



Teachers' and Parents' Views on the Reflections of the 2024 Turkey Century Education Model on the Preschool Education Process, Family Participation Practices, School Climate, and the Innovations it Brings

Cansel Geyik*^a & Esra Akgül^a

* Corresponding author

E-mail: cansel.geyik@std.hku.edu.tr

a. Hasan Kalyoncu University,
Department of Preschool Education,
Gaziantep, Türkiye

Article Info

Received: February 08, 2026

Accepted: May 23, 2026

Published: June 22, 2026



10.46303/tpicd.2026.1

How to cite

Geyik, C., & Akgül, E. (2026). Teachers' and Parents' Views on the Reflections of the 2024 Turkey Century Education Model on the Preschool Education Process, Family Participation Practices, School Climate, and the Innovations it Brings. *Theory and Practice in Child Development*, 6(1), 1-23.

<https://doi.org/10.46303/tpicd.2026.1>

Copyright license

This is an Open Access article distributed under the terms of the Creative Commons Attribution 4.0 International license (CC BY 4.0).

ABSTRACT

The purpose of this study is to examine the reflections of the implementation of the Turkey Century Education Model in preschool education on the educational process, family participation practices, and school climate based on the experiences of teachers and parents, and to reveal the general opinions and evaluations of teachers and parents regarding the model. In this study, the phenomenology design, one of the qualitative research designs, was used. The sample for the study was determined using purposive sampling from preschool education institutions in the Gaziantep city center where the Turkey Century Education Model is implemented. The research, which ensured diversity by selecting participants from different socioeconomic regions, was conducted with 15 preschool teachers and 15 parents. Research data were collected using a "Semi-Structured Interview Form." The collected data were analyzed using content analysis techniques. According to the research results, the activity contents implemented within the scope of the model are supportive of children's skills, national culture, and values, and in this context, children's development is progressing positively. It was stated that the model is quite functional in terms of family participation and that active participation is ensured in this context. However, the parents and teachers who participated in the research stated that their knowledge and skills regarding the model were insufficient.

KEYWORDS

Turkey Century Education Model; preschool education; teacher opinions; parent opinions.

INTRODUCTION

As a social system, education must anticipate all developments occurring within society (Kutluca & Şirin, 2024). There is a need for change in education programs in line with the expectations of the developing world and the current century. This need is experienced not only globally but also locally. The steps taken, societal expectations, psychological and historical processes are among the elements that create the need for change. One of the most important ways to adapt to new conditions is to raise individuals who will adapt to the demands of the age and keep up with developments. Approaches that prioritize individuals' cognitive development have lost their functionality in the new world order. Instead, there is a need for programs that support individuals' social and emotional development. The expectations of societies and individuals within those societies have continued to increase with changes in education and technology, forming the basis for the changes made in the 2024 education and training program (Bardak & Topaç, 2025; Yıldırım & Çalışkan, 2024). The Turkey Century Education Model is a new model developed to keep pace with the developing world and meet social expectations, with the aim of improving the quality of education both internationally and nationally (Duyul et al., 2025).

Promoted with the slogan "From Roots to the Future," this education model aims to broaden horizons for humanity by viewing one foot of education in the past and one foot in the future; it aims to cultivate competent and virtuous individuals by supporting our national, spiritual, and material development. The model incorporates fundamental approaches to teaching programs. It aims to support children's emotions and behaviors such as morality, wisdom, courage, aesthetics, willpower, compassion, health, questioning skills, productivity, and patriotism. In addition, within the scope of the "Virtue-Value-Action Framework," the feelings of respect, responsibility, and justice are brought to the fore, with the aim of building peaceful individuals, peaceful families, peaceful societies, and livable environments. To achieve this, a holistic educational approach has been defined that includes specific skills (conceptual skills, subject-specific skills, aptitudes, social-emotional learning skills, and literacy skills) (MEB, 2024).

This model also supports the holistic and philosophical perspective on individual development embraced by important thinkers who have shared their views on education from the past to the present (Taşkın, 2025). At the same time, the model's objectives include developing skills to meet future needs. In line with these objectives, it views a sustainable education program as a tool for raising individuals who can make qualified, innovative, and conscious decisions in economic and social life. The model aims to strengthen children's resilience against destructive influences from their environment, develop themselves, use their resources efficiently, and develop critical thinking and problem-solving skills while observing social justice (Kemerkeya et al., 2025).

Preschool education is an educational process that supports all areas of children's development within the structure and functioning of the Turkish National Education system, enabling the recognition of cultural values and the development of emotional, cognitive,

reasoning, problem-solving, and creativity skills. In this regard, school readiness in early childhood is closely associated not only with academic skills but also with children's social communication skills, attention, literacy readiness, self-care, family support, and the quality of the school environment (Pekdoğan & Akgül, 2017). This educational process, which reveals the child's true potential and includes preparation for primary school, is implemented systematically within the framework of plans and programs (Diken, 2016). The quality of the educational program implemented is very important because it is considered the first step in basic education and covers a critical period that shapes the individual's life (Direk & Batmaz, 2024). While the 2013 "Ministry of National Education Preschool Education Program" was implemented in preschool education, the pilot application period for the "Turkey Century Education Model" began in the 2024-2025 academic year. The 2013 Preschool Education Program includes achievements and indicators that support the child's development, while also having a flexible structure. The Turkey Century Education Model, on the other hand, is a program that emphasizes not only the child's development but also their values, culture, civilization, and mindset.

The "Preschool Education Program" prepared in line with the Turkey Century Education Model aims to prepare children attending preschool institutions for primary school through a skill-based, holistic approach. These skills are addressed in accordance with the children's developmental levels and characteristics (MEB, 2024). In this context, understanding the model's reflections in the field is highly valuable. This can be achieved by systematically examining stakeholder views on the implementation process. In particular, the experiences and observations of teachers, school administrators, and parents during early childhood provide important clues regarding the model's effectiveness and sustainability. In this context, the study aims to evaluate the implementation process of the model in preschool education from a multifaceted perspective.

The purpose of this research is to examine the reflections of the implementation of the Turkey Century Education Model in preschool education on the educational process, family participation practices, and school climate in line with the experiences of teachers and parents, and to reveal the general opinions and evaluations of teachers and parents regarding the model. In line with this general purpose, the research questions are as follows:

How have the innovations brought by the Turkey Century Education Model in Preschool Education?

1. How have they been reflected in the educational process?
2. How have they been reflected in family participation processes?
3. How have they been reflected in the school climate?
4. What are the general views of parents and teachers regarding the model?

The research aims to build a bridge between practitioners and policymakers by revealing the experiences of teachers and parents in this early stage of the model's implementation. The findings will contribute to identifying the specific needs of preschool education, strengthening

the process of adapting the model to the field, and making developmental decisions at the local level. Furthermore, by providing insights into teachers' professional development needs and parents' levels of participation in the process, it will lay the groundwork for the creation of an inclusive and functional education policy. In this respect, the study makes a meaningful contribution both in terms of academic knowledge production and the development of concrete recommendations for the field of practice.

This contribution will provide policymakers with important feedback for analyzing initial impressions from the field after the new model is implemented and for making the model more effective. Given that the preschool period is a critical stage in children's development, the success of practices at this level is of great importance (Türedi et al., 2021). From the teachers' perspective, understanding how the model reflects on the teaching process, the role of the teacher, and pedagogical approaches will contribute to shaping professional development and support mechanisms. At the same time, teachers' perspectives and perceptions of the model are quite important in terms of applicability (Yılmaz et al., 2025). Considering the importance of the research in terms of school climate, the evaluation of teachers' adaptation processes to the new model, the strengths and areas for improvement in its implementation, and the changes occurring in the school environment will provide insights into the overall functioning of institutions. At the same time, it is accepted that evaluating the program from the perspective of parents, who are one of the important stakeholders, is important in terms of providing information about the operation and determining opinions, needs, and demands regarding the program (Aybek & Oğuz, 2025; Gürhan, 2025; Mürteza & Altun, 2025; Öztürk et al., 2025; Satmaz & Yabanova, 2024).

METHOD

In this study, phenomenology was chosen as the qualitative research design. In phenomenological research, the data source focuses on individuals who experience and can reflect on the phenomenon the researcher aims to study. Interviews are conducted to examine, interpret, and evaluate experiences related to these phenomena (Büyüköztürk et al., 2015). Therefore, the focus of this study was to examine in depth the participants' individual experiences and interpretations of the newly developed model.

Study Group

The participant group for the research was selected using purposive sampling from preschool education institutions in the Gaziantep city center where the Turkey Century Education Model is implemented. This study, which ensured diversity by selecting participants from different socioeconomic regions, was conducted with 15 preschool teachers and 15 parents. Purposive sampling ensures that individuals rich in information are selected and that detailed research is conducted, depending on the purpose of the study. This method is used when certain criteria and characteristics are met (Büyüköztürk et al., 2015). The basic criterion for participants was that they were implementers of the model. During the sampling process, attention was paid to

representing schools from different socioeconomic regions, considering the professional seniority differences among teachers, and including different parent profiles, thus ensuring data diversity and richness for comparative analysis. The criteria for inclusion in the study included, first and foremost, voluntary participation in the research. In addition, teachers who work in a preschool institution where the Turkey Century Education Model is actively implemented and who have worked with this model for at least one academic year are included. Similarly, the criteria for parental inclusion include voluntary participation in the study, as well as the child being enrolled in a preschool institution where the 21st Turkey Century Education Model is implemented and the child having received at least one semester of education at the relevant school. Schools where the model is not implemented and the teachers and parents in the schools were excluded from the study. Information about the participants is presented in Table 1.

Table 1.*Characteristics of Parents*

Participant Type	Variable	Category	n
Parents (n=15)	Gender	Female	14
		Male	1
	Education	Elementary	2
		Middle School	5
		High School	5
		Associate Degree	2
		Bachelor's Degree	1
	Child's Age	1 year	1
		2 years old	7
		3 years	2
		4 years old	4
Teachers (n=15)	Gender	Female	13
		Male	2
	Bachelor's Degree Program	Early Childhood Education	13
		Child Development	2
	Years of Service	1–7 years	4
		8–14 years	3
		15–21 years	4
		22–28 years	2
	Location of the Institution	Rural	2
		Urban	13
	Turkey Century Education Model Implementation Period	0–3 months	1
		7–9 months	13
		Longer than 12 months	1

Data Collection Tools

Research data were collected using a "Semi-Structured Interview Form." The semi-structured interview forms developed by the researchers were designed for two separate groups: teachers and parents. The questions included in the interview were prepared based on the opinions of experts in the field of preschool education. The questions were structured around the themes of the model's implementation, difficulties encountered, changes observed, and suggestions. The teacher interview form consists of 10 open-ended questions designed to determine the effects of the 21st Turkey Century Education Model on the teaching process, experiences in its application, difficulties encountered, and suggestions. The parent form consists of 9 open-ended questions designed to examine parents' awareness levels regarding the new model, their observations of changes in their children, and their experiences interacting with the school.

Data Collection Process

Ethics Committee approval dated March 22, 2025, numbered E-97105791-050.04-79421, and Ministry of National Education (MEB) permits dated March 21, 2025, numbered E346590092-604.99-130960905, have been obtained for the research. The research was conducted on a voluntary basis. In this context, consent forms detailing the purpose and scope of the research were distributed to participants. Participants who voluntarily agreed to participate in the study were contacted, and a suitable time and place for the interview was determined. Audio recordings were made during the interviews. The data collection process was completed by transcribing the audio recordings.

Data Analysis

The collected data was analyzed using content analysis techniques. During the process of coding and categorizing the transcriptions, the researchers conducted independent analyses. After these independent analyses, they came together and reached a consensus on the codes and categories created. Accordingly, the research data was coded, divided into categories, and themes were created. The findings obtained through content analysis were presented in a clear, understandable, accurate, and comprehensive manner, interpreted, and the results were presented (Ültay et al., 2021). When presenting the participants' views, personal information was coded to ensure confidentiality. Teachers were abbreviated with the letter "T" and parents with the letter "P."

Validity and Reliability in Qualitative Research

Validity and reliability in qualitative research were sought using the approaches proposed by Guba and Lincoln (Ahmet, 2024; Arslan, 2025; Amin et al., 2020; Bekmezci & Sürücü, 2025). The concepts of validity and reliability accepted in qualitative research are credibility, transferability, consistency, and confirmability.

1. Credibility: Credibility is a concept equivalent to internal validity in quantitative research. Here, it is important how well the findings reflect the real feelings and thoughts of the people participating in the research (Arslan, 2022; Haq et al., 2023). To ensure credibility, researchers should establish long-term interaction with participants, diversify data, include rich quotations

in line with the findings, and seek expert opinion and participant confirmation (Arslan, 2022; Haq et al., 2023; Shenton, 2004). In this study, to ensure credibility, data obtained from participants selected according to the study objective were carefully collected, and all data obtained during the interviews were recorded. The findings obtained during the research process were systematically analyzed under codes, concepts, and themes that directly reflect the participants' views. To ensure that the findings reflect the participants' genuine feelings, thoughts, and experiences, the analysis process included the participants' direct statements, thus preserving the authenticity and depth of the data. At the same time, in-depth interviews were conducted with the participants for a sufficient amount of time. In order to reflect different perspectives and ensure data diversity, interviews were conducted with teachers working in different regions and parents residing in these regions.

2. Transferability: This concept is equivalent to external validity in quantitative research. For transferability to be ensured, it is important to what extent the findings obtained can be transferred to similar contexts (Arslan, 2022; Haq et al., 2023; Korstjens & Moser, 2018). The researcher should describe the details of the fieldwork they have conducted, enabling the reader to develop an understanding appropriate to their own context (Arslan, 2022; Haq, 2023; Korstjens & Moser, 2018; Shenton, 2004; Stalmeijer et al., 2024). At the same time, they should be able to generalize the codes, concepts, and themes used in the analysis to similar content (Tutar, 2022). In this study, the research sample was selected in accordance with the purpose of the study and diversity was ensured to reflect different contextual characteristics. The research process, participant profile, data collection process, and analysis stages were described in detail; the findings obtained were presented in a clear, concise, and understandable manner. By clearly presenting the participant profile within the scope of the study, the aim was to show for which characteristics the findings were valid. At the same time, codes, concepts, and themes have been structured in a way that can shed light on research to be conducted in similar contexts; the level of detail has been considered to allow the reader to make comparisons with their own context. Attention has been paid to the suitability of the environment in which the interviews were conducted, ensuring that participants could express themselves under appropriate conditions.

3. Dependability: This is equivalent to the concept of reliability in quantitative research (Arslan, 2022; Haq, 2023; Korstjens & Moser, 2018). To ensure dependability, the research process must be examined from start to finish, from data collection tools to analysis. Here, the questions included in the measurement tool to be used in the interviews should be appropriate to the research context, the findings obtained should be recorded, and the coding and concepts created during the data analysis phase should be addressed consistently in the results section (Yıldırım & Şimşek, 2011). To ensure consistency in the research, all processes followed from the data collection stage to the analysis stage were carried out systematically. The data obtained were carefully recorded, and internal consistency was ensured between the codes, concepts, and themes used in the analysis process. In presenting the findings, consistency was maintained

between the themes created during the analysis phase and the results; thus, the aim was to make the research process traceable and verifiable. The codes, concepts, and themes obtained during the analysis process were repeated at different times and compared with a second researcher. This was done to ensure the reliability and consistency of the codes, concepts, and themes. At the same time, the interviews were conducted in the same manner with each participant. In this context, methodological consistency was ensured. In this process, the percentage of agreement formula proposed by Miles and Huberman (1994) was employed. Inter coder agreement was calculated as 83%. According to Yıldırım and Şimşek (2011), studies with an agreement rate of 70% or higher are considered reliable. In light of this criterion, the coding conducted in the present study was determined to be reliable.

4. Confirmability: This is equivalent to objectivity in quantitative research. Findings must be based on the data obtained, not the researcher's opinions. The researcher must take precautions not to influence the findings with their beliefs (Arslan, 2022; Cope, 2014; Haq, 2023; Korstjens & Moser, 2018; Yıldırım & Şimşek, 2011). Since it is considered that complete objectivity cannot be achieved in qualitative research, the concept of verifiability (confirmability) comes to the fore. To ensure verifiability, the researcher must continuously verify the data they have obtained and the results they have achieved. In this context, all findings obtained within the scope of the research should be stored and submitted for review when deemed necessary (Yıldırım & Şimşek, 2011). Care has been taken to present the findings of the research based directly on the data, independent of the researcher's subjective views. The findings were substantiated with participant statements and the consistency of the interpretations with the data was ensured. All data obtained within the scope of the research were stored systematically and organized in a way that they could be reviewed when necessary. This approach strengthened the verifiability of the research results.

FINDINGS

In this section, the findings obtained are presented within the framework of the sub-objectives of the research.

Reflections on the Education Process

The views of the teachers and parents participating in the research regarding the reflections of the innovations brought by the education model on the teaching process are presented in Table 2.

Table 2 shows that participants expressed their views on the model's impact on the education process under four themes. These themes are: plan and activity content, impact on children, impact on teachers, and impact on implementation. According to the participants' views, the activities carried out are more planned and supportive of national culture and values. Among the views expressed is that children get to know their traditions and customs better and are able to express them thanks to this model. In addition, parents stated that there has been positive progress in their children's development, but they could not say for sure whether this

progress was solely due to the model. While the model supports the active participation of teachers and parents in the education process, it was noted that teachers bear a greater burden in this regard and find the process challenging. Finally, participant opinions indicate that the model is process-oriented and supports children's skills. Participants' views on the model's reflection in the teaching process are as follows:

Table 2.

Reflections of the Turkey Century Education Model on the Teaching Process

Theme	Category	<i>f</i>
Plan and activity content	Values education	7
	Turkish activities	2
	Early literacy skills	3
	Art activities	2
	Social development	3
Reflections on children	Learning about traditions and customs	1
	Skill-based	8
	Environmental factors	2
	Active participation	2
	Adaptation	5
	Cognitive development	2
	Social development	2
	Positive impact	3
Reflections for teachers	Active participation	3
	Awareness	1
	Inadequacy of in-service training	14
Reflections in practice	Process-oriented	2
	Innovations	1
	No changes	2

T8: *"We started teaching antonyms and national culture and values in vocabulary education. There are new words in each monthly plan, there is vocabulary teaching, and I think it's great that the richness of our language has been added to the program at this point."*

P4: *"The activities our teachers organize are very good, and the children are able to gain confidence well."*

T1: *"They can explain their traditions and customs more accurately, express themselves more correctly, and seeing what they experience in books makes them happy; I see that. Within the scope of this language richness project, getting to know our provinces and learning about the foods, etc., found in our provinces surprises them because they are hearing and learning new things."*

P10: *"Since I can't fully replicate the model, I'm responding based on their success at school. As I said, we haven't experienced any negative aspects; my child's development and growth process are progressing very positively."*

T5: *"As I said, speaking for myself, I wasn't using the external environment more actively before, but now that it's part of the program, I am. I started using it more actively because I had to. Other than that, I was already doing family education before, and I continue to do so now."*

T7: *"So, it seems like the teacher has more responsibility in this program. We have to put in separate effort for each child, and the activities aren't easy to prepare in class. We need to be in a preparation phase before coming to class, and we also need to be in a challenging phase before giving the activity to the student in class. That's why we generally have very active activities."*

P1: *"It's nice that they are interested, that they participate in the activities, that they include us. Sometimes our teachers held activities with us every Friday with the families participating. It was supposed to happen this week too, but it was postponed due to rain."*

T15: *"There were no significant changes in the activity content. I don't think it's very different from the 2013 program."*

T2: *"First of all, because it is process-oriented, it has very positive effects on children's psychomotor skills, language skills, Turkish language skills, and social relationships. For example, there is a project on the richness of our language, and this year we contributed a lot to the child. We don't just read books; we read the book and did activities related to it. Of course, it is beneficial, but since we couldn't involve the family much, there weren't many extra, amazing things like that. Maybe, but at least we learned that the children could be ready when they started first grade. Cognitively, children may sometimes not be ready, or in the psychomotor area, they may not be dexterous, and children can be very slow, but with this model, I think hopefully, good things will happen in the future."*

Reflections on Family Participation Processes

The views of the teachers and parents who participated in the research regarding the reflections of the innovations brought by the Turkey Century Education Model on family participation processes are presented in Table 3.

Table 3.

Reflections of the Turkey Century Education Model on Family Participation Processes

Theme	Category	f
Reflections on families	Planned	4
	Active participation	2
	Lack of information	8

When examining the participants' views on the model's reflection on family participation processes, it is stated that family participation activities have become more planned and that active participation has been achieved in this context. However, while it is stated that parents know nothing about the model and that there is a lack of information in this regard, the need

for activities to inform parents is among the views expressed. The views expressed by participants regarding the model's reflection on family participation processes are as follows:

T5: *"We definitely feel it. Because now some things are mandatory in the plans. Not every teacher used to do family participation, but now all teachers have to do it. When you involve the family, preschool is always more productive. Including these in the plan has made parents more involved, etc. One teacher used to involve them, but now all teachers do, and this has made education more productive."*

T13: *"Yes, we definitely feel it. Because as we included family participation in activities, families began to collaborate more. They even enjoy it. I think it has a positive effect when parents do an activity with their children in the classroom."*

T2: *"So, families aren't very knowledgeable. We took a seminar. Yes, I wish there was a seminar-style thing for parents on how the Turkey Century Education Model is applied in kindergarten. For example, we do invite them, we have family participation, but at the beginning of the year, we explained that there is this model, this new system, but I don't know how effective it was. I wish the Ministry of Education had actually gathered our families at the school and held a seminar about this model; it would have been more beneficial."*

P8: *"I don't know because I'm not familiar with the model."*

P12: *"If I knew the implementation, I could explain it better, but since I don't know it, I unfortunately won't have an opinion on this matter."*

Reflections on School Climate

The views of the teachers and parents who participated in the research regarding the reflections of the innovations brought by the education model on the school climate are presented in Table 4.

Table 4.

Reflections of the Turkey Century Education Model on the School Climate

Theme	Category	<i>f</i>
Teamwork	Consultation	1
	Collaboration	4
	Adaptation	1
Motivation	Acceptance	3
	Anxiety	1
Conditions	Physical	9

Table 4 shows that participants expressed their views on the model's impact on the school climate in three themes. These themes are teamwork, motivation, and conditions. When examining the participants' views on the model's reflection on the school climate, it was stated that teachers worked collaboratively but felt anxious rather than motivated due to their lack of knowledge and skills regarding the model. At the same time, the participants' views also

indicated that the physical conditions were lacking in terms of the model's applicability. The participants' views on the model's reflection on the school climate are as follows:

T2: *"At the beginning of the year, we discussed with our colleagues how we could do it, how we could implement this model, how we could include it in our daily plans, and what we could include to try to explain the 21st Turkey Century Education Model. Since it is a bit more detailed than the old system, we made decisions together. It wasn't a decision we made on our own. However, many teachers there were, all 10 of us consulted and discussed it together in our meetings."*

T13: *"I can give you an example: we haven't been able to fully implement the model in our lives yet. We are still experiencing difficulties in its application because we are still lacking in some areas. We also experience these difficulties when preparing plans."*

"Actually, it created anxiety rather than motivation at first. Because we started with an unknown program, and it's a program that not everyone is familiar with, but overall, it had an impact on us, the teachers, and our groups— —in terms of what we could do and which activities could be more effective for the children."

T9: *"In general, the physical environment is insufficient, and beyond that, I don't think it appeals much to younger age groups."*

T15: *"It's not a feasible model. Schools don't have sufficient environmental resources."*

P9: *"It varies from school to school. Since this is our second school, the balance between schools is very different, so this school was more effective for us."*

General Opinions on the Model

The general evaluations of the education model by the teachers and parents who participated in the research are presented in Table 5.

Table 5.

General Opinions of Parents and Teachers

Findings from Teacher Opinions		
Theme	Category	<i>f</i>
Regarding the model	Inadequacy of in-service training	14
	Contributions of the model	9
	Challenges of the model	14
Findings from Parent Interviews		
Regarding the model	Lack of information	13
	Contributions to children's academic development	6
	Contributions to children's social development	9

Teachers expressed their views on the model using codes such as insufficient in-service training, contributions of the model, and difficulties of the model. Teachers stated that the seminars given on the model were insufficient and that they learned about the model by

applying it during the process. In general, they stated that a new model was a necessity for preschool education but that they could not yet actively apply the model due to their insufficient level of knowledge about it. Regarding the model's impact on children, they stated that they would be able to make a more accurate assessment after some time had passed since the model's implementation. They indicated that one of the model's most significant contributions was family participation but that parents' knowledge level about the model was insufficient and that they needed support in this regard.

It was observed that almost none of the parents had any knowledge of the model. They stated that the education and training process contributed to their children's academic and social development but that they did not know whether this was because this model was implemented. Some of the participants' statements are as follows:

T3: *"So, they gave us two days of training. However, the content of that training was just the presenter giving us information. I would have liked to receive practical training. I would have liked to receive more comprehensive training."*

T5: *"Last year, the Ministry of National Education sent us forms, evaluation forms, and I reviewed them at the time to fill them out. Apart from that, there are in-service trainings assigned to us by the Ministry of National Education. I took that in-service training at the beginning of the year during the seminar period. Other than that, we learn by doing as we go along. We learned the theoretical part there. We are slowly learning the practical part."*

T15: *"I received three days of training. With the training I received and the information given to us, I don't think I have sufficient knowledge. The training was presented in a lecture format. Therefore, I did not take an active role in the training."*

"I think it contributes to our children in the sense that it is more traditional, instilling a spirit of nationalism and our values."

T7: *"In terms of innovation, I can't say that our preschool education model has changed significantly from a certain pattern. But the additions are positive. They focus more on making students active, and the concept of early literacy is very much in the foreground. For example, we used to provide these things in preschool to raise awareness, but now they have been developed to focus more on recognition and understanding."*

T11: *"Actually, if it could be fully implemented, it could be different in terms of values. Compared to the current level, but since it hasn't fully transitioned to us, we can't fully pass it on to the children, frankly."*

T5: *"What can I say is difficult right now? The system isn't fully established yet. We're still learning as we go through the process. The children are learning too. Inevitably, there are hiccups and shortcomings. I think we'll overcome that over time. There is a skill in the plan now, and it's good in that plan, for example, you can implement it more clearly in Istanbul, but you can't implement that skill clearly in Gaziantep. As we implement it, according to the region, the place, the school, the neighborhood, I think we can understand the pros and cons of these as we implement it."*

T10: *"So, if we had resources during the implementation process, it would be better with the support of the Ministry of National Education. Since we don't fully understand our own education system and don't know exactly what to do, having resources would be more beneficial."*

T13: *"Let me give you an example. We haven't been able to fully implement the model in our lives yet. We're still lacking, so we're having difficulties in implementation. We also experience these difficulties when preparing plans."*

Parents expressed their views on the model using codes related to lack of information about the model, its contribution to academic development, and its contribution to social development.

P1: *"I have no information."*

P3: *"I've never heard of it; I have no information and no opinion."*

P7: *"To be honest, I haven't heard of it, so I don't have any specific knowledge about it."*

P4: *"Yes, my child has better fine motor skills now, counting numbers, and so on. They can hold a pencil properly now."*

P5: *"They can understand numbers and letters better."*

P7: *"I don't know if it was fully implemented or not because I don't have much information about this model. When he started school, there was a change in him, yes, but I don't know for sure if it was implemented or not."*

P2: *"Well, observing my own child, I think my child has progressed to a higher level. My child has gained awareness and has become a more social child with higher self-confidence. I'm observing these things right now. My child has learned respect and love. I think my child has learned good things."*

P10: *"Well, my child doesn't have any negative behaviors, thankfully, and is doing quite well right now, but I don't know if it's because of this model or how it happened. I'm quite satisfied with my child's educational level and standard right now."*

P14: *"Our child used to be withdrawn, but after this process, they opened up a bit more, started talking, and we think it had a positive effect."*

DISCUSSION

The purpose of this study is to examine the reflections of the implementation of the Turkey Century Education Model in preschool education on the educational process, family participation practices, and school climate in line with the experiences of teachers and parents, and to reveal the general opinions and evaluations of teachers and parents regarding the model. To this end, semi-structured interview questions were used in the study to determine preschool teachers' reflections on the Turkey Century Education Model's impact on the educational process, their experiences in practice, the difficulties encountered, and their general opinions, as well as to examine parents' awareness of the new model, their observations of changes in their children, and their experiences of interaction with the school.

In the study, teachers stated that the plans and activity contents prepared within the scope of the program showed development in the areas of national culture, values, the richness

of our language, early literacy, and social development, and that they were consistent with the theoretical framework of the program. Some teachers, however, stated that the new model was not very different from the 2013 program.

Findings regarding the model's impact on children indicate that skill-based and process-oriented development has been partially achieved. Participants stated that children's knowledge and skills regarding traditions and customs have developed, that children have shown positive progress in social and cognitive terms, and that increased social participation has led to the development of self-confidence in children. According to Rommel Alali and colleagues (2024), integrated curricula enrich children's learning experiences by deepening academic relationships and developing social skills. This finding also shows that active participation environments based on a constructivist approach in the preschool period support children's development in many ways. Children acquiring knowledge through active participation and social interaction ensures the simultaneous advancement of cognitive and social-emotional development (Astprachon et al., 2025; Sriarun et al., 2025).

However, the fact that the vast majority of parents participating in the study were uncertain whether this progress in their children was due to the new model indicates that the program was not known or understood by parents. In line with the ecological systems approach, the program's outcomes are positive in terms of child development. Within the scope of the program, children interact not only individually but also within the context of their family, school, and peer group. The child's interaction with these contexts during the learning process shapes their biological, psychological, and social development (Crawford, 2020; Darling, 2007; Tong & An, 2024). Educational programs designed for preschool children that are planned holistically, including family participation, school, and peer interaction, in addition to classroom interactions, positively support children's developmental outcomes (Güler, et al., 2021; Yang & Oh, 2024). At the same time, safe and supportive family, school, and peer interactions strengthen positive thinking, social skills, and psychological resilience (Ungar et al., 2013; Yang & Oh, 2024).

Based on the findings obtained within the scope of the study, teachers stated that they faced a greater workload after the Turkey Century Education Model. They indicated that the sources of this workload were the requirement for active participation, the need to allocate separate time for each child, and the frequent use of outdoor spaces. This situation is consistent with teacher professional development theories that argue that in program-based changes, teachers should not only be implementers of change but also be developed as its advocates. These theories argue that teachers should be empowered to be decision-makers, questioners, designers, and agents of change in program changes. Otherwise, teachers feel powerless and inadequate in the face of innovation. Therefore, teachers should be seen as experts who can redesign themselves and the system (AbdulRab, 2023; Cong-Lem, 2024; Chaaban et al., 2023; Hrusaet al., 2020). However, Dinh (2014) emphasized that traditional/cultural concepts in curriculum update efforts may often conflict with new curriculum ideals, leading to significant

implementation tensions. According to Malik and colleagues (2025), although educators accept the value of culturally inclusive education, inconsistencies may occur in the practical implementation of the program.

The relevant literature shows that in-service training, which is insufficient in terms of implementation through presentation alone, is inadequate in terms of teachers' understanding, internalization, and implementation of the program. In a study by Gökmenoğlu, Clark, and Kiraz (2016), teachers found in-service training insufficient and stated that the learning-by-doing model met their needs instead. Teachers who described presentation-based in-service training as a waste of time and worthless stated that this type of training was unsuccessful because it ignored teachers' desires and needs and was not a practical process.

Findings related to school climate within the scope of the research showed that the Turkey Century Education Model encouraged cooperation and teamwork among teachers. This finding is important because school climate is closely associated with students' social behaviors; previous research has shown that a positive school climate and altruistic prosocial behaviors may reduce the likelihood of students being involved in bullying behaviors (Çalık et al., 2009). In the interviews, teachers stated that they planned the content and process of the model together at the beginning of the year. This supports theoretical approaches that argue that acting together and synthesizing professional perspectives strengthens the school climate. This collaboration among teachers allows for different perspectives on the program, ensuring the planning of a more meaningful, rich, and contextually appropriate process (Ram et al., 2025). Communication and exchange of ideas are important for the program's feasibility and strengthening its impact on the school climate (Kusmulyono & Raharjo, 2025). However, teachers have indicated that their lack of knowledge about the model causes them anxiety. As noted in change management theories, this situation indicates that the safe learning environment and support mechanisms are not fully functioning. The failure of these mechanisms to function hinders change (Albers et al., 2022; Aldridge et al., 2023). At the same time, the inadequacy of physical conditions in terms of program implementation and the perception that the model is not functional for younger age groups indicate that the program is incompatible with the conditions of existing learning environments. Program-based change theories, on the contrary, suggest that change can develop when appropriate conditions are taken into account and the necessary support is provided (Sapsağlam, 2013).

When considering the findings regarding the program's impact on family participation, the understanding that children's education and learning processes should be supported by the active participation of the family has been adopted (MEB, 2024). One reason for adopting this approach is that parents' sensitive and active participation in their children's development process contributes to the development of children's social competence (Beyazıt et al., 2023). The research findings also indicate that teachers frequently involved families in the process within the scope of the program. On the other hand, the fact that almost all parents lack knowledge about the program indicates that families are not seen as integral partners in the

program but merely as participants invited to activities. This situation can be interpreted as the Turkey Century Education Model's family-centered structure not being effectively reflected in practice.

The research findings are similar to those of a study that examined the 2013 Preschool Education Program in terms of values education (Aral & Kadan, 2018). Teachers' statements that the program supports children's understanding of national culture and values indicate that the Turkey Century Education Model has adopted the values education included in previous programs. This has led teachers to feel that the old and new programs are identical. Findings regarding family participation are also similar to those found in studies in the field. Research examining the reflections of family participation in the preschool education period indicates that family participation is quite important during this period, but that families' knowledge and skills regarding the process are insufficient (Güzelyurt et al., 2019). This situation shows that the lack of knowledge and awareness continues in the new model, as indicated in studies in the field literature.

Contrary to the findings of previous studies, family participation has become more comprehensive and systematic with the Turkey Century Education Model. In particular, the combination of values education and family participation increases the permanence of values education in children. However, teachers have stated that they need support in terms of time management and planning. The findings of the study conducted by Kurtbaşı (2019), in which teachers and parents expressed the view that family participation is positive for children's development, are consistent with the findings of the study. However, the fact that families do not know whether this development stems from the new model indicates that they are unfamiliar with the model. This situation contributes to the literature by revealing that the Turkey Century Education Model increases family participation but is not understood by families.

Within the scope of the research, teachers' views on in-service training are consistent with the relevant literature. The findings of the studies show that teachers need in-service training but that emphasis should be placed on applications outside of theory (Yüner, 2022). When the teachers' views in this study are examined, they indicate that the in-service training provided on the new model was insufficient and that they learned the model through trial and error during the process. Teachers experienced anxiety due to uncertainty and lack of information. Finally, when the study findings are considered in the context of school climate and physical conditions, they again show similarities with the relevant literature. One of the important factors in the implementation of the program is physical conditions (Sapasağlam, 2013). Teachers stated in the scope of the research that the new model could not be fully implemented in disadvantaged areas where physical conditions may be inadequate, and that this would lead to inequality. From this perspective, the findings obtained within the scope of this study are important in terms of highlighting the inequality caused by physical conditions in the new model.

CONCLUSION

This research examined the reflections of the Turkey Century Education Model in preschool education in a multidimensional manner based on the views of teachers and parents. The findings show that the model has created significant structural and pedagogical changes in the educational process, family participation practices, and school climate; however, various limitations have also emerged during the implementation process.

Findings related to the educational process reveal that the model has made planning and activity content more systematic and has a supportive aspect towards national culture and values. Participants stated that they observed development in children's ability to recognize and express cultural values, but they were cautious about attributing this development directly to the model. While it was stated that the process-oriented structure of the model supported children's skill development, it was emphasized that teachers struggled during the implementation process due to their increased responsibilities.

Findings related to family participation processes indicate that planned and effective family participation practices are encouraged within the model. However, the fact that a large proportion of parents did not have sufficient information about the model emerged as an important factor limiting the effectiveness of this process. Participants stated that there was a need to inform parents and provide guidance on the process.

Findings related to the school climate reveal that the model supports collaboration among teachers; however, due to a lack of knowledge and experience, motivation sometimes turns into anxiety. In addition, physical and institutional conditions are seen to be among the factors limiting the applicability of the model.

Finally, an examination of the general assessments of the model by teachers and parents revealed that teachers viewed the model as a necessary and promising innovation; however, they experienced difficulties in its implementation due to inadequate in-service training. Parents, on the other hand, were largely unaware of the model; they noticed positive changes in their children's development but could not directly attribute these developments to the model.

RECOMMENDATIONS

- In order to reveal the effects of the Turkey Century Education Model more comprehensively, it is recommended that comparative studies be conducted comparing preschool education institutions where the model is and is not implemented.
- Supporting the findings obtained using qualitative data in this study with quantitative data collection tools and re-examining them within the framework of a mixed-methods research design may increase the generalizability and depth of the results.
- In order to evaluate the short- and long-term effects of the Turkey Century Education Model more accurately, it is recommended that the model be examined through longitudinal studies.

- In addition to the theoretical training teachers receive, it is recommended that training programs emphasizing practical application be organized.
- It is recommended that informational meetings and newsletters be created to raise awareness among parents about the Turkey Century Education Model.
- To ensure that the model's reflections can be accurately tracked, it is recommended that measurement tools specific to the model components be developed.

REFERENCES

- AbdulRab, H. (2023). Teacher Professional Development in The 21St Century. *African Journal of Education and Practice*, 9(4), 39-50. <https://doi.org/10.47604/ajep.2237>
- Ahmed, S. K. (2024). The Pillars of Trustworthiness in Qualitative Research. *Journal of Medicine, Surgery, and Public Health* (2), 100051. <https://doi.org/10.1016/j.glmedi.2024.100051>
- AlAli, R. M., & Al-Barakat, A. A. (2024). Assessing Early Childhood Teachers' Perceptions of The Role of The Integrative Curriculum in Promoting Children's Learning Experiences. *Edelweiss Applied Scienceand Technology*, 8(6), 989-1000.
- Albers, B., Metz, A., Burke, K., Bührmann, L., Bartley, L., Driessen, P., & Varsi, C. (2022). The Mechanisms of Implementation Support-Findings From A Systematic Integrative Review. *Research on Social Work Practice*, 32(3), 259-280. <https://doi.org/10.1177/10497315211042375>
- Aldridge, W. A., Roppolo, R. H., Brown, J., Bumbarger, B. K., & Boothroyd, R. I. (2023). Mechanisms of Change in External Implementation Support: A Conceptual Model and Case Examples to Guide Research and Practice. *Implementation Research and Practice*, 4, 26334895231179761. <https://doi.org/10.1177/26334895231179761>
- Amin, M. E. K., Nørgaard, L. S., Cavaco, A. M., Witry, M. J., Hillman, L., Cernasev, A., & Desselle, S. P. (2020). Establishing Trustworthiness and Authenticity in Qualitative Pharmacy Research. *Research in Social and Administrative Pharmacy*, 16(10), 1472-1482. <https://doi.org/10.1016/j.sapharm.2020.02.005>
- Aral, N., & Kadan, G. (2018). 2013 Okul Öncesi Eğitim Programının Değerler Eğitimi Bağlamında İncelenmesi. *Erken Çocukluk Çalışmaları Dergisi*, 2(1), 113-131. <https://doi.org/10.24130/eccd-jecs.196720182159>
- Arslan, E. (2022). Nitel Araştırmalarda Geçerlilik ve Güvenilirlik. *Pamukkale Üniversitesi Sosyal Bilimler Enstitüsü Dergisi*, (51), 395-407. <https://doi.org/10.30794/pausbed.1116878>
- Arslan, E. (2025). Validity and Reliability in Qualitative Research. *Pamukkale Üniversitesi Sosyal Bilimler Enstitüsü Dergisi*, 69:383-394. <https://doi.org/10.30794/pausbed.1712967>
- Astprachon, N., Srikao, S., & Jantharajit, N. (2025). An Experiential Learning Management Model (elmm) for Early Childhood Based on Social Cognitive Theory and Constructivist Theory. *World Journal of Education*, 15(1), 67-77. <https://doi.org/10.5430/wje.v15n1p67>

- Aybek, B., & Oğuz, O. (2025). Sustainable and Inclusive Education Reform in Türkiye: A CIPP Evaluation of The Primary Turkish Language Curriculum. *Sustainability*, 17(19), 8659. <https://doi.org/10.3390/su17198659>
- Bardak, M., & Topaç, N. (2025). Maarif Modeli 2024 Okul Öncesi Eğitim Programının Analizi. *Erken Çocukluk Eğitiminde Güncel Araştırmalar*.
- Bekmezci, M., & Sürücü, L. (2025). *Determination of Validity, Reliability and Sample Size in Qualitative Research* (No. 52jbm_v1). Center for Open Science.
- Beyazıt, U., Akkuş, S. Y., & Ayhan, A. B. (2023). Predictor Role of Parental Neglect on Socio-Emotional and Moral Development and Behavioral Problems in Children. *Theory and Practice in Child Development*, 3(2), 98-118. <https://doi.org/10.46303/tpicd.2023.14>
- Büyüköztürk, Ş., Çakmak, E. K., Akgün, Ö. E., Karadeniz, Ş., & Demirel, F. (2015). *Bilimsel Araştırma Yöntemleri*. Pegem Akademi.
- Chaaban, Y., Al-Thani, H., & Du, X. (2023). University Teachers' Professional Agency for Learning and Leading Sustainable Change. *Professional Development in Education*, 49(6), 978-993.
- Cong-Lem, N. (2024). Teacher Agency for Change and Development in Higher Education: A Scoping Literature Review. *International Journal of Educational Reform*. <https://doi.org/10.1177/10567879231224744>
- Cope, D. G. (2014). Methods and Meanings: Credibility and Trustworthiness of Qualitative Research. In *Oncology Nursing Forum*. 41 (1)
- Crawford, M. (2020). Ecological Systems Theory: Exploring The Development of The Theoretical Framework As Con-Ceived By Bronfenbrenner. *J Pub Health Issue Pract*, 4(2), 170. <https://doi.org/10.33790/jphip1100170>
- Çalık, T., Özbay, Y., Özer, A., Kurt, T., & Kandemir, M. (2009). İlköğretim Okulu Öğrencilerinin Zorbalık Statülerinin Okul İklimi Prososyal Davranışlar Temel İhtiyaçlar ve Cinsiyet Değişkenlerine Göre İncelenmesi. *Kuram ve Uygulamada Eğitim Yönetimi*, 15(60).
- Darling, N. (2007). Ecological Systems Theory: The Person in The Center of The Circles. *Research in Human Development*, 4(3-4), 203-217. <https://doi.org/10.1080/15427600701663023>
- Demirtaş, H., & Özer, N. (2015). Eleştirel Kuram Açısından Eğitim ve Eğitim Yönetimi. *Journal of Teacher Education and Educators*, 4(2), 206-227.
- Diken, İ. H. (2016). Erken Çocukluk Eğitimi. *Pegem Akademi*.
- Diken, İ. H. (2018). Erken Çocukluk Eğitimi. *Pegem Atıf İndeksi*, 001-538.
- Dinh, D. H. T. (2014). *The Early Childhood Curriculum (2009) In Vietnam: Tensions In The First Three Years Of Implementation* [Doctoral Dissertation]. Victoria University of Wellington.
- Direk, İ. N., & Batmaz, O. (2024). Okul Öncesi Eğitim Programlarına Bir Bakış: 2013 ve 2024 Programlarının Karşılaştırılması. *Korkut Ata Türkiyat Araştırmaları Dergisi*, (15), 866-880. <https://doi.org/10.51531/korkutataturkiyat.1442767>

- Duyul, S., Duyul, Y., Kesman, M., & Kesman, M. (2025). Türkiye Yüzyılı Maarif Modeli Konusunda Öğretmen Görüşleri. *Ulusal Eğitim Dergisi*, 5(3), 20262-20262. <https://doi.org/10.5281/zenodo.15002346>
- Erden, A. R. (2022). *Türk Eğitim Tarihi*. Ankara: Eğiten Kitap Yayıncılık.
- Gokmenoglu, T., Clark, C. M., & Kiraz, E. (2016). Professional Development Needs of Turkish Teachers in An Era of National Reforms. *Australian Journal of Teacher Education (Online)*, 41(1), 113-125.
- Guba, E. G., & Lincoln, Y. S. (2005). Paradigmatic Controversies, Contradictions, And Emerging Confluences. *The SAGE Handbook of Qualitative Research*.
- Güler Yıldız, T., Öztürk, N., İlhan İyi, T., Aşkar, N., Banko Bal, Ç., Karabekmez, S., & Höl, Ş. (2021). Education for Sustainability in Early Childhood Education: A Systematic Review. *Environmental Education Research*, 27(6), 796-820. <https://doi.org/10.1080/13504622.2021.1896680>
- Gürhan, E. (2025). Character and Values Education in The Türkiye Century Maarif Model: A Qualitative Document Analysis. *Management of Education: Jurnal Manajemen Pendidikan Islam*, 11(2), 233-244. <https://doi.org/10.18592/moe.v11i2.18337>
- Güven, İ. (2019). *Eğitim Tarihi*. Ankara: Pegem Akademi.
- Güzelyurt, T., Birge, F., & Ökten, A. (2019). Okul Öncesi Öğretmenlerinin Aile Katılımına İlişkin Görüşleri. *Kocaeli Üniversitesi Eğitim Dergisi*, 2(1), 64-74. <http://dx.doi.org/10.33400/kuje.538425>
- Haq, Z. U., Rasheed, R., Rashid, A., & Akhter, S. (2023). Criteria for Assessing and Ensuring The Trustworthiness in Qualitative Research. *International Journal of Business Reflections*, 4(2). <https://doi.org/10.56249/ijbr.03.01.44>
- Hrusa, N. A., Moch Islas, P., Schneider, J. A., & Vega, I. J. (2020). Policies for Teacher Professionalization in Mexico's Education Reform. In *Empowering Teachers to Build a Better World: How Six Nations Support Teachers for 21st Century Education* (pp. 63-85). Singapore: Springer Singapore. https://doi.org/10.1007/978-981-15-2137-9_4
- Kemer kaya, G., Altun, S. D. G., & Meydan, A. (2025). Türkiye Yüzyılı Maarif Modeli Öğretim Program Ortak Metninde Yer Alan Sürdürülebilirlik Yeterliğinin İncelenmesi. *International Journal of Eurasia Social Sciences*, 16(20). <https://doi.org/10.70736/ijoes.1651>
- Korstjens, I. & Moser, A. (2018). Series: Practical Guidance to Qualitative Research. Part 4: Trustworthiness and Publishing. *European Journal of General Practice*, 24(1), 120-124.
- Kurtbaş, F. (2019). *Okul Öncesi Dönem Değerler Eğitimi Uygulama Çalışmalarında Aile Katılımının Etkisine Yönelik Öğretmen Görüşleri* [Yüksek Lisans Tezi]. Çanakkale OnSekiz Mart Üniversitesi.
- Kusmulyono, M. S., & Raharjo, T. (2025). Enhancing Bumdes Performance Through Entrepreneurial Communication: An Action Research Approach. *INJECT Interdisciplinary Journal of Communication*, 10(1), 155-178. <https://doi.org/10.18326/inject.v10i1.4421>

- Kutluca, A. Y., & Şirin, T. S. (2024). An Examination of Preschool Teacher Candidates' Pedagogical Conceptualizations of Multiculturalism in Terms of Their Competence Perceptions: Multicultural Education in Early Childhood. *Theory and Practice in Child Development*, 4(1), 1-30. <https://doi.org/10.46303/tpicd.2024.1>
- Malik, S., Ijaz, M., & Bashir, S. (2025). Investigating The Early Childhood Curriculum Design & Its Cultural Relevance. *Journal of Social Sciences Development*, 4(3), 14-27.
- MEB, (2024). Milli Eğitim Bakanlığı Türkiye Yüzyılı Maarif Modeli'ne Genel Bakış, <https://www.meb.gov.tr/genel-bakis>
- MEB, (2024). *T.C. Milli Eğitim Bakanlığı Temel Eğitim Genel Müdürlüğü Okul Öncesi Eğitim Programı*. Ankara: Millî Eğitim Bakanlığı.
- Miles, M. B., & Huberman, M. A. (1994). *An Expanded Sourcebook Qualitative Data Analysis*. London: Sage Publication.
- Mürteza, Z. U., & Altun, S. (2025). Türkiye Century Education Model: An Analysis of The 2024 Science Curriculum Within The Framework of Sustainable Development Goals. <https://doi.org/10.29329/ijcae.2025.1312.2>
- Öztürk, E., Yıldız, G. N., & Dağ, T. (2025). A SWOT Analysis of The Türkiye Century Pre-School Education Model from Teachers' Perspectives. *Journal of Advanced Education Studies*, 7(1), 1-19. <https://doi.org/10.48166/ejaes.1660249>
- Pekdoğan, S., & Akgül, E. (2017). Preschool Children's School Readiness. *International Education Studies*, 10(1), 144-154. <http://dx.doi.org/10.5539/ies.v10n1p144>
- Ram, Y., Shilo, S., Gafter, L., & Collins-Kreiner, N. (2025). Academic–Practical Cooperation: A Case Study of Rural Destination Image. *Sustainability*, 17(12), 5330. <https://doi.org/10.3390/su17125330>
- Sapsağlam, Ö. (2013). Değerlendirme Boyutuyla Okul Öncesi Eğitim Programları (1952-2013). *Uluslararası Türk Eğitim Bilimleri Dergisi*, 2013(1), 63-73.
- Satmaz, İ., & Yabanova, U. (2024). Analysis of Maarif Model of Century of Türkiye Secondary School Mathematics Curriculum According to SOLO Taxonomy. *International Journal of Curriculum and Instructional Studies*, 14(2), 195-219. <https://doi.org/10.31704/ijocis.1582857>
- Shenton, A. K. (2004). Strategies for Ensuring Trustworthiness in Qualitative Research Projects. *Education for Information*, 22(2), 63-75. <https://doi.org/10.3233/EFI-2004-22201>
- Sriarun, A., Srikao, S., & Jantharajit, N. (2025). An Experiential Learning Management Model (elmm) for Early Childhood Based on The Reggio Emilia Approach and Constructivist Theory. *Journal of Education and Learning*, 14(4), 298-306. <https://doi.org/10.5539/jel.v14n4p298>
- Stalmeijer, R. E., Brown, M. E., & O'Brien, B. C. (2024). How to Discuss Transferability of Qualitative Research in Health Professions Education. *The Clinical Teacher*, 21(6), e13762. <https://doi.org/10.1111/tct.13762>

- Taşkın, S. (2025). Türkiye Yüzyılı Maarif Modeli'nin Değerler Eğitimi Yaklaşımı. *İstanbul Eğitim Dergisi*, (2), 161-181. <https://doi.org/10.71270/istanbulegitim.istj.1640604>
- Tong, P. & An, I. S. (2024). Review of Studies Applying Bronfenbrenner's Bioecological Theory in International and Intercultural Education Research. *Frontiers In Psychology*, 14, 1233925. <https://doi.org/10.3389/fpsyg.2023.1233925>
- Türedi, N., Erişen, Y., & Gürol, M. (2021). Okul Öncesi Eğitimde Fırsat Eşitsizlikliğini Azaltmaya Yönelik Türkiye'de Uygulanan Politikalar. *Yıldız Journal of Educational Research*. <https://doi.org/10.14744/yjer.2022.012>
- Ültay, E., Akyurt, H., & Ültay, N. (2021). Sosyal Bilimlerde Betimsel İçerik Analizi. *IBAD Sosyal Bilimler Dergisi*, (10), 188-201. <https://doi.org/10.21733/ibad.871703>
- Ungar, M., Ghazinour, M., & Richter, J. (2013). Annual Research Review: What is Resilience Within The Social Ecology of Human Development?. *Journal of Child Psychology And Psychiatry*, 54(4), 348-366. <https://doi.org/10.1111/jcpp.12025>
- Yang, S., & Oh, E. (2024). Analysis of Children's Development Pathways Based on Bronfenbrenner's Ecological Systems Theory. *International Journal of Education and Humanities*, 16(3), 250-258.
- Yıldırım, A. & Simsek, H. (2011). *Sosyal Bilimlerde Nitel Araştırma Yöntemleri* (8. baski: 2011).
- Yıldırım, A., & Şimşek, H. (2013). *Sosyal Bilimlerde Nitel Araştırma Yöntemleri*. Ankara: Seçkin Yayınları.
- Yıldırım, Y. & Çalışkan, A. (2024). Türkiye Yüzyılı Maarif Modeli'nin 21. Yüzyıl İnsan Profili Açısından Değerlendirilmesi. *Elektronik Eğitim Bilimleri Dergisi*, 13(26), 204-220. <https://doi.org/10.55605/ejedus.1548121>
- Yılmaz, T. Y., Kesici, B., Türkoğlu, H., Halat, M., & Durğun, H. (2025). Matematik Öğretmenlerinin Maarif Modeli Ortaokul Matematik Dersi Öğretim Programına İlişkin Metaforik Algıları. *Eğitim Bilim ve Araştırma Dergisi*, 6(2), 240-271. <https://doi.org/10.54637/vizetek.27579522.6.2.6>
- Yüner, B. (2022). Teachers' Professional Development Needs and Barriers: Turkey Case. *Kastamonu Education Journal*, 30(1), 1-10. <https://doi.org/10.24106/kefdergi.739576>