedenle, çocukların başarısı, öğretmenlerin kendi öğrenme ortamlarında çocuklarının öğrenme ihtiyaçlarına cevap verecekleri demokratik değerlere sahip olma derecesine bağlıdır. Demokratik değerlerin program kitabına entegrasyonu, hükümet politikaları tarafından belirlendiğinden, bulgular bunun üzerindeki eğitimsel düzenlemeler için önemli etkilere sahiptir. Dolayısıyla, demokratik değerlerin okul öncesi eğitim programına entegre edilmesinin önemli olduğu söylenebilir.

APPENDIX F: TEZ FOTOKOPİ İZİN FORMU / THESES PHOTOCOPY PERMISSION FORM

TEZ FOTOKOPİ İZİN FORMU

<u>**ENSTİTÜ**</u>

Fen Bilimleri Enstitüsü ☐

Sosyal Bilimler Enstitüsü ☐

Uygulamalı Matematik Enstitüsü ☐

Enformatik Enstitüsü ☐

Deniz Bilimleri Enstitüsü ☐

<u>**YAZARIN**</u>

Soyadı : ....

Adı   : ....

Bölümü : ....

<u>**TEZİN ADI**</u> (İngilizce) : ....
....
....
....
....

<u>**TEZİN TÜRÜ**</u> :   Yüksek Lisans ☐   Doktora ☐

1. Tezimin tamamı dünya çapında erişime açılsın ve kaynak gösterilmek şartıyla tezimin bir kısmı veya tamamının fotokopisi alınsın. ☐

2. Tezimin tamamı yalnızca Orta Doğu Teknik Üniversitesi kullancılarının erişimine açılsın. (Bu seçenekle tezinizin fotokopisi ya da elektronik kopyası Kütüphane aracılığı ile ODTÜ dışına dağıtılmayacaktır.) ☐

3. Tezim bir (1) yıl süreyle erişime kapalı olsun. (Bu seçenekle tezinizin fotokopisi ya da elektronik kopyası Kütüphane aracılığı ile ODTÜ dışına dağıtılmayacaktır.) ☐

Yazarın imzası ....   Tarih ....