PYP (İLK YILLAR İÇİN PROGRAM) UYGULAMASINA İLİŞKİN ÖĞRETMEN VE YÖNETİCİ GÖRÜŞLERİNİN İNCELENMESİ

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ÖZET

Bu çalışmanın amacı PYP (İlk Yıllar için Program) uygulamasına ilişkin öğretmen ve yönetici görüşlerini almaktır. Nitel araştırma yöntemiyle sürdürülen araştırmanın çalışma grubunu (aday okul olarak) PYP uygulamakta olan Özel Beykoz Doğa Koleji'nde görev yapan 10 yönetici ve 8 öğretmen oluşturmaktadır. Odak grup tekniği ile veriler elde edilmiştir. Elde edilen veriler içerik analiz yöntemiyle çözümlenmiş, ana temalar ve alt temalar belirlenerek SWOT analizi çerçevesinde tablolara yerleştirilmiştir. Sonuçlar, evrensel düşünen ve kültürel faktörleri göz önünde bulundurabilen ideal öğrenci ve öğretmen kimliği ve PYP uygulayan okulların zümreler arası paylaşımının katkısı konusunda öğretmenler ve yöneticilerin hem fikir olduğunu göstermektedir. Bunun yanı sıra, MEB ve PYP programlarının aynı anda uygulamaya çalışmanın oluşturduğu zorluklar ve PYP öğretmenlerinin farklı eğitim kurumlarında çalışan öğretmenlere göre mesleki donanımlarından dolayı pazarlık paylarının ve iş imkanlarının daha fazla olduğu konusunda ise farklı görüşlere sahip oldukları saptanmıştır.

Anahtar Kelimeler: PYP, SWOT, yönetici, öğretmen

Review of the Opinions of Teachers and Administrators on PYP (Primary Years Programme) Practice

Abstract

The purpose of this study is to learn the opinions of teachers and administrators on PYP (Primary Years Programme). The study group of this study which has been performed with qualitative research method consists of ten administrators and eight teachers working in Özel Beykoz Doğa implementing PYP (as candidate school). Data have been acquired with the case study which is one of the qualitative analysis methods and focus group technique. The acquired data have been analysed with content analysis method; the main themes and sub-themes have been placed in tables according to SWOT analysis. Conclusions indicate that teachers and administrators agree on the contribution of ideal student and teacher identity thinking universal and able to consider cultural factors and share of the schools applying PYP within groups. In addition, it has been determined that there are different opinions on the difficulties of implementing the Ministry of National Education (MoNE) and PYP programmes at the same time and the fact that PYP teachers have more negotiation power and job opportunities than those working in different education institutions thanks to their professional experience.

Key words: *PYP, SWOT, administrator, teacher*

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1. Introduction

Today for a lifelong success, individuals need to develop their skills and proficiency in the rapidly changing business world both to understand themselves and to engage effectively with society. Crippen (2008) also emphasizes that in the current international climate schools across the world are concerned to create a more international focus in their programs. Defining this has not been as easy, and the variety of terms used reflects different perspectives [1]. In addition to this, educational institutions give priority to educating the youth with a proficiency that meets the requirements of a knowledge-based, competitive world. Accordingly society's human profile is changing. Individuals with the characteristics of thinking, searching, examining, sophistication, communication, principledness, open-mindedness, sensitivity, risk management, stability, etc. constitute the human profile that contributes to the future of societies. In order to engender this profile in students, International Baccalaureate (IB), founded in Geneva, Switzerland in 1968 as a non-profit educational foundation comprising a group of talented, forward-thinking teachers, with the assistance of several other international schools, created the IB Diploma Program (www.ibo.org). Later on three programs were created for students aged 3-19. These programs are the PYP Diploma Program for the primary education group (primary years program for students aged 3-12), the MYP Diploma Program for the secondary stage (middle years program for students aged 11- 16) and the two-year DP Diploma Program for high school students (16-19 ages) (www.ibo.org).

IBO aims to develop inquiring, knowledgeable and caring people who help create a better and more peaceful world through intercultural understanding and respect, and has more than 900,000 students in 3,341 schools in 141 countries around the world. In Turkey there are nine accredited schools, three of them international, and many candidate and prospective participant schools (www.EnkaSchools:İlkYıllarProgramı). This program is in demand around the world, and becoming an IBO World School and obtaining accreditation requires challenging processes and pecuniary resources. PYP is widely used in IBO schools.

At the heart of the PYP philosophy is a commitment to structured, purposeful inquiry as the leading vehicle of learning. Teachers are guided by these six inter-disciplinary themes as they design unit inquiry that both transcend and specify conventional subject boundaries.

The program can be illustrated by a hexagon with the six inter-disciplinary themes surrounding six subject areas (language; social studies; mathematics; arts; science; personal, social and physical education) and they are meaningful and valuable. The program offers a balance between subject areas and learning, and creates an inter-disciplinary framework that allows students to step up beyond the confines of learning to within the subject areas.

PYP aims for a balance between searching and understanding, making inquiries and developing skills, and displaying positive behaviour. The program emphasizes the following five essential elements in order to gain that balance (www.ibo.org).

Table 1: Written Curriculum (Program's Five Essential Elements)

Essential Elements	***Questions to be Answered***	***Inter-disciplinary Themes***
Knowledge	What knowledge do we want our students to gain?	*Who we are, where we are in place and time, how we express ourselves, how the world works, how we organize ourselves, sharing the planet*
Concepts	What do we want our students to understand?	*Form, function, cause-effect, change, connection, point of view, responsibility, alternate thinking*
Skills	What do we want our students to do?	*Develop thinking skills, social skills, communication skills, self-management skills, research skills.*
Attitudes	What do we want our students to value?	*Values, commitment, trust, cooperation, creativeness, curiosity, putting oneself in someone else's shoes, enthusiasm, independent behavior, integrity, respect, tolerance*
Action	How do we want our students to act?	*Voluntarily by taking the initiative, implementing or developing knowledge, behaving for larger social effect.*

The effectiveness of PYP implementation can be determined if only it is assessed like other education practices [2]. The effectiveness process of any program and the assessment of such a program in the process can be designed and executed in accordance with the approach with which the program is developed, the fundamental structure and the target, namely, how to educate the individuals in a certain way [2]. The program assessment process is a systematic and long-running process that requires significant planning and design. Since a decision will be taken relevant to assessment results, the assessment design shall reflect the complexity of the program; the data shall be collected in a multifaceted way and the results shall be obtained by considering the limits of method and vehicles of created assessment design. Therefore the program assessment shall be considered as a systematic and reflective process and the program assessment shall be discussed with such approaches [3]. In other words the systematic needs, analysis, learning targets and program assessment revised relevant to these analysis and a sense of "systematic and constant program development and assessment" is settled [4].

Process-focused assessment approaches shall be adopted during the assessment since PYP implementation adopts the process-focused learning process. The program's successful-functioning/strengths and weaknesses are revealed at process assessment and implementation process through all extents of the program's such as learning targets, learning environments, measurement assessment system and

the execution of the program in order to improve the program from within [3]. An assessment study of PYP implementation process is contained herein. A SWOT analysis technique is used in this study and the opinions of administrators and teachers on PYP (Primary Years Program) as applied to students aged 5-12 in primary school are analysed.

Competition in the education system increases the search for new practices and in all studies being analysed, research to assess the different education programs being newly applied are required. Therefore the proposed study has a structure that will contribute significantly to the literature.

It is noticed that the SWOT analysis, a common program assessment technique abroad, is rarely used in our country for education program assessments. Using a SWOT analysis as a focal point for the study assessment technique differentiates it from common research studies.

If PYP has a positive contribution to the education process, it is expected that it will develop suggestions in order to generalize PYP in the state and private schools in our country.

This study provides an important practice area for researchers for PYP implementations. The findings received will constitute starting points for new research studies and the contribution to the literature will enlighten the discussion on various education programs.

2. Method

In this study, the case study is used, which is one of the qualitative analysis methods. According to Yin [5] the case study is a research method that is used when the borders between fact and environment are not distinct and there are multiple evidence or data sources, and analyses the fact in its own life framework. According to Yıldırım and Şimşek (2008) the basic stages that will be followed during the case study are: (1) Develop the research questions, (2) develop sub-problems of the study, (3) specify the case, (4) select the individuals that will attend the study, (5) collect the data and associate the data with sub-problems, (6) analyze and interpret the data, and (7) report the case study. All the steps above are realized respectively in this study [6].

2.1. Study Group

This research study was performed with the 2011-2012 Education Year Second Semester Primary School 1 stage and preschool administrators, department coordinators and the class and branch teachers of Beykoz Doğa Private High School. A SWOT analysis was performed with 10 administrators and 8 teachers. The administration group consisted of the Beykoz Doğa Private High School Headmistress, deputy principal, PYP coordinator, foreign language coordinator, class teacher, preschool group leader and PDR coordinator, and this group will be referred to as administration group during the study. Participant teachers consisted of class teacher, preschool teachers and different branch teachers. The duration of the experience of participant teachers and administrators was between 1 and 6 years.

2.2. Data Collection Duration

A focus group was formed for the participants to collect data and a SWOT

analysis was used to receive the data. The SWOT analysis was developed as the most important vehicle to collect information that ideally provide the resources and skills of the various systems and structures. In other words, the SWOT analysis is used to receive the basic information to be considered during the planning [7].

SWOT analysis is one of the convenient methods of processing the focused assessment approach being used for systematic planning (strategic planning) to match the optimum opportunities, by defining the strengths of a corporation or a case, and aims to decrease the weaknesses or threatening aspects [8]. Generally the process of searching for the experiences and situation of an organization as a whole, defining the strengths and weaknesses and adapting these aspects to the environment is called a SWOT analysis (Cebecioglu, 2006), and the initial letters of the basic method used in the case analysis is GZFT in Turkish (Strengths, Weaknesses, Opportunities and Threats), and SWOT in English [9][10].

The sector's opportunities and the threats determined by external analysis shall be compared with the organization's strengths and aspects open to improvement as determined by internal analysis [11]. The data collected during the assessment shall facilitate strategies [12]. Environmental aspects confront the organization with opportunities or threats depending on constant changes. In addition, the organizations have strengths and weaknesses dependent on resources and skills. The basic focus of strategic planning is to review the relations between these elements and to benefit from these relationships [13].

The focus group study was made in two different sessions consisting of administrators and teachers, and these sessions were recorded by obtaining written and verbal permission of these participants. The first session was held with the school administrators in two stages. In the first stage the aim of the SWOT analysis was explained to the school administrators and the targets of the institution were determined. After determining the targets there was half an hour break and the data was reviewed, and a four-sectioned SWOT analysis table was written on the board to be used in the second session. First the strengths and then the weaknesses of the primary years program currently being used were explained to the administrator group, and then the group were required to write down their opinions on the opportunities of the program and the threats on four-sectioned notepaper. Following this process, the participants were required to share their opinions with their colleagues respectively, and the replies were written on the SWOT schedule on the board. While performing the SWOT analysis, the strengths and weaknesses of the opinions presented were set forth and the researcher tried to enlighten participants by giving short examples where they had difficulty matching the opportunities and threats. There was a one hour break at the end of the session and the data collected by the administrators are recorded on the SWOT table by the researcher. The same study was performed on a teacher group respectively.

2.3. Data Analysis

The data was analyzed by a content analysis approach. According to Yıldırım and Şimşek (2008) the basic aim of content analysis is to reach the concepts and relationships that will explain the data. In other words the aim is to identify the data and to reveal the hidden facts in the data by using content analysis [14]. The content analysis is used in four stages to process the qualitative research data received from the documents: (1) coding the data, (2) identifying the themes, (3) arranging of codes and themes, and (4) identifying and interpreting the findings. Inductive coding is made in order to reveal the concepts, and the relationship between these concepts that underlay the data and themes are determined accordingly. The themes are placed

under four topics during the analysis process: strengths, weaknesses, opportunities and threats. In order to filter the data under four areas, uncertain expressions and repeats are eliminated. Two SWOT tables for two participant groups are prepared and the findings are interpreted. Each table is interpreted in accordance with the themes determined and an attempt is made to organize the effect of PYP on the institution, teachers and administrators.

2. Findings and Interpretation

The findings relevant to sub-problems are as follow:

3.1. Findings and Interpretation Relevant to First Sub-Problems

The first sub-problem of the research is expressed as follows: "What are the **administrators'** opinions on the strengths and weaknesses of PYP practice and the opportunities and the threats it creates?". A SWOT (strength, weakness, opportunities and threats) table is prepared in order to reply the mentioned problem, and categorized in accordance with the content analysis and analyzed.

Table 2. The opinions of Administrators on the strengths, weaknesses, opportunities and threats of PYP practice.

STRENGTHS	*WEAKNESSES*

✓ *Practices the Nature Concept Education Model at Beykoz Campus.* ✓ *Increases the common areas of class and branch teachers during the implementation of lesson content* ✓ *Engenders a comfortable relationship with the disciplines* ✓ *Considers the individual differences* ✓ *Helps the teacher and the student to understand the world citizenship concept* ✓ *Provides inquiry in both languages for the students* ✓ *Creates group study, research and inquiry skills* ✓ *Uses the school environment as laboratory* ✓ *Facilitates communication with parents by organizing constant parent workshops and PYP parent activities.* ✓ *To develop the inquiry skills of the teachers* ✓ *To increase the negotiating power of the teachers* ✓ *To provide flexibility and autonomy at lesson planning and implementation for the teacher.* ✓ *To create neutrality and objectivity principal at education.* ✓ *To audit the administrator and the teachers constantly*	▪ *Ministry of National Education (MoNE) exam system is in its centre and the parents require this system.* ▪ *Curriculums of PYP and MoNE run together but time is not sufficient* ▪ *Lesson period is not sufficient for teachers to educate using both programs.* ▪ *Difficulties matching both programs.* ▪ *Teachers are very busy.* ▪ *IB system is awkward and implementation difficult since the necessary education support and orientation is limited.* ▪ *Class teachers are not competent to pursue foreign language education.* ▪ *Turkish PYP resources are insufficient and the translations are not qualified.* ▪ *Implementation (consultancy and training) of the system is expensive.* ▪ *Informing the parents constantly about PYP in order to participate in the education process and communicating closely with parents in this process is necessary.* ▪ *Parents' concerns about the practice of the system.* ▪ *No PYP standard measurement meters/vehicles.*
OPPORTUNITIES	***THREATS***

✓ *To support the student profile that questions the change of examination system.* ✓ *To gain International student ID for future education.* ✓ *To realize the common study of PYP practitioners and groups and to meet different practitioners and share different practices.* ✓ *To increase intellectual skills.* ✓ *Sense of being selected by the teacher and the parents.* ✓ *Full support of parents for preschool and the student is ready for the program.*	▪ *The parents perceive that the PYP system is far away from Turkish central examination system.* ▪ *The teacher circulation is high and there is loss of personnel that education and effort is spent on.* ▪ *There are competitor schools that apply PYP and other systems.*

According to Table 2 when the findings received from the administrators were examined, the strengths of the program were evaluated from the perspective of the students, the teachers and the institution. Primarily PYP is discussed with regards to cognitive, social and academic contributions to the students. The professional and social contribution to teachers is to be deemed the strength of PYP. Besides it is stated that the physical condition of Beykoz Doğa Private High School eases the usage of this program as a laboratory. Holding parent workshops and including the parents in the education process is another strength of the program. Besides the training of administrators and teachers in order to provide comprehensive knowledge on the program, is the superior aspect of PYP according to administrators.

The administrators of the institution stated that the limits of the practice of the program are the central exams of Ministry of National Education and the difficulty of practicing MoNE and PYP curriculums simultaneously. Additionally they noted the limitations of the IB system, including high cost, late feedback and the quality of the source translations. While including the parents in the education is strength of the program, constant communication with the parents to obtain support is the weakness. Finally, absence of standard PYP measurement vehicles is another weakness of the program.

The plus value that will be provided to the students in the future is stated when the program's opportunities are examined. This value is defined as the intellectual, examining and searching student profile and the international student ID. Additionally the sense of being selected by the teachers and the parents is presented as an opportunity. The sharing of different practices between the schools practicing PYP is another important opportunity.

The parents perceiving the PYP away from Turkish education is a threat for the participants. The circulation of teachers and the loss of educated teachers is another threat. The existence of schools practicing PYP and different practices is another threat.

3.2. Findings and Interpretation Relevant to Second Sub-Problems

The second sub-problem of the research is expressed as "What are the **teachers'** opinions on the strengths and weaknesses of PYP practice and the opportunities and the threats it creates?". A SWOT (strength, weakness,

opportunities and threats) table was prepared in order to answer the aforementioned question, and categorized in accordance with content analysis and analysed.

Table 3. The opinions of Teachers on the strength, weakness, opportunities and threats of PYP practice.

STRENGTH	***WEAKNESS***
✓ *Increase of the institution's prestige.* ✓ *Increased success of PYP student.* ✓ *The methods of the implementation differ.* ✓ *Allows the teacher to develop learning and learning methods.* ✓ *Appeals to individual differences and all children.* ✓ *The necessity of the teacher to adapt herself/himself to innovation and to question how much he/she does not know.* ✓ *Contains cultural sensibility and universal approaches for the teachers and the students.* ✓ *Complements MNE program.* ✓ *Allows effective use of the nature campus.* ✓ *Supports the communicative, transactional and co-learning processes.* ✓ *Changes the awareness and the point of view of the teachers.* ✓ *Supports free and creative thinking power by allowing the teacher to develop the learning method.* ✓ *Increases awareness and loyalty to the institution of the parents.* ✓ *Supports the active participation of the student in the lessons and inspires team spirit.* ✓ *Active usage of the students' preliminary information and experience at education.* ✓ *Perpetuates the static learning of the student and provides internalization of the knowledge.* ✓ *Teachers play the role of constant researcher and developer.* ✓ *Increases the loyalty of the parents to the institution since the children are happy.* ✓ *Learning profile constitute the backbone of PYP system.* ✓ *Being distant from rote*	*Educators whose attitude is to develop themselves* *Parents require the MNE exam system to be supported by academics.* *Different implementations, since there are no flexible education program and rules.* *Administrators cannot fully inform the parents.* *The teachers alone in the practices and not feel safe since there are no PYP education coordinators or consultants.* *Difficulty in the implementation and perception of PYP system since preliminary / preparatory training is not sufficient.* *The program is only realized if the student continues to the lessons and the institution.* *Difficulty on issuing local elements since the program is international.* *The parents' attitudes to the program are different during the process of including the parents to the education and the parents do not support the student profile.* *The parents do not adopt the PYP system completely.* *The children do not embody the PYP education completely.* *The students do not internalize the knowledge since the education is subject to resources.* *The necessity to provide physical conditions in order to implement PYP.*

learning. ✓ *The student questions and expands the borders of the world.* ✓ *Develops the teachers' and the administrators' point of view and provides universal point of view.* ✓ *Provides that the teachers think with a wider perspective and multi-directional.*	
OPPORTUNITIES	***THREATS***
✓ *To realize the common study of PYP practitioners and groups and to meet different practitioners and share different practices.* ✓ *The validity of the IB school reference for future education process.* ✓ *Provides substructure from a PYP system to a superior education system.* ✓ *Opportunity for 4+4+4 education system since the educational age is moved to an earlier time.* ✓ *Prepares the student for the future.* ✓ *Provides the students transferred from schools practice PYP and foreign students to adapt to the education.*	*Existence of current central exam system.* *Difficulty of creating subject and activity every year.* *4+4+4 inequality of opportunity.* *Problem of adapting the students that are not PYP based.* *The teachers do not feel safe since the PYP area sufficiency is not full.* *Confusion and loss of time since there are no standards or rules.* *There isn't MYP (Middle Years Programme) program supporting future education in the institution.* *Turkish PYP resources are not sufficient.* *Difference in practicing the content since the explanation of the system and the program is very long and there is much philosophical content.* *PYP terms translations are not qualified.* *The class teachers are not competent to pursue foreign language education.* *Loss of time during the presentation of the system since new administrators do not master the program.* *There are second stage practices which are not PYP.* *The exams in the institution shall be changed.* *It is hard to implement the program with preschool students since they are now younger due to new 4+4+4 education system.* *Difficulty on the general operation of the school and PYP.*

According to Table 3 when the findings received from the teachers were examined, the strengths of the program were evaluated from the perspective of the

students, the teachers, the parents and the institution. It provides universal thinking constant inquiry and research skills to the students and the teachers become prominent for the participants. Additionally it is stated that the implementation of this program brings prestige to the institution, makes the children happy and increases the loyalty of the parents to the institution.

The administrator factor comes into play at weaknesses of the program and the insufficient support of administrators is stated. In addition, both the administrators and the teachers stated that the physical condition of Beykoz Doğa Private High School is strength, but the difficulty of practicing the program if the necessary physical conditions are not met is the weakness of the program. Another issue about the program's weakness is that the teachers have difficulty teaching local elements since the program is international.

When the opportunities are analysed, sharing of different practices between the schools practicing PYP is an important opportunity for teachers, just as with the administrators. Apart from this the reference of being an IB school is another important opportunity.

It is obvious that the threats relevant to the practice of PYP determined by the teachers are more than the administrators. In addition to the threats stated by the administrators, the teachers stated the foreign language sufficiency of the teachers. The teachers felt that their comprehensive knowledge of the program is insufficient since the program is very philosophical and the language is very hard.

4. Discussion and Results

It is remarkable that the administrators and the teachers determined many superior aspects of PYP when the findings are analyzed. Primarily the administrators and the teachers are of the same opinion that the meaningful learning and inquiry skills of the children are advanced in comparison with their peers depending on PYP. Haktanır, Dağlıoğlu and Güler (2011) explain this children's learning process as the most important, since knowledge is learned not by saying the information to little children but by their playing with other children and structuring by them while in an interactive relationship with the physical environment [15]. This understanding of learning is defined in the PYP curriculum based on arguments of doctrinarians such as Vygotsky, Bruner and Gardner: "the meaning inferred by correlating the current knowledge with the new knowledge". In order to give meaning to knowledge learned during the process, the children's inquiry skills shall be supported. Therefore the inquiry action can be realized in several dimensions such as individual or collective, small or big group studies (www.ibo.org).

It is stated that the contributions of the implementation process of PYP professionally to the teachers and the administrators is another superior aspect of the program. It is emphasized that such professional development is realized by meeting the PYP practitioners all around the world and by sharing knowledge and the experiences. Besides it is stated that more potent lesson plans and practices are created since the teachers work individually and cooperatively with the groups during the preparation of lesson plans and practices. Collective studies are another opportunity of the program since the teachers develop and explore their creativity. Furthermore, PYP puts emphasize on the development and qualification of the teachers via trainings and the collaborative workshops. It is very common fact, if a trained teacher teaches the students; the performance of the students is good because in the process of education the teacher is considered the most crucial element. There is a direct relationship between the qualification of the teacher and the performance

of the students besides other factors [16]. It is also stated that teachers must be knowledgeable in their area of study. In truth, if a teacher is not enlightened in his/ her subject, then any hope of effectiveness goes right out of the window. Hence, effective teaching could be measured by the level of a teachers' subject matter competence [17].

In addition to this both the administrators and the teachers find the IBO's (International Baccalaureate Organization) main purposes such as educating the children comprehensively, enabling geographic mobility, and enabling mobility between similar academic programs to be the superior aspect and strength of the program (www.ibo.org). The Programme (MYP), 1994, and Primary Years Programme (PYP), 1997, included more of a focus on affective concerns which led to the creation of a student profile which stressed attitudes, values and habits of mind which reflect a broad international awareness and sensitivity [18]. PYP's main philosophy sets forth that individuals shall learn the features of different people and cultures besides learning local history, culture and language in the globalizing world. It is indicated that it will be difficult for individuals to be successful in the globalizing world if they do not step out of their own geography [19] [7].

Accordingly the participants laid emphasis on the universal identity that will be gained by the students and the teachers due to the PYP program, which is international. As stated by Güler and Yaltırık (2011) global relationships being reflected through education provide the practices to be realized with an international point of view[19]. The borders of the world have vanished as technology is developed. This situation signals that having an international awareness will become a standard aspect. We, the practitioners, must find ways to include PYP in our education system by understanding the program very well in order to allow individuals to acquire an international identity. But the universal dimension of the program is its weakness according to the participants, since the teachers have difficulty teaching local elements to the students. It is remarked that the practitioners have an important role in this program, and they shall include local elements in the lesson contents instead of exploring only the universal dimension.

A good practitioner being a precondition to practice PYP effectively was an important data collected in the course of the study. Accordingly the teachers' busy schedule is the weakness of the program. Yaltırık and Güler (2011) stated that in their study there shall be a detailed preparation process at the starting date of school year, and the studies shall intensify and continue throughout the year since PYP is a dynamic program based on inquiry [19]. But it is seen that the increase in the teachers' busy schedule and the professional complements directly proportional to it are a contribution of the program to PYP practitioners and administrators. The administrators think that this situation allows the teachers' better negotiation and business opportunities, meanwhile the teachers think they are not capable to be PYP practitioners yet.

Demirer (2002) stated in his study about the reflections of the approaches of the teachers working at IB schools on business satisfaction that it is understood that the business satisfaction of IB school teachers is better than average [20]. Business satisfaction on wages is medium and foreign teachers' business satisfactory on wages and Turkish teachers' business satisfaction on social welfare is high, and the satisfaction increases when the teacher's business experience increases. Finally the business satisfaction on IB creativity and business satisfaction based on improvement increases dependent on the increase of the experience.

Both groups stated the difficulties and advantages of practicing the curriculum of National Education and PYP at the same time. The administrators indicated that the content of the program is dense since both programs have different content and this will exhaust the children, but the teachers have a different point of view and they indicated that these two programs integrate with each other. Çamlıkaya (2007) indicated in his study that the official curriculum of MoNE can easily be applied to the PYP program and the units of a semester can be collected under six themes [21]. The units under these six themes can be conducted with the joint planning and implementation of the class and area teachers and can be evaluated by the students through alternative measurement vehicles. Moreover, it is shown how to group the inquiry program conducted on the study content and the national education curriculum under six themes.

It is accepted by the participants that the measurement of the learning process of the students and the real effect on the student, and the determination of the development is a long-term process shaped by the content of the program. In addition, it is very important for both the teachers and the students to see what the students learn, understand and do at the different phases of the learning process of PYP. Therefore the assessment of the process and the result within PYP and the evaluation, recording and reporting of the measurements for an effective assessment are very important. Although it is possible to conduct an effective assessment by using different strategies such as observations, performance assessments, assessments focused on process, open ended practices and selected replies, it is an interesting finding that the PYP practitioner administrators deemed the lack of standard measurement vehicle a weakness of the program. The reason for this can be seen as the concerns to show the numeral points and values relating to the effectiveness of the program to parents focused on central exam results. IBO requires from every school to submit a written measurement-assessment policy that reflects the school's philosophy and aims, and to inform students and parents about this study which is created mutually by teaching staff and administrators. Furthermore it is an necessity to create a system that will facilitate the development of measurement-assessment practices by reviewing it regularly (www.ibo.org).

Finally it is stated that the practitioners have difficulty perceiving the PYP content since it is very philosophical and it is hard to check since translations of the content are not qualified.

The following proposals are developed for the practitioners and the researchers under the results obtained.

1. The opinions of the practicing teachers and administrators are used in order to determine the effectiveness of PYP in this study. It will be useful to determine and share the effectiveness of PYP education with children by using assessment measurements and directing questions as a continuation of this study.
2. It will be beneficial to conduct and share a sample implementation showing that PYP education and MoNE official curriculum are integrated programs, since the participants produced data stating that simultaneous implementation of these programs is inconvenience.
3. In order to contribute to the development of Turkish National Education curriculum is in the process of innovation, and in order to add a universal dimension, it will be beneficial for the national education officials and program makers to participate in the education sharing meetings of IBO.

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