

INVESTIGATING SYLLABUS/PROJECTS IMPROVED AROUND THE WORLD IN TERMS OF PRE-SCHOOL TEACHERS' PROFESSIONAL DEVELOPMENT IN TEACHING SCIENCE

Dr. Sara Kefi
Foça Belediyesi Çocuk Evi, İzmir
sarakefi@gmail.com

Abstract

Various studies carried out on the efficiency of early childhood teachers' teaching science have shown that "the teachers lack self confidence in that field, they leave a lot to be desired and they misperceive their students' learning capacity of science." And countries have developed a lot of syllabus/projects to refresh pre-school teachers' professional development in order to enhance this condition. The scope of this study determine the common points of the syllabus/projects developed around the world and to present extensive literature knowledge so as to support professional development of pre-school teachers' in teaching science. In the study, case study pattern, which is a qualitative research method, was used. The data was analyzed and interpreted by using content analysis method. The findings obtained show that 11 syllabus/projects, taken into the scope of this study, have much in common in terms of categories of " supporting teachers' self-confidence and efficiency in teaching science, supporting their use of game-like process, supporting the students to be science literate, similarity of content areas, coaching or mentor support, online education, being supported by partnership-international organizations, sustainability." It is thought that the results of the study can be a guiding light to develop and sustain similar syllabus/projects with the collaboration of national organizations in order to support the professional development of pre-school teachers' in teaching science in our country.

Keywords: Early childhood teachers, teaching science, professional development.