# Comparison of International Baccalaureate Primary Years Programme and Turkish Ministry of National Education Pre-School Programme on development of 3-5 years old students' creativity and in terms of programme elements

by

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Comparison of International Baccalaureate Primary Years Programme and Turkish Ministry of National Education Pre-school Programme on development of 3-5 years old students' creativity and in terms of programme elements

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I hereby declare that all the information in this document has been acquired and presented in compliance with academic regulations and ethical standards. Furthermore, I assert that I have appropriately cited and referenced all external sources and findings, as mandated by these regulations and standards.

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## ABSTRACT

The main purpose of this research was to examine the role of the International Baccalaureate Primary Years Programme and the Ministry of National Education Pre-School Program on students' creativity. In the study, for IB PYP *"PYP From Principles to Practice"*, "*Scope and Sequence"* and "*Program Standards and Practices"* and for MoNE "*MEB Okul Öncesi Eğitim Programı"* documents were analyzed by content analysis method.

The four elements of the program which are learning outcomes, curriculum content, learning experiences, curriculum evaluation, and educational philosophy should be considered for analyzing the development of creativity. It was examined how these four elements develop and support creativity within the program.

Using the document analysis method, the program elements, and educational philosophies of both the IB PYP and MoNEP were initially evaluated. Subsequently, the focus was placed on assessing the dimensions of these programs in terms of supporting creativity. The findings revealed notable distinctions between the two programs in their approaches to fostering and enhancing creativity.

Lastly, according to research findings, it has been observed that IB PYP, being an international and transdisciplinary program, creates more environment for supporting students' creativity within the program.


*Keywords: pre-school, preschool programs, MoNEP, IB PYP, creativity, content analysis*

**ÖZET**

Bu araştırmanın temel amacı, Uluslararası Bakalorya İlk Yıllar Programı ve Milli Eğitim Bakanlığı Erken Çocukluk Öğretim Programı'nın öğrencilerin yaratıcılığı üzerindeki rolünü incelemektir. Çalışmada, IB için *"PYP From Principles to Practice", "Scope and Sequence"* ve "*Program Standards and Practices"* dökümanları MEB için ise "*MEB Okul Öncesi Eğitim Programı"* içerik analizi yöntemi kullanılarak incelenmiştir. Eğitim felsefesi ve program ögeleri olan kazanım,içerik, öğrenme durumları ve değerlendirme yaratıcılığın gelişimi açısından analiz edilmesi için temele alınmıştır. Her iki programın eğitim felsefeleri ve program ögeleri açısından kaşılaştırışmış ve yaratıclığı geliştirmeki rolleri değerlendirilmiştir.Yapılan döküman analizi sonucunda her iki program arasında program ögeleri ve yaratıcılığı destekleme yönünden farklılıklar oldıuğı gözlenmiştir.

Araştırma bulgularına göre, uluslararası ve disiplinlerüstü bir program olan PYP'nin, program içinde öğrencilerin yaratıcılığını desteklemek ve geliştirmek için daha fazla ortam oluşturduğu sonucuna varılmıştır.

*Anahtar Sözcükler: erken çocukluk, erken çocukluk eğitim programları, MEB, IB PYP,yaratıcılık,döküman analizi*

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# 1. INTRODUCTION

The period of pre-school is the most precious time in the life of an individual. It is the intense and rapid period of brain development and the establishment of synaptic connections. The process of brain development creates foundation for a child's language, cognitive, social, and emotional and motor development. That's why children grow rapidly, in the first six years of life in pre-school and they become remarkably competent in these areas of development at a surprising speed. This opens the way for the child to realize their own potential and become a productive member of society. Due to the rapid brain development in the preschool period, it is the most susceptible to environmental influences. Because of that, the environment affects the child's learning motivation and development. The extent to which a child can explore, learn, and the speed at which they can learn are closely related to how supportive their environment is and what opportunities are provided to the child (MEB,2013). Hence, it is crucial to provide essential education during this period. A quality education is only possible with a qualified educational curriculum (Tuncer, 2015). Children are active learners and creative during this period. Pre-school education has taken a major task to manage and encourage the characteristics of children who are curious about their environment. Creativity has not been blunted at an early age, so the period of preschool is critical (Yıldız & Karaman, 2017). Although creativity is an innate skill, suitable environments, and conditions are necessary for its development and emergence (Karlıdağ & Gönen,2018). To develop these skills and creativity, an effective pre-school education program is necessary. The program should develop children's skills such as problem-solving and creativity, and thus facilitate all other skills. Whether the existing creativity of the students is supported or not should be followed while applying the program. PYP is an international program that is

implemented in our country and in the world, allowing students to develop themselves in many ways, understand the world, and be an agent of their learning (IB, 2018). There are few studies to evaluate preschool programs in Turkiye. The aim of the study is to evaluate International Baccalaureate Primary Years Programme and Turkish Ministry of National Education Pre-school Programme on development of 3-5 years old students' creativity and in terms of program elements.

### 1.1 Main Problem of the study

Pre-school education programs play a crucial role in enhancing various aspects of a child's development, including self-recognition, socialization, cultural awareness, effective communication, problem-solving abilities, and aesthetic and creative thinking skills (Senemoğlu, 1994). According to Vygotsky's theory, a child has a zone of proximal development that can be nurtured through interactions with others in their environment (Senemoğlu, 1994). Additionally, these programs have an indirect impact on the teaching practices of educators in pre-school education institutions (Gülçicek, 2021). Children come to the world as creative, but the development and support of creativity depend on the program applied to the school (Durmuşoğlu et al., 2021). According to shape a child’s development and learning experiences the curriculum plays an important role. Implementing a well-designed curriculum can help children to acquire skills such as literacy, language, math, science, and social skills. Therefore, a comprehensive curriculum can support children’s creativity and imagination (Henderson & Mapp, 2002). According to Goffin (2000) programs should adopt a research-based curriculum model in order to provide high quality pre-school programs.

Programs should be planned based on research and theories to focus children's interests on important concepts, skills, and behaviors during their periods. There are so many international pre-school programs that are implemented in Turkiye such as IB PYP and MoNEP are also one of these programs that have been implemented in the country. The aim of this research was to see how the IB PYP and MoNEP implemented support and develop creativity of pre-school children (aged between 3-5) along with gaining insights on the practical applications and program elements in these programs.

### 1.1.2. Main research question

How is the role of the educational philosophy, learning outcomes, curriculum content, learning experiences and curriculum evaluation elements of the IB PYP and MonEP in supporting the development of creativity?

### 1.1.3. Sub-research questions

1) What similarities and differences do MoNE and IB PYP have in terms of an educational philosophy?
2) What similarities and differences do MoNE and IB PYP have in terms of the element of the learning outcomes?
3) What similarities and differences do MoNE and IB PYP have in terms of the element of the curriculum content?
4) What similarities and differences do MoNE and IB PYP have in terms of the element of the learning experiences?
5) What similarities and differences do MoNE and IB PYP have in terms of the element of the curriculum evaluation?
6) What are the similarities and differences do MoNE and IB PYP have on the students' creativity?

### 1.2 Significance

There were many studies on preschool education and creativity in literature. Ahi & Kıldan (2013) stated in the study that the pre-school studies were mostly done in the field of education. Within the scope of education, the most studied areas are nature and science mathematics, creativity, and family education respectively. It was seen from this study that research was mostly limited in the same areas. In the study of Ersoy & Yeşilyurt (2021) in which they examined the articles published on pre-school education programs, the most researched subjects were examined, and these were divided into 4 sub-objectives. These were respectively; out-of-school factors affecting pre-school education, features of pre-school education programs, whether they reach the criteria, and problems. The features of the education programs, in summary, the programs are flexible, they allow students to learn by discovery, and creativity is kept in the foreground. Besides, studies on the PYP have mainly been on teacher opinions. Twigg (2010) sought answers to how teachers see their role in the PYP implementation process and how they cope with the challenges created by the change process. Likewise, Güler &Yaltırık (2011) evaluated the advantages and limitations of the PYP according to the teacher's views on the recommendations for practice and the program. It has been observed that the program evaluation and creativity researches at the preschool level are not done enough. The research was conducted to see the development of PYP and MoNEP on creativity. The research included content analysis from the PYP and MoNE Preschool Program documents. According to the elements of the program and the philosophy of education, these two programs were examined over their development on creativity. The IB PYP is implementing by 57 schools in Turkey. These schools are also responsible for implementing the MoNEP. For this reason, these 2 programs are among the most applied programs in preschools.

However, research about these programs is highly limited. Since this study is a content analysis study in which the curricula of both programs are examined, it can guide teachers and programmers in terms of seeing the applications of creativity in the programs they apply and how creativity can be supported while applying for the program.

### 1.3 Limitations of the Study

The study is limited with the data gathered from content analysis of *"MEB Okul Öncesi Eğitim Programı"*and IB PYP "*From Principles into Practice"*, "*Scope and Sequence" and "Programme standards and Practices"* documents. These documents have been used in the analysis due to the inclusion of comprehensive information on program elements and practices, as well as being utilized and referenced by teachers implementing the program, thus serving as valuable resources.

### 1.4 Definitions

**International Baccalaureate:** It is the organizational institution that creates internationally recognized education programs established in Geneva in 1968 (IB, 2016).

**International Baccalaureate Primary Years Program:** The IB Primary Years Programme (PYP) is designed for children between the age of 3-12 with the aim of nurturing and developing students as active participants and caring in a lifelong journey of learning (IB, 2021).

**Pre-school Education:** Pre-school education is for young children who are between the age of 3-5.

**The Torrance Test of Creative Thinking:** The test is to identify and evaluate the creative thinking skills through a two-part test which are verbal and figural tests. Torrance defined creativity in four elements; fluency, flexibility, originality and elaboration (Torrance, 1964).

**Approaches to Learning Skills:** Approaches to Learning (ATL) skills refer to a set of foundational skills and abilities that help individuals become effective learners according to IB's philosophy. These skills are essential for students to develop throughout their education and beyond (IB,2018).

# 2. LITERATURE REVIEW

## 2.1 Curriculum

There are some varied voices to explain the definition of “curriculum”. In terms of its scope, intent, and meaning it is controversial to discuss the concept. However, there are some definitions that give us perspective. Posner (2004) stated that curriculum is an expression of educational intent, which encompasses everything that is planned, implemented, and evaluated in schools. Pinar (2009) defined a curriculum is a form of cultural politics that constructs not only the knowledge to be learned but also the knower who learns and the knowledge community in which the knower learns, and the learning occurs. It is specified in the curriculum into five categories which are plan, the experiences of learner’s, field of study, subject matter, and level of grades. (Ornstein&Hunkins,2016). It involves a sequence of steps. Learners’ experience means that part of the curriculum is planned activities both inside and outside of the school. Those who have embraced the term field of study are those who discuss the curriculum theoretically rather than in practical terms. The last definition can be defined as subject matter or content in terms of grade levels. Demirel (2003) defined the program as the experiences provided to the learner through activities planned inside and outside the school. The curriculum approach, which perceives the curriculum as a whole consisting of interrelated and interrelated sub-units, has its roots in systems theory. Thus, to shape the curriculum, Ornstein and Hunkins (2016) supported that school staff, students, goals, and courses must be corporate for the curriculum. According to Bobbit (1924) the term "education" encompasses both planned and unplanned experiences that are essential for individual's abilities and potential. An educational program is a plan that shows all the activities carried out to create a behavioral change in the desired direction in the

individual. The education program forms the basis of schools (Erden, 2019). Thus, all activities in schools are carried out towards educational programs. Varış (1996) defines the education program as the activities carried out by an institution to organize and enrich the lives of individuals. Considering these definitions, the education program is all the learning experiences of the child at school and out of school. Thus, educational activities and behaviors that are planned to be acquired by the student should be prepared in an appropriate way. It was argued that the creativity of the students should be encouraged to get to know themselves and it creates a framework for the lives of these students (Annarella, 1999). Attitudes across the curriculum and developing creative skills can enable students to 'find a path' in their lives (Craft, 2001). Therefore, the development of curriculum process is the whole of the relations between the learning outcomes, content, learning experiences, and evaluation dimensions (Demirel, 2015).

### 2.1.1. Educational philosophy and curriculum

The philosophy of education is a branch of science that is a source for questioning the concepts and activities within the scope of education and searching for solutions (Cevizci, 2016). We reach the scope of educational philosophy when we ask educational questions, question the answers, and discuss the answers by presenting options. (Fer, 2021). Ertürk (1988) views the philosophy of education from two perspectives: as a product and as a process. According to this perspective, educational philosophy can be seen as a product that encompasses the values and assumptions guiding educational activities and evaluating practices. Marsh (2014) explored the relationship between philosophy of education and curriculum design, arguing that philosophical beliefs about the nature of knowledge, learning, and the

purpose of education should guide curriculum development. The examination encompassed various educational philosophies, such as essentialism, progressivism, and social reconstructionism, and explored how each philosophy influences the outcomes, approaches, and results of educational curricula. It is stated that the educational philosophy has an important place in curriculum development activities as it reflects a school's way of thinking, views, and beliefs, and affects the goals and content of a school (Demirel, 2020). The philosophy provides educators and curriculum workers with a framework for organizing schools and classrooms. Besides, philosophy helps them to identify what schools are for what subjects are valuable, how students learn, and what methods and materials to use. Moreover, philosophy assists in determining the purpose of schools, the value of different subjects, the understanding of students' learning processes, and the selection of suitable methods and materials. It brings clarity to educational objectives, appropriate content, effective teaching and learning approaches, and the experiences and activities that should be emphasized in schools. Additionally, philosophy serves as a foundation for decisions regarding textbook selection, the utilization and assessment of student tests, and the prioritization of specific lessons or topics (Ornstein & Hunkins, 2016).

**2.2 Elements of Curriculum**

The curriculum is composed of 4 elements: learning outcomes, content, learning experiences and evaluation. An ideal curriculum should include all the learning activities along with the goals of national education and the institution (Demirel, 2013).

### 2.2.1. Learning Outcomes

Gagné discusses five observable and measurable learning outcomes that he believes cover all learning domains. These are intellectual skills that include the ability to categorize and use verbal and mathematical symbols, solve problems, skills necessary to organize information, and are often learning strategies or learning skills. Cognitive strategies involve the coordination of both simple and complex movements, motor skills, and attitudes, feelings, and emotions learned through positive and negative experiences. These outcomes are consistent with the three domains of the taxonomy of educational goals (cognitive, psychomotor, and emotional). The first three abilities fall into the cognitive domain, motor skills correspond to the psychomotor domain, and attitudes are linked to the emotional domain. The mental processes and conditions involved in each of these five outcomes are different. Gagné, for example, the design of instructional activities for learning intellectual skills, verbal knowledge, or motor skills, etc. emphasizes that it will be different from what is necessary for learning (Ornstein & Hunkins, 2016). Supporters of nonbehavioral objectives utilize language such as appreciate, know, and understand, aiming to avoid constraining learning to solely measurable accomplishments. They argue that overly specific objectives limit the focus on higher-order learning, such as analytical thinking or developing an appreciation for literature. Postmodern educators reject the notion of behavioral objectives as excessively narrow and inflexible. They contend that educators should not dictate what students must know, how they should behave, or which skills they should possess. According to this perspective, learning transcends mere performance levels and instead revolves around inquiry. In 2001, a revised version of Bloom's taxonomy was introduced, providing a framework for crafting objectives that encompassed both the knowledge and cognitive process dimensions.

The dimension of knowledge encompassed factual, conceptual, procedural and metacognitive knowledge. On the other hand, remembering, understanding, applying, analyzing, evaluating and creating skills are cognitive process dimensions. By considering knowledge and process, educators can express outcomes that not only focus on the specific content to be taught but also the intended cognitive strategies to be developed (Ornstein & Hunkins, 2016). Learning outcomes serve the purpose of precisely defining what knowledge, understanding, skills, or abilities a student should possess at the completion of a specific learning period. Typically, they establish the minimum acceptable level of performance. However, there is no inherent reason why learning outcomes cannot also be utilized to outline the requirements for achieving different grades. This opens the opportunity to differentiate between various types of skills such as generic, specific, basic, transferable, and non-transferable, as well as different forms of knowledge and understanding. All these aspects can be specified as outcomes and, as a result, made available for objective assessment (Hussey & Smith, 2002).

### 2.2.2. Curriculum content

Content is an answer to the question, "What are we teaching?" in the program. It constitutes the scope of information that will be gained to the students in the teaching process. It is revealed that while the content consists of information categories, it is necessary to organize it in a systematic way in accordance with learning principles and to benefit from information steps (Demirel 2004). Regardless of curriculum design preferences or philosophical orientations, curriculum planners should apply certain criteria when selecting curriculum content. While the criteria are generally shared across different curricular perspectives, educators from various philosophical camps may prioritize certain criteria over others. The criterias that

should be considered are self-sufficiency, validity, significance, utility, interest, learnability, and feasibility (Ornstein & Hunkins, 2016).

### 2.2.3. Learning experiences

The third element of the curriculum is an answer to the question "How do we teach?" (Demirel, 2015). It covers all the activities necessary to bring the target behaviors to the student. Various methods, techniques and materials are used to achieve the objectives. While choosing the methods; objectives, characteristics of students and teachers, content and opportunities should be taken into consideration (Erden, 2015).

### 2.2.4. Curriculum evaluation

The final element of the curriculum is curriculum evaluation Evaluators are concerned with collecting and interpreting data to determine whether certain aspects of the curriculum, such as certain textbooks, should be accepted, modified, or eliminated. Curriculum evaluation is not limited to the end of a program or school year; instead, it takes place at various stages throughout the development and implementation of the program. At the beginning of curriculum development, the overall concept of the program undergoes evaluation. Throughout the process, educators continually evaluate the content and experiences in the curriculum. The primary focus of curriculum evaluation is to determine whether the curriculum is achieving the desired results. For example, does it ensure that students perform at the standards set for their academic achievement? Evaluation plays a crucial role in identifying both the strengths and weaknesses of the curriculum before and after implementation.

## 2.3 Pre-school Education

Pre-school education undertakes the important responsibility of developing, managing, and encouraging these characteristics of children who are willing to learn, think and curious about what is around them (Senemoğlu, 1994). It provides various opportunities for children to increase their long-term objectives by providing rich learning environments and experiences (Barnett, 2011; Bauchmüller, Gørtz, & Rasmussen, 2014; Nores & Barnett, 2010). Children are eager to explore and learn from the moment they are born. Pre-school education is the period in which brain development is experienced the fastest. This development paves the way for the development of many skills such as language, cognitive, social, emotional, and motor skills, and children grow and develop rapidly in the first six years of their lives. For the child to has a healthy brain development, the necessary environment and stimuli should be provided, so that the child completes the development of early life experiences, and this affects her/his school life positively (MEB, 2013).

### 2.3.1. Pre-school education programs

All kinds of activities in educational institutions are carried out in line with a program (Oktay et al., 2006). Educational programs are one of the most important components of education. A country's policy of education also forms the basis of the program it develops. Policies are guided by the psychological, economic, philosophical, and sociological filters of education by moving from the social realities of the countries. It is prepared in line with contemporary development and learning approaches and the changing educational needs of society. The developmental approach, which is formed by considering the developmental characteristics, interests, and needs of the age group in which the program is applied, is one of the most used curriculum approaches in preschool

education. There are many curriculum approaches related to the field of preschool education (Şahin, 2010). Although these programs bring an international quality and multidimensionality to education, various implementation problems may arise when they are used as they are. These programs also carry the educational policies and cultural characteristics of the countries in which they were developed (Guler, Yaltırık, 2011). Pre-school education is the process that the child receives in families and schools, where the personality is shaped, in which most of the developmental areas are completed in the period from the moment she/he is born to the basic education (Göle & Temel 2015). For this reason, the program should be well planned for a qualified preschool education (Erden, 2010). Child-centered programs enable the child to learn in the best way, as well as program implementer teachers who know the needs and interests of children, are both effective as a guide and in realizing the objectives (Göle & Temel, 2015). There are some pre-school education models and approaches that are implemented in the world actively. Some of these are Montessori, Waldorf, Reggio Emilia, IB's Primary Years Program (PYP), programs (Durmuşoğlu et al., 2021).

#### *2.3.1.1. MoNE 2013 pre-school education program*

Turkey has its own national program apart from the international pre-school implemented in Turkey pre-schools. The program aims to develop students' social, emotional, cognitive, language, motor, and self-care skills and to become individuals who are ready for primary school. It is a developmental and spiral program in approach as it covers all development areas. The program is based on objectives and indicators. In the program, the developmental characteristics of children are handled

according to age groups, and the objectives and indicators are considered. The developmental characteristics are arranged by considering scientific studies according to three different age groups. However, the teacher should consider the developmental characteristics of the children when choosing the outcomes and indicators from the program for the children in his/her own group. Learning outcome and/or indicator that is not included in the program can be determined by the teacher and added to the education plan if its needed. However, in such regulations, it is necessary to determine the reasons well; care should be taken to ensure that the acquired objectives and indicators are consistent with the objectives of Turkish National Education, the objectives of Pre-School Education, the basic philosophy of the program, its objectives, and features and that they do not conflict or conflict with other objectives. Age groups of children divided as 36-66 months consist of 3 levels and the learning outcomes form the basis of the program. The program is child-centered, flexible, balanced and play-based. In addition, the development of creativity has been prioritized by creating environments where children can express themselves in an original way by prioritizing their learning needs. Environments should be created where children can express themselves in an original way. For this reason, the individual differences of children in the learning process should be supported with different materials, activities and techniques. In order for this program to be implemented in accordance with its purpose, teachers must also be creative (MEB, 2013 On the other hand, the program development study was carried out and completed in 2012-2013 in line with the feedback given over the program implemented for trial and development purposes in 2006 for the currently implemented preschool program. Therefore, the program is a newer program compared to other programs.

#### *2.3.1.2. Montessori program (MP)*

In Montessori classrooms, teachers arrange the environment for children to move freely, conduct active research, and communicate (Morrison, 1988). In this program, teachers provide opportunities for children to use their potential, and Montessori materials allow children to find their own mistakes, so the teacher does not tell the child the mistake, but the child sees and corrects the mistake on her/his own. (Tuncer, 2015). The materials and tools in the classroom are as the child can see and use in real life. There is no time problem, and the child works freely (Montessori, 1995). The Montessori program also helps children develop their self-discipline in a respectful learning environment (Gülçiçek et al.,2019). There are also studies that show Montessori also affects creativity in some ways. In art, which is one of the areas supported by Montessori, the children create themselves in the classroom and in this way, they have the freedom to explore their dreams. Art education includes activities to support the creativity of the child. The thing is not the work that emerges, but the fact that the child develops socially while doing the activity and creates an original work by using his creativity (Akyol, Oğuz, 2006). The independence provided to students, freedom, flexibility of space and time, the environment of the classroom, internal motivation are among the factors that affect creativity in Montessori. Classroom are made up of mixed age groups, where children are free to choose who they study with, where they study, and which Montessori materials to choose from. According to Cossentino and Brown (2015) the Montessori classroom where creativity is developed. Montessori has implications for creativity in that it promotes flexibility, risk taking, and free and collaborative work. Researchers have measured various aspects of creativity, academic, social, and cognitive development. Guilford's Alternative Uses were used to measure creativity. According to the research, there

was no statistically significant difference in the measure of creativity between Montessori and non-Montessori students over the years of study. But various elements of Montessori have also been shown to benefit creative development in children (Flemin, 2019). In this study, it is discussed how the performances of Montessori and non-Montessori students differ in the graphic-artistic part of Effective Practice and Care Organization. It is seen that Montessori students' The Environment Policy Committee (EPoC) scores are higher than non-Montessori students. Montessori students are also more advanced than other students in different exploration tasks. When considering this information, it can be said that Montessori is a program that supports influencing students' creativity.

#### *2.3.1.3. Waldorf approach*

The Waldorf approach originated in Germany (Katz, 2010). The approach that aims to have knowledge about life, to help children take an active role in life in a healthy and constructive way, and to develop the thinking and feeling structure of the child's soul was developed by Rudolf Steiner (Tuncer, 2015). Astley & Jackson (2000), explained in the approach that teachers represent authority and aim to bring out the love of learning in children. Mei (2014) argued that creative play is the heart of Waldorf Education. Preschoolers interact with the world around them through play. Children can explore the world and creative play allows them to discover their interests. According to Mei's (2014) research, some of the qualities that encourage aesthetically creative play are attentive responsiveness. Ogletree (1996) conducted a survey study that compared the status of the creative thinking ability of Waldorf Education students. The population included European students from Waldorf schools and state schools. In the study, Torrance Creative Thinking Test was used and it was

concluded that Waldorf School students achieved higher creativity scores than their public school peers.

#### *2.3.1.4. Reggio Emilia approach*

The Reggio Emilia approach has a constructivist approach that builds information by developing interpersonal relationships. It supports and encourages learning through projects and activities (Santín & Torruella, 2020). There are many opportunities to support problem-solving, creative thinking, and research in the Reggio Emilia Approach. According to Palestis (1994) in-class workshops are prepared, and projects are carried out for specific purposes. Özalp (2020) in his study in which he received teachers' opinions, stated that each child's learning paths are different from each other, that because of the questions they ask the children, they show their creativity by creating products in different ways, and that they can immediately find another solution when faced with a problem. In the role of the teacher as a curiosity seeker, the Reggio Emilia teacher listens to the children, asks them questions, makes observations, and organizes the environment, gets to know the children, and discovers their interests and curiosities.

#### *2.3.1.5. High/Scope approach*

High/Scope Approach is influenced by Piaget's theory of development. In this approach, students are at the center and take lessons from the activities they plan and conduct themselves (Tuncer, 2015). The task of teachers in this approach is to create environments that will improve students' learning (Kandır & Yaşar, 2000). It is known that the High/Scope approach supports the development of important skills such as independent thinking, initiative, consistency, and creativity in children by providing

effective learning opportunities and positive teacher-child interaction (Gökmen et al., 2016).

#### *2.3.1.6. International Baccalaureate primary years program*

PYP prepares students between the ages of 3-12 to be active, engaged, lifelong learners who show respect and understanding of the world around them. IB World Schools which implement PYP, aim to develop students' social, academic, and emotional skills by focusing on international mindedness and student's strong personal values (IB, 2010). It is based on independent learning and encouraging students with their own work. It includes 5 elements that support the curriculum framework as a constructivist view of learning. (Lester, 2014). PYP is an approach that aims to raise conscious, lifelong learners at an international level. To achieve these goals, IB learner profiles have been developed and students are expected to have these IB learner profile characteristics. The profiles are; inquirers, knowledgeable thinkers, communicators, principled, open-minded, caring, risk-takers, balanced and reflective (IBO, 2007; Twigg, 2010). The PYP framework takes shape as students take responsibility for their own learning. Children, who are innately inquisitive, inquirer and curious individuals, establish a context that values who they are and who they will be in the future when they realize their evolving identities. Students develop their IB learner profiles by taking their own learning responsibilities and making a difference in their own lives and in society as reflective individuals (IB, 2018). In this framework, learning and teaching form the link between the questions of how students learn, what they learn, and what the next steps in learning are. Six transdisciplinary themes have a very significant place in this field. Students learn from enduring concepts to maintain the link between their new and old experiences.

Culture of learning and teaching collaboration and assessment, provides students with feedback on where they are on their learning journey and what their next steps should be for their learning (IB, 2018). The learning community encompasses school, classrooms, and more broadly the world. Community includes everyone in the school like; teachers, students, families, and all school staff, thanks to these strong relationships, the belief that IB objectives are realized is carried. Besides, being an agent has a significant impact on the community. Transdisciplinary themes form the starting point for students to question within the framework of the PYP. These six themes were designed independently of students' own geographies and were designed to be valued continuously and to support their inquiry (IB, 2018). These themes are who we are, where we are place and time, how we express ourselves, how the world works, how we organize ourselves, and sharing the planet. These units are called inquiry units, and students research, question and learn about issues of global importance within the scope of inquiry units, each of which is based on the main idea belonging to a specific transdisciplinary theme (Güler & Yaltırık, 2011). While students are expected to inquiry in the units, another important issue is creativity. PYP fundamentally supports research, inquiry, curiosity, risk taking and creativity. All learning community members need to value this pre-school period to support children cognitively, socially, emotionally, and physically. Play, on the other hand, is of primary importance for inquiry in this period. Through play, children develop learning approaches and connect with key areas of their development. Transdisciplinary themes provide contexts for students to learn about complex ideas about themselves and the world around them. One of the issues that gain importance in the PYP is the need for students to establish interdisciplinary connections, discover ways to bring together separate lessons, and apply what they have learned to daily

life. For this reason, the transdisciplinary themes of the PYP were created. The themes are valuable to investigate, regardless of a PYP student's location or cultural background. These themes, which are centered around global and social issues, serve as a foundation for students to analyze real-world problems and opportunities. By exploring these themes, students gain practical learning experiences that go beyond traditional subjects and are applicable to real-world issues that transcend boundaries. Transdisciplinary themes are an introduction to inquiry as they provide a context for exploring and gaining knowledge. These themes encourage rich dialogues and ongoing collaboration within the learning community to improve understanding of oneself, the wider community, and the world.The 6 themes are designed to have enduring value across IB World Schools and students' backgrounds, encapsulating shared commonalities, indicating the complexity and connectedness of the human condition globally, inviting students to engage in dialogues about real-world issues, enabling authentic embedding of subject areas, and contributing to the PYP's uniqueness (IB, 2018). The units, courses, and activities in the program are planned according to these transdisciplinary themes and thus common practices can be realized. Transdisciplinary themes consist of 6 themes as; *Who We Are, Where We Are in Place and Time, How the World Works, The Way We Organize Ourselves* and *Sharing the Planet.* Besides, units in the PYP are called inquiry units, and inquiry is structured in the program as a strategy for learning (Twigg, 2010). The subject discussed is questioned and examined in depth by the teacher and the children. Within the scope of inquiry units, children conduct research, inquire, and learn about issues of global importance, each one starting from the main idea belonging to a specific transdisciplinary theme (Yaltırık, 2011).

## 2.4 Creativity

There have been various attempts to define the creativity in literature and each researcher has focused on a different aspect of the concept. Therefore, there is no agreed definition of creativity. The creativity was first mentioned by American psychologist Alex F. Osborn in the 1940s (Ozer & Polat, 2019). Creativity can be defined as the use of intelligence and imagination, the capacity to express oneself, as well as being a lifelong ability that is not only related to art (Craft, 2003). Researchers interpreted creativity from their own perspectives. Torrance (1974) defines creativity as, recognizing the deficiencies and developing thoughts or assumptions to fill them, testing the assumptions, comparing the results, and trying again. He defines it as finding deficiencies in knowledge, searching for solutions, and developing hypotheses (Gönen & Karlıdağ, 2019). This definition draws attention to the similarity of creativity and problem-solving process. Bruner (1962) defined creativity as the process of producing an effective and unexpected action. According to Sylvan (2005) creativity; it is seeing what no one has seen, hearing what no one has heard, thinking what one does not think and doing things that are not courageous. (Guilfold (1950) describes creativity as sensitivity to problems, flexibility of mind, fluency, and reorganization. Besides creativity described as it is the production of new and valuable ideas or actions (Csikszentmihalyi, 1997). One of the most important duties of individuals is to follow innovations and produce original products in today's world, which makes continuous progress and development a necessity. Individuals have only knowledge and skills is insufficient at this point; an innovative perspective and creativity make individuals self-confident and enable them to be more successful in their social life. Modern life enables individuals to use their creativity and creative thinking skills to solve their individual, business life and social problems. For this

reason, one of the objectives of the education policies of developed countries is to develop creative skills from an early age (Yasar & Kaya, 2019). For these reasons, it is important to support creativity in pre-school periods in education.

### 2.4.1. Theories of creativity

Some theories and models have been developed to better understand creativity. Some of those are Psychoanalytic Theory, Behaviorist Theory, Humanistic Theory and Constructivist Theory. According to the Psychoanalytic Theory, creativity is the transformation of the individual's pleasure into an effort approved by the society in accordance with the culture in which he/she lives to satisfy his/her motivation and instinctive needs at the highest level (Freud, 1964). According to Jung (1953), creativity can be expressed in two ways as psychological and intellectual. Psychological creativity is an action where one gets rid of pain and anxiety. Intellectually, primitive experiences and archetypes collectively involve subconscious reproduction. Although the Behaviorist Approach does not emphasize creativity much, theorists who support creativity have emphasized the importance of reward. For the child's creativity to emerge, it should be able to offer a stimulus-rich environment to the child and reward creative behaviors (Kozbelt et.al., 2010). For Humanistic theorists, creativity emerges as a natural tendency in a psychologically safe and free environment. Therefore, in early childhood, it is very important to provide a psychologically safe environment for development (Isbell & Raines, 2012). In the constructivist approach, it is significant for individuals to reach a certain level of maturity both physically and cognitively, and to interact with their environment through culturally meaningful life experiences to demonstrate their creative thinking skills. Although learning has a very complex structure, it is influenced by the social and historical context of the individual (Vygotsky, 1980). A child-centered curriculum plays an important role in the

development of creativity. In this way, active learning and social interactions of children are supported (Isbell & Raines, 2012).

### 2.4.2. Torrance test of creative thinking

E. Paul Torrance was a well-known and researcher in creativity. He was known for the test he developed called *"The Torrance Test of Creative Thinking (TTCT).* It is both used in the business and education worlds to evaluate peoples' creativity. (Kim, 2006). The use of the test is to evaluate the educational programs' effects and materials is one of the most important things. Torrance (1964) stated that the creative thinking process has four components: fluency, flexibility, originality, and elaboration. According to Torrance's theory, fluency is the ability of individuals to use the information they have quickly when necessary and to produce more than one and different ideas at the same time. Flexibility is the ability of an individual to think differently in the face of a problem situation. Originality is the number of statistically infrequent ideas; that demonstrate the ability to generate unusual or unique responses. Lastly, elaboration is the number of ideas added. It demonstrates the subject's ability to develop and elaborate ideas (Kim, 2006). Considering this information and considering that the research has improved the creativity of children who attend preschool education, teachers and the program should also support the creativity of children.

### 2.4.3. Factors affect creativity

More than one definition and views on creativity have been stated by researchers. Besides, it has been observed and stated that creativity is quite high in early childhood. Pre-school is also stated as the period in which the individual is most creative (Isbell & Raines, 2012). However, creativity, which is at its peak in early childhood, may differ in an individual's later life. It is seen that there are some factors

that affect individuals' creativity. Torrance (1993) states that creative individuals have some common personality traits such as enjoying thinking, tolerating mistakes, and accepting differences. Accordingly, Torrance (1993) emphasized that following children's interests and supporting strong personality traits are important in the development of creativity. For this reason, knowing and supporting children's personal characteristics is an important factor affecting creativity. Amabile (1996), stated that creativity is affected by many factors such as experiences including knowledge and skills, ability to think differently, and being able to continue working even when faced with difficult situations. Play is also important in pre-school. A child in pre-school needs to use problem solving and divergent thinking skills to be able to play (Russ, 1996). The development and diversity of environmental factors is another thing that affects creativity. Runco (2007) stated that the physical characteristics of the environment are also effective on creativity; he argues that the physical characteristics of an educational environment consist of many features such as the size of the classroom, outdoor areas, quality of materials, access to various and new materials, and that these features are an effective factor on creativity. Fleith (2000) on the other hand, for an educational environment to have an environment that supports creativity; It should be an environment that provides time for creative thinking, rewards creative ideas and products, allows free choice in choosing activities and materials, encourages risk taking, accepts mistakes, provides opportunities to explore the environment, has individual interests, and makes inquiries. Another factor that affects creativity is education programs (Murdock,2003). Diversity in programs will also support creativity. For this reason, the teacher should be a model for creative thinking and behavior and should be encouraging for new experiences (Craft, 2001).

When all these are considered, environmental factors, the role of the teacher, and a quality education program are factors that affect creativity.

### 2.5 Creativity in Pre-school Education

Creativity is a skill that should be developed in the preschool period. It is a concept that draws attention in many areas. Especially in education field, creativity is considered as an important educational output (Aslan, 2007). Creative individuals are curious, able to find quick solutions to problems, think flexibly and independently, enjoy complex and difficult tasks, empathize more easily, are open to innovations and have a rich imagination. (Yildiz et al., 2003). It is aimed to raise individuals who are emotionally and behaviorally strong, open to innovations, inquisitive and creative. To develop such a personality, it is necessary to prepare children, especially in the preschool period, for life by offering rich, positive, and constructive experiences (Akyol & Ergen, 2012). Although it is known that creativity is innate, the fact that it is at different levels in everyone shows that there are factors affecting the development of this skill (Ozer & Polat, 2019). These factors are simply specified as age, gender, environment, parents and socioeconomic. A contemporary education should have features that enable the individual to gain qualifications that are creative, inquisitive, adaptable and apply (Haslip & Gullo, 2018). The environment of the school can influence the development of and creative skills for preschoolers. Torrance believed that creative skills could be evaluated through the lens of originality, fluency, flexibility, and elaboration of children's ideas. Creativity is supported in many areas in the school environment. For example, education policy positions itself broadly by putting creativity at the center. In this way, it allows students to solve problems and difficulties beyond the classroom (Lucas, 2013). The effects of preschool education on creativity have been emphasized in many studies. Pre-school education helps

individuals to engage in various interactions by entering different learning environments from an early age. In kindergartens, children can display many positive behavioral traits, such as playing cooperatively in large groups, showing empathy and sympathy, being competitive, and using a wide variety of methods in their relationships with others. From this point of view, it can be thought that children who stay in kindergarten for longer may have more benefits from school than others. Therefore, one of its main tasks is it is an expected result that the creativity of children who attend kindergartens for a long time, which supports their development by teaching them to behave positively, or who use kindergartens all day instead of half a day, is higher than the others (Akyol & Ergen, 2012). It is stated that creativity develops rapidly from the first years of life, children start to organize information creatively from a very early age, reach its best stage in the first years of childhood, but then there is a decline in the development of creativity (Aral, 2004). Preschool children showed a wider range of original responses than older children. It was concluded that the creativity of the children in the kindergarten was higher than the creativity of the children at the beginning of primary education, and the creativity of the children with low creativity in the first three grades of primary education increased in the following grades (Akyol & Güneş, 2016). Children begin to recognize and use objects and explore the things around them at the age of 2. Between the ages of 2 and 4 there is a transition from uncontrolled movements to activities based on balanced physical strength and imagination. Between the ages of four and six, the children begin to learn the skill of planning. They like to plan games that they know in advance. Thanks to their curiosity, they learn right and wrong and try many roles in their imaginary plays (Argun, 2004). Torrance (1962) observed that there was a decrease in the imagination of the children who started first and second grade. However, if creativity and imagination are not

restricted by an adult it could increase and develop (Çakmak, 2005). Thus, the preschool child's approach to creativity is much freer and simpler (Akyol & Güneş, 2016).

### 2.5.1. Creativity in Pre-school education in Turkey

Pre-school education period is the place where many skills of children are supported and developed. In addition, pre-school education aims to enable children to express themselves freely and act independently (MEB, 2013). MoNE is a child-centered program which aims at the child's self-development. In the MoNE (2013) program, it was aimed to develop and support many skills, and a separate area for creativity was not mentioned in the program. However, creativity is specified in the part of objectives. Teachers should be role models for students to be flexible and creative in school, to accept and apply different ideas (Senemoğlu,1994). In the MoNEP, constructivist approach practices that advocate the child's self-constructing of knowledge were used (MEB, 2006). This example is very important in terms of using internationally approved program approaches adapted to our culture. PYP prepared by the IB is also a model that can be evaluated in this context (Yaltırık, 2011). Studies examining the effects of pre-school education programs and IB programs on students' creativity are lacking in the field. However, some studies show the effect of pre-school education on creativity.

### 2.5.2. Studies on creativity in pre-school education

There are studies examining the creativity of preschool students when the literature is examined. Factors such as students' creativity development, age, gender, and school status were also discussed in the studies.

#### *2.5.2.1. Development of creativity related to pre-school education*

TCT was given to the students in the study "The effect of preschool education on creative thinking skills", in which the difference between the creativity of children who received and did not receive preschool education was examined in the study (Aral & Yasar, 2010). It was observed in the tests that there was a difference between the creativity of children who received and did not receive pre-school education. In the study, no significant difference was found between the creativity of girls and boys according to gender. Yaşar &Aral (2011) researching the effects of children's benefit from preschool education on creativity, "The effect of preschool education on creative thinking skills." When the research results are examined in his study; It is seen that children who benefit from preschool education for a longer period have a much higher creativity. Bogoyavlenskaya (2013) conducted a longitudinal study to examine the changes in the creativity scores of children attending kindergarten and primary school. In the study it is seen that, six-year-old children have seen that their creativity decreases since they start primary school. Similarly, Torrance states that children's creativity decreases when they start school because of academic expectations and authority. Creativity reaches its peak around the age of thirteen, and after this age it either stays as it is or begins to decline (Ozer & Polat, 2019). Ergen and Akyol (2012) examine the creativity of children who benefit from pre-school education according to various variables. For this purpose, 135 children studying in an independent kindergarten were included in the study. As a result of the study, in which the formal A form of the TCT was used, it was found that the creativity of the children who benefited from the pre-school education institution for a longer period and the children whose mothers had a higher education level were higher. In addition, it was determined that the gender of the child and the education

level of the father did not cause any difference in the creativity of the children. In addition to the studies on creativity, evaluation studies of preschool programs were also carried out.

#### *2.5.2.2. The place of creativity in* **pre-school** *programs*

In Yıldırım's (2010) "Creativity in Preschool Education Program" research, it has been seen that the number of outcomes that directly express the development of creativity in the program is quite low. As a result of the research, it was seen that the activity examples in the teacher's guide were mostly aimed at supporting the cognitive development area. However, it has been determined that the creativity indicator rates differ according to the development area. Yaltırık (2011) stated that the teachers in the research sample discussed the superior aspects of PYP in practice in terms of the program approach, the features it brings to the children and the elements of the program. 10 out of 14 teachers emphasized the importance and benefits of PYP being an international program. "...aiming to raise creative, critical thinking, empathetic, honest people of the world." The program is discussed in terms of sample exercises and skill development. These teachers benefit from an international program of the PYP. "... We aim to raise the world to be creative, thinking, empathetic, honest." It is also mentioned that it creates a curiosity and enthusiasm for learning from a young age. Age between 5-6 is critical for developing creativity. In this period, since children start school, they enter a new environment and recognize the rules and authority in the environment. For these reasons, there is a pause in creativity (Toyran,2015). While creativity is around 90% between the ages of 2-5 in early childhood, it can decrease to around 20% starting from the age of 6-7 (Kara & Şençiçek, 2015). Sapsağlam (2013) evaluated the currently used 2013 MoNE preschool education program in preschool curriculum evaluation study. According to

the MoNE 2013 program, "Development Observation Form" was created for the dimension of assessing children and the "Development Report " was updated. It is planned that this form will be a summary covering all the knowledge and development of the child twice a year. Different methods and open-ended questions were asked to evaluate the activities. It was also stated that there should be a portfolio for each student. Discussions at the end of the event should be based on open-ended questions, posters and posters should be prepared and presentations and exhibitions should be made.It compared PYP and MEB programs, stated that the main purpose of PYP is for children to learn the social and physical world actively and it is compatible with the MoNE 2013 program. He also stated that PYP has the responsibility of supporting students' skill development in cognitive areas, as in the MEB program (Tuncer, 2015). In addition, unlike the MoNEP of the PYP, it limited the physical conditions of the educational environment with a framework, and the PYP is an international program. Göle and Temel (2015) stated that, in the study, it was seen that the teachers gave a high evaluation to the items related to the school curriculum. It has been stated that the reason for this may be due to the basic philosophy, theoretical framework, characteristics, and approaches to the child and the teacher of the preschool education programs implemented in Turkey are not different. In addition, during the development process of the preschool education program, the examination of qualified preschool education programs implemented in different countries and a qualified It may be since the idea of curriculum development is at the forefront (MEB, 2013). Güler, Yaltırık (2011) in the study in which they took teachers' opinions; The teachers found the program positive in that it aims to raise creative, critical thinking, empathetic, honest, world people, and because it is inquiry-based learning at its core, it creates a curiosity and enthusiasm for learning from a

young age in students. Çetin (2021), stated that, 21st century learning outcomes included in the 21st Century Skills Early Learning Framework, learning and innovation skills, life and career skills, and information, media, and technology skills. Creativity and innovation skills are the skills to express thoughts and feelings creatively, to use various idea generation techniques, to produce new and valuable ideas, and to show originality and creativity in their work.

#### *2.5.2.3. Role of age and gender in the development of creativity*

Studies show that creative thinking skills also differ according to age, like other personal characteristics (Argun, 2004). Individuals' cognitive skills, and therefore, their creative thinking skills, which are affected by cognition, change with age (Piaget, 2007). With the frequent participation of children in play activities, creative activities are beginning to be observed. The child between the ages of 3-5 begins to reveal creative elements, the most critical period in the development of creativity is 5-6 years old. The changes brought about by starting school and the desire to obey authority cause a pause in creativity. At the age of 8-10, they delay creative thinking due to the difficulties brought by social development (Ataman, 1993). Besides, it is difficult to define precise age limits on creativity, but that creative thinking, which begins to develop in childhood and adolescence, is seen at the highest level in middle adulthood (Demirel, 2007).

Sungur (1992) states that gender differences may differ according to measurement methods and tools, and the effect of culture on creative thinking skills may lead to this differentiation. Öncü (1989) found that men's elaboration scores were higher than women's, and there was no significant difference between other dimensions of creativity.

# 3.METHODS

In this part of the research, MoNE Preschool Program and IB PYP, the model of the research, document analysis, which is the method of the research and interpretation of the findings, is explained.

## 3.1 Research Model

Qualitative research method was used in this research to gain a broader perspective since it allows us to obtain deeper information apart from the data obtained from psychological measurements with qualitative research. One of the advantages of qualitative research is that the researcher has direct access to the source (Büyüköztürk et al., 2008). The research was done in a content analysis method, and it was aimed to compare the pre-school IB PYP and MoNEP in terms of their creativity. It is aimed to examine the development on students' creativity by comparing the program elements; learning outcomes, curriculum content, learning experiences, curriculum evaluation, and educational philosophies of PYP and MoNE preschool programs. Throughout the research, it has been emphasized how the two most used programs in Turkey are effective in developing and supporting the students' creativity and what kind of studies they include while implementing the programs. Since the two programs were compared, the curriculum documents of the PYP and MoNEP that teachers should follow were examined by content analysis method. The similarities and differences in two programs on creativity were compared with the content analysis method.

### 3.1.2 Content analysis

Content analysis is a systematic method in which some words of a text are summarized with smaller content categories with coding based on certain rules (Büyüköztürk et al., 2009). It defines the process of summarizing only written data,

reporting the main content and messages of the data. It is a method that involves analyzing texts to extract key information and insights. It involves categorizing and organizing the content based on predetermined categories or emerging themes, with the goal of generating or testing a theory. This analysis follows systematic, replicable, observable, and rule-based procedures within a theory-driven framework. Codes, which represent different levels of specificity and generality, are used to define content and concepts. Some codes may encompass others, creating a hierarchical structure. This hierarchical relationship can be visualized as a tree diagram of codes. Codes can be general or specific, and they provide a structured framework for organizing and making sense of the data. They preserve the original context and keep the words as they are (Cohen et al., 2007). The documents are carefully read and examined, and as a result, the educational philosophies, learning outcomes, curriculum content, learning experiences and curriculum evaluation elements on creativity that are common to both curricula are compared.

**Table 1**
*Analyis Tool for IB PYP*

| THEMES | SUB THEMES | CODES | FREQUENCY | (%) |
|---|---|---|---|---|
| **EDUCATIONAL PHILOSOPHY** | Perenialism | traditional values, uncover universal truths,lecture. | - | |
| | Essentialism | essential knowledge and essential skills and academic rigor. | - | |
| | Progressivism | problem solver, thinker,lifelong learners. | 43 | %11 |
| | Reconstructionism | the process of inquiry, personal needs and interests,agency. | 75 | %20 |
| **LEARNING OUTCOMES** | Cognitive Knowledge | authentic monitoring learning flexibility, fluency,elaboration responsible for their learning. | 34 | %9 |
| **CURRICULUM CONTENT** | Subject Centered | teachers' direct instruction large group discussions support materials. | - | |
| | Learner Centered | personal interests active in learning observation originality. | 20 | %5 |
| **LEARNING EXPERIENCES** | Approaches to Learning Skills Thinking, Communication, Self Management, Research and Social Skills | guide the students, prove students crtical thinking, creative tkinking self esteem- self efficacy caring, collaboration self motivation, time management inquiry based pedagogy. | 178 | %48 |
| **CURRICULUM EVALUATION** | Stufflebeam's CIPP Model | well considered feedback Feasibility Program's environment,process. | 15 | %4 |

**Table 2**
*Analysis Tool for MoNEP*

| TEMALAR | ALT TEMALAR | KODLAR | FREKANS | (%) |
|---|---|---|---|---|
| **EĞİTİM FELSEFESİ** | Daimicilik | Geleneksel değerler, evrensel gerçekleri ortaya çıkartma, konu anlatımı. | 2 | %4 |
| | Esasicilik | Temel bilgi ve beceriler,akademik titizlik. | 1 | %0.44 |
| | İlerlemecilik | Problem çözme, düşünen,yaşam boyu öğrenen. | 1 | %0.44 |
| | Yeniden Yapılandırmacılık | Sorgulama, kişisel ilgi ve ihtiyaçlar,özne olma. | 5 | %11 |
| **KAZANIMLAR** | Öğrenme Kazanımları | Otantik öğrenmeyi izleme anlamada ve öğrenmede esneklik,akıcılık,ayrıntılama öğrenme sorumluluğu. | - | |
| **İÇERİK** | Konu Merkezli | Doğrudan yönerge, grup tartışmaları, destekleyici materyal kullanımı. | 5 | %11 |
| | Öğrenen Merkezli | Kişisel ilgi alanları,öğrenmede aktif olma, gözlem,özgünlük. Öğrenciye rehberlik etme,eleştirel düşünmeyi kanıtlama Sorgulama temelli pedagoji. | 13 | %29 |
| **EĞİTİM DURUMLARI** | Öğrenme Yaklaşımları Düşünme, Araştırma, Sosyal, Öz Yönetim ve İletişim Becerileri | duyarlı, işbirliği yapma Kendini motive etme, öz yeterlilik, zaman yönetimi Öz saygı, öz yeterlilik | 9 | %20 |
| **PROGRAM DEĞERLENDİRME** | Stufflebeam CIPP Modeli | Geri bildirim, uygulanabilirlik,program çevresi, program süreci | 8 | %18 |

### 3.2 Data Collection Process

In the study, documents were accessed through the official websites of MoNE and IB (See Figure 1). These documents have been selected because they serve as curricula guides that teachers rely on to establish the foundation of their instructional programs. However, both programs differ from each other in terms of their content. When looking at the MoNEP, the program elements are clearly visible, but the same is not the case for PYP. The reason for this is that in the MoNEP, all elements are included in the same document, whereas in the Primary Years Programme (PYP), the program elements are specified in different documents.

In this context, to evaluate the texts reliably, the researcher first created the sub-themes and codes with the framework. These themes and codes are based on curriculum elements and creativity theories. The codes were created based on Torrance's four elements in relation to creativity. According to Torrance's creativity theory, the four elements are fluency, flexibility, originality, and elaboration. Therefore, when creating the codes, these elements were taken as a basis, and later, a framework was developed by considering the definitions of creativity by other researchers. The codes generated according to this creativity framework were examined in accordance with the program elements (See Figure 2). Additionally, when considering learning experiences, the 5 Approaches to Learning Skills have been included as codes, and the program component has been examined in this context. Since the effects of both programs on creativity will be examined through the program elements, the codes were determined, and these were evaluated according to the meanings of the words in the sentences. After codes and framework were created by the researcher, pilot study was conducted with the help of a thesis supervisor.

When examining the codes from the document, a deeper investigation was conducted by considering both the frequencies of the codes and analyzing the meanings contained in the document on a code-by-code basis. Researcher and thesis supervisor analyzed documents separately for piloting. According to the results of the analysis, the findings were found and evaluated.

In addition to that, Bloom Revised Taxonomy was used to examine the learning outcomes in a comprehensive way. First, the action verbs of Bloom's Taxonomy were created in a table, and then their frequencies were checked from the PYP scope and sequence. After the codes were created, the codes were translated into Turkish for the examination of MoNEP. The purpose of this is that the MoNEP is in Turkish and the PYP is in English. To ensure reliability while translating, the researcher first researched the terminologies from the necessary sources and added their Turkish. Then, support was received from 2 English teachers to ensure the accuracy of the translations. The teachers translated the codes, and the researcher compared them and ensured their reliability. Just like in the PYP, Bloom's Revised Taxonomy was used to examine the MoNEP's learning outcomes. Bloom's taxonomy, developed by Bloom et al in 1956, is widely recognized as a prominent framework for educational objectives. It consists of six levels: knowledge, comprehension, application, analysis, synthesis, and evaluation. Over time, this taxonomy has been modified by scholars like Anderson and Krathwohl in 2001 to enhance its effectiveness in promoting higher-order thinking skills and discouraging rote memorization and surface-level understanding. Due to its influence, the IB programmes heavily incorporate Bloom's taxonomy, albeit with some adaptations (Swartz, McGuinnes,2014). Since both programs have learning outcomes, these have been examined and evaluated according

to Bloom's Taxonomy. The frequencies of the outcomes were examined, and the findings were evaluated and listed in a table.

**Figure 1**
*Research Model*

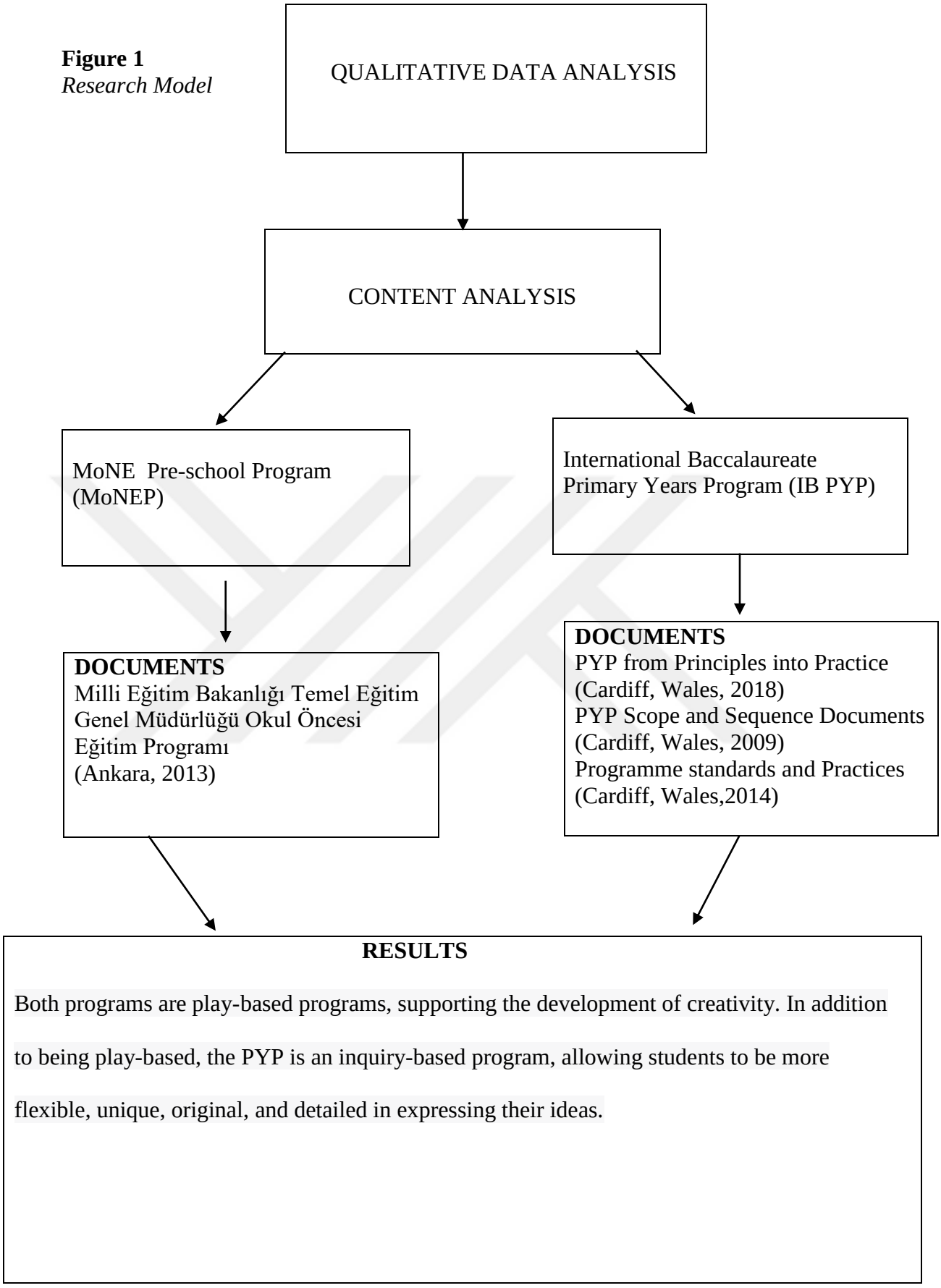

**Figure 2**

*Creativity Framework*

| **Creativity Framework** | **Descriptions** |
|---|---|
| E. Paul Torrance | Flexibility<br>Fluency<br>Originality<br>Elaboration |
| J.P. Guilfold | Flexibility of mind<br>Solve a problem<br>Fluency |

### 3.2.1 Validity and reliability in content analysis

To assessing inter-rater agreement among categorizers, it is valuable to examine the consistency of categorizations by the same researcher over a significant period using the test-retest method. This allows for an understanding of how reliably the researcher's categorizations align over time. In addition, an equivalent form reliability can be obtained by dividing the original sample into two parts. In terms of validity, it is possible not only to compare explicit content with hidden content, but also to compare one or both results with results from different assessment tools. This allows for a comprehensive evaluation of the validity of the categorizations.
In order to ensure validity and reliability in content analysis, the process of determining common themes was carried out with the field expert and consistency was ensured between the codes. Validating data is usually a two-part process. Firstly, a coding scheme is developed to guide content analysis, and if it accurately reflects the relevant theory and concepts, it is deemed valid. Secondly, the decisions made by coder are compared to a set standard to determine if the coding produces valid data (Potter & Donnerstein, 1999). In this study, to provide validity and reliability, the researcher initially created coding schemes and conducted a pilot study to examine the adequacy of the codes and to obtain findings. Since the two documents were in different languages, two separate coding tables were created. The findings were independently analyzed by two different individuals who are the researcher and thesis supervisor, and then a conclusion was reached. Due to the documents being in different languages, translations were made, and the assistance of two language experts was sought to ensure accuracy and control.

# 4.RESULTS AND FINDINGS

In this part of the research, the Turkish Ministry of National Education and the International Baccalaureate related research problems were examined. According to the findings obtained through the document analysis method, which is used as a tool for collecting qualitative data, similarities and differences have been observed between the educational philosophies, learning outcomes, curriculum content, learning experiences, and curriculum evaluation of both programs.

## 4.1 Educational Philosophy of IB PYP

The educational philosophy of the PYP is clearly stated at the beginning of the curriculum same as the mission statement of IB as to educate inquiring, knowledgeable and caring young people who will help create a better and more peaceful world with intercultural understanding and respect. PYP has had a profound influence on students, their school communities, and the field of international education since its establishment. As a student-centered, inquiry-based, and transdisciplinary approach that emphasizes responsible action, the PYP has consistently proven itself to be a trusted, enduring, and transformative educational framework (IB,2018). Besides, the PYP curriculum framework places a strong emphasis on the core of agency, which runs through the three pillars of the curriculum: *the learner*, *learning and teaching,* and *the learning community*. The learner profile attributes encompass of human capacities and responsibilities, including intellectual, personal, emotional, and social growth. These attributes serve as the foundation for students to become internationally minded, actively engaged, and compassionate community members who value self-respect, respect for others, and respect for the world at large. Within the learning community's daily life, students are presented with various opportunities to cultivate, exhibit, and strengthen the

attributes of the learner profile. So IB PYP learners strive to be inquirers, knowledgeable, communicators, principled, open-minded, caring, risk-takers, balanced and reflective. By supporting students in cultivating international-mindedness and fostering a proactive approach towards positive change, the learner profile empowers them to exercise agency. Through this agency, students assume responsibility for their own learning, freely express their ideas and opinions, and engage in introspection regarding their progress in developing the attributes of the learner profile (IB, 2018).

### 4.1.1 Educational Philosophy of MoNEP

MoNEP was found to put emphasis on learning objectives according to the document analysis when the Basic Principles of Pre-school Education section in MoNEP document was analyzed. The primary objective of this program is stated as to promote the holistic growth and well-being of children attending pre-school education institutions by providing them with enriching learning experiences. Designed to ensure their development reaches optimal levels in areas such as motor skills, social and emotional development, language acquisition, and cognitive abilities, the program also focuses on fostering self-care skills and preparing children for primary school. By addressing and preventing deficiencies across all developmental areas, the program serves as a versatile framework with both supportive and preventive dimensions.

This program adopts a developmental approach that aligns with the unique developmental stages and characteristics of children. It emphasizes the comprehensive development of all areas of growth. With its "helical" approach, the program recognizes the interconnectedness of different developmental aspects. Furthermore,

the program follows an "eclectic" model, incorporating a diverse range of effective strategies and methods to cater to the diverse needs and learning styles of children. The basic principles of pre-school education consist of 18 principles. On the other hand, the program embodies several key characteristics, including its child-centered approach, flexibility, eclecticism, balance, utilization of games, and the use of themes and topics as tools rather than goals. It fosters learning through discovery and encompasses cultural and universal values. Moreover, the program places a strong emphasis on prioritizing creativity, although its specific development was not explicitly addressed as a separate objective within the program.

### 4.1.2 Findings Related to Comparison of MoNE and IB PYP Pre-school Curriculum in terms of Educational Philosophy

PYP aims to cultivate inquisitive, knowledgeable, and compassionate individuals who contribute to creating a better world through intercultural understanding and respect. In the mission statement section of the PYP document, PYP's education philosophy is found to be aligned with reconstructivist and progressivist educational philosophies with its focus on problem solving, thinking, lifelong learning and inquiry (IB,2018). This is reflected not only in the mission statement but also in various elements of the program such as curriculum content and learning experiences.

The PYP recognizes that education is not just about conveying specific information, but rather equipping students with the skills to seek and absorb information when needed. It emphasizes the importance of integrating and synthesizing new ideas, as well as problem-solving. Learning community are encouraged to embrace new ideas, commit to personal growth, search diverse perspectives, engage in open discussions,

and participate in transparent decision-making processes. When PYP's codes such as problem solver, thinker, and lifelong learner are checked, it is concluded that it offers a unique learning environment that enables students to deal with real-life problems and opportunities. Students develop responsible attitudes and behaviors towards their social and physical environments, both within and beyond the school community. In the PYP, inquiry plays an important role in promoting authentic learning. It includes problem solving and supporting students to achieve personal and shared goals. Additionally, the PYP emphasizes the importance of learning languages, as well as engaging with art, science, and technology. Through these subjects, students gain an understanding of the interconnectedness and interdependence of various issues, develop the ability to consider multiple perspectives, and engage in responsible action. Learning additional languages enhances cognitive flexibility, creativity, and problem-solving skills. Art promotes creativity, critical thinking, and problem-solving abilities. The PYP also emphasizes the explicit teaching of technology skills, encouraging students to apply technology to facilitate and extend their learning and to find innovative solutions to challenges and opportunities. An essential objective of all IB programs is to foster and demonstrate international mindedness. It lies at the core of the IB's mission and educational philosophy. Internationally minded students possess openness towards others and the world. They understand the interconnectedness of global issues and can look at things from multiple perspectives. Embracing different viewpoints encourages students to become open-minded and principled thinkers. Learning new languages and engaging with the arts enable students to think in diverse ways and provide a platform for them to actively participate in shaping a better and more peaceful world.

The PYP offers opportunities for students to explore human commonalities through transdisciplinary themes. Students nurture their curiosity and develop inquiry and research skills. They become agents of their own learning through units of inquiry, with classroom teachers supporting their inquiries and ensuring individual participation and well-being based on students' interests, needs, and prior knowledge. The PYP encourages authenticity by providing open-ended tasks that allow students to demonstrate creativity and take risks. Everyone in the school community has voice, choice and ownership, influencing learning and teaching. When students have agency, the roles of teachers and students change, and their relationship becomes one of partnership. Students express their ideas and opinions and reflect on their development of the learner profile attributes.

In conclusion, the PYP places students at the center of their learning, empowering them to solve problems, think critically, inquire, and become active agents in their education. This student-centered approach aligns with the educational philosophy of the program, emphasizing the importance of holistic development, intercultural understanding, and the cultivation of internationally minded individuals.

Unlike the PYP's mission of intercultural understanding and respect, MoNE's developmental program focuses primarily on the individual growth and progress of students. The aim is to provide a nurturing environment that supports the physical, cognitive, emotional, and social development of children. The primary goal is to ensure that children receive a comprehensive education that aligns with their developmental needs. The principles of the MoNEP emphasize the importance of considering students' personal interests and needs, supporting their overall development, and promoting Turkish language development. The program places significant focus on supporting students' motor skills, social interactions, emotional

well-being, language acquisition, cognitive abilities, and self-care. As a national and developmental program, the primary focus of the MoNEP is on preparing students for primary school and supporting their overall development. However, it is worth noting that the program may have some limitations in providing students with opportunities to address real-world problems, engage in critical thinking, and foster international awareness.

### 4.2 Learning Outcomes of IB PYP

The PYP focuses on individual student outcomes and the desired learning outcomes they have for themselves. The learning community plays an important role in achieving these outcomes by emphasizing the social aspects of learning. The global importance of transdisciplinary themes provides the basis for schools to create a comprehensive research program that is a core part of the PYP's adaptive framework. This program provides a cohesive curriculum for preschool and primary school students, outlining how six transdisciplinary themes are explored at different age levels. By engaging in transdisciplinary inquiry, students develop subject knowledge, skills, conceptual understandings, and dispositions while actively promoting creativity rather than reproducing knowledge. There are six subject knowledge areas to support the exploration of transdisciplinary themes: language, mathematics, science, individuals and societies, arts, and physical, social, and personal education. These subjects encompass the liberal arts, cultural symbolisms, and the social and natural sciences, and serve as means to achieve broader, more integrated goals rather than the goal in themselves. Teachers, have a role to facilitate and encourage creative reinterpretation of topics and identify opportunities for their integration in the context of interdisciplinary themes. Their aim is to support students in their learning by creating an environment that encourages creativity and the application of knowledge

across different disciplines. Macdonald, 2000). However, subject knowledge is not a goal, instead, it serves as a tool to shed light on broader, more integrative objectives (Boyer, 1995). The role of teachers, whether they are classroom teachers or specialists, is to facilitate and encourage the imaginative reinterpretation of subjects and to identify opportunities for their integration within the context of the transdisciplinary themes (Bernstein, 2015). The IB has scope and sequence documents developed for schools that are used as a guide and subjects of the PYP curriculum include language, mathematics, science, social studies, arts, and social and physical education. In addition to documenting topic-specific content (knowledge and conceptual understandings), each scope and sequence document offers learning continuities for different developmental stages. In PYP scope and sequence documents learning outcomes are seen. For instance, in the document of language it was seen that there are five developmental phases and each of them builds on and complements the previous one. It is the continuum that makes clear the conceptual understandings that need to be developed at each stage. Evidence of these understandings is identified in the learning outcomes associated with each stage. Learning continuums in language are oral, visual, and written (reading and writing) language and each has its own learning outcomes (IB,2018). In the document of mathematics there are four phases of development. Learning outcomes are related to mathematical concepts, knowledge, and skills and they have been written by considering the stages goes through while learning the conceptual understandings of mathematics. In the documents, arts are identified as dance, drama, music, and visual arts. Each continuum has 4 phases and learning outcomes are observable behaviors or actions that will show teachers how students construct, create and share meaning through art (IB,2018). Besides, the document of science is prepared by age ranges and

there are specific learning outcomes for each unit of inquiry. Overall expectations provide a summative description that what students could have achieved in science by the end of each age range. Possible learning outcomes are related directly to the units of inquiry. Also in social studies, the document is prepared by age range. Possible learning outcomes are the extensions of overall outcomes, and they are the descriptions that what students could achieve in social studies by the end of each age range.

### 4.2.1 Learning Outcomes of MoNEP

The revised program of MoNE focuses on comprehensive child development, encompassing social and emotional growth, motor skills, developmental abilities, language development, and self-care. It adopts a holistic approach, considering each child's unique developmental characteristics, interests, and needs, as well as their upbringing conditions. The program designs intentional learning processes while considering the children's individual developmental profiles. To support their members, the program establishes diverse educational institutions and provides resources and benchmarks, aiming for each child to achieve their maximum potential in the created developmental areas. While the program was being updated, the outcomes in the previous program were expressed as outcomes and indicators. Outcomes indicate the desired results to be achieved. In other words, it defines what the teacher wants to gain and puts the teacher and therefore the content to be discussed during the year at the center. The outcomes are determined by putting the child in the center and show the results to be achieved by the children. It defines the knowledge, skills, and competencies that children need to learn. Indicators based on outcomes generally serve for the realization of the determined achievement by ordering in themselves as simple to complex, concrete to abstract and successive

stages. Indicators will guide the teachers while they create an activity related to a certain outcome. This will make it easier to write and implement activities that include learning outcomes. The developmental characteristics of age groups divided into 36-48, 48-60 and 60-72 months in the program, the outcomes developed by rearranging, indicators, and their explanations are listed. (MEB, 2013).

#### 4.2.1.2 Findings Related to Comparison of MoNE and IB (PYP) Pre-school Curriculum in terms of Learning Outcomes

In the PYP, the creation of safe, stimulating, and inviting learning spaces is considered a vital component of effective education. These spaces are designed to foster exploration, wonder, creativity, risk-taking, and learning through play. They serve as environments where authentic learning experiences are highly valued, and where students are recognized and appreciated for their unique knowledge, strengths, and competencies both as individuals and as part of a larger group.

The transdisciplinary themes within the PYP provide students with authentic contexts to explore increasingly complex ideas about themselves and the world around them. These themes serve as a foundation for meaningful and relevant learning experiences. Additionally, play holds a significant role in the early years of the PYP as it offers authentic opportunities for students to initiate exploration and develop the attributes of the IB learner profile.

Students in the PYP are encouraged to take an active role in monitoring and being responsible for their own learning. They engage in self-assessment, analyzing their thinking processes and learning strategies. Monitoring of learning occurs daily through various strategies such as observation, questioning, reflection, discussion, and collaboration with peers and teachers. Students become active participants in their

own learning journey, continually assessing their progress and adjusting their approaches accordingly. When comparing the codes that evaluate outcomes through creativity, such as *flexibility, fluency, elaboration, and monitoring learning*, in both programs, IB students are provided with opportunities to generate multiple ideas and be more fluent in their ideas. In summary, the PYP places a strong emphasis on creating safe and stimulating learning spaces that foster exploration, creativity, and risk-taking. The transdisciplinary themes provide authentic contexts for students to develop a deeper understanding of themselves and the world. Through self-monitoring and active engagement in assessment, students take ownership of their learning and develop essential metacognitive skills.

According to Bloom's revised taxonomy, outcomes have been evaluated using action verbs for each level (See Table 3). The learning outcomes in Bloom's taxonomy according to the given verbs is shown in Table 4.

**Table 3**
*Bloom's Revised Taxonomy Action Verbs*

| Definitions | Remembering | Understanding | Applying | Analyzing | Evaluating | Creating |
|---|---|---|---|---|---|---|
| **Verbs** | Choose | Classify | Apply | Analyze | Agree | Adapt |
| | Define | Compare | Build | Assume | Appraise | Build |
| | How | Contrast | Choose | Categorize | Assess | Change |
| | Label | Demonstrate | Construct | Classify | Award | Choose |
| | List | Explain | Develop | Compare | Choose | Combine |
| | Match | Extend | Experiment | Conclusion | Compare | Compile |
| | Name | Illustrate | with | Contrast | Conclude | Compose |
| | Omit | Infer | Identify | Discover | Criteria | Construct |
| | Recall | Interpret | Interview | Dissect | Criticize | Create |
| | Relate | Outline | Make use | Distinguish | Decide | Delete |
| | Select | Relate | of | Divide | Deduct | Design |
| | Show | Rephrase | Model | Examine | Defend | Develop |
| | Spell | Show | Organize | Function | Determine | Discuss |
| | Tell | Summarize | Plan | Inference | Disprove | Elaborate |
| | What | Translate | Select | Inspect | Estimate | Estimate |
| | When | | Solve | List | Evaluate | Formulate |
| | Where | | Utilize | Motive | Explain | Happen |
| | Which | | | Relationships | Importance | Imagine |
| | Who | | | Simplify | Influence | Improve |
| | Why | | | Survey | Interpret | Invent |
| | | | | Take part in | Judge | Make up |
| | | | | Test for | Justify | Maximize |
| | | | | Theme | Mark | Minimize |
| | | | | | Measure | Modify |
| | | | | | Opinion | Original |
| | | | | | Perceive | Originate |
| | | | | | Prioritize | Plan |
| | | | | | Prove | Predict |
| | | | | | Rate | Propose |
| | | | | | Recommend | Solution |
| | | | | | Rule on | Solve |
| | | | | | Select | Suppose |
| | | | | | Value | Test |
| | | | | | | Theory |

Anderson, L. W., & Krathwohl, D. R. (2001). bloom BSA. Taxonomy for learning, teaching, and assessing: a revision of Bloom's taxonomy of educational objectives: Allyn & Bacon.

**Table 4**
*Learning Outcomes in IB PYP*

| UNITS | Remembering | Understanding | Applying | Analyzing | Evaluating | Creating | Total |
|---|---|---|---|---|---|---|---|
| Language | 123 | 69 | 81 | 19 | 75 | 77 | 444 |
| Mathematics | 32 | 52 | 116 | 50 | 96 | 50 | 396 |
| Art | 39 | 43 | 35 | 18 | 19 | 62 | 216 |
| Science | 8 | 61 | 29 | 18 | 18 | 3 | 137 |
| Social Sciences | 33 | 42 | 25 | 26 | 32 | 20 | 178 |

The Turkish version of Bloom's Revised Taxonomy has been used for the analysis of learning outcomes. According to this version, the definition of is as follows: *Hatırlama, Anlama, Uygulama, Çözümleme, Değerlendirme, Yaratma*. The Turkish action verbs used in the Revised Taxonomy can be found in Table 5.

**Table 5**
*Bloom's Revised Taxonomy Turkish Version*

| Süreç Sınıfları | Bilişsel Süreçler |
|---|---|
| **1.HATIRLAMA**<br>1.1 TANIMA<br>1.2 ANIMSAMA | İlgili bilgiyi uzun süreli bellekten geri getirme. |
| **2.ANLAMA**<br>2.1 YORUMLAMA<br>2.2 ÖRNEKLEME<br>2.3 SINIFLAMA<br>2.4 ÖZETLEME<br>2.5 SONUÇ ÇIKARMA<br>2.6 KARŞILAŞTIRMA<br>2.7 AÇIKLAMA | Öğretimsel mesajdan sözel, yazılı ya da grafiksel bir iletişim olarak anlam oluşturma. |
| **3. UYGULAMA**<br>3.1 YÜRÜTME<br>3.2 GERÇEKLEŞTİRME | Verilen bir durumda işlemi uygulama ya da kullanma. |
| **4. ÇÖZÜMLEME**<br>4.1 AYRIŞTIRMA<br>4.2 ÖRGÜTLEME<br>4.3 İRDELEME | Materyali bileşinlerine ayırma ve parçaların birbiriyle nasıl bir ilişki içinde olduğunu tespit etme. |
| **5. DEĞERLENDİRME**<br>5.1 DENETLEME<br>5.2 ELEŞTİRME | Ölçütlere ve standartlara dayalı yargıya varma. |
| **6. YARATRMA**<br>6.1 OLUŞTURMA<br>6.2 PLANLAMA<br>6.3 ÜRETME | Ögeleri tutarlı ya da işlevsel bir yapıda bir araya getirme, ögeleri yeni bir örüntü ya da yapı içerisinde yeniden düzenleme. |

Bümen, N. T. (2010). Program geliştirmede bir dönüm noktası: Yenilenmiş Bloom taksonomisi. *Eğitim ve Bilim*, *31*(142).

According to this, the learning outcomes corresponding to each level have been analyzed, and they are presented in Table 6.

**Table 6**

*Learning Outcomes in MoNEP*

| Gelişim Özellikleri | Hatırlama | Anlama | Uygulama | Çözümleme | Değerlendirme | Yaratma | Toplam |
|---|---|---|---|---|---|---|---|
| Bilişsel Özellikler | 3 | 4 | | 1 | | 3 | 11 |
| Dil Gelişimi | 1 | 5 | | | | 2 | 8 |
| Sosyal ve Duygusal Gelişim | 2 | 5 | 2 | 1 | | 2 | 12 |
| Motor Gelişimi | | | | | | | |
| Öz Bakım Gelişimi | | | | | | | |

### 4.3 Curriculum Content of IB PYP

It is a PYP belief that for early learners, the continuity and connection of previous and new knowledge and experiences are the most meaningful way to broaden their understanding of the world (IB, 2018). The PYP is transdisciplinary learning, which refers to learning that is not confined to traditional subjects but is supported and enriched by them. The inquiry process contextualizes subject knowledge through the transdisciplinary theme and central idea of a unit. The scope and sequence documents provide a framework for subject-specific knowledge, but teachers consider its relevance to the theme or central idea under investigation when sequencing subject knowledge. To cultivate transdisciplinary understanding, teachers adopt a relational approach, considering how subjects relate to one another and to the theme, rather than viewing them in isolation or as opposing entities (Giri, 2002). PYP is a transdisciplinary program that has key concepts like; knowledge, conceptual understanding, skills, dispositions, and action (IB,2018). These elements are both developed through six themes and supported by six subjects. Global and socially oriented themes provide a starting point from which students can examine and

evaluate real-world problems. Taken together, these themes provide authentic learning experiences that are not limited by the boundaries of traditional topics, as world problems have no boundaries. These six themes guide what students will explore and inquire into. These are mainly inviting students to engage in dialogues about real problems in the world, addressing the complexity and interconnectedness of the human condition globally, and contributing to the uniqueness of the PYP. While the PYP embraces transdisciplinary learning, it does not ignore the discipline of knowledge. The question is therefore not whether subject knowledge is needed, but how to bring knowledge across disciplines in a compelling and authentic way. Transdisciplinary cannot happen without discipline. To support knowledge integration, students should gain a basic understanding and skills in the disciplines. Six subject knowledge areas support the exploration of the transdisciplinary themes in context: language; mathematics; science; individuals and societies; arts; physical, social, and physical education. Each subject has its place in the transdisciplinary theme. Contextualizing subject knowledge in the research process is the transdisciplinary theme and the main idea of a unit studied. A specific roadmap is required for the topic, which is provided with the scope and sequence guide. Teachers rank subject knowledge according to its relevance to the theme or main idea being explored. Due to the transdisciplinary understanding, teachers should pay attention to the interconnectedness of the subjects. Since PYP is providing transdisciplinary learning, goes through between, across, and beyond the traditional subject boundaries. Subjects become an instrument or tools to discover a theme or a problem.

### 4.3.1 Curriculum Content in MoNEP

The MoNE Preschool Program outlines outcomes and corresponding indicators that primarily focus on the developmental characteristics of children. It

does not specify subject areas or themes related to these outcomes. During program implementation, teachers take into consideration the individual characteristics and differences of children, planning games and structured activities accordingly. They are responsible for creating learning environments and activities that foster children's development and creativity. The program offers flexibility, allowing teachers to prepare their own plans and adapt them based on the specific needs of the children. While there is no subject or theme-centered education in preschool, various subjects can be incorporated into the educational process. However, the main goal is not to simply teach the subjects themselves but to achieve the outcomes and indicators using these subjects. outcomes indicators, and concepts can be revisited in different activities. The program includes various categories and related concepts, which are included in the monthly education schedule. These categories encompass aspects such as color, geometric shape, size, quantity, dimension, space, counting, sense, emotion, opposites, and time. Each category has specific concepts that are expected to be achieved. Apart from these categories, the program does not include specific units or subjects, allowing teachers the flexibility to plan subjects and activities based on the developmental characteristics and outcomes of the children (MEB, 2013).

#### 4.3.1.2Findings Related to Comparison of MoNE and IB (PYP) Pre-school Curriculum in terms of Curriculum Content

PYP incorporates six transdisciplinary themes that serve as a foundation for students to explore real-world issues and opportunities (See Table 7). These globally and socially driven themes promote authentic learning experiences that go beyond. Transdisciplinary themes serve as a starting point for student inquiries, allowing them to delve deeper into their thinking and gain insights into the context of each theme.

Perspectives on the world and local communities come through their extensive and rich dialogues and collaboration. A coherent and balanced curriculum is provided through transdisciplinary themes. As the program is planned, it remains dynamic, allowing for unexpected ideas and direction that students may encounter. Here the teaching team can change the inquiry program. The PYP offers a student-centered education that includes inquiry. Teachers consider students' backgrounds, interests, and needs when creating the learning environment and areas. In addition, students can collaborate with their peers based on common interests, skills, personal preferences, and other aspects. They make inquiries by asking questions according to their curiosity and interests. This approach also fosters intercultural understanding.

For students who are active participants in the PYP, bringing together past knowledge and experience is believed to be the most meaningful way to expand their worldview. Students develop their critical literacy skills by questioning and comparing texts. Additionally, teachers evaluate students' making connections by observing the research process.

**Table 7**
*Transdisciplinary Themes and Descriptions in IB PYP*

| Transdisciplinary themes | Descriptions |
|---|---|
| **Who we are** | An inquiry into the nature of the self; beliefs and values; personal, physical, mental, social and spiritual health; human relationships including families, friends, communities and cultures; rights and responsibilities; what it means to be human |
| **Where we are in place and time** | An inquiry into orientation in place and time; personal histories; homes and journeys; the discoveries, explorations and migrations of humankind; the relationships between, and the interconnectedness of, individuals and civilizations from local and global perspectives. |
| **How we express ourselves** | An inquiry into the ways in which we discover and express ideas, feelings, nature, culture, beliefs and values; the ways in which we reflect on, extend and enjoy our creativity; our appreciation of the aesthetic. |
| **How the world works** | An inquiry into the natural world and its laws; the interaction between the natural world (physical and biological) and human societies; how humans use their understanding of scientific principles; the impact of scientific and technological advances on society and on the environment. |
| **How we organize ourselves** | An inquiry into the interconnectedness of human-made systems and communities; the structure and function of organizations; societal decision-making; economic activities and their impact on humankind and the environment. |
| **Sharing the planet** | An inquiry into rights and responsibilities in the struggle to share finite resources with other people and with other living things; communities and the relationships within and between them; access to equal opportunities; peace and conflict resolution. |

IB,2018

Unlike the PYP, the MoNEP does not have specific topics or themes to be followed. Teachers determine topics that align with the learning outcomes and create learning environments accordingly. The curriculum content is student-centered, but it can also be observed that in certain aspects, it is subject-centered. Structured or unstructured activities can be conducted both inside and outside the classroom by teachers and students. MoNEP also offers a subject-centered approach in terms of drama implementation activities led by teachers and game activities conducted under the guidance of the teacher. However, the content and activities are planned according to students' interests and needs. Activities such as small group activities and art activities

are shaped based on students' requirements and their areas of interest. When evaluating creativity based on *originality* in the curriculum content, the PYP supports its curriculum with transdisciplinary themes. Due to this support, students can be more original in their ideas as they engage in inquiry-based learning with these universal themes.

### 4.4 Learning Experiences of IB PYP

In the PYP, learning is characterized by flexible timeframes and routines that adapt to the students' needs. Learning environments that foster independence, providing students with access to materials and opportunities to manage their own learning. Learning spaces where students have extended periods to choose their learning experiences based on interests and social connections.

Recognizing and documenting both individual learning and the collective learning of the whole group. Play, relationships, symbolic exploration, and expression, and learning spaces, technology are the central features of the early years of learning. First, the play has a crucial role in IB PYP education because itt supports young learners' development when learning combined with play. The play provides benefits for cognitive, social, emotional, and physical development for students from all socio-economic, cultural, and linguistic backgrounds, as it offers unique opportunities to begin exploring and developing the IB learner profile. Teachers support play in the PYP by creating and maintaining learning spaces and noticing students' interests. Second, teachers' regular meetings with parents and legal guardians support the development of relationships with uninterrupted scheduling for play in engaging learning spaces. Establishing important skills and dispositions that center on trust, agency, and belonging relationships in the early years is a fundamental part. Third, creating safe, stimulating, and learning spaces that encourage exploration, curiosity,

creativity, risk-taking, and learning through play is an essential part of effective education. Teachers should offer open-ended materials, create areas for different activities like; role play, blocks, and arts, and involve students in the design and construction of play areas. Lastly, schools support the way of students' learning experiences. Technology is as crucial as play in young learners' inquiry-based environment. Understanding and use of technology should be supported by teachers by making technological devices available to increase their curiosity. Therefore, through old and new devices learners can investigate and develop their thinking skills and make connections. For instance, to develop creative thinking skills, one can make connections between objects or play to generate new ideas. Besides, learning in the PYP curriculum framework supports students' learning best by doing. Teachers should create opportunities for agency in the classroom. Creating shared routines, setting up learning spaces, and establishing a respectful and welcoming culture are some of the strategies that support agency. Games, rhymes, poems, stories, play, conversations, mark-making, drawing, problem-solving, counting, and patterning are examples of some strategies to develop understanding of language and mathematics. Furthermore, the program focuses on development and improvement of 5 Approaches to Learning (ATL) skills: thinking skills, research skills, communication skills, social skills, and self-management skills. The program clearly outlines the actions and strategies to be undertaken by both teachers and students to develop these skills effectively (IB, 2018). The document clearly specifies that the ATL skills mentioned in the document are implemented within the program, and it outlines what teachers and students will do to apply these skills. Students will have the opportunity to develop these skills in every aspect of the program. When examining the five skills mentioned in the document, such as inquiry, research, collaboration, and other codes,

the program progresses according to the desires and needs of the students. Additionally, the inclusion of these skills in the program supports their creativity.

### 4.4.1 Learning Experiences of MoNEP

MoNEP argues that well-designed educational environments support children's active learning and develop creative problem-solving skills. Well-designed educational environments ensure the success of the implemented program. The program placed great emphasis on the creation of learning centers. This area is an environment designed for students, where they can play free games and contain materials prepared in line with the achievements to be discussed in the activities. It is arranged and renewed by the teacher according to the wishes and interests of the students, and at the same time, ideas are taken from the students. Centers recommended being found in preschool education institutions, blocks, books, music, art, science, and dramatic play centers. In addition, the classroom is enriched with blocks, music, books, art, science, and dramatic play centers. The development of students is supported by different activities and materials. Activities such as mathematics, drama, and the Turkish language are also included in the program and play also has an important place. Teachers prepare monthly and daily plans which include activities according to students' needs, interests, and outcomes.

#### 4.4.1.2 Findings Related to Comparison of MoNE and IB (PYP) Pre-school Curriculum in terms of Learning Experiences

The PYP's inclusive learning environments embrace different ways of knowing, being and thinking. With a holistic learning approach, PYP schools indicate that the curriculum covers the entire learning experience offered by the school.

Learning can take place anywhere and at any time, both inside and outside the inquiry program. These learning environments stimulate students' imagination and creativity. They provide opportunities for emerging inquiries, allowing students to explore new and unexpected directions, while developing and demonstrating the attributes of the IB learner profile. Learning environments consist of multiple learning spaces, encompassing various types such as built and natural spaces, physical and virtual spaces, indoor and outdoor areas, as well as formal and informal settings. Beyond physical spaces, environments also encompass the relationships among individuals, the materials used, the agreements made, and the schedule followed. Students learn through a combination of formal and informal experiences, participating in everyday learning activities and school events. Flexible learning spaces provide students with areas where they can develop their creativity in terms of being independent. These areas are designed to meet the individual needs, abilities and interests of different students. When students are involved in the design of learning spaces, they feel a greater sense of ownership and influence over their learning journey.

In addition, student-initiated play has an important place in creating learning environments. Young students engage in learning through play and discovery. Therefore, PYP early years' spaces should be designed to provide ample opportunities for independent and group play. These spaces should include areas dedicated to role play, block play, mark-making, artistic expression, and more, ensuring a range of choices and opportunities for both individual and group play. It is important to involve students in the design and construction of these play areas, empowering them to contribute to the learning environment.

Within these spaces, different zones should be created to cater to various activities. This includes areas for collaborative group work,reading, creative learning,

experiments and testing, and dramatic play. Play serves as a means for young students to make sense of the world and develop their oral language skills and symbolic competence. They share their personal experiences and understanding through conversations, play, shared stories, and collaborative exploration.

In addition, The PYP includes the development of the five ATL skills in its program. Students who possess these 5 ATL skills are acting as guide for teachers to focus actively developing various cognitive abilities, including analysis, evaluation, decision-making, critical thinking, and creative thinking of students (IB,2018). They employ research skills to formulate and plan, gather data, document, synthesize, and interpret information. In terms of communication skills, students engage in listening, interpreting, speaking, reading, writing, and even applying mathematical concepts. Furthermore, they foster social skills by building interpersonal relationships and developing social and emotional intelligence. Lastly, students practice self-management skills such as mindfulness, perseverance, and resilience.

In contrast to these, the MoNEP does not include the emphasis on 5 ATL skills because it is specific to IB curricula. However due to the reasons stated in Chapter 3 Methods In the evaluation of the program's effectiveness in developing these ATL skills, the learning experiences provided within the program are essential. The evaluation should assess how well the program's objectives, curriculum content, and learning activities align with the development and enhancement of these skills. The curriculum evaluation should focus on how effectively the program fosters communication, social interactions, self-management, research, and thinking skills among students. By examining the program's implementation and its impact on students' acquisition and application of these skills, the evaluation can provide valuable insights into the program's overall effectiveness in promoting holistic

development. While the program emphasizes the development of creativity, thinking skills, and critical thinking, there is a lack of learning environments and approaches specifically designed to enhance these abilities. According to the MoNEP, a preschool education institution should be designed to meet the educational needs of children. Well-designed educational environments support children's active learning and enhance their creative problem-solving skills. Carefully and thoughtfully planned educational environments are important for the success of educational programs. It argues that to plan and implement this educational program in accordance with its purpose, the educational environments should be organized to include learning centers. Learning centers in educational environments provide children with the opportunity to play freely in areas they are interested in. However, while students engage in free play, there may be situations where the teacher intervenes and stops the game. The learning center is an environment created by teachers and, therefore, it is structured. The types of activities include Turkish language, art, drama, music, movement, games, science, mathematics, pre-reading and writing preparation, and field trips. Structured/semi-structured/unstructured activities can be conducted both in the classroom and outdoors. In addition, play forms the foundation of this program. While students engage in free play, they develop their imagination and creativity, and the program also includes structured games.

### 4.5 Curriculum Evaluation of IB PYP

The Programme Standards and Practices document is a vital component of a comprehensive set of documents necessary for both aspiring and accredited IB World Schools. This suite of documents plays a crucial role in offering essential guidance for the strategic planning, successful implementation, ongoing development, and thorough evaluation of all International Baccalaureate (IB) programmes. The

Programme Standards and Practices document establishes a set of criteria that serves as a benchmark for assessing the effective implementation of the four IB programmes. It enables both the IB World School and the IB organization to evaluate the degree of success achieved in implementing these programmes. Contained within this document are three key components: programme standards, practices, and requirements. The programme standards encompass criteria that are applicable across all IB programmes, serving as a unified benchmark for assessing success. These standards establish a common framework that guides the implementation of all programmes. The document includes standards, practices, and requirements that are crucial for the implementation of IB programmes. The standards serve as general prerequisites for schools seeking to adopt any IB programme. They provide a broad framework to guide the implementation process. Practices, on the other hand, offer more specific definitions and guidelines that further elaborate on the standards. Requirements, however, are unique to each programme, reflecting their distinctive features and specific demands. These programme-specific requirements are detailed within the relevant practices and are also cross-referenced in other programme-specific documentation.

By combining the common standards and practices with the programme-specific requirements, schools can successfully implement and meet the expectations of their chosen IB programme. These documents provide essential guidance for schools throughout the planning, execution, and evaluation stages of their IB programme implementation (IB, 2016). Program Standard A includes the school's educational beliefs and values reflect IB philosophy. Standard B includes the school's leadership and administrative structures ensure the implementation of IB Programmes and the school's resources and support structures ensure implementation on the IB

programmes. Standard C is collaborative planning and school's written curriculum, teaching and learning and assessment reflects IB philosophy. Each standard has requirements according to IB PYP.

### 4.5.1 Curriculum Evaluation of MoNEP

According to MoNE (2013), it is extremely important to determine the effectiveness of the education and training activities carried out at all stages of education. Research findings demonstrate the interconnected nature of educational stages, highlighting that learning at higher stages significantly impacts the acquisition of sufficient knowledge and skills in preceding stages. Conversely, inadequate learning negatively influences subsequent learning outcomes. Thus, the pre-school period holds great significance as it serves as a crucial phase for children to develop fundamental life skills and acquire essential knowledge and abilities that will support their progression to later educational stages. Effective education during this period necessitates a coordinated and multidimensional approach to support children's cognitive, language, motor, social, emotional development, and self-care skills. Furthermore, it requires objective evaluation that considers each child's individual characteristics. For this reason, the evaluation of the curriculum is also included in the document. To evaluate the program effectively, teachers play a crucial role in assessing the monthly plans and activities they create and implement, considering all aspects. They are responsible for examining the alignment between the planned educational processes and the actual implementation, identifying any new requirements that may arise, and recording these observations in the general evaluation section within the daily educational flow. Daily evaluations of the instructional process pertaining to the program will provide valuable insights for the content to be included in the evaluation sections of the monthly plans. Through

monthly evaluations conducted over a training period, an overarching evaluation for the entire year can be attained. The evaluation of the daily education process and activities holds significant importance as it reinforces learned information and allows for a comprehensive review within the day-to-day evaluation of the daily education flow. Various methods can be employed to assess activities effectively. Children can engage in discussions about the activity and deliver presentations to their peers. Worksheets or memory cards can be utilized, and artistic expressions such as creating pictures or posters can be encouraged. Additionally, reflecting upon photos taken during the event or organizing exhibitions can enhance the evaluation process. To evaluate activities, discussions held during or at the end of the activity can be guided using the questions like; descriptive, affective, achievement-oriented, and associating questions with life.

#### 4.5.1.2 Findings Related to Comparison of MoNE and IB (PYP) Pre-school Curriculum in terms of Curriculum Evaluation

When looking at the assessment findings in the PYP, there are requirements related to the evaluation of the educational philosophy. These requirements include as stated in the curriculum documents, the values of the PYP have an impact on the functioning of the school. Moreover, the school is collaborative in curriculum development and is committed to implementing the PYP as a framework for all planning, teaching, and learning. The school adopts an inquiry-based approach to teaching and learning that promotes the development of critical thinking skills.In the PYP, the inquiry program and all relevant unit planners are the product of continued collaborative work involving all appropriate personnel. Inquiry in the PYP provides a collaborative planning environment that includes all members of the school. They also highlight the utilization of the PYP planner and planning process by all teachers

across the curriculum. By meeting these requirements, the curriculum evaluation ensures that planning is comprehensive, inclusive, and aligned with the transdisciplinary nature of the program. It is ensured by the school that education is the responsibility of all teachers, and teachers take responsibility for supporting models of teaching and learning. These requirements provide a framework for evaluating learning and teaching, offering a feasible assessment environment. They highlight the importance of maintaining coherence in students' learning experiences, regardless of which teacher they have.

In the evaluation phase of the MoNEP, teachers are expected to assess the consistency between the planned and implemented educational processes, determine emerging needs, and record them in the general evaluation section of the daily education flow. The daily evaluations of the educational process regarding the program will provide insights into the information to be included in the evaluation sections of monthly plans. At the end of an educational period, the general evaluation of the year will be reached based on monthly evaluations. The program does not specify specific requirements for evaluation areas, and the program evaluation expects teachers to assess the program based on activities and discussions conducted during the process.

## 5.CONCLUSION

In this part of the research, the results of the findings obtained from MoNEP and PYP are shared. MoNEP and IB PYP preschool curriculum were evaluated in terms of educational philosophies, learning outcomes, curriculum contents, learning experiences, and curriculum evaluation.

When the two programs are evaluated in terms of educational philosophies, it is seen that there are differences between the two. The MoNEP aims to instill national values, ensure students speak Turkish correctly and fluently, and prepare them for primary school. On the other hand, the PYP aims to develop students' international mindedness, foster their environmental consciousness, critical thinking, and research skills. One significant difference is that while the MoNEP focuses solely on the correct use of the Turkish language, the PYP mentioned the significance of learning additional language in supporting students' language development, problem-solving skills, and critical thinking abilities. Regarding the similarities between the programs, both aim to support students' development based on their interests and needs. They provide opportunities for students to become respectful, caring, and collaborative individuals.

According to the findings from the second sub-problem of the research, it has been observed that both programs clearly state their learning outcomes. In the PYP, the learning outcomes are specified separately for mathematics, language, art, science, and social skills in the scope and sequence document. In the MoNEP, on the other hand, the learning outcomes are divided into cognitive development, language development, social and emotional development, motor skills development, and self-care, and the specific learning outcomes are indicated. However, due to the developmental nature of the MoNEP’s learning outcomes, the lack authenticity and do

not provide flexibility in understanding and learning. It is also deficient in terms of students taking responsibility for their own learning. Additionally, when examining the goals in the context of Bloom's Revised Taxonomy, it is evident that some levels are missing. According to the results obtained from the third sub-problem of this study, when examining the findings, one of the biggest differences between the two programs is that the MoNEP does not include curriculum content, while the PYP consists of six transdisciplinary themes. The universal themes in the PYP are designed for students of all cultures. In the model, conceptual understanding and knowledge from traditional subject areas were used in innovative ways. As a result, PYP learners engage in inquiry, gain knowledge about the world they live in and different cultures and develop tolerance.

In contrast, in the MoNEP, the contents are determined by the teacher based on the learning outcomes. As a result, this limits students' involvement in inquiry, their exposure to the world beyond their immediate surroundings, their problem-solving abilities, and critical thinking skills.

When examining the findings of the fourth sub-problem of this research in terms of learning experiences, the biggest difference between the two programs lies in the fact that the PYP incorporates the 5 Approaches to Learning (ATL) skills. In this context, both teachers and students have responsibilities in implementing these skills, enabling students to engage in analysis, develop creative thinking skills, and conduct research. However, the MoNEP does not include the 5 ATL skills, although there is a limited aim for students to acquire these skills through activities. Another notable difference is that in the MoNEP, structured activities and teacher intervention are emphasized during activity planning. In contrast, in the PYP program, teachers act as guiders rather than providing structured activities. Students engage in inquiry, take

responsibility for their own learning, and receive education in a free environment. Another difference is that the PYP program also includes the integration of technology. Technology is a catalyst for change in our world and in our educational institutions, transforming the way we think and act. It introduces new environments to navigate, necessitates the acquisition of new skill sets, provides innovative tools, and creates opportunities for global learning communities to connect. Like language, technology possesses the ability to unite the learning community and overcome barriers. It serves as a vehicle for exploring ideas, sharing discoveries, fostering connections, and generating innovative solutions. By purposefully integrating and implementing technology within authentic contexts, we can ignite curiosity, facilitate participation, provide support, and enhance learning in various ways. Aligned with the IB's technology guidance, the PYP places emphasis on utilizing technology to help students develop literacy, competence, and confidence.

One prominent shared characteristic of both programs is their emphasis on play-based learning. The importance of students learning through play and the need for activities to be play-based are highlighted.

When examining the findings of the fifth sub-problem of the research, which is curriculum evaluation, the most significant difference between the two programs is observed in the PYP's inclusion of requirements for curriculum evaluation. Evaluation requirements are clearly stated for each element, allowing for a more detailed assessment of the program’s feasibility and evaluation of its processes. On the contrary, for the MoNEP to be evaluated, teachers are required to comprehensively address the monthly plans and activities they prepare and implement. Teachers are expected to assess the consistency between the planned and implemented educational

processes, identify emerging needs, and record them in the general evaluation section included in the daily educational flow.

When examining the differences in program elements in developing creativity, which is the sixth sub-problem of the research, according to the results obtained from document analysis, it can be observed that both programs generally emphasize creativity. However, the PYP offers learners a broad curriculum framework and a transdisciplinary education. Additionally, the PYP is an inquiry-based program that provides opportunities for students to inquire in all areas. As stated in its educational philosophy, the program aims to foster students' ability to inquire. Moreover, the IB learner profiles explicitly state the goal of developing learners who are inquirers, thinkers, and open-minded individuals. These learner profile characteristics are integrated within the six transdisciplinary themes. Students develop these learner profiles within the context of transdisciplinary themes. Inquiry takes various forms, influenced by students' unique curiosities and their eagerness to explore the world. Teachers allow students to have a voice and make choices in the inquiry process, considering the interests and needs of each student. Through the learning environments created by the PYP, students' creativity flourishes as they engage in creative thinking with the support of technology and play, aligned with their own interests and needs. As a result, PYP provides more elements that support creativity compared to MoNEP. Due to the authentic, original, and flexible nature of the learning environment and contents, the program also provides greater support for creativity.

In the MoNEP, does not specifically address creativity as a distinct domain, but it is highlighted in the learning outcomes. However, upon closer examination of these outcomes, it becomes evident that the elements related to creativity are rather limited.

While there is support for the development of students' motor skills and self-care, the emphasis on fostering creativity is lacking. Although the learning environments provided to students exhibit some qualities that support creativity, they are not as comprehensive as those found in the PYP. Furthermore, MoNEP is a play-based program. Therefore, students can enhance their creativity through creating their own games and activities. Through play, they can solve problems, generate new ideas, and be flexible. Both programs, being play-based, provide opportunities for the development of creativity. Additionally, the MoNEP was developed and updated in 2013. The new program, being developmental in nature, can support the development of creativity and provide flexibility in terms of supporting activities.

## 6.RECOMMENDATIONS

In Turkey, schools implementing the PYP are also required to implement our national program, MoNEP. One of the fundamental differences between the two programs is that PYP is an international program, while MoNEP is a national program. Therefore, they exhibit differences in terms of topics and learning outcomes. However, teachers who implement the program can adapt the MoNEP to align with the PYP. The transdisciplinary themes in PYP provide an opportunity for teachers to integrate MoNEP learning outcomes into the PYP framework. In the PYP, transdisciplinary themes are the same in all age groups. But in these transdisciplinary themes, the central idea, that is, the curriculum content varies. In this context, the PYP, like the MoNEP, progresses in a spiral. In this way, curriculum contents that are missing in MEB are integrated into the transdisciplinary themes of the PYP with appropriate examples by looking at the content of the acquisition. In addition, by integrating the outcomes aligned with the IB learner profiles into the PYP, students can both achieve the outcomes of the MoNEP and reach the goals of the learner profile. In areas where the MoNEP is deemed insufficient, particularly in terms of learning outcomes and subject areas, PYP provide students in order to develop their creativity, problem-solving skills, critical thinking, research, and inquiry skills. When both programs are implemented together, it can be challenging for teachers to adapt the curricula to each other. Therefore, teachers need to be creative first and foremost. Additionally, they should have a thorough understanding of both programs and the corresponding outcomes to plan creative activities aligned with those outcomes. For this purpose, teachers need to collaborate and, since the programs progress in a spiral manner, each grade level teacher should conduct a needs analysis and prepare their

plans accordingly. When both programs are implemented in this way, the shortcomings in the MoNEP can also be addressed.

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