

A WOMAN COORDINATOR IN AN EARLY CHILDHOOD EDUCATION CENTER:
A CASE STUDY ON DEFINING LEADERSHIP BASED ON FEMININE PERSPECTIVE

YAĞMUR SEVEN

BOGAZICI UNIVERSITY

2014

A WOMAN COORDINATOR IN AN EARLY CHILDHOOD EDUCATION CENTER:
A CASE STUDY ON DEFINING LEADERSHIP BASED ON FEMININE PERSPECTIVE

Thesis submitted to the
Institution for Graduate Studies in the Social Sciences
in partial fulfillment of the requirements for the degree of

Master of Arts
in
Primary Education

by
Yağmur Seven

Boğaziçi University

2014

Abstract

Yagmur Seven, “A Woman Coordinator in an Early Childhood Education Center:
A Case Study on Defining Leadership Based on Feminine Perspective”

The purpose of this study is to understand how a woman coordinator in an early childhood education center defines the concept of leadership by describing her roles and responsibilities. Considering the purpose, a descriptive case study was used as a research method. Data were collected through an in-depth semi-structured interview, detailed observations, field notes, and audio taped voice recordings of conversations, mostly with the coordinator. Data were coded under the two main categories that are: knowledge as power and relationship. There were two sub-categories under the category of relationship: web of inclusion and life balance. Catalytic leadership, distributed leadership, and adaptive work constituted the main category of knowledge as power. In a relationship with the current leadership theories, expert and legitimate power sources were determined in the leadership style of the case. Moreover, determination to present masculine and feminine types of leadership was linked with the people she interacted with and the situation she was in. Despite attempts to distribute responsibilities and tasks in the early childhood center, the power distribution among stakeholders could not be sustained by the coordinator.

Tez Özeti

Yağmur Seven, “Bir Okul Öncesi Eğitim Kurumunda Kadın Koordinatör: Feminin Bakış Açısından Liderliğin Tanımlanması Durum Çalışması”

Bu araştırmanın amacı, bir okul öncesi eğitim merkezinde çalışmakta olan bir kadın koordinatörün liderlik özelliklerinin; sergilediği rollerin ve görevlerin incelenmesiyle ortaya çıkartmaktır. Bu amaçla tekli durum çalışması yaklaşımı kullanılmıştır. Araştırma verileri okul öncesi eğitim kurumunda gerçekleştirilen uzun süreli gözlemlere, yarı yapılandırılmış sorularla, uygulanmış görüşmeye, saha notlarına ve gözlem sürecinde kayıt altına alınmış görüşmelere dayandırılmıştır. Bilginin güç olarak kullanılması ve ilişkiler iki ana kategori olarak belirlenmiştir. Katalizör liderlik, paylaşımcı liderlik ve uyum çalışmaları bilginin güç olarak kullanılması kategorisini oluşturmuştur. İlişkiler ana kategorisi altında dahil etme ağı ve hayat dengesi alt kategorileri yer almıştır. Alandaki çalışmalar ile paralel olarak kadın koordinatörün liderlik özelliklerinde uzmanlık ve yasal güç kullanımı gözlemlenmiştir. Feminin ve maskülen liderlik özelliklerinin her ikisinin de kadın lider tarafından kullanıldığı ve kullanma kararının görüşülen kişiler ve içinde bulunulan duruma bağlı olduğu tespit edilmiştir. Kadın koordinatörün güç paylaşımı çabasında olduğu ancak kurum paydaşları arasında bu paylaşımın sağlanamadığı görülmüştür.

ACKNOWLEDGEMENTS

I would like to express my deepest gratitude to my advisor, Assist. Prof. Mine Gol-Guven, for her continuous support, patience and confidence in me. At each step of my thesis, she was there to guide me with her caring, understanding and encouragement. I would never have been able to finish my thesis without her guidance.

I am grateful to Assoc. Prof. Fatma Nevra Seggie for her support throughout my study. I learned a lot from her about educational leadership.

I am also grateful to Assist. Prof. Devrim Guven, who was willing to make critical contributions to the enhancement of the qualitative research approach in the method section.

I would like to express my special thanks to my family for their encouragement, support and their confidence in me. They were always there to stand by me through the good times and bad.

I would like to thank all my friends all their understanding and supports.

CONTENTS

CHAPTER 1 : INTRODUCTION	1
CHAPTER 2 : LITERATURE REVIEW	5
Leadership	6
History of ECE and the Situation of ECE Leadership from.....	14
the Perspective of Occupational Segregation	14
Leadership in Early Childhood Education	16
Culture & Leadership	21
Female Leadership versus ECE Leadership	23
Technical Leadership in ECE.....	25
The Situation in Turkey.....	28
The Framework of Women Coordinator as.....	31
Leader in ECE Settings	31
CHAPTER 3 : METHOD	34
Factors Leading the Researcher	34
Process of Starting the Research	38
Research Method	39
Selection and Description of the Case.....	40
Data Collection.....	46
Analysis and Coding	50
CHAPTER 4 : RESULTS	53
Knowledge as a Source of Power.....	61
Relations.....	104
CHAPTER 5 : DISCUSSION AND CONCLUSION	134
Discussion and Conclusion	134
Suggestions for Further Studies	143
Limitations	144
APPENDIXES	146
Appendix 1: Interview Questions.....	146
Appendix 2: Consent Form for the Case	149
REFERENCES	153

DIAGRAMS

Diagram 1. Categories of Literature Review	6
Diagram 2. Transformation of the research question.....	34
Diagram 3. Sample of how interview questions took their shape.....	41
Diagram 4. Coding list of Analysis.....	46

FIGURES

Figure 1. Women Manager as Leader in ECE Settings	27
Figure 2. Mrs. Kutman's and Buket's Office Plan	37
Figure 3. Early Childhood Education Center Garden Plan	38

TABLES

Table1. Female Leadership versus ECE Leadership.	20
Table2. Features of indirect participants.....	40

CHAPTER 1

INTRODUCTION

In the ‘Double Bass’ play of Patrick Suskind written in 1980’s Germany, the main and only actor makes critical assessments about the history of music. He mentions legendary musicians and composers like Mozart, Wagner, Beethoven, Richard Strauss and others. However, in the middle of the play, the actor stays silent and thoughtful. Then, he starts to criticize women in music. “In any case, women play a secondary role in the music. I mean in the creative music, as a composer. They play a secondary role. Or, do you know any famous women composers? Have you ever thought about it? Please, start to think about it...” (Suskind, 1984, p. 26). All people in the theatre saloon stay silent because they do not have any answer to this question. Then, the actor continues to speak about other issues in music after putting emphasis on women’s secondary, not leadership role in music.

When we consider the area of education, is this the same case? Are there perceptions of people regarding women not being able to show leadership traits? In other words, are women imposed upon not to show leadership features and stay in the follower position as a “secondary role?” In the book titled “Pedagogies of Resistance,” written by Crocco, Munro, and Weiler in 1999, six women education reformists, who lived between the years of 1880 and 1960 in the USA are mentioned. They are Jane Addams, Ida B. Wells, Elizabeth Almira Allen, Marion Thompson Wright, Helen Heffernan and

Corinne Seeds. The significant common feature of these six women reformists was their strong belief in resistance against a system that naturalizes the oppression of women. They decided and practiced putting women's ways of being leaders into the education area. These women were leaders of the first wave of feminism after World War II (all of them – I thought the range of years was 1880 -1960) with their beliefs in the power of education for social reform. They used cooperative methods by opening spaces for contributions of all colleagues and partners rather than grasping and exposing power. Even though they received limited credits for their success, their strong beliefs in advocacy of education led them to find their unique styles of leadership by influencing people around them. Is it still the same case in the current world?

To understand the unique ways of women's leadership, Gilligan (1982) gave us essential clues about the way of thinking and the reality of the women's world perspective in her book titled "In a Different Voice". Based on in depth interviews with 54 women, Gilligan pointed out that women have "different ways of imagining the human condition, different notions of what is value in the life" (Gilligan, 1982, p.21). Obviously, when Gilligan pointed out women being different, she did not mean that women are different from men. Rodd (1998) also opposed to the idea of comparing men and women, claimed meaninglessness and uselessness in such an act. She stated that comparing leadership styles of men and women, praising women and criticizing men negatively are not helpful statements. Rather than comparing and putting emphasis on differences, shedding light on the reality from the perspective of women and presenting them as they are, are the main points of the current research. Additionally, this research does not have a target of constructing categories between men's and women's leadership

features, but focusing on revealing and describing leadership characteristics of women. Doing this in the early childhood education area as a woman's premises to find out about women's leadership characteristics in such a female dominant environment without any pressure to behave manlike was predicted to reveal unique female leadership.

Female dominance in early childhood education was critically explained in the book of Robert Myers "The Twelve Who Survive." In this book, the arguments of skeptics toward early childhood education (ECE) were discussed. One of the arguments was to claim that early childhood education was unnecessary since "it is a mother's job" (Myers, 1995). Skeptics were rejecting ECE because it is a way of eroding the traditional mother concept. In other words, ECE is seen as a duty of women who gave birth. That is why the mono gendered dominance of the ECE workforce becomes a normalized situation. According the National Education Statistics of Turkey (2013), 96.228% of early childhood education teachers in Turkey are women.

According to Kagan (1994), ECE being a highly feminized field creates a unique culture. This culture consists of a variety of personal characteristics, traits, styles, behaviors and strategies, caring relationships, content-knowledge, and intimacy. Determining unique leadership models for ECE provides professional improvement and accountability by the contributions of colleagues and individuals having interest in ECE. Rodd (1997) claimed that ECE urgently needs efficient, skilled and effective early childhood leaders to meet the needs of children, to assist those adults who are concerned with the care and education of young children, to develop professionally by learning on

the job, to learn to work as a member of a team, and to respond positively to ever constant demands for change.

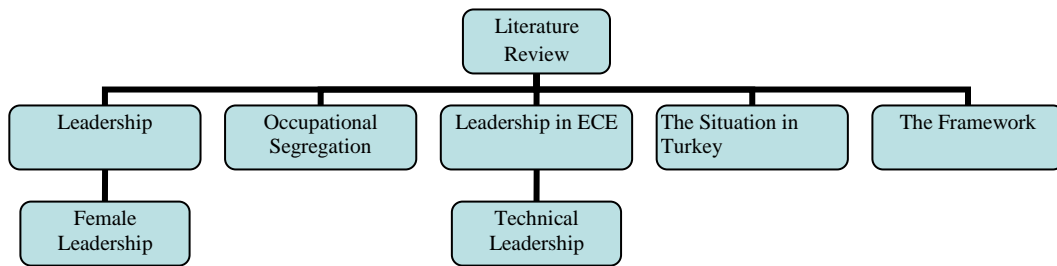
In a female dominated, but masculinized leadership theory surrounded area (Kagan, 1994; Hard & Jonsdottir, 2013), how do women coordinators in ECE settings become effective leaders? Do they need to confirm a traditional male stereotype model of leadership? Or do they need to create a feminine way of leadership? What kind of leadership do ECE settings need? What kind of leadership attitudes should women coordinators of ECE settings perform? Hence, in order to find answers to these questions, the purpose of this research is to reveal women coordinators' unique way of leadership by doing an in-depth study in an early childhood setting.

CHAPTER 2

LITERATURE REVIEW

In order to deepen the understanding of women's leadership in the early childhood education area, studies, findings, articles, books were read and examined by the researcher. Access to articles and concept notes written mainly between 1999 and 2013 were reached by detailed searches in ERIC, Jstor, Tubitak-Ulakbilim and Taylor & Francis online Journals databases. Leadership, women, female leadership, early childhood education, pre-school education was the keywords written while searching for articles. Additionally, the researcher reached a range of resources by attending various courses named as history and theories in early childhood education, advanced theories in early childhood education, introduction to sociology, and lastly leadership and education courses. As a result of analyzing, rephrasing and combining the information from the literature, the framework of `Women Coordinator as Leader in ECE Setting` was developed by the researcher. In the literature review section, arguments, theories and information directing the researcher are explained in a detailed way under a number of sections. (See *Diagram 1*)

Diagram 1. Categories of Literature Review



Leadership

‘Common knowledge’ tells us that leaders are born rather than made; that they have charisma, a hero quality; and that they have particular features such as intelligence, imagination, emotional adjustment, self-confidence, authority and good health.

‘Common knowledge’ is a product of trait theory perspective of leadership. According to trait theories, to be a leader, one should possess such kinds of characteristics. In addition to trait theory, there are many different theories that try to understand leadership concepts. Contingency theory is another example of leadership theories focusing on an aspect of leadership. According to the Contingency theory, situations determine leadership style. The Contingency theory proposes that a particular style might be appropriate in some situations whereas other styles might not. Another powerful leadership theory is Transactional leadership, which puts an emphasis on the relationship between leaders and followers. The theory claims that this relationship is mutual and based on bargaining and persuasion. Also, Transformational leadership

claims that not only meeting needs of followers is sufficient but also leaders should elevate followers into higher needs like affection and belongingness (Heifetz, 1998).

Even though there are many theories intending to understand leadership concept, leadership is linked with many myths promoting a social construction of meaning which determines leadership roles and expectations (Pfeffer, 1977). Also, Heifetz (1998) mentioned that leadership is a value-laden concept. When the term leader is being used, it evokes expectations regarding features and abilities that we prize since it is about self-images and moral codes (Heifetz, 1998). Clark (2012) conducted a study with (a minimum three years experienced) move that 28 female coordinators working in early childhood education centers, who had a minimum of three years of experience. As a result of this study, Clark found that those early year practitioners were sometimes insecure in their 'leadership' roles due to pre-conceptions of what leadership consisted of. The meaning attributed to leadership became the problem rather than the leadership practice itself. Taking for granted assumptions that leadership is a male activity, so until recently, there are many studies focused on men leading to define the leadership by using the male style only (Bolman & Deal, 2003; Hard & Jonsdottir, 2013).

If leadership is fundamentally about power and power is about the ability to define situations with and for others then the exercise of power becomes the exercise of sense-making. Traditionally this has been the preserve of individuals (usually middle-class, white, Anglo-Saxon, men) who have power over others through command and control forms of leadership (Beeby & Grisoni, 2007, p.194).

Leadership is still defined as a male paradigm that leads to institutionalization of patriarchal masculinism, as Blackmore refers, which supports some discourses of

leadership over others (Blackmore, 1999). That's why to define leadership the concepts such as gender, social position and capitalism play a critical role to preserve the existing advantage of some over others (Hard & Jonsdottir, 2013). For example, in the study of Shein (1975), the characteristics linked with successful managers are attributed to men's ability but not women's ability by both men and women.

When some statistics are considered, men's power to claim the high positions in ECE seems astonishing. Based on Ministry of Education Statistics (2013), 68% of coordinators in preschool education are women. In other words, 32% of coordinators in ECE are men. In an area that 96% of the teacher workforce consists of females, the male percentage in the role of coordinator can be a sign to show the tendency of males to work in the high positions of ECE.

The good news is that research in the leadership area has made a shift from the individual, great man, and their features (Bales, Borgatta, & Couch, 1954), to distributed (Heikka & Hujala, 2013), catalytic (Clark, 2012), collaborative (Hard & Jonsdottir, 2013) and servant (Greenleaf, 1977) leadership models. In other words the autocratic, authoritarian, power assertive style is no longer acceptable to lead, but one should adopt a cooperative, democratic and consultative style in relation to people they work with (Rodd, 1997). Also, women academicians supported the shift in meaning of the leadership concept by defining it as a "service" rather than a symbol of power. According to them, rather than an ego-driven role, leadership should consist of regenerative power that collects, connects and regenerates (Hacıfazlıoğlu, 2010).

The bases of social power were theoretically examined and distinguished by French and Raven (1950) and confirmed by many empirical studies (Lunenburg, 2012; Aguinis, Nesler, Quigley and Tedeschi, 1994). According to them, there are five types of power bases. These are referent power, expert power, reward power, coercive power, and legitimate power. Referent power is the ability of a person to influence or convince others since they like, admire and respect this person. Expert power stems from a person's recognized knowledge, skills, and abilities. Reward power is a person's ability to influence others with a promise to provide them things they are eager to receive. Coercive power is rooted from punishment or a threat to punish. Legitimate power arises from a position of authority inside the organization (Lunenburg, 2012). Determining five power sources does not mean clear cuts between each of them. It is possible for one person (leader) to present all power sources at the same time or a combination of them. According to the study of Aguinis, Nesler, Quigley and Tedeschi (1994), these power bases are interrelated. For example, expert power for a person in the coordinator position probably leads this person to use legitimate power. Also, reduced expert power may result from using coercive or reward power. Referent power can be reduced by using the coercive power. Power bases of women leaders can be shaped based on a variety of variables including pre-determined assumptions of leadership and patriarchy.

Leader & Manager & Coordinator

In the literature, the distinction between leadership and management is underlined. On the basis, "not every manager is a leader. Leadership requires vision, sensitivity to others

and a level of excellence in all management functions” (Hearron & Hildebrand, 2003, p. 419). In other words, leadership cannot be limited to management. It means leadership is over and above a management role (Hay, 2008).

However in the early childhood education area, being owner, coordinator and leader of the setting can be handled by one person. Hence, expectations from a coordinator and leader and attitudes that they show to stakeholders can overlap each other.

Showing collaborative and compatible abilities rather than hierarchical and competitive skills, as traditional theories suggested, are valuable especially in the ECE area (Hearron & Hildebrand, 2003). The working team in early childhood education should feel empowered, confident and have skills to confirm the leadership (Hay, 2008). The nature of early childhood education requires becoming a team, sharing responsibilities and having a welcoming atmosphere in the settings. That is because, as Hay (2008) suggested, rather than the title of manager or director, which is seen as problematic, coordinator or head of center is approved in the early childhood educational settings since they imply the existence of a team. Hence, even though the literature contains many studies about leadership features of managers, due to the nature of the early childhood education area, the coordinator title was used within the whole text except literature analyzing managers.

Female Leadership

According to Heifetz (1998), the oldest leadership theory is the Great Man Theory that emphasizes the man leader figure only; women were not even seen as candidates of greatness, and it has extraordinary influence on other people and history. However, early childhood education is a female dominant area. Wise and Wright (2008) asserted that the early childhood field is developing a new and unique way of leadership that is built on feminist models. Hence, due to female dominance in the area of ECE, it might be a good idea to study women leadership in ECE.

Handy claimed that (as cited in Jones & Pound, 2008), women in leadership positions suffer to meet expectations attached to being a woman. According to Bolman and Deal (2003), the glass-ceiling prevents women from getting high positions since

- Stereotypes associate leadership with maleness,
- Women, more than men, must walk a tightrope of conflicting expectations,
- Women encounter discrimination,
- Women pay a higher price.

In contrast to common beliefs preventing women to reach higher positions, Karsten (1994) suggested that the feminist approach to leadership does not support the superiority of women to men or vice versa. However, it rejects the negative cultural bound images of women that are weak and incompetent.

During historical development of female leadership, weakness of expectation was seen. According to McIntosh (1983), there are four historical periods categorizing the leadership development of women.

- Period one is “Womanless Leadership,” which means women are invisible and only men can show leadership abilities. Before the 1950s, women should be “true women” with the domestic duties in the private life of men. Hence, they did not have much chance to show leadership abilities more than a hundred years ago.
- In the 1950s, period two started to affect leadership abilities of women. The period two, named as “Women as a Leadership Anomaly,” means women can be leaders, but have to correct some female features in order to be effective leaders like men. In this phase, Turock (2001) claimed that women accepted themselves as deviants, and to be successful they thought that they should play according to the rules of men.
- However, in the period three, which is “Women as Leaders,” with the contributions of Gilligan (1982) and Helgesen (1990), ‘women and men lead differently since their different’ understanding takes the role.
- In the last period, “Leadership Redefined and Reconstructed,” at the present time, values like responsibility, connection, inclusion and care are attached to women and which had been devaluated by common understanding, started to be seen as effective both for men and women leaders.

In order to understand leadership in early childhood education, which is the women dominated sector, the work of Gilligan (1982) on psychological and moral development of women suggested groundbreaking arguments. According to Gilligan, even though women and men are human beings, there are many differences in their understanding and representing of the world. Women define their identity through relationships of intimacy, care, nurturing, interdependence and connection. Women's perceptions of identity become their core values, bringing them into their leadership styles, which Gilligan called an "ethic of care and being responsible for the world."

With Helgesen's (1990) theory of "Web of Inclusion," leadership styles of the women in early childhood education can be explained. From the lens of diary studies, Helgesen found out that, women leaders prefer to be in the middle of things. According to Helgesen, leadership attitudes of women resemble a spider's web. With the radials and orbs, they are connected to those around them. Also, inclusion is the important component of the web that facilitates communication. This free-flow communication and information gathering provides leaders authority without hierarchy and a team approach, rather than being alone on the top. In addition to this, a web of inclusion allows women leaders to be close to their followers emotionally, and to support personal growth and self-fulfillment of followers.

Gilligan (1982) and Helgesen (1990) claimed that women understand and represent the world through unique strategies of leadership. Especially, in a women dominant area that is ECE, women can find a proper environment to represent their

world perspective by meeting it with a leadership concept. In this way, ECE became an area for women to explore, find and use their unique strategies of leadership.

History of ECE and the Situation of ECE Leadership from the Perspective of Occupational Segregation

In pre-industrial societies, the productive and household activities were not separated. Production was carried out at home or around and all members of the family could make contributions to production. After modern industry developed, the separation between household and workplace occurred. This division between household and workplace, with the progression of the industry, turned into the “public and private” spheres. While men were going to factories as individuals, women became symbols of domestic values. Tasks such as child care, maintaining the home and preparing food for the family become responsibilities of women. And, the idea that ‘women’s place is at home’ became common (Giddens, 2006).

There was a second external influence on women’s labor force, which was the First and Second World Wars. During the war years, women started to do the jobs previously regarded as “men’s jobs.” The underlying reason for this change was simple. Men had to fight for their nations and women had to fill places that men had left behind. After men had returned from war, they gained their jobs again. However, the division between public and private spheres had transformed with the entrance of women into working life (Giddens, 2006). Social changes have led to changes in roles and

responsibilities of early childhood practitioners including expansion of interest areas, such as management and leadership (Rodd, 1997).

The occupational segregation started to become apparent. According to Giddens (2006, p 757), there were vertical and horizontal divisions. “Horizontal segregation refers to the tendency for men and women to occupy different categories of job. For example women dominate domestic and routine clerical positions, while men are clustered in semi-skill and skilled manual positions” (Giddens, 2006, p. 757). The early childhood education area is an example of “horizontal segregation” of labor. Due to the gendered structure of the family, women are recognized as the first ones to be responsible for children. Thus, becoming a ‘substitute parent’ in the highly gendered workforce of early childhood education is expected from ‘substitute mothers,’ women (Dahlberg, Moss, & Pence, 2007). As a result of assumptions, the reproduction of gendered values becomes normalized. Hence, children and indeed adults, who are exposed to the highly gendered nature of the workforce in ECE centers, and the lack of gender awareness in most pedagogical work reproduces a powerful discourse about appropriate gender roles and relationships (Jensen, 1995)

“Vertical segregation refers to the tendency for women to be concentrated in jobs with little authority and room for advancement, while men occupy more powerful and influential jobs” (Giddens, 2006, p 757). Being a woman coordinator in ECE means crossing artificial borders of “vertical segregation.” Even though women can easily find socially accepted positions in ECE, women coordinators should consider if they engage in a feminine model of leadership, or if they shape their behaviors and attitudes to

confirm a traditional male stereotype perspective of leadership. Getting approval of people around them might only be possible by presenting stereotypically male attitudes. Hence, for a woman leader in ECE to reveal a feminine leadership perspective requires resistance towards stereotypes. Women can instigate their unique leadership features as ‘a community of human agents’ (Dahlberg, Moss, and Pence 2007). To me, also, ECE is a unique area to reveal women managers’ leadership abilities and to introduce a unique leadership concept welcoming equal opportunity for women and men leaders.

Leadership in Early Childhood Education

Traditional leadership theories that emerged from the business sector do not match with the demands of ECE leadership. For example, Kagan and Hallmark (2001) asserted that leadership in most traditional theories put a sole figure that is usually a male, like CEO. However, early childhood education needs cooperation, harmony, unity and flexibility to meet variety needs of children. Although there are some concepts of leadership that are universal to apply in educational settings like vision, courage, ethics, consideration of work culture, and productive work style (Kagan & Hallmark, 2001), many school leadership theories do not fit with the nature of early childhood education (Muijs, Aubrey, Harris, & Briggs, 2004; Thornton, Wansbrough, Clarkin, Aitken, & Tamati, 2009). According to Muijs (2004), the discrepancy between school leadership and ECE leadership stems from the complexity of early childhood settings, which is characterized

by a greater diversity of organizations and institutions than in the school sector. Briefly, the unique nature of ECE needs specialized leadership theories.

Leadership is an essential factor improving effectiveness of school achievement in educational settings; however, there is a critical absence in the area of leadership in early childhood settings (Ho, 2010; Wise & Wright, 2012). According to Rodd (1998), the responsibility of leaders in early childhood education is not only ensuring the group moves towards its aims in order to provide a high quality program, but also ensuring the quality of life at work by considering the welfare of other people at work and keeping group morale high through building and sustaining constructive interpersonal relations. In addition to children, there are different stakeholders in early childhood education, such as teachers with different qualifications, parents with different expectations, and governments and politics with different aims. Hence, leadership in early childhood education is a subtle and unique amalgam of abilities, traits, motives, intentions and roles that is expressed in action to differences based on situations and circumstances (Rood, 2001). There are many unpredicted challenges that early childhood practitioners face.

Adaptive Work

According to Heifetz (1998), ‘adaptive work’ in leadership plays a critical factor. Heifetz (1998) defines ‘adaptive work’ as “not only meeting needs of followers but also elevate them” (p.24), by assessing reality and clarifying values. In others words,

leadership requires adaptive work to meet the unique and changing needs of followers by creating opportunities to empower followers. Aubrey, Godfrey and Harris (2012) analyzed what leadership means to the participants from 12 various early childhood school settings in Midland in the USA. They surveyed 200 staff and interviewed with 12 school coordinators, conducted group interviews with other staff and recorded daily practices in schools. As a result of this process, they underlined that one leadership approach does not fit diverse parts of early childhood education and concluded that flexible leadership is indispensable for early childhood education. Hence, leaders in the ECE should be aware that they need to be ready for changes all the time (Jones, & Pound, 2008) and adapt to these changes. As Kagan and Hallmark (2001) asserted, not only more leaders, but also a unique definition of leadership for early childhood education is required to meet demands of ECE educators facing constant challenges is needed.

Catalytic Leadership

According to Clark (2012), a unique definition of ECE leadership should include being and leading as ‘a catalytic agent.’ Leadership as ‘catalytic agent’ requires accepting leadership as a social construct, being open to reconstruction and re-configuration and continuing exploration of the meaning of leadership throughout the years, to develop new ways of understanding. Clark (2012) conducted a study with the participation of 28 ECE school coordinators. In the study, she obtained data with

qualitative methods. The most striking finding from the study was the lack of confidence of participants regarding leadership concepts and abilities. Lack of confidence primarily stemmed from the fact that leadership requires an authority to be in charge and direct others. Rather than creating authority, being able to influence followers to lead new practices as a change agent is the key point of a ‘catalytic agent.’ According to Clark (2012), one of the core factors of being catalytic agent is understanding changes from the surface through the recognition of potentiality rather than imposing from above. The second one is bringing changes through small and incremental steps and understanding creative and dynamic processes instead of a set of attitudes and behaviors.

Collaboration

ECE leaders should be expert leaders and provide open spaces for collaboration between stakeholders of ECE. In other words, ‘adaptive work’ as ‘catalytic agents’ in the context of ECE requires collaboration to provide development. Collaborative leadership is defined as being receptive to the critical analyses of others with the view of nonjudgmental inquiry, assuming that new and unique developments can arise from dialogues between stakeholders, and such kind of collaboration can result in the reconstruction the participants’ view of reality (Hard & Jonsdottir, 2013). That is to say, collaboration is a strategy to meet the unique context of ECE settings. In order to apply this method, self-development of leaders is critical. ECE requires skillful leaders who continue to learn about aspects of leadership to empower themselves, others and the collective capacity of the group (Hard & Jonsdottir, 2013).

Distributed Leadership

Collaborative leadership requires interdependence between people in and around the ECE settings, which is one of the core elements of implementing ‘Distributed leadership’ (Heikka & Hujala, 2013). In contrast to the Great and Single Men Theory (Borgatta, Bales, & Couch, 1954), distributed leadership claims leadership can be applied in different contexts with the contribution of stakeholders into leadership phenomenon during the process and progress. According to Heikka & Hujala (2013), there are five core elements of distributed leadership in ECE settings. Firstly, multiple people should be involved in leadership. Secondly, focusing on leadership enactment rather than roles by people sharing leadership phenomenon is critical. Thirdly, interdependence between people contributing leadership enactment is an indispensable part of it. Fourthly, distributed leadership should be developed by placing importance on progress. Lastly, leadership’s main and ultimate aim should be the development in educational work. In addition to core elements, distributed leadership relies on creating a culture of learning by building relationships through the validation of professional expertise and empowerment of people and diversity. (Heikka, Hujala, & Waniganayake, 2012). Hence, distributed leadership is not only the interactive influence of members in an organization, but also the deeper level of interaction between members working through shared goals.

Culture & Leadership

According to Rodd (1998), it is important to realize that leadership is contextual phenomenon. In other words, leadership differs when it comes to meanings in various contexts and with different people. Nivala and Hujala (2002), Hujala (2004) developed a contextual leadership theory that explains a framework for leadership within unique contexts to ECE.

The main idea of the contextual leadership model is rooted from Bronfenbrenner's ecological theory. This model underlines the mission and substance of ECE within systems including the children, parents, childcare unit, local and state authorities, the whole society, and its culture. It addresses interactive influences of a micro to the macro system.

From the macro perspective, many of the theories in school leadership are developed in Western countries (Fitzgerald, 2003). According to Hallinger and Kenneth (1998), western methods of educational philosophies have been transferred to educational systems of foreign countries. Even though there are homogenization in the educational values and practices of different countries, the cultural differences create dilemmas in the application of educational systems and leadership. In other words, rather than trying to adopt a western type of school leadership theories into local early childhood education practices, creating theories respecting the nature of ECE and culture of ECE increase the effectiveness of leaders.

According to Tobin, Hsueh, and Karasawa (2011), culture affects our educational perspective, including preschool education. Culture is one of the most difficult phenomena to change. Hence, rather than attempting to change school culture depending on leadership perspectives transferred from Western cultures to Eastern cultures, adopting them based on the culture can impede possible contradictions. For example, in the research of Ho (2012), leadership practices in the two pre-schools of Hong Kong that are evaluated as excellent by the Educational Bureau were analyzed with qualitative methods. Ho (2012) claimed that early childhood education stress on decentralization of leadership is a model developed in Europe and Anglo-Saxon countries. However, Chinese ECE leaders and teachers are reinforced by patriarchal and traditional values of social structure. Because this model is adopted into the Chinese pre-school education system without critical considerations of culture, leaders holding traditional views are exposed to tension created by the dilemma between centralization and decentralization. Cultural differences and perspectives mainly determine the value to the issue of centralization and its application process.

Additionally, there are numerous academic studies examining the leadership features of women and leadership in early childhood education. However, these studies are mostly conducted in western cultures and examining issues affecting these cultures (Collard & Reynolds, 2005; Hallet & Siraj-Blatchford, 2013; Rodd, 1998). ECE Leadership dominated by women and the gendered workforce create a paradoxical relationship. Especially in patriarchal cultures, unique features of women ECE leaders can be restricted by the pre-determined status of women in society. “Turkey society is

undeniably patriarchal” (Arat, 1989, p.117). In patriarchal cultures, assuming supremacy of males’ power over females in diverse areas becomes a normalized social structure.

As mentioned earlier, the leadership concept is chiefly related with masculinity. Expecting women pre-school education school leaders to present female leadership features in a highly patriarchal society means undermining cultural effects into the leadership concept. A patriarchal society exercising power over women pre-school leaders can shape leadership features of women. Hence, culture and society at the macro level becomes an instrument in drawing women into leadership positions at the micro level (Arat, 1989).

Female Leadership versus ECE Leadership

By taking into account theories and a variety types of leadership, a table comparing and contrasting female and ECE leadership concepts was developed by the researcher. Terms mentioned in the literature review to describe female and ECE leadership features were cited into two columns. As a result of the comparison, overlapping and contrasting concepts between female and ECE leadership were realized. Hence, several overlapping concepts in Table 1 indicate the ability of women coordinators to create and develop their own and unique way of leadership in the ECE area.

Table 1. Female Leadership versus ECE Leadership

<i>Female Leadership</i>	<i>Leadership in ECE</i>
<ul style="list-style-type: none"> • Intimacy and Care (Gilligan, 1982) • Interdependence (Gilligan, 1982) • Connection with stakeholders (Gilligan, 1982) • In the middle of things (Helgesen, 1990) • Team approach (Helgesen, 1990) • Web of inclusion (Helgesen, 1990) • Creating areas to make a contribution by others (Helgesen, 1990) • Provide personal growth (Helgesen, 1990) • Self-fulfillment (Helgesen, 1990) • Community of human agents (Dahlberg, Moss, Pence, 2007) 	<ul style="list-style-type: none"> • Harmony, unity and flexibility (Kagan & Hallmark, 2001) • Adaptive work (Heifetz, 1998) • Catalytic agents (Clark, 2012) • Rather than creating authority, influencing stakeholders (Clark, 2012) • Knowledgeable (Hard & Jonsdottir, 2013) • Collaboration (Hard & Jonsdottir, 2013) • Distributed leadership (Heikka & Hujala, 2013) • Putting the importance on progress (Heikka & Hujala, 2013) • Group movements (Rodd, 1998) • Constructing interpersonal relations (Rodd, 1998) • Contextual (Nivalla & Huala, 2002; Hujala, 2004)

Overlapping concepts can be cited as team approach and group movements, web of inclusion, and establishing interpersonal relations. In order to support a team approach, group movements play a critical role. Also for web of inclusion, establishing interpersonal relations is an indispensable factor. Female leadership contributions into ECE leadership became apparent.

Nevertheless, there are some contrasting concepts between female leadership style and ECE leadership features. For instance, being knowledgeable is a part of ECE leadership, yet it is not mentioned in the literature of female leadership. Putting the importance on progress is another example that is not found in the female style of leadership. It may be because the features such as being knowledgeable or being progress-oriented are not expected from female leaders but expected from the leaders in ECE.

Expectations from women to show leadership abilities and their adaptation into ECE can result from the theories of leadership. However, women in the coordinator positions of ECE can shape their abilities to meet the needs of the area. Also, they can perform feminine ways of leadership despite dominant masculine leadership models.

Technical Leadership in ECE

Responsibilities of a leader in ECE cannot be reduced to technical job descriptions in leadership. Nonetheless, there is the fact that a leadership position requires doing some managerial work. For example, in Rodd's (1997) study done with 79 ECE professionals in UK; they ranked their main roles as:

- Managing and supervising staff (34.2%);
- Contact with parents and other professional agencies (22.4%);
- Staff support and development as well as mentoring new staff (15.8%);

- Managing the budget and organizing financial resources (10.6%); and
- Co-coordinating what is happening in the centre (10.8%).

The interesting point of these percentages is that although leadership was recognized as vital for change, progress and improvement, manager responsibilities took a higher percentage compared to leadership responsibilities. In another study (Heikka & Hujala, 2013) 164 (46 ECE leaders, 61 center coordinators and 57 teachers) participants, which consisted of 21 focus groups in Finland, were requested to divide ECE leadership responsibilities as primary and secondary. Primary responsibilities were described as quality improvement and pedagogical leadership. Primary responsibilities reflected the values and expectations of all stakeholders. In terms of quality improvements, defining goals and directions for ECE, creating structures for co-operation and providing sufficient resources for ECE were indicated. Ensuring the accessibility and supporting implementation were the criteria of pedagogical leadership. Daily management, human resources management, external relations and advocating ECE within the municipality were labeled as secondary responsibilities.

It is found that most time of ECE managers spend handling daily management work such as access and placement of children in ECE programs, finding substitute teachers, managing financial resources, center buildings and security and, at the same time, dealing with the challenges related to pedagogical leadership responsibilities at their centers. Even though primary responsibilities did not necessarily require priorities in the work of leaders, primary responses can be considered as the most essential, and secondary responses enabled the enactment of these responsibilities. In spite of the fact

that the distinctions between responsibilities were determined by Heikka & Hujala (2013), it is apparent that creating coherence between responsibilities can provide quality improvement and pedagogical leadership.

Rodd (1997) and Heikka & Hujala (2013) examined leadership responsibilities in the micro system of the ECE settings. When leadership of ECE were analyzed in a broader perspective, Kagan and Hallmark (2001) suggested five types of early childhood leaders' responsibility categories that are pedagogical, administrative, advocacy, community, and conceptual leadership. As a whole, these categories sustain effective leadership in ECE in a larger context. Kagan and Hallmark (2001) explained the details of these responsibilities as

- In the pedagogical leadership, leaders create a bridge between knowledge provided by researchers and academicians, and first hand experiences of practitioners. They should be conductive agents of new information for teachers, parents and the public in order to meet needs of young children.
- As an administrative leader, they need to cope with issues concerning budgets, personnel, hiring, staff development, community and family outreach, planning, and direct services to children and families with the organizational and communication skills. From the leadership perspective, they should go beyond these practices by sustaining vision, inspiration, structure and direction to meet quality needs of education.
- Advocacy leadership is a way of promoting early childhood education values and effectiveness with vision and long-term planning. Hence, being able to deal with

legislative processes and being able to understand needs and concerns of children, families, practitioners and community are key factors.

- As a community leader, they need to collect available services and resources to promote educational effectiveness to create links in the people that affect and are affected by early childhood education.
- Lastly, conceptual leadership considers society as a whole and sees early childhood education as a tool to push what it is to what it should be. Hence, they need a broader vision to trigger reforms and social movements.

The Situation in Turkey

In line with international literature, coordinators as leaders in the ECE and leadership attitudes of women are found complementary in the studies conducted in Turkey. Sag (2010) found that women primary school managers ensure the work in a school in their ways through friendly, tender, supportive and reliable methods. They have powerful human relations and communication skills. They are efficient to solve problems in the school, open to adapt to changes and create changes, and able to improve themselves in a way to change. They put importance on strong skills of school team members, rather than criticizing them negatively. Hence, they create a positive school atmosphere. In another study done with 162 preschool teachers, they evaluated their managers about leadership attitudes in ECE. The findings that in line of literature from world are creating and sustaining trust relation between stakeholders, giving feedback and guidance to teachers, supporting self –developments of teachers, being able to make

self-criticization and reflection, supporting to create a positive school culture, developing a welcoming atmosphere for the psychological and physical needs of teachers (Gurocak & Hacifazlioglu, 2012).

Also, like in many countries, being a teacher is defined as a ‘women’s occupation’ in Turkey (Celikten, 2004). However, the number of women increases when the level of occupation decreases in hierarchy and when children’s ages decrease (Tan, 1996). In contrast to being a teacher, being a manager in educational settings is not a ‘women’s area’ (Tan, 1996), especially for the managers of higher level educational settings.

Nergiz and Yemen (2011) found a contradictory result that although male employees working with women managers have partial satisfaction about them as making a peaceful atmosphere, having good performance, and contributing to the organization with their ability to motivate employees, they had negative assumptions toward women’s potential capacity toward leadership attitudes. These pre-assumptions may result in women’s internalized perceptions about leadership and withdraw them from managerial positions. In another study done with 424 teachers and 48 primary school principals (Selcuk, Yalcinkaya, & Uslu, 2013), there is a consistency between women school manager’s team leadership attitudes and the given importance on this issue by the school team. Perceptions toward women’s capabilities and expectations from them can shape their decisions and position in life. The “glass-ceiling” became an individual, organizational and societal obstacle for women to perform their capabilities (Selcuk, Yalcinkaya, & Uslu, 2013).

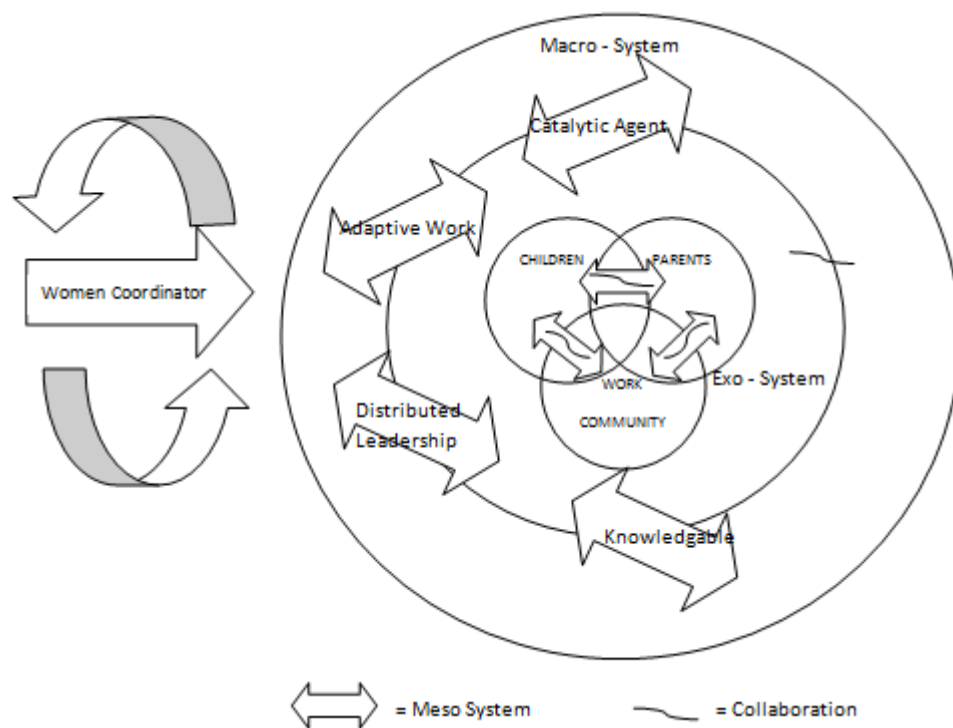
According to Tan (1996) women show reluctance toward being a leader in the education area. They can decide to be a teacher and that does not require changing women's place in the household. "Family, children and spouse' responsibilities" are the determinative factors for women to make decisions about their careers. Hence, since they are in the "work – family – self" triangle, restrictions about their careers can result in psycho-social problems (Nergiz & Yemen, 2011). Having a position in the ECE area can allow women to continue household practices like caring for children or elders and the home. Even though having a promotion means to men raising the status, for women, this status change forces them to change their living. That's why, as Sonmez claimed, a woman in a high position has to prove herself as a manager and has to show that she can work more than male managers at home and in the workplace (as cited in Celikten, 2004).

In the literature of women's leadership in Turkey, the reasons of women's depression in high positions can be listed as: assumed role of men as a leader in business and society, the norms that reject women's dominance over men, the expectation of women's failure in a leadership role due to the assumed sensibility of women (Tan, 1996; Celikten, 2004; TUSIAD, 2000). Even though working in the education area is recognized as the most proper occupation for women, women school managers are still a threat for the patriarchal ideology in Turkey (Tan, 1996).

The Framework of Women Coordinator as Leader in ECE Settings

From all the theories and arguments gathered from literature of women's leadership and leadership of ECE, the framework of 'Women Coordinator as Leader in ECE Settings' (See *Figure 1*) was developed by the researcher as a result of analysis and synthesis of all theories and arguments gathered from a detailed literature review.

Figure 1. Women Coordinator as Leader in ECE Settings



As indicated in the framework, women coordinators as leaders need to manifest four unique perspectives in the ECE area. These perspectives and responsibilities can be

listed as distributed leadership, knowledgeable leadership, being a catalytic agent and sustaining adaptive work. Thanks to these approaches, effective leadership features in four systems (micro-system, meso-system, exo-system, and macro-system); rooted from Bronfenbrenner's ecological framework, can be sustained. That is to say; women coordinators can reflect their leadership styles in all systems of ECE.

Leadership approaches of women coordinators can influence and be affected by all the systems and stakeholders in the ECE settings. The mutual interactions between stakeholders and systems should be sustained through reciprocal collaboration.

Children, family and work communities are the microsystems that women coordinators integrate and focus on. Women coordinators can directly affect stakeholders of the microsystem by parent meetings, preparing curriculum for children, and meeting with teachers. The interaction and collaboration between micro-systems create meso-systems. From the perspective of leaders, these interactions can be a vicarious ways to sustain coordination between stakeholders. For instance, facilitating interaction between parents and teachers or between teachers and children are in the meso-system. The exo-system is about the local community around the ECE center including health-care centers and other schools. Women coordinators can benefit from this system through pre-determining the ways and strategies to reach them. For example, determining ways to reach a health care center and having interaction with the staff working there is a way for women coordinators to have collaboration within the exo-system. The macro-system includes cultural and political effects on the leadership attitudes of women coordinators. The application of women leadership theories

developed in western cultures into non-western cultures has become problematic. The effects of culture and values on leadership styles can be an example of macro-system. Mismatches between theories and cultures can result in improper practices.

CHAPTER 3

METHOD

The Method consists of six sections. These sections are the factors directing the researcher to study on this topic, process of starting research, research method, selection and description of the case, data collection, data analysis and coding. In order to reach the essence of qualitative methods, describing the process development is a critical factor to enhance the comprehension of the readers. Hence, within this part, the steps during the research period are described chronologically and in a detailed manner.

Factors Leading the Researcher

The focus on leadership and women's issue rooted from my life directing me to ask questions about leadership and women. There were four fundamental factors in my life which canalized me to conduct this research; (a) my occupation as a pre-school teacher, (b) the Leadership and Education graduate level course, (c) courses taken – books read during undergraduate years and (d) my observations of female coordinators in ECE and primary school settings.

Firstly, my occupation played an essential role to determine my research topic. As a pre-school teacher working in a public pre-school classroom for three years, I realized that female coordinators as leaders present a different style of leadership in the

settings compared to male leaders and leaders in other educational settings. However, facing low expectations of people towards women in the ECE occupation lead me to question the `secondary role` of women into a leadership concept and the unique abilities of women to lead a group of people.

Secondly, readings in the `Leadership and Education` master's degree course provided me the opportunity to learn about historical the development of a leadership concept and its dependency on masculinity theories and approaches. Also during the course, with the critical readings, I had a chance to develop and discuss my questions about women and leadership with my colleagues and professor. The main question I developed during the course was, `If most of the leadership theories were relying on masculinity, how could women coordinators constitute their leadership features within these theories?`

Thirdly, books and articles that I read during my undergraduate years like `The Twelve who Survive` (Myers, 1995) gave me an essential baseline to criticize socially constructed labels attributed to women, leadership and ECE. In this way, my critical analyses regarding reasons and daily practice reflections of female dominance in the ECE started to emerge.

Fourthly, my observations and informal conversations with women pre-school and primary school coordinators gave me insight to compare - contrast theories, as well as information in the literature and real life strategies - features of women coordinators. I realized that they had unique strategies to establish interactions between teachers and other staff and their abilities to cope with daily and general issues in educational

settings. One of the most striking examples came from a female primary school coordinator who chooses to work in a managerial room with officers rather than a private room assigned to her. She explained the reason as, “I have much control in this room. I am close to events going on in the school. I am in the middle of everything. Staying in the private coordinator room poses formal relations. I am producing the intimacy in here. I am trying not to be the other in the school.” Another informal conversation that I had with a pre-school coordinator who was working as a teacher for years in the same setting invoked in me similar conclusions. For example, she told me that each morning she visits the classrooms to say good morning. Also, she said that she was asking teachers if there was a problem or a need, and she became present to spend some time with the children. My assumption of such practice was a way of keeping intimacy with children and teachers. In this way, teachers could be aware that the coordinator was there for each of them. Each of the coordinators that I met showed me one of their unique strategies that lead me to question the underlying reasons and application processes of these strategies.

Hence, my goal became to expand the understanding of women’s way of leadership by revealing and expressing their strategies in a discrepant, gendered-workforce area, early childhood education. Seen in this light, giving a detailed example and reflecting leadership experiences of women coordinators in ECE can provide a basis for contributions of a women leadership concept.

Thus, my approach as a researcher in this study is rooted from a feminist view as a theoretical perspective. A feminist view is a way of analyzing social conditions of

women from a critical perspective. Research from a feminist perspective should be aware of problems about power relationships between the researchers and researched. Rather than recognizing participants just as researched objects isolated from their everyday life, a “feminist perspective concerns with all aspects of social reality and all participants in it” (Stanley and Wise, 1983, 31).

Also, a feminist view supports subjectivity of information and positions the researcher as the subject of research who transmits her view of point, experiences, and values to the readers by expressing them. Hence, the researcher reflects as much as her ideas and opinions and also the researcher sustains a detailed explanation of each step, as well as decisions made during the research process in order to show subjectivity of data.

About the interviews, it is taken for granted that answers of female leaders could pose a risk to reach natural information. Coordinators could have a tendency to express socially desirable answers to the researcher that they have known only for a limited time. Also, female coordinators could act differently during observations. In order to reduce the effect of the presence of the researcher, the visits to the settings were accomplished when the researcher become a regular part of the setting. After initial contact had been established during the last week of March 2013, ten visits during eight weeks were carried out between 05.04.2013 – 05.06.2013. During this period, not only interviews, but also observations as research data-gathering methods were conducted. In this way, the researcher had a chance to analyze what participants claimed and what they did in their daily lives.

Process of Starting the Research

I started the research by following three pathways in order to understand women coordinators' leadership traits in pre-school education settings. One of the pathways was reading articles and books related to this topic. At the same time, I continued to meet with different women pre-school coordinators to understand their ideas and ways. Lastly, I shared my ideas and questions with my advisor and other professors, so that discussions provided me with the ability to produce various perspectives while initiating the research process.

At the beginning of the research process, initial contacts with two ECE coordinators were established. At the same time, articles in the literature review, 'In a Different Voice' (1982' Gilligan) and 'The Female Advantage' (1992, Rodd) were being read; these were books that were formerly determined as the main books making a contribution into the baseline of this research; lastly sharing and discussion of my questions with my advisor and other three professors began. The aim was to combine and utilize these three pathways at the same time and to follow a spiral but holistic perspective. Hence, I could have the opportunity to compare - contrast experiences of women coordinators and theories in conjunction with articles mentioned in the literature by discussing them with the professors of the area. Additionally, meeting with coordinators provided me a chance to observe ECE coordinators for the selection of the cases. Additionally, these contacts helped me to develop and reframe interview questions thanks to contributions of reflections, suggestions and stories of women

coordinators. In total, I met with eight women coordinators from public and private schools. During the conversations, I took notes and recorded our conversations. Lastly, each connection, interaction and discussion provided me another insight into the topic. With these different perspectives, my research question has taken its shape (See *Figure 2*).

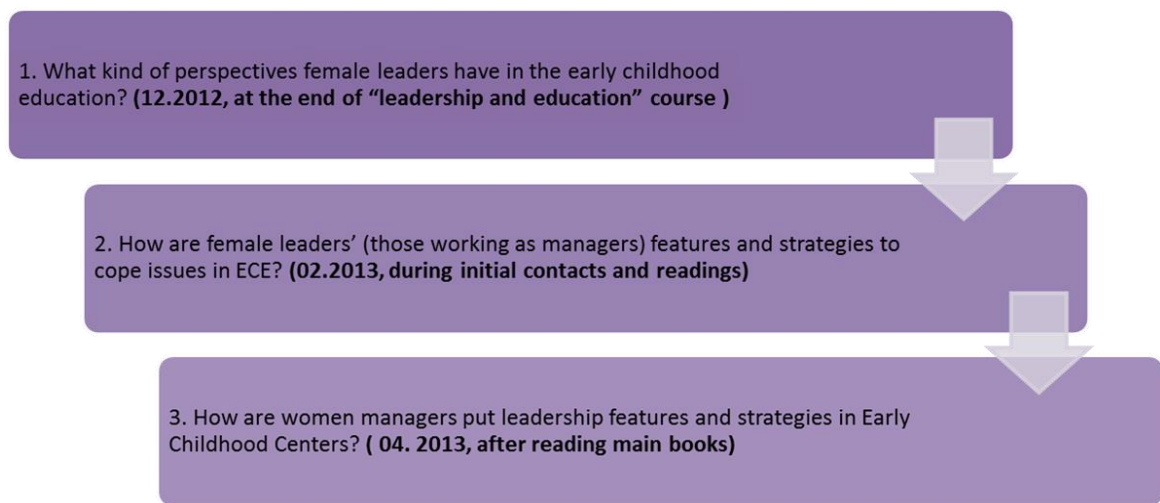


Figure 2. Transformation of the research question

Research Method

After being engaged in readings in the area, taking courses about leadership, having initial contacts and shaping up the research question, I have made a decision to follow a qualitative approach to undertake my research. I pursued through one of the methods of qualitative study, which is a single case study research method. The qualitative study tries to understand “how social experience is created and given meaning” (Denzin &

Lincoln, 2000, p. 10) by putting importance on “socially constructed nature of reality, the intimate relationship between researcher and what is studied, and situational constraints that shape inquiry” (Denzin & Lincoln, 2000, p. 10). Hence, at this stage, a qualitative approach might enable me to examine and understand female leaders’ features and strategies in their socially constructed natural settings with the interpretation of perspectives of the participants. As Creswell (2007) suggested, “a case study is an exploration of ‘bounded system’ or a case over time through detailed, in-depth data collection involving multiple sources of information rich in context” (p. 61). I have chosen to make observations in the setting and ask questions to the people to gain an understanding of women coordinators style of leadership. Adopting qualitative study techniques, such as interviews and observations allowed me to analyze female leadership roles, strategies and features in a bounded early childhood setting.

Selection and Description of the Case

Starting from initial contacts with women coordinators to gain an understanding of their perspectives about leadership, I had chances to meet with different women coordinators, and to know about their characters, traits and willingness to participate in this study.

In total, I met with eight women coordinators. I firstly accessed two women primary school coordinators with unstructured interview questions about leadership. Then, I had appointments with two women pre-school center managers to ask the first form of semi-structured questions. Lastly, I met with four women pre-school center

coordinators with the final forms of semi-structured questions. During the process, not only did I develop interview questions, but I also observed them, which gave me critical clues about their uniqueness to provide in-depth insights with the aim of this research.

According to Creswell (2012), the selection of the sample in qualitative research should be based on places and people that can best help the researcher to understand the main phenomenon. Hence, in this study, the selection of the case was executed based on the accessibility of the site, the accessibility of rich-information sources, the willingness of participants, and the characteristics of participants, such as gender and the amount of experience in the area of ECE.

At the end of having dialogues with all women coordinators, I concentrated on a single case that was recommended by a faculty member and which met all the criteria suggested by Creswell (2012). Focusing on a single case provided valuable information to reveal and shed light on the leadership experiences of a woman coordinator who is willing to share her experiences and accumulated knowledge. One of the rationales of deciding to conduct single case study is “capturing the circumstances and conditions of an everyday or common place situation” (Yin, 2003, p. 41). Aslı Kutman was selected as the case. She can be recognized as a typical case to be informative about the experiences of the average person. She has been the coordinator of a small private pre-school center for 17 years. She is 46 years old and graduated from the Department of Guidance and Psychology with a bachelor’s degree and received a master’s degree in the area of ECE. Also, she also had master’s degree on inhuman resources. She is divorced and the mother of two children.

My initial contact with Mrs. Kutman was by sending a message to her explaining who I was, the reason I was sending a message, who was the contact person and my request of organizing an appointment. She immediately answered my message by suggesting a date and time for an appointment. Her immediate response and acceptance my request of appointment created a positive impact on me.

On 05.04.2013, at 10.50, I rang the school bell at the garden door. Mrs. Kutman opened the door with a smiling face. She was waiting for me as we had scheduled. We entered her office, which is the outside of school building, but in the garden. Mrs. Kutman sat at her desk, and I sat on the closest couch to Mrs. Kutman's desk. Mrs. Kutman was sharing her office with Ms. Buket, who was the psychological counselor of the school (See *Figure 2*).

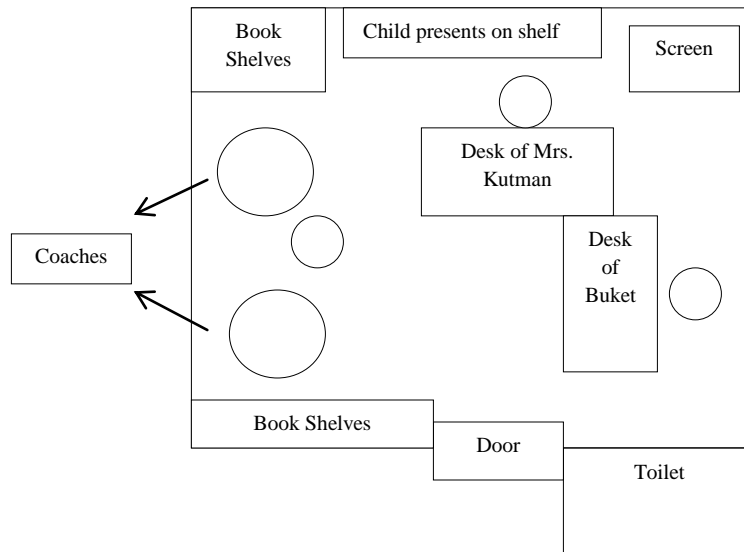


Figure 2. Mrs. Kutman's and Buket's Office Plan

Firstly, I received her permission to record our conversation. I generally explained my purpose of establishing a contact with her. The approach of Mrs. Kutman made me feel relaxed and valuable in the setting, since rather than asking my research question she developed a daily conversation with me. I explained my research topic as 'women and leadership.' After that, she immediately said that she wanted to be a part of this study. Then she asked me the number of women and schools participating in this study, and I explained to her that the study would be a case study with one sample. Even though we spent limited time together, she offered me the opportunity to attend a pre-scheduled parent meeting with her at 11:30. This was a quick and unexpected integration. Honestly, I felt the welcoming atmosphere she created and wrote in my notes, 'the atmosphere that I am in is very positive (Field Note, 05.04.2013). Then, with the permission of a parent, I attended their meeting and took notes. The welcoming atmosphere she suggested to me was the first reason for my decision determining her as the case. Her willingness to participate in the study, share information with me, and her effort to create areas to include me were the second reason. Her 17 year-experience and gender were the third reasons to select Mrs. Kutman and her school as the case. During the observation, our relationship developed to establish personal conversations and scientific based discussions in the field visits. That is also a sign of close interaction between us, which resulted from a trust relation constructed during the field trips.

The pre-school center of which Mrs. Kutman is the coordinator is in a silent, popular neighborhood of Istanbul. Due to green trees, the buildings in the garden are not able to be seen from the outside of the center. In the entrance of the center, there is a small name plate that people can see while passing on the street. In the entrance, there is

a two-storied building in the middle of the garden. In the right side of the building, there is a coordinator room constructed from glass and two additional rooms for kitchen and officers. In the garden, there is a playground, a coop, a large area for group activities and a small field for planting (See *Figure 3*).

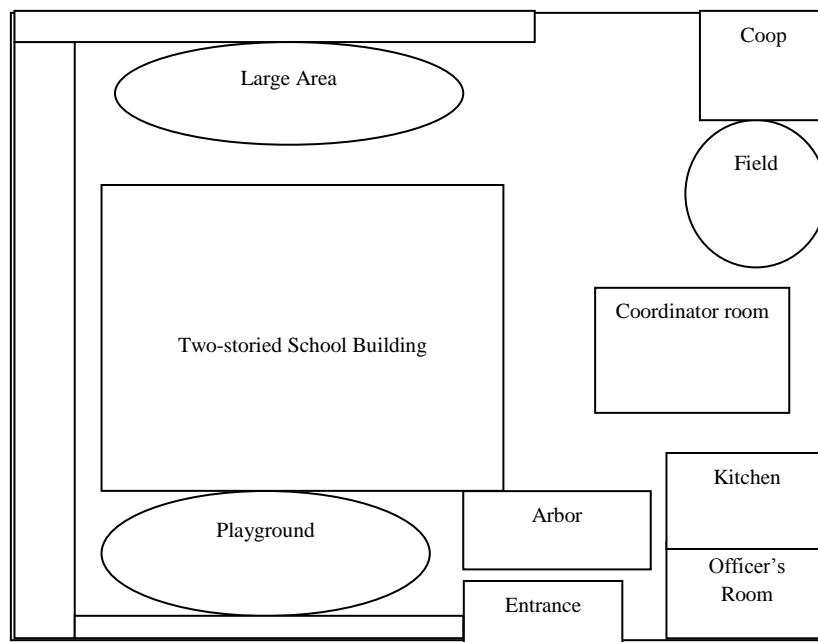


Figure 3. Early Childhood Education Center Garden Plan

For visitors and parents of the school, there is an arbor area where people can wait. The arbor and entrance of the school building are decorated with art materials that the children have created. Also, while waiting under the arbor, a visitor can listen to the sounds of animals from the coop.

The pre-school center staff consists of ten teachers, one counselor, one officer, two cooks, two cleaners, one janitor and two drivers. Except from the two drivers and one genitor, all staff is women. Only three teachers and a psychological counselor have a maximum of three year-experiences in the school. The rest of the staff in the school have experience between 6 -18 years. Except from Mrs. Kutman, Buket and a teacher who has a four-year university degree, most of the teachers graduated from a girls' vocational high school. Most of the teachers are between 22 -34 years old. Only Arzu is 44 years old, and Mrs. Kutman is 46 years old. In order to protect the privacy of participants, pseudonyms were used in the research. For the names mentioned in the text, detailed information can be found in Table 2.

Table 2. Features of indirect participants

Pseudonym	Position	Years in School	Graduation	Age	Gender
Buket	Psychological counselor	3 years	College graduate	28	Female
Efsun	Teacher	12 years	Girl's Vocational School	29	Female
Hale	Teacher	10 years	Girl's Vocational School	32	Female
Suna	Teacher	2 years	Girl's Vocational School	27	Female
Arzu	Teacher	16 years	Girl's Vocational School	44	Female
Ozge	Teacher	7 years	Girl's Vocational School	32	Female
Metin	Genitor	3 years	-	28	Male

Data Collection

In order to gather in-depth information from the main case, three main data gathering strategies were conducted during the visits, which were interviewing, observing and taking field notes, and recording daily conversations. Also, the researcher kept a diary as an additional data collection method.

Interview

In order to gather in-depth information from the case, interview questions were developed and conducted. I developed semi-structured interview questions with respect to conversations with pre-school women coordinators during the preliminary of research and literature review of the topic (Gilligan, 1982; Helgesen, 1995; Jones & Pound, 2008). From the beginning of the research, interview questions had transformed based on the reactions of participants and feedback of professors in the ECE department. In Figure 4, the transformation of the question about women coordinators' relationships with children is presented.

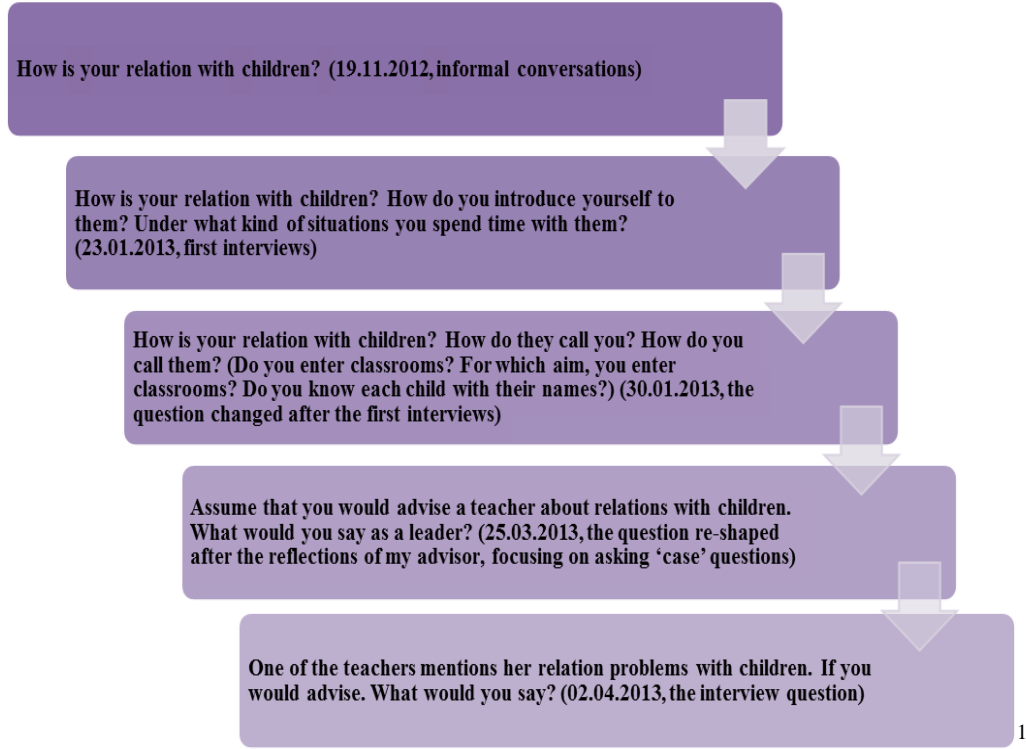


Figure 4. Sample of how interview questions took their shape

¹ Çocuklarla iletişiminiz nasıldır? (19.11.2012, gayri resmi görüşmede kullanılan soru)

Çocuklarla iletişimiz nasıldır? Onlara kendinizi nasıl tanıtırsınız? Ne gibi zamanlarda birlikte olursunuz? Örnek verir misiniz? (23.01.2013, ilk röportajlarda kullanılan soru)

Çocuklarla iletişiminiz nasıldır? Size nasıl hitap ederler? Siz onlara nasıl hitap edersiniz? (Sınıflara girip çıkar mısınız? Ne amaçla girersiniz? Tüm çocukları isimleriyle tanır mısınız?) (30.01.2013, ilk röportajlardan sonra değiştirilen soru)

Bir öğretmene tavsiye verecek olsanız, çocuklarla iletişimi nasıl olmalı? Peki, bir lider olarak? (25.03.2013, Danışman ile yapılan görüşmeden sonra değiştirilen soru, örnek olay soru formunda sorulmuş şekli)

Bir öğretmen arkadaşınız öğrencileriyle iletişim problemi yaşadığından bahsediyor. Ona tavsiye verecek olsanız ne gibi önerilerde bulunursunuz? Peki, bir lider olarak? (02.04.2013, Röportajda kullanılan şekli)

The final form of these 23 semi-structured questions consisted of five topics that are demographic information of participants, perspectives of participants on leadership, their perspectives and experiences on being women and its relation with their occupation and responsibilities, their relations with stakeholders in the ECE settings and their strategies to overcome daily problems that they face as the leaders of ECE settings (See Appendix 1).

Observation and Field Notes

I had visited Mrs. Kutman at least once a week until compiling a saturation of data. I had taken field notes and observed Mrs. Kutman during eight weeks, ten times. Each time I stayed with her three hours, took field notes and conducted informal interviews.

Also, I had been invited to a parent meeting, a meeting with blogger mothers and a series of parent trainings. Each time before participating in a meeting or training, I informed people attending meetings who I was and the intention of my participation. I presented myself as a master's student in the department of education in Bogazici University. Then, I asked their permission to take notes and record conversations.

While observing Mrs. Kutman and meetings, I tried to take notes about my questions to understand the underlying reasons of Mrs. Kutman's decisions and behaviors. In this way, I had chances to write down my questions developed from collected data and ask them during Mrs. Kutman's available periods. Additionally, my notes were about descriptions of the environment and atmosphere that cannot be

understood from audio records of conversations. Hence, the essence of Mrs. Kutman's expressions were attempted to be captured by combining them with descriptions of environment and atmosphere.

Audio-taped Conversations

During my visits into the school, I recorded conversations and interviews for 15 hours. Not only in the office of Mrs. Kutman, but also in the meetings, trainings, garden and while visiting the classrooms with the invitation of Mrs. Kutman, I continued to record conversations.

In this way, I kept full access into daily conversations by taking notes about my perspective, questions and description of the environment and atmosphere. Recordings of daily conversations sustained me to understand the daily practices and perspectives of Mrs. Kutman. Additionally, by combining them with field notes, I tried to understand the leadership features of Mrs. Kutman as a whole.

Additional Data Gathering Methods

In addition to the main data collection strategies, I kept a diary after each step regarding research as an additional data source. I kept a diary because of my decision to construct and analyze the underlying reasons of my questions about women and leadership. Then each time after making initial contacts with women coordinators and having meetings

with my advisor and the other professors, I wrote my reflections and reasons for my decisions. In this way, I had a chance to build my steps and decisions through the underlying reasons of the old decision-making processes.

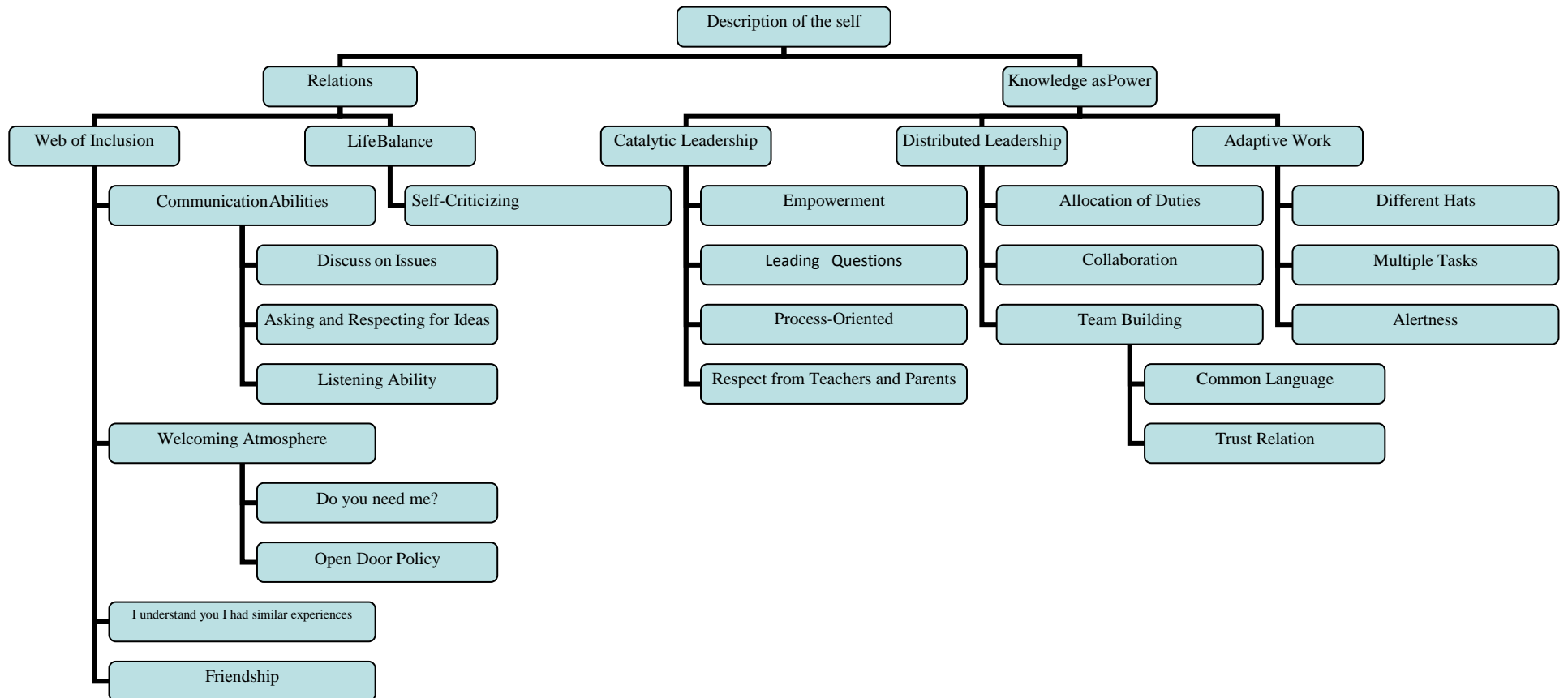
Analysis and Coding

After data collection, data was analyzed with the qualitative content analysis method in order to reach a socially constructed nature of reality. In the qualitative content analysis, theoretical concepts and conclusions were generated through the process of interpretation and inference of the participants' original expressions (Tuomi and Sarajärvi 2009, 111). Three steps were followed in the analysis of the cumulative data. First audio taped interviews and daily conversations were transcribed, then the field and line of thinking notes were unified. Second, all data were grouped and coded by reading transcribed data and selecting expressions that reflect leadership features by an open-coding technique. Third, to conduct these data for analysis, five major categories were developed based on open coding: coding was used to reach detailed, in-depth understanding of the case.

The identification of categories for analysis of all data sources was influenced by the concepts explained in the literature review, such as `web of inclusion, adaptive, catalytic, and distributed leadership.` Additional categories and subcategories were constructed based on grouping the essential data as knowledgeable leadership and private life. Categories and subcategories were eligible for changes during the data analyses process. Triangulation was achieved by collaborating the evidence found in the

interviews and daily conversation transcriptions with other data sources such as field notes and diary. Codes and categories of data are presented in Table 3. Quotes from various data sources were identified to illustrate the various understandings and viewpoints of the main case towards leadership in the daily life of the school.

Table 3. Coding list of Analysis



CHAPTER 4

RESULTS

Result section includes explanations of the content of the categories and sub-categories driven from the research data collected in the ECE center. There were five categories emerged reaching correspondences and combinations of other sub-categories. These five main categories are web of inclusion, life balance, catalytic leadership, distributed leadership and adaptive work. Main categories were divided into two and determined under the headings; relations and knowledge as power. In total, five gradual levels of categorization were established. Each sub-level category includes main arguments and essential points of upper category gathered from the research data.

The data mostly relied on the interviews and audio taped conversations due to the focus of understanding the participant's descriptions of leadership. Also, informal observations/field notes were used as additional data sources to support main arguments in the result section.

Description of the Self

In 03.05.2013, Mrs. Kutman and I were having a conversation in her office about trainings that she attended. Even though, this conversation happened once during the data collection period; it brings a critical view to the research. This conversation might form a baseline of understanding her perspective as a leader to capture ideas while interpreting her features as a leader.

Mrs. Kutman, as she explained, put emphasis on her self-development by supporting it with attending different trainings or reading books about children, family, psychology. One of the trainings she frequently attended was coaching trainings. She started giving details about those coaching trainings, and she came to the point where she continued with questioning her leadership style and leadership styles of women in general. (Field notes, 03.05.2013). She had an argument that women in coordinator positions started to become a leader with more masculine features even sometimes more than men (Audio record, 03.05.2013). I asked her to situate herself into this argument. She put herself in the middle of masculine and feminine leadership and continued to make explanations and give examples about her decisions and targets as a leader. She claimed that as a female leader, she gives importance on integral unity into the team; she underlines process rather than a product. On the other hand, even though she does not like behaving that way; she has to have clear statements and orders towards school drivers. In

one of my visits, after explaining my reason being in there, she immediately explained her comment as deciding how to behave as a leader to whom.

K. I have an idea and I can discuss with you that. Women leaders started to behave more manlike. Leadership styles of women resemble masculine type even; sometimes women can be more masculine comparing to male leaders.

Y. Where to situate yourself into those manlike women?

K. I am so in the middle of them.

Y. How?

K. I am not totally a women leader. Do I apply contextual leadership? Yes. For me, since internal unity of the team has reflections into the whole system, it is very essential but not as a project. If I define my women, feminine leadership, I know that this is not product but the process oriented; At least, I am trying to perform such kind of leadership. On the other hand, what I have to do as a masculine leader, I have to give orders to school bus driver to express the requirements of the job. I do not make any explanations. Hence, being the coordinator requires an ability to choose leadership styles. Deciding how to behave is a part of my occupation that I do not like but had to learn in the process. (03.05.2013, Audio typed record)²

² “K. Şeyi tartışırım seninle kadınlar daha erkin olmaya başladılar. Yani çünkü kadınların liderlik stili de çok bir erkeğe doğru yaklaştı hatta bazen asıyor yani

Y. Siz kendinizi bu erkekleşmiş kadınların neresinde görüyorsunuz?

K. Ben ikisinin çok ortasında görüyorum

Y. Nasıl yani?

K. Ben yani ne çok kadın liderim aslında. Daha ben şeyle ilgili yani hani içeriksel liderlik yapıyor muyum? Evet. Yani benim için grubun toplam olarak bütünlüğü aslında bakarsan iyiliği tüm sisteme yansıyor o yüzden hani yansımaya bile buradaki proje değil bir toplu bir içsel bütünlük olduğuna inanıyorum yani bu su proje yapılsa gibi net ve içeriğe bakmadan bir bakış acım yok dolayısıyla eğer tanımladığın şey kadınsal veya işte dişil enerji gibi liderlikse bunun sonuç bazlı değil ama süreç bazlı olduğunu biliyorum yani en azından ben öyle bir liderlik yapmaya çalışıyorum ama diğer taraftan da yani erklik adına yapmak zorunda olduğum nedir servis şoförüyle şeyi biliyorum yani bu benim istediğim gibi olacak başka türlü olmayacak yani o yüzden kimle ne tip liderlik yapacağımı bilmek gerekiyor. Gerektiğinde bazen daha benim hoşuma gitmeyen tarafı bu ama öğrendiğim tarafı da bu.”

She made a distinction between feminine and masculine leadership depending on context and persons. She expressed a different way of leadership towards school bus drivers who were hired from a company so not included to the team. In other words, she divided her leadership into two categories as feminine and masculine towards members of school community and outside of the school community. Why she prefers to perform masculine leadership preserving hierarchy and order given style across the people outside of the school community? Why she had to learn how to perform masculine features in the process although she did not like to behave in that way?

After making a distinction in the leadership between members of school community and outside of the school community, she made explanations regarding how to sustain her contacts and relations in the school community on the topic of education. She expressed that giving orders to teachers is not a meaningful way to produce benefits and improvements. She added that neither women nor men should perform such kind of leadership. According to her, this is a traditional way of leadership. Only, creating awareness by asking critical questions can result in sustainable outcomes. After making a distinction in the leadership between members of school community and outside of the school community, she made explanations regarding how to sustain her contacts and relations in the school community on the topic of education. She expressed that giving orders to teachers is not a meaningful way to produce benefits and improvements. She added that neither women nor men should perform such kind of leadership. According to her, this is a traditional way of leadership. Only, creating awareness by asking critical questions can result in sustainable outcomes.

K. Regarding ‘I know everything and everything that I know is right’ perspective..., we handle things together..., but... While doing things together, I try to explain the reasons behind my wishes and acts. Underlying reason of this approach, I think that giving orders does not belong to neither female nor masculine leadership but a traditional way of thinking. Rather than asking why questions, I ask them to consider results of their decisions.

Y. You use this approach in the center towards who?

K. Towards teachers and staff working in the center. I try to stand by the people to sustain the continuity of the system. Even if I take a back step from the leadership position, system should keep the continuity. That’s why, helping them to develop logic is important. (03.05.2013, Audio typed record)³

However, when I asked her what if a teacher who is ‘empowered’ and take initiative to handle a situation that Mrs. Kutman does not approve, what the reaction of Mrs. Kutman would be. She replied this question as;

K. I try to get into a common point by defending my idea in a passive aggressive mode and saying like ‘Fatma (random name) what do you think if we replace this item, wouldn’t it better?’ If the situation far away from my perspective, I cannot resist and say ‘I am so sorry you are right, you love it but this does not reflect us, can we change it?’

Y. ‘We’ refers to ... you...

³ “K. Yok ben doğru biliyorum hiçbir zaman kısmında yani biz grupla beraber yapıyoruz ama işte grupla beraber yaparken de nedenini anlatmaya çalışırım. Yani ama bunun arkasında hayır bunu böyle yapacaksın demenin ne kadına ne erkeğe eski bir mantığa ait olduğunu düşünüyorum.

Y. Bu yaklaşımı kime karşı yapıyorsunuz?

K. Öğretmenler ve çalışanlar için. Çünkü ben herkesin arkasındaki lider olmaya çalışıyorum. Yani herkesin arkasında olursam ben çekildiğim zaman sistem tıpa tıp aynı noktaya doğru ilerler yani o yüzden bir mantık geliştirmek gerekiyor”

K. Yes, I am the one who is behind all of the decisions. If I am the leader of this center and there is not a common point like black and white, I pull them into my color. (03.05.2013, Audio typed record)⁴

She was trying to lead and empower people in the center to meet in a common perspective philosophy created by her. According to her, in this way unity of the system can be sustained. However, when people produce alternative methods, Mrs. Kutman may stop them by using her leadership power. Why she necessitate putting her authority to change the perspective of people and to stop the actions of the people by convincing them to her way of doing things? Is it a classical form of leadership that she stated? Does the broken unity due to differences result in the collapse of the system? If she loses power, authority, what could be the results?

Mrs. Kutman stands by the people when the staff tries to make a decision on certain issues. In one of the conversations when I resembled her leadership style as a blurred octopus, she agreed partially with me. Octopus has a determined system between its legs and coordinates them for octopus' main purpose. As a result of her explanations about empowerment by asking critical questions, the system inside of the school reminded me a blurred octopus that does not put her power to change ideas and decisions, but direct them with blurred interventions to unit under main purposes of school.

⁴ “K. Şöyle derim... Fatma (rastgele isim) bak buraya bu bilmem ne olmazsa daha iyi olmaz mı pasif saldırgan bir şekilde bir ortak bulmaya çalışıyorum. Eğer hiç benim istediğimden çok uzak bir şey ise... Dayanamıyorum... Yani diyorum ki çok özür dilerim çok haklısın sen bunu seviyorsun ama bu hiç bizi yansıtmıyor biz bunu değiştirebilir miyiz?

Y. “Biz” sizi ifade ediyor aslında?

K. Evet tüm kararların ama arkasında ben varım yani eğer buranın lideri bensem ortada bulunabilecek bir nokta yok ve çok siyah ve beyazsak da benim rengime çekiyorum”

However, she made a specific explanation about octopus in the school by claiming that octopus cannot be blurred just behind of people but on the top of all system. Even though she could stand by the people if the topic were empowerment of people in the center, she resituates herself to the top of the center as a leader and main character to control and direct system.

K. I mean I am on the top. If I am an octopus my legs have to be there to control. This situation evoked me a question of distribution of duties. Do I delegate myself? Yes, I delegate. However, if I am not on the top, I feel myself into the blank. I mean a system without an umbrella, but this is the duty of the leader in each community. (03.05.2013, Audio typed record)⁵

She asserted that a system without a leader was her ultimate aim. However, she disregarded her aim since she decided to keep unity in the center. Mrs. Kutman decided leadership paradigm shift due to incapable personal contributions of teachers into education process. According to her, a leader should be there like an umbrella in order to sustain continuity and assure the application of the system. Mrs. Kutman was aware that empowerment should be sustained to teachers and staffs that have lower educational degree comparing to Mrs. Kutman and Buket. As a way to meet her aim and keep the unity in the team, she decided to lead teachers by using critical questions. However, to keep the unity and reflect the philosophy of ECE center, Mrs. Kutman keeps herself responsible regarding decision-making issues. Hence, such kind of approach puts a discrepancy between what she targeted and what she applies in the reality. She puts

⁵ “K. Yani ben tepedeyim. Eğer bir ahtapotsam, o kollarımın orada olması gerekiyor yani bu geri dönersin delege sistemine doğru gelir yani ben kendimi delege edebiliyor muyum? Ediyorum ama yukarıda olmadığım zaman o boşlukta kalıyormuş gibi geliyor yani şemsiyesiz ama her toplulukta da o liderin görevi biraz o...”

importance to create a system without a leader by empowering people in the center, but also she asks them to make decisions and find solutions in the perspective of school that is constructed by her.

K. I challenged the idea of a system without a leader, is it possible? My dream is sustaining continuity of the system without a leader. However, I realized that each group requires a leader. I cannot become blurred. I think it is not possible. Otherwise, rules can be changed very frequently. One way or another, I am the founder of this school and leader for 17 years; even though I say we in the decision making, apparently I am behind of those decisions. (03.05.2013, Audio typed record)⁶

During the data gathering process, I have realized some contradictions about her way of being a leader and the reality of the center as she mentioned. First of all, she said that she cannot perform the same type of leadership to everyone. She had to perform different leadership styles to people in the school and for those outside of school. According to her, she needs to use feminine leadership in the center but masculine leadership outside of the center. Secondly, even though she has a target of creating a system without a leader, she sees herself on the top of the team. Mentioning about a system without a leader led her to think about delegation of responsibilities. Thirdly, she asserted that the empowerment of people in the center is so critique in order to be able to distribute the responsibilities. However, empowerment could mean to her is unifying under the same school philosophy created by Mrs. Kutman. What are the underlying

⁶ “K. ‘Lidersiz bir topluluk olur mu?’ yu sorguluyorum yani benim hayalim hiçbir lider olmadan da onun gidebilmesi ama bunun olmayacağına geldim yani her grubun bir lideri olması gerekiyor yani ben tepede ki silik olamam. Çok mümkün olup olmayacağını da sorguluyorum. Diğer türlü kurallar sıklıkla değişir. Bir şekilde bu okulun kurucusu 17 yıldır lideri benim. Biz karar alıyoruz desem de bu kararların arkasında ben varım.”

reasons Mrs. Kutman's dilemmas in the leadership style? In a society that the concept of leadership reproduced by traditional male dominant theories, what kind of expectations forcing women coordinators to perform leadership into dilemmas; even if in ECE area that women dominance became normalized?

These contradictions, Mrs. Kutman's way of putting her authority and her strategies to overcome problems were examined during the data analysis. With the main headings as relations and knowledge as the power source; the unique ways of Mrs. Kutman leadership was explained.

Knowledge as a Source of Power

Definition of leadership was explained clearly and specifically by Mrs. Kutman as "Leader is the person who makes a difference with her/his knowledge and experience" (Interview, 05.04.2013). In other words, according to her, knowledge and experience are indispensable factors sustaining leaders to create unique developments. In line with her definition of a leader, as a response of researcher's question; "assume that you are a new coordinator of this school, and today is your first day. How would you want to represent yourself towards teachers and staff?". Mrs. Kutman mentioned her wish to underline her effort to be defined as a knowledgeable leader.

"K. I think I would have concerned with constructing a leadership model based on knowledge and proficiency. I spent considerable effort to follow new researches in the area. I am trying to constitute a model of ECE based on my accumulated knowledge and experiences. Presenting knowledgeable leadership towards them is

essential to me. I would have tried to make them realize how I spent time to follow the new developments in the field.” (Interview, 05.04.2013)⁷

Mrs. Kutman wanted school teachers firstly to realize her knowledgeable leadership feature as a first impression. In this way, she could sustain respect from teachers and use knowledge as a source of power. During the field trips, I realized that Mrs. Kutman was using her accumulated knowledge and experience in the conversations to convince persons around her. For example, in one of personal conversations, Mrs. Kutman and I developed; Mrs. Kutman asked me how being a teacher was going on. I started to define the situation in my classroom in a public school. I mentioned about the number of children, the physical arrangement in my classroom. After learning the situation, she started to make critiques based on her education perspective and triggered a valuable discussion between us. While making critiques, she was comparing and contrasting by using her experience, observation and scientific knowledge. Although I was only presenting a researcher role in the school, she could develop scientific-based arguments to discuss with me. During the discussions, she was asking my perspective regarding quality of education.

K. I am outraged about pretending in education. We pretend to educate children. We separate children from television and bring them together. This is a positive thing but like a police we put some rules like do not fight in here, share your toys. We do not solve any

⁷ “ K. Bence, bilgiye ve uzmanlığa dayanan bir liderlik derdim var benim. Son gelişmeleri takip etmeye çalışıyorum. Bilgime ve deneyimime dayana bir okul öncesi modeli geliştiriyorum. Bunların yanında bilgin liderlik sergilemek önemli benim için. Son gelişmeleri takip etmek için neler yaptığımı onlarında bilmesini istiyorum.”

problem. We do not invest in children. (Audio taped record, 17.04.2013)⁸

Based on various examples gathered from the data, observation and scientific-based knowledge were determined as knowledge resources of Mrs. Kutman that she combines to reach a major power source.

Observation

In order to make comments and critiques about children to parents and know more about teaching styles of teachers, observation is one of the active sources of knowledge as power resource. Knowing more about daily practices in the school gives her concrete arguments in convincing people on particular issues and discussing the issues in depth with evidence. Mrs. Kutman was doing observation in two ways. First one is class visits. Second one is close monitoring system with sounds let her observe inside of classrooms and almost all parts of the school from her office. Even though she made short class visits, her primary tool for observation is the monitoring system located in her office.

Screen observation. Just right side of Mrs. Kutman's desk in the office, there was a screen. During the observation, after realizing that there is a screen, I asked the function

⁸ "K. Ben artık şeye çok kızıyorum mesela. Eğitimde bu mış gibi yapmaya. Biz çocukları eğitiyormuş gibi gözüktüyoruz. Yaptığımız şeye bakacak olursan aslında oraya doğru mu gelmeliyiz, televizyondan koparıp evdeki o inden çıkarıp bir araya getiriyoruz, Kendiliğinden oluyor ama hani polislik yaparak, sosyal problemi o ortadaki kavga etmiyorsunuz, burada oyuncakları paylaşıyorsunuz diyerek o kadar kişi problemi çözümüyor. Yatırım yapmıyoruz çocuklara."

of this screen. Mrs. Kutman explained that she could see and hear what is going on in all parts of the school. Parents also have an access at home or work without sounds. Also added;

“K. I need to give feedback. If I sit in the classroom, my occurrence can affect all procedure in the class. Hence, watching it from the screen let me know all about the system in the classroom. Based on these observations, I make changes in the curriculum also.” (Audio taped record, 03.05.2013)⁹

Observing teachers spontaneously as an eye from a distance could sustain Mrs. Kutman learning more about teaching styles, behaviors, conversations of teachers and behaviors, development levels about children. On one hand, this knowledge could be used as a baseline to empower teachers by determining areas needed to be developed. Also, parents’ expectations could be evaluated and met based on actual development levels of children and their child-teacher, child-child interactions from a third eye in the classroom. On the other hand, being watched by Mrs. Kutman and parents can create pressure on teachers and affect their performances. Hence, situations require taking initiative, or creative solutions can be blocked due to the fear of doing wrong. Also, teachers could assume that Mrs. Kutman does not trust in their teaching methods, so she requires to control inside of the classrooms. The difference between controlling and knowing more about the experiences in classrooms carry critical meaning to determine how to use power of knowledge that in turn affects trust relation between Mrs. Kutman

⁹ “ K. Geri bildirim vermeliyim. Sınıfa girersem, sınıf bundan etkilenebilir. Dolayısıyla, ekrandan izlemek bana sınıfta ne olduğunu gösterir. Gözlemlerin sonucunda programda değişiklik yapabilirim.”

and teachers. Unfortunately, those issues have never been discussed with Mrs. Kutman for the sake of keeping the rapport between the participant and the researcher

Class visits. On one occasion teachers and children were rehearsing the performance for the school year celebration. During one of those rehearsing, Mrs. Kutman put it to control children' dances and make an announcement to teachers about the show. Also, she invited me to visit classrooms with her, so I had a chance to observe how Mrs. Kutman creates contacts with children and teachers in the classroom. While we were visiting classrooms, she mentioned that she does not prefer classroom visits due to her beliefs of disturbing the natural flow of the interactions. That is why, she makes short classroom visits to say 'hi!' to children, to make announcements to teachers and to check if everything is under control.

“Mrs. Kutman invited me to visit classrooms with her. Together we visited two classrooms. In the first classroom, children were dancing. Mrs. Kutman gave positive comments to children. Then silently, she made recommendations to the teacher by asking her to come closer to her. She did not give her suggestions loudly. They spoke for a while. Then we proceeded to go to another classroom. They were doing drama. Mrs. Kutman watched the drama session for a while. Then Mrs. Kutman and one of the teachers went out of the classroom together. They spoke about the choreography for the year-end show. Mrs. Kutman mentioned to me that she could spontaneously visit classrooms.” (Field note, 30.05.2013)¹⁰

¹⁰ “Aslı hadi gel sınıflara bakalım diyerek beni çağırdı. Beraber iki sınıfa gittik. Birinci sınıfta çocukların nasıl dans ettiklerine baktık. Aslı Hanım onlara harikasıncı gibi olumlu mesajlar verdi. Ama daha sonra sessizce öğretmene önerilerde bulundu. Çocukların yanında öğretmen yüksek sesle söylemedi. Sonra öğretmeni yanına çağırarak hadi gel konuşalım dedi. Daha sonra bir sınıfa daha gittik drama dersindeydiler. Aslı Hanım onların oyununa bir süre katıldı. Öğretmenle beraber çıktılar ve koreografi hakkında konuştular. Aslı sınıfları bazen ziyaret ettiğini söyledi.”

Although Mrs. Kutman does not make classroom visits frequently, visits are another tool for her to gather information about children and teacher's behaviors in the classrooms. As a result of her visits mentioned in the field note (30.05.2013), Mrs. Kutman made her suggestions to the teachers and also the teachers were able to ask questions about strategies. Hence, information exchange and consultancy period occurred as a result of class visit.

Scientific Based Knowledge

In addition to observations in the school, scientific-based knowledge she gathered from articles, books and trainings attended forms as an essential part of her accumulated knowledge as power. By underlying importance of expressing scientific-based knowledge, she gave essential reason of her decisions to work on early childhood education.

K. Why we work on this issue? Expressing this idea is important to me. Yes, our teachers love children. It is not only children have fun in here. I think I prove it within the curriculum. I integrated scientific-based rationale in the curriculum. That's why neuro-psychology is very interesting to me. I want to see discernable sides of this subject. It is not taking roots from intuitivism. (Audio taped record, 05.04.2013)¹¹

¹¹ “K. Hani buradakinde de biz neyi niçin yapıyoruz? Hani düşüncenin uzantısıdır bu bunu anlatmak benim için önemli. Yoksa sırf evet bizim öğretmenlerimiz çocuklarını çok sever. İşte burada iyi vakit geçirirler çocuklar çocuklarıdır değil. Galiba bütün programındakinde de sağlamasını yaptım. O yüzden neuro-bilim bana çok enteresan geliyor. Bir elle tutulur nokta istiyorum. Daha sezgisellik yok mu, sezgiselliği de işin içine katmaya çalışıyorum”

She specified that she needed discernable reasons to work and study on this issue. By following current affairs in the area of ECE, she may make contributions into curriculum and take the responsibilities to coach her staff more seriously. Also, by combining scientific based knowledge and daily observations, she could support her arguments. For example; a parent came to the office of Mrs. Kutman to learn some details of the school. Mrs. Kutman made a detailed explanation about daily activities and schedule of the school. An essential part of this conversation was Mrs. Kutman's explanations were based on scientific knowledge. By representing her knowledge on the topic of ECE, Mrs. Kutman might not only convince parents and teachers by developing a trust relation but also put her knowledge as the power source into relationship.

K. Are you also working in the education area? I feel like you have some knowledge

P. Yes, I usually read about it.

K. Not declining stress level but supporting it with experience. We do not disseminate problems. Development is holistic. We try to fulfill needs of each area in the daily schedule. (Field note, 05.04.2013)¹²

People believe and trust in an environment that information is available and use as a baseline of decisions. Mrs. Kutman was also using a combination of subject knowledge and observations to present more trustful personality. Sharing knowledge not only increases trust relations but also makes her stronger to convince people around her

¹² “K. Alandan mısınız? Biliyorsunuz gibi hissediyorum.

P. Evet genelde okurum.

Z. Stres düzeyini indirmek değil, onu deneyimle desteklemek. Biz problemleri yok etmeye çalışmıyoruz. Gelişim bütünseldir. Her birimle ilgili günlük programda bir yer ayırırız.”

to pursue her ideas. Thus, learning more in the subject matter, childhood education and development, is a unique way for Mrs. Kutman to maintain her authority. Based on the data analysis Mrs. Kutman's three ways of sharing her knowledge with the members of the school community were determined. These methods are use of catalytic knowledge, distributed leadership and adaptive leadership.

Catalytic Leadership

In order to be an effective leader, empowering followers has critical meaning. Especially in the early childhood education area, empowering followers as certain groups like parents, teachers may result in not only indirectly supporting children development but also keep leader's authority as a knowledge source. Hence, the more Mrs. Kutman reflects her knowledge by sharing with stakeholders, the more she sustain her power source to persuade others by keeping respectful and trustful relations. One of the questions of the interview was intending to learn more about her approach towards parents in the dialogues and relations. Mrs. Kutman talked about her preference to make contributions into self / professional improvements of teachers and parents in order to positively affect developments of children.

“K. Parents are as important as children. When you say leadership, I had a question of ‘whose leader?’ Team, parents; these groups are leading and supporting children. Hence, in order to support children,

helping parents and teachers to develop themselves is critical.”
(Audio typed record, 05.04.2013)¹³

In other words, in order to be the leader of teachers and parents; she needed to present knowledge as source of power. Based on the data in the field, catalytic leadership is defined by other sub-categories. These are empowerment, leading questions, process-oriented and respect from teachers and parents.

Empowerment.

“If there is any truth existing, it is my truth. I can only suggest, and they can accept. However, its effect will diminish in 3 days. However, changing perceptions lead behavioral change. We only think together. I do not have the truth; there is no one truth about humankind. We can speak similar topics each week. The important thing is to develop different perspectives. I am not trying to teach something to them” (Audio taped record, 17.04.2013)¹⁴

Mrs. Kutman underlined that she did not intend to teach anything but to able to think together. For her, in this way, behavioral change could be sustained. Hence, one of the essential components of catalytic leadership is being able to sustain and support development of colleagues around the leader. She was telling that she needs to read and

¹³ “K. Veliler çocuklar kadar önemli. Liderlik dediğinde, ‘kimin lideri?’ sorusu geliyor aklıma. Takım, veliler, bu gruplar çocuğu yönlendirir ve destekler. Çocuğu desteklemek için, aileyi ve öğretmeni desteklemek önemli.”

¹⁴ “Geri dönüp, bu resimde bir doğru olduğu zaman bu benim doğrum. Benim doğrumu ben veririm kabul eder ama 3 gün sonra etkisini kaybeder. Hâlbuki kişi kendi algılarını değiştirmesi aslında davranış değişikliğine yol açar. Biz sadece beraber düşünüyoruz. Bu haftaya yine aynı şeyler konuşulacak, diğeri gelecek. Önemli olan bir farklı bakış açısı geliştirme. Ben bir şey öğretmeye çalışmıyorum ben onlara.”

learn more to share new information with her colleagues. However, having cooperation like thinking together on issues perspective does not apply, in the same way, while choosing the topics to discuss and think together. In other words, teachers are expected to follow and produce self-development on the topics that Mrs. Kutman decided as a requirement. Hence, sustaining limited options to decide what to empower is also a way to keep and follow Mrs. Kutman's authority as a leader. For example, Mrs. Kutman supports initiatives and developments of teachers to be responsible of their learning regarding details of themes they share with children.

K. "We all say, educational level of teachers does not matter: girls' vocational high school or university degree. They know more than me about reproduction systems of insects. Once a teacher starts to examine, it continues, and we share it with each other." (Audio taped record, 17.04.2013)¹⁵

Not only about initiation of teachers to learn details of themes they share with children but also professional knowledge is supported by Mrs. Kutman. In Mrs. Kutman's expression about teacher's knowledge level, she needed to unlined the difference between vocational high school and university graduate teachers. Educational level difference could be a critical component requires extra support to unify all teachers under a philosophy. During the conversations, she was explaining, reminding concepts that teachers do not know. She was behaving teachers like around children what she was expecting from teachers to behave when they are with children. In this way, she could support empathy and be a role model to teachers. Also, working with teachers who need

¹⁵ "Bizim hepimiz diyoruz yani hani üniversite, kız meslek lisesi fark etmez. Bakacak olursanız böceklerle ilgili bir böceğin nasıl çoğaldığını benden iyi biliyorlar. Çünkü bir kere araştırmaya başladığında o devamı geliyor ve paylaşıyoruz."

extra support not only empower teacher's knowledge capacity and abilities but also can empower Mrs. Kutman' leadership power source. She may direct them more easily to reflect her perspective in the center. Additionally, she mentioned monthly trainings on different educational topics.

“Y. You mentioned about trainings, is it frequently organized?

K. Unfortunately, it is organized once a month. We cannot find enough time. However, in addition to monthly trainings, in the last week of august, we have a full training week. In that training, we evaluate all issues, like communication.” (Audio taped record, 17.04.2013)¹⁶

She also made contributions to teacher's psychological well-being by listening to their personal problems in their daily lives. By doing so, she believes that they had some relief over their stress. Teachers could come into her room and ask her advice. In this way, not only their personal relations were strengthened but also psychological balance of teachers was stabilized before they go to their classrooms. Hence, teacher's respect to her advice is also a situation that indicating the value of sharing experiences, wisdom and world perspective of Mrs. Kutman. Hence, multi-benefits could be sustained as a result of Mrs. Kutman and teachers' communication. For instance, one day, one of the teachers talked about her father's health problem and started to cry. Mrs. Kutman listened to her, made comments on the issue to make her relaxed. After the teacher had left the room, I

¹⁶ “Y. Bir eğitimden bahsettiniz, eğitimler sık sık oluyor mu?

K. Ne yazık ki ayda bir oluyor. Daha fazlasına vakit bulamıyoruz. Ama ayda birin haricindekilerde yazın ağustos ayının son bir haftasında ful bir hafta eğitim yapıyoruz. Orada aslında bu sürecin içerisindeki büyük konuları ele alıyoruz, iletişimi ele alıyoruz.”

asked what if the teacher's psychological imbalance continued and started to affect her job performance. Mrs. Kutman replied as,

K. "In fact, it is not about it. She is saying that because she does not feel good now, she has problems to concentrate on issues related to classroom I know this is not about it. I know her well. When she is good emotionally, she shows similar patterns. It is not just today. My weakness at this point is that if something bad happened to her father, even if I do not believe in her; I could continue to work with her. I do not want to leave her alone. Because I pair teachers, I can hold her with more support if there is no possibility of harming children" (Audiotaped record, 17.04.2013)¹⁷

Supporting a disadvantaged teacher even if she thought that this is a managerial mistake showed me how Mrs. Kutman's personal contribution and ECE requirements can alter "classical" managerial rules. Emotional support Mrs. Kutman provided to the teacher can be an example of caring relations that support relations between the leader and the followers. Caring feature of women coordinators can be seen a strategy of them to strengthen relations.

In addition to teachers; parents, even I were target people for Mrs. Kutman. She and teachers were organized a discussion meeting about a book that they read before to make a suggestion to parents to read (Field note, 29.05.2013). In order to discuss issues about families and relationships, they invited parents who are interested in the topic. In a

¹⁷ "K. Aslında ondan dolayı olduğundan da değil. Bu bir kaçış açısı aileyle eşliyor kendisi. Şu an kötüyüm o yüzden yapamıyorum diyor. Aslında bunun bir alakası yok, yani onu iyi biliyorum. Çok iyi olduğu zaman da ya da hiçbir şey olmadığı zaman da paterninin ne olduğunu biliyorum. Bu güne ait bir şey değil. Şimdi burada yaptığım en büyük zaaf şudur; oldu da babasına bir şey olursa ben inan, onunla devam etmeye inanmasam bile devam edebilirim. Şimdi onu bu zamanda yalnız bırakmak istemiyorum bir noktadan sonra o iki öğretmeni eşlediğim için bu sefer daha sıkı destekle onu orada tutuyorum ama bu benim işletmesen yaptığım hatadır ama eğer çocuklara zarar verme gibi bir risk yoksa."

positive atmosphere and by the moderation of Mrs. Kutman, parents and teachers shared their ideas and made comments. Even if I only observed one meeting, I learned that this is a series of discussion meetings.

Also during the whole observation and interview period, Mrs. Kutman suggested me several ideas and books about early childhood education, family. As a graduate student from the same university, she made suggestions based on her experiences. These suggestions can be expressed to share her knowledge and experience with me, and also indicates me Mrs. Kutman's knowledgeable personality in the ECE area. Additionally, her suggestion reflected me her caring and responsible feature regarding my professional development.

“K. Have you read this book?

Y. ‘Drama of Gifted Child’

K. This is a must book. In ... University, we read all well-known literature” (Audio taped record, 17.04.2013)¹⁸

Leading Questions. One of the most important strategies that Mrs. Kutman used to empower people in the center is asking them leading questions. In this way, she could guide people to think and behave alternatively and support them without giving orders, which is one of the characteristics of the top to down relation. Mrs. Kutman was organizing Child-centered meetings (that is named by researcher) that are the meetings

¹⁸“K. Sen şu kitabı okumuş musundur?

Y. Yetenekli çocuğun dramı

K. Bu olmazsa olmaz. Bakma sen ... Üniversitesine, literatürden hep bildik şeyleri okuyoruz.”

that teachers share their observation and experiences about each child in their classrooms with Mrs. Kutman. Each classroom has two teachers. Some days two of the teachers can attend the meeting; some days while one is attending to the meeting, another teacher is taking care of the children. They organize the meetings mostly in the morning before children come. These meetings occur once every ten days. Mrs. Kutman made comments about children's behaviors and teachers strategies and the teachers decide on their strategy together for each child. Based on the information gathered in these meetings, Mrs. Kutman was able to learn more about development and feature of children from teachers' perspective. Hence, she has a chance to discuss on issues, make critics and led teachers by asking questions and making explanations. In one of the child-centered meetings, Mrs. Kutman, Buket and Efsun teacher were discussing a child's emotional-wellbeing, features and relation of child with his parents. Teachers came into the office of Mrs. Kutman. While the teachers sat on the chairs around of Mrs. Kutman' desk, they started making interpretations based on observations of teacher. Also, they share productions of the children.

“K. Does the child include emotions or ideas into her decision-making processes? What do you observe?

K. It seems that she has too many ideas; it seems that she competes with other children.

ET. Probably, it is like that... she does not speak by using emotions. She gets fussy when someone insists her to use emotions. She uses the same strategy with adults.

B. Her father shows his emotions, but mother does not do that. That's why she has robotic speeches like making plans.

ET. Like a project

K. Yes, like a project. The effect of the project will be a great one, you'll see. In order to manage this, you give up your identity to pair up / attach with another person. To make him/her happy, you give up yourself. This is a system of existence

ET. Yes.” (Audio taped record, 25.04.2013)¹⁹

Mrs. Kutman was trying to lead teachers to have the same philosophy like an umbrella. She used her expert power even if teacher has another interpretation about situation of child. Because teachers are also aware of expert power of Mrs. Kutman, they might develop unconditional acceptance towards comments of Mrs. Kutman.

Process Oriented. In addition to empowerment and to ask leading questions; she was concentrating on and benefiting from the process. For her, benefiting from the process has more value than the practice of orders. Mrs. Kutman said to me that when teachers and children went to a picnic in a public garden, teachers could not follow what they pre-

¹⁹ “K. Benim gördüğüm kadarıyla hani çok düşünüyor duygu var mı düşünce var mı? Ne düşünüyorsun?

K. Çok düşünce silsilesi var duyulardan daha çok duyguların silsilesi geliyor bana işte.

ET. Hani şey yaptığın da çok duyguyla konuşmuyor. Bir şeylik yok duygu yok anladın mı yani böyle işte hani kızgınlığını ya da mutlu olduğunu çok belirtici davranışlarda tavır da konuşuyor. Bence genel olarak hani hal ve tavır da öyle yetişkinler de bizle konuşurken de böyle hani dün gibi yani

K. Baba duygu var ama anne duygu yok anne de duygu olmadığı için şey gibi ne diyeyim sana. Şimdi şuraya gideceksin buradan bunu yapacağız, robot oluşu bu yüzden.

ET. Proje gibi

K. Evet, proje gibi ve o projenin büyük bir kısmını büyük ihtimalle büyük alacak küçük almayacak görürsün dolayısıyla bana şeymiş gibi geliyor yani hani böyle bir şey hiddetinde o kadar o kadar özünden vazgeçiyorsun ki bir başkasıyla eşleniyorsun yani onu mutlu edebilmek adına kendimden vazgeçerim ama o var oluş sistemi.

ET. Evet.”

scheduled so could not reach their goals about examining parts of flowers but children had lots of fun during picnic (Field notes, 03.05.2013). According to Mrs. Kutman, having fun during the process of picnic was a process contributing for the development of children. Hence, she evaluated this situation as a gain for children and teachers.

“K. There is no need to follow the same order indicated in activity plans. We had fun. This is the thing. (Audio taped record, 03.05.2013)²⁰

Process-oriented development became apparent from Mrs. Kutman’s reflections and feedbacks about process to teachers. She places emphasize on observation and feedback to know more about process, to be able to make changes into the curriculum and to organize trainings to meet the needs of the teachers. While discussing trainings organized at the end of summer and the screen in the office of Mrs. Kutman, she gave examples to me about how she organizes observations to give feedback.

“If I do not give feedback after the training in August or September, I do not see it is as beneficial” (Audio taped record, 03.05.2013)²¹

In addition to the development process of teacher, children’s enhancement played critical importance for Mrs. Kutman and teachers. Each child in the center had a folder consisting of materials, child products, teachers’ observation notes, and parents’ comments. These folders were analyzed once in ten days in child-centered meeting. Hence, Mrs. Kutman knows detailed information about the development process of each

²⁰ “K. her zaman aynı düzen gitmesi gerekmiyor çok eğlendik ne güzel yanı o anda bir şey alındı yani.”

²¹ “ Ağustosta ya da eylülde yaptığım eğitimden sonra uygulamalarla girip geri bildirim vermezsen hiç işe yaradığını düşünmüyorum.”

child. She could make comments and suggestions about how to develop relations with that child and contribute to her/his development. Thus, these folders are another aspect of being process oriented.

“There are folders for each child. Mrs. Kutman looked at the folder. Asked detailed questions about development of a child to the teacher. Questions like “Does she still pee herself?” These questions showed me that Mrs. Kutman is evaluating children in the process.” (Field note, 17.04.2013)²²

Respect from teachers and parents. During a child-centered meeting, I was observing and taking notes about the conversations. In the break, Mrs. Kutman went out to say something to one of the cooks. At that time, teacher whispered to me about her perception on Mrs. Kutman. She said, “Mrs. Kutman charms the parents” (Field note, 29.05.2013)²³. During the observation process for the study, there were many parents and teachers asking the idea from Mrs. Kutman. These ideas are ranging from personal problems to educational issues. For example, one day, a mother and father came into Mrs. Kutman’s coordinator room and asked her idea about their moving plans and decision about child’s primary school.

Parents that I saw in the communication meeting came into the office of Mrs. Kutman. They mentioned that they would move and do not know how to solve the school bus problem. After that, Mrs. Kutman asked mother if she is a computer teacher. She suggested her, in this way they could lessen expenses. Then mother asked ‘do you think my child can be happy in X or Y schools?’. During these conversations, the mother and the father were sitting on the edge of

²² “Her öğrenci için ayrı dosya tutulmuştu. A. her bir dosyaya baktı. Öğrencilerle ilgili detaylı sorular sordu. “Çiş hala kaçırıyor mu?” gibi. Bu bana süreç içinde devamlı dosyaların incelendiğini gösterdi.”

²³ “Asli Hanım velileri büyülüyor...”

the coach and were listening Mrs. Kutman with full attention. While taking decisions about their life, they included Mrs. Kutman's perspective also. (Field note, 30.05.2013)²⁴

After a private meeting with the teacher about the teacher's personal issues, I asked questions about teacher's anxiety to secure her job in the center. From the Mrs. Kutman's perspective, there were unwritten agreements on the authority of the coordinator. She explained teacher's emotions and agreements by not to causing disappointment.

"I am a figure of authority for teachers. I know that teachers try not to disappoint me. On the other hand, they know that I will give the decision of working with her for the next year based on the evaluation of process we have been together during this year. Even if I do not say anything about it, they know this." (Audio taped record, 17.04.2013)²⁵

From the parent' perspective, the school atmosphere for their children coordinated by a knowledgeable person could be a valuable criteria to respect and ask for coordinator's ideas and suggestions. Also, for teachers and staff, working with a coordinator giving importance on empowerment, self-development and knowledge could be an excellent chance to fulfill self-development. However, in order to control authority

²⁴ "Dün iletişim toplantısında gördüğüm bir anne ve baba geldi. Taşınacaklarını ve gelecek sene için servisi nasıl yapacaklarını sordu. Daha sonra K anneye daha önce bilgisayar öğretmenliği yapıp yapmadığını sordu. Bu şekilde okul masraflarını azaltabileceğinden bahsetti. Sonra anne "kızım sizce X gibi bir okulda mı mutlu olur yoksa Y de mi olur?" şeklinde bir soru sordu.. Bu konuşmaları yaparken anne ve babanın ayakları ön tarafta koltuğun ucunda ve ilgili gözlerle Kutman'ı dinliyorlardı. Hayatlarına dair alacakları kararlar için anne baba ve A ortak karar veriyor gibiydiler."

²⁵ "Ben öyle ya da böyle buradaki şeyim yani otoriteyim. O otorite figürünün içerisinde şey yapmamaya çalışıyor. Ne diyeyim siz, beni hayal kırıklığına uğratmamaya çalıştığını biliyorum. Ama diğer taraftan şeyi çok iyi alıyor. Ben seneye onunla çalışıp çalışmamayı da şu an sorguluyorum bu ne kadar söylemesem de o bunu hissediyordur."

and direct teachers; perspectives, leading them to the unit under the same umbrella philosophy can impede teacher' unique developments and contributions.

Distributed Leadership

Distributed leadership requires distributed power by delegating responsibilities among teachers and staff. Also, it requires, accepting their initiatives and alternative solutions for daily and general processes in the center. In other words, determining job descriptions into delegation of responsibilities and power should result in respecting ideas and suggestions of work community in the center. As an interview question, I asked Mrs. Kutman if one of the teachers can solve the problem between two parents that you had a struggle but could not solve; what her reaction would be. By breaking power distribution between titles, she easily said that she could thank her. This question was one of the critical questions to understand how she reacts if her authority is broken.

Y. Assume that there are two parents having a heated debate. You try to speak with them, but they do not hear you even they do not realize you are there. At that time, a teacher come and intervene the discussion. Parents calm down. What would be your response?

K. I think I thank to the teacher. I say I could not manage to solve the problem, but you did, thank you.

Y. Do you have a meeting with them afterwards? Do you want to address the issue again? Or...

K. Only I mean there is no wrong child. From children's perspective, they experience. If parents interrupt this natural flow, the situation changes. I do not say forget about it and shake your hands to children. However, at this point, we know what to look for. I clearly

give the message to the parents ‘leave it to us in the school’
(Interview, 05.04.2013)²⁶

As a response, she said she would thank to the teacher as the teacher helped to calm down the parents. However, after the immediate response given to the parents, Mrs. Kutman analyzed the situation and determined the appropriate response to the parents. She declared the message she can give directly to the parents. This was an indicator of how she gathers and protects her authority even if in an emergency situation handled spontaneously by a teacher. This response reminded me the question of with whom, how and by which criteria Mrs. Kutman allocate tasks? Even if she manages allocation of duties, how the partnership can be sustained? And, what kind of strategies Mrs. Kutman use to build a team? Hence based on data taken from the field, distributed leadership main category was formed as a result of unity allocation of duties, collaboration and team building sub-categories. Also, team building subcategory was described with a common language and trust relation categories.

²⁶ “Y. Peki, burada iki tane veli arasında, genelde çok yaşanmaz ama bir tartışma oldu, hararetli bir şekilde konuşuyorlar ve birazcık da stresli bir tartışma. Siz onlara ulaşmaya çalıştınız ama onlar o kadar heyecanlı tartışıyorlar ki sizi duymadılar, görmediler bile. O sırada başka bir öğretmen arkadaşınız geldi onlara müdahale etti, sakinleştirdi. Bu durumda siz ne yaparsınız?”

K. Teşekkür ederim herhalde, ben yapamadım yani sağol derim.

Y. Peki daha sonra görüşme yapar mısınız, öğretmenle, velilerle? O durumun içinde bulunmak ister misiniz? Yoksa bu...

K. Sadece şeye doğru gelirim yani buranın sınırları içerisinde hiç bir çocuk haksız değildir. Kendi bakış açılarında bir şekilde deneyim yaşıyorlar, bunun içine aile olarak siz girdiğiniz takdirde bu iş başka boyutlara giriyor. Okulun ben işte unutulmuş, barışın el sıkışın durumunda değilim. Ama biz bu noktada neye baktığımızı iyi biliyoruz. Okul sınırları içerisinde bu tip şeylerle bize bırakın mesajını net olarak veririm.”

Allocation of Duties. As a coordinator in the ECE center, Mrs. Kutman explained her responsibilities as,

- Program development & sustaining the program by coordinating teacher
- Connection with parents
- Website, bulletin organization
- Musical organization at the end of the years
- Financial issues
- Official procedures with Ministry of Education (MoNE)
- Following all the distributed duties

Mrs. Kutman mentioned about her responsibilities during various appointments. The list cited above was finalized by the researcher, as a result of capturing seven responsibilities of the coordinator.

In the delegation of responsibilities, the critical point is the preference of Mrs. Kutman on what to delegate and with whom. As a result of observations and interviews, decision of Mrs Kutman was to allocate duties in the center with Buket. Buket is the psychological counselor of the school. She has double major from pre-school education and guidance & psychological counseling undergraduate degree. She had three years-experiences in the center. She is 28 years old. She had worked as a teacher in the center for two years. In the third year, she worked as a psychological counselor of the school sharing the responsibility with Mrs. Kutman. Mrs. Kutman and Buket were sharing the

same office. The separating criterion of Buket from other teachers is her education level. Whereas most of the teachers graduated from girls' vocational high school, Buket had a double major from the same university that Mrs. Kutman was also graduated.

Mrs. Kutman had enlargement plans for her school; her ultimate goal is able to open a primary school based on her perspective of education (Field note, 17.04.2013). Also in the interview, Mrs. Kutman response to a question about delegation of responsibilities with the example of her aim to promote Buket so that she could be the person to substitute Mrs. Kutman when she is not around.

K. "Previously, I had worked with a psychological counselor for 6 years. I did not intent to distribute responsibilities with her because I mostly use intuition regarding people and situations. At that time, we did not aim to extend school capacity but now I have plans about extension. I perceive Buket as the one who can work in my position when I am dealing with the process of extending the school. Now, I only work with her. I have spent effort to enhance her ability to be able to replace with me" (Interview, 05.04.2013)²⁷

Additionally, while handing it over to another person, Mrs. Kutman defines responsibilities in her expressions as the duties she loves, she has to deal with, and she wishes to distribute.

For example, program development is the responsibility she loves to be engaged in. She explicitly told that she would not share this duty because she loves to take the

²⁷ "Daha önce pek çok 6 sene bir psikolojik danışman çalıştım. Bunu delege etmeye hiç niyetli değildim, çünkü galiba sezgilerim de insanı bağım yukarda. Bunun istemediklerini bildiğim insanlarla da çalışma eğilimdeyimdir. Orada ben tutarım, ama o zamanlar büyümek gibi bir derdimiz de yoktu zaten. O insanla beraber, o beni olmadığım zamanlarda tamamlayacak kişi olarak görüyordum. Şimdi bir tek Buket'le şunu çalışmaya çalışıyorum, eş seviyeye nasıl getiririm onu diye düşünüyorum."

challenges of program development. However, she mentioned that she could be able to share the implementation of the program with Buket by expecting to collaborate with teachers, and connect with parents.

K. "I have curriculum development with teachers' duty. I started to delegate issues about parents. I love to keep developing curriculum responsibility because I love it. However, Buket and I have a responsibility of sharing curriculum with teachers. At this point, I want to step back. However, for example, I do not want to give up of my duty of developing the curriculum. This is the responsibility that I feel good about and love. This is all about me. I did not share complete issues about parents. Mostly I interact with them. However, I have a tendency to step back slowly. I want Buket to organize parent meetings. Buket is hesitant about it. We spent many months together; I believe in that Buket can coordinate this" (Interview, 05.04.2013)²⁸

However, Mrs. Kutman categorized managerial works as the responsibility she has to deal with. She claimed that having to do the managerial works is not the thing she likes to do especially for the official procedures. That's why; another person hired by Mrs. Kutman was handling all official procedure with Ministry of Education (MoNE). As the reason, she told that those paper works are all time-consuming.

"K. School management is the duty that I do not want to do. That's why, I do not do things that Ministry of Education requires. There is one person doing it for me.

²⁸ "Programın öğretmen ayağıyla götürülmesi bende... Veli ayağını yavaş yavaş delege etmeye başlıyorum. Yani şimdikiinde programın geliştirilme kısmını hala kendi üzerimde tutmayı seviyorum, çünkü o benim sevdiğim iş. Ama bu programın öğretmenlerle paylaşılması durumunu şimdi Buket'le beraber yapıyoruz. Yani burada hani yavaş yavaş geri adım atmayı istiyorum. Ama mesela programın geliştirilmesi işini hiç vermek istemiyorum. O benim en kendimi iyi hissettiğim, sevdiğim olan. O kısım tamamen benimle alakalı bir şey. Veli bacağını da henüz vermiş değilim. Velilerle de daha çok temasta olan benim. Ama orada da küçük adımlarla çıkma eğilimdeyim. Yani hani pasladığım noktalar var. Yani Veli görüşmesine x yapsın diyorum. Burada Buket'in de çekincesi oluyor. Hani siz yapın ben anlatayım ve kaç aydır beraberiz hani geri yavaş yavaş adım attığım bir şey."

Y. Has it been like this from the beginning?

K: Yes,

Y. I mean, from the establishment of the school, another person did all bureaucratic duties.

K. Because, I hate them, useless, meaningless...” (Interview, 05.04.2013)²⁹

Additionally, financial and technical tasks can be shown as the responsibilities she wishes to distribute. Mrs. Kutman had a wish to allocate the financial and technical duties. However, due to her concerns about staff and teachers of not doing duties in the way she is establishing rules she wants to be sure about various rules; she decided not to distribute responsibility.

K. “There are some responsibilities I want to pass to another person, but I could not. All managerial duties like issues about garden... I say what I wish (said this by slamming her hand on the table). The things about the garden will be done as I want, there is no other option. I do not know if it is a dictatorship. Yes but we do not have time. It is like this. We do not use sugar in the kitchen. If I see they use, I do not do anything but I will be fussy or we do not use margarine but if you ask the cook, she wants to use it. Sometimes she asks for removing kitchen utensils made by coop. It is hard to clean it, true, but...” Audio taped conversation, 17.04.2013)³⁰

²⁹ “K. Okul müdürlüğü hiç istemeden yaptığım bir şey. Milli eğitimsel işleri o yüzden yapmıyorum, benim yerime yapan var.

Y. En başından beri böyle miydi?

K. Evet,

Y. En başından beri bütün milli eğitim bürokratik işleri, evrak işlerini başka biri yapıyordu.

K. Çünkü nefret ediyorum ben bunlardan ve çok büyük zaman kaybı yani...”

³⁰ “Vermek isteyip de veremediğim şeyler var ki bunlar bütün işletmesel, bahçenin oranın şusu var, busu var ne bileyime takılmak istemiyor, burada da alışılmış bir düzen varken onlar benle çalışıyorlar. Ben arada bir de bu bahçeyi böyle istiyorum (ellerini masaya vurarak söyledi) diyorum. Bu bahçe böyle olacak yani bundan başka yolu yok. Daha diktatörlük mü liderlik mi, evet ama zaman yok. Bu böyledir, mutfakta şeker

Mrs. Kutman's decision to distribute responsibilities only with Buket who also has high education degree indicated me that Mrs. Kutman appreciate and trust people sharing similar characteristics and life perspective with her. As a result of data analyses, Mrs. Kutman's source of power was determined as knowledge by the researcher. Mrs. Kutman's decision to share this power with only the person carries similar features indicated that she only evaluate knowledgeable people to be able to share responsibilities that in turn power distribution.

Additionally, her division of responsibilities based on the categories as 'she loves,' 'she has to deal with' and 'she wishes to distribute' indicated that she made a distinction based on the allocation of values she attributed. This type of distribution is not the way to share power between teachers and staff, but allocating responsibilities them to keep power just for herself.

Collaboration. Collaboration requires volunteer interaction and personal contribution between responsibilities of colleagues. Pre-determined task sharing between colleagues does not mean collaboration. Even though collaboration might result in increasing quality in the educational area; determining roles specifically with and between teachers-staff might be a strategy to keep the unity in the approaches of teachers and staff for a common aim from the perspective of Mrs. Kutman. Supporting collaboration can develop

kullanılmaz. Kullanıldığını görürsem ne yapıyorum bir şey yapmıyorum yani, söyleniyorum. Veya işte ne bileyim rama, sana kullanılmaz yani sorsan aşçı bunun büyük arzuları içerisinde. Şey der ki şu kümesi kaldırsana. E hepsi istiyordur. Ama hayır, bu temizleme adına zorluk yaratıyor doğru ama...”

team spirit and open spaces for teachers to initiate into decision-making processes.

However, specific roles between colleagues may facilitate coordination of the group.

Mrs. Kutman has precise definitions of responsibilities among members of the school community. Even though these duties require working in the groups, there was limited space for them to contribute into processes. For example, when I asked her interaction with children, she made a distinction by explaining that her only interaction with children is exchanging love, but not directly making contribution into their education. Hence, according to Mrs. Kutman her roles and teachers roles should be specific, and she should be a person coaching teachers about educational issues.

K. "I support teachers to support their interaction with children. What I do with children are reading book together, having conversation with them. If they ask, I can tie their shoes. I have a different position in here. I am not teacher." (Interview, 05.04.2013)³¹

Mrs. Kutman mentioned that the energy of a teacher is important to sustain healthy relationships with children. Hence, to protect this energy, Mrs. Kutman decided to take some responsibilities from teacher like developing classroom materials and program.

K. "Energy of teacher is paramount for children. That's why; she does not need to spent effort for another thing. I am a person who can handle with them. Teacher's energy is more important than my energy. Teachers are the persons taking care of children. I say them not to spend their energy. Until I solve they keep their effort. I am in

³¹ "Ben öğretmenlerin öğrencileriyle olan iletişimlerini destekliyorum. Çocuklarla yaptığım onlara kitap okumak, onlarla konuşmak. İsterlerse ayakkabılarını bağlayabilirim. Burada farklı bir pozisyondayım. Öğretmen değilim."

this profession for 20 years. I know it. ” (Audio taped conversation, 17.04.2013)³²

K. “Her responsibility is mostly about children. My responsibility is about children, teachers and parents. That’s why, I say that I have more responsibility of having interactions with parents comparing to you.. But, each relation regarding daily situation of children is the responsibility of the teacher. I do not call and speak for a sick child. This is the responsibility of the teacher.” (Audio taped conversation, 17.04.2013)³³

Mrs. Kutman can take responsibility of interaction with a parent about child under certain conditions like after child-centered meetings. As an example, a meeting that done with Hale and Suna teachers might be indicated. In this meeting, teachers mentioned the concerns of a parent about her child’ behaviors. As a response of this situation, Mrs. Kutman offered to write an information note this parent. After their meeting ends, I asked what ‘writing to parent’ means. She replied as;

K. “I write to parents after these meetings if I take 3-5 notes about the child. I send e-mail. It is like ‘from my perspective, I see your child like this. If you want to discuss it in a detailed way, I am available.’” (Audio taped conversation, 17.04.2013)³⁴

³² “Enerjisi o kadar önemli ki öğretmen bir yerlerdeki düğümlerle uğraşmasına gerek yok, onlarla uğraşabilecek olan kişi benim. Benim enerjim öyle ya da böyle; öğretmenler veya yetişkinlerde daha önemli, çocuklarla olan onlar. Bunu harcama diyorum, çünkü bir şey olmayacak yani, biliyorum o oradaki yeri gelinceye kadar aynı lafları ve endişesini sürdürüyor ve de 2 kere 2, 4 yani; ben 20 küsur senedir bu işin içerisindeyim.”

³³ “Onun sorumluluğu zaten daha çok çocuğa, o yüzden benim sorumluluğum veliye, çocuğa ve öğretmenlere, o yüzden diyorum ki ona senin sorumluluğundan veliye daha çok ben sorumluyum, bana at, ama ilişki, çocuk adına kurulacak her ilişkide öğretmen aktiftir. Ben arayıp konuşmam yani hasta falan hiç arayıp konuşmam yani, hep öğretmenler arar.”

³⁴ “Veliye yazıyorum yani bu toplantılardan sonra normal rutinde 3-5 not aldığım çocuk varsa onlarla ilgili mail atıyorum. Ben şöyle görüyorum, burada şunu yapıyor, daha detaylı konuşmak isterseniz konuşun benimle, görüşmelerimiz şu noktadadır, şunu yapıyor, şöyle oluyor diye.”

Systematically, pre-determined work distribution among teachers can assist teachers to cope with paperwork responsibilities. Also, Mrs. Kutman mentioned systematic teacher work distribution as a response of the question 'How teachers handle their paper works? Do they come early to school?'

K. "Unfortunately, they handle paper Works in the homes. Also, we write anecdotal observations on small pieces of paper. There are daily plans for each group. However, a positive side is that there are four teachers for four years old group. They share Daily plans. In other words, each week in a month, only one teacher write a daily plan. But this is not anecdote. We also have mini-science, mini-world..." (Audio taped conversation, 17.04.2013)³⁵

Despite of particular distribution of responsibilities, spontaneous collaboration processes between teachers were also observed. Even they can suggest assistance for the responsibilities they take. For example, one day a teacher came into the office of Mrs. Kutman and requested something that she cannot do by herself. At that time, another teacher became volunteer to support her.

Additionally, there was no pre-determined allocation of duties between staff that Mrs. Kutman explained. However, during the observation process in the field, I witnessed spontaneous organizations between colleagues. For example one of the genitors and a cook were able to make the organization for the weekly shopping without asking Mrs. Kutman. I asked Mrs. Kutman if they require taking consents from her to buy something for school. She explained this situation as;

³⁵ "Evrak işlerini ne yazık ki evde yapıyorlar. Bir de anekdot yazıyoruz. Küçük kâğıtlara. Her grup için günlük planlar var. Ama buradaki avantajı 4 tane öğretmen var 4 yaşta. 4 tane öğretmen bölüşüyor. Dolayısıyla her hafta birini günlük plan yazıyor. 4 haftada bir geliyor. Ama anekdot değil. Veliler var yani mini-fen yazıyoruz, mini-dünya yapıyoruz."

K. "I look at weekly requirement list of kitchen. However, if I get in details, the teachers can handle their job. If the requirements are extensive, then I ask to them." (Audio taped conversation, 06.05.2013)³⁶

Team Building. Creating and supporting team spirit is a way to maintain progression and collaboration in the school. During the observation period, I realized plans of Mrs. Kutman to create and to support the team. For her, the school has an established group, and this group is created with the time. Creating another group or including a new member is a demanding job. Hence, an established team knowing perspective and strategies of Mrs. Kutman is a valuable source to support works in the school.

However, each year new teachers may come into a group. This established group has its rules and variables. Obeying these rules, being aware of variables might be a way to enter a group. For example, in order to support development of two-year old experienced teacher, Mrs. Kutman had to study on a book with that teacher. Aim of Mrs. Kutman might be presenting, and teaching school philosophy determined by her. Nevertheless, harmony with the group could not be sustained each time. For Mrs. Kutman, including the improper teacher is knocking the team out.

In addition to general team building, Mrs. Kutman creates classroom teams by matching teachers harmonically at the beginning of the year. Catching pairs that can work harmonically and do not create problems is essential for Mrs. Kutman. Mrs. Kutman was ensuring classroom teams by pairing them based on their features.

³⁶ "Ben haftalık şeylerine bir bakarım öyle deyim sana listesine ama bu kadar karışsam onlar kendi işlerini kendileri hallederler baktım çok yüklü bir şey geliyor o zaman sorarım."

K. “I spend effort for paring teachers harmonically. Who get along with well? Who is energetic? Who is quiet? Who is analytic? Who is global? I work on it. If one is holistic and the other one is segmental, they can work more harmonically. If I catch best pairs, I try not to separate them. I do not want to face with problems. Until you catch the best pairs, you spent energy. Then you try not to lose them” (Interview, 05.04.2013)³⁷

Common language. Being able to create and understand the common language paves the way valuable communication to create team spirit. That’s why; Mrs. Kutman may attach importance on to share her knowledge to be able to create a common language. They have regular trainings, read same books, share same thinking strategies and produce a common language. One of the child-centered meetings, I realized that the teacher was using same words with Mrs. Kutman like “bird’s eye analyze, being mirror, accumulation.” After meeting, I shared with Mrs. Kutman that I realize the common words they both used. She explained how they gathered these terms and started to use.

K. “Yes, we studied on Thomas Cord’s effective family communication book. Fundamentally, I try to share this philosophy.” (Audio taped record, 17.04.2013)³⁸

After mentioning about Thomas Cord’s book, Mrs. Kutman showed me brain map program that they use to organize themes of activities. This program was constituted from

³⁷ “Bunların arasında sene başında uyum sağlayabilecek öğretmenler için kafa yoruyorum. Hem daha iyi anlaşıyor, hem de diğer taraftan biri çok canlı biri daha sakin, çocukları da zenginlik adına ne getirecekler buna da bakmaya çalışıyorum, bir analitik bir dünya çapında, evet. Bunlara çalışıyorum. Yani biri parçacı olursa sistem biri de bütünsel olursa daha tamamlanmış oluyor. İki parçacıyı bir araya koyduğum da oluyor. Ama o noktada şeyi diyorum yani elimizdeki o olduğu için onu yapıyorum. Ama galiba geri döneyim. O ikiliyi yakaladıktan sonra hiç ayırmamaya çalışırım. Bu problem gelsin istemiyorum demek. O ikiliyi yakalayabileceğiniz noktaya kadar gidiyorsunuz, yakaladıktan sonra kaçırmamaya çalışıyorsunuz.”

³⁸ “Evet, ama şeyde bütün sınıflar, bütün eğitimlerde, aslında biz Thomas Cord’un etkili aile iletişimini yaptık. Yani temelinde bunu felsefesini paylaşmaya çalışıyorum.”

concepts, their branches and possible questions that can ask in the activities. Program was providing a thinking strategy for teachers that they can follow during their activity-preparation periods. In this way, teachers can benefit from a common perspective sustained by the program. While showing the program on the computer; she also made explanations about implementation processes of program;

K. “We all work on this program. How flowers seem? How do they reproduce? Where can we see them? We separate questions and concepts according to ages and development levels of children. In these meetings, we decide what teachers could need as materials. The problem is if you do not share a concrete example with children, they do not understand. They are in their concrete period. What we try to do is leading children to ask a question and express themselves. What I do is organizing preparations. That’s why we organize this meeting on Wednesdays. Thursday and Friday, we do our preparations. Each Monday we have ‘show and explain’ period. From the Tuesday to Friday, we have examination periods. We always apply this strategy with concrete materials.” (Audio taped record, 17.04.2013)³⁹

Mrs. Kutman attached importance on creating a common language not only between teachers, but also in the families. According to her, creating healthy communication with common words used by family members to support development of children. Even tough, there was no data indicating her suggestions to family members,

³⁹ “Evet, bununla çalışıyoruz. Hepimiz aslında bununla çalışıyoruz. Buradaki çiçekler nasıl görünüyorlar, nasıl çoğalıyorlar, nerede görüyoruz. Bunları yaş gruplarına, somuttan soyuta doğru, ayırıyoruz ve bu toplantıda her birinin neyi nasıl ele alacağını ve ne malzemeye ihtiyaç duyacağını konuşuyoruz. Çünkü buradaki problem, sen bunu yap toprak çeşitleri, toprak çeşitleri olmadığı sürece havada kalır. Somut dönemler. Benim yaptığım o hazırlığı sağlayabilecek şekilde getirebilmek. Sonrasında peki yemek yiyorlar mı bu çiçekler? Nasıl yiyorlar. Peki, gübre dedikleri şey nedir? Aslında sen söyletmeye çalışıyorsun. Gübreleri koklayabilmek, elleyebilmek, nedeni önemli değil, o bir de vitamini ilacı, onun için onu oraya koymak lazım. O yüzden biz çarşambaları yaparız, Perşembe- Cuma hazırlığımızı yapıp, pazartesi günü göster anlat vardır. Ama salıdan itibaren yine sorgulama düzenimize geçeriz. Hep malzemeye yaparız.”

realizing perspective of Mrs. Kutman might sustain valuable source to learn how she consider common language is critical.

K. “How you spend your life is all about your perspective. You can go to the shopping mall or you can analyze worms or you can go to Galata tower, or you can ask / say ‘what do you think shapes of cars in the past?’, ‘Let’s gets oldest car around!’ Is this an examination? I think so. I mean trying to construct a common language supports child development.” (Audio taped record, 17.04.2013)⁴⁰

Trust relation. In order to develop a team spirit, members of the team should feel confidence to each other. According to Mrs. Kutman, honesty is an essential part of sustaining trust relation with teachers and parents. That’s why; she apparently explained that she does not want to work dishonest people who only protect their benefits rather than group enhancement. In a conversation about under which situations a teacher can be dismissed, Mrs. Kutman mentioned a story of a teacher who tried to hide the injury of a child. She claimed that although getting hurt is a normal thing in an ECE; when the teacher hides a small injury from parents and colleagues, this may result in not only physical big problems, but also losing trust relations. Then she explained how she can realize if teacher says lie or hide reality.

K. “I can realize if they lie to me. In a meeting in here (child-centered), she says that everything goes so well. However, when you look at the products of children, you need to ask how the child manages these things. She explains her support to the child. Then

⁴⁰ “Şeyle ilgili yani hayatta geçirilecek zaman tamamen senin perspektifinle ilgili yani, nasıl geçirdiğin, yani her gün alışveriş merkezine gidersin veya solucanlara bakarsın veya galata kulesine gidersin veya dersin ki eski arabalar bugünkü gibi miymiş, bakar mısın buradaki en eski arabayı tahmin edelim mi yani caddede oturursun buradan geçen en eski araba hangisi sence diye sorarsın bu bir tahlil midir evet bir tahlildir. Yani işte bu ortak dili oluşturmaya çalışmak ki bence bu aslında bence çocuğun gelişimini sağlayan.”

you ask why the teacher wanted to show child's products better. She replies as because his mother wants to see him in this way. In here, if a child falls down, teacher has to report it. If a teacher hides, I feel disappointment and do not trust anymore.” (Audio typed record, 03.05.2013)⁴¹

Also, she mentioned her experience regarding some teachers to become distrustful by making different comments about development of the child to Mrs. Kutman and parents. Teachers could exaggerate abilities of the child and keep if child hurt himself/herself as a secret.

On the other hand, after realizing a screen in the office of Mrs. Kutman, I asked how frequently she is watching classrooms from the screen. I learned that this was the screen that parents can also watch from their homes without sounds. She replied as “not that much if I search for something then I can watch until I find it.” She also added an explanation about possible reactions of parents toward teachers about process and the classrooms. She said

“I have never let parents and teachers come face to face. We do not have anything to hide. Parents cannot listen voice of the classroom, but we apparently say we do not aim to make happy your child. He can be sorry if it is required.” (Audio taped record, 03.05.2013)⁴²

⁴¹ “Bu hayır yani şeyi görüyorsun. Çok iyi o kadar iyi gidiyor ki falan filan sonra burada toplantıda) mesela biraz şeylere bakıyorsun ne diyeyim sana yapılanlara. Diyorum ki nasıl yaptı? İşte destek aldı. Niye çok iyi olduğunu düşünüyorsun çünkü annesi öyle duymak istiyor veya mesela hani şey içindir yani bilirim ki pek çok öğretmen burada düşse çarpsa haber verir. Saklayanı bir kere görsem o öğretmene hiçbir güvenim kalmıyor benim.”

⁴² “Öğretmenlerin velilerle karşı karşıya gelmelerine asla izin vermem. Burada saklayacak bir şeyimiz yok. Veliler sınıf sesini duyamazlar. Ben açıkça söylüyorum burada çocuklarınızı mutlu etmek için çalışmıyoruz. Gerekiyorsa çocuk üzölmeli.”

From the perspective of parents, screen might be a means to develop trust sense to school. From the Mrs. Kutman perspective, this is a tool to make observation and control classrooms. What about teacher's perspective? Do teachers feel that people trust in them? In order to establish trust relation between people, mutual responsibilities should be met. In the observation day, Mrs. Kutman open the screen, started to make comments about Efsun Teacher while she is observing. Efsun Teacher and Mrs Kutman have been together for 12 years. Mrs. Kutman explained how she believes in rationale of that Efsun Teacher because there were many ideas and problems solving strategy matches between them during the process. Although Mrs. Kutman claimed that she developed trust feeling to Efsun teacher, the sense of being controlled spontaneously may not be a positive attitude in terms of Efsun teacher. Hence, two-way trust relation may not be developed.

K. "Even though I know almost all teachers from the similar dates, I do not have suspicious regarding Efsun Teacher since we share almost same problem-solving philosophy. Even if she uses another strategy, I can understand underlying reason she put. I know that she love and care about children. That's why I can follow her strategies. Rather than pretending children's learning, teachers should take responsibility" (Audio taped record, 03.05.2013)⁴³

Adaptive Work

Pre-school education area is a living, changeable organism that depends on features and variables composing this area. As a leader; analyzing and being aware of these changes,

⁴³ " Neredeyse tüm öğretmenleri aynı zamandan tanıyorum ama Efsun öğretmen hakkında hiçbir şüphem yok. Neredeyse aynı problem çözme felsefemiz var. O başka bir yol kullansa bile, neden yaptığını anlayabilirim. Çocukları önemsedğini ve sevdiğini biliyorum. Bu yüzden onun yöntemlerini anlayabiliyorum. Öğretmenler çocuklara öğretiyormuş gibi yapmak yerine sorumluluk almalılar."

being flexible to guide whole organism and to emphasize on developments are critical factors. Mrs. Kutman was also putting importance on changing education perspectives and their effects on leadership capabilities. She was examining questions of “What is the aim of education? Do we really intend these purposes? What kind of generations we are educating?” from the macro-perspective. Also try to find out reflections of these questions into her micro-perspective leadership concept. She was saying “As a leader, I do not want to spend time with classical management approaches.” She was claiming “New leadership concept comes with new life perspective.” When she was evaluating leadership abilities, she took attention on handling different situations.

K. “Leaders’ listening ability, I have coaching education. What are leaders’ managerial capabilities? These are all good but while doing this job, you need to handle with all different, rapidly changing things.” (Audio taped record, 03.05.2013)⁴⁴

The motto of ‘it depends on different situations’ shows its effects not only on the perspective of leadership but also on programs and curriculums developed for unique group components. For example, Mrs. Kutman underlined that for ten years, she was adapting curriculum each year for changing features of children and parents. Also, for Mrs Kutman, knowledge and awareness level of her and teachers are critical factors leading changes into the area.

K. “Our knowledge is changing. Between all those things, all is about how to create contacts, what to discover, what to realize... My knowledge level and awareness level of teachers are developing

⁴⁴ “Liderin dinleme becerileri, liderin yani ben koçluk aldım. Bakacak olursan liderin nedir yönetim becerileri? Yani bunlar iyi hoş ama zaten yaşarken çok farklı bir şeylerle karşılaşıyorsun”

during years. To me, this is the right strategy to follow.” (Audio taped record, 17.04.2013)⁴⁵

According to Mrs. Kutman, flexibility requires responsibility to make changes. She was explaining adaptability through abilities of teachers to take initiatives. Supporting critical thinking strategies of teachers can result in their actions to make contributions into changes and decisions taken in the pre-school center. Explanations of Mrs. Kutman regarding what kind of curriculum they are implementing indicated me her perspective to support teachers to keep their common philosophy.

K. “Yes, but, I do not use only High-Scope. If you ask me what you do, we use High-Scope, key experiences. I feel necessarily get angry. I say, how you do this? Why do not you take the initiative, why do not you take into account child? I am pleasant with teachers in here. They can say me do this; we cannot do. I became very happy when they say that we need to slow down the daily program. If I bring them High-Scope and ask them to apply; thank god, the teachers do not refer it.” (Audio taped record, 17.04.2013)⁴⁶

Explanations of Mrs Kutman showed me a system that members can be able to discuss school issues. She claimed that there is no correct prescription for solutions of problems and she attached importance on supporting learning of children. Hence, Mrs.

⁴⁵ “Bizim bilgimiz değişiyor. Yani bütün bunların arasında yalnızca şöyle ilgili, hangi bağlantıyı kuruyor, ne var keşfedecek, neyi fark ediyoruz, bunlar. Bunlarda benim farkındalıklarım attığı sürece hep başka yerlere doğru veya öğretmenlerin farkındalıkları arttığı sürece başka yerlere doğru gidiyor.”

⁴⁶ “Evet, ama ben sadece High-Scope yapmam yani, bu bununla ilgili. Bana sorsan ne yapıyorsun, High-Scope yapıyoruz, ne yapıyorsun anahtar deneyimler. Ben kendim ister istemez sinirleniyorum biliyor musun? Diyorum ki, nasıl bunu yapıyorsunuz? Nasıl, yani burada insanın hiç mi kendi inisiyatifi ve sorgulaması olmaz, hiç mi çocuğu görmüyorsunuz, öğretmenlere de yani ben çok şükür buradaki öğretmenlerden o kadar memnunum. Derler ki bana işlem yap, yapamıyoruz. Ben o kadar mutlu oluyorum. Diyorum ki bana, günlük programı yavaşlatmamız gerekiyor. E haklı oldukları nokta. Ama ben High-Scope u götürsem ve desem ki işte nesneleri farklı amaçlarla kullanmayı iki hafta yapacağız. Hiç biri yapmaz bugün çok şükür.”

Kutman may use developing adaptability of teachers' strategy to lead them to find out unique solutions and pave way to empowered and questioning children.

K. "Since there are no correct prescriptions in life, I only develop solutions by discussing. I only care what should be done to support learning of children. ` (Audio taped record, 17.04.2013)⁴⁷

In order to adapt different situations, Mrs. Kutman developed three strategies. These policies are having different hats, multiple tasks at the same time, and alertness. These strategies were analyzed with their advantages and disadvantages under the category of adaptive work.

Different Hats. In order to cope with problems and to adapt into process, benefiting from her numerous features is a strategy for Mrs. Kutman. Based on the nature of the situation, she can change her attitude, and approach. According to her, flexibility and having different hats stemmed from the education programs she attended, the nature of occupation and her pre-experiences, personality. Such kind of flexibility occurred within the time and affected her taking decision process. As a reply to my question as "what kind of contributions provide your professional life into your perspective?", she mentioned about multiple solutions of problems to meet needs of children as a point requiring flexibility.

⁴⁷ "Çünkü şey olmuyor yani, doğru, bu bir reçete yok hayatla ilgili bir çocuğa şu dedi bunu yaptım. Şu dedi bunu yaptım. Ya ben sadece bunu tartışarak ben de zenginleşiyorum. Benim için sadece çocukların öğrenmelerini zenginleştirmek önemli"

K. “With the time passes, occupation and I made contributions into hats that I place. Workings with children or people, especially working with children show you there is no one right. Hence, it made me more relax - soften. There is a big difference between when I start this job and nowadays. I do not entirely believe in any program. Now, I wait to say something. In order to direct people, I use the time. I am doing education coaching, teacher coaching, parent coaching. I am trying to analyze and make observations from a distance by taking deep breathes. Maybe this ability come from the profession but the contributions of trainings that I attend should not be underestimated. (Interview, 05.04.2013)⁴⁸

She mentioned her preference to work as a psychological counselor rather than as a coordinator in the school. She also added her educationalist perspective and coaching /guidance during the school period. She explained her buffering effect between parents and teachers to sustain more qualified environment to children in the school.

“K. While speaking with parents, s/he may say that s/he has problems with her/his partner. At that point, I develop concern about effect of ‘we have problems with my partner’ to the classroom and teacher. That’s why I use psychological guide hat to intervene problems.

Y. Not your coordinator identity

K. I am composing both of them

Y. Both of them?

K. If you ask, I do not care about management. I work as psychological guide, but it is not just psychological guide. This job also includes education. Psychological guidance includes educational

⁴⁸ “Zamanla şeyi görüyorsun mesleğin de kattığı var benim de getirdiğim var. Çocukta veya insanla çalışmak, özellikle çocukla çalışırken bir doğrunun olmadığını görüyorsun. Bir doğru yok. O dolayısıyla da hani beni yumuşattı mı evet. Başladığımızla bugünkü geldiğimiz yer çok farklı. Hiçbir programa inanmıyorum yani. Şu budur demek için çok daha bekliyorum. Yani çok dışarıya yönlendirirken zamanı kullanıyorum. Ben aslında öğretmen koçluğu yapıyorum. Eğitim koçluğu, öğretmen koçluğu, veli koçluğu yapıyorum. Çalıştığım öğretmenlerle aynı şekilde biraz daha nefes alarak uzaktan bakmaya yer açtım evet. Bu da aslında belki mesleğimle de bağlantılı olarak geldi ama gittiğimim eğitimlerin ok büyük faydası var?”

part. In here, we have learning processes. That's why, I am combining them" (Audio taped record, 17.04.2013)⁴⁹

While mentioning about the books on her table, she mentioned about her limited time for her family. She put emphasize on her motherhood and being daughter hats by comparing them her intuition to learn more. She created a kind of balance, meaningful reason of putting so much effect on self-development by explaining value she gave on her occupation.

K. "I want to read this child book. I have two children, a home, a mother, a father and all others hats. Sometimes, I think if reading book and information suppress my intuitions. I believe in that working in here deserves reaching information. I am also suggesting it ..." (Audio typed record, 30.05.2013)⁵⁰

Mrs. Kutman has many hats in her professional life, but also she has hats in her private life. As a researcher, during the field trips and observations, I realized her efforts

⁴⁹ "K. Veli ile konuşurken eşle ilgili kapı araladığında şey geliyor, bizim de zaten aramız iyi değil. Şimdi o bizim de aramız iyi değil kısmının tüm detaylarıyla sınıftaki öğretmene geçmesinden ben çekindiğim için veya çok da etik bulmadığım için ben buradaki o psikolojik danışmanlık kimliğimle o görüşmeyi yapıyorum.

Y. Buradaki müdürlük kimliğinizle değil.

K. İkisini de birliyorum,

Y. İkisi birden?

K. Galiba soracak olursanız en az müdürlüğü takıyorum. Yani ben daha psikolojik danışman olarak çalışıyorum ama psikolojik danışmanlıkta da gördüğüm sadece danışmanlık değil yani. Bu işin bir eğitim boyutu var. Zaten psikolog ve psikolojik danışmanın nedir eğitim boyutu da vardır. Buradakinde o öğrenme süreçleri de var. O yüzden bu ikisini daha çok yapmaya çalışıyorum yani."

⁵⁰ "Gözlerim hep çocuk kitabında okumadım daha... Benim iki çocuğum var bir evim var anam babam bar bir suru şapkam var. Gerçekten kitap okumak ve bilgi sadece sezgilerimi bastırıyor mu diye düşünüyorum. Bilgiye ulaşmanın burada çalışmanın bunu hakkettiğini düşünüyorum. Bunu da soyluyorum okusanıza diye..."

to meet requirements of each hat she has. However, the situation resulted in difficulties for her to keep the balance between professional and private lives. This situation evoked me her effort to be superwomen by to handle each problem and to know about each topic. According to her, the situation she is living is a classical lifestyle that her occupation demands. However, does she have to force herself to meet requirements of each area of her life? As she mentioned, taking decision to be superwomen is her decision? Do community expectations lead her to sustain her life in that way?

Multiple tasks. Having different hats and adapting them based on requirements of target people and situations was not enough strategies for Mrs. Kutman. Under certain conditions, being able to handle different tasks at the same time became unexceptionable to sustain daily life in the center. These tasks can include not only problems in the center but also about private life. In other words, to maintain balance between home and professional life handling with multiple tasks at the same time became a solution. Also, allocation of duties and sharing responsibilities support pre-school center team.

K. "I am trying to do, reach and read all books, resources and researches. At the same time, I am trying to handle responsibilities in here. What I am trying to do individually exists in here, dealing with these things.... That's why I want Buket to be more functional. That's why I stepped in" (Interview, 05.04.2013)⁵¹

⁵¹ "Eskisinde çok daha fazla işin içinde o kadar çok kaynak o kadar çok yapılan araştırma, o kadar çok kitap var ki hepsine yetişmeye çalışıyorum. Aynı zamanda buradaki işleri yürütmeye çalışıyorsunuz. Burada yapmaya çalıştığım kişisel olarak burada olup, bunlarla haşır neşir olup...O yüzden Hale'nin daha işlevsel olmasını istiyorum. Bunun için adım attım diyebilirim."

Coping with at least five organizations and at the same time responding exceptional situations and being ready for emergency needs had become ordinary tempo of her daily life. During an observation period, I counted 5 tasks at the same time; I was observing / she was making explanations to me: her phone was broken / was trying to repair it: her son was needed a legal paper / she was organizing it: a teacher needed a particular kind of paint / she was trying to find that paint: a co-worker was going to buy school shopping list/ she was trying to be sure about list.

“K. I am not the only one dealing with everything; I am doing everything at one. However, if s/he cries, you cannot wait. You finish a work then jump into another one. You have to become multi-purposes.

Y. I saw you went out to take care for the child. At the same time, you went out to call for driver, at the same time you gave information about coffee to cooks.”

K. These are not whole things. There is also musical’s part, costumes. There are lots of things to do. I became tired. Last night I slept at 7 p.m.

Y. 7 p.m. is too early

K. Are you crazy! I woke up at 11 p.m. Then, I slept again until 7 a.m.” (Audio taped record, 03.05.2013)⁵²

⁵² “K. burada bu pozisyonla ilgili yanı bir tek ben yapmıyorum her şeyi, hepsi bir arada yapıyorum ama buradaki o ağırlıkta duramıyorsun dolayısıyla bu işi bitiriyorsunuz buradan buna atlıyoruz işte bilmem neye atlıyorsunuz alışverişe atlıyorsunuz servise atlıyorsunuz çok amaçlı

Y. Dışarı çıktığınızı gördüm. Çocukla ilgilendiniz. Aynı zamanda bir daha dışarı çıktınız şoförü çağırmak için, aynı zamanda mutfaka işte kahve konusunda bilgilendirdiniz.

K. o kadarla bitmiyor ki! Bu sırada işte şöyle ilgili bilmem ne müzikalin bilmem ne sözleşmesi gerekiyor işte birçok iş var. Dun akşam 7’de uyudum.

Y. 7 çok erken bir saat

K. Deli misin! 23 de kalktım 1 saat oturdum sonra tekrar uyudum 7 diye kadar.”

Alertness. Hectic working environment led her to respond many tasks at the same time.

On one hand, focusing multiple issues and dealing with them can become a feature requiring alertness toward different stimulates. Especially reactions of children create an atmosphere for her to panic. Whatever she was doing, she was giving a break to control what had been going on and to see how she could make organizations to solve that situation. On the other hand, keeping all leadership power by herself can result in to feel responsible towards each situation in the center, so requires being alert. Hence, necessity to be aware of each part of the center can result in systematic controls. That also may result in questioning her trust relations with teachers and staff.

For example, in the day that Mrs. Kutman and a teacher were doing child-centered meeting, Mrs. Kutman saw a stranger from glass-walls of office. Suddenly, she went out. Then I and the teacher were alone together. She silently turned to me and said “too panic, too panic; this is the gossip of her.” Then Mrs. Kutman turned into the office, and they continued to their meeting. Alertness of Mrs. Kutman became a clue for me to understand how teachers see Mrs. Kutman’s alertness feature. When I mentioned her frequent and sudden controls on responses of children, she said that, this was a kind of unconscious reaction to being aware of around.

K. “Buket, are you okay? Is everything okay? Buket who is with you? Look, they are going down. There is a refrigerator in the down room. We ice over if a child hits. That’s why, when see one to enter that room, unconsciously, I realized that something happened. While I am talking to you, I also control people around. Now I see, there is a stranger. I can see who enter the garden. I have never tried to give

up this feature. You can see this is a disadvantage. Why am I too controller, why do I dominate?” (Audio taped record, 17.04.2013)⁵³

After realizing what was going on, she was making indirect interventions like calling for teacher or asking for help from people around of her until she became sure that everything was under control.

“Mrs. Kutman went out of the room to check when she heard child voice or cry. Today she went out two times. Second time, I went with her. A child was shouting and screaming, and there was child’s mother. Mrs. Kutman immediately enters the situation, but the child did not react her. She tried to contact communication. Then she realized she cannot reach the child. Then she entered the school to call for a teacher. Teacher came and asked for child ‘I want to go out, do you want to come with me?’ Teacher calmed down the child. At that time, Mrs. Kutman was in the observer role. After that she sit with the mother and spoke for a while. Mrs. Kutman suggested mother to take a shawl and continued to observe the child and mother.” (Field note, 03.05.2013)⁵⁴

⁵³ “Buket bir problem yok değil mi, Buket yanında kim var? İyi misiniz? Şimdi ben de bak mesela... Girmesi. Aşağı iniyorlar, aşağıda buzdolabı var ve buz tutarız. Yani biri birisini ısırdığı zaman, birisi kafasını vurduğu zaman ne yaparız, buz tutarız. O yüzden buraya giren birini gördüğüm zaman elimde değil yani bilinçaltım şey diyor; bir şey oldu. Gireni çıkanı yani bak seninle konuşuyorum ama görüyorum yabancı biri var. Girdi girmedi. Kim geldi görüyorum yani. Evet, yani bundan hiçbir zaman vazgeçmek yani tabi zaman zaman bunu bir dezavantaj olarak da görebilirsin. Neden bu kadar kontrolüyüm veya niye bu kadar hakim olmaya çalışıyorum.”

⁵⁴ “Kutman dışarıdan duyduğu her çocuk sesinde dışarıya çıkıp baktı. Bugün içinde iki kez heyecanla dışarıya fırlayıp baktı. 2. çıkışında ben de onunla çıktım. Çığlık çığlığa ağlayan bir çocuk ve yanında sonradan annesi olduğunu öğrendiğim bir kadın vardı. Kutman hemen durumun içine girdi. İletişim kurmaya çalıştı. Çocuğa ulaşamadığını anlayınca yanda bir odaya girerek öğretmeni çağırdı. Öğretmen çocuğa “had gel ben dışarıya çıkmak istiyorum sen de gelir misin” dedi. Öğrenciyi sakinleştirip dışarıya çıkarttı. Daha sonra veli ile bahçede bir bankta oturdu ve bir süre sohbet ettiler. Ona pastil ve bir şal alması önerisinde bulundu. Uzaktan çocuğu ve annesini gözlemlemeye devam etti.”

Relations

Relation category includes web of inclusion and life balance sub-categories. These categories were constructed as a result of data focusing on Mrs. Kutman's approaches on relations towards members of the school community, her family, her friends and outside of the school community.

Web of Inclusion

Mrs. Kutman described her role in this ECE center is an umbrella. According to her, ECE can gather people for the one aim that is enrichment of child development. As a result of data analysis, conscious and unconscious attempts of Mrs. Kutman to connect people and herself for the sake of children were realized.

Mrs. Kutman mentioned advantages and disadvantages of connecting many people. According to her, being able to establishing relations between people is a critical factor to be successful however she also claimed that this has a disadvantage. In an interview, a spontaneous question about relations was asked to Mrs. Kutman. The question was "You meet people and establish relations in the center. How do you describe your relations with them?". She mentioned that she knew many people; even they can establish close relations like friendship. For her, this is a kind of external motivation, but this situation also brings tiredness at the end of days.

K. “You meet with many people, I mean now the school has 70 parents. Even if I have more internal motivation, I also have external motivation. Parents give you appreciation feeling. I sometimes think that do i really like this feeling. I do not do this job for it. Old parents still come to me to take advice about their 20 years old children. Hence, this job brings many people into my life. But what it takes away? Because I enter multi person relations during the day, in the evening I just want to go home and be with fewer people as possible.” (Interview, 05.04.2013)⁵⁵

She explained that she could establish these relations intentionally like makers of furniture or doctors around school. According to her, this is a way of finding cost-effective solutions to obtain services trustfully. Not only for the planned decisions, but also for the emergency situations, she has pre-determined trustful strategies to meet the needs of children. Thanks to her established relations, she might buy services rapidly, trustfully, and from a person she had in touch before. According to her, these kinds of relations are established with the experiences she gathered during the decision-making processes.

“Y. If you are going to but new furniture, how you select and buy them?

K. I know some producers. I call them. I do not learn by experience anymore. At some point, I want to try but, in terms of money, time and labor; I am trying to be economical. There is firm that I work

⁵⁵ “K. Çok insan tanıyorsun. Yani çok insan tanıyorsun dediğim şu an 70 küsur velim var. Yine de o bir şekil şeyi var yani ben de dış motivasyon, iç motivasyon var daha çok ama. Dıştan gelen alkış veya beğenilme hissine sana veli veriyor. O veli verdiği zaman bayılıyor muyum bu fikre diye düşünüyorum. Onun için yapmıyorum, onu biliyorum ama hani benimle 93’lü çocuğunu konuşmaya gelen hala arkadaş olmuş artık veliler vardı. Dolayısıyla da hayatıma bir sürü insan getiriyor. Bir sürü çocuk getiriyor. Ama ne götürüyor tarafı. Çok insanlı bir ilişki içerisinde gittiğim için artık akşam eve gidip daha az insanlı bir hayata geçmek istiyorum.”

with, but I can take proposals from 2 – 3 firms. Then decide one”
(Interview, 05.04.2013)⁵⁶

K. “We need nurse five times in a year. Rather than, employing a nurse in the school for five times, I search for available places around. I am trying to figure out how to reach these places...”
(Audio taped record, 03.05.2013)⁵⁷

In the field trip, I observed many examples of her initiation to construct relations based on common points she created with people. When I asked her reason to attempt to find a common point with people, she claimed that she does such kind of connections unconsciously. In a conversation with a mother, three times she mentioned possible common person between two of them. Revealing common people between them might give her a chance to establish more intimate relations and to create an environment of trust with parents.

“Once parent say they would move to Alaçatı, Mrs. Kutman suggested to introduce another parent moved to Alaçatı to the parent in the room” (Field Note, 03.05.2013)⁵⁸

“Parent asked the program for 2.5 years old children. Then Mrs. Kutman explained it and said that she also knows X (common person)” (Field Note, 03.05.2013)⁵⁹

⁵⁶ “Y. Peki okula yeni mobilyalar alacaksınız. Nasıl alırsınız onları?”

K. Bildiğim adamlarım var. Onları çağırıyorum. Hiç eskisi gibi, deneyimsel olarak buradan, şuradan demiyorum. Bir tarafta yapmak istiyorum ama ekonomik olmaya çalışıyorum, zaman para ve emek açısından ekonomik olmaya çalışıyorum. Şu an için çalıştığım firma varsa, iki üç yerden teklif alıyorum. Bir onu sağlıyorum onunla gidiyorum.”

⁵⁷ “Bütün sene boyunca 5 kere filan ihtiyaç duyabiliriz hemşireye. 5 kere için burada devamlı hemşire tutmak... Bende şeye hep bakıyorum yakın yerdeki yerlere... Hep nasıl ulaşırsız filan diye.”

⁵⁸ “Veli Alaçatı’ya taşınacağını söyleyince, K. oraya daha önce başka bir velisinin gittiğini, onları tanıştırdığını söyledi.”

⁵⁹ “Veli 2,5 yaş grubu ile neler yapıldığını sordu. Kendisinin de X’in arkadaşı olduğunu ve K.’nin da onu tanıdığını söyledi.”

“Mrs. Kutman asked name of a doctor that parents consult. Parent gave a name. Mrs. Kutman said she also consulted the same doctor for her boy and added that the doctor’s children attended the Mrs. Kutman’s school.” (Field Note, 03.05.2013)⁶⁰

Keeping her relations intimate with teachers and staff might help her to learn things going on in the school. Hence, she mentioned that whatever spoken about school and parents, she could hear. From the perspective of Mrs. Kutman, establishing intimate relations was also a way of to learn more about school processes. For example, in the day, a teacher came into the room to declare that she did not want to leave from her children to replace another teacher. Mrs. Kutman responded request of the teacher positively by saying that she would try to find another solution. After this observation, I asked Mrs. Kutman what would be her reaction if her desire and wish of the teacher do not match. She answered the question as

K. “We can discuss on the issue. We try to find a common solution. They do not talk behind of me. Even If they do, I can hear it and say it. We can also discuss underlying reasons of their sentences about me. We discuss a lot.” (Audio taped record, 17.04.2013)⁶¹

Also, having connections and establishing relations with people is an active way to promote advertisement of school. According to her, establishing relations is a unique way to promote advertisements. She shared her target of informing parents in a detailed and continued way as increasing possibility of parent’ sharing with people around them.

⁶⁰ “K. doktorunuz kim diye sordu veliye. Veli bir isim söyledi. K. onun oğlunun ilk doktorunun da o kişi olduğunu söyledi. O doktorun çocukları da bu okuldaydı diye ekledi”

⁶¹ “Arkamdan konuşulmaz yani, arkamdan konuşulan varsa bile şey yani duyarım ve söylerim. Benim için neden böyle diyorsun. Tartışırız, bol tartışırız hem de...”

“Y. Why are preparing monthly school newspaper?

K. I love to share feedback with parents to show what we do in school. This is the only way to make our advertisement. I believe that if we manage to create a common language, parents will probably share it. I suggested story book series about Anatolian civilizations to parents. Most of the children has historical atlas.”
(Audio taped record, 17.04.2013)⁶²

For example, a mother came to school with the aim of learning information about school process. During the conversation, Mrs. Kutman asked the women how she heard about school. Then, woman mentioned about a familiar person. In addition to a relation based on sharing school processes, Mrs. Kutman revealed an alternative relation by speaking on the familiar person. In this way, she enhanced conversation that might result in creating a positive and trustful atmosphere.

“K. Where did you hear our school?

P. My cousin attended this school (Mrs. Kutman remembered the cousin and asked some questions about him / her). They continued to speak about that common person” (Field Note, 05.04.2013)⁶³

⁶² “Y. Peki aylık okul gazetesini neden yapıyorsunuz?

K. Geri bilgilendirmeyi seviyorum velide ne yaptığımızla ilgili, onun için. Yani bu bizim tek reklamımız. Gerisinde sadece şey mesela, dibinde inancım o ki bunları yaptığımız sürece beraber ortak bir dil oluşturup sonrasında bu veliler bunu paylaşacaklar yani buradan çok veli Anadolu uygarlıkları hikâye sersini alıyor çocuklarına veya atlas yayınları, zaten bunu veli toplantılarında da söylüyorum, çocuk atlası çoğunda var.”

⁶³“ K. Okulumuzu nereden biliyorsunuz?

X. Önceden kuzenim buradaydı. (K kuzenini hatırladı ve bir süre onunla ilgili konuştular). Ortak kişi hakkında konuşmaya devam ettiler.”

Based on the field notes, audiotapes and observations, three ways of creating web of inclusion were determined. These categories are communication abilities, creating a welcoming atmosphere, “I understand you, I had similar problems.”

Communication Abilities. Using communication abilities is an indispensable part of establishing relations like weaving orbs of a spider web. Mrs. Kutman developed her communication ability mainly based on her three features that are discussing respectfully on issues with people, respecting and asking ideas of people and listening ability.

Discuss on issues. According to Mrs. Kutman, teachers of the ECE center could pose and advocate their ideas. In this way, according to her, decisions could be taken as a group. However, one of the questions in the interview was about “what if Mrs. Kutman prepared a new curriculum that teachers do not want to apply. Teachers might have suspicious and critics about new curriculum. What could be the reaction Mrs. Kutman?”. Although Mrs. Kutman mentioned about her possible attempts to convince teachers, she declared her insistence applying the curriculum in the way she prepared.

K. “Firstly, I explain and try to convince them. Human factor is critical for me. If I face with resistance, I say that I love your resistance, but let’s try and see what will happen.” (Interview, 05.04.2013)⁶⁴

⁶⁴ “K. Yani, önce şeyi anlatırım, iknaya çalışırım. Benim için önce şey var yani insana faktörün ne kadar önemli olduğu. Bak şu bundan dolayı böyle, ama direnç karşılaştığımda derim ki bayılıyorum direncine ama hadi biraz deneyelim sonra görelim.”

Then, I wondered her reflection and asked “what if teachers also decide not to apply curriculum in the classroom?”

“K. I honestly say that I want you to try this. After that, I can take your feedbacks and reform it. Let’s start and try it.

Y. In other words, you do not offer options to them.

K. No, I offer. In order to make them comfortable with the idea, we can discuss. I can ask them what the thing is disturbing them. What kind of reform they expect? If they ask the rationale of the curriculum, we can talk about it.”(Interview, 05.04.2013)⁶⁵

She mentioned her reluctance to change her decision to apply new curriculum by taking into account suggestions and complaints of teachers but examining the reasons of disapproval by asking question. In this way, she opened a space to discuss question marks of teachers and try sustaining teachers to internalize change and be comfortable with a new curriculum. This situation indicated that even though Mrs. Kutman opened a space for discussion as a group, she inclined to give last decision and expect teachers to follow her decision that does not mean being comfortable with opposite arguments to carry discussions on particular issues.

⁶⁵ “Z. Çok dürüstçe cevap veriyorum derim ki, ben bunu böyle yapıp denenmesini istiyorum. Sonrasında geri bildiriminizi alalım bakalım ne kadar değiştiriyoruz o zaman görün derim ama başlayın derim.

Y. Yani seçenek tanımazsınız onlara.

Z. Hayır seçenek tanırım. Hepsini rahat ettirebilecek şey burada ne olabilir. Ne rahatsız ediyor seni, böyle değiştirelim mi? Ama bunların arasında der ki neden katıyoruz bunu? Hani mesela işte niye bu programı yapıyoruz der, konuşuruz.”

Asking and respecting ideas. One of the interview questions was about if she takes decisions by asking ideas of people around her. She replied this question by considered her private life and mentioned her reliance on suggestions of certain two friends.

K. “I have two children. I divorced two years ago. Lots of people can suggest solutions or ideas, but I know what I want. I mean I block lots of suggestions, but I have two close friends. Their ideas are valuable for me.” (Interview, 05.04.2013)⁶⁶

Based on the observations and field notes, I realized that she asks ideas of specific persons and evaluate their suggestions as valuable in her decision-making processes. For the other people, even if she asks their ideas, her decisions are important. For example, one day, Mrs. Kutman was writing an e-mail to the parent. After writing it, she felt the need of asking Buket’ ideas. Then, she called for Buket and asked her to read e-mail and make comments.

Mrs. Kutman gave the paper to Buket and asked her ideas and suggestions. (Mrs. Kutman asked approval of Buket). (Field Note, 25.04.2013)⁶⁷

Another day, while Mrs. Kutman was trying to make a decision about cards that they were going to for year-end show, she heard a voice of Buket from the outside, immediately she called out for her.

⁶⁶ “Z. İki çocuğum var. Eşimle iki senedir ayırırız. Yani daha öncesinde de anlatırım ama çözüm bulmaya ve çözümde kendi ve burası ayırırız yani bir sürü insan bir sürü şey der. Ama ben dili benim istediklerimin ne olduğunu ve benim duygularımın ne olduğunu biliyorum. Yani o yüzden o kısımda set koyuyorum ama mesela çok yakın bir iki arkadaşım vardır, onların dedikleri önemlidir aslında benim için.”

⁶⁷ Kutman yazdığı maili içeriye giren Buket’e okuması için uzattı (Onun onayını, analizini almak istedi).

“Mrs. Kutman heard Buket’s voice from the outside. She called for her and asked her idea about picture cards. They started to discuss on picture cards and exchanged their ideas.”(Field Note, 30.05.2013)⁶⁸

However, one day, Mrs. Kutman started to look at shopping list of school, and then invited Fatma teacher to ask about requirements of the school. Fatma teacher and Mrs. Kutman were negotiating about requirements. Based on negotiations, she was composing a shopping list. However, the decisions were mainly taken by Mrs. Kutman.

F. Okay, I think we will buy a smaller one.

K. Small or big, finger paint is more proper.

F. So we can buy one for each of them

K. Okay

F. In fact, small ones are enough for us if we use sponge as a tool. We can put them into plates and mix with water.

K. Okay

F. Okay, then should I order now or later?

K. Do we have paint?

F. We do not; we need color

K. Then you can order (Audio taped record, 25.04.2013)⁶⁹

⁶⁸ “Buket’in sesi dışarıdan geldi. Kutman; Buket, gelsene diye seslenerek onu çağırdı ve fikrini de sordu. Buket okuldan gidecek çocukların servislerini ayarlamaya çalıştığını söyledi ama Kutman resimleri göstermeye başlayınca kaldı. Resim kartları üzerinde fikir alışverişinde bulundular.”

⁶⁹ F. ...tamam küçük alacağız galiba

K. ya küçük ya da büyüklerde parmak boya daha mantıklı yani

F. o zaman her şeyden birer tane büyük alsak yeter

K. tamam

F. aslında birer küçük bile yeter süngerle yapsınlar çocuklar, tabaklara koyalım sulandıralım onu da

K. tamam

After Mrs. Kutman and teacher discussion about requirement of school, I asked Mrs. Kutman if they choose to paint walls of the school; how she decides which color it should be. She said this is a group decision; she could ask the ideas of teachers. However, if teachers decide a color that she does not like, she could defend her idea and threaten them in a kind of the funny way that is “If I do not like color on the wall, I will grumble, and they know it pretty well.” Such kind of reflection gave me clues about the insistence of Mrs. Kutman.

“Y. Do teachers participate into decision-making process?

K. Volunteer teachers participate. We go together for selection of color. We select together. I do not take a decision by myself. However, I do convince them passive- aggressively but if they have a consensus on a color, I say ok. However, then I can grumble like ‘it is not proper color, it became dark...’ They know all this.” (Audio taped record, 17.04.2013)⁷⁰

Listening ability. While Mrs. Kutman was working on a weekly bulletin, a teacher came into the room to conduct a child-center meeting. Teacher was like unhappy. Mrs. Kutman

F. olur tamam o zaman ben siparişı vereyim mi şimdi vermeyim o zaman ihtiyaç olduğun zaman vereyim

F. var mı boya

F. işte yok renk lazım

K. onun siparişini ver ama şey ver...”

⁷⁰ “Y. Peki öğretmenler karar alma sürecine katılırlar mı?

K. Gönüllü öğretmenler katılır bu sürece, yani sizinle gelir, bütün bunların arasında renk şu mu bu mu? Renk beraber seçeriz. O noktalarda çok kendi kendime karar vermem. Bütün bunların arasında pasif-agresif ikna etmeye çalışırım. Ama hani hepsi pembe demişse tamam derim pembe olsun. Sonra ama bıdılarım. Derim, ben size söylerim sonra bıdılcım ama pembe de olmadı da ama bak karanlık da oldu da. Ama o pembeyi alıyorum. Benden daha iyi olan olabiliyor. Haklıymışsın ya bu pembe de iyi oldu. Kötü olursa biliyorlar yani ben diyorum yaş olarak da bıdılarım yani bu noktada biliyoruz.”

started a conversation by asking reasons of teacher' unhappiness. In this way, she made contributions into teacher's psychological well-being by listening their own problems and ideas. By doing so, she believes that they had some relief over their stress. Teachers could come into her room and ask her advice. In this way, not only their personal relations were strengthened but also psychological balance of teachers was stabilized before they go to their classrooms. Hence, teacher's respect to her advice is also a situation that indicating the value of sharing experiences, wisdom and world perspective of Mrs. Kutman. Hence, multi-benefits could be sustained as a result of Mrs. Kutman and teachers' communication. For instance, one day, one of the teachers talked about her father's health problem and started to cry. Mrs. Kutman listened to her, made comments on the issue to make her relaxed. After the teacher had left the room, I asked what if the teacher's psychological imbalance continued and started to affect her job performance. Mrs. Kutman replied as,

K. "In fact, it is not about it. She is saying that because she does not feel safe now, she has problems to concentrate on issues about classroom I know this is not about it. I know her well. When she is good emotionally, she shows similar patterns. It is not just today. My weakness at this point is that if something bad happened to her father, even if I do not believe in her; I could continue to work with her. I do not want to leave her alone. Because I pair teachers, I can hold her with more support if there is no possibility of harming children" (Audiotaped record, 17.04.2013)⁷¹

⁷¹ "K. Aslında ondan dolayı olduğundan da değil. Bu bir kaçış açısı aileyle eşliyor kendisi. Şu an kötüyüm o yüzden yapamıyorum diyor. Aslında bunun bir alakası yok, yani onu iyi biliyorum. Çok iyi olduğu zaman da ya da hiçbir şey olmadığı zaman da paterninin ne olduğunu biliyorum. Bu güne ait bir şey değil. Şimdi burada yaptığım en büyük zaaf şudur; oldu da babasına bir şey olursa ben inan, onunla devam etmeye inanmasam bile devam edebilirim. Şimdi onu bu zamanda yalnız bırakmak istemiyorum bir noktadan sonra o iki öğretmeni eşlediğim için bu sefer daha sıkı destekle onu orada tutuyorum ama bu benim işletmesen yaptığım hatadır ama eğer çocuklara zarar verme gibi bir risk yoksa."

Supporting a disadvantaged teacher even if she thought that this is a managerial mistake showed me how Mrs. Kutman's personal contribution and ECE requirements can alter "classical" managerial rules. Emotional support Mrs. Kutman provided to the teacher can be an example of caring relations that support relations between the leader and the followers. Caring feature of women coordinators can be seen a strategy of them to strengthen relations.

Welcoming Atmosphere. Creating a welcoming atmosphere is important to ensure a sense of belonging and make people comfortable. By taking care of people's concerns and carrying an open-door policy, people can consider availability of Mrs Kutman. Not only parents and visitors may feel such atmosphere in the school, but also, teachers may feel the welcoming atmosphere when they enter into Mrs. Kutman's office.

Hale and Suna teachers came into the office of Mrs. Kutman for the child-centered meeting, and they started to talk about family issues. They seemed so comfortable and could take objects of Mrs. Kutman without asking a request. Meanwhile, they began meeting and having breakfast together (Field note, 17.04.2013)⁷²

Mrs. Kutman organized a mini-conference about parenting. Issues regarding parenting were planned to discuss with parents and teachers who prefers to attend voluntarily. Organizing a conference with volunteer attendance was a sign to welcoming

⁷² "Hale ve Suna öğretmen Aslı Hanımın odasına çocuk odaklı toplantı için geldiler. Ailevi konular hakkında konuşmaya başladılar. Çok rahat gözükiyorlardı ve Aslı Hanım'a sormadan eşyaları alabiliyordu. Ardından, kahvaltı yaparak toplantı yaptılar."

who ever decide to come. Also, during the conference period, I felt comfortable atmosphere that parents and teachers can get into dialogues, discuss on the issue.

The mini-conference was done in the largest classroom of the school. Participants were sitting on child-chairs or the floor in a circle. In the middle of the center, there were two coffee tables and on the tables there were plates full of cookies. Tea, coffee and water area was behind of group. Teachers were also participants of mini-conference. Self-service was available for participants. Most of the participants were sitting on the floor with extended legs. Even there were parents without shoes. This situation reminded me that these participants were feeling comfortable in the center. (Field note, 29.05.2013)⁷³

During the process of observation; I became a member of the ECE center. Hence, our dialogue with Mrs. Kutman was developed to share experiences. While talking about early childhood education profession, I started to mention about children in my classroom. She could listen me and after that by making comments and analyses, she evaluated the relation. As a result of Mrs. Kutman's attention and comments, I felt that I was valued, and my experiences valuable to discuss on them.

“Y. I have a student who always says he sees me in his dreams. I am in the middle of his life. I know this. Maybe he is exaggerating the situation but he says this every day.

K. Apparently this means that you are so necessary for him and also he feels that you give importance to him also.

Y. He can feel

Z. Also, in order to create this emotion, he can say this every day. He wants to show you that you are so important for him. Even If I do

⁷³ “Mini konferans okulun en geniş odasında idi. Katılımcılar çocuk sandalyelerine ya da daire içinde yere oturuyorlardı. Dairenin ortasında iki tane sehpa ve sehpaların üstlerinde kurabiye tabakları vardı. Çay, kahve ve su bölümü arkadaydı. Öğretmenler de bu konferansın katılımcılarıydı. Katılımcılar self-servis ile yiyeceklerini alıyorlardı. Katılımcıların çoğu yerde bacaklarını uzatarak oturuyorlardı. Ayakkabılarını çıkartmış katılımcılar dahi vardı. Bu durum bana velilerin rahatlığını gösterdi.”

not see you in my dreams, you are still in my heart.” (Audio taped record, 17.04.2013)⁷⁴

Do you need me? The question of “Do you need me?” is a way of showing availability to take care of people’s concerns in the daily life. By asking it and showing her availability, Mrs. Kutman might encourage persons if they initiate to solve a problem by themselves. For example, “after dealing with paper works, Mrs. Kutman went out of her office. A cook was gathering vegetables from small field. Mrs. Kutman saw the cook and asked her ‘is there anything to do?’ Cook replied her as there was no need for help; she could deal with it.” (Field note, 17.04.2013).⁷⁵

One day, Buket and three teachers came into the office of Mrs. Kutman to share their plan to bring 20 children buying ice-creams by crossing the road. They claimed that in this way, they could reinforce and teach children how to cross roads. Mrs. Kutman explained her concern that due to the group was too crowded; there could emerge problems. After a while, “I heard children’s voice from outside of Mrs. Kutman’s office.

⁷⁴ Y. Tabi öğrencim var çok güzel bir örnek olacak bu. O yüzden söyleyeyim. Sürekli bana gece beni rüyasında gördüğünü söylüyor mesela ben onun hayatında tam merkezdeyim şu anda onun farkındayım. Gece rüyasında görmesi ne demek sürekli bir de. Yani her gece görmüyordur biraz o abartıyordur belki ama.

Z. Burada onun için önemli olduğunu sende böyle bir önemin olduğu anlamına geliyor. Alnında bir ekran var orada görüyor.

Y. Hissediyor demek ki

Z. Hem öyle hem de diğer taraftan sende de bu duyguyu yaratabilmek için her gün bunu söyleyebilir. Yani, ne olursan bunu bil. Görmesen de önemlisin. Ben şimdi burada takılmadan edemiyorum yani. Geri dönemim diyoruz, ben seni rüyamda görmediğim zamanlarda bile kalbimde hissediyorum.

⁷⁵ “Evrak işleriyle uğraştıktan sonra, Aslı Hanım ofis dışına çıktı. Bir aşçı küçük tarladan sebze topluyordu. Aslı Hanım onu gördü ve ‘orada yapılacak bir iş var mı’ diye sordu. Aşçı yardıma gerek olmadığını, kendisinin halledebileceğini söyledi.”

Mrs. Kutman and I went out to see what was going on. 20 children with four teachers were going to service. They were going to eat ice-cream. Mrs. Kutman asked them how they were and said if they needed her, she was available. They replied as everything was under control. Then Mrs. Kutman returned back into her office.” (Field note, 30.04.2013)⁷⁶ Although Mrs. Kutman had some concerns about children’s trip to eat ice-creams, she accepted Buket ‘s directed initiative. Presenting her help to teachers could be because Mrs. Kutman was not sure about their plan or to show her respect to Buket’s decision. However, Mrs. Kutman had concerns, she opened a space them by just demonstrating her availability in case of necessity.

Open door policy. Office of the Mrs. Kutman was outside of the main school building in the center. Except from the private conversations, the door of the office was open. Teachers, parents and visitors of the school could come into the office to share experiences, feelings or just to say ‘hi!’ or ‘bye!’. As an interview question, I asked Mrs. Kutman to draw and place stakeholders (children, parents, teachers, community and herself) on a paper. While drawing it, she also made explanations about images on the paper. One of the images was school, and borders did not limit its around. She explained the situation as an area that those want to join can enter. However, she also added for those who did not create positive relations, she spread negative energy. This situation

⁷⁶ “Aslı Hanım’ın odasının dışında çocuk sesleri duydum. Aslı Hanım ve ben beraber dışarıya ne olduğuna bakmak için çıktık. 20 çocuk ve 4 öğretmen servise gidiyorlardı. Dondurma yiyeceklerdi. Aslı Hanım onlara nasıl olduklarını ve kendisine ihtiyaç olup olmadığını sordu. Öğretmenler her şeyin kontrol altında olduğunu söyledi. Aslı Hanım odasına gördü.”

showed me the door of the school was only open for people who have positive relations with Mrs. Kutman.

K. “Whoever wants to be come and go. We have such kind of thing. If you ask of course, I have opponents. When they get close, I send the energy to keep them away. But they are only one or two in the whole school. It depends on parents.” (Interview, 04.05.2013)⁷⁷

As Mrs. Kutman mentioned in the interview, community of school members could easily come into her room. Even just to say ‘Hi!’ to her.

P. Good morning!

K. Good Morning, Hello!

P. We just left Ali, and we will go. How are you?

K. Fine, thank you. Is there anything to do?

P. No no, thank you. Bye. Just to say hi to you. (Audio taped record, 30.05.2013)⁷⁸

She seemed like encouraging people to come into her office to express ideas or feelings by her welcoming sentences and her available books for sharing. One day, one

⁷⁷“ Z. İsteyen girer çıkar. Buradakinde bu da vardır, bu da vardır. Sorsan var mıdır birkaç tane karşıtlım vardır tabi. Onlar yaklaştığı zaman ben bir şey yapmıyorum, içeri giriyorlar. Ama hani yaklaşmayın yakınım diye ben enerji gönderiyorum. Ama bütün okul içerisinde 1, 2 dır ama bu tamamen veliye bağlıdır.”

⁷⁸ “P. Günaydın!

Z. Günaydın, merhaba. Biz az önce çıktık Ata’yı bıraktık, gidiyoruz.

P. İyiyiz iyiyiz, Sen?

Z. Tamam, yardımın olur mu bir şeye?

P. Yok yok, çok teşekkür ederim. Hadi bye bye. Merhaba demek için sadece.”

of the teachers was decided to mention to Mrs. Kutman about problems in her private life in a meeting. During this conversation, Mrs. Kutman showed her listening ability. At the end of meeting, while the teacher was leaving the room, Mrs. Kutman said

We are a part of the whole. Children are affected much. Come whenever you want. We can talk. (Field note, 17.04.2013)⁷⁹

This was an example for me to realize her open door policy. These sentences also awakened me that the availability of Mrs. Kutman to the teacher was for the sake of children rather than an intimate friendship relation. However, one day after mini-conference that Mrs. Kutman gave to volunteer parents, one of the mothers attended mini-conference came into Mrs. Kutman's office, and they evaluated issues spoken in the mini-conference. From the field notes, I mentioned the process as;

The mother who I thought in the mini-conference that she was a close friend of Mrs. Kutman came into office of Mrs. Kutman and put two books on the shelf of the library. Then they started to talk. (Field note, 30.05.2013)⁸⁰

"I understand you, I had similar experiences." One of the questions in the interview was if being mother had changed something in her coordinator role. She replied this question as being able to show empathy towards parents. She realized that thanks to being mother, she decided not to judge parents but tried to understand that each parent spend considerable effort to make best for their children. Mrs. Kutman and parents go through

⁷⁹ "Biz bir bütünün parçalarıyız. Çocuklar çok etkileniyorlar. Ne zaman istersen gel. Konuşuruz."

⁸⁰ Mini konferansta gördüğüm bir anne Aslı Hanım'ın arkadaşıydı. Aslı Hanım'ın ofisine geldi ve rafa iki kitap koydu. Ardından konuşmaya başladılar."

similar processes. They have similar or different experiences to share with each other. Hence, from the perspectives of parents, expressing ideas and feelings to one who shared similar experiences can be a way to create more intimate relationships and to include parents in the community showing similar features.

“Y. Does motherhood identity make any change into your professional life? Because before being mother, you were also working ...

Z. Yes, but very short time... when you became a mother, you do not change your cloth. Just it is your child. There is no wrong or correct judgment. Mothers unintentionally handle with issues. This is their level best. My perspective towards parents has changed. Each mother has positive and negative sides. Hence, I take a step back to blame mothers just because I can understand them as a mother.

Y. Because you also experience similar things... (Interview, 05.04.2013)⁸¹

Entering in a community whose members share similar features and experiences makes people more comfortable and intimate. While creating relationships or convincing people on a topic and making explanation about children, one of the most common strategy of Mrs. Kutman was using her own life as an example and showing people that she had similar experiences so she could understand people's feelings. A parent, who is a

⁸¹ Y. Peki anne kimliği mesleğinizde herhangi bir değişiklik yaptı mı? Çünkü anne olmadan önce de bu işin içindeydiniz,

Z. Ama çok kısa bir süre... Çok uzaktan gözüktüğü ve sizin içeriden yaşadığınız ve yani siz anne olduğunuzda bir kıyafet giymiyorsunuz o sizin çocukluğunuz sizin geçimisiniz sizin o anınız hepsini beraber getiriyor. Bir doğru bir yanlış bir yargı yok. Anne bu çocuğa bilerek yapmıyor. Bu olduğu kadarın ve elinden kadarın en iyi olduğunu daha rahat kabul ediyor. Veliye bakış açım değişti. Her velinin, her annenin çocuğu için elinden gelenin en iyisini yapmaya çalıştığını ama artılar ve eksiler olduğunu biliyorum. Dolayısıyla veliyi suçlama işinden anneliğimden dolayı çok daha rahat geri adım atabiliyorsun.

Y. Çünkü siz de aynı şeyleri yaşayabiliyorsunuz.

blogger mother writing about her child's development, organized a meeting to bring together Mrs. Kutman and other six blogger mothers. The meeting was organized out of the school, in a meeting cafe in the morning. One of the teachers also participated the organization. The topic was factors affecting child-rearing practices of parents. While blogger mothers were coming to meeting cafe, Mrs. Kutman and the other coordinator were welcoming them and started to speak about children.

“After first blogger mother come to meeting cafe, we started to sit in the garden. They started to talk about blogger mother's twin children. Mrs. Kutman said that since her children's ages are so close like 10-month difference, she experienced similar things. They made comments on blogger mother's experiences.”(Field Note, 16.05.2014)⁸²

To me, this was a signal to show blogger mothers that what she would explain gather not only from books, but also from experiences. Hence, during the meeting process, convincing them into arguments could be easier. Also, forming sentences with ‘we’ pronoun was a way to reflect that ‘i am not out of the group, and we have shared points.’

K. “Think about different things that we do compare to older generations like our grandparents. Think about our mother's period and the period that we are mothers... My mother's birth date is 47; mine is 67 and my child's is 97... The difference between my mother's and my generation; my generation and my child's generation occurs very rapidly. I mean until you graduate from 4

⁸² “Birinci blogcu anne geldikten sonra bahçede oturmaya başladık ve bu annenin ikiz çocukları hakkında konuşmaya başladık. ZH kendinin de çocukları arasında 10 ay olduğunu ve benzer durumlar yaşadığını söyledi. Daha sonra bu annenin deneyimleri üzerinden yorumlar yaptı.”

years – department; the knowledge became old. After you start to study on the topic” (Audio taped record, 16.05.2014)⁸³

Mrs. Kutman and teachers were held a parent meeting for parents of six years old children who were almost graduating from ECE center, and their parents were trying to select a proper primary school. The meeting was convened at 7 pm (the time that parents could participate after their works) in the largest classroom of the school. Some of the parents were sitting on child chairs, and some of them were sitting on the floor with extended legs. The groups sat in a circle, and there were prepared offerings like cookies in the middle of the circle. During meeting, parents were mentioning about their concerns and impressions about primary school and Mrs. Kutman was explaining her ideas about schools. She was not directing parents into the school but mentioning advantages and disadvantages of each private primary school. While making explanations, she gave lots of examples from her and her children’s experiences. Even mostly her experiences became tool for group to discuss on real-life events and observations.

K. “My child is Hakan, I sent him a school to improve his life skills. What I want improving his reading skills. His teacher said that ‘never mind, your child is like diamond.’”

“K. X school is extremely anti-competitive. Until middle school, all children are in the middle. My daughter prepared project homework. She made a catapult. She spent effort until 5 a.m. in the night. She admitted her assignment. I asked her the reflection of the teacher.

⁸³ “Şu an yaptığımız nedir bundan önceki nesildeki farklı olan düşününki ne kadardı bir değişiklik yaşıyoruz yanı bizim annelerimiz dönemiyle bizim anne olduğumuz dönemi düşünün sadece Google farkı ansiklopedik bilgi orada duruyordu ki benim annemin çocukluğunda da duruyor. Annem 47 ben 67 oğlum 97liydi annemin ve benim arasındaki değişimle benim ve çocuklarım arasındaki değişiklik inanılmaz hızlı olarak gidiyor ve dolayısıyla da aslında oradaki o istatistiklerde de 4 senelik bir üniversite eğitimine başladığına zaman da 2 senelik bilgi aslında eskiyor.”

She said that teacher thanked. Should it be like this” (Audio taped record, 23.05.2013)⁸⁴

Friendship. During the interview, two questions were about if she decides to develop a friendship with parents and teachers. For the question about developing rapport with parents, she made explanation as,

K. Comparing to previous times, I have improved myself. I can make good friends from here because I have learnt to how to put limits. My children are also growing up. When my children are attending this school, there was no border since I was a parent, a friend and a manager at the same time. It was seemed to me like I have made friendship with everyone. Being friends is not just inside of school borders but also it is about outside of school. (Interview, 05.04.2013)⁸⁵

She underlined that because her children were attended the same school that she was coordinator; she had lots of hats as being parent and also coordinator of the school. Due to her coordinator title, she thought to make friendship with all parents. However, being kind to people and having friendship relation were different behavior styles. As I observed, she had a few but close long term friends from parents.

⁸⁴ “K benim oğlum Hakan, yaşam becerilerini arttıran bir okula gönderdim. İstiyordum ki oğlum okumuyor. Hoca dedi ki boşver pırlanta gibi bir öğrenci yetiştiriyorum.”

K. X okulu çok anti-rekabetçi bir okul. Ortaokula kadar çocukla rotada oluyor. Benim kızım proje ödevi mancınık yapıyor. Yattı 5’lerde. Teslim etti geldi. Öğretmen ne dedi dedim. Teşekkür etti dedi. Böyle mi olmalı?”

⁸⁵ “K. Eskisine göre şimdi orada da geliyorsun yani. Artık çok iyi arkadaş ediniyorum buradan. Artık o sınırı koyuyorum. Çünkü benim kendi çocuklarım da burada büyüdü. Çocuklarımla yaş grubu, arkadaşları oradakinin senin sınırın belli değil. Orada hem arkadaşlarının çocuk, velisin, hem yöneticisin ama şimdi baktığımızda o işin sonu benimle oluşmuş olan bir arkadaşlık sanki herkesle oluşmak zorundaymış gibi oluyor. Bu mesleki olarak bu sınırlar içerisinde değil ama buradan çıktıktan sonra tercih ettiğim bir şey.”

While Mrs. Kutman was working, a friend of her came into her office. She sat comfortably and started to talk about her second child decision. She also said that her plan was giving to the child to Asli while going to work. At that time, her telephone rang. Mrs. Kutman made an explanation to me. She introduced the women as a mother whose son attended the school before. (Field note, 30.05.2014)⁸⁶

This situation showed me that having parent and coordinator titles were not limitation for these people to make intimate relations. For the question about friendship with teachers, Mrs. Kutman told that all of the teachers were her friends but one of the teachers was different, Arzu teacher.

K. "All of them are my close friends but especially Arzu teacher...I keep limits with each of them. I can ask them why we do not do this today. I think we placed the borders of friendship. For example, I did not request but they call me as Mrs. Kutman. Only Arzu and Ozge call me as Asli. In the meantime, we are both close and limited. However, we can also go vacations together. They also can come to my home. I go their wedding ceremonies... Together we go a place for breakfast. We do all of these. However, when I sit in here, I can say I am the leader, I can stop you." (Interview, 05.04.2013)⁸⁷

She told they were too close but also limited. She said they could go vacations together but in the school she was the coordinator, leader. Arzu teacher was the most

⁸⁶ "Aslı Hanım çalışırken bir arkadaşı odaya geldi. Koltuğa rahatça oturdu. İkinci çocuk yapma kararı hakkında Aslı Hanım'la konuşmaya başladılar. Arkadaşı planının çocuğu Aslı'ya vermek ve işe gitmek olduğunu söyledi. Bu sırada telefonu çaldı. Aslı Hanım bana açıklama yaptı. Arkadaşını okula daha önce gelmiş bir çocuğun annesi olarak tanıttı."

⁸⁷ "Z. Hepsi çok yakın arkadaşım ama hepsi benden yani bakacak olursanız yani Arzu.. Hepsi yakın arkadaşım ama hepsiyle bir sınırimız vardır. Yani ben oradakinde eninde sonunda bugün bunu neden yapmıyoruz diyorum yani. Sanıyorum ben hani o sınırı zaman içinde oturttuk. Hala mesela ben istemedim bunu ama Aslı Hanım derler. İstedğim bir şey değildir. Bir Arzu'dur ya da Özge'dir Aslı diyen. Benim buradaki hem çok yakınım hem çok sınırlıyızdır. Ama doğrudur yazın giderim, beraber tatile de gittiğim olur. Benim evime de gelirler. Ben hepsinin düğününe osuna busuna giderim. Kahvaltıya gideriz yani. Bunları yapıyoruz. Ama sınırdakinde ben buraya oturduğumda ben buranın lideriyim ve hop diyorum."

experienced and older teacher in the school. Mrs. Kutman and Arzu teacher work together for a long time. That's way thy experienced the school process together and had lots of common points that they can talk. Mrs. Kutman was calling each teacher and staff with their names, however, there were just two teachers could call her with her name. This situation reminded me that relations in the center had different closeness degree. Even though Mrs. Kutman said that all teachers were her friends, she had more intimate relationships with some of the teachers that worked together for many years.

One of the interview questions was about expressing emotions like crying in the school. Mrs. Kutman's response showed me that Mrs. Kutman had categories like things can be done with the teacher and parents. Under these categories, I realized that Mrs. Kutman feel freer to express her feelings with teachers.

“Y. If you are affected too much. You felt very extreme emotions like sadness, anxiety, happiness... You want to cry. Are you comfortable to cry in here?

K. I can cry with teachers but not with parents.

Y. Why?

K. I do not cry my eyes out. Only tears come from my eyes. This morning teacher and I cried a lot. One of our students died.

Y. Sorry for your trouble” (Interview, 05.04.2013)⁸⁸

⁸⁸ “Y. Burada çok duygulandınız. Olumsuz üzülmeye ağlama manasında değil çok da mutlu olabilirsiniz. Çok heyecanlı olabilirsiniz. Çok uç bir duygu yaşıyorsunuz. Ağlamak diye düşünebilirsiniz. Burada rahat mısınızdır?

Z. Öğretmenlerin yanında ağlarım ama veli varken, hayır.

Y. Neden?

Z.. Şakır şakır ağlamıyorum yani gözümde yaş geliyor ama. Sabahleyin şakır şakırdık burda hep beraber işte bizim bir çocuğumuz öldü. Aslında burada değil ama

Also for the sharing ideas and emotions, she said she did not keep her thoughts; she could share them with people around her but especially teachers and staff.

“Y. Do you keep your emotions, ideas by yourself?

K. No, I share it people around of me.

Y. For example to whom you share them?

K. I can share it with everyone. Staff, teachers... Whole school members know what I did or experienced.” (Interview, 05.04.2013)⁸⁹

Sharing ideas is a way to showing intimacy to people around her and a symbol of being friends with people. However, not only expressing but also listening people’s ideas, emotions and experiences is another requirement of being friends. Under the ‘Communication abilities’ section, ‘listening skills’ were discussed in a detailed way. This situation shows that in order to create close relations Mrs. Kutman, teachers and parents were open. However, there were some categories that Mrs. Kutman was created depending on claims of people. For example, I did not realize any attempt to establish friendship with the staff in the school. This was due to limited observation time or titles of people?

Y. Başınız sağ olsun”

⁸⁹ “Y. Peki bunu kendi içinizde mi yaşarsınız?

Z. Hayır, kendi içimde yaşamam. Çevre bilir bunu.

Y. Kimlere anlatırsınız mesela

Z. Yani ilgili öğretmenlere, herkese anlatabilirim. Bu okul benim yaşadığım her şeyi bilir.”

Life Balance

In the hectic professional life, Mrs. Kutman was very busy person with the things she could handle for the center and with effort of developing herself. Hence, during the intervention, I asked her relation with her friends; is she could spend enough time with them. She said ‘I could handle five hundred things in the center, but I do not want to handle five hundred and one things’ and continued as;

“K. They call me to ask for account like ‘why do not you call?’ I have two children at home. One is in 8th grade. Because I speak the whole day, I do not want to talk in the evenings. I want to take care of my children. I put the phone on silent and do not turn back. If I turn back, I have to talk 5 minutes. If I call three friends of mine, it is like 15 minutes. I want to use this 15 minutes for myself.

Y. You do not want share it...

K. Yes...

Y. Do they react you?

K. Oooooooo! I got a bad name. They call me as anti-social. I do not want anything else. Then, you start to be away from them. I love to be myself. I like to perform yoga and speak with my children. I want to read something in the home. I enjoy from it. You know, this is a philosophy. There are people benefiting from learning. In this lifestyle, other parts are getting weaker. I wonder if I am in the game.” (Audio taped record, 03.05.2013)⁹⁰

⁹⁰ “K. Niye aramıyorsan da açmıyorsun da... Telefonu da acıyorsam telefonu da ki acıyorsam telefonu bir der söyle oluyor evde de iki tane çocuğum var yanı biri 8 de yanı devamlı telefonda konuşuyor böyle. Telefonda da konuşmamak için zaten burada bütün gün konuşuyorum... Akşam da telefonu sessizde bırakamayacak mıyım? Sonrasında da geri de dönmüyorum... Çünkü geri dönenlere de dönersem de de aynı şeyi yine telefonda konuşmak zorunda kalıyorum yanı telefonda 3 tane arkadaşım var 5 dk. konuşacak olursam. Benim 15-20 dk. ancak kendime zamanım oluyor.

Y. onu da paylaşmak istemiyorsunuz...

While speaking with me, she was also examining balance in the life between private and professional lives. She seemed to me thinking aloud. She said that she got a bad name ‘anti-social’ from her friends but rather than feel discomfort from this situation, she decided to minimize her world.

This situation showed me a contradiction. A person who overcome problems and apply plans mostly in relation with other people in her professional life decided to minimize her social circle in her private life. Is it her decision or the system that she structured force her to make sacrifices in her life decisions?

About the life balance, there was a critical self-reflection question in an interview. The case question was ‘You have a new colleague as a coordinator. In a conversation, she condemns about occupation. She says that she is too busy, cannot find time for her private life, and cannot sustain a balance that’s why she has problems in her professional life. What do you suggest her? How do you live these issues?’. As a response to this question, she made a critical reflection.

K. “I think I am saving areas for my family. For example, my daughter is in 8th grade. In the evenings, I am all done in; I cannot do anything. Maybe I cannot use my potential but the truth is there

Z. Aa! evet

Y. peki tepki koyanlar oldu mu?

K. Ooooooo! Artık adım çıktı. Anti-sosyal diyorlar. Artık hiçbir şey istemiyorum. İlerde işte herkesin öyle oluyor bir süre sonra işte sende onlardan kopuyorsun çünkü yanı bu kadar okunacak... Bunlardan keyif alıyorum bazen de yoga yapıp. Öğrenmeden beslenen insanlar var acaba diyorum ona da oyuna geldim bu seferde hayatım baksa yönden zayıf oluyor.”

are always books to read, reports to write, things to do.” (Interview, 05.04.2013) ⁹¹

By distribution of responsibilities, she said she was trying to open areas for her own family. Hence, I realized that not only to support development of individuals and their initiatives in the center, but also to solve the problem of limited time; allocation of responsibilities became a solution. In this way, she thought she could keep her energy for her children.

Also, by making changes in the organization she tried to open areas for her private life. For instance, “Mrs. Kutman called the school of her daughter, and she asked the date of the graduation ceremony. Then she suggested changing dates for the school year celebration in the pre-school center then announced that changed date” (Field note, 16.05.2013)⁹². By asking for change, she managed to open the area for her child. However, at this point, I had question what if another teacher had an essential reason to ask for a change, would the same procedure apply and did they manage to change the date?

As another strategy, she could solve problems of her private life with the resources of the center. For example, Mrs. Kutman’s son needed to have an x-ray for the summer school he would attend in a different country. Mrs. Kutman called the clinic and

⁹¹ “K. Ben galiba şuna doğru gidiyorum. Kendi aileme yer açıyorum., yani mesela kızım 8. Sınıfta akşam ölü gibi gidiyorum ve bir şey yapamıyorum. Ben mi potansiyelsizim bilemiyorum ama doğrudur, hep okunacak kitaplarım hep çalışacak, yazılacak raporlarım, hep bir şeylerim var.”

⁹² “Aslı Hanım kızının okulunu aradı. Mezuniyet töreninin tarihini sordu. Ardından, kendi okulunun tarihini değiştirmeyi teklif etti ve değişikliği açıkladı.”

learnt requirement to have x-ray in her office. Then she directed the driver of the school to take her son from home and drive him to the clinic. By taking advantage (working people who support her) of being coordinator in the school, she tried to eliminate the disadvantage (being so busy) of being coordinator.

Self- Criticizing. One of the interview questions aimed Mrs. Kutman to explain what others could think about her. The question was “Y. I will jump into another question. Assume that your close friend has a child who will attend the university. He will decide about his career. He thinks about early childhood education. What do you think that your close friend will mention about you to his child?’(Interview, 05.04.2013)⁹³. According to Mrs. Kutman, others could describe her as work-oriented (dedicate herself to work), like to read a lot, love to learn more about education, and innovator. Then I asked, “are there any negative comments about you?” She replied as “K. He can tell that she is too persistent, does not understand economic and managerial issues. Only lost in the educational issues. Am I multi-purposeful? Relatively no.” (Interview, 05.04.2013)⁹⁴ She also could criticize herself. In an interview, she mentioned that she has a tendency to blame herself and other people if something happened negatively. She gave an example; “If I planned a circle time and gave tools to teachers and I observed that objectives of

⁹³ “Y. Peki farklı bir konuya geçeceğim şimdi. Şimdi bir arkadaşınızın çocuğu var. O da işte hani üniversiteye gelecek. Kendine bir kariyer belirleyecek, yol belirleyecek. Okul öncesi eğitimi düşünüyor ve onun annesinin ya da babasının yakın arkadaşınız. Şimdi sizi örnek verecek. Sizce sizi nasıl anlatır çocuğuna. Çocuğu sizi çok iyi bilmiyor. Tanımıyor.”

⁹⁴ “Z. Der ki ben bazen olmuştur. Fazla hatta inatçıdır. Para işini hiç bilmez. İşletmeciliği bilmez. Aslında sadece eğitimin içerisinde kaybolmuş diyebilir benim için. Hani çok amaçlı mıyım? Nispeten değilim.”

circle time could not be reached, I have tendency to blame the teacher. I start to think how it could be happen even if I organized everything? This is a pattern that I try to get rid of. I expect teachers to improve themselves as I do. If a parent come and say you did this, the teacher did not do this; I could listen desperately. Under these conditions, I feel sorry.” (Interview, 05.04.2013)⁹⁵ Mrs. Kutman made essential determination about herself. What she explained evolved some questions into that my mind. Firstly, does Mrs. Kutman have over control for teachers and curriculum? Does Mrs. Kutman create pressure on teachers to improve them in the same way Mrs. Kutman does?

Then Mrs. Kutman continued to think aloud and mentioned insufficiency feeling. She said “I feel inadequacy, I do not know this feeling stem from myself or the system is overloaded. That’s why, I cannot give up anything. In fact, it can be due to inconsistent attachment. Things that I attached firmly are my children and my job. I want to do more. If I responsible from garden and I do not have time, I suffer from this. I cannot work with my child who will graduate from primary school and enter exams. I need to study with her. Then I started to think she is in eight-grade and can take her responsibility. All of these make me feel sorry. There is book ‘Oburluk Çağı.’ According to a book, I can talk from a childhood stage when I say let’s do everything. Like in the childhood, I want this, I want that, I want everything. I have the same process as a mother. I try to grow up. I accept to give up. I am in the process, but I cannot give up components of the curriculum.

⁹⁵ “K. Eğer bir daire zamanı planladıysam ve materyalleri öğretmene verdim ama hala amaçlara ulaşılmadıysa öğretmeni suçlama eğilimindeyimdir. Bu kadar organizasyona kadar neden olmadığını düşünürüm. Bu benim kurtulmak istediğim bir patern. Benim gibi öğretmenlerin de kendilerini değiştirmelerini beklerim. Eğer bir veli gelip neden sen bunu yaparken öğretmenin yapmıyor diye sorarsa, çaresizce dinlerim. Bu koşullarda kötü hissederim.”

I know, I need to slow down. (She took breathe deeply) In the full-day curriculum, we can slow down but for a half day the rush is going on.” (Interview, 05.04.2013)⁹⁶

⁹⁶ “K. Galiba şey diyeyim ben size yani bir yetmezlik hissi yaşıyorum, bu yetmezlik hissi benden mi kaynaklanıyor, yoksa sistem mi çok yüklü bilmiyorum. Onun içinde bir şeylerden hiçbir zaman vazgeçemiyorum aslında tutarsız bağlanma mı denir. Evet, benim en çok bağlandığım şey şu ara hayatımda bir çocuklarım bir de bakacak olursan işim var yani. Aslında her yer çocuklar aklıma geliyor. Buradaki o bağ o kadar güçlü olduğu zaman başka şeylere çok fırsatım kalmıyor. Aynı seviyedeki kısmı yetmiyor bana yani, aslında oturup içten gelendeğinde burada daha fazla yapmak istiyorum. Bahçemin düzenin de bana ait olabiliyor, bunu da yapamamışsam derdini yaşıyorum. Ama çocuklarla olanda ise hani 8. Sınıftaki Yasemin testleri yaparken oturup birebir onunla çalışmıyorum ki böyle bir ihtiyacım var. Ama buradaki gidip geldiğim mesleki olarak şöyle çatışıyorsun yani, 8. Sınıftaki bir çocuk kendi sorumluluğunu alabilir. Ama bir de yetiştirmiş olduğun kendi bir aile düzenim var. Dur bir dakika ben bu çocukla daha yakın eşlenmeliyim arasında zaman zaman kayboluyorum. Kötü hissediyorum. Oburluk çağı adında bir kitap var. Burada da gün geçtikçe nelerin yapılabildiği görüp onla da ilgili hepsini yapalım kısmına çocuk evresinden konuştuğumu biliyorum. Mesela çocukluk gibi onu da istiyorum, bunu da istiyorum, aynı şeye annelikle de geliyorum. Ama yetişkinliğe geçişim, vazgeçmeyi kabul ediyorum artık. Yüzde yüz inanıyorum ama vazgeçemiyorum oburluktan, onu da koymadan edemiyorum, işte fiziksel uyumu koymadan da edemiyorum o yüzden hani bunlardan vazgeçemediğimiz için doğru (hızlı hızlı nefes aldı) gidiyor program, haklıdır yavaşlamaları gerek.”

CHAPTER 5

DISCUSSION AND CONCLUSION

The main purpose of this study is to examine the leadership characteristics of women coordinators in the early childhood education setting. In this context, this section will include a discussion and conclusions and suggestions for further studies and limitations of the research.

Discussion and Conclusion

A detailed research on leadership features and practices of a woman coordinator in early childhood education was conducted to underline leadership characteristics by providing a voice to the case. These leadership characteristics pointed out a number of issues to be addressed and discussed.

First of all, power types, which Mrs. Kutman benefits as strategies, are the first issue examined by the researcher. Being able to influence and persuade others mostly requires a kind of powers. Hence, people in managerial positions, like coordinators in early childhood education, need to use different types of power in their professional lives. Leaders may use these various types of power as tools to reach their primary goals. A combination of different types of power may result in overcoming problems at their

workplace and produce solutions (Lunenburg, 2012). These types of power can be listed as legitimate, reward, coercive, expert and referent power types (French & Raven, 1959). In line with the literature, Mrs. Kutman was trying to structure her authority and use her power rooted from her experiences, knowledge and position. Her power provides her the ability to convince the team members on certain issues and to influence them. Power derived from recognized knowledge; skills and abilities are categorized as expert power and power, which has taken its roots from the coordinator position, is defined as a legitimate power (Lunenburg, 2012). She is a person emphasizing self-development by reading books, magazines, scientific journals and attending a variety of trainings. Hence, she was developing her expert power as a source of authority by prioritizing self-development and using it to persuade and influence others in the early childhood education center. Also, when she faces a situation in which she has a different perspective than the others have, she attempts to utilize the power of her position to convince others to follow her. As Lunenburg (2012) determines, managers having legitimate authority are likely to have expert power to influence colleagues. If legal power is not accompanied by expert power, adverse effects like dissatisfaction and resistance can occur between team members.

Secondly, leadership is a value-laden concept that is constructed by masculine leadership models recreated by patriarchy (Blackmore, 1999; Heifetz, 1998). That in turn, prizes the existing advantage of some people over others (Hard & Jonsdottir, 2013). Patriarchy that affects society in Turkey at the macro level can shape the attitudes, behaviors and decisions of women in leadership positions at the micro level (Arat, 1989). Mrs. Kutman decided to present a more feminine type of leadership across the school

community while masculine leadership attitudes could be required for the outside of the school community. For instance, Mrs. Kutman decided to hire another person in order to be aloof from the bureaucratic procedures in the provincial directorate for national education. As a reason, she declared that handling these procedures is a managerial part of her duties, and she prefers to work on the philosophy and curriculum of the center rather than managerial procedures. The government and its departments were the masculine places reconstructing values attributed to a leadership concept by a patriarchal society. Hence, the solution of Mrs. Kutman was her strategy to stay out of the rules of the patriarchal system.

Additionally, Mrs. Kutman was the main person establishing relations with parents. Even though teachers and parents were establishing communication on certain issues, Mrs. Kutman was the person interacting with parents if the topic was more 'serious,' for example when the child presented unexpected behaviors or when bureaucratic procedures were required for registration or any events. In this way, Mrs. Kutman was able to underline that she was a responsible person presenting power towards parents. Thus, she might obtain a trust relation with parents by confirming expected masculine leadership features. These examples signified that Mrs. Kutman tried to keep her masculine way of leadership when she is establishing any connection with anyone outside of school and when attempting to stay away from a patriarchal society. Also, Mrs. Kutman might have pre-conceptions about effective leadership as a woman grown up in a patriarchal community that is promoting a masculine way of leading. Therefore, her leadership style might be affected from these pre-conceptions in the process of creating a system in the center.

Being catalytic agent as a leader is defined as being able to influence followers to involve a change process through incremental steps by evoking potential of people and involving them into the process rather than expecting a pre-determined set of attitudes (Clark, 2012). Hence, perceiving leadership as a social construct, being flexible for the reconstruction of leadership and being able to adopt new perspectives of leadership should be features of a catalytic agent. Mrs. Kutman was a leader trying to empower the school community by suggesting books, opening space for discussing the issues related to the child development, leading by placing questions in the dialogues, listening to the questions or concerns of the individuals to produce suggestions, and focusing on the process rather than the product. Not only does she strengthen professional knowledge and psychology of teachers, but she also supports the school community. In this way, she could sustain progression in the community. However, as another result of her leadership style, she uses her expert knowledge as a way to keep and increase her authority over the school community. This creates a paradigm that gives only one option to the members of the school community, which is keeping the enhancement in the way Mrs. Kutman wishes. However, according to Clark (2012), the key point of being a catalytic agent means being flexible for reconstruction and contributions of the followers and encouraging them to try out new practices rather than obeying authority. Hence, the catalytic leadership perspective mentioned in the literature does not meet with Mrs. Kutman's way of empowering followers.

Distributed leadership is a concept that requires delegation of power and responsibilities among stakeholders in the ECE center. There are five main criteria of distributed leadership that Heikka and Hujala (2013) explained. There were three criteria

that Mrs. Kutman does not prefer in order to meet requirements. Firstly, leadership power should be divided between multiple people. However, Mrs. Kutman decided to share her power only with Buket, who has a higher educational level compared to the other school community members. Secondly, distributed leadership requires emphasizing leadership enactment rather than determining precise roles for stakeholders. However, Mrs. Kutman determined and described her duties as categories mentioned in the results section as follows: `she loves dealing with,` `she has to deal with` and `she wants but cannot distribute.` This kind of categorization does not match with the features of distributed leadership. Thirdly, interdependence and collaboration between stakeholders is one of the critical aspects of distributed leadership. Mrs. Kutman described collaboration between members of the school community. Collaborations between Mrs. Kutman and teachers, teachers and teachers, and among staff were pre-determined with specific definitions of responsibilities in school regulations. Nevertheless, volunteer integration and growing contributions into the process are the key points of producing collaboration. Hence, this criterion was not supported with practices of Mrs. Kutman. Two criteria of Heikka and Hujala's list were confirmed by practices of Mrs. Kutman. Firstly, being process oriented rather than the product oriented is another criterion of distributed leadership. According to Mrs. Kutman, being process oriented is the way of her leadership. The practices of Mrs. Kutman, such as observed dialogues between teachers during the activity preparation periods and time spent by children during activities, were indicators of being process-oriented. Secondly, educational work should be the ultimate target of the leader. In current research, allocation of responsibilities, collaboration between stakeholders and developing team spirit has an ultimate aim of strengthening

educational work. Briefly, even though Mrs. Kutman attempted to distribute responsibilities and tasks in the early childhood center, the power distribution between stakeholders could not be sustained. Hence, most of the criteria (Heikka & Hujala, 2013) cited above could not be confirmed by the leadership practices of Mrs. Kutman. She also clearly expressed that she gave up attempting to allocate duties in the center; however, she highlighted the importance of distribution of duties (03.05.2013, Audio Taped Record). Mrs. Kutman might not have developed confidence towards the teachers, excepting Buket, due to her assumption of their lack of proper qualifications. She recognized herself as the deputy person controlling all procedures in the center. As Mrs. Kutman declared, she was the behind all decisions (03.05.2013, Audio Taped Record). In other words, she preferred to keep final responsibility and authority. These results confirm the findings Heikka & Hujala's (2013) research conducted in Finland with 164 participants including 61 school coordinators, 46 personal responsible for curriculum development in the municipality and 57 teachers. According to the findings of Heikka & Hujala (2013), teachers were eager to take responsibility of the ECE center as 'delegated' by the school coordinator. These results indicate the importance of professional trust between the school coordinator and teachers for effective distribution of responsibilities.

Jones and Pound (2008) argued that leaders of ECE need to be ready to adapt to changes all the time. Changes in societies, cultures, technology and values force leaders to define their aims and habits and to develop new strategies and learn new ways of finding solutions (Heifetz & Laurie, 1997). Also, Heifetz (1998) explained that the adaptive work should assess reality and explain values not only to meet needs of the followers, but also to elevate them. In the current research, Mrs. Kutman explicitly

declared that the knowledge, awareness level and features of children are constantly changing in the center (17.04.2014, Audio Typed Record). Hence, she decided to adopt these changes rather than trying to preserve old strategies. According to Mrs. Kutman, she did not use classical management approaches but adapted into new life perspectives that bring new leadership styles (17.04.2014, Audio Typed Record). Based on the interviews and observations, three strategies of Mrs. Kutman to be adaptive into changing circumstances were determined. These are: having multiple hats, dealing with multiple tasks at the same time, and being alert to the situations she may face. Her three strategies were mainly rooted from personal knowledge and the attempts and features of Mrs. Kutman. She was attempting to ameliorate her knowledge level as much as possible in order to surmount problems related with diverse procedures in the center. Having multiple hats like being teacher coach, psychological counselor, the person responsible for curriculum development, and the coordinator of the pre-school center provided her to be sure all school processes were completed according to set of rules defined by her. Handling several responsibilities requires doing multiple tasks at the same time and being alert to situations she may face. Deputies of Mrs. Kutman were providing her expert power to control the system in the center. According to Kagan and Hallmark (2001), a diverse population of children, teachers and parents require adopting plenty of leadership roles in early childhood education. However, in the same article, Kagan and Hallmark underlined that being a leader also means being a follower by sharing knowledge, insights, and experiences with others (2001). In spite of the fact that Mrs. Kutman was adopting in and dealing with a variety of changes benefitting from her growing knowledge, her preference to be a responsible person for various positions creates a

contradiction in terms of leadership concept. Even though efforts and plans of Mrs. Kutman to be, flexible leader confirmed findings of the study conducted by Aubrey, Godfrey and Harris (2012), the system in the school can be used with the aim of controlling all procedures.

Helgesen (1990) compared women's leadership features in early childhood education to a spider web. According to her, with radials and orbs, women are knitting their relations as a leader and including people in this spider web with an approach without hierarchy. She called this approach web of inclusion. In line with Helgesen's web of inclusion theory, Mrs. Kutman was presenting empathy with the motto of 'I understand you. I had similar experiences.' She was attempting to bond with the school community and to catch common points with people to support intimacy by mentioning her experiences in the dialogues with teachers and parents. In contrast to the theory of Helgesen (1990), this research indicates that Mrs. Kutman presents a leadership style with hierarchy. Even though a leadership without hierarchy was mentioned as a feature of female leadership in the theory of Helgesen, Mrs. Kutman's leadership style resembled an umbrella for the unity to achieve the purpose of the ECE center. Umbrella is a term situating Mrs. Kutman on the top of the hierarchy. She was working to control teachers' approaches, curriculum, relationships with parents, and managerial work in the center in order to increase the quality of the program. However, Rodd (1998) claimed that in addition to providing group movement to achieve and sustain a high-quality program, ensuring quality of life at work by taking into account the welfare of the work community and keeping morale high through constructive interpersonal relationships should be the responsibility of a leader.

Additionally, a web of inclusion requires closeness with followers, promoting their personal growth and including them to contribute to the school processes (Helgesen, 1990). In this study, even though Mrs. Kutman claimed to try to structure close relations and friendship within members of school community, at the same time she was trying to protect her authority on the top of the system as means of a professional life. Also, clues about caring relations with teachers and even with me were observed. According to Gilligan (1982), intimacy, care, nurturing, interdependence and connecting are the essential components of women, which they bring into their leadership styles. For example, Mrs. Kutman acted to create an open door policy, a welcoming atmosphere and opportunities to discuss issues with members of the school community. However, at the same time she was using her power of knowledge and experiences to convince them to follow the perspective of her wishes and acts. This context does not confirm Helgesen's claim (1990) that women leaders can create opportunities for their colleagues to make contributions into school processes. Even though Mrs. Kutman presents features of female leadership, she was also using features of a traditional leadership style, keeping her authority to sustain control and maintain continuity in the daily life of the ECE center. These results indicate that Mrs. Kutman was in a tight situation while trying to decide between her relations and her authority and to choose her leadership style.

According to Handy (as cited in Jones & Pound, 2008), women in leadership positions may suffer while trying to create a balance between meeting the expectations of being a woman and being a leader. In the current research, Mrs. Kutman was also having problems while creating a balance between her private and professional life. She was trying to meet the responsibilities of being a mother and a daughter. However, due to a

variety of duties and tasks of being a leader in an ECE center, she claimed that she was trying to open spaces for her family; she limited her social life and lives in a smaller social circle. In line with the findings of Handy (as cited in Jones & Pound, 2008), creating a balance between private and professional life is a troubling issue for Mrs. Kutman.

To sum up, Mrs. Kutman's way of leadership in an ECE center was affected by the expectations and images rooted in taking for granted assumptions that leadership requires masculinity. The feminine features of Mrs. Kutman were also affecting her acts and decisions. That's why contradictions and dilemmas were observed and realized throughout the study. Common sense, the prizing dominance of masculinity and producing stereotypes about leadership, can shape the way a woman leads in the ECE area, which is dominated and flourished by women.

Suggestions for Further Studies

This study was conducted in a private pre-school center in a metropolitan city, Istanbul. For further studies, research on leadership features of women coordinators in public pre-schools may provide another perspective to enhance our understanding of various factors. Additionally, conducting a study examining leadership features of women leaders in different cities and countries can provide detailed knowledge about cultural differences.

Moreover, future studies might be conducted by using a phenomenology method in a qualitative approach. In this way, leadership features of women coordinators in ECE settings might be examined from various perspectives. Also, ethnographic research can be conducted to deepen our understanding of leadership roles in the school culture.

Also, in the current research, the effects of culture on leadership styles of women are recognized. Thus, research conducted in different countries may shed light on practices of women coordinators in various countries. That can reveal different effects of diverse cultures on leadership features of women.

Lastly, this study was conducted to examine leadership characteristics of women in the female dominant area, early childhood education. Research into a number of contexts ranging from higher educational levels to male dominant sectors may provide valuable contributions to comprehend leadership features of women broadly.

Limitations

The interview was only made with Mrs. Kutman. The focus of the current study was understanding leadership from the perspective of Mrs. Kutman. However, school community's (teachers, staff, children and parents) interactions, beliefs, assumptions, attitudes and behaviors should have been analyzed to have better understanding of leadership features of the coordinator. Conducting interviews with them can be used to enrich data and learn more about their perspectives about the leader.

Moreover, while making interpretations about results of current research, keeping in mind that Mrs. Kutman is the coordinator and owner of the ECE center may reveal another aspect affecting her leadership style towards various members of the school community. Considering the economic aspect of Mrs. Kutman' decisions can make contributions into perspectives of the audience.

Additionally, even though I observed and attempted to capture hidden meanings of Mrs. Kutman's leadership strategies, I may not realize all the nuances to reveal all the perspectives of female leadership. Observing the coordinator of a pre-school center during extended time periods may provide enriched data to answer more questions about her relations with stakeholders.

APPENDIXES

Appendix 1: Interview Questions in English

Demographic information

1. Please tell me about yourself. (age, marital status, number of children). How long have you been working as a coordinator?
2. How did you decide to work in the early childhood education area? How did you decide to be a coordinator? (What kind of factors affected you?)

Perspectives and strategies about leadership

3. When you compare your lifestyle and standards before and during working in this area, do you realize any differences or similarities?
4. Assume that you are appointed as a coordinator in a school. You have never been in this school. You have not met anyone from this school. What would be your priority while introducing yourself for the first time?
5. If you were to describe your career with a metaphor, what would be your first choice?
6. What is leadership from your perspective? Is there a leader that inspires you?
7. Assume that a new curriculum was developed in your school by a team including yourself. This curriculum was widely criticized by teachers, and they are reluctant to use it. What would be your reaction?
8. Assume that children, teachers, staff and you are all on a board. How do you describe your situation and your relation with others?
9. Assume that one of your friends is talking about being a coordinator in a school. S/he suggests you as an example. What would s/he say about you?

Being women and its relation with their occupation and responsibilities

10. Assume that you are feeling unsuccessful at the end of the day. What kind of factors would affect you? Would you share your feelings, ideas? With whom?
11. Assume that you have a hectic professional life. You have lots of things to do, and you are very tired. What would be your strategy to lessen tension?
12. Assume that one of the teachers wants to quit her job due to problems in the school. What would be your reaction?
13. Assume that a young friend of yours, who has just been appointed to the coordinator position, asks you some advice on how to keep the balance between private and professional life. What would you advise?
14. Assume that you are in an extraordinary situation. You feel extreme sadness, happiness or anger. How would you behave?
15. If you gave advice about relations with children to a teacher, what would you say as a leader?
16. Please tell me about a female leader in an early childhood setting.
17. Assume that you are under a lot of strain due to some issues related with your job. What would you do to release the stress?

Relations with stakeholders

18. Assume that one of the teachers or parents is insisting on going out with you and befriend you. What would be your approach to him / her? Do you have a friend who was a teacher or a parent before? Or, vice versa, do you know a teacher or parent who was a friend of yours before.
19. Assume that two parents have a hot debate in front of you. You want to intervene, but they ignore you. While you are attempting, a teacher comes and squelches them by saying debating in here is not proper. How would you feel during this situation? How would you react?
20. Did you decide the location of the coordinator room? If not, which location would you choose?

Strategies to overcome daily problems

21. Assume that you are going to buy new furniture for the classrooms. How do you decide the furniture? What would be your criteria?
22. You are a coordinator in a public school. The allowance the government provides is not enough. How would you overcome this financial problem?
23. What would you suggest to young professionals who want to be a coordinator in the future? (Do you have any suggestions from your experiences?)

Appendix 2: Interview Questions in Turkish

Kişisel Bilgiler

1. Bana kendinizden bahseder misiniz? (Yaşınız, medeni haliniz, çocuk sahibi olup olmadığınızı) Kaç yıldır bu mesleğin içindesiniz?
2. Okul öncesi eğitim alanında çalışmaya nasıl karar verdiniz? Ve bu alanda müdür olmaya nasıl karar verdiniz? (Sizi bu kararı vermeye iten veya geri çeken faktörler nelerdi?)

Liderlik bakış açısı ve stratejileri

3. Bu işi yapmadan önceki hayatınızla, yapıyor olduktan sonraki hayatınızı karşılaştırdığınızda farklar görüyor musunuz? Bunlar nelerdir?
4. Bir anaokuluna müdür olarak atandınız. Daha önce gitmediğiniz, bilmediğiniz bir yer ve bilmediğiniz insanlar. İlk gidişinizde nelere dikkat edersiniz?
5. Kariyerinizi bir metaforla anlatmanız istense aklınıza ilk gelecek metafor nedir?
6. Size göre lider nedir? Kendinize örnek aldığınız bir yönetici ya da lider var mıdır?
7. Okulunuza sizin de içinde bulunduğunuz bir grup tarafından yeni bir program hazırlandı. Bu programdan okulunuzdaki öğretmenler tarafından eleştirildi ve uygulamaya konmak istenmedi. Böyle bir durumda tavrınız nasıl olur?
8. Sizi, öğrencileri, velileri, öğretmenleri ve çalışanları bir panonun üzerine koysak, bu panoda sizi ve diğerleriyle olan ilişkilerinizi nasıl şekillendirirsiniz?
9. Bir arkadaşınız ya da öğretmeniniz çocuğuna okul öncesi eğitim kurumunda müdür olmayı anlatıyor. Sizi örnek veriyor. Sizce sizin hakkınızda nelerden bahseder?

Bir kadın olarak iş hayatı ve sorumlulukları

10. Bir günün sonunda işten ayrılırken kendinizi başarısız hissettiniz. Bu zamanlarda size etki eden faktörlerin neler olduğunu düşünüyorsunuz? Başarılarınızı ya da başarısızlıklarınızı paylaşır mısınız? Kimlerle?
11. Çok yoğun bir iş temposu ve birçok iş yükünüz var. Çok yoruluyorsunuz. Bu iş yükünü azaltmak için neler yaparsınız?
12. Peki, buradaki sorunlardan dolayı işini bırakmak ya da gitmek isteyen bir öğretmen ya da çalışan olduğunda neler yaparsınız?
13. Mesleğe yeni atılan bir meslektaşınız size gelip hayatı içerisinde özel hayatıyla iş hayatını konumlandırırken zorlandığından bahsetse, ona bu konuyla ilgili neler önerirsiniz?
14. Bir şeye çok kırgınsınız, üzgünsünüz ya da mutlusunuz. Kendinizde olağan bir günden farklı olarak gördüğünüz bir şey var mı? Neler yaparsınız?
15. Bir öğretmene tavsiye verecek olsanız, çocuklarla iletişimi nasıl olmalı? Peki bir lider olarak?
16. Bana okul öncesi eğitim kurumundaki bir kadın lideri anlatır mısınız?
17. İşten dolayı çok gerginsiniz. Bu stresi atmak için neler yaparsınız?

Paydaşlar ile kurulan ilişkiler

18. Bir veliniz ya da öğretmeniniz ısrarla iş dışında sizinle görüşmek ve arkadaş olmak istiyor. Ona karşı tutumunuz nasıl olur? Veliniz ya da öğretmeniniz olmuş kişilerden özel hayatınıza dâhil olmuş kimseler var mı? Ya da tam tersi özel hayatınızdan iş hayatınıza geçmiş kimseler var mı?
19. Diyelim ki iki veli gözünüzün önünde kavga etmeye başladılar. Siz müdahale etmek istiyorsunuz ama sizi dinlemiyorlar. Siz bunları düşünürken bir öğretmen yanınızdan geçip ikisine ‘burada bunu yapmanız uygun değil’ dedi ve onları

susturdu. Siz bu durumda ne hissedersiniz? Nasıl bir tepki vermeyi uygun görürsünüz?

20. Müdür odanızın burada olmasını siz mi seçtiniz? Seçme imkânınız olsaydı nerede olmasını isterdiniz ve neden?

Günlük problemleri aşma yöntemleri

21. Mesela okula ve sınıflara yeni mobilyalar alacaksınız. Bu mobilyalara karar verme sürecinde nasıl bir yol izlersiniz? Nelere dikkat edersiniz?
22. Peki, burası bir devlet kurumu ve devletin verdiği ödenekler belli bir seviyede. Karşılaştığınız ekonomik sorunları nasıl çözersiniz?
23. Gelecekte bu alanda müdür ya da lider olmak isteyenlere neler önerirsiniz? (Ben bunu yaptım onlar yapmasın ya da yapsın diyeceğiniz neler vardır?)

Appendix 3: Consent Form for the Case

BOĞAZİÇİ ÜNİVERSİTESİ

İLKÖĞRETİM BÖLÜMÜ

“OKUL ÖNCESİ EĞİTİMDE KADIN LİDERLER: ÖRNEK OLAY ÇALIŞMASI”

Değerli Katılımcı;

Merhaba, benim adım Yağmur Seven. Boğaziçi Üniversitesi İlköğretim bölümü yüksek lisans öğrencisiyim. Yard. Doç. Dr. Mine Göl-Güven danışmanlığında yüksek lisans tezimi yürütmekteyim. Aşağıdaki yapacağım bilgilendirme bu araştırmaya katılıp katılmayacağınıza karar vermeniz amacıyla hazırlanmıştır. Bu araştırmada hedef okul öncesi eğitimde yönetici olarak çalışan kadın liderlerin yaşadıkları olumlu ya da olumsuz yanları anlamaktır.

Bu araştırmaya katılımınız tamamen gönüllülük temeline dayanmaktadır. Bu araştırmaya katılma, katılmama veya araştırmanın herhangi bir aşamasında geri çekilme hakkınız olduğunu belirtmek isterim. Yapacağımız görüşmelerde vereceğiniz cevaplar ya da gözlem sırasında toplanan bilgilerin kesinlikle gizli tutulacağından emin olabilirsiniz. İsminiz ya da okulunuzun ismi kesinlikle yazılacak olan tez çalışmasında kullanılmayacaktır. Araştırmayla ilgili araştırma öncesinde veya araştırma sırasında soru sormaktan çekinmeyiniz.

Bu araştırmayla ilgili bilinen bir risk ya da rahatsızlık bulunmamaktadır. Bunun yanında katılımınız okul öncesi eğitimdeki kadın liderler ile ilgili derin ve eşsiz bir bilgi kaynağı olacaktır. Bunun yanında vereceğiniz bilgiler ya da deneyimler okul öncesi eğitim alanında çalışan kadın liderlerin seslerinin duyulmasına yardımcı olacaktır.

Araştırmayla ilgili her hangi bir sorunuz için bana ulaşabileceğiniz iletişim adresleri şunlardır: (538) 587 97 86; yağmur.seven@gmail.com. Bunun dışında Yard. Doç. Dr. Mine Göl-Güven’e şu iletişim adreslerinden ulaşabilirsiniz: (212) 359 73 13; mine.golguven@boun.edu.tr.

Katılımcının Adı Soyadı: _____

Katılımcının İmzası: : _____

Tarih: _____

Bu araştırmaya katılımınızdan dolayı çok teşekkür ederim.

Saygılarımla,

Yağmur SEVEN
Boğaziçi Üniversitesi
İlköğretim Bölümü
Yüksek lisans Öğrencisi

REFERENCES

- Aguinis, H., Nesler, M. S., Quigley, B. M., & Tedeschi, J. T. (1994). Perceptions of power: A cognitive perspective. *Social Behavior and Personality*, 22(4), 377-384.
- Arat, Y. (1989). *Patriarchal Paradox: Women Politicians in Turkey*. London and Toronto. Associated University Presses.
- Grisoni, L., & Beeby, M. (2007). Leadership, Gender and Sense-making. *Gender, Work and Organization*, 14, (3), 194.
- Bolman, L. G. & Deal, T. E. (1984). Reframing Organization: Artistry, Choice, and Leadership. *Jossey-Bass*, 342-343.
- Borgatta, E. F., Bales, R. F. & Couch, A. S. (1954). Findings relevant to the great man theory of leadership. *American Sociological Review*, 19, 6, 755-759.
- Blackmore, J. (1999). *Troubling Women: Feminism, Leadership and Educational Change*. Buckingham. Open University Press.
- Çelikten, M. (2004). Okul müdürü koltuğundaki kadınlar. *Sosyal Bilimler Enstitüsü Dergisi*, 17 (2), 91-118.
- Clark, R. M. (2012). "I've never thought of myself as a leader but..." : early years professional and catalytic leadership. *European Early Childhood Education Research Journal*, 20:3, 391-401.
- Creswell, J. W. (2012). *Educational research: planning, conducting, and evaluating quantitative and qualitative research*. Pearson, Boston.
- Creswell, J. W. (2007). *Qualitative Inquiry Research Design: Choosing Among Five Approaches*. SAGE publications, Inc.
- Crocco, M. S., Munro, P., & Weiler, K. (1999). *Pedagogies of Resistance*. Teachers College, Columbia University.
- Collard, J. & Reynolds, C. (2005). *Leadership, Gender, Culture in Education*. New York. Open University Press.
- Dahlberg, G., Moss, P., & Pence, A. (2007). *Beyond quality in early childhood education and care*. Falmer Press.
- Denzin, N. K., & Lincoln, Y. S. (2000). *Handbook of qualitative research*. SAGE Publications, Inc.

- Fitzgerald, T. (2003). Interrogating orthodox voices: gender, ethnicity and educational leadership. *School Leadership & Management: Formerly School Organization*, 23:4, 431-444.
- French, J. R. P., & Raven, B. (1959). The bases of social power. In D. Cartwright (Ed.s) *Studies of social power* (pp. 150-167). Ann Arbor, MI: University of Michigan, Institute for Social Research.
- Giddens, A. (2006). *Sociology*. Polity Press, 751-764.
- Gilligan C. (1982). *In a Different Voice*. Harvard University Press.
- Greenleaf, R. K. (1977). *Servant Leadership: A Journey into the Nature of Legitimate Power and Greatness*. New York. Paulist Press.
- Grisoni, L. & Beeby, M. (2007). Leadership, gender and sense-making. *Gender, Work, and Organization*, 14, 3, 191-209.
- Gürocak-Oktay, E. & Hacifazlıoğlu, Ö. (2012). Okul öncesi eğitim kurumları yöneticilerinin öğretim liderliği davranışlarına ilişkin öğretmen algıları. *International Journal of Human Sciences*, 9, 2, 318-3388.
- Hacifazlıoğlu, Ö. (2010). Entry and transition to academic leadership: experiences of women leaders from Turkey and the U.S. *Educational Sciences: Theory & Practice*, 10 (4), 2257-2273.
- Hallinger, P., & Leithwood, K. (1998). Unseen forces: the impact of social culture on school leadership. *Peabody Journal of Education*, 73, 2126-151.
- Hard, L. & Jonsdottir, A. H. (2013). Leadership is not a dirty word: exploring and embracing leadership in ECEC. *European Early Childhood Education Research Journal*, 21:3, 311-325.
- Hay, S. (2008). *Essential Nursery Management: A Practitioner's Guide*. Nursery World.
- Hearon, P. F., & Hildebrand, V. (2003). *Management of Child Development Centers*. Merrill Prentice Hall.
- Heikka, J. & Hujala, E., & Waniganayake, M. (2012). Contextualizing distributed leadership within early childhood education: current understandings, research evidence and future challenges. *Educational Management Administration & Leadership*, 41 (1), 30-44.
- Heikka, J. & Hujala, E. (2013). Early childhood leadership through the lens of distributed leadership. *European Early Childhood Education Research Journal*, 21: 4, 568-580.

- Helgesen, S. (1990). *The Female Advantage: Women's Way of Leadership*. Doubleday.
- Heifetz, R. A. (1998). *Leadership without easy answers*. The Belknap Press of Harvard University Press.
- Ho, D. C. W. (2012). The paradox of power in leadership in early childhood education. *Peabody Journal of Education*, 87:2, 253-266.
- Ho, D. C. W. (2010). Identifying leadership roles for quality in early childhood education programmes. *International Journal of Education: Theory and Practice*, 14:1, 47-59.
- Hujala, E. (2004). Dimensions of leadership in childcare context. *Scandinavian Journal of Education Research*, 48:1, 53-71.
- Jensen, J. (1995) Men as Workers in Childcare Services. European Commission Equal Opportunities Unit / European Childcare Network. Discussion document. Retrieved January 23, 2014 from <http://files.eric.ed.gov/fulltext/ED403080.pdf>.
- Jones, C., & Pound, L. (2008). *Leadership and Management in Early Years*. Open University Press.
- Kagan, S. L. (1994). Leadership: Rethinking it – Making it happen. *Young Children*, 49: 50-54.
- Kagan, S. L. & Hallmark, L. G. (2001). Cultivating Leadership in early care and education. *Child Care Information Exchange*, 7/ 01, 7-11.
- Karsten, M. F. (1994). *Management and Gender: Issues and Attitudes*. United States of America. Greenwood Publishing Group.
- Lunenburg, F. C. (2012). Power and leadership: an influence of process. *International Journal of Management, Business, and Administration*, 15. 1, 1-9.
- McIntosh, M. (1983). Interactive phases of curricular re-vision: a feminist perspective (Working Paper No. 015 699). Retrieved January 25, 2014 from <http://eric.ed.gov/?id=ED244895>.
- Muijs, D., Aubrey, C., Harris, A., & Briggs, M. (2004). How do they manage? A review of the research on leadership in early childhood. *Journal of Early Childhood Research*, 2 (2), 157-169.
- Myers, R. (1995). *The twelve who survive*. Routledge in co-operation with UNESCO.
- National Education Statistics (2013). *Formal Education*. Ministry of National Education Turkish Statistical Institute.

- Negiz, N., & Yemen, A. (2011). Kamu örgütlerinde kadın yöneticiler: Yönetici ve çalışan açısından yönetimde kadın sorunsalı. *SDÜ Fen Edebiyat Fakültesi Sosyal Bilimler Dergisi*, 24, 11, 195-214.
- Noddings, N. (1999). Foreword. In M. S. Crocco, P. Munro, & K. Weiler. *Pedagogies of Resistance*. Teachers College, Columbia University.
- Pfeffer, J. (1977). The ambiguity of leadership. *Academy of Management Review*, 2, 1, 104-112.
- Rodd, J. (1997). Learning to be leaders: perceptions of early childhood professionals about leadership roles and responsibilities. *An International Research Journal*, 18:1, 40-44.
- Rodd, J. (1998). *Leadership in Early Childhood: The Pathway to Professionalism*. New York. Open University Press.
- Rodd, J. (2001). Building leadership expertise of future early childhood professionals. *Journal of Early Childhood Teacher Education*, 22:1, 9-12.
- Sağ-Özgül, G. (2010). *Eskişehir İli İlköğretim Okulları Kadın Okul Yöneticilerinin Kullandıkları Güç Kaynaklarına Göre Sergiledikleri Liderlik Davranışları* (Master Thesis). Ankara Üniversitesi Eğitim Bilimleri Enstitüsü, Ankara.
- Schein, V., E. (1975). Relationships between sex role stereotypes and requisite management characteristics among female managers. *Journal of Applied Psychology*, 60, 3, 340-344.
- Selçuk, G., Yalçinkaya, M., & Uslu, A. C. (2013). Kadın okul müğdürlerinin takım liderliği rollerini sergileme düzeyinin ve bu rollere verilen önem dercesinin incelenmesi. *CBÜ Sosyal Bilimler Dergisi*, 11, 1, 106-125.
- Siraj-Blatchford, I. & Hallet, E. (2013). *Effective and Caring Leadership in the Early Years*. Sage Publications.
- Suskind, P. (1984). *Kontrabas*. Can Yayınevi.
- Stanley, L. & Wise, S. (1983). *Breaking Out: Feminist consciousness and feminist research*. Routledge & Kegan Paul Books.
- Tan, M. (1996). Eğitim yönetimindeki kadın azınlık. *Amme İdaresi Dergisi*, 29 (4).
- Thornton, K., Wansbrough, D., Clarkin-Phillips, J., Aitken, H., & Tamati, A. (2009). *Conceptualizing leadership in early childhood education in Aotearoa New Zealand*. New Zealand Teachers Council.
- Tobin, J., Hsueh, Y., & Karasawa, M. (2009). Preschool in Three Cultures Revisited: China, Japan and the United States. *Children & Society*, 25, 172-174.

- Turock, B. J. (2001). Women and Leadership. *Journal of Library Administration*, 32:3-4, 115-137.
- TÜSİAD. (2000). *Kadin – erkek eşitliğine doğru yürüyüş: eğitim, çalışma yaşamı ve siyaset*, 12 / 290.
- Wise, V., Wright, T. (2012). Critical absence in the field of educational administration: Framing the missing discourse of leadership in early childhood settings. *NCPEA Publications*.
- Yin, R. K. (2003). *Case Study Research: Design and Methods* (3rd ed.). United States of the America: Sage Publication, Inc.