



Okulun Hazır Olması Yaklaşımı Bağlamında İlkokul Öğretmenlerinin Deneyimlerinin İncelenmesi: Fransa ve Türkiye

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Makale Bilgisi	ÖZET
<i>Geliş Tarihi:</i> 19.08.2019	Fenomenolojik desende tasarlanan bu araştırma ile ilkökul öğretmenlerinin ilkökula başlayan çocuklar için hazırlıklı olma konusundaki deneyimleri incelenmiştir. Araştırmada ölçüt örnekleme yöntemi ile Fransa'da hazırlık sınıfı düzeyini okutan altı ilkökul öğretmeni ve Türkiye'de ilkökul birinci sınıf okutan altı ilkökul öğretmeni olmak üzere iki katılımcı grubu oluşturulmuştur. Katılımcılardan 2018-2019 eğitim-öğretim yılında görüşmeler aracılığıyla toplanan veriler, fenomenolojik veri analizi ile analiz edilmiştir. Sonuçlar, Fransa ve Türkiye'de <i>aktiflik</i> ve <i>etkilenme</i> ana temaları kapsamında <i>hazırlık</i> , <i>destek</i> ve <i>işbirliği</i> alt temalarına ulaşıldığını göstermiştir. Fransa'daki katılımcılar <i>okulun hazır olması</i> yaklaşımı bağlamında ağırlıklı olarak hazırlık ve destek odaklı deneyimler yaşarlarken; Türkiye'deki katılımcılar daha çok hazırlık odaklı deneyimler yaşamışlardır. Türkiye'deki bazı katılımcılar, <i>hazırlık</i> alt temasında yeterli zaman ve fon bulamadıklarını belirtmişler ve <i>işbirliği</i> alt temasında ise ilkökula geçiş uygulamalarının işbirliği içerisinde yürütülemediğine dikkat çekmişlerdir. Fransa'daki katılımcılar ise olumsuz herhangi bir deneyim bildirmemişlerdir.
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Analysing Primary School Teachers' Experiences in the Context of Ready Schools Approach: France and Turkey

Article Information	ABSTRACT
<i>Received:</i> 19.08.2019	Following a phenomenological research design, in this study, we analyze the experiences of primary school teachers on their readiness for children starting primary school. Two groups of participants, including six primary school teachers of preparatory class (cours préparatoire) students in France and six primary school teachers of firstgraders in Turkey, were selected through the criterion sampling method. The data obtained from the participants in the 2018-2019 academic year through interviews were analyzed by means of phenomenological data analysis. According to the results, the subthemes of preparation, support, and collaboration were identified under the main themes of <i>activeness</i> and <i>affected</i> in France and Turkey. Regarding the <i>ready schools</i> approach, while the participants from France had experiences mainly revolving around preparation and support, the experiences of those from Turkey were mostly based on preparation. Some participants from Turkey reported that they could not find sufficient time and funds under the theme of <i>preparation</i> and pointed out the inability to collaborate in the transition activities for primary school under the theme of <i>collaboration</i> . The participants from France did not report any negative experience or situation under any theme.
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1. INTRODUCTION

Efforts made to prepare children for school and support their improvement are considered as only one dimension of readiness. Therefore, focusing only on the characteristics of a child is a very narrow perspective when it comes to school readiness (Dockett & Perry, 2009; Powell, 2010), and a need to consider the multidimensional nature of the concept of *school*

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readiness has been reported in the literature (Arnold, Bartlett, Gowani & Merali, 2007; Ballantyne, Sanderman & McLaughlin, 2008; Britto, 2012; Britto & Limlingan, 2012; Dockett & Perry 2007a, 2009; Emig 2000; McTurk, Nutton, Lea, Robinson & Carapetis, 2008; Noel 2010; Murphey & Burns 2002; Rhode Island KIDS COUNT 2006; Weigel & Martin 2006). In these studies, it was recognized that the school readiness equation encompasses not only the child but also other components such as the parents, the school, and the society.

The physical structure of the school, the teaching programs and strategies, and the qualifications of the school staff are regarded as the main factors that affect the child's adaptation to the school as well as his/her academic achievement (Cassidy, Mims, Rucker & Boone, 2003). According to Snow, Burns and Griffin (1998), it is more likely, compared to other factors, that the school is the source of the difficulties experienced by the child after he/she starts school. In that regard, a new understanding that the school needs to develop itself to meet the diverse needs of children has emerged (Arnold et al., 2007; Bracey, 2005; Early, 2004; Kagan, 1994; Knitzer & Lefkowitz, 2005; Lewit & Baker, 1995; Margetts & Kienig, 2013; Murphey & Burns, 2002; Noel, 2010; O'Kane, 2016; Powell, 2010; Shore, 1998; Suzuki, 2012; Wynn, 2002). This novel approach, named the *ready schools* approach, places the responsibility for children's school readiness on the school, rather than on the children and their families (Suzuki, 2012). Arguing that schools need to be ready for children, the *ready schools* approach, which is one of the dimensions of school readiness, seeks to ensure smooth transition to school (Pianta & Kraft-Sayre, 2003). The UNICEF report (Britto, 2012) often mentions the *ready schools* term and focuses on school qualifications in school readiness. In the 1997 report by the National Education Goals Panel (Shore, 1998), it was stated that there is an increasing interest in the understanding that the *school needs to be ready for the child* (Britto, 2012) and that this is considered as important as the understanding that the child needs to be ready for the school (Bracey, 2005; Graue, 2006). Some researchers (Dockett & Perry, 2007a; Nelson, 2005) claim that the focus of the literature has changed toward the school and research trends have shifted to schools' readiness.

Transition problems mostly result from discontinuities between two environments (Dockett & Perry, 2007b). Various countries, such as the USA (Buchanan, Burts, Bidner, White & Charlottesworth, 1998; File & Gullo, 2002; Goldstein, 1997), Germany (Griebel & Niesel, 2002), Australia (Margetts, 2002), China (Chan, 2012), Denmark (Broström, 2002), Italy (Corsaro & Molinari, 2000), Ireland (O'Kane, 2007, 2013), Iceland (Einarsdóttir, 2002, 2003a), Mexico (Urbina-Garcia, 2014; Urbina-Garcia & Kyriacou, 2018), Turkey (Kotaman, 2009; Oktay & Unutkan, 2005), New Zealand (Peters, 2000), and Greece (Carida, 2011), are faced with school adaptation problems due to the discontinuities between two environments during the transition from preschool to primary school. These studies suggest that more activities should be performed to ensure the coordination and cooperation between early childhood educational programs and primary schools. In the study by Brandt and Grace (2005) in Hawaii, the authors reported that only one-fifth of the schools have well-structured practices and policies for children to start school. Paying more attention to the services provided in preschool and early years of primary school and prioritizing the provision of the resources to be used in such services need to be among the basic elements of educational reforms (Arnold, Bartlett, Gowani & Shallwani, 2008). The legal regulations made in Sweden in 2011 and in France in 2013 may be examples of the reforms aimed at increasing the coordination between early childhood educational programs and primary school (Kaga, 2016).

When they encounter teachers and curricula that are not ready for them, children who have a family ready for them to start school and are deemed ready for primary school in terms of developmental characteristics may experience difficulties in their adaptation to school (Kartal & Güner, 2018). Thus, the opportunities offered by the school to the children and the personal characteristics of the teachers are decisive in the children's adaptation to school (Correia & Marques-Pinto, 2016). Further, a smooth transition to school can be ensured when the teachers are prepared for the children who will start school (Early, 2004), support the children (Dowker, Schweinhart & Daniel-Echols, 2007), and are knowledgeable about early childhood education (Britto & Limlingan, 2012; Cassidy et al., 2003). The discontinuities due to the differences between two environments in the transition to primary school can be reduced by teachers. In that regard, some studies on the *ready schools* approach mention the factor of teachers. For example, the preschool tool developed by Murphey and Burns (2002) includes the dimension of *instruction and staff development*. The preschool tool developed by the High Scope Educational Research Foundation between 2003 and 2006 includes the dimensions of *leaders and leadership* and *teacher support* (Bracey, 2005). Boyer's (1995) work, entitled *The basic school: A community for learning* features the leadership characteristics of teachers under the heading of *teachers as leaders*. In addition, teacher competencies are often mentioned in the dimension of *ready schools* in the UNICEF's report (Britto, 2012).

Teacher competencies, which are considered important in the transition to school, are listed as teacher capacity, teacher motivation, and teacher-child interaction (Bartlett, Arnold, Shallwani & Gowani, 2010). The Ecological Systems Theory by Bronfenbrenner (1979) includes the aspects of *teachers, support mechanisms for teachers and parents*. The theory developed by Buldu and Er (2016) on school readiness involves the subheadings of *ready teachers and child-parent-teacher support* under the heading of *ready schools*. Moreover, some studies highlighted teacher support and preparation for children starting school (Early, 2004; Early, Pianta, Taylor & Cox, 2001; Scott-Little & Maxwell, 2000), teachers' professional competencies and qualifications (Arnold et al., 2007; Correia & Marques-Pinto, 2016; Dockett & Perry, 2009), and cooperation between teachers (Ahtola et al., 2016; Curtis & Simons, 2008; Sink, Edwards & Weir, 2007). Yet, studies on the *ready school* approach lack detailed information on *ready teachers* in primary schools. It is thus, necessary to focus on teachers in primary schools from

the perspective of *ready schools*. This study is designed to analyze France and Turkey, where no study has been found on *ready teachers*.

1.1. Transition to Primary School in France and Turkey

In France, pre-primary education is not covered by compulsory education. According to the 2016 data, the enrollment rate to pre-primary education is 99.56% (UNESCO, 2019a). After the pre-primary education, children aged six attend the first class of the compulsory education, which is the preparatory class called *cours préparatoire* (Ministry of National Education [MoNE], 2019). In Turkey, pre-primary education is not compulsory. According to the 2016 data, the enrollment rate to pre-primary education is 30.30%. The primary education covers the ages of six to nine (UNESCO, 2019b). A five-day adaptation program has been running for children and their parents since 2006 before the opening of school.

Although there is a great difference between France and Turkey in terms of the enrollment rate to pre-primary education, similarities are notable in the education systems of both countries. Indeed, it can be argued that, among other European Union countries, France is the most similar country to Turkey in terms of the institutional structure and functioning of the education system. Education in both France and Turkey has a *national* aspect, and the education systems of both countries run under the relevant ministry based on a centralist approach. The educational activities in the provinces that are run by a governorate in France are under the responsibility of the training academies affiliated to the ministry. There are educational directorates in the provinces and districts of Turkey, which have similar functions to academies in France. In both countries, the prospective teachers, after passing the exam, are required to complete a one-year probationary period in order to become a civil servant. Having gained this status, teachers are entitled to obtain personal rights (appointment, transfer, and leave). Given the similarities between France and Turkey in terms of the teaching profession, it is reasonable to focus on the concept of *ready teachers* in these two countries.

1.2. The Purpose of the Study

According to Suzuki (2012), teachers should be the focus of the studies to be performed with the *ready schools* approach since teachers play the most important role in the process of school adaptation (Arnold et al., 2007; Downer, Driscoll & Pianta, 2006; O’Kane, 2007; Lewit & Baker, 1995; Suzuki, 2012; Willer & Bredekamp, 1990). However, despite the recent developments on *schools* in the literature, children are still at the center of readiness in some school districts (Bracey, 2005). However, schools are not ready for children as they fail to provide an effective learning environment for all children (Arnold et al., 2008; Brandt & Grace, 2005; Cassidy et al., 2003; Early, 2004). Many factors influence the readiness of schools; one of them is the capacity of primary school teachers (Arnold et al., 2008).

In this study, we seek to analyze the efforts made by first-grade teachers in primary schools in France and Turkey to create a continuity between preschool and primary school and to facilitate students’ adaptation to the school as well as their experiences. To that end, the study examines the experiences of the teachers who welcomed children starting school in public primary schools in the 2018-2019 academic year in France and Turkey. These being said, this study seeks to answer the following research questions:

1. What are the experiences of the primary school teachers in France and Turkey on the readiness of the children entering primary school?
2. What affected the primary school teachers in France and Turkey on the readiness of the children entering primary school?
3. Which concept or concepts related to *Ready teachers* do the primary school teachers in France and Turkey bring to the fore?

2. METHOD

2.1. Research Design

This study had a phenomenological research design, which is one of the qualitative research designs. Phenomenological designs intend to reveal the shared meaning of lived experiences regarding a phenomenon or a concept (Connelly, 2010; Creswell, 2013). Phenomenological research seeks to identify experiences and find out which environment or situation affects the experiences regarding the phenomenon (Moustakas, 1994). As this study identifies the experiences of teachers welcoming children starting primary school regarding *the school* and the factors that affect these experiences, it employs a phenomenological research design.

2.2. Participants

Two groups of six participants from France and Turkey were selected through the criterion sampling method. Small groups are studied in phenomenological designs; individuals with experiences regarding the phenomenon are determined through

the criterion sampling method (Dukes, 1984; Glesne, 2011). As the study follows the *ready school* approach, those with experiences regarding the readiness of school are the first-grade teachers in public primary schools. In order to determine the groups of participants, two other criteria, in addition to this one, were taken into consideration. The first criterion was that the children at the classrooms of the participants selected from France and Turkey received a minimum of one-year pre-primary education. The second criterion was that the parents of the children at the classrooms of the participants from France and Turkey attended school meetings in the first three months of the school year. These criteria regarding children and their parents were used not to focus on the children and their parents in the findings, but to emphasize the dimension of *school* in readiness. Participants from France were identified as F1, F2, and so forth, up to F6, while those from Turkey were identified as T1, T2, and so forth, up to T6.

2.3. Data Collection

The data collection process in phenomenological research designs usually includes interviews with individuals who have experienced the phenomenon (Creswell, 2013). Therefore, we performed interviews to collect data and used semi-structured interview forms as the data collection tools to allow for an in-depth analysis of the obtained data. Two different experts from universities were consulted on the preparation of the data collection tool. The participants from France and Turkey were asked three questions through the interview form. These questions are as follows:

1. What did you do different this year compared to previous years to be ready for children and the new academic year? What did you experience?
2. Who or what situations affected your experiences and preparations to be ready for the school and how? Who or what situations regarding this affected you and how?
3. In your opinion, what concept or concepts related to *ready teachers* are at the fore or brought to the fore in the country you live?

The school year begins in September in both France and Turkey. However, preparation for the transition process in schools can continue for approximately two to three months after the opening of the school (Lazzari & Kilgo, 1989, as cited in Kemp, 2003). Therefore, the data were collected from the participants from France and Turkey in December of the 2018-2019 academic year. Necessary permissions for this study were given by the provincial directorates of national education through educational academies in France and universities in Turkey.

2.4. Data Analysis

As for the data analysis, this study followed Moustakas' (1994) steps for phenomenological data analysis. The data of the study were obtained through three interview questions and the raw data were analyzed. The quotes from the statements of the participants on their experiences regarding the phenomenon and the statements of the researchers were listed. Following that, subthemes within the main themes were identified. In the next step, these subthemes were used for the textural description of the experiences of the participants. The same themes were used in the structural description, which involves the description of the situations or elements that affect the phenomenon.

The interview questions were reviewed by experts to ensure their conformity to the purpose of the study, and the data analysis process followed the steps for phenomenological data analysis, which increased the validity of the research. Further, the data were analyzed again by the researchers two months later. The agreement between the themes formed at two different times was calculated according to the formula of Miles and Huberman (1994). Consequently, 16 out of the 18 opinions obtained from the participants from France were listed under the same themes in the second analysis, and the percentage of agreement was 89.0%. 14 out of the 16 opinions obtained from the participants from Turkey were grouped under the same themes in the second analysis, and the percentage of agreement was 88.0%. An agreement of 80.0% and above is considered as an indicator of reliability (Miles & Huberman, 1994).

3. FINDINGS

The experiences of the participants regarding the *ready schools* approach were grouped under two main themes. The theme of *activeness* involves the experiences of the participants from France and Turkey regarding the school preparation process and the first days of school. The theme of *affected* involves the situations, events, and people that affect the experiences of the participants in the theme of *activeness*. The findings of the study showed that the same subthemes were formed under the main themes of *activeness* and *affected* in both countries (see Fig. 1).

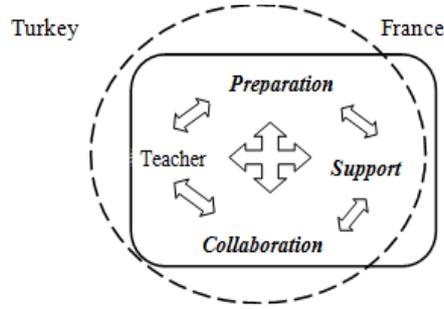


Figure 1. Subthemes of the main themes of activeness and affected.

According to Fig. 1, the experiences of the participants from France and Turkey can be grouped under the headings of *preparation*, *support*, and *cooperation* in the context of *ready schools*. These experiences of the participants were affected by the situations, events, and people listed under the headings of *preparation*, *support*, and *cooperation*. The study first presents the findings of the participants from France in relation to the main themes of *activeness* and *affected*.

3.1. Findings from the Participants from France on the Main Themes of Activeness and Affected

This section summarizes the findings of the participants from France in relation to the theme of *activeness*. Table 1 presents the statements of the participants from France regarding their experiences and the subheadings that include these statements.

Table 1.
Findings of the Participants from France on the Main Theme of Activeness

Subtheme	Participant Code	Quote
Preparation	F1	The most important courses in this grade level are Reading and Mathematics. I particularly made sure that only one subject was lectured in each of the 20-minute sessions and the subject matters were gradually introduced.
	F2	I frequently reviewed and revised the syllabus and weekly study plans. I particularly reviewed the sessions on verb conjugation, vocabulary, and spelling.
	F3	I prepared three-dimensional materials for young children. There are more preparations need to be done, such as the preparation of notebooks and photocopies, at this grade level.
	F4	I organized my courses and sessions more carefully.
	F5	I made preparations for morning books (notebook), evening books (homework book) and soundboards.
	F6	I revised animations according to the objectives and duration of the course.
Support	F1	Our greatest supporter is the trainings with pedagogical animations. These trainings were conducted face-to-face, lasting nine hours for the courses of French and Mathematics and three hours for other courses. I also attended a six-hour distance training via the Magister platform.
	F2	My biggest supporter is my experience. I do not make internet-based preparations. My second biggest supporter is the official bulletin of the Ministry of National Education.
	F3	I received help from the education inspector at the academy and the pedagogical consultant. I consulted them on some specific issues related to the students.
Collaboration	F1	We usually work as a team. We arrange shared courses for small classes and gather several classes for these courses.

According to Table 1, all the participants from France carried out preparatory work and had experiences in planning and material preparation. Some participants received support, such as training (F1), inspector, pedagogical consultant (F3), and ministerial documents (F2). The participant identified as F1 reported that he/she collaborated with colleagues teaching the same grade level. These findings show that while preparing courses, sessions, and themselves, the participants from France had mainly preparation and support-oriented experiences. Table 2 presents the findings regarding the elements that affected the participants' experiences.

Table 2.
Findings of the Participants from France on the Main Theme of Affected

Subtheme	Participant Code	Quote
Support	F3	State institutions (IUFM) or private institutions (ISFEC) help to ensure that we are prepared.
	F4	I could get support from a pedagogical consultant if I needed to. I received material support from Canopé.
	F6	I made preparations based on the pedagogical animations of the academy.
Preparation	F1	Since children make different progress in the first days and we get to know them over time, we arrange the sessions according to children.
	F2	I am making new preparations for their (children's) progress.
Collaboration	F2	The communication and relationship that I have established with the education inspector is decisive in my approach to young children.

The experiences of the participants from France on *school* were affected by the elements grouped under the headings of *preparation*, *support*, and *collaboration*. Yet, the participant identified as F5 reported that he/she was not affected by any element in the transition to school. Half of the participants (F3, F4, and F6) stated that their experiences were affected by the support that they received from state institutions (Canopé [Le Réseau de Création et d'Accompagnement Pédagogiques], the Education Academy, and IUFM [Institut Universitaire de Formation des Maîtres]) or private institutions (ISFEC [Institut Supérieur de Formation de l'Enseignement Catholique]). The performance of the children starting school in the first days of school shaped the preparations made by some participants (F1 and F2). Moreover, the participant identified as F2 expressed that he/she developed new approaches toward children after cooperating with the authorities in official institutions. Hence, it was concluded that the participants from France did not experience any negativity regarding the *ready schools* approach.

3.2. Findings of the Participants from Turkey on the Main Themes of Activeness and Affected

This subheading presents the findings of the participants from Turkey concerning their experiences with the *ready school* approach (see Table 3).

Table 3.
Findings of the Participants from Turkey on the Main Theme of Activeness

Subtheme	Participant Code	Quote
Preparation	T1	I prepared a set of badges with cartoon characters that the students attending my class would like before the opening of school. I decorated the classroom door and prepared a gift box for each student.
	T2	I organized interesting activities to make it easier for children to adapt to the school. I made preparations in advance for these activities (letter activity, first day of school activity and icebreaker activities).
	T4	I decorated the classroom. I tried to get them to love the school by using singing games. I planned which songs and dance movements to use.
	T5	I obtained the class list in advance. I had to plan it in detail. I compiled a collection of stories suitable for their age.
	T6	First, I examined their school enrollment forms and obtained information about their health. We gave gifts to students to make it easier for them to adapt to the school.
Support	T2	I asked for support from the school counselor. I applied the information I received about the students who were hesitant to talk and shy.
Collaboration	T3	I gathered information about the children from their parents. Cooperation is even more important in the early days of school.

The experiences of the participants from Turkey on *school* mainly involved *preparation*. Regarding the theme of *preparation*, T6 stated that he/she obtained information about the students. More than half of the participants (T1, T2, T4, and T5) shared experiences about the preparations that they made in advance. T2 also stated that he/she received support from the school counselor in the transition process to school. T3 emphasized the importance of establishing cooperation with parents on the first days of school. Table 4 presents the findings regarding the elements that affected the participants' experiences.

Table 4.
Findings of the Participants from Turkey on the Main Theme of Affected

Subtheme	Participant Code	Quote
Support	T1	I received support from parents and the school administration.
	T2	I received support from the school counselor and my fellow first-grade teachers.
	T3	The school administration provided financial support for the decoration of the class and in the week of adaptation to school. Therefore, there was no problem during the transition process.
Preparation	T4	Lack of time negatively affected preparations. Also, we did not have sufficient financial resources for the week of adaptation.
	T5	More time is needed to plan the week of adaptation to school and to prepare for the first days of school.
Collaboration	T3	Getting information by making contact with the pre-school teacher about the kindergarten students accelerated the process of getting to know the students.
	T6	I contacted the parents for some information on the student information forms. We could cooperate with shopkeepers near the school during the week of adaptation.

The participants from Turkey mentioned parents (T1), school administration (T1, T3), and school counselor and other first-grade teachers (T2) regarding the transition to primary school. Yet, the participants identified as T4 and T5 complained about the lack of a sufficient time to get ready for school under the subtheme of *preparation*. Further, the participant identified as T4 reported the lack of funds for preparation as a problem. The participant identified as T3 stated that his/her collaboration with the preschool teacher positively affected the transition process to school under the subtheme of *collaboration*. Under the same theme, the participant identified as T6 mentioned the collaboration that he/she established with the parents and admitted that any collaboration with the immediate surroundings of the school could not be established in the transition to school.

3.3. Concepts Identified by the Participants from France and Turkey in the Study

This final section of the study presents the concepts listed by the participants from France and Turkey regarding *ready teachers*. Since the statements of the participants consisted of a single word or a small number of phrases, the concepts derived from these statements are not presented in direct quotes as can be seen in Table 5.

Table 5.
Ready Teachers Concept Identified by the Participants

France		Turkey	
Concept	Participant Code	Concept	Participant Code
Website of the Ministry of Education	F3, F5, F6	Plans	T2, T4, T5
Bulletin of the Ministry of Education	F1, F3	Developing activities	T1, T2, T3
Canopé (an institution)	F1, F4	Other teachers	T4, T6
Education inspector	F2, F3	Loving one's job	T2
Experience	F2	Motivation	T5
IUFM and ISFEC (an institution)	F2	School administration	T1
Pedagogical consultant	F6	Parents	T1
Magister (an educational platform)	F1		
Session	F4		

The participants from France identified nine different concepts regarding *ready teachers*. They mostly mentioned the website of the Ministry of Education (*education.gouv.fr*) as one of these concepts. This was followed by the concepts of *the bulletin of the ministry*, an institution providing material support to teachers, namely, *Canopé*, and *education inspector*. The participants from France also reported the concepts of *experience*, *IUFM-ISFEC*, *pedagogical consultant*, *magister* (a distance training platform), and *session* regarding *ready teachers*. Table 5 indicates that the concepts of *developing plans* and *activities* were notable in the statements of the participants from Turkey on *ready teachers*. The concepts of *other teachers*, *parents*, *loving one's job*, *motivation*, and *school administration* were also identified by the participants from Turkey on *ready teachers*.

4. DISCUSSION, CONCLUSION, and SUGGESTIONS

The findings of the study showed that all the participants from France and most of the participants from Turkey carried out preparatory work in the transition to primary school. In general, the participants from France did planning of sessions, weekly studies, courses, and animations and made preparations for course materials, including soundboards, morning books, evening books, and three-dimensional course tools. Similarly, the participants from Turkey made preparations that focused on planning by developing activities such as singing games, icebreaker activities, story compilations, and letters. Unlike their counterparts from France, the participants from Turkey were also involved in the preparations for the first days of school, including classroom decorations, name badges, and gifts. Grahmslaw (2004) stated that the activities and promises to be

made on the first days of school will have an impact throughout one's life. Morrison, Connor and Bachman (2006) similarly highlighted the importance of the first days of school. The study further demonstrated that some of the participants from Turkey obtained the class lists before the opening of the school and made efforts to get information on the health of the students. Early (2004) emphasized the importance of teacher preparations such as preparing the class lists in advance, obtaining information on children and their parents, and filing. The participants from Turkey were also involved in preparations for game activities (singing games and icebreaker activities). This seemed congruent with the argument that it is necessary to focus on games and game-based areas to ensure a successful transition of each student and his/her parents to school (Fabian & Dunlop, 2010).

The participants from France received support from some institutions (Canopé, IUFM, and ISFEC) and collaborated with the employees at the education academy (the pedagogical consultant) regarding the *ready schools* approach. It is, thus, obvious that the participants from France interacted with different institutions in their transition to school. However, the participants from Turkey interacted with the individuals within the organization, such as the parents, kindergarten teachers, school counselors, and other primary school teachers, regarding their experiences in the *ready schools* approach. This may be due to the different services for the professional development of teachers in these two countries. There are 32 professional development institutions (L'École Supérieure du Professorat et de l'Éducation [ESPE]) that support the professional development of teachers in all academies in France (R-ESPE, 2019). Yet, there are fewer professional development institutions in Turkey. There are 10 in-service training institutes in the cities of Aksaray, Ankara, Erzurum, İstanbul (2), İzmir, Mersin, Rize, Van, and Yalova in Turkey (MoNE, 2018).

The finding that the participants from Turkey interacted with parents, kindergarten teachers, and other teachers at the school regarding their experiences in *ready school* is congruent with the literature. In fact, the educators in the study performed by Broström (2002) in Denmark held positive views toward the formation of a team that includes kindergarten students as well as first- and second-grade teachers in kindergartens. Pre-primary teachers in Denmark placed emphasis on the cooperation between teachers and institutions in the transition to primary school (Einarsdóttir, 2003b). In the study titled *Kindergarten teachers' reported use of kindergarten to first grade transition practices* by La Paro, Pianta and Cox (2000), kindergarten teachers stated that they often talk to first-grade teachers to discuss the curriculum. In addition, in the study by Einarsdóttir, Perry and Dockett (2008), Australian primary school teachers expressed that they hold information meetings with the parents before the opening of the school. Similarly, O'Kane (2016) emphasized the importance of communication and cooperation with the parents in the transition process. Unlike these findings in the literature, about one-third of kindergarten teachers in Iceland said that primary school teachers were hesitant about cooperating with them (Einarsdóttir, 2003b).

Some participants from Turkey reported that they could not find sufficient time and funds to prepare for the transition to primary school. Broström (2002) stated that teachers need time for the practices related to the transition to school. Likewise, Early (2004) and Einarsdóttir (2003b) mentioned problems regarding funds and time during the transition to school. As for the experiences of the participants from France, no participant reported any negative experience regarding the transition to school. The finding that the participants from France did not encounter any problem in the transition to primary school may be explained by the fact that the transition to primary school is carried out at an interinstitutional level in France.

Despite being conducted with the *ready schools* approach, this study yielded some findings on *individuals* and *parents* under the theme of interaction. One of these findings is that the preparations made by some of the participants from France in the transition to primary school were shaped according to the academic progress of the students. This finding can be considered as an interaction of an *individual-oriented* element and a *school-oriented* element. Moreover, some of the participants from Turkey reported that they received support from parents. This finding can be considered as an interaction of a *parent-oriented* element and a *school-oriented* element. One possible explanation for these findings obtained under the main theme of interaction may be due to the inevitable interaction of individuals, school, parents, and community-centered systems (Bronfenbrenner, 1979; Lippman, Moore & McIntosh, 2011; Pianta & Walsh, 1996). It is reported in the literature (Ahtola et al., 2011; Broström, 2005; Ebbeck, Saidon, nee Rajalachime & Teo, 2013; Kennedy, Cameron & Greene, 2012; LoCasale-Crouch, Mashburn, Downer & Pianta, 2008; Pianta, Cox, Taylor & Early, 1999a) that the transition-to-school activities that start before the first day of school and facilitate children's adaptation to the school in the schools ready for children are carried out in a planned manner with the interaction of the school, parents, and the society. However, Ahtola, Poikonen, Kontoniemi, Niemi and Nurmi (2012) ascertained that the transition-to-school activities, which are considered important by teachers, are performed more effectively in schools.

The concepts of the *website of the Ministry of Education*, *bulletin of the Ministry of Education* (education.gouv.fr), *Canopé*, *education inspector*, *experience*, *IUFM-ISFEC*, *pedagogical consultant*, *magister*, and *session* were identified by the participants from France as the concepts related to *ready teachers*. These concepts also support the finding of this study that the participants from France had experiences mainly revolving around preparation and support in the context of *ready schools*. The concepts of *developing plans and activities*, *other teachers*, *parents*, *loving one's job*, *motivation*, and *school administration* were identified by the participants from Turkey on *ready teachers*. Unlike the concepts identified in France, the concepts identified in Turkey related to *ready teachers* did not include any institution or organization. That is, it can be argued that no work in the dimensions of *preparation*, *support*, and *collaboration* was done with different organizations and institutions in the transition to primary school in Turkey. One of the participants from Turkey stated that no collaboration with the

immediate surroundings of the school could be established in the transition to school. The study by Pianta, Cox, Taylor and Early (1999b) across the USA revealed that connections between kindergarten and home cannot be established in the transition to school. O'Kane (2007) found that there is a lack of communication and cooperation between preschool institutions and primary schools in Ireland. Preschool education institutions, primary schools, and families should work together in the transition of children to primary school (NCCA, 2018). McGann and Clark (2007) argued that communication between preschool programs and primary schools should be established. According to the *ready schools* approach, schools are defined as active institutions that promote connections between the settings in which the child would be (Dockett and Perry, 2007a). Given all that, the following suggestions are proposed:

- Further research and practices on *ready schools* in France may focus on the headings of *teacher preparation* and *support for teachers*. On the other hand, such research and practices in Turkey may only focus on *teacher preparation*.
- Primary schools in Turkey may be supported in terms of funding and planning in the framework of *ready schools*. The teachers who will teach first-grade students in primary schools can be encouraged to cooperate with the immediate surroundings of the school in the transition to primary school.
- Further studies may analyze professional development institutions for teachers in different countries in terms of the support and services offered to primary school teachers in the context of *ready teachers*. Based on the findings of these studies, professional development institutions may render their services in line with teacher requirements.

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Research and Publication Ethics Statement

This study is complied with research and publication ethics. For the Turkish part of the study, an ethical approval was obtained from the university in December 2018 for "the ethics committee approval for research and publication in social sciences and humanities." Following that, necessary permissions were obtained from the provincial directorate of national education through the university. This correspondence in Turkey was made between institutions. In addition, the participants agreed to participate in the study by filling "the participation consent forms" prior to the study, and participant consent for the study was obtained on an individual level. As for the French part of the study, the researchers were informed by the education academy that participant consent would be sufficient to carry out the study. Accordingly, the participants from France first filled "the participation consent forms" before the interviews.

Contribution Rates of Authors to the Article

Hülya Kartal: Literature review, Critical review, Design, Interpretation, Control/Supervision, Writing-reviewing & editing.
Fatih Güner: Literature review, Conceptualization, Design, Data collection, Data analysis, Writing the article.

Statement of Interest

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6. GENİŞ ÖZET

Çocukların farklılık gösteren ihtiyaçlarını karşılamak için okulun kendisini geliştirmesi gerektiği, farklı bir anlayış olarak ortaya çıkmıştır. *Okulun hazır olması* yaklaşımı olarak adlandırılan bu anlayış, çocuğun okula hazır olmasında aile ve çocuktan ziyade okula sorumluluk yüklemektedir (Suzuki, 2012). Okula hazır olmanın boyutlarından biri olan ve okulların çocuklar için hazır olması gerektiğini savunan *okulun hazır olması* yaklaşımı ile okula geçiş sürecinin sorunsuz bir şekilde gerçekleşmesi hedeflenmektedir (Pianta ve Kraft-Sayre, 2003). Suzuki'ye (2012) göre *okulun hazır olması* yaklaşımı ile yürütülecek araştırmaların odağında öğretmenler bulunmalıdır. Çünkü öğretmenler, okula uyum sürecinde önemli rol üstlenirler (Downer, Driscoll ve Pianta, 2006; O'Kane, 2007; Suzuki, 2012). Ayrıca okulların hazır oluşunu etkileyen unsurlardan biri de ilkököl öğretmenlerinin kapasiteleridir (Arnold, Bartlett, Gowani ve Shallwani, 2008). Ancak ilkökullarda *okulun hazır olması* yaklaşımı ile yürütülen araştırmalarda *öğretmenin hazır olması* bileşeni ile ilgili ayrıntılı bilgiye ulaşılamamıştır. Bu nedenle *okulun hazır olması* perspektifinde ilkökullardaki öğretmenlere odaklanılma ihtiyacının olduğu söylenebilir. Bu araştırma, *öğretmenin hazır olması* ile ilgili herhangi bir araştırmanın tespit edilemediği Fransa ve Türkiye'de yürütülmüştür. Araştırma ile her iki ülkede 2018-2019 eğitim-öğretim yılında devlet ilkökullarında okula başlayan çocukları karşılayan öğretmenlerin deneyimleri incelenmiştir.

Araştırma, nitel araştırma desenlerinden fenomenolojik desen ile tasarlanmıştır. Fenomenoloji araştırmalarında deneyimlerin belirlenmesi ve fenomen ile ilgili deneyimlerin hangi ortam ya da durumdan etkilendiğinin tespit edilmesi gerekmektedir (Moustakas, 1994). Bu araştırmada ilkökula başlayan çocukları karşılayan öğretmen deneyimleri ve bu deneyimleri etkileyen unsurlar tespit edildiği için fenomenolojik desen kullanılmıştır. Araştırmada Fransa ve Türkiye'den ölçüt örnekleme yöntemi ile altışar kişilik iki katılımcı grubu belirlenmiştir. Araştırmanın verileri görüşme formu ile toplanmıştır. Görüşme formu ile her iki ülkedeki katılımcılara "Okula başlayacak çocuklara ve yeni eğitim yılına hazır olmak için bu yıl diğer yıllardan farklı olarak neler yaptınız, neler yaşadınız?", "Okula hazırlıklı olmanız konusunda yaptıklarınızda ve yaşadıklarınızda kimler ya da hangi durumlar belirleyici oldu?" ve "Size göre ülkenizde *öğretmenin hazır olması* ile ilgili hangi kavram ya da kavramlar öne

çıkılmaktadır?" soruları sorulmuştur. Araştırmanın verileri, fenomenolojik veri analizi ile analiz edilmiştir. Fenomenolojik veri analizinde temel amaç, katılımcıların neyi (dokusal betimleme), nasıl (yapısal betimleme) deneyimlediklerini belirlemektir (Moustakas, 1994).

Araştırma verilerinin analizi ile Fransa ve Türkiye'de *aktiflik* ve *etkilenme* ana temaları kapsamında *hazırlık*, *destek* ve *işbirliği* başlıklarına ulaşılmıştır. Fransa'daki katılımcılar, *okulun hazır olması* yaklaşımı bağlamında ağırlıklı olarak *hazırlık* ve *destek* odaklı deneyimler yaşarlarken; Türkiye'deki katılımcılar daha çok *hazırlık* odaklı deneyimler yaşamışlardır. Araştırma ile Fransa'daki katılımcıların tamamının ve Türkiye'deki katılımcıların büyük çoğunluğunun ilkokula geçiş sürecinde *hazırlık* çalışmaları yaptıkları belirlenmiştir. Fransa'daki katılımcıların genellikle seanslar, haftalık çalışmalar, dersler ve animasyonlar ile ilgili planlama; ses panosu, sabah defteri, akşam defteri ve üç boyutlu ders araçları ile ilgili materyal hazırlama çalışmaları yaptıkları belirlenmiştir. Türkiye'deki katılımcıların ise şarkılı oyunlar, tanışma oyunları, hikâye derleme, mektup vb. etkinlikler hazırlayarak planlama ağırlıklı *hazırlık* çalışmaları yaptıkları belirlenmiştir. Fransa'daki katılımcılardan farklı olarak Türkiye'deki katılımcıların sınıf süsleme, yaka kartları ve hediye hazırlama gibi daha çok okulun ilk günlerine yönelik *hazırlıklar* yaptıkları tespit edilmiştir. Ayrıca Türkiye'deki katılımcılardan bazıları sınıf listelerini okullar başlamadan önce temin etmiş ve öğrencilerin sağlık durumları hakkında bilgi edinme amaçlı çalışmalar yapmışlardır. Fransa'daki katılımcıların *okulun hazır olması* bağlamında bazı kurumlardan (Canopé, IUFM, ISFEC) destek aldıkları ve eğitim akademisi çalışanları ile işbirliği yaptıkları görülmüştür. Fakat Türkiye'deki katılımcıların *okulun hazır olması* bağlamındaki deneyimlerinde veli, anasınıfı öğretmeni, rehberlik öğretmeni, okulun birinci sınıf okutan diğer öğretmenleri gibi kurum içindeki bireylerle etkileşime girdikleri tespit edilmiştir. Araştırma ile Türkiye'deki bazı katılımcıların ilkokula geçiş sürecinde *hazırlık* yapmak için yeterli zaman ve fon bulamadıkları belirlenmiştir. Fransa'daki katılımcıların ise ilkokula geçiş sürecinde herhangi olumsuz bir deneyim yaşamadıkları tespit edilmiştir. Fransa'daki katılımcılar *öğretmenin hazır olması* ile ilgili olarak Eğitim Bakanlığı'nın internet adresi (education.gouv.fr), *bakanlık bülteni*, *Canopé*, *eğitim müfettişi*, *deneyim*, *IUFM-ISFEC*, *pedagojik danışman*, *Magister* ve *seans* kavramlarını sıralamışlardır. Bu kavramlar, Fransa'daki katılımcıların *okulun hazır olması* bağlamında *hazırlık* ve *destek* içerikli deneyimler yaşadıkları sonucunu destekler niteliktedir. Türkiye'deki katılımcılardan ise *öğretmenin hazır olması* ile ilgili *plan*, *etkinlik hazırlama*, *diğer öğretmenler*, *veliler*, *mesleğini sevmek*, *motivasyon*, *okul yönetimi* kavramlarına ulaşılmıştır. Fransa'dan farklı olarak *öğretmenin hazır olması* ile ilgili kavramlarda Türkiye'de herhangi bir kurumsal yapı öne çıkarılmamıştır.

Elde edilen sonuçlardan hareketle araştırmada bazı öneriler geliştirilmiştir. *Okulun hazır olması* bağlamında Fransa'da yapılacak araştırma ve uygulamalarda *öğretmen hazırlıkları* ve *öğretmenlere yönelik destekler* başlıkları öne çıkarılabilir. Fakat Türkiye'de bu konuda yürütülecek araştırma ve uygulamalarda *öğretmen hazırlıkları* başlığı yeterli olabilir. Türkiye'deki ilkokullar, *okulun hazır olması* kapsamında fon ve planlama açısından daha çok desteklenebilir. Ayrıca Türkiye'de ilkokulun ilk sınıflarını okutacak öğretmenler, ilkokula geçiş sürecinde okulun yakın çevresi ile işbirliği yapma konusunda daha fazla teşvik edilebilirler. Son olarak farklı ülkelerdeki öğretmenlere yönelik mesleki gelişim kurumları, ilkokul öğretmenlerine *öğretmenin hazır olması* bağlamında sundukları destekler ve hizmetler açısından incelenerek bu kurumlarda öğretmen gereksinimleri doğrultusunda sunulan destek ve hizmetlerde uyarlamalar yapılabilir.