



Curriculum Analysis – Turkey

Pre-primary	
Introductory overview	<p>Pre-primary curriculum was drawn up taking into consideration the period between 48th and 66th months in which the children’s development is fast. Since the education in this period will create a readiness for the further period, the quality of the education environment provided plays an important role. The curriculum is based on developmental approach and activity-based teaching is adopted. For such purposes, a sample activity aimed at an attainment for each competence field has been prepared. The activities are based upon student-centred approach where the main objective is to ensure active participation of the children, and to lead them to become questioning and producing individuals.</p> <p>The vision of the curriculum is to contribute to the cultivation of happy and productive individuals who enjoy exploring and discovering, express their emotions and thoughts, give importance to family and friendship relationships, know how to share, and protect the nature and environment.</p> <p>The basic goals of the curriculum are to provide the child with self-care skills in order to secure his or her social, emotional, language, cognitive and motor development; to exhibit attitudes appropriate to individual differences among children; to raise feelings of love, respect, cooperation, responsibility, tolerance, helping and sharing; to gain sense of self-control that also involves self-respect and love; to create a playground where the children can express themselves and learn how to respect their peers; to gain the ability to recognise others’ emotions; and to provide creative and critical thinking and communication skills.</p> <p>The kindergarten curriculum adopts the principle that acquiring skills in cognitive, social and physical fields such as gaining independence from parents, learning social roles, adaptation to the school and bringing out potential can only be possible in an appropriate learning environment. For such purposes, the children should involve in such activities that will address their needs such as self-acceptance, developing self-esteem, building the concept of self-identity, satisfying curiosity, expressing dreams and dreams, etc.</p>
Goals and expectations	<p>Adapting to school and environment, developing positive attitude towards learning environment and learning itself, knowing oneself and enhancing self-development, developing interpersonal relationships, gaining awareness and compassion with respect to family and society, developing knowledge and skills for a healthy and safe life, distinguishing professions, and developing awareness regarding the place and importance of the professions in human life.</p> <p>Counselling services for pre-primary children organise all activities in a way to contribute to the development of the child by communicating with the child’s family, school management,</p>



	<p>teachers, school staff, friends and the immediate surroundings. Developmental counselling focuses on the personal development and individual potential of students; however, that does not mean that their academic achievements are not taken into consideration.</p> <p>There are many attainments associated with the children’s socio-emotional development that are intended to be provided to them. The children are encouraged to recognise the things existing in their surroundings such as their homes, to name their school and the place where they live, to tell what they see in their surroundings, and to become familiar with their teachers and other employees in the school. They reveal their feelings about school and realise that they are a part of groups within the society such as class. They know the rules and know why they have to obey these rules. They play group games that will gain group perception and respect for others, and during these games, they act in accordance with the rules. They explain why they should follow the directions given during lessons. They make an effort to get what they want, and know the importance of success. They realise the importance of learning new things. They recognise the importance of doing things as an individual as in the case of a group. They take responsibility and they do their chores. They express their feelings and thoughts about the school comfortably. They tell personal traits that identify themselves. They know their positive and negative aspects. They do not hesitate to exhibit their emotions in facing an event and know what emotions express.</p> <p>Moreover, under the heading of ETHICAL VALUES, the following goals are presented: They take responsibility in social environments such as home. They learn the importance of expressing themselves. They know and explain the importance of sharing. They learn that they can do something for others too by helping others. They accept individual differences, and know how to show respect for them. They appreciate others and know the importance of playing with their peers. They respect others’ personal space and know when to say “no”. They can share their own feelings with others. They strive to solve problems in everyday life and they give importance to communication. They express the importance of friendship. They know the values of the society they are in and they follow them. They know the importance of mass media for people, and they know the problems they may encounter in daily life. They know from whom and where they may ask for help in case of emergency. They explain the activities that they love and they are excel at. They tell the professions of their parents and relatives and introduce them at a simple level. They tell what they want to be when they grow up and they recognise occupations.</p>
<p>Topics and themes</p>	<p>The “Honey Comb” model adopted within the scope of this curriculum has seven competence areas: 1) Adaptation to the school and environment; 2) Educational development; 3) Self-acceptance; 4) Interpersonal relationship; 5) Family and society; 6) Safe and healthy life; and 7) Professional development. With this model, it is aimed to achieve and raise awareness among children regarding the adaptation to school and environment, educational development, self-acceptance,</p>



	<p>interpersonal relationship, family and society, safe and healthy life, and professional development. These seven competence areas also constitute the subjects of the program activities of the counselling service. Activities to be made or stories to be read with the groups in classes are selected from these topics. 7</p> <p>Areas: Adaptation to the school and the environment contributes to the socialisation process of the child, who leaves his or her parents for the first time. Educational development enables the child to work independently, to act independently, to develop a positive attitude towards learning, and to learn what he or she needs to do as an individual to achieve success. Self-acceptance aims at allowing the children to have several characteristics such as to recognise their strengths and personal traits need to be strengthened, to be able to do their own work, and to realise their individual differences through this competence area which was identified to develop positive self-awareness, and to develop and support emotional and social skills. Interpersonal relationship aims to develop certain skill such as importance of communication, communication rules, empathy, sharing, knowing peers and playing games together. Family and society aims to develop certain skills such as achieving awareness regarding society, realising the individual duties and responsibilities as a part of family and society, and achieving democratic attitudes. Safe and healthy life is aimed to ensure that children acquire necessary knowledge and skills for a safe and healthy life as well as know what to do for a healthy life and the things to be done in case of emergency. Professional development is aimed to allow children to know professions, to develop positive attitudes towards the professions, and to develop awareness regarding the place and importance of the professions in human life.</p>
<p>Recommendations</p>	<p>Considering the fact that stages of education are interdependent and therefore, what is gained in the lower level directly affects the attainments in the upper level both in the positive and negative way depending on the level of attainment in the lower level, the curriculum emphasises how effective the activities in the period of 48 to 66th months are in the pre-primary education. It is noteworthy that the subjects and attainments that particularly support the Social and Emotional Skills and values education are often included in the curriculum. It is also seen that seven competence areas have been established in order to ensure that the students get these proposed priorities. The curriculum should be supported by providing the practicing teachers with teacher trainings and lesson plan samples through open resources so that teachers are supported.</p>



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Primary School curriculum	
Goals and expectations	<p>The Ministry of National Education determined “Values Education” as one of the main subjects of the curriculum within the renewed programme in 2017. Below is the written statement that has been made to the public, which shows how the renewed programme gives importance to the “Values Education”.</p> <p><i>“Whether a person has national and universal values or not really depends on how they internalise values education. For this purpose, any individual should cognitively recognise how moral values positively affect individual and social life, distinguish positive values from the negative ones and question the rules. This is possible if they associate social problems or needs to groups, institutions and social organisations, appreciate how their actions impact themselves and the environment, justify their actions, know and internalise historical, national and sentimental values, explain and interpret events happening around them. Besides, thoughts and attitudes like caring, having and developing moral values, being eager to show exemplary attitude and to get to know different cultures, taking responsibility to care and develop the values that support people to live together, paying attention to live friendly and fraternally, being sensitive to people’s needs, being able to control their own feelings are all directly connected to the development of emotional skills. Also, people can improve themselves in adopting rules that are appropriate to human values, giving importance to come up with solutions that are appropriate to human values, being sensitive to adopt and protect cultural heritage, sharing materially and spiritually, paying regard to the family and to the unity of the family, and trying to strengthen it. (MEB, 2017, p.8)”</i></p> <p>When analysing the programme of primary education (age group of 7-10) in Turkey within this context, the objectives of Social Studies and Social Sciences lessons can be listed as follows: <i>justice, giving importance to the unity of the family, taking a democratic attitude, environmental consciousness, being sensitive to the cultural heritage, independence, being scientific, industriousness, solidarity, rightness, friendship, honesty, aesthetics, confidence, tolerance, compassion, hospitality, self reliance, sharing, patience, respect, love, responsibility, patriotism, being faithful, conscientiousness and helpfulness.</i></p> <p>Within the programme of primary education, the values are associated with social and emotional skills. For example: <i>Distinguish the similarities and differences between self and peers - Take part in the process of setting up classroom rules - Get help from the school workers, when necessary - Be kind when communicating with others - Be enthusiastic about taking responsibility for school activities – Show empathy towards those with different characteristics – Take responsibility for own attitudes and behaviours in own family and school life, etc.</i></p>
Topics and themes	Within the Turkish lessons (for the age group of 7-10), the values



	<p>are conveyed through written text on the various themes and topics. This is why the values are easily recognised in the primary education programme for Turkish lessons, under the title of “Themes and Topics in Class Level”.</p> <p>The values that are included in the programme are listed below: <i>friendship, giving importance to the unity of the family, justice, faithfulness, equality, freedom (independence), loyalty, compassion, confidence, respect, love, tolerance, patience, sharing, unity, helpfulness, keep one’s word, industriousness, honesty, generosity, kindness, modesty, hospitality, conscientiousness, being sensitive to the historical heritage, courage, devotion, patriotism, responsibility, collaboration, neatness, self-confidence, etc.</i></p> <p>Apart from the values above, almost all the themes and topics in Turkish lessons can be related to values. Therefore, we can say that the content of the Turkish Lesson Curriculum is enriched with values. Some examples of the themes and subthemes are written below:</p> <p>THEME: Moralities SUBTHEMES: Friendship, loyalty, faithfulness, compassion, confidence, respect, love, tolerance, patience, sharing, unity, cooperation, friendship, keeping one’s words, industriousness, honesty, generosity, kindness, modesty, hospitality, conscientiousness, etc.</p> <p>THEME: Citizenship Consciousness SUBTHEMES: Equality, freedom, responsibility, sense of mission, justice, superiority of law, study, production, sharing, cooperation, value of labour, tax awareness, consumer awareness, etc.</p> <p>In the Social Studies lessons, for the age group of 7-10, the objectives of values and social emotional skills are mainly seen within the themes “Life At School” and “Life At Home”.</p> <p>In the Social Sciences lessons, for the age group of 10+, the objectives of values and social emotional skills are mainly seen within the themes “Person and Society” and “Active Citizenship”.</p>
<p>Recommendations</p>	<p>The programme of primary education not only gives importance to the objectives of the academic content for the age group of 6-10, but also to the values education and social emotional skills. When the programme of primary education in Turkey is analysed, it becomes obvious that all lessons, implicitly or explicitly, include social emotional skills and values. These skills are mainly recognised in the Social Studies, Social Sciences and Turkish lessons, especially through the reading of texts and themes.</p> <p>It is believed that the renewed programme should include clearer instructions about when and how the implicit objectives are going to be applied in the lessons. Thus, the terms that are mainly abstract, would be more beneficial and effective for the age group who are in the concrete operational stage. Also, a guide is needed for the teachers about how values education and social emotional skills can be applied in the lessons.</p>