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Dissertation

The Effect of a Pre-School In - Service
Training Programme on Some Aspects of Kindergarten
Teachers' Attitudes and Behaviour in Bahrain
(A Case Study)



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I dedicate this post graduate study with love to my husband, Hamad. A. Abul and my sons and daughters:

Ali
Mazen
Fatima
Sarah

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(A Case Study)**

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Sheffield University School of Education 1997
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Abstract

This study investigated the effects of the pre-school in-service training on some aspects of kindergarten teachers' attitudes and behaviour towards pre-school education in Bahrain.

Two aspects were focused on and they are as follow: 1) Children Behaviour Guidance; 2) Organisation of the educational environment.

This study was done on one group of nine kindergarten teachers who finished their training and working back at their kindergartens. Data were gathered from questionnaires, interviews and observation before the commencement of the training programme, during the teacher training programme and after the training programme. Investigations and analysis have led to confirm that the most important change which affected teacher trainees behaviour is the rising concern for children's characteristics and needs, and to the appropriateness of the environment design and equipment. It was clearly seen that all teacher trainees were trying their best to perform what they were taught during in-service training program. When the teacher trainees lacked initiative and flexibility, and confined their actions to the verbatim instructions and directives of their trainers, they showed a very elaborate awareness of the behaviour and attitudes on the part of the children that could be inappropriate and harmful versus that which could be appropriate and useful. At least, they are now convinced that children at this stage learn much more by playing in a healthy educational environment than by listening to a scholarly teacher. However, the change which was observed in the teacher trainees behaviour and attitudes and which was a result of a training period of two months only, should not be judged as a final outcome of the training session but should be regarded as an indicator of the potentially increasing influence the in-service training program had upon the trainees.

Introduction

Pre-school education, particularly kindergartens, is not included in the educational ladder of the Ministry of Education in Bahrain; nevertheless, kindergartens are supervised by the Ministry of Education and they abide by its regulations.

As a consequence of the genuine concern in developing pre-school education, the Ministry of Education established a Kindergarten Development Unit Project in 1991\1992 with the cooperation of the AGFUND and the UNICEF. These three educational bodies invested their joint efforts to plan, finance, and implement this project in Bahrain. The financial contributions were as follows: the UNICEF offered US \$150,000 for educational equipment, materials, and workshop sponsorships in Saudi Arabia, while the AGFUND provided US \$80,000 in consultations. The Ministry of Education allocated an annual budget of US \$80,000 for salaries, construction, and maintenance; and, the project was adopted by the Ministry.

The project reflects a distinguished formula to develop kindergartens technically and educationally. This formula deals with the preparation of a training work team and a self-learning training method which is defined in the syllabus of the Teacher training Programme as:

"helping the child to acquire new behaviour through proposing several acceptable behavioural alternatives that are able to push him to think and accept things and facts. Proposed behavioural alternatives must be related to the child's intellectual age characteristics in order to conduct him to an internal control based behaviour so that he will learn how to control himself by himself." (Alsamādi & Mrowa, 1991, p. 68).

The beginning of the training programme focuses on four basic core subjects which were: the self-learning method, leadership skills, planning and evaluation, and the necessary child development skills.

This study proposes to investigate the effects of the self-learning teacher training programme on the attitudes and behavior of a group of trainees.

My own interest in pre-school teacher training began in 1984 when I was the Head of Primary Education and I was involved in planning the first in-service training programme for pre-school teachers which was held in the Ministry of Education in Bahrain with the support of the UNICEF. Before the programme was implemented, however, I was promoted to the position of the Director of Private Education in the Ministry where my responsibilities included the supervision of kindergartens to ensure they abide by the Ministry criteria and regulations. This training programme was implemented by with the Directorate of Training in the Ministry of Education for almost four years. As a result of many obstacles, the outcome of the programme was not satisfactory enough to develop kindergartens. Therefore, the programme was canceled, and replaced by the self-learning training programme which is the topic of my research.

Chapter 1

Method and Procedures

1-1 The Issue

The increase in the number of children attending kindergartens in Bahrain requires a comparable increase in the number and quality of teachers employed. Presently, the demand for pre-school teachers is met mainly by resorting to secondary school graduates who are usually untrained in the profession. The problem is intensified when young untrained teachers are supervised and advised by unspecialized personnel.

The training unit for in-service training of pre-school teachers and preparation of national trainers, which was set up in 1991\1992 with the support of the AGFUND, and the UNICEF, is still functioning under the supervision of the Ministry. Personally, I was responsible for the implementation of the self-learning teacher training programme which is run by specialized staff in the Directorate of Private Education as part of their responsibilities towards pre-school education in Bahrain.

It is possible to identify a number of successes in the first four-years of implementation. This training unit, which is entering its fifth year of operation, has already proved to be a cornerstone in the development of pre-school education in Bahrain. The evaluation that comes at the end of each training programme reveals that the programme has credibility with pre-school teachers and meets with the satisfaction of pre-school owners. It has become an established part of staff development planning and some teachers have found it to be a positive and even an enjoyable experience which they feel has been useful to them. But until the present, all the attempts evaluation implemented were limited and no assessment of the outcomes of the programme was done. In any case, enjoying this experience does not always mean behaving in accordance with the principles and knowledge acquired within the training period. Given that all pre-school institutions are owned by the private sector, and given that improving the quality of services would inevitably entail increasing

efforts and bigger financial investment; not all kindergarten owners may accept willingly to adopt the criteria of teacher/pupil ratio, or to provide the variety and quantity of material and equipment necessary for the self-learning method.

On the other hand, teachers may not accept the amount of work required to plan and prepare their lessons, assess their pupils, and involve parents in their children's learning for the low salaries they receive.

That is why, the above-mentioned successes as apparent in administrative reports do not deny the necessity of a concrete translation of what was taught during the training programme, into practice. In other words, the time has come to evaluate to what extent the training programme influenced the pedagogical behavior and attitudes, of the trainees.

1-2 Objectives of Research

Thus, the purpose of this study is to investigate the effects of the self-learning teacher training programme on teachers' attitudes and behavior in the early childhood education in kindergartens in Bahrain. Operationally, it aims to research or study eventual significant changes that might have effected the actions and reactions of teachers inside the kindergarten premises. That is to say, this study attempts to answer the following questions:

1. Is the attitude of the teachers who completed the self-learning teacher training program the same, in some aspects of early learning before, during, and after the course?
2. Do teachers who have been through the self-learning teacher training behave in a different manner in the classroom after training? If so, what are the indicators that confirm that change has actually occurred? What are the aspects of change noticed? To what extent does it meet with what was achieved during the training programme?

1-3 Assumptions to be examined by the researcher

During this study I will attempt to verify to what extent the teachers who attended the self-learning training programme try, despite all physical, financial, and cultural obstacles, to behave according to what they have been taught. I will try also to see at what extent the changes observed on the teachers educational behaviour are

deeply implanted so that they have become spontaneous reflexes. In other words I will try to examine at what extent observed changes have remained, despite the all sustained efforts deployed by both trainers and trainees, cosmetic, cortical, occasional, fragmented and superficial.

On the other hand, I will try to find out at what extent teacher trainees succeeded to construct an educational credo able to impregnate the teacher's personality as a whole. That means, I will try to verify either the basic educational principles and approaches on which the training programme was founded are dealt with as a referential framework or as a recipe to implement literally.

1-4 Instruments of research

In order to study the effects of the self-learning teacher training programme on the teachers attitude and behavior as mentioned above, the following tools were used :

A. Questionnaires

B. Interviews

C. Field Observations (classroom and playground activities).

A questionnaire, a semi-directive interview plan, and an observation chart were designed for the study. Each one of them was divided into two sections: children behavior guidance, educational environment organisation. The original draft was written in Arabic. And then translated into English.

In order to ensure that the right questions were being used for the study, the following steps were taken:

- a. The questionnaire and the interview were administered in a form of highly structured method.
- b. Each question was read to the respondents who were sitting with me in the same room and were asked to point out if any of the questions were ambiguous or not clear to them.
- c. As a result, some questions were re-worded for the sake of clarity. Other questions were omitted due to the difficulty in obtaining an accurate answer.

Observations and interviews of teachers were held before, during, and a couple of months after the training programme to find out staff attitudes and behavior in the early child learning environment. The procedure used was as follows:

- Diagnostic interviews of the teachers were held before the commencement of the training programme.
- The teachers were interviewed during the teacher training programme.
- Observations took place in the teacher's kindergartens after completion of the training programme.
- Every teacher was interviewed for the third time after the training programme.
- A questionnaire was designed to obtain background information on teachers.
- Interviews were held with members of the training team and also with the Ministry of Education officials concerned with the project.

1-5 The Sample

The research sample consisted of the following personnel:

a- For Questionnaires

- All the teachers who were trained during the seventh session (9 teachers).

b- For Interviews:

- All the teachers who were trained during the seventh session (9 teachers).
- Five of Ministry of Education officials
- Training programme team (Five persons)

c- For Field observation

- All the teachers trained during the seventh session (9 teachers).

1-6 Techniques of Research

Given the small size of the sample and the nature of the research (case study), the quantitative procedures are not able to have relevant significance. Therefore, since statistical analysis is not required for analyzing the collected data, the analysis will be based on the techniques of qualitative content analysis. The unit of registration and classification will be the theme. Interpretations will be made on the basis of following up the theme's items, crossing the data collected by different tools, comparisons and inferences.

1-7 Limitation of Research

The research was limited to one group of trainees which consisted of nine teachers only. This number of trainees was limited by the physical limitations of the facilities required in the training process because of the observation room could accommodate only nine trained teachers. In addition, there was one class only, and the number of teacher trainers were five.

The duration of training was limited to two months due to the fact that the trainees were employed and practicing in most of the Pre-schools in Bahrain and it was difficult to release them from their jobs for a longer period.

Another limitation of the study was that the training unit is in its initial stages with limited facilities. Its objective is to train the greatest number of employed untrained Pre-school teachers to at least the initial stage of professionalism thus being time efficient.

The above mentioned group of trainees comes from pre-schools due to the fact that the training policy implemented dictates that the larger the number of teachers from a given Pre-school, the easier it is to achieve optimum field results.

In spite of the constraints and restrictions which may hinder the integral completion of the expectations and findings of the research, it will certainly help to support the training programme so that it will continue and expand for the benefit of pre-school children in Bahrain.

1-8 Terminology of research

Several concepts with local connotations or specific semantic dimensions will be used through out this research. In order to facilitate better understanding of the main key words in their cultural and sociological context, it will be helpful to provide definitions of the precise meanings of the word used.

- **Pre-school Education** : The educational Services provided for children in the age range 3-6.
- b- **In-service Training Programme**: Training courses available only for teachers who teach at present in one of the kindergartens.
- c- **Management Information System**: A system for providing information for decision making; an automated system that uses a computer to process data.

d- **P.T.T.U.** : Pre-school Teacher Training Unit.

e- **Directorate of Private Education**: Directorate in the Ministry of Education to supervise non-governmental organization or institutions.

f- **K.G.:** Kindergarten.

g- **C B G** : Children Behaviour Guidance.

h- **G.C.C.:** Gulf Co-operation Council.

CHAPTER 2

Research background

1- Education in Bahrain : Historical landmarks

Bahrain is an archipelago of 33 islands covering an area of 706.55 square kilometers to the east of Saudi Arabia. It is linked by the king Fahd causeway which began functioning in November 1986.

Bahrain is one of the most populated countries in the Arab world in relation to its size and area. The annual increase in population is 3% according to the 1995 estimation. The population of Bahrain is 586,109., most of them are young.

Before the year 1932 the economy of Bahrain depended on trade, natural pearls, fishing and agriculture. Following the discovery of oil, it was natural that the economy was transformed and became heavily dependent on oil revenues. However, due to the limited oil production and oil reserves, and the fall in oil revenues as a result of lower oil prices, the economy shifted during the seventies to an emphasis on tourism and financial services (The National Report of the State of Bahrain, 1995, p.1.) .

In addition to the rapid increase of population, people in Bahrain are mainly young. The people under twenty years of age constitute 51% of the total population according to the 1991 census. The state bears the load of supporting its people which constitutes a burden on the economic and social development of the nation.

The structural shift of the economy and labour force in Bahrain has generated numerous trends and challenges which in turn affected the education system. Among these challenges are changes in the economic and social structures. The change in the economic structure in Bahrain created a need for expanding banking, commercial, hotel, investment and insurance services besides the non oil industries such as aluminum, petrochemicals, natural gas, ship repairing and others.

All the above mentioned aimed at focusing on the development of the national labour force as well as increasing its efficiency through developed training programmes to increase the percentage of Bahraini labour force in all sectors and to replace foreign manpower.

In addition, the shift necessitated the generation of quantitative and qualitative changes in various type of education systems, as well as in the educational objectives and in job opportunities for women in various field (Ministry of Education, 1996, p.1.).

Modern education was established in Bahrain in 1919. The first private male school opened that year, followed by a female elementary school in 1928. In 1930, the government of Bahrain took over the two schools and started the public school era. Higher education was also the concern of government of Bahrain at that time. However, due to the small number of students graduating from high school, it was decided to send students abroad. The government of Bahrain sent the first batch of college students to Beirut, Lebanon in 1938.

In 1950 the Ministry of Education initiated teacher training programmes; in-service training was offered to high school graduates for the duration of one year. In 1966 two teacher training colleges were opened, one for men and another for women. High school graduates spent two years at the teacher training colleges and graduated with an Associate degree in Upper elementary and secondary teaching.

In addition, there was also the Hotel and Catering Training Center which was established in 1974. It offers a diploma and prepares hotel and restaurant administrators and chefs.

The college of Health Sciences was established in 1976 under the supervision of the Ministry of Health. It offered two years diploma of study leading to a diploma in Nursing and prepared Technicians. There was also the Gulf Polytechnic College which offered bachelor's degrees in engineering and Business.

The Bahrain University College was established in 1979 to replace the teacher training Colleges. It offered four years of study leading to a bachelor's degrees. The main purpose of the college was to prepare qualified teachers as well as graduates in the field of arts and Sciences in order to work at the colleges and research centers in the future (Duwaigher, 1985).

In 1980 the Arab Gulf University was formally established in Bahrain as a regional university by seven Gulf States; Bahrain, Iraq, Kuwait, Oman, Saudi Arabia, Qatar and the United Arab Emirates. It is innovative in order not to duplicate what is being done in the other Gulf states. It emphasizes quality rather than quantity of education. It comprises three main colleges: the college of Medicine and Medical Sciences, the College of Applied Sciences, and the College of Special Education.

In 1986 the University of Bahrain was established by amalgamating the two existing colleges. The University College of Sciences, Arts and Education and the Gulf College Polytechnic. The University of Bahrain comprises five colleges as follows: the College of Arts, the college of Sciences, the College of Education, the College of Engineering and the college of Business Administration (International Encyclopedia of Education. Bahrain: System of Education, 1993).

The changes in the social structure had effects on education for, as mentioned above, the transformation from a society relying on pearl-diving, fishing and agriculture to Oil industry and then to non-oil industries and service activities, led to the emergence of various kinds of jobs /posts and expertise which brought about changes in the Bahraini social structure. Such social changes required the individual and society to adjust to the transformation.

The Education expenses increased tremendously during the last few years, far beyond the increased financial resources for education. Therefore, the Ministry of Education in Bahrain found the importance of increasing the quality of education, upgrading its productivity and adopting the principle of the most effective utilization of its resources.

The spread of the industrial business and economic sectors in Bahrain generated an obvious demand for technical and vocational education. There are four Technical Schools for boys today.

The development of girls' education increased the number of female students at all levels of education. This demanded a change in the quality of programmes. There was development in curricula and educational materials especially in modern science and technology.

The perception and attitude of society towards education as a basic ladder for social promotion and status was highly increased.

The political, economic and cultural factors have a new perception in Bahrain that helped education to develop quantitatively and qualitatively (Development of Education in Bahrain 94/95 - 95/96, pp. 7-14).

The university of Bahrain as well as Arab and foreign universities are offering the pre-service teacher training in Bahrain. The duration of time for such pre-service

teacher training varies from one stage to the other and also from one subject-matter to another. The university degree depends on the nature of the university study*.

The programme of "Associate Diploma in Early childhood" was introduced in 1991/92. It aims at preparing early childhood teachers capable of helping learners acquire experiences in an integrated form. The total number of credits to be completed is 65 credit hours. (Development of Education in Bahrain 94/95 - 95/96, p. 37)

2- Pre-school Education in Bahrain

Education at this stage is not included in the national educational ladder. But the Ministry of Education oversees and supervises kindergartens which comply with and adhere to its rules, regulations and directive issued by virtue of legislative Decree No. 14 of 1985 with respect to private educational institutions. Education at this stage is run and managed by private agencies and organizations. This stage concerns the first five years of child and consists of two periods:

- Nursery period: children from infancy to three years

- Kindergarten period: for children aged between three years and six years.

At the same time, the supervision of nursery schools has been entrusted with the Ministry of Labour and Social affairs.

Out of its firm conviction of the importance of this stage, the Ministry of Education has drawn up a comprehensive plan to develop education at this stage by improving it quantitatively and qualitatively for the purpose of achieving integrated and full growth of future generations.

As result of this special attention to the pre-school stage and to the increasing awareness of citizens of its significance, more and more kindergartens have been opened over the past two years, so that the number of kindergartens in 1989/19890 rose to about 63, catering to around 5,595 children, while Nursery schools totaled about 15, catering to around 462 children from both sexes.

In this context, the Ministry of Education has carried out a comprehensive plan covering the activities which suit the environment and nature of kindergartens growth

*- such as: Bachelor of Education, Diploma in Primary Education, Post graduate Diploma, Educational Preparation Programme in teaching commercial subjects, Diploma in learning resources; Masters degree programmes: in education, in Arabic language, in mathematics (Ministry of Education, Development of Education in Bahrain 94/95 - 95/96, pp. 37-40).

and at the same time prepare and train qualified personnel to teach at this stage through a qualified programme lasting for two academic years to turn out educationally trained and qualified head-mistresses and teachers. The Ministry of Education also laid down standards for buildings of kindergarten to suit the requirements of child growth at this stage (Ministry of Education, 96, p. 5).

The scientific complexity of modern life has turned pre-school education into a milestone in the development process of future human resources.

Pre-schooling in the form of kindergarten is designed to cater for the child's social, emotional, intellectual and physical needs. Therefore, accurate and constantly refined data is necessary to secure quality-oriented educational and physical environments. Such data should reflect the magnitude and the driving factors of the system.

Effective professional teaching skills are products of scientifically planned and implemented training programmes. Planning usually demands careful and practical use of educational data available, whereas successful implementation is achieved in the presence of bold and in-depth information on the trainees themselves.

That programme was a two-year in-service training programme which consists of ten courses in educational psychology, as well as seven educational workshops in arts, music, math, P.E., science, language and story-telling. The training programme was conducted in the following way:

- a- The courses were conducted in the afternoons.
- b- Each course is conducted during a two-week period where the trainees attend four days a week, three hours per-day.
- c- Each educational workshop was conducted on the basis of five days, three hours per day.
- d- Each course was given in the form of one or more lectures.

The training department at the Ministry of Education conducted a questionnaire which was filled in by 26 teachers who participated in the training courses. The items concerning the content of the training programme were highly rated by the teachers. However, the majority of the teachers reported that the timing of courses in the afternoons was inappropriate for them. During the evaluating training programme when some pre-school teachers were interviewed, it was apparent that the content of the programme was always referred to as very beneficial. Most of the disadvantages

and weaknesses reported were in the way the programme was implemented and conducted . the following weaknesses were reported:

- (1)- Most of the trainees faced some difficulties in attending four afternoons per week, because most of them had family responsibilities.
- (2)- A trainee who missed two or three lectures of the ten-day course would find it difficult to continue the course since the 10 lectures were interrelated.
- (3)- A trainee who missed one course would have to wait a full academic year at least in order to take the course with another group of trainees.
- (4)- The fact that some courses were given by more than one lecturer affected the continuity of the course content.

3- Upon thorough evaluation of the previous training programme it was clear that major setbacks in the training plan and the implementation process were due to insufficient data on the trainees themselves. Hence, the Directorate of Private Education designed an information system which teachers' background, and capabilities were well studied.

4- Pre-school teaching training in Bahrain

The first kindergarten was established in 1965. Kindergartens in Bahrain fulfilled some of the essential needs which were created as a result of the economic and social changes in the Bahrain community.

In the mid-sixties, kindergartens in Bahrain, encouraged women in Bahrain to take children to the pre-school and thus be able to go out to work. It gave the woman the opportunity to work out side the house, while her children were safe in pre-school and looked after. The kindergartens in Bahrain were run by women societies. There were big changes in the family structure from large families living together into nuclear families living alone. The nuclear Family structure in Bahrain created a need for promoting early learning, and early child Education.

As mentioned before, kindergarten education is not included in the educational ladder. That is why conferences, workshops and educational meeting were rarely held to discuss its matters, most of the ministry concerns were centered on Primary, Intermediate and Secondary Education. Pre-school Education in Bahrain remained neglected until the year 1985 when the Directorate of Private Education considered the

improvement of Pre-school Education as her priority and challenge. It started to design a comprehensive plan to improve the infrastructure of Pre-school Education through which good services will be insured for the children of Bahrain (Al Doy, 1990).

The Directorate of private Education (Non Governmental Education Institutions) supervised the kindergartens in order to make sure they follow Ministry of Education rules and regulations (Ministry of Education, 1992-1996).

In Bahrain, there are multiple agencies involved with early child education services. For example, the Ministry of Labour and Social Affairs offers material and financial aid to the kindergartens run by the private women societies. It also organized training courses for early child education personnel.

The Ministry of Education supplies permits for establishing Private Institutions catering for children from 3 to 6 years which is when they join school. The High Council for Youth and Sports runs some kindergartens and activities that cater for this age group.

The kindergarten situation in Bahrain is as in most Arab countries where Pre-school Education is left to the Private Sector with just a little supervision which in most cases has no effect in the long-term (Early Child Education in the Arab Countries, 1995, p. 45).

A closer observation at the nature of Pre-school Education in Bahrain, gives a clear idea about how difficult is for these kindergartens to follow up any changes and development taking place in the field of Early Child Education as in most parts of the world, and that for being in the Private Sector either provided by individual, Private Schools, or voluntary associations (Al Doy, 1990).

The most worrying aspect of pre-school Education is the high proportion of teachers who have received little or no training. The absence of the required number of professionally trained teaching staff is observed as one of the hindering factors in the development of pre-school education in Bahrain. The majority of teachers hold secondary school certificates. Just recently, the College of Education at the University of Bahrain offers the Associate Diploma in Early Childhood. This programme was introduced in 1991/92. It aims at preparing early childhood teachers capable of helping learners acquire experiences in an integral form. The total number of credits to be completed is 65 credit hours. The numbers of graduates is still small and the programme is not yet evaluated.

Recently, there has been an increase in the number of centers run by private individuals. It must be acknowledged that running a satisfactory kindergarten is not a profitable occupation and there is always the danger of sacrificing quality for quantity in order to achieve minimum financial revenues (Manla, 1983,p.1).

According to the statistics provided by the Ministry of Education, the following kindergartens were opened in the academic years 1992,1994,1996.

Table No. 3 : Private institutions belonging to individuals or associations

Institutions property	Kindergartens			Private schools comprising KGs		
	1992	1994	1996	1992	1994	1996
Individuals	53	70	90	11	11	15
Associations	17	17	16	12	12	13
Total	70	87	106	23	23	28

Source : Ministry of Education, Private Education /Statistic Section.

5- In-service Training in Bahrain.

The responsible body for Education in Bahrain is the Ministry of Education which directs the educational system and draws the educational policy within the framework determined by the state. It develops and improves the education system by the help of other public bodies and institutions.

There are two fundamental principles of the state constitution: Firstly, the provision of education for all children of school age throughout the country. Secondly, the improvement of the quality of education to meet the need both of the students and that of the country's social and economic developments. In the years 1989-1994 the Ministry of Education concentrated on its comprehensive plan process and to increase its efficiency. The Ministry focused on the fulfillment of its clear commitment to ensure education for all, while improving the quality and standard to meet the needs of the learner and socio-economic development (Ministry of Education, 1992-1994, p.5).

The directorate of training at the Ministry of Education is responsible for defining training needs, planning training activities, implementing in-house training activities by cooperating with other educational institutions locally or abroad, following-up and evaluating training activities and their outcomes, with

The directorate of training at the Ministry of Education is responsible for defining training needs, planning training activities, implementing in-house training activities by cooperating with other educational institutions locally or abroad, following-up and evaluating training activities and their outcomes, with recording, documenting, and utilizing these outcomes education system for teachers, , and other personnel at the Ministry of Education.

Due to the concern of Ministry of Education to upgrade teacher efficiency, effectiveness/professionalism the Ministry evaluated all teachers in order to set appropriate training programmes, especially basic academic subject teachers such as Arabic, English, and Mathematics.

The Ministry issued a Ministerial decree in 1982 stated that only university degree holders and educationally qualified teachers were accepted in the teaching profession. The Ministry also set several strategies for in-service teacher training, according to those strategies all teachers and principals were sent to the universities and educational institutes in Bahrain and abroad. Some of those strategies were long-term and short-term programmes, school principals and deputy-principals training, training for educational advisers, curricula specialists and senior teachers, school librarians, social workers and other educational staff (Ministry of Education, 1994-1996).

6-The Background and Nature of a Self Learning Teacher Training Programme.

6-1 Evaluation of pre-school education pre-existing to P.T.T.U.

In a field-study of children's programmes in Bahrain done by Najwa Manla Mrowa, UNICEF consultant, in 1983, the researcher reached the following major conclusions:

- 1- The atmosphere existing in the classrooms was generally relaxed. Teachers and children communicated together easily, children seemed to accept willingly the teacher's instructions. There was no observed incident of extreme aggression.
- 2- The most repeated activity observed was that of teaching numbers, letters, colours and shapes. The method followed was mainly the teacher presenting

the activity to the whole group of children. The children answered or repeated in chorus after the teacher. One can conclude that emphasis is on the mental processes with less time and effort spent on activities geared for creative or social development.

3- Teachers in general dealt with the whole group as one unit. Most of the classes observed did not form groups. All the children, from the slow learner to the very able, were exposed to the same activity at the same time.

4- The teacher presented several learning concepts in one activity. Sometimes the concepts were presented by the teacher in both Arabic and English. There seemed to be sequence or order in the presentation e.g. from the easy to the more difficult. Also, there seemed to be no balanced load of the quantity of material suitable for this group of age.

The parents' interest in teaching -mental development- did not meet the purpose of early child education which aimed at the total development of the child. More attention should have been given to the child's social interaction, physical development and effective well-being. Contribution to the overall development of the child should have been the concerned early child education if he is to grow up to react and interact with the community in a positive way.

5- A noted observation was made of the high number of uninvolved children. There were generally quiet and did not ask questions, who did not share and who were idle all through the observation period. The teacher was too busy with rest of the group to notice the uninvolved child.

6 Some of the statements in the checklist that got nil points revolved around the subject of "planning".

- The teacher and children have not planned together the activities of the day.

- Most of the teachers did not seem to have planned the daily activities beforehand.

7- Several KGS, had unsuitable furniture -high chairs and tables. Children using inadequate chairs and tables for 3 consecutive years at the pre-school level is dangerous to their physical development.

The above conclusions that reached in the study undertaken in 1983 gave a genuine picture of the situation of the early child education and pre-school Institutions in Bahrain before making real attempts to improve the situation.

The evaluation report on the previous pre-school in-service teacher training in Bahrain prepared by Dr. Isa Al Jassim, a Kuwaiti Pre-school education expert who came at the expense of the UNICEF, reported some disadvantages and weaknesses mainly in the way the programme was implemented and conducted.

As mentioned earlier, there was no integrated written curriculum for kindergarten to be followed by teachers in various educational activities, and there were no specialized teachers in this level of education, as revealed in several studies and reports (Al Fadhel, 1986; Al Fadhel, 1989; Al Mubiath and Al Jissi, 1980; Ministry of Education, 1987; Al Doy, 1990).

The research study undertaken by Juli Hadeed and Kathy Sylva in 1995 in Bahrain, investigated children's social and cognitive progress and staff behaviour into different types of pre-school settings. Care and educationally-oriented centres in Bahrain.

The study discovered that children spent half of the pre-school time waiting, watching and listening. There was no distress behaviour, examinations structured materials for both Pre-schools children were engaged more in small scale construction, activities, art and involved in movement that required problem-solving. At care-oriented centres, children spent more time in adult directed art projects and music. They had limited materials and opportunities to be engaged in original art projects. They were all given the same art activity to do at the same time. The lack of understanding child-development on the part of teachers reflected the long period children spent sitting and waiting. It seemed also that waiting and waiting on the part of the children was an indication of a low quality Pre-school Programme, especially when we realised the nature of the children's behaviour at that age.

The research summarised that children in both types of centres, in Bahrain spent half the pre-school time playing and half the time waiting, watching, and listening (Hadeed and Sylva, 1994).

The major factors that influenced children's abilities and performance were the pre-school programmes, management styles, approaches to learning, facilities available, adult provisions, and staffing ratios. While the features that influence and improve the

early learning practices and teacher training in Bahrain are: active-learning approaches, well-trained staff, varied learning experiences, positive relationships and well planned and stimulating environments.

The research founded that the pre-school institutions in Bahrain lack adequate training for many pre-school teachers, proper management approaches to early years learning, active-learning and teaching practices and parent participation and involvement (Hadeed and Sylva, 1994).

6-2- Aims and objectives of the self learning teacher training programme in Bahrain.

With faith in the importance of kindergarten schools in forming child's abilities and potentialities, the Ministry of Education encouraged the launching of a comprehensive programme for the kindergarten establishments. In fact, a memorandum of understanding between the Ministry of Education, AGFUND and UNICEF was agreed upon for the development of kindergarten schools.

The teachers and head-teachers of kindergartens suggested during their meeting with the directress and supervisors at the directorate of Private Education-Ministry of Education the necessity of designing a comprehensive programme for the kindergarten stage. The directorate studied programmes of other Arab Countries including those of the Arabian Gulf States in order to select a comprehensive programme consisting of a teachers guide, framework and a curricula for this stage of early education for children in Bahrain. Special attention was given in order to make this programme coincide with the Ministry's efforts for Primary education development, aiming at increasing the educational efficiency in the following levels of education. The primary developmental project was launched by state of affairs, solving its problems and putting the working priorities in order according to the available resources, trying to read its variables and future prospects. The project was based on four principles: a)- The educational system is an integrated one; b)- Primary education is the basic of the educational ladder; c)- The overall personality of the child is the core of the whole educational process, and d)- the teacher is a basic element in the educational development process.

The Class-Teacher System was adopted as a gateway to comprehensive primary education development i.e. its trends, structure, content and methods to be able to provide integrated educational experiences for the child and to achieve the overall development of his character (Al Saleh, 1995).

The Directorate of Private Education in the Ministry of Education took the initiative for enhancing the steps for preparing comprehensive developmental programme for the Pre-school level in Bahrain. A great deal of discussion and negotiations were held, and the concerned Ministry officials looked closely at the comprehensive project which has been implemented in the kingdom of Saudi Arabia.

The project which had ambitious goals was meticulously and diligently pursued by three organizations namely the presidency of Girls' Education, Kingdom of Saudi Arabia; The Arab Gulf Programme for the United Nations Development Organizations "AGFUND", the "UNESCO". Those organizations joined efforts over a four year period to plan, fund and implement the early childhood education project in Saudi Arabia. The project was designed with an applicable framework that can be adapted to any educational national plan. The project deals with three major issues:

- 1- The self learning curriculum which meant setting up an advanced "Self-Learning Curriculum" for children between the ages of 3-6 years. A unified comprehensive curriculum ensures unity for the basic educational policy process in the country.
- 2- Training centers for Pre-school teachers which meant establishing four training centers. Two are presently operating and are located in different areas in the Kingdom. Each center includes Pre-school classes to be used as an educational laboratory. Each class is equipped with a one-way mirror and loud speakers to allow students, mothers and trainees to observe the learning process and to follow the interaction of children and staff from specially designed observation rooms without disturbing the daily routine.
- 3- National trainers which meant intensive specialized training was provided for the staff to raise their professional performance to a high level of efficiency. The qualified national trainers became competent enough to train other teachers to apply the "Self-Learning Curriculum" in a school setting.

6-2 Target groups: the project aims to teach groups.

- The three to six years old pupils to develop their physical, social, emotional and cognitive capacities and skills.
- Professional women working in the field, namely teachers, administrators, social workers, supervisors.

-Mothers of Pre-school pupils in the formal and informal educational setting.

6-3 Project uniqueness:

- a- The project was developed through experimentation and current data on educational development of young children and adult education. It is a model that can be easily implemented with minor adaptations and changes.
- b- The curriculum was developed to assist new teachers through specific daily steps and detailed instructions and through offering them many items and choices.
- c- It allows the experienced teachers avenues of freedom to explore and create according to their knowledge of their needs and interests of children.
- d- In its spheres of knowledge, the curriculum focuses heavily on each individual child's total development in accordance to his/her modes of learning and creative self development.
- e The training curriculum takes into account the uniqueness of each trainee, as well as the essential competency requirements for his actual work. Therefore it applies a methodology and content of the same "Self-Teacher Model" where each trainee was given opportunities to experiment and explore multi-avenues of personal and professional experiences to reach through self discovery and command in her field (The presidency of Girls Education, 1986).

A visit was organized by the UNICEF for three officials from the Directorate of Private Education to two of the functioning training centers, one located in Riyadh and the other in Jeddah in the Kingdom of Saudi Arabia. During the one week visit, the officials met with the training team, observed the training programme implemented and interviewed some of the trainees.

As a result of that visit, the Directorate of Private Education recommended to adopt the Self-Learning implemented in the Kingdom after making a few adjustments to fulfill the aims and philosophy, and policies of the Ministry of Education in Bahrain. The project of developing Pre-School Education in Bahrain has achieved the following objectives:

- 1- The establishment of Pre-school teacher development unit -P.T.T.U.- as a permanent educational laboratory for training kindergarten teachers. The P.T.T.U. includes a model kindergarten classroom for children of 3-5 years of age provided with an observation room to be used as an educational laboratory. This observation room is equipped with a one-way mirror which allows trainees , parents and other visitors to

observe the learning process of the children without their being aware, or disturbing their daily routine.

- 2- The implementation of the Self Learning Curriculum. This unified curriculum is designed for children between the age of 3-6 years and adopted to meet the characteristics of child development at this stage, and ensure the continuation of the quality and background of a child's experience throughout kindergarten and Primary Education. It consists of ten themes, of which five are detailed. The themes are as follows:

* Water	* Home	* Family	* Books	* Sand
* Hands	* Friends	* Food	* Clothes	* Health

- 3- The intensive training of Bahraini team (in the Private Education Directorate) in the implementation of the Self-Learning curriculum. At the end of the programme, team members were capable of not only working efficiently but also to train other teachers.

- 4- The preparation of the Directorate of Private Education to supervise the training unit, follow up its work, support and develop it in accordance with the educational principles of the curriculum.

- 5- The training of national trainers. A group of five national trainers have been trained intensively in the two of the functioning training centers in Riyadh and Jeddah in the Kingdom of Saudi Arabia as well as in the P.T.T.U. in Bahrain by two AGFUND experts to work in this unit. They were first trained to be Pre-school teachers and then were trained as Pre-school teacher trainers. They were trained in the implementation of the curriculum. At the end of the programme, they were capable of training efficiently the kindergarten teachers. This group of national trainers are presently holding the in-service training programme at the P.T.T.U. The uniqueness of this training programme is that it takes into consideration the individual needs of each trainee Pre-school teacher. Therefore, each in-service training course is implemented through the following stages:

* Stage 1. The preparation stage

At this stage, one or two meetings were held for all the trainees attending the course. The trainees are given an overall introduction to the training courses and the procedures to be followed were explained. The initial assessment of each trainee takes place at this stage. This assessment is achieved through

sessions of observations and meetings with each trainee in order to specify the individual needs.

* Stage 2. The implementation stage

At the end of the first stage, the detailed course plan is designed. This plan is implemented during the second stage in a period of two months. The trainee teachers attend the course at the P.T.T.U. on full time basis. Each training lecture consists of a theoretical part and practical part. Daily observation sessions are scheduled in each lecture. In these sessions, the trainees observe the classroom when one or two of the teachers/trainers were implementing the self-learning curriculum. During that training course, each trainee was given the opportunity to experiment and implement some of the activities in self-learning curriculum.

Some of the topics which were covered in each training course were as follows:

- Establishing a learning environment
 - a) Block Building Area
 - b) Art Area
 - c) Books Area
 - d) Dramatics Play Area
- Promoting Professionalism
- Providing Guidance and discipline

* Stage 3. The follow-up stage.

Intensive planned visits were made to each trainee by one or two trainers. Those follow-up visits aim to ensure that the trainee was using the skills needed to implement the Self-learning curriculum.

At the time of writing this study the eighth training session is taking place, i.e. seventy three teachers have been trained, with the hope that all Bahraini kindergarten teachers will be qualified one day.

CHAPTER 3

Review of Literature

This chapter presents the review of literature in four sections: The first section deals with the literature on the importance of Pre-school education as the first and essential stage in the basic educational process.

The second section presents the forms of pre-school education emphasizing on the effects of each of them on the development of their child participants.

The third section reviews the literature on the underlying factors of the Pre-school curriculum showing its aim and purpose in realizing the importance of early child development to Pre-school teacher as the most important factors influencing educational efficiency. Following in the same section is a survey of the different curricula and their differences is presented.

The last section of this chapter presents a discussion of the importance and the process of Pre-school teacher training, which is particularly relevant to this in-service training research.

The Importance of Pre-school Education

Pre-school education is the first and essential stage in the basic educational process, because of the significant impact of this educational phase in shaping the mind and personality of children. Thus, research and professional bodies have recently been taking the early childhood development programme, and the need to support families and communities in their role of providing an environment that supports the overall development of the child, with great interest. (Bernard Van Leer Foundation/ UNESCO 1995, p. V)

The evidence of the influence of the environment on the development of the child is important to the study of pre-school education (Kent 1970).

Hunt (1961) disproved the belief that children are born with fixed intellectual characteristics which cannot be developed. Bloom (1964), and other researchers in this field supported Hunt's findings. In his longitudinal study, Bloom (1964) found

that there is a growth spurt in the intellectual development of the child during his early years. He pointed out that at the age of four years, nearly 50% of the child's intellectual ability is formed. These studies concluded that heredity imposes the upper limits of the child's development.

The extent to which the child reaches his optimal maturation depends largely on his environment. The environmental influences are vital to the development of the child especially during the early years when his intellectual growth is rapid.

Prior to the discussion of the importance of Pre-school education, an understanding of the origins of this crucial stage is essential. As Bruner (1980,p1) stated in his book Under Five in Britain that: "Childhood in the years before school begins is, by conventional standards, a family matter". Very little if any form of pre-school education existed in the early years. As the times changed, however, the family was moving outwards into the workforce. As it became more isolated it sought security for its children. The Second World War, for example, initiated some of the first out-of-home child care concerns in many countries including Britain. When families evacuated to secure their young, and when the women thought of "who" would care for their children when they are at work, that is where it started. The issue of the child's pre-school care was now moving out from being a family matter by factors from the outside.

With the socio-economic changes taking place after the Second World War, came the realization of the importance and the responsibility of child care, especially in the years before school. Using Britain as an example again, after the World War the family structure changed. Families being forced to conform to the situation tended to become smaller in size (nuclear) and isolated, rather than being extended, which imposes the need for support. With that, came the realization of the burden of pre-school child care and its pressures on the nuclear family. Thus, the issue of pre-school education moved out from the family to being a national concern.

The implications of Bloom's and Hunt's findings drew attention to the positive relationship between the child's home, background, and his intellectual performance at school. It was then that preschool education appeared to be of great value as the only remedy to cure the social evil. It was argued that intervention in the early years in the form of a structured preschool programme would accelerate the intellectual and language development of children.

Pre-school education as a compensation for disadvantaged children had started in England a long time before it was recognized in the United States. The pioneering work of Margaret McMillan emphasized the value of preschool education in promoting the physical well being of children. McMillan was greatly concerned with the state of poverty in which the slum children lived. The aim of McMillan's preschool was the promotion of the physical health of the slum children. Yet McMillan recognized that poverty did not result only in deterioration in terms of health and physical development of the slum children, but that also affected badly their educational achievement (Bradburn 1976, Woodhead 1985).

In order to provide pre-school education, politicians and policy makers tended to ask for evidence of the effects of pre-school education; evidence which would serve as a justification for its provision. Most of the evidence of the effects of pre-school compensatory programmes on disadvantaged children, came from the United States where a great deal of research was carried out to measure the success of those compensatory programmes and the extent to which they met their objectives.

The findings of the first evaluation which was carried out to test the effects of Head Start, raised the morale of people and their faith in pre-school education as a means to social equality. It was found that when the scores of children who joined Head Start or any other pre-school compensatory programme were compared with scores of a control group of children on intelligence and school readiness tests, the former group scored higher (Sylva 1983).

The other question which was then raised was to what extent did these effects last? Were they short term or long term effects? The National Westinghouse Study (1978) was one of the follow-up studies which were carried out to test the effects of those preschool programmes. This study tested the effects of the preschool programme after three years of its termination (Smith and James 1975). The results indicated that the IQ gains lasted as long as children were engaged in the preschool programme. When the programme ended, those gains soon "washed out" (Sylva 1983). Smith and James (1975) state that "the simple conclusion was that preschool did not work. For it had not provided the promised "once and for all" boost in development."

These follow-up studies undermine the role and value of pre-school education. However, these pessimistic results did not convince other researchers. In the USA, a

group of researchers of the Consortium for Longitudinal Studies got together, pooled and reworked their initial data and planned a follow-up study (Lazar and Darlington 1980). Contrary to the widespread belief at that time that the effects of preschool programmes had “washed out” a few years after the termination of those programmes, the Consortium follow-up study showed that preschool education had lasting effects on the disadvantaged children who joined it. In a summary report of these studies, Lazar and Darlington (1980) reported those long term effects which served as an evidence of the value of preschool education. When children were tested on the Stanford-Binet IQ test, three years after the termination of the preschool programmes, the disadvantaged children scored higher than the control group. The preschool children also scored higher than their control on the Wechsler IQ test when they were tested ten to fifteen years after the preschool programme had ended. The assignment of the preschool children to special education classes was less than the control group. There were also less preschool children who failed in their grade.

Finally, the American experience with the Head Start pre-school scheme has indicated that children who have experienced such programmes read better, are less likely to fail in primary school, stay at school longer, and are less likely to be unemployed or to be arrested in adult life. (Dahawy, 1993)

A longitudinal study at Bristol University of a cohort of 14,000 children born in a single week in April 1970 found similar results. The children were from different social backgrounds. 70 per cent of the children received at least three months preschool education, while the other 30 per cent did not receive preschool education. It was found that at the age of five and then at the age of ten, children who had preschool education performed better than those who did not have preschool education, in mathematics, reading, and the general intelligence tests (Bayliss 1985).

Woodhead (1985) argued that the explanation of these long term effects should not be understood as a simple direct result of the preschool intervention programmes. These long term effects should be understood in a broader social context. The attitudes and motivation of children, parents and teachers had all contributed to the lasting effects. “Perhaps early education taught the children some concrete cognitive skills and also exposed them to some school-relevant non-cognitive skills such as attentiveness to teachers, ability to follow instructions and task perseverance. When the children entered first grade, they, had positive attitudes toward classroom

activities, were able to adapt to classroom procedures, and were able to learn and do schoolwork. The public school experience, in short, was also positive. The children's positive attitudes towards school were reinforced, and they felt competent. In all probability, their teachers identified them as competent and treated them as such." (Lazar et al 1982, p. 64 cited by Woodhead 1985).

Whether or not these long term effects are direct or indirect results of preschool education, the fact that they provide firm evidence which would back the importance of preschool education cannot be denied.

Lloyd (1983) argues that "different aims of education arise largely from varying conceptions of value" (p. 1). This statement describes the two different values which are assigned to education at all stages. In the previous part, preschool education was valued as long as it could serve the needs of the society. Preparation for primary school and abolishing social inequalities were the ultimate aims of pre-school education.

Most of the evidence which was found was concerned with the effects of pre-school education on the development of intellectual and language skills. Yet, for any preschool programme to be successful, it has to develop the child as a whole. Read (1976) points out that the development of the child takes place in an "orderly sequence" as follows: All the stages interact with each other. Each stage is affected by the outcome of the previous stage, and affects the successive stage, after it, as well. There are certain aspects which grow and develop rapidly at certain stages. This makes the development of these aspects of great importance for their particular stage. which in turn facilitates the transition to the next stage.

Another stand which would be essential to this discussion, is the set of common principals upon which the three pioneering schools of this field are based. Their views, not very different but significantly varying from the latter, are of great importance. The three most influential pioneer-educators are Friedrich Wilhelm Frobel (1782-1852), Maria Montessori (1869-1952), and finally Rudolf Steiner (1861-1952).

"To summarize, the ten common principals are as follows:

- 1- Childhood is seen as valid in itself, as part of life and not simply as preparation for adulthood. Thus education is seen similarly as something of the present and not just preparation and training for the future.

2-The whole child is considered to be important. His/her health, physical and mental, aspects are emphasized, as well as the importance of feelings, thinking and spiritual aspects.

3-Learning is not compartmentalized for everything links.

4- Intrinsic motivation, resulting in child-initiated, self directed activity, is valued.

5- Self-discipline is emphasized.

6- There are specially receptive periods of learning at different stages of development.

7- What children can do (rather than what they cannot do) is the starting point in the child's education.

8- There is an inner life in the child which emerges especially under favorable conditions.

10-The people (both children and adults) with whom the child interacts are of central importance.

The child's education is seen as an interaction between the child and the environment in which he/she lives, in particular, other people and knowledge itself." (Dahawy, 1993, p.5)

The intrinsic value of the preschool stage of education has been argued over the years. Lesley Webb (1974) postulates that it is impossible to give evidence of the effects of preschool education just as it is impossible to give such evidence of education at other stages. She states that "education is taken to mean that process by which an individual is aided by informed instruction, guidance, demonstration, provision and opportunity to pursue worthwhile activities to as high a degree of critical awareness and rational personal autonomy as possible to him" (p. 58). The aim of preschool education should not differ from the aim of education at any stage (Webb 1974, Loyd 1983). Lloyd (1983) went further to argue that since there is evidence on the importance of the early years to the development of the child, then preschool education should be compulsory. He states that "skeptics may still question the conclusive nature of the evidence of the success of early education. But then what is the convincing evidence that supports the necessity for mandatory stages of education. We should not apply more stringent standards to applicants to the club than are applied to those already members" (p. 125). Recently, the 1995 World Conference on Education concluded the importance of earlier child education and the need to support

families and communities in creating the supportive environment that provides overall development to the child. (Bernard Vanleer/UNESCO, 1995)

The young child's experiences are provided mainly within his home or at school. Research has found that children who lived in under-stimulated environments did not develop to their full potential. Kent (1970) argues that the home alone is not enough to provide children with the appropriate opportunities and skills. This is mainly for economic and social reasons. "No home, however "good" can provide all the facilities including trained teachers, and enough children of similar age" (Kent 1970, p. 68). This does not mean that preschool substitutes the role of the home. Learning takes place both at home and in school. The learning which takes place at the preschool complements the child's experiences at home. A rich stimulating educational environment at the preschool will be of great benefit to every child no matter what his home background is.

At the age of three years, most children are ready to join a wider environment outside their home. The child is ready to learn about people and the world outside him. These learning opportunities should be provided for every child at this age. The fact that the child learns mainly through play at this stage, makes some people believe that education does not take place at the preschool. Bruner (1980) states that "preschool practices that derive principally from conventional wisdom and once fashionable doctrines of child rearing are not good enough for a compassionate and concerned democracy coping with this massive social change ... even if the principal activity of the years before school is play, there is play and play. Some of it leads to boredom, some to zestful curiosity" (p. 10). Tamburrini (1982) argues that preschool education requires teachers to have professional knowledge of child development to be able to provide children with educational activities. The fact that learning at this stage takes place in an informal way (i.e. through play) does not mean that education does not take place, or that teachers are mainly engaged in child rearing.

In conclusion, most early childhood educationalists agree that the early years are important in laying the foundations for the child's social, emotional, intellectual and physical development (Kent 1970). I believe that educating the young child is too important to be left to common sense and chance. The question then should not be whether to provide pre-school education or not, but how to provide it.

The Forms of Pre-school Education

Pre-school education takes many forms and shapes depending on the social need and the circumstance. The extent to which the parents are aware of the importance of preschool education, on one hand, determines the kind of preschool care they would supply for their children. On the other hand, social and economical changes such as the change in the woman's role in society or the change in the family structure has influenced the need for the different forms of child preschool care. In many cases it has taken several closely related forms. There are four major kinds of preschool education. These are defined in British terms, but are also found elsewhere in the world.

The four forms of preschool care are: The play-group, the childminder, the full-day nurseries, and finally the mixed models.

1)- The play-group: A small group of, at least, six children age three to five years looked after by some though rarely all the mothers of the children in attendance. The play-group is an informal form of mostly unstructured, volunteer arrangements between parents. It is also called "daycare" in different parts of the world. Belsky and Steinberg, 1978; Clarke-Stewart, 1982. stated that day care has no overall effects on intellectual development, and does not disrupt the child's attachment relationship with the mother it does, on the other hand, increase the degree to which the child interact both positively and negatively, with peers. (Smith and Cowie, 1995)

2)- The Childminders: Are any person who looks after other people's children between ages of zero and five, and does so for monetary reward. This form of child care rises from the mothers' need for a place to leave their children while they are at work. Typically, childminders are mothers who take care of one or two children along with theirs and in many cases they contribute nothing to the child unless they are talented and interested in developing the children. The childminders are not formally trained, nor are they required to be registered.

3)- The Full-day Nurseries: A day nursery is a well-housed, professionally staffed 'home away from home' where children can be left by a parent before work and picked up at the end of the day. The day nurseries vary as much as views of caring for children in groups vary. Generally, the day nursery cares for around 20 to 40 children

with staff varying from 4 to 9 teachers. With their many variations, day nurseries have always been required to operate under some governmental supervision being in some cases the health departments or the social service department or the ministries of education in some other cases. In direct observation methods to assess the quality of play and learning activity among infant school children, it was found that the children who attended a nursery class in the preschool engaged in more cognitive complex activities, spent more time in activities than the children who were in play-groups. Pre-school education encourage independent purposeful problem solving and a social maturity more than in day-care. (Dahaw, 1993) Finally,

4)- The Mixed models: There has been a move in recent years to set up combined centers that locate a full-day nursery and a part-day nursery school in the same premises. This model though comprehensive in providing a more complete service creates some conflict within the nursery school staff since the care takers and the nursery teachers are of different qualifications and view their roles in conflicting manners.

Factors Underlying The Pre-School Curriculum

Child development and learning are the core of any preschool curriculum. Curriculum planners, as well as teachers, need to be aware of how children develop and how they acquire different skills and competencies during the preschool years (Allen and Hart 2984). Psychologists have called for the tailor of the preschool curriculum to meet the needs of the young child (Blenkin and Kelly 1983).

Knowledge of child development is the most important and vital principle upon which preschool education should be based. It is required to be thorough if preschool education is to advance in the right direction. As Rousseau stated that “we know nothing of childhood, and with our mistaken notions the further we advance the further we go astray” (p. 20, cited in Blenkin and Kelley 1983). This statement summarizes the starting point of pre-school education. Children of the same approximate age are expected to develop certain skills which would help them in learning how to learn.

The importance of the preschool education has been established as a given earlier in the discussion and at this point there is a new challenge put out for the preschools that is the curriculum and its effects on the child. In a study carried out in

Portugal (Nobuco and Sylva, 1995) on the effects of three different preschool curricula on children's entry into primary school, the results showed that the curriculum effects the children's future scores, and social skills, etc.

In the study, the three curricula were High Scope, The Joao de Deus and Movimento da Escola Moderna. The main differences in the three curricula are in the amount of choice offered to children during the day, in the social interaction being either interaction as a small group, individually or as a class, and finally, the role of adults and the amount of guidance they received. As for High Scope, there is a great deal of choice balanced between free and guided choice. In this curriculum they balanced between working in small groups and as a whole in the class. As for the children under the Joao de Deus, they were given very little choice and were brought together very frequently to work as a class lead by the adults. Finally, in the Movimento da Escola Moderna programme the children spent most of their time in free choice working either alone or in very small groups without any adult interference.

The outcome of the study showed that children from the High Scope curriculum scored higher academically, had better social skills, and were better at problem solving. The High Scope programme had the most beneficial results in the educational outcomes where it had a balance between choice and guidance, between cultural play and problem solving and between play in small groups and sharing with others as a whole. This balance may explain its capacity to give children a 'good start' in primary school.

Vygotsky argued that it is as a result of the social interactions between the growing child and other members of that child's community that the child acquires the "tools" of thinking and learning (Smith and Cowie, 1994, P.349). Thus, the function of preschool education is to help young children to develop these skills which are essential for their learning.

Listening is also an important skill which has to be developed during the nursery years. During story time most children take the role of the listeners. Stories also introduce the child to understand that reading is written language. Young children should develop as good speakers as well as good listeners.

The young child explores the world around him and learns about it through his physical, social and language skills. The acquisition of cognitive skills depends heavily on these physical, social, and language skills.

Most of what we know about the young child's cognitive development is derived from the work of Piaget. The preschool child is at Piaget's pre-operational stage. Manipulation of symbols is the main characteristic of this stage. Piaget's theory pointed out that the young child's reasoning at this stage is based on perceptual appearances. The development of cognitive abilities requires an accurate perception of the environment. The child's perception at this stage is distorted by his egocentrism. Egocentrism refers to the child's inability to take account of another person's point of view. Young children are cognitively and perceptually egocentric according to Piaget's theory (Bee 1985). Another limitation of the child's understanding at this stage is his inability to reverse. Reversibility refers to the ability to take the point backwards to its origin. It is an essential skill that the child has to develop in order to be able to conserve and classify. Piaget's theory also pointed out that children at this age range cannot fully understand the relationship between a cause and an effect. When two events happen together, a young child would assume that one of them causes the other. For a young child, to say that "A" causes "B" is not different from saying "B" causes "A" (Phillips 1975).

Piaget's theory has told us more about what the preschool child cannot do, than about what he can do. Recent research has probed for weaknesses in Piaget's methods and inferences. As a result of this, it appears that Piaget's theory has underestimated the cognitive abilities of the preschool child. Donaldson (1983) has brought forward evidence that if Piaget's tasks were introduced in simple language and in a way which made sense to the young child, then the results would show that the preschool child is highly competent in his thinking. Using a similar experimental design to that used by Piaget's and Inhelder's "three mountains task", Borke (1984) found that children as young as three and four years old can demonstrate perceptual role-taking ability. She argues that it is possible for young children to demonstrate perceptual role-taking ability when the task is introduced in a way that makes sense to the children. Donaldson (1984) argued that research has shown that children as young as four years old are not limited in their ability to reason deductively as Piaget has claimed. The ability to reason deductively can be noticed in children's spontaneous behavior.

Research in developmental psychology has questioned Piaget's claim that young children lack the ability to conserve which is vital for their mathematical

understanding. Hughes (1984) argued that children are able to show the ability to conserve when the task is appropriate to their level of understanding. Gelman (cited in Hughes 1984) claimed that children, as young as three years, understand that displacing the objects in a small number array does not change the number of the objects in the array as adding or subtracting an object would do. Adding and subtracting a small number of objects (three or less) is not beyond the ability of young children. Hughes (1981, cited in Hughes 1984) has also brought evidence which supported Gelman's claims. He found that preschool children are able to add and subtract correctly if the numbers involved do not exceed three or four.

It should be noted that this research is not claiming that children's understanding is as sophisticated as adults' understanding, but that even at a young age, the child is capable of showing a certain degree of competence in his thinking, provided that the activities are suitable to his level of development.

Piaget believes that older children as well as adults have developed certain cognitive skills which enable them to think logically (Hendrick 1980). Based on Piaget's belief, Hendrick (1980) suggested six cognitive skills which would serve as the foundation for the child's gradual development from the pre-operational to the concrete operational stage. These skills are:

-Matching: Is one of the easiest skills that young children acquire. This skill depends on the child's ability to perceive two identical objects. Through this skill children would learn concepts such as similar, same and different (Hendrick 1980). Matching is also a necessary pre-reading skill.

-Grouping: Is a skill which is usually confused with matching. Grouping refers to the skill of putting together those objects which are not the same but which share a common property (Hendrick 1980, Craig 1983). Hendrick (1980) pointed out that children as early as four years old show an ability to group some objects according to a common property, although it would be difficult for most of them to explain what is meant by common property.

-Perceiving common relation: Is a skill that requires children to perceive a common relation between a pair of items such as socks and shoes. This common relation could be a negative one such as up and down, on and under, etc.

-Ordering: Refers to the skill of arranging objects or events in logical order. There are two types of ordering: temporal and spatial. Temporal ordering means arranging

events as they occur in time. Spatial ordering refers to arranging objects according to the size, quality or any other gradated scale (Hendrick 1980).

-Conserving: Phillips (1975) states that conservation refers to “the subject’s realization that certain properties of a system remain the same in spite of transformations performed within the system” (p. 97). As has been pointed out before, young children may be able to develop this skill if they are presented with suitable activities.

-Understanding the relationship between cause and effect: Children can develop this skill if they are provided with opportunities where they see what made things happen (Hendrick 1980, Curtis 1986).

In conclusion it is worth pointing out that although some of the skills and concepts discussed in this section indicate that these skills develop in stages, children vary in the age at which they develop a certain skill. It should also be noted that most of these norms have been concluded from studies conducted on young children in Western societies. Therefore, one must be cautious in generalizing these findings to societies which vary significantly from them.

The development of these skills and concepts is the major aim of preschool education. Knowing what skills and concepts to develop at the preschool age gives us an incomplete picture. In order to develop these skills it is essential to know how to develop them.

Learning is one of the main characteristics which distinguishes human beings from other species (Bruner 1966). Young children learning is a major concern for those who work in the field of early childhood education.

Most of the child’s early learning is to fulfill his needs for mastery. The young child is naturally curious and eager to explore and find out about his surroundings. Young children are intrinsically motivated and curious to sort the world around them. Bruner (1966) defines intrinsic motivation as “the motive that does not depend upon reward that lies outside the activity’s impels. Reward inheres in the successful termination of that activity or even in the activity itself” (p. 114).

Hunt (1971) (cited in Gottfried 1983) proposed that children’s intrinsic motivation develops through three stages. In early infancy, the child is interested in everything around him. At the next stage the young child usually expresses his interest in familiar stimuli. At a later stage, the child is more likely to be interested and

intrinsically motivated when he is encountered with a new, complex, incongruous and novel experience. Allen and Hart (1984) pointed out that if children are to be intrinsically motivated, they should be provided with experiences and activities that have an element of familiarity as well as novelty. This is what Hunt (1961) referred to as the “problem of match”. The activity is to be familiar enough for the child to practise his current skills, but it should also have an element of novelty which will allow the child to learn new skills. A challenging experience which is slightly beyond the current skills of the child, will result in the child’s active engagement in order to achieve competence. The child is presented with a conceptual conflict as a result of the discrepancy between the new experience and his existing cognitive level. In Piagetian terms the child is incapable of assimilating this new experience. Thus he is in a state of “disequilibrium”. This is the state which Piaget describes as one of optimal discrepancy. According to Piaget it is only when this discrepancy occurs that cognitive development takes place (Blenkin and Kelley 1982). Thus cognitive development can only occur when the child is active.

Active learning is a central issue in the education of young children. Children’s learning is a direct result of their interaction and exploration of their environment. Most young children’s interaction occurs through play. Play is the best vehicle for young children’s learning. For a young child play is a means of coming to grips with his environment. Play develops many aspects of the child such as his language, his social and emotional skills, and finally his physical and mental well-being.

Play has been a crucial issue in the writings of early childhood educators. Froebel (1887) regarded play as the work of childhood. He wrote “play is the highest phase of child development - of human development at this period ... play at this time is not trivial, it is serious and of deep significance” (p. 55).

Play is the basic medium for all aspects of young children learning, development, and motivation. The only justifiable ground for the value of play in the education of young children is that children are usually intrinsically motivated to learn through play than through any other media. So if play is the young child’s way of learning, why replace it with other means which the young child may not be motivated to learn through.

Bruner argued that, children learning in pre-school should take place through play which promotes the young child’s curiosity not boredom. The fact that young

children learn through play does not mean that one can just leave children to play and assume that learning will then take place. For learning to take place in the early years, planned activities should be provided through play in a stimulating environment.

Early childhood educators believed in the power of a stimulating and planned environment in the education of the young children. Dewey (1916) (cited in Seefeldt 1980) states that "The only way adults consciously control the kind of education the immature gets is by controlling the environment in which they act, and hence think and feel. We never educate directly but indirectly, by means of the environment" (p. 100). Froebel argued that if the young child is to develop, he should be in an environment which protects him from any external influence which may hinder or impair his unfolding nature (Blenkin and Kelley 1983).

Manning and Sharp (1986) stated that it is only when play is structured that it can be used as a medium for teaching and learning. They defined structuring first in terms of provision as "providing space, providing adequate time for play, providing materials to start play, maintain it and develop its potential, removing materials when they are ignored or have served their purposes, making rules to safeguard the children, protect the equipment and enable them to play in school" (p. 17). And in terms of the teacher's role as "the acceptance of an active role by the teacher who joins in the children's play to further each learning situation and promote physical, social, and emotional development" (p.18). It is through play in such a stimulating planned environment that the child's drive to explore would lead to his whole development.

The Importance of Pre-school Teacher Training

Seefeldt (1980) states that "The physical environment alone does not make an early childhood programme. If children are to grow to become members of a democracy, they have more to learn than any room or physical environment can teach. It is the teacher, interacting with the children within a planned environment, who actually creates a programme for young children. Yet the environment undeniably controls, either directly or indirectly, many of the teacher's and children's behavior, actions and interactions" (p. 100). Blenkin and Kelly (1983) have pointed out the teacher's intervention is an important component in early childhood education. Teachers should intervene to facilitate, help, guide and support the development of

young children. Manning and Sharp (1986) pointed out three types of teacher involvement: participation, initiation and intervention. Participation refers to the teacher's role when she shares the activity with the children. Another type of involvement is to initiate an activity. This is an attempt on the part of the teacher to suggest a certain activity or to show the children a new skill. Manning and Sharp (1986) have used the term intervention to refer to the teacher's participation when a problem arises. The issue is not whether teachers should intervene or not but how should they intervene.

Thus teaching at the pre-school stage should not be left to untrained teachers. Teaching young children requires professional knowledge if teachers are to promote children's learning.

Joffe (1977) (cited in Silin 1985, p.43) stated that "... the problem for child care workers is that the care of normal preschoolers is very "familiar to everyone", and especially to their parent-clients. Thus for ... early childhood education the main struggle with clients is ... to be acknowledged as "professional" ... - to make the status leap from "baby sitter" to "educator". Katz (1984) argues that preschool teachers are professional. In her argument Katz clearly explains the difference between a "professional" and an "amateur". Katz states that "An amateur does what she does "for the love of it", perhaps occasionally when she feels like it, and without remuneration. On occasion, the amateur may be very skillful indeed, even though not necessarily formally trained. However, a practicing professional is (ideally) committed to performing at the same high standards, on every occasion, day in and day out, and whether she feels like it or not. Indeed, one of the major functions of a professional organization is to set standards of performance and to remind members of them. These standards are established to offer guidelines for the typical situations all members of the profession can be expected to encounter and are based on the best available knowledge that applies to typical problems encountered during practice" (p. 27). These "set standards of performance" for the preschool teacher are derived from the fields of child development and developmental psychology

"To be a profession, a field must have a mission" (Radomski, 1986, cited in); thus, development of professionalism in early childhood education should be oriented towards the being able to address the field's basic mission of providing both

education and care giving from a developmental or therapeutic perspective. (Feeney & Chum, 1985; Logue, Eheart & Levitt, 1986; NAEYC, 1984)

There are five main stages to reaching the professionalism and those stages effect the practitioners ability to deliver the functions necessary.

The first stage is the novice level of professionalism. At this level the practitioner is usually in a sub-professional position and is characterized by functioning as a nonprofessional. The main idea in this stage is that experience alone is not sufficient to provide professional competence. In the second stage, the initial, however, the practitioner has formally made a commitment to develop a career in early childhood education. In this case the practitioners generally either have completed their associate degrees or a paraprofessional training. Although practitioners at the initial level have received a "flavor" of professionalism by developing some of the notions of the developmental theory or the basic skills for the practice, yet, they still are perceived as conceptually unsophisticated.

Thirdly comes the informed stage. At the informed stage which is a stage of high commitment and a professional education of a baccalaureate at the least. At this stage the practitioner is predicted to perform on the basis of specific developmental and psychological knowledge, educational theory, and a wide array of the skills that can be flexibly applied according to the demands of a situation. This stance of practitioners at this level is almost analogous to that of the "professional early childhood teacher" (Katz, 1984b).

The fourth stage is the complex level of professionalism. At this stage the practitioner has usually accumulated some longevity in the field. This matured stage of development is often the result of practitioners progressing through the proceeding stages and acquiring the knowledge and experience necessary to heighten the complexity and quality of their services. The other major difference between this level and the ones prior to it is that at this level the practitioner has the choice of pursuing two different career paths. These two paths are either the direct/clinical practice (direct interacting with the children), or the contextual path which involves activities such as supervision, administration, teaching other adults, teacher training, advocacy, and research whereas the earlier stages of professionalism only have one option which is the direct practice.

Finally the last stage is the fifth level of professionalism called the influential level. At this level the practitioners could be described as those whom have had years of experience, served many roles and functions, and have intimate and ground grasp of the multifaceted aspects of the field.

The main factors which underlie the preschool curriculum have been outlined. First it has been pointed out that it is important to base the preschool curriculum on the knowledge of child development and the skills and concepts that children develop at this age. In order to achieve these skills and concepts, a child-initiated approach of early education should be adopted. Research has shown that preschool programmes which adopted the child-centered approach achieved better long-term results than preschool programmes which focused on teaching basic academic skills (Makins 1986). Weikart (reported in Makins 1986) carried this research to investigate the long term effects of three different nursery curriculum approaches. Three different nursery curriculum approaches were assigned to three carefully matched groups of disadvantaged children. Each group of children was assigned only to one of the three nursery approaches. These approaches were the traditional nursery school approach, the high/scope approach and a behaviorist approach. The traditional nursery school programme emphasizes the social and emotional development of the child. Learning through play is the core of this approach. The high/scope approach is also based on the view that children initiate their own learning. Teachers in this programme were provided with a clear framework designed to promote the acquisition of fundamental concepts. In the behaviorist approach, children were directly taught the basic academic skills such as letter recognition and counting. Parents were involved in the three programmes. Follow up studies at the ages of 5, 6, 7, 10 and 15 were conducted to find if the three programmes had a different effect on the development of the children. No significant differences were found up to the age of 10 years. The follow up study at the age of 15 years revealed interesting findings. It showed that there were differences between the programmes on social not on academic measures. As teenagers, the group from the behaviorist programme had committed twice as many violent and delinquent crimes as those in the other groups. Weikart (reported in Makins 1986) says that "the study strongly suggests that to achieve social as well as academic development there has to be a child-initiated style of early education. With a teacher directed style "the children learn that a large powerful person tells them to do

something that they can stop"... when the authority's gone, they revert to the lowest common denominator of peer-group behavior ... Children who have been taught to make choices and direct their own work early on will keep some sense of responsibility when the adults are no longer there" (p. 13).

Young children are intrinsically motivated to learn if they are provided with a planned, stimulating environment and a teacher who is trained to help, guide and facilitate their development. They will then learn through their play.

The skills and concepts which early childhood educators expect young children to develop at the preschool stage have been discussed, as well as other factors pertinent to preschool education. All these factors give the first priority to the needs and well being of the preschool child. Through the Bernard van Leer Foundation's emphasis, on the overall development of the child, involving parents and communities, and finally developing materials to aid the professionals in their daily work with children, the early childhood trainers' skills have been innovated. This new Training Pack has unified in agreement the UNESCO, UNICEF, SCF(USA) and the Bernard van Leer Foundation (one of the pioneering bodies in the field of early childhood development programme) in emphasizing the most crucial element to national capacity building which is the "training of the trainers". (Bernard van Leer Foundation, UNESCO, 1995)

Trained pre-school teachers have been evaluated in this study in order to support the pre-school in-service Self-learning Teacher Training Programme with the aims of continuing and extending the programme for the benefit of Bahraini pre-school children, and also for the benefit of other GCC and other Arab countries, as it was mentioned in Chapter 2; that the project was designed with an applicable framework that can be adapted to any educational national plan.

By the time this research will be presented, six centres would have already been established, three centres in the Kingdom of Saudi Arabia, one in Oman, one in the United Arab Emirates and one in Bahrain.

CHAPTER 4

Data Analysis

4-1- Evaluation of the Self-learning Teacher Training Programme by the Trainers

The way in which an actor evaluates the outcomes of the task he has accomplished makes a difference in the matter of motivation, devotion, sincerity and assiduity as to the implementation of the job. It also helps other persons (chiefs, researchers, customers...) to moderate their expectations according to the quality of inputs and operations within the institution. Most of the time, actors have a tendency either to overestimate or underestimate their own achievement and / or the raw material readiness.

In this case, the trainers are the principal actors. The training-team consists of five members. They were interviewed in the light of the aims and objectives of the self-learning teacher in-service training programme in Bahrain. In other words, they were asked to answer the two following questions:

1. As a trainer, and after training eight groups of kindergarten trainees, were the aims and objectives of the programme fulfilled? And if they were, what are the indications for that success?
2. What are the aims and the objectives that were fulfilled and those that you think are important for the sake of the continuity of the programme? What are your suggestions to fulfil those aims and objectives?

Four members of the training team answered that the teacher-trainees have the potentiality for change and for implementing the main concepts and the skills they acquired through out the training programme. However, the facilities in most of the kindergartens hinder full implementation of the programme. The teacher trainees benefited from the training programme to a larger degree than the head mistress. It may be due to the fact that they had little opportunity to practice teaching the children in the classroom. Besides, the head-mistresses enjoyed their bureaucracy and wanted to

keep barriers between themselves and the teachers, therefore, they tried to avoid participating with the teachers in the classrooms.

Four of the trainers agreed that the teachers succeeded in aspects such as child guidance and discipline, i.e. the teacher went down to the level of the child when she spoke to him, looked into his eyes, used simple words, and spoke in a clear voice.

The teacher used the same style they were trained through such as when they said "I don't permit you to do so. Tell him you don't permit him to destroy your work or game...etc.". "I admire Ali for helping Ahmed in ...etc.". "We don't do this". This is an indirect technique instead of the direct method: "Don't do this".

In addition, mealtime behaviour was much improved. The trained teacher began to sit with the children around the table or around the plastic table-cloth on the floor and to have her sandwich making this occasion fruitful. As a whole, the teacher who attended the training programme treated the child as a person with needs and rights, and responsible for certain tasks and obligations. The child can help himself and others according to his age and maturity.

Four of the trainers felt that the training programme failed in making the teachers professionals, in making the teachers work as a team in their kindergarten. It also failed in creating strong, supportive relationships between the head-mistress and the teachers. This is due to the bureaucratic atmosphere in kindergartens, as was mentioned before. They claimed that because of their very low salaries the kindergarten teachers lacked the sense of belonging to their jobs, and most of them were willing to change their work for the sake of more money. Thus, the turnover in the position of kindergarten teachers is high.

In order to face the above mentioned obstacles, the trainers feel that the follow up programme needed some changes. They suggested that one or two of the training team went to the kindergarten attempting create the team-work co-operation spirit between the headmistresses and the teachers. Much more work is required in the professional side of the career.

Being busy all the time, the teacher had no time to make visual-aids and to use the library as trained in the Training Unit. That is why most of the kindergartens do not have an educational toy-library or a workshop for making visual aids from local materials.

Four of them agreed that headmistresses should have their training separately, and not at the same time with the teachers, because the teachers do not feel at ease in discussing some of the matters and situations in their kindergartens in the presence of their head-mistresses. Besides, the head-mistresses need more training in the educational administration aspects and in professional aspects as well.

Parents are not aware of the nature and effects of the self-learning programme. Many parents think that their children at the age of 3 years and above should learn reading and writing on an academic basis, and not just be helped to read and write according to their readiness and through play.

Four of the trainers confirmed that the trainee-teachers were fully convinced of the importance of learning through play according to child readiness because this concept is built on a scientific basis, especially because they were teachers teaching writing and reading and they know exactly what that meant.

However, there is a need for awareness building through media to convince parents and others in the community of the feasibility of the new approach in the self-learning programme. This should be done by specialist in child education.

The fifth teacher trainer who is also the co-ordinator of the training programme and holds a Master's degree in Child Development believes that the objectives of the programme that were met can be enlisted as follows:

1. The teachers' style of teaching had improved.
2. There was more child involvement through the child-centred curriculum.
3. There was an awareness of the importance of planning.
4. There was an improvement in the daily schedule.
5. There was less wasted time on the part of the child.
6. There was more teacher participation.
7. There was an improvement in the quality of teacher child interaction.
8. The teachers based their activities on their knowledge of child development.

On the other hand, the objectives that were not fulfilled were as follows:

1. Guidance and discipline were artificial on the part of the teachers.
2. The teachers required more in depth training courses.
3. They needed more communication skills.

4. They required more professionalism.
5. The teachers required more follow-up visits and more staff to implement this.

Trainers' answers were formulated in a rational way and trainees were observed objectively. For more reliability and justice it is necessary to listen to the trainees and to observe their performance in the kindergartens.

4-2- Basic Information on Trainees

As mentioned earlier, the number of trainees that were questioned and observed was nine teachers only. This small number was imposed by the circumstances which were revealed in Chapter One.

Table No. 4 Basic Information on Trainees

Variables Cases	Social Status		Age				Training		No. of Children	Qualification		
	M	S	- 20	21-29	30-39	40 +	pre-S	in-S		- Second	Second	B. A./ S.
1	✓				✓			✓	3			✓
2		✓		✓					00		✓	
3	✓				✓				1		✓	
4	✓			✓					3		✓	
5	✓			✓			✓		2		✓	
6	✓				✓				2	✓		
7	✓				✓				1		✓	
8	✓			✓				✓	2		✓	
9	✓				✓			✓	5		✓	
Total	8	1	00	4	5	00	1	3	-----	1	7	1

According to table No. 4, the academic background of the group of trainees concerned in this research is almost homogeneous . Eight out of the nine are secondary diploma holders while the ninth one has got a bachelor's degree in the Arabic Language. In addition, none of them has received professional educational training. One teacher attended a short pre-service training course for two weeks only. Three teachers attended a short in-service training course lasting between 3 days and 3 weeks. Their ages range between 20 and 40 years. In spite of their irrelevant academic and technical qualifications, they all (except one) are married and have children. In other words, they all (except one) have the minimum experience in taking care of

children's behaviour and therefore to resolve discipline problems in school premises. The discipline problems were as follows: a) a child pushes another; b) a child is always crying; c) a child refusing to stay in the classroom; d) a conflict or quarrel between two children; e) a certain attitude towards awards.

Obviously all these cases are drawn literally from the courses provided by trainers in the P.T.T.U. Whereas the questionnaire did not ask trainees to explain the educational foundations of their proposed strategies, they are expected to recite what they were taught by their trainers with little change.

4-3-1 Teacher trainees sayings about the new concepts they had acquired during the training session regarding child guidance behaviour.

Being novice in the matter of kindergarten education and having no pre-service training in this field, all the trainees recognised the usefulness of the two-month training session in the P.T.T.U. In the questionnaire, all the trainees stressed the fact that the training session developed their knowledge on the characteristics of children and taught them how to deal with children educationally in different situations. (see Table No. 5).

Table No. 5: What the teachers had acquired during the training session regarding child guidance behaviour.

Behaviour Teachers	What concepts did you acquire during the training session? (regarding child guidance behaviour.)	
	Before the training	After the training
1	I used negative Phrases. I used to stress mistakes. I used to reproach the child when he makes a fault. I used to shout loudly.	I learnt how to make the child feel that I am defending him. I acquired new methods. I became more calm and tuned my tone of voice according to the situation. Now I use positive phrases and remind the child to respect the law.
2	I used to warn the child.	Now I treat the problem without warning him.
3	I was indifferent	I learnt how to use body language.
4		I realised that rewards are not always beneficial to the child, and that the guilty should apologise.
5	Guidance was implemented by threatening, frightening and depriving.	I learned that the child should acquire the self-control of his own behaviour.
6	My attitudes were affective. I thought that pity and kindness were enough to ensure good educational background.	I learned techniques of reinforcement and how to behave in a manner that was suitable to the child's level.
7	I defended the aggressed or the oppressed.	Now, I know how to stimulate children to become autonomous, and how to use body language.
8	-----	Replacing the formula (do not) by (it is forbidden to ...). Make the child familiar with the law. To make the child autonomous and responsible for his choices.
9	I threatened the child by sending him to the director. I used to reproach children for their mistakes. I thought that severity and sanctions are good ways to redress children.	I learned efficient ways to treat children according to their age characteristics and maturity. I understood that I had to make the child familiar with thanking, apologising, and forgiving others.

They highlighted the use of body language, child autonomy, the obsolescence of the permanent use of rewards and gifts, the significance of recognition of mistakes on the part of the child and apologising for it.

All the trainees answers that were reported in Table No. 5 reflected a very limited educational know-how adapted to specific behavioural problematic situations. One can note that all the trainees were impressed by the educational model exposed by the trainers. According to their answers, they are likely to adopt some fragmented behavioural recipes without paying great attention to their theoretical basis.

Nevertheless, the more interesting data in Table No. 5, is the description of the trainees' behaviour before attending the training session. Going through this description, one can easily imagine the state of affairs prevailing in kindergarten classrooms, and how teachers were dealing with behaviour of the children. Discipline problems were likely to be resolved by extremist measures entailing pity or fear. The kindergarten's direction was regarded as a source of apprehension. The teacher played the role of referee and shouted loudly. This was the normal way to intimidate the troublemaker child.

In actual fact, what trainees have freely reported, without being asked to do so, concerning their own classroom's behaviour will help this research, to find out, in pedagogical terms, the effective improvement that influenced the teachers attitudes towards children.

4-3-2 Trainees comments about the five behavioural cases:

Teachers' responses exhibited in Tables No.5 to 9 (see appendices), show several common behavioural aspects:

- a)- They implement the curriculum verbally.
- b)- They assume that children are mature enough to adapt their behaviour to their convictions. This hypothesis would explain the higher stake the teacher put on rational explanation of facts, exhortation and advisory.
- c)- The measures taken by teachers in order to resolve problems are so educational in manner that they lack firmness.
- d)- When implementing her strategy to face a behavioural case, the teacher has a tendency to forget the presence of about 15 other children in the classroom. She exposes her solution as if she is with two children only.
- e)- The world, as imagined by teachers, is very theoretical and even utopian. Their responses give the impression that they are nurturing the model of an ideal and angelic world of childhood world. In actual fact, they have the tendency to isolate the kindergarten school from the external and realistic world.
- f)- Almost all the teachers written answers to the questionnaire contain a large number of Arabic language mistakes in grammar and spelling.

On the other hand, the teachers' responses revealed several educational measures that stem from a sublime value system consisting of recognising the right to

equality and equity for others, stressing the virtue of apologising for mistakes, enhancing debate and negotiations, and preferring moral rewards to material ones.

4-3-3 Observation Findings: the facts

In analysis of the observation reports, the realistic aspect of teachers' behaviour could be compared to their academic knowledge implemented in responding to the questionnaire.

The most clear characteristic of the whole class observation process is the fact that all the teachers were following exactly the same organisation of daily activities. The ways they enter the classroom, begin class, prepare for meal time, arrange the classroom, go to playground, etc. Even the duration of time for each activity is the same. The subject matter of the activity is also the same. During the observed sessions, seven teachers, (in seven different KGs) out of nine, were working on the same theme (the family) in the same way while the other two teachers were working on another theme, the hands. Moreover, teachers implemented a certain model of teaching and of kindergarten class management. In spite of the significant difference in children's ages² differences in the level of the teachers' approaches, pedagogical activities, children's assignments and tasks, did not exist.

Concerning the actions taken by teachers in order to guide children's behaviour, one can easily note two dimensions of guidance:

- 1)- discipline
- 2)- Advisory

1)- Discipline Dimension of Guidance

The observation reports (see appendix 2), revealing the discipline aspect of kindergarten functioning cycle, reflect that teachers may have threatened children not to make discipline problems in the presence of the observer. I believe that is not natural for a child to spend a whole school day with his colleagues without shouting, disturbing, quarrelling, being aggressive, and so on. In all observed classes, only eleven cases of discipline were noticed: seven complaints expressed by children, two

² -The first teacher had pupils of 3 years of age, the sixth teacher had pupils of 4 years of age, while the other teachers had pupils of 5 years of age.

denunciations, and two conflicts. If we take into account that five claims out of seven occurred in the class No. 1, we can imagine more clearly to what extent the children in the observed classes were kept in tight control.

In fact, by studying the nature of the above listed discipline cases, one could hardly accept that children in the kindergarten do not show such kinds of behaviour more frequently.

For instance, the complaints expressed by children in terms of accusations were an indirect call for help:

Complaint No. 1

- "Teacher, Mohammed refused to let me play on the aeroplane," said one boy. The teacher went to Mohammed and asked him to get up and give him the aeroplane, but he refused; then she asked him to count ten and get up. He also refused, then she sat near him and said: "Do you want me to count with you?" He agreed and they started counting one...ten. Then he got up and the other boy got into the aeroplane.(class No. 1)

Complaint No. 2

- "Teacher he does not allow me to play", said the child.

Teacher: "It should be in turn, tell him to allow you to play"

- "I told him, but he won't" said the child.

Teacher: "Okay, tell him again". Then the teacher went to him : "Please Hashem come down".

Hashem did not move.

Teacher- "Please count to ten and then come down"

"The teacher said come down, come down" insisted the child. Hashem moved. (class No. 1)

Complaint No. 3

A girl came and sat on Hashim's chair. Then Hashim asked for his chair.

Teacher- "This is Hashim's chair. Which one is your chair?"

The child pointed with her finger to her chair.

Teacher- "Please go there".

Then Hashim sat on his chair and worked on his drawing. The teacher sat beside a calm girl and tried to encourage her to work.(class No. 1)

Complaint No. 4

- "Mama Sabah, I am playing and he is trying to break my toys" said one girl.

Teacher- "Try to play with him". (class No. 1)

Complaint No. 5

- "Mama Sabah, Mohammed wants his biscuits from Eman".

The teacher went to Mohammed, sat near him and in a low voice said:
Teacher- "Eman is your friend, Mohammed. That is why you gave her the biscuit and she is still your friend, and when we give something to our friend we don't ask them to give it back. Is that okay, Mohammed?"

Mohammed nodded his head, and the teacher asked Eman to thank Mohammed, but Eman did not.

Teacher- "I think, Eman thanked you before. Can she keep the biscuit?"

Mohammed nodded with a smile. The children went back to their areas to play. The time (class No. 1)

Complaint No. 6

- "Teacher, look at Ali. He wants to destroy my work." Said Asmaa.

Teacher- "Tell him you will not allow him to do so. Ali, Asmaa will not allow you to destroy her work. Please say sorry to Asmaa.(class No. 5)

Complaint No. 7

- "Teacher, she took three molds. She refused to give me one, I have only one," said one girl playing in the sand area.

Teacher- "We agreed to take two only Sahar, please give her one. This is the law."

Concerning denunciations, we do point out that the 2 cases related by the observer should be considered with the maximum of care with regard to their significance and representation. It is almost unthinkable that more than one hundred children at the age of 3-5 years could spend a whole day in the kindergarten without a ritual of reciprocal denunciation such as:

Denunciation No. 1

- "Mama Rabab, they picked flowers," said the child.

Teacher- "We don't pick the flowers, children. What are you making Hamad?" (Class No. 2)

Denunciation No. 2

- "Mama Fadeela, Ali does not sit on the swinging chair," shouted one girl. The teacher went to Ali and asked him to sit. (Class No. 6).

On the other side, only two conflicts between children were mentioned by the classes observer.

Two children quarrelled with each other for the shovel.

Teacher- "This is not yours nor hers. It belongs to the kindergarten and you have to share it in turn." (Class No. 4).

Teacher- "How many children did we agree should play each time? What is our regulation? Our law says only three children can play in

the aeroplane at a time and not more. Two boys on the sides and one in the middle." (When she saw four boys struggling on the aeroplane). (Class No. 6).

2)- Advisory dimension

The kindergarten teachers' interventions is mainly to advisory, and in the form of counselling. By reading the observation reports one sees the necessity to ask the following question: Are kindergarten teachers really aware of children's abilities to react to abstract advice? How could a child be convinced by such a statement:

Teacher- "It is better not to have cold drinks these days because the weather is getting cold from now on. In winter we don't drink cold drinks." (Class No. 7).

Generally, most advice given by kindergarten teachers to their children were formulated as rules and regulations:

Teacher- "Children, please you are not allowed to speak when it is not your turn. We should listen when somebody speaks in turn. You must listen to others in order that they listen to you." (Class No.2).

Teacher- "Ali, remember the regulation we follow. We said in our law that we should not stand on this swing. You know why ,Ali? Because it is dangerous, if we stand we might fall down and hurt ourselves."(Class No. 6).

Teacher-"We should eat our sandwiches first, then drink the juice. We don't speak when our mouth is full (said the teacher to Ali who was talking to her). We first swallow the food and then we speak." (Class No. 7).

Teacher-"Please children, those who did not finish eating, complete your food, take your empty plates and leftovers to the basket, wash your hands and come to the areas you have chosen to play in." (Class No. 9).

The content of the observation reports (see appendix 2) reflect that whereas teachers were willing and tried to make their advice as educational as possible, they failed to avoid using closed structures and an authoritarian style in formulating their advice. That is why they sometimes tended to compromise as follows:

Teacher- "Sweets are forbidden because it is not good for the teeth."

- "My father's friend brought us some sweets," said one boy.

Teacher- "Okay, we eat sweets after meals and we try to wash our teeth immediately after we eat sweets."(Class No. 4).

4-1-4 Observation Findings: the interpretation

In children guidance behaviour (discipline and advisory), one can hardly deny a certain educational manner in the teachers' behaviour and attitudes. Such a touch is materialised by an incessant effort to understand the child and to try gaining his confidence.

Generally, very smooth discipline cases are the normal way that children can express and develop their own personalities and autonomy vis-a-vis the environment. Thus, the rarity of such kind of discipline cases (as mentioned above) indicated that the sample of teachers observed was undoubtedly exerting somewhere and somehow a certain pressure on their pupils in order to avoid any infraction which will give the observer an alibi to misjudge the kindergarten image.

Teacher- "I admire those who implement the law and play calmly."

(Class No. 6)

"Please children, work calmly and without any noise."

(Comment of the observer): The teacher kept repeating this while the children were playing calmly (Class No. 6).

What was noted in the observation reports might lead one to think that there was, (in the mind of teachers) a confusion between educational attitudes and harmless behaviour. Undoubtedly, teachers behaviour and attitudes have known a big changes after those teachers have attended the training session in the P.T.T.U., but the effected change was not very remarkable in terms of educational improvement. It seems to be a mechanical conditioning developing a specific reflex against every stimulus, or an additional layer of stereotypic responses programmed to appear every time the appeal is launched.

4-4- Organisation of the educational environment.

The way in which a classroom is organised reflects the educational philosophy adopted by the establishment and therefore, the nature of the role / roles the teacher is supposed to play in the classroom.

"The educational environment which was organised on the basis of the existence of different activities located in determined areas in the classroom, is known as the Self-Learning Classroom. Such an environment is considered ideal for teaching and guiding kindergarten children ranging between 3 and 6 years of age. The place is well prepared and planned by the teacher who is aware of all its contents. In addition the

teacher organise this environment in order to achieve all the educational objectives related to the development of the integrated, equilibrated, and comprehensive capacities of the child. That is why the organisation of the educational environment is normally prepared on the basis of clear objectives related to the needs of the child at this stage. Usually, such an environment is specifically prepared in order to stimulate kindergarten children to perform self-learning in a familiar atmosphere." (Alsamādi & Mrowa, 1991, p. 121).

4-4-1 Teacher trainees sayings about the new concepts they had acquired during the training session regarding the organisation of the educational environment.

It is not very difficult to notice the quasi similarity of responses of teacher trainees concerning their acquisition in the matter of the organisation of the educational environment. Their answers are reported in Table No. 11.

Table No.11: What the teachers had acquired during the training session regarding the organisation of the educational environment.

Behaviour Teachers	What concepts did you acquire during the training session regarding the organisation of the educational environment?	
	Before the training	After the training
1	I had one big toys' shelf, and I put all the toys on it. The classroom was divided into areas on the basis of the material provided by the kindergarten and exhibited on a shelf for observation only.	I learned how to design the classroom according to its size and how to focus on basic areas especially if the classroom size is not sufficient for the basic equipment. I learned how to organise different areas according to the sound the children may produce in using them. I learned how to prepare between permanent areas and changeable ones. I learned that the furniture should fit the size of the children.
2	I was concerned with using the blackboard, arranging chairs, tables, and hanging pictures on the walls.	I learned that dividing the classroom into areas is the best way to stimulate the child to learn from an educational environment.
3	I had never heard about educational environment. For me, the classroom meant a blackboard, tables, chairs, and shelves.	Through the training session, I learnt the importance of areas and the necessity to have them in the classroom in order to allow children a freedom of choice.
4		An educational environment is organised in the form of furniture, toys and all other objects in the classroom.
5	I did not have separate areas in the classroom. All I had was a big shelf on which all kinds of toys were put together. Most of the time I chose the toy myself and gave it to the child. The shelves were too high for the	After being trained, I changed the organisation of the classroom. I observed would follow what we were taught and organised the educational environment taking into account the security and safety of children. I chose toys appropriate for children and I installed shelves at an accessible height.

	children.	
6	The concept of educational environment was absent in the kindergarten. The only common area was the one for free-play. Its utilisation depended on the teacher's will.	Now, I am aware of the impact of the organisation of the educational environment on child learning. Diversity of areas create a sense of autonomy and freedom of choice and develop a multitude of linguistic, artistic and ethical concepts. Self-learning is also developed and consolidated.
7	The organisation of educational environment was not familiar to me before attending the training session. Classroom meant chairs, tables and some tools put away from the children reach.	I learned that the organisation of the educational environment is of great importance for child and teacher. It accomplishes autonomy and freedom of choice. It helps the child in learning plenty of linguistic concepts.
8		The new concepts I acquired consist of being aware to what extent every section in the classroom is basically designed to serve a planned objective. I also learned that the organisation of the educational environment does not stem from nothing and it is not implemented just for decoration.
9	Before attending the training session I thought that the child does not need more than a table, a chair, a blackboard, a playground and some games.	Now, I realise the great necessity to divide the classroom into numerous areas. I am now able to understand the need for announcement boards and for outdoor games.

Obviously most of answers were formulated according to the model which was suggested in the questionnaire. That is why every teacher began his answers by describing the state of his classroom organisation or his total ignorance of all educational environment aspects before attending the training session (2nd column in Table 11). In this part of their answers, teacher trainees confess that they had a different image of the classroom which was limited to chairs, tables, blackboard and some pictures hanging on the classroom walls. In other words, they admitted that, they believed, the classroom organisation and arrangement i.e. the educational environment, had nothing to do with teaching and learning.

After the two-month training session, all teacher trainees claimed that the training programme brought great awareness to them. They became conscious about the importance of establishing numerous self-learning areas in the classroom. They also felt well prepared to maintain a fruitful balance between basic and permanent areas, and *ad hoc* and provisional areas.

Therefore, based on Table No.11 one can easily notice the confidence the teacher trainees had in their knowledge concerning educational environment. In the light of what was said by teacher trainees and reported in Table No.11, it is obvious

that all trainees have confined the very large educational environment concept inside the classroom design, and contented, to explain their ideas, with reproducing fragmented pieces of trainers speech they have heard all through the training course.

4-4-2 Teacher trainees comments about the organisation of educational environment:

The questionnaire does not contain direct questions about this subject, one can infer from teacher trainees the answers of the teacher trainees the true ideas they have in the matter of the organisation of the educational environment. Moreover, the answers to the indirect question about this subject, which are dispersed and dissipated throughout responses to direct questions, are likely to be more significant because of their spontaneous delivery free of mistrust.

The 3 questions I examined teacher trainees answers on, are:

- " * How do you organise your daily programme with the children?
- * What are your daily preparation steps for the children programme?
- * How can you achieve the objectives of the kindergarten through different innovative methods?"

Seven teacher trainees out of 9, did not make the least hint at the organisation of educational environment or at one of its elements. Two amongst the trainees have mentioned, in passing, the classroom areas, once as a rest place

"taking a rest and playing in the classroom areas" (teacher No 9),
and twice as a waiting room:

" working in the areas until the arrival of children's parents" (Teacher No. 8).
or as a waiting stage for a more serious future activity

" working in the areas until children finish to gather"(Teacher No. 8).

In other words teacher trainees are likely to consider that areas are built-in parts of the classroom so that there is no need to use them neither to organise daily programme with the children nor to achieve the objectives of the kindergarten through different innovative methods.

Given the contradictory speeches delivered in two different situations, one can hardly give an opinion on the real attitude of teacher trainees. However, that is why I suggest to examine factual dealing of teacher trainees with the educational environment, before concluding this subject.

4-4-3 Observation Findings: the facts

In analysis of the observation reports and taking into account the state of affairs described by teacher trainees before the training session, one can easily notice the progress that all teacher trainees have actually achieved after two months in the P.T.T.U. The main positive point is the change those trainees have implemented in the spatial organisation of their classrooms. They all have converted the uniform space of the former classic classroom into numerous distinct areas able to attract most children and satisfy different aspects of their curiosity.

Disregarding how the teacher trainees have used the play areas, it is fair to recognise their sincere efforts to make children benefit from the educational areas design and equipment as much as possible.

Table No. 12: Usage of Areas

Teacher	Ritual of Use				Mentioned Areas					Areas visited by the teacher				
	Announcement	Choice process	Starting Time	Ending Time	Fine Arts	Cognitive Dev.	For Imagination	Block Building	Reading Area	Fine Arts	Cognitive Dev.	For Imagination	Block Building	Reading Area
1	9: 00	Norm.	10:00	11:00	✓	✓	✓	✓	✓	✓	✓	✓	xxx	✓
2	9: 00	Norm.	10:30	11:30	✓	xxx	xxx	xxx	xxx	✓	xxx	xxx	xxx	xxx
3	9: 00	Norm.	10:30	11:30	xxx	xxx	✓	✓	✓	xxx	xxx	✓	✓	✓
4	9: 00	Norm.	10:30	11:30	✓	✓	✓	xxx	xxx	xxx	xxx	xxx	xxx	xxx
5	9: 00	Norm.	10:30	11:30	xxx	✓	✓	xxx	✓	xxx	✓	✓	xxx	xxx
6	9: 00	Norm.	10:30	11:30	xxx	✓	xxx	xxx	xxx	xxx	xxx	xxx	xxx	xxx
7	9: 00	Norm.	10:30	11:30	✓	xxx	xxx	xxx	xxx	xxx	xxx	xxx	xxx	xxx
8	9: 00	Norm.	xxx	xxx	xxx	xxx	xxx	xxx	xxx	xxx	xxx	xxx	xxx	xxx
9	xxx	xxx	10:30	11:30	✓	xxx	xxx	xxx	xxx	xxx	xxx	xxx	xxx	xxx

By studying the notes collected on the classroom observation sessions, one notices the way in which the classroom cycle is implemented. What was seen in classrooms reflects that teacher trainees have acquired as good and as literally what they have been taught.

As shown in Table No. 12, all teacher trainees³ announced the beginning of the area choice process at the same time, without paying attention onto the fact that some children do not change their choices of area. The teachers are not aware of the importance of transferring the child from one learning area to another, thus having different learning experiences. Most of the time, the announcement was made without the least transition from the previous action and preparing for new one.

Teacher: "Now we should go back again to sit in the circle before selecting the areas in which we want to play." (Class No. 1)

Teacher- Children, I admire you, you were good, and you spoke in turn, and you gave a chance to your other colleagues to think and speak. Now it is time (the time was 9:00am.) to choose the areas before we go to play outdoors. Children, please bring all the cards you have in your hands and put them in the box before you select your areas." (class No. 2)

Teacher: "Okay, now I will put this book in the reading area for you to read. So now, we all sit in the proper way in order to select the areas in which we want to play. I admire Khatoon, for whenever I ask her, she speaks. Why don't you speak Fatima? Who's name is this? (Class No. 3)

Teacher- "Yes I work at home during the weekend. I clean the house, cook the food and wash clothes. Today we finished on time, and we have to choose the areas before we go outdoor to play in the playground". (Class No. 4)

Teacher- "I admire you all because you are clever children. You knew most of the jobs people do inside and outside the house. Now let us get ready for choosing the areas before we go outdoors to the playground." (Class No. 5)

Teacher- "Now we are going to select the areas in which we want to play." (Class No. 6)

Teacher- "Okay, now we go back to our places and let those who did not stand to do so. Now we have finished this activity, and we have to choose the areas before we go outdoor to the playground." (Class No. 7)

"Now it is time to select the areas before we go to the outdoor free play." (Class No. 8)

The teacher's instructions concerning the utilisation of areas came at approximately the same time and in the same manner.

³ - The announcement made by No. 9 was not mentioned in the observation report.

All of them also implemented the choices of areas as a result of their training in the same way using almost the same vocabulary and phrases, without any creativity on the part of the teacher.

"Each child in turn, takes a name card from the teacher as she reads his name, walks to the pocket-chart and puts his card in the pocket chart of the area he chooses.

Teacher: "This is a new name. This is the name of Ali Mahdi. In which area do you want me to put your name?"

With the teacher's help, he puts his name in the fine arts area."
(Class No. 1).

"This is Sawsan," said the child.

Sawsan took her name-card and put it in the block building area in the pocket-chart. The teacher kept calling children's name while the children were putting their names in the areas they choose in the pocket-chart." (Class No. 3)

"The children selected the areas as the teacher called their names."
(Class No. 4).

"The time was 9:00am. The teacher finished reading the children names and the children put their name' cards in the areas they chose." (Class No. 5).

"Each child, in turn, takes the name card from the teacher, after she reads his name, and then walks to the pocket-chart and puts his card in the pocket-chart of the area he chooses.

Teacher- "Whose name is this?"

- "This is the name of Mohammed," said Mohammed.

Teacher- "I admire you Mohammed."

Mohammed put his name in the play area for cognitive development. The teacher went on reading the names and trying as much as possible to make children familiar with their name cards." (Class No. 6)

"The teacher brought a small box with some cards on which the name of the children were written, and started calling the children by their names. Each child, in turn, took a name card from the teacher as she asked him to read his name, and walked to the pocket-chart, and put his card in the pocket chart of the area he chose." (Class No. 7)

"The teacher was reading the names of the children, and each one of them took his card-name and put it in the pocket-chart according to his own choice. The time was 9:00am." (Class No. 8).

In the same perspective, the starting and ending time for area utilisation were identical for all teacher trainees who have used the area system.(see Table 12).

In conclusion, the improvement of classroom behaviour is obvious in terms of absolute change on the grounds of organisation and usage of educational environment. But what appears worrying is mostly at the level of the rigidity of teachers' practices

related to areas. By reading Table No. 12 one feels that classroom practices have converted into a rigid ritual impervious to change at all levels. However, teacher No 8 has announced the areas usage, implemented choice process steps and did not use play areas. The impression about the rest of the teachers is that play areas have, once set down, become a static component of the classroom space, and teachers have used the established context thanks to the routine going on. Because of the rigid approach the teachers used the play areas, without exploring the educational potentiality of the concept of play areas. For instance, no initiative to create a new play area was noticed throughout the observation sessions. Most of the observation reports used the general word “areas” without any other specification when they spoke about educational environment. If any new area had been established the observation reports would have shown an echo of it (see Table 12). Similarly, the movement of the teacher from one area to another was not mentioned in detail in most classrooms, probably because of the routine aspects.

Conclusion

In general view, the facts have confirmed all the assumptions formulated by the researcher in a former stage, and rather the whole analysis made by the trainers in general and by the co-ordinator of the training programme in particular. In fact, the assumptions of the research, the analysis made by the trainers and the co-ordinator of the training programme confirmed that the most important change which affected teacher trainees behaviour is the rising concern for children's characteristics and needs, and too the appropriateness of the environment design and equipment. It was clearly seen that all teacher trainees were trying their best to perform what they were taught in the P.T.T.U. When the teacher trainees lacked initiative and flexibility, and confined their actions to the verbatim instructions and directives of their trainers, they showed a very elaborate awareness of the behaviour and attitudes on the part of the children that could be inappropriate and harmful versus that which could be appropriate and useful. At least, they are now convinced that children at this stage learn much more by playing in a healthy educational environment than by listening to a scholarly teacher.

The question is how much fundamental behavioural change does one expect after a two-month training session, especially when the trainees are merely novice in the realm of child education?

Whatever the inputs may be, a short training session such as two months may claim to provide trainees with condensed recipes to be implemented and repeated literally, but it is almost impossible to change the basic personality of the teacher, erase old habits, replace the old convictions, and develop in every trainee a sustained intellectual system of openness, flexibility, initiative and creativity. Therefore, the change which was observed in the teacher trainees behaviour and attitudes and which was a result of a training period of two months only, should not be judged as a final outcome of the training session but should be regarded as an indicator of the potentially increasing influence the P.T.T.U. had upon the trainees.

Thus, based on the findings of the present research, I would like to make suggestions made in order to improve pre-school education in general and to allow trainees more chance to attain professionalism, in particular. I believe that no

significant change can be implemented in pre-school education without a re-structuring of basic educational legislation in order to make it able to impose a progressive institutionalisation of better qualitative kindergarten services.

However, before formulating suggestions or recommendations it will be helpful to know to what extent the Ministry of Education is willing to adopt pre-school education and finance its casual improvements.

In this context, the assistant under-secretary for Educational Planning and Information and the Assistant Under-secretary for Curricula and Training gave the following answers when they were interviewed:

- Research findings drew attention to the importance of providing pre-school education. The early years are important in laying the foundations for the child's social, emotional, intellectual and physical development. Therefore, in the light of this, what are the perspectives of the Ministry of Education in the near or far future considering this educational stage, bearing in mind that Ministry of Education is the responsible body in directing the educational system in Bahrain?

Both of them clarified that, although the Ministry of Education believes in the above statement, it is not ready financially to include pre-school education in its educational ladder, at present time or in the near future. The reasons for this are purely financial.

- What if the Ministry of Education subsidises the fees of ten pupils in the kindergarten that offers good standards of services and abide by the regulations of the Ministry?

Both of them felt it was difficult for the Ministry of Education to implement subsidies in the light of the dramatic increase of student population in Bahrain.

Both of them stated that the Ministry of Education believes in the importance of pre-school education and that is why it encourages the private sector to establish pre-school education institutions all over Bahrain while the Ministry provides supervision of the kindergartens as stated in the future policy document.

- The teacher is one of the most important factors influencing educational efficiency. How does the Ministry of Education regard in-service training for pre-school teachers in Bahrain? And where does the Kindergarten Development Unit in Bahrain stand in the priorities of the Ministry of Education?

Both of them claimed that the Kindergarten Development Unit is one of the educational innovation projects. The Ministry believes in helping kindergartens in the area of teacher training and designing a general guide or framework to assist kindergartens to set suitable academic curricula for this educational stage.

The fact that the Ministry of Education is presently not financially capable which was expressed by concerned officials in responding to the interview, should not be an handicap in the way of its responsibilities. Thus, if the budget of The Ministry of Education does not allow the pre-school education in the public education system, it should certainly try to finance studies and research leading to set an operational infrastructure of pre-school education regulations, rules and measures.

Therefore, I would suggest that the Ministry of Education observe the following:

1. Set detailed rules and regulations in the form of decrees conditions authorising the control of the educational quality of pre-schools. This measure, once taken, will make kindergartens accept more the idea of financing a training courses for their teachers.
2. Increase its financial contribution to the P.T.T.U. in order to improve the quality of training services.
3. Recruit additional staff for more frequent follow-up visits.
4. Pay much more attention to pre-school education by financing some comprehensive long training sessions for kindergarten teachers.
5. Decree a law determining the basic minimum salary for a qualified kindergarten teachers in order to encourage people to join this profession and to remain in office.

Appendix 1

Teacher Trainees' sayings

Table No. 6: Teacher trainees' sayings on the first case (a child pushing another):

Behaviour Teachers	Teacher interventions content	Measures to be taken
1	I would stress the fact that they are colleagues. Hence they will become friends again.	I come from behind. I made the aggressor sit down. I called his classmate. I will tried to reconcile them.
2	I will ask the child about the reasons. I will ask him if he accepted to undergo what he has made for his classmate.	I asked the aggressor to apologise to his classmate and to kiss him. If the behaviour is repeated I would deprive the actor from playing or from using something he likes.
3	I would tell the aggressor to avoid pushing his classmate next time and to play with him. I encouraged them to like each other.	I reconciled them.
4	I discussed the matter with the actor and asked to undergo what he has made for his classmate.	None
5	I spook to the child at fault. I explained that the way he behaved with his friend was wrong.	I would reconcile them.
6	Exhortation and counselling.	Reconciliation. If subsequent offence is done, the child would be deprived from things that he got used to; for instance: playing or colouring. I would tell a story about his mistaken behaviour.
7	Exhortation and counselling.	Reconciliation. If subsequent offence is done, the child would be deprived from things that he got used to like,: playing or colouring. I would tell a story about his mistaken behaviour.
8	I would tell the aggressor that he had made his friend suffer, the friend would be unhappy and the KG's code forbidden to push each other.	I go to both of them.
9	I would discuss with the aggressor and ask him if he would accept to undergo what he has made for his classmate. I would exhort and advise both of them.	None

Table No.7: Teacher trainees' quotations on the second case (a child always crying):

Behaviour Teachers	Teacher intervention's content	Measures to be taken
1	I would tell him a story about crying: the story of the fearful duck. I try to persuade him not to cry.	I would bring a mirror in order to give him the chance to see himself crying first and laughing. I would try to persuade him to draw a crying child.
2	I would speak to him.	I would keep him crying for a while. I would go to him and I embrace him. I would take him to the toys' room and I play with him.
3	I would be like a mother to him.	I would let him feel being loved. I would Play with him in order to love the teacher. I would encourage him before his mates in the classroom.
4	None	Firstly, I would allow him to cry. Secondly I would show him something attractive to gain his attention.
5	I would try to encourage him.	I would stay with him and try to show him his classmates who are not crying. I would ask his classmates to sing a song for him. I would propose to give him the toy he prefers. I would tell him a story by imitating its main characters.
6	I would let him feel loved. I would explain the obsolescence of crying continuously.	I would let him feel loved. I would let him feel psychologically closer to me. I would tell him a story about a crying child. I would design a behavioural plan in co-operation with his mother.
7	None	To let him feel being loved. To let him feel psychologically closer to the teacher. To tell him a story about crying child. Settlement of a behavioural plan in co-operation with his mother.
8	None	I would try to occupy him and capture his attention by organising a collective game. I would try to know his preferences, through his mother, in order to gain his attention in class.
9	I would discuss with him the matter of crying.	I would not let him come in the classroom. I would keep observing him in order to know what his preferences are in the KG. I would hug him with motherly affection.

Table No. 8: Trainees' sayings about the 3rd case (One child refuses to stay in the classroom):

Behaviour Teachers	Teacher intervention's content	Measures to be taken
1	I would try to discuss with him the benefit of staying in the classroom. I would promise him to tell a beautiful story and colour all together a beautiful picture that will make Mama very happy.	None
2	On the next day I would explain to him the benefit of staying in classroom.	I would neglect him. On the day after, I would encourage him to enter the classroom and show him great concern.
3	None	I would not force him to enter the classroom. I would try to be close to him. I would encourage him to enter the classroom. I would give him a reward
4	I would ask him whether he likes to participate and to make what his classmates are making. I would repeat my question every short period of time.	Firstly I would keep him quiet. I would continue to implement normal activities in the classroom.
5	None	I would try to speak to him and to stimulate him with things existing in the classroom. I would try to make him get friendly with other children.
6	On the 3 rd day I would explain to him the benefit of staying in classroom with other children.	On the 1 st day: I would not force him to stay in the classroom. On the 2 nd day: I would attempt to become close to him. On the 4 th day: I would support his behaviour and attempt to show him the benefit of entering the classroom and to enjoy activities, games and friendship.
7	I would discuss with all children the importance of staying in the classroom.	At the beginning, I will not force him to enter the classroom. After that, I will attempt to get close to him.
8	I will would him about the reasons that make him refuse to stay in the classroom.	I would try to remove all obstacles. I would tell him: You can stay out of the classroom for a while, but Mama 'Aysha (the headteacher) will stay with you until you enter the classroom.
9	None	I would allow him to go out of the classroom with the headteacher until he gets familiar with the atmosphere, and then I would try to keep him in the classroom.

Table No. 9: Teacher trainees' quotations on about the fourth case (a quarrel between two children):

Behaviour Teachers	Measures to be taken
1	I would come towards them from behind. I would sit with them I would talk to them in order to know who started the quarrel. I would try to make them up so by shaking hands and the aggressor apologises to his classmate.
2	I would ask them to tell me who started the quarrel. I would ask them to apologise to each other. In case of subsequent offence I would deprive them from what they like.
3	I would ask about the reasons of the quarrel I would ask them to apologise to each other. I would warn them and encourage them in front of the classmates.
4	I would tell the aggressor that this behaviour will not be allowed next time.
5	I would tell them that they behaved badly. I would try to calm them, to know the reasons of the quarrel and to make them up. I would ask them to apologise to each other.
6	I would ask about the quarrel and try to make up their relationship by apologising . I would address a warning to both of them and encourage them in front of their friends. I would explain the importance of good behaviour in public life.
7	I would Investigate the reasons of the quarrel. I would make them up . I would encourage both of them in front of their friends.
8	I would go to them, and I tell them that we are friends and that the quarrelling is forbidden in the KG.
9	I would ask about the problem. I would investigate who started the quarrel. I would exhort them and ask them to apologise to each other.

Table No. 10: Teacher trainees' quotations on the fifth case (would you agree to this statement?: The child should receive reward/gift every time he behaves acceptably or performs well):

Behaviour Teachers	Measures to be taken
1	The child should receive moral rewards instead of material ones such as stars, applause, encouragement..
2	I do not agree that the child should receive a reward every time he performs well. He will expect a reward for every thing he does.
3	I agree in order to encourage the child to perform well next time.
4	We should use rewards sometimes. Because if we do not, the child will not be encouraged to do well.
5	I do not agree that the child should receive a reward every time he performs well. He will expect a reward for every thing he does. I prefer using moral encouragement rather than.
6	I agree to reward the child most of the time.
7	I do not agree to reward the child for fear of repeating the same mistake.
8	No, I do not agree. Because he will expect a gift whenever he performs. The reward would eliminate creativity because once the child gets his award, he will not seek to improve it.
9	Yes, I agree if the reward is completely moral.

Appendix 2

Class session's observation

Observation N.1

Name : Sabah
Kindergarten : Juffair
Date : 23/10/96
Time : 8:30 -- 10:30
Number : 15 children (2 absent & 13 present)
Age : 5 +

It was 8:30 when the children arrived at the Kindergarten by the School bus. Each teacher walked with her class children to her classroom.

Mama Sabah entered the classroom after her pupils. Each child put his bag in his big "Pigeon hole" on which his name and photo were placed and then went directly to the circle indicated by a tape in the middle of the classroom floor. The floor was carpeted wall to wall.

Teacher: "Now we all sit in the proper way,".

Everybody moved and sat straight. She looked at them with a smile on her face, and said "good Morning."

The children replied "good Morning."

Teacher: "Now, what would you like to tell me?"

One pupil said aloud "I like to ride bicycles. Another child said "I like to ride cars."

Teacher: "Now we will read The Holy Qur'an."

She reads the Opening Verse of The Qur'an and the class read after her until the end of the verse.

Teacher: "Today we are going to speak about the family, our families, our sisters, brothers, fathers, mothers."

The children added "My big sister, small sister, big brother, small brother."

Teacher: "and who else?"

- "My grandfather and my grandfather."

- Yes, "My other small sister," said Noura.

Teacher: "Yes, Noura has another small sister. And now, we want to match each picture with a word. Are you ready?"

- Children: "Yes."

She started putting on the floor, in front of the children, the picture of the family members with the matching words. The children repeated after the teacher the names of the family members that match the pictures, while she placed the cards and their names on the floor together in front of the children. After she emptied the basket, she asked the children to help her to put the cards back into the basket.

Teacher: "Thank you Hussain,. Thank you, Fatima. Thank you."

She stopped two children who were too playful by saying: "Enough." The two children stopped putting cards into the basket.

Teacher: "And now, we are going to do a matching exercise. I want each one of you to take a picture and to match it with a word from this basket."

Saba tried to get the picture and the word for mother.

Teacher: "Good. You are a clever girl. Walla, what do you have? I admire Walla. She is able to get the picture for sister and the word for sister. Now it is Hussain turn. I admire Hussain. He got the picture of brother and the word for brother. And now it is Fatima's turn. Fatima is happy because she is able to get the picture of mother and the word for mother. Now it is Dhabya's turn. What does she have? She has got the word for mother. Now it is Eman's turn. Eman has got the word for sister. Do you think Eman has got the right picture for sister? Now it is Eman's turn Hashem. Eman will try again to get the right picture. Eman got the right picture for sister. Eman has succeeded. I admire Eman. Now it is Hasan's turn."

Hasan gets the word sister and the picture.

Teacher: "Do you think this is the picture for sister? Hasan will try to get a matching picture and word. Hassan raise your voice. Hasan would you like Fatima to help you?" Fatima helped Hasan in getting the right picture for the word sister.

Teacher: "Now it is Mohammed Rathi's turn. Mohammed chose the word for father. I admire Mohammed Rathi, he pointed to the word father. Now it is Sayed Hussain's turn. Come here and choose a picture and match it with a word. What is this, Hussain? Yes, it is a picture of grandfather and the word for grandfather too. I admire Hussain." The children started to move and to make noise.

Teacher: "Now let us give chance to the rest, it is Noura's turn. Good, Noura has gotten the right word and the right picture for sister. Now it is Ali's turn."

Ali was sitting very calmly. He did not reply. The teacher approached him, put her hand on his forehead and then she asked him if he would like to participate with them. He did not respond.

Teacher: "Ali seems tired. Let us leave him to rest. I admire you all for being able to match the words with the pictures. You have all been very good. Now please help me to collect all the cards and to put them back into the basket."

The children put the cards into the basket with smiles expressing enjoyment on their faces.

Teacher: "Thank you. You like to help me. Now we should go back again to sit in the circle before selecting the areas in which we want to play."

Each child in turn, takes name card from the teacher as she read his name, walks to the pocket-chart and puts his card in the pocket chart of the area he chooses.

Teacher: "Whose name is this?" Asked the teacher with a smile, looking at the small boy behind her.

Teacher: "This is a new name. This is the name of Ali Mahdi. In which area do you want me to put your name?"

With the teacher's help, he puts his name in the fine arts area.

Teacher: "And now after we have selected the areas, we would like to walk in. Let us get ready to play outside."

Then the teacher stood near the door and started calling them by their names. They stood in line and then walked to the play area outside the classroom where there was enough outdoor play equipment.

The time was 9:00am. The children started playing in small groups. Three boys sat on an aeroplane, five played in the sand with sand equipment in their hands making different shapes by using different moulds.

Teacher: "Ali Mahdi. What is wrong with you today?", said the teacher. She sat near him on the sand, took some sand equipment and asked him: "Ali, can you help me in doing this?"

Ali started filling the mould that she held with both hands.

Teacher: "Put more sand Ali, put little more."

Then Ali with the help of the teacher took the mould and turned it upside down on the sand and removed it carefully. There was the shape of a castle. He smiled.

Teacher: "Now try to make some more castles."

The teacher went to another group of children who were playing on the sand, and she asked:

Teacher: "What are you doing?"

- "We are making a pool, which is not ready yet. We want to put some water in it."

Teacher: "Do you know why we put water?"

- "No," one answered.

There were three boys with one girl on the climbing ladder and three other boys playing on the airplane.

- "Did you go to the gold museum?", asked one boy (he said museum instead of exhibition), but no one replied. Then four children who were playing with the sand ran to the water to clean their shovels, but the teacher went after them and said:

Teacher: "Please don't wash them with water because you will use them again and you will dirty the whole area."

Then the teacher went to play with Hussain.

Teacher: "I admire Hussain. He is playing all the time making a lot of shapes with the sand. I like children who play."

- "My shorts are covered with sand," said one boy.

Teacher: "It is okay. Today is Wednesday, the end of the week and your mother will wash it for you."

One child asked the teacher for tissue paper to blow his nose. The teacher asked a pupil to go to Mama Hanan to bring tissue paper. She gave some tissue paper to the boy to clean his nose.

Teacher: "Hasan Akeel, do you want to play with us? Sayed Hussain do you want to play with us?"

- "Mama Sabah, I found a treasure," one boy said.

Teacher: "Where should we keep it?" And she continued: "We should keep it in the museum for people to see it. How many moulds have you made?"

They counted them.

- "They are eleven moulds," said one child.

The teacher is making shapes with sand and the children were imitating her in making shapes. One child asked to go to the bathroom and then came back.

"Teacher, clean his nose," said one boy.

Teacher: "We say: please."

Then she cleaned the child's nose.

- "Teacher, Mohammed refused to let me play on the aeroplane," said one boy. The teacher went to Mohammed and asked him to get up and give him the aeroplane, but he refused; then she asked him to count ten and get up. He also refused, then she sat

near him and said: "Do you want me to count with you?" He agreed and they started counting one...ten. Then he got up and the other boy got into the aeroplane.

Teacher: "Please try to take the sand slowly so that it will not go into your eyes."

- "If she has pain in her eyes she can go to the doctor", said one child.

Teacher: "Yes, but we should keep our eyes away from the sand".

- "Teacher he does not allow me to play", said the child.

Teacher: "It should be by turn, tell him to allow you to play"

- "I told him, but he won't" said the child.

Teacher: "Okay tell him again". Then the teacher went to him: "Please Hashem come down".

Hashem did not move.

Teacher- "Please count to ten and then come down"

- "The teacher said come down, come down" insisted the child. Hashem moved.

Teacher- "Now it is time to eat. Please put all the equipment into the basket and shake your hands. Shake off the sand and go to wash".

The children put all the small equipment into the basket and went to the bathroom to wash their hands. The teacher waited for them outside until they all finished. Then she entered the classroom with them. They took their food to the big table outside in front of the classroom. The helper arranged the table with the teacher. All the children sat down with the teacher and ate cheese sandwiches, some vegetables, fruits and juice.

- "I like orange juice", said one child. "I finished eating". Said another one. Then she went to the waste basket and threw the left-overs and then put her plate into the plate basket. One child took a piece of cake and gave it to her friend who was sitting beside her. Another girl was looking at her.

- "Do you want a piece Noura?" said the girl. Noura with a smile on her face shook her head. A small piece of sandwich dropped from one child and fell on the floor.

Teacher- "My darling, this piece fell on the floor. Do we eat it or throw it?"

- "We throw it", said the child.

Teacher- "Okay, where are we supposed to throw it?"

- "We throw it into the waste basket. Where is the waste basket said the child.

Teacher- "It is there". Said the teacher pointing with her finger. "Now take the food and put it into the waste basket".

He took the piece of sandwich and put it into the waste basket. All children put their leftovers in the waste basket, and empty plates into the plate basket.

Teacher- "I admire Ahmad. He ate sandwiches".

- "I like salad sandwich", said one child to the teacher, while eating his salad sandwich.

Teacher- "Yes salad sandwich is very good for our health. It has vegetables like tomatoes, carrots and cucumbers which are healthy for our body". She helped the child in opening his juice box. "I admire Ahmad for helping Mohammed who is young".

- "I finished my juice", said one child to the teacher who was sitting beside him.

The teacher took the juice box and shook it.

Teacher- "You did not drink it".

- "I don't want"

Teacher- "Okay, drink a little more".

He drank a little and then he took it to the wastebasket and put his plate in the plate basket.

Teacher- "Now, please put your empty plates in the plate basket. I admire children who put their empty plates in the plate basket".

All the children emptied their plates and put them in the basket.

Teacher- “We are waiting for you Hussain and Husan to enter the classroom”.

They all entered the classroom. The time is 10:00 am. Each child took his place according to his selection before going to the playground outside. The teacher sat on one of the small chairs in the fine arts area. **Teacher-** “What do you want to stick here?”.

Then she showed him how to use the gum and how to hold the scissors in the right way. Another child cut some shapes after she drew them on a sheet of paper. Then the teacher moved to the play area for cognitive development and sat with Ali who was not active, yet he was trying to put some jig-saw parts into their places.

Teacher- “This is the letter k try to find the rest of the picture for it. This is the letter C. Find to other parts of the picture for letter C”.

- “Teacher I want to go to the bathroom”, said one child.

Teacher- “We say, please can I go to the bathroom: You can go. Hussain if you don’t mind, we don’t squeeze the gum to the table”. She put the tissue box on the shelf near the door and asked the children to come there whenever they needed it. Then she went to the area for imagination and sat on the floor with the four children who were playing there and put on the veil and said: “Good morning, how are you and your children, I hope you are all in good health”.

One child brought her plate with an orange and a banana in it. Another child brought her juice and a slice of bread. She put it in a tray with a smile on her face.

Teacher- “Thank you very much” said the teacher and drank the juice. “Thank you once again for the food, I have to go”, “Mohammed, if you don’t mind, close the door”.

Mohammed did not close the door. The teacher then sat with a group of children in the reading area and read the big cards with big pictures and big letters. Then she went to the fine arts area once again.

Teacher- “I see some paper under the table, we don’t threw the paper we cut. We put it in the waste basket”.

Then some children picked up the paper and threw it in the waste paper basket.

- “I did this”, said one child to the teacher showing her his drawing.

Teacher- “Very good. I like it. It is very nice”.

A girl came and sat on Hashim’s chair. Then Hashim asked for his chair.

Teacher- “This is Hashim’s chair. Which one is your chair?”

The child pointed with her finger to her chair.

Teacher- “Please go there”.

Then Hashim sat on his chair and worked on his drawing. The teacher sat beside a calm girl and tried to encourage her to work.

Teacher- “I am going to draw my mother, will you give me some colored crayons?”.

A child gave her a red crayon.

Teacher- “Thank you, I will draw my grand mother too”.

The door was open.

Teacher- “Please Noura shut the door”.

Noura shut the door.

Teacher- “Thank you Noura. I will go to see Mohammed in the bathroom. He has been there for a long time”.

The teacher went out and then came with Mohammed. She sat in the Fine Arts area to finish the drawing. Then there was a quarrel between a boy and a girl in the Block Building area. The teacher sat in the Reading area which was near the Block Building

area in order to attract the attention of children there. Two girls came with her and she started reading to them.

- "Mama Sabah, I am playing and he is trying to break my toys" said one girl.

Teacher- "Try to play with him".

- "Mama Sabah, Mohammed wants his biscuits from Eman".

The teacher went to Mohammed, sat near him and in a low voice said: **Teacher-** "Eman is your friend, Mohammed. That is why you gave her the biscuit and she is still your friend, and when we give something to our friend we don't ask them to give it back. Is that okay, Mohammed?".

Mohammed nodded his head, and the teacher asked Eman to thank Mohammed, but Eman did not.

Teacher- "I think, Eman thanked you before. Can she keep the biscuit?".

Mohammed nodded with a smile. The children went back to their areas to play. The time was 10:30am.

Teacher- "Now it is closing time."

The time was 12 am.

Observation N.2

Name : Rabab
Kindergarten : Al-Seqaya
Date : 26/10/96
Time : 8:30 -- 12:00 am.
Number : 20 children
Age : 5 +
Subject : The Family unit.

It was 8:30 am. when the children arrived at the kindergarten on the school bus.

Each teacher walked with her pupils to her classroom. "Mama" Rabab entered the classroom after her pupils. Each child put his bag in his big "Pigeonhole" on which his name and photo were placed and then went directly to the circle indicated by tape in the middle of the classroom floor. The floor was carpeted wall to wall. After they sat properly, then read the opening verse of the Holy Qur'an with the teacher.

Teacher- "Now children, we are going to note the male and female members of the family. We are going to classify ourselves also into males and females"

- "Uncle is male, aunt is female," said one boy.

- "Father is male, mother is female," said another child.

The children have classified most of the human males and females.

Teacher- I admire you all, you are very clever children. Today I have brought for you pictures of small people and big people, and you will classify them in to young male and old male, young female and old female. Let us start now, Ahmad."

- "This is an old female and that is a young female," said Sarah.

The children kept showing old and young males and females until they finished classifying all the pictures the teacher had brought.

Teacher- Children, I admire you, you were good, and you spoke in turn, and you gave a chance to your other colleagues to think and speak. Now it is time (the time was 9:00am.) to choose the areas before we go to play outdoors. Children, please bring all the cards you have in your hands and put them in the box before you select your areas."

After the children selected their areas and stood in line. They walked outside in the playground with their teacher. There were enough equipment outdoor for the children to play with. Some children went to play on the sand area with the moulds, other went to climb on the climbing unit. Some others played on the swings.

- "Mama Rabab, my father brought me a birth day," said one child.

Teacher- "Oh good, your father brought you a present for your birthday."

- "mama Rabab, they picked flowers," said the child.

Teacher- "We don't pick the flowers, children. What are you making Hamad?"

- "I am making a birthday cake," said Hamad.

- "Teacher, Thursday is my small brother's birthday," said one girl.

The teacher asked the children to play in by turn, because most of them wanted to play on swings.

The time was 10:00am. When the teacher asked them to finish their work, put the equipment back in their places and to stand in line.

Teacher- "Come everybody, it is meal time."

The children stood in line and then went to the bathroom with the teacher to wash their hands. They sat around the plastic table cloth on which there were enough plates for them all. The helper had arranged that before they entered the classroom.

Teacher- “Children bring your food, those who did not bring until now.”

They all ate their sandwiches and drank their juices. The teacher sat with them and ate her sandwich. The children were eating and drinking with joy and happiness. The teacher cut the fruits and vegetables into small pieces and asked the children to have two pieces of each kind and then to have more if any remained.

Teacher- “Children, we have to finish our food, then we can go to the bathroom to wash our hands and mouth. Anybody who does not want to eat some of his food, should take it home so that his mother could see that he was unable to eat all the food. Now, children it is time (the time was 10:30am.) for indoor playing the areas. Children when we finish eating we put our empty plates in the plate-basket and the leftovers in the waste-basket over there.”

The helper folded the plastic table cloth and cleaned the carpet. The children went to the bathroom to wash their hands. Then they went to the areas they had selected. The children respected the capacity of each area indicated by a figure symbol on the wall behind, and each child, before changing his area looked at the number, the figure symbol, and counted the number of the children who are playing in that area. The teacher was moving from one area to the other helping the children in their work. Now she is in the Fine Arts area, she wrote children’s names on their work before they hung it on the board behind them.

Teacher- “Please children, don’t change your area before informing me.”

- “Teacher, see what I have done,” said the boy.

Teacher- “Good, Sami, your aeroplane is nice and big, but we don’t go beyond the line of our area.”

The teacher started singing the closing song: “Come girls, ... come boys,... come to the closing time.”

She helped them putting things back in their places.

Teacher- “I admire children who put things tidily in their places.”

The time was 11:30am. When the teacher sat on the floor, in the circle area and the children sat beside her in a circle. The teacher brought the children’s fine arts work and gave every one of them his /her work and asked them to put their work behind their backs. She asked them to sit properly.

Teacher- “Today, I admire you all because you have done very good work. I want each one of you, in turn, to show us his work and to tell us about it. First it is Nasser’s turn. Tell us Nasser about your work.”

- “I made this house,” said Nasser.

Teacher- “what color is it?”

- “It is red,” said Nasser.

Teacher- “Now it is Sami’s turn.”

- “I drew a girl,” said Sami.

Teacher- “What is wrong with her?”

- “She is crying, she wants to eat sweets and she has tooth pain,” said Sami.

- “I have a yellow boy standing beside a tree,” said Hussain.

- “A yellow boy! Is there a boy who is yellow?” Asked Ali.

- “May be he is wearing yellow clothes,” said the teacher to Ali.

Teacher- “Hamad, speak, tell us about your work. Children, please you are not allowed to speak when it is not your turn. We should listen when somebody speak in his turn. You must listen to other in order that they listen to you.”

The children spoke about their work., their drawings, and the teacher was trying to make them talk in turn and to listen to other when they speak.

After they all finished talking about their work, she thanked the children for being good. The time was 12:00 .



Observation N.3

Name : Lubna
Kindergarten : Juffair
Date : 27/10/96
Time : 8:30 -- 12:00 am.
Number : 15 children (8 absent - 7 present)
Age : 3 +
Subject : The Family unit.

It was 8:30 am, when the children arrived at the kindergarten on the school bus. Each teacher walked with her pupils to her classroom. "Mama" Lubna entered the classroom after her pupils. Each child put his bag in his big "Pigeonhole" on which his name and photo were placed and then went directly to the circle indicated by tape in the middle of the classroom floor. The floor was carpeted wall to wall.

Teacher- "Now we all sit properly and read the Holy Qur'an.

The teacher read the opening Verse of the Qur'an and the whole class read with her.

Teacher: "Now, we will talk about our family members. Who has a small sister or brother and can tell us any thing about her or him?"

- " My small sister climbed the cupboard," said one child.

- " I don't have a small brother ," said another child.

- " I have a small sister," said one girl.

Teacher: "Najwa, does your sister walk or crawl?"

- "she crawls," said Najwa.

Teacher: "Yesterday I went to the library and I saw this storybook which I liked very much. I brought it today so as to read it to you. Now let us read it together".

She held the book with both hands facing the children, opened the first page and asked: "What is this?"

- "It is dada," said one child.

Teacher: "Yes it is a baby, dada means baby".

- "This is a small boy," said another child.

Teacher: "Yes he is a small boy. What is he doing?"

- "He is sitting on the floor, playing like us," said one child.

- "He is playing with his mother," said another child.

Then she turned to the second page.

Teacher: "What is the child doing now?"

- "He is eating his food," said the children.

Teacher: "Do you think if he does not eat, he will grow up and become big?"

- "No, if he does not eat, he will not grow," said the children.

Teacher: "Yes if he eats he will grow big". "Now what is he doing," asked the teacher as she turned to page three.

Nobody answered.

Teacher: "He is playing on the swings".

She turned to the next page.

Teacher: "He is playing on the car, who has a car?"

- "I have a car ," answered one child.

Teacher: "Come near me so that you may see clearly".

The children moved a little forward towards the teacher.

Teacher: "what is he doing now," asked the teacher as she turned the page.

- He is taking a bath," said the children.

Teacher: "Do you take a bath on your own, or does your mother helps you like this boy?"

- "My mother helps me," said one boy.

- "Me too," said another child.

Teacher: "See him. He is washing his hair with shampoo".

- "He is also cleaning his body with soap," said one child.

- He is cleaning his teeth," said one girl.

Teacher: "Where did he go after he finished brushing his teeth Khatoon?". "Only Khatoon should answer. I asked Khatoon," said the teacher when other children tried to answer her questions.

- "He went to his bed to sleep," said Khatoon

Teacher: "Okay, now I will put this book in the reading area for you to read. So now, we all sit in the proper way in order to select the areas in which we want to play. I admire Khatoon, for whenever I ask her, she speaks. Why don't you speak Fatima? Who's name is this?

- "This is Sawsan," said the child.

Sawsan took her name-card and put it in the block building area in the pocket-chart. The teacher kept calling children's name while the children were putting their names in the areas they choose in the pocket-chart. When they all finished, the teacher asked them to stand in line before they went out to the outdoors play ground.

Now all the children are outdoors playing equipment. The teacher played with a group of children in the sand area.

Teacher: "Fatima, what are you doing?"

- "It is a mountain," said Fatima.

The teacher helped her to do so. One boy was making a mountain, too.

Teacher: "What is the name of this mountain?"

- "It is Djebel Al-Dukhan⁴," said the boy.

The children filled the moulds with sand and made different shapes. Fatima went to the slide and left Khatoon playing with the sand. A group of children were playing on the aeroplane, one of them making sound like the aeroplane and the other moved the aeroplane in a circular movement.

The teacher from one place to other helping the children while they were playing. The time was 9:30 am, when the teacher asked the children to finish their work and to be ready for the meal.

Teacher: "Please children, it is time to go inside. Now put all the sand equipment into the basket, come and stand in line."

She walked with them to the bathroom. They all washed their hands and sat around the big table which was in the front of their classroom. The children put their food on the table, where was a plate for each of them. they took their food's bags back to their big "Pigeon holes" in the classroom. The teacher helped the children all to eat their food before they left to the areas inside the classroom.

Teacher: "I admire Fatima, today she ate her whole sandwich and drunk her juice".

⁴ - The sole mountain in Bahrain. His height is about 300m.

The time was 10:30 am, when all the children were inside the classroom working in the areas they had selected.

Teacher: "Wadeia, please don't make noise with your chair, try not to move the chair".

Then the teacher went to the play area for imagination, she knocked the door and greeted them, then she sat playing with the three children who were there before.

Teacher: "Is your daughter sleeping?" (the teacher asked the child in the imagination area who had a doll on her lap.) "Now I have to go, bye bye".

- "Teacher, see what I have done," said one girl.

Teacher: "Oh, good. This is a big circle. What colour did you use?"

- "Black and red," said the child.

- "Teacher can I go to the bathroom?" said one child.

Teacher: "Yes you can".

The teacher sat with children in fine arts area. She realised that she was sitting on Khatoon's chair after Khatoon came back from the bathroom.

Teacher: "I am sitting on your chair, come sit here," said the teacher after having moved to another chair.

The teacher moved to the block building area which was empty in order to attract their attention, but no one came.

- "Where should we put this book?" asked one child.

Teacher: "You can put it on the shelf up there".

The teacher moved from one area to the other in order to encourage children to work and to enjoy playing.

Now it is 11:30am. it is closing time.

Teacher: "Now we have to finish our work and to clean our places before the closing circle time".

the teacher started singing the closing song and the children tried to finish their work quickly in the different areas, to clean their places and to go to the closing circle where the teacher was sitting waiting for them. after a while, all children came and sat around the circle with the teacher.

Teacher: "Today we are going to sing a new song. The song goes like this:

Small bear, small bear

Why are you slow

Why are you slow

I don't know

I don't know

Try to move

Try to move".

The children stood and move their legs quickly as they sing the song. They repeated it several times.

Teacher: "Do you like this song?"

- "Yes I like it," said one child.

Teacher: "What did you like about it?"

- "I like the bear," said the child.

Teacher: "Where did you see the bear?"

- "I saw it in the zoo," said the child.

- "I want to drink water," said one child.

Teacher: "Okay, all of us will drink water now".

The teacher gave water to all the children before the closing time at 12:00am.

Observation N.4

Name : Hanan
Kindergarten : Juffair
Date : 28/10/96
Time : 8:30 -- 12:00 am.
Number : 14 children
Age : 5 +
Subject : The Family unit.

It was 8:30 am, when the children arrived at the kindergarten on the school bus. Each teacher walked with her pupils to her classroom. "Mama" Hanan entered the classroom after her pupils. Each child put his bag in his big "Pigeonhole" on which his name and photo were placed and then went directly to the circle indicated by tape in the middle of the classroom floor. The floor was carpeted wall to wall.

Teacher- "Now we all sit properly and read the Holy Qur'an. Today, we have a new carpet in our class, who will tell me about the colour of the carpet. Is it good or not? I like it just a little because it is very dark."

- "We have a red carpet at home," said one boy.

- "We have a blue carpet at home," said another boy.

Teacher- "Today, I admire the whole class and I admire Hussain because he is listening to Hanan. Do you know in which unit we are today? We are still in the family unit, and family means our sisters, brothers, uncles, aunts,...etc. Now who can tell me, what his mother does at home?"

- "She is cooking," said one child.

- "She cleans the house," said another child.

- "She irons our clothes," said one boy.

- "My mother works outside the house," said one child.

Teacher- "What does she bring for you?"

- "She brings me sweets," said the child.

Teacher- "Sweets are forbidden because it is not good for the teeth."

- "My father's friend brought us some sweets," said one boy.

Teacher- "Okay, we eat sweets after meals and we try to wash our teeth immediately after we eat sweets."

- "My father sleeps," said Radhy.

Teacher- "What does your father do?"

- "My father works outside," said Radhy.

- "My father brings us food and money," said Moosa.

Teacher- "Hanan said that her mother works at home."

- "Do you work at home?" one child asked the teacher.

Teacher- "Yes I work at home during the weekend. I clean the house, cook the food and wash clothes. Today we finished on time, and we have to choose the areas before we go outdoor to play in the playground".

The children selected the areas as the teacher called their name. The time was 9:00am, when they stood in line and went with the teacher to the playground outdoors. There was enough equipment for them to play. The children played in the equipment outside. Two of them played on the slide, others played on the swings. The rest of the children played in the sand making cakes and mountains. A few boys played on the airplane. The teacher sang the song of "Mama and Baba...love me". Two children quarreled with each other for the shovel.

Teacher- "This is not yours nor hers. It belongs to the kindergarten and you have to share it by turn."

The children were happy playing outside, smiling and shouting. The teacher was smiling too.

Teacher- "Children, after a while we are going inside, so try to finish your work. It is meal time now. Please we return all the equipment before we come to stand in line."

The time was 9:30am. Most of the children were standing with the teacher waiting for the others to come.

Teacher- "Hurry up children, we are waiting for you to come."

The children washed their hands in the bathroom while the teacher waited for them outside the bathroom with other children who had finished washing.

Then all the children went to the classroom where the helper put the plastic table cloth on the floor with a plate in front of each one of them. The children brought their food bags, took the food and then took back the bags to their Pigeon holes. The teacher sat with them eating her sandwich, and speaking with them about their food and the value of good food to their bodies. All the children ate their sandwiches and drank their juice.

Teacher- "Ameena, please sit down with us until all of us finish, then all of us will go to wash our hands. Now it is time to play indoor. Go wash your hands, and come to play in the areas. (The time was 10:30am.). Please children, put your empty plates in the plate basket and the leftovers in the waste basket."

The helper took the plastic table cloth, and cleaned the floor. The children went to wash their hands, and when they came they went to the different areas they have chosen before. The teacher asked the children if they felt cold or hot in order to regulate the fan. The teacher was concerned with the health and comfort of the children.

The children worked in the areas with the equipment and materials in each area, while the teacher tried to help them in their activities.

Teacher- "I admire the children in the Fine Arts area, they are all working quietly. I admire the children in the play area for imagination as well because they are playing quietly. Mohamed, do you want me to help you?"

She sat with Mohamed in the play area for cognitive development. The time was 11:30am.

Teacher- "Children, you have to clean up. It is closing time."

The teacher sang the closing song: "Come girls....come boys....come to the closing time."

Teacher- "Please children put everything back before you come to the circle."

The children were active and happy putting everything in its place. All the children came to the circle where the teacher was sitting.

Teacher- "Now I will role-play some activities and you should guess which of the family members does the same."

The teacher role-played looking after the baby, cooking, cleaning, washing the clothes, writing, crying. The children named the person who usually performed those activities at home. The time was 12:00.

Observation N.5

Name	:	Hameeda
Kindergarten	:	Sgaya
Date	:	29/10/96
Time	:	8:30 -- 12:00 am.
Number	:	17 children (1 absent -- 16 present)
Age	:	5 +
Subject	:	The Family unit.

It was 8:30 am, when the children arrived at the kindergarten on the school bus. Each teacher walked with her pupils to her classroom. "Mama" Hameeda entered the classroom after her pupils. Each child put his bag in his big "Pigeonhole" on which his name and photo were placed and then went directly to the circle indicated by mastering tape in the middle of the classroom floor. The floor was carpeted wall to wall.

Teacher- "Now we will talk about what each one of you did yesterday. I will begin."

All the children were staring at the teacher while she was talking.

Teacher- "Yesterday I visited my sister at Isa Town. I spent the whole day with her, and her small children whom I adore. Now it is Ali's turn."

- "I put on my clothes, drank the milk and came to the kindergarten," said Ali.

Teacher- "who wants to speak?"

- Nasser said he is like Ali," said one child.

Teacher- "Yes, Nasser is Ali's relative, they come to the kindergarten together."

- "Hasan also come with us," said Nasser.

Teacher- "I admire Nasser because he participates when we talk. Zainab, would you like to tell us some thing?"

- "Yes I went to Salmania Garden yesterday," said Zainab.

Teacher- "Children, tomorrow we are going to Areen Park where there are different kinds of animals. We would like to see animals."

- "I like the yellow horse," said Ahmad.

Teacher- "Do you like yellow colour?"

Ahmad nodded meaning yes.

Teacher- "Ahmad likes yellow colour. Now let us all sit properly and read the Holy Qur'an."

She read a new Verse, the one about parents, and the class read after her until the end of the Verse.

Teacher- "Do you remember what our unit yesterday was about? It was about the jobs that mothers do and the jobs that fathers do. Now, which jobs does your mother do, and which jobs does your father do?"

- "My mother cleans the house, cooks the food, and takes care of my baby sister. She also takes me to the garden and to the shops to buy food and toys," said one girl.

- "My mother washes and irons the clothes and she sits with us when we eat," said another girl.

- "My mother helps me to wear my cloths," said Nasser.

Teacher- "Okay, let us listen to Ali, now."

- "My father go out to bring money and food for us," said Ali.

Teacher- "Let us listen to Anwar. He said that his father helps his mother in the housework. Do you like to help your mother at home Anwar? Anwar likes to help his mother and his father in the housework. Kheirya, do you like to help your mother at home? Do you wear your cloths on your own or does your mother help you?"

- "My mother helps me," said Kheirya.

Teacher- "Yes your mother helps you because you are still a young girl, but when you grow older, you will do it by yourself."

- "Teacher, my father plays with us after he comes home from his work," said Nasser.

Teacher- "We all talked about our mothers and fathers' works inside and outside the home. Now I have brought you this house with these cards on which there are different pictures and I want you first to look at the pictures and to tell me, each one in turn, which picture shows jobs done outside and those that show jobs done inside the house. This picture shows the garden of the house. The son waters the plants so that they grow bigger and bigger."

- "In order that the flowers grow," said one child.

Teacher- "Now we will put this picture inside the house because this job is done inside the house."

- "This is a picture of a mother and a father drinking tea, said the child whose turn it was.

Teacher- "Where will you put it?"

- "Inside the house ." answered the child.

Teacher- "Very good, Ahmad."

- "These two boys are preparing the food for themselves to eat," said Ali.

Teacher- "You also like to eat. What kind of food do you like to eat Ali?"

- "I like to eat chicken with rice," said Ali.

Teacher- "What about fruits and vegetables? Okay , now where do you think you will put this picture, inside or outside the house?"

- "Inside the house," said Ali.

Teacher- "Yes it can be inside the house and sometimes it can be outside the house when we go picnic."

- "This is a picture of a doctor," said one child.

Teacher- "Where do doctors work, inside or outside the house?"

- "In hospital," said the child.

Teacher- "Very good Yousef. Yes doctors work in hospital, and also in clinics. So you will put it outside the house."

- "This is a picture of a teacher teaching in the classroom," said Lamia. She put the picture outside the house.

Teacher- "Whose mother is a teacher?"

- "Ameena, her mother is a teacher," said Subah.

Teacher- "Please when somebody speaks we have to listen to him, so that he listens to us when it is our turn to speak."

- "This is a carpenter working in his workshop," said the child.

- "Teacher, Lamia said that her father is a carpenter like the one in this picture," said one girl.

Teacher- "Good, where does carpenter usually work?"

- "He works in his shop outside the house," said Lamia.

The children went on selecting pictures and talking about what the people in those pictures do. They talked about the butcher and the engineer who builds the houses, and so many other occupations that take place inside or outside the house.

Teacher- "I admire you all because you are clever children. You knew most of the jobs people do inside and outside the house. Now let us get ready for choosing the areas before we go outdoors to the playground."

She collected all the cards put them in the box beside the model of house on one shelf in the reading area, for those who want to see it later. The time was 9:00am. The teacher finished reading the children names and the children put their names' cards in the areas they chose. Then all of them stood in line and went outdoor to the playground to the outdoor playing equipment. The children were playing outside, some of them in the sand area, while others played on the swings and the slide. The children were happy running and shouting together without the interference of the teacher.

- "Teacher, look at Ali. He wants to destroy my work." Said Asmaa.

Teacher- "Tell him you will not allow him to do so. Ali, Asmaa will not allow you to destroy her work. Please say sorry to Asmaa. After five minutes you will be ready to go to the bathroom to clean your hands, and to be ready for the morning meal. Please children put back all the equipment in the big basket and come stand in line so as to go to the bathroom to wash."

The time was 10:00am, when all the children sat around the plastic table cloth which was on the classroom's floor. There was a plastic plate in front of each child.

Teacher- "Before we start eating we have to say the name of Allah."

The children brought their food and started to eat. The teacher had her sandwich and sat while talking to them.

- "Teacher, my father bought a new car for us," said one child.

Teacher- "Oh, good. What colour is it?"

- "Green," said the child.

Teacher- "Very good, I like green."

The teacher cut the fruits and vegetables for the children.

Teacher- "Please children, each one can take two pieces first, then you can take more if there is any."

- "We have a tree that gives fruits," said one child.

- "We have a flower that gives trees," said another child.

Teacher- "Flowers don't give trees but trees give flowers. Now each one of us has to put his plate in the plate-basket and the leftovers in the waste-basket."

All the children took their empty plates and threw the leftovers in the baskets and went to the bathroom to wash their hands. The time was 10:30am, when all the children sat in the different areas to play, after the helper had folded the plastic table cloth and cleaned the carpet. The teacher helped the children in their work. In the play area for the cognitive development she tried to encourage a child to find the right pieces for a puzzle. Then she went to the play area for imagination and tried to take part in their game. The time was 11:30am, when she called the children for closing time.

Teacher-

Please children, start to put back all the equipment in their places and come to the circle. It is closing time."

The children put back everything in its place after finishing their work.

Teacher- "Today we are going to read together the story of the big carrot," said the teacher while she was holding a chart on which there was a big yellow carrot emerging from the grass.

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Observation N.6

Name	:	Fadeela
Kindergarten	:	Sgaya
Date	:	30/10/96
Time	:	8:30 -- 12:00 am.
Number	:	17 children (1 absent -- 16 present)
Age	:	4
Subject	:	The Family unit.

It was 8:30 am, when the children arrived at the kindergarten on the school bus.

Each teacher walked with her pupils to her classroom. "Mama" Fadeela entered the classroom after her pupils. Each child put his bag in his big "Pigeonhole" on which his name and photo were placed and then went directly to the circle indicated by a tape in the middle of the classroom floor. The floor was carpeted wall to wall.

Teacher- "Now we all sit in the proper way and read the Holy Qur'an".

The teacher read the opening Verse of the Qur'an and the whole class read after her until the end of the Verse.

Teacher- "Now we will sing 'Mama and Papa', would you like to sing with me?"

- "Yes." Said the children in a loud voice.

She sang 'Mama and Papa ... they love me....etc. and the whole class sang with her in a loud voice until the end of the song.

Teacher- "Now, in which unit are we?"

- "We are in the family Unit," said the children.

Teacher- "What is the unit about?"

- "The unit is about father, mother, sister and brother," said the children.

- "About the grand mother and the grand father as well." Said one child.

Teacher- "Yes thank you Hussain. Hussain said 'the grand mother and the grand father also'. I admire Hussain."

- "And the aunt and the uncle," said one child.

Teacher- ' Yes, thank you, the aunt and the uncle are also members of the family. Today we will speak about the names of the family members. Today we will match some words together. I have this box in which there are similar words, and I want to put each two similar words together like this."

- "This is the brother," said one child.

Teacher- "I admire Sarah. She read the word correctly. I have this card, where should I put it Ali? If you ... please, I said Ali . (said the teacher to the child who wanted to answer instead of Ali). Ali read the word to your classmates."

- "This is the word for 'sister'." Said Ali.

Teacher- " What does this word stand for?"

- "This word stands for 'mother'," said the child.

Teacher- "I admire Zeinab. This word is 'mother'. Who will tell me what is the first letter of the word 'brother'?"

- "The letter B," said one child.

Teacher- "Yes correct, thank you Adel."

The teacher went on trying to emphasize the first letter each word begins with ⁵.

Teacher- "Nada, go to the bathroom."

Nada is a mentally retarded girl who was annoying the teacher during the lesson.

Teacher- "Now we are going to select the areas in which we want to play."

Each child, in turn, takes the name card from the teacher, after she read his name, and then walk to the pocket-chart and put his card in the pocket-chart of the area he chose.

Teacher- "Whose name is this?"

- "This is the name of Mohammed," said Mohammed.

Teacher- "I admire you Mohammed."

Mohammed put his name in the play area for cognitive development. The teacher went on reading the names and trying as much as possible to make children familiar with their name cards.

Teacher- "Nada, you should sit in the circle."

Nada did not obey the teacher and kept moving and bothering the other children continuously.

Teacher- "Whose name is this? This is Fahad's name. He is absent today. How do we put the name card of the absent pupils? We put his card upside down, like this, in order to know that he is absent today. I would like you to pay attention to what we do and say while we are selecting the areas in which we want to play later. Now, let us get ready to play outside."

Then she stood near the door and started calling them by their names. They stood in line and then walked to the play area outside the classroom where there was enough outdoor play equipment. The time was 9:00am.

The teacher asked the children to keep walking in line until they reached the shade and then remain standing in a circle.

Teacher- "Today we will do some athletic exercises. Please make a large circle, some larger, larger."

She started doing some exercises, but the children were not interested in imitating her⁶.

- "We want to play, said one child.

- "Yes we want to play," said the children.

Teacher- "Okay, you may go to play."

Children started playing in small groups. Four boys were playing on the swings while eight others were playing on the big swing chairs and four were playing with the sand.

The teacher moved from one area to another, helping the children by pushing the swings. Then she went to play with the other children playing with the sand.

- "Mama Fadeela, Ali does not sit on the swinging chair," shouted one girl.

The teacher went to Ali and asked him to sit.

Teacher- "Ali, remember the law we put. We said in our law that we should not stand on this swing. You know why, Ali? Because it is dangerous, if we stand we might fall down and hurt ourselves."

- "Teacher, see what I have done," said one girl playing in the sand area.

⁵ - The teacher should say the sound, rather the name of the letter itself.

⁶ - Probably, because the kinds of exercises proposed by the teacher were not suitable for the children's position in a circle. Such exercises would need bigger space between one child and another. She chose an unsatisfactory setting. Besides, the suit she was wearing was not suitable either.

Teacher- “Clever girl, very good shape.”

The teacher was busy all the time with what the children were making. She saw some sand on Nada’s face. She asked the helper to wash Nada’s face.

Teacher- “How many children did we agree to play each time? What is our law? Our law says only three children can play in the aeroplane at a time and not more. Two boys on the sides and one in the middle.” (When she saw four boys struggling on the aeroplane).

- “Teacher, she took three moulds. She refused to give me one, I have only one,” said one girl playing in the sand area.

Teacher- “We agreed to take two only Sahar, please give her one. This is the law⁷.”

Then the girl gave one mould to the other girl. It was evident that children respect the laws they put for themselves.

Teacher- “Hussain, don’t stand on this swing, because you will hurt yourself.” (said the teacher when the other children who were with him on the large swing asked him loudly to sit down.)

Teacher- “Come to the sand area, we will play with the sand.”

All the children on the large swing came to the sand area except two who remained playing there. After a while Hasan fell on the floor from the large swing, because he was standing. The teacher went to see Hasan. Then she comforted him with her both hands and asked him to come with her to the sand area to play. The time was 10:00am, when the teacher went to open a small cupboard near the main entrance and to take a small bell. The teacher rang the bell for the children to come near the door and stand in line. Then she asked them to come with her to the bathroom to wash their hands before they went into the classroom for their meal. After they washed their hands, they went with the teacher to the classroom, which was prepared by the helper for the meal.

All the children were sitting around the plastic table cloth on the floor with a plate in front of each child of them. The teacher sat with them.

Teacher- “Whose plate is this? Oh, it is Fahad’s plate. We will remove it, because he is absent today. Now you will take your food from your bags very quietly, please. One by one you go to get your bags, one by one please. I don’t want to hear a lot of noise. We agreed not to drink the juice first, we eat our sandwiches first, then we drink our juices after. I admire Hawra. She sits and eats quietly.”

- “I want to go to the bathroom,” said one child.

Teacher- “Go darling. I admire Hasan, he cleans his place after he finishes eating his food.”

- “I have yoghurt,” said one child.

Teacher- “Good, yoghurt is very good for the health. Aneesa, where is your sandwich? You didn’t eat it?”

- “Teacher, she put it in the waste-basket,” said one child.

Teacher- “We should not throw good food in the waste-basket. You should take it back to your mother, so that she knows that you are not eating the large sandwich and gives you a small one next time. Children, when you finish eating, please put all the leftovers, the remaining food in the plastic bag and put your plates in the plate-basket,

⁷ - She interfered with major and minor matters in which they were involved. Her voice was very loud and she was giving instructions all the time. She continuously reminded the children of laws they put for themselves.

- "Teacher the bathroom is close," said the child who wanted to go to the bathroom a little while ago.

There was a maid to look after those who go to the bathroom.

Teacher- “Now, come to the circle. We will distribute the areas.”

Teacher- “I admire those who implement the law and play calmly.”

Teacher- “Tell him that you don’t permit him to do so. Tell him, I don’t permit you to do this to me. Please children, work calmly and without any noise.”

Teacher- “Now, it is circle time at the end of the programme. Yesterday I told you about the story of the Carrot and the Family, and today we will sing the song of ‘Mama and Papa...’

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⁹ - Instead of giving them the freedom to do things by themselves without her interference.

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Observation N.7

Name : Jamela
Kindergarten : Sgaya
Date : 2/11/96
Time : 8:30 -- 12:00 am.
Number : 20 children (5 absent -- 15 present)
Age : 5 +
Subject : The Family unit.

It was 8:30 am, when the children arrived at the kindergarten by the school bus. Each teacher walked with her pupils to her classroom. "Mama" Jamela entered the classroom after her pupils. Each child put his bag in his big "Pigeonhole" on which his name and photo were placed and then went directly to the circle indicated by a tape in the middle of the classroom floor. The floor was carpeted wall to wall.

Teacher- "Good morning everybody ."

- "Good morning," replied the children.

Teacher- "Today many of your classmates are absent, do you know why?"

- "May be they are sick," said one child.

Teacher- "May be."

- "May be they have stomach pain," said another child.

Teacher- "May be."

- "May be they died," said Sami.

Teacher- "No, it is not good to say that. Now I will tell you why they are absent today. Today is the registration day for those who will join the government primary schools. Today we will read a new Verse from the Holy Qur'an. First I will read the Verse and then you will read after me."

The teacher read the whole Verse first , then she read each line slowly and the children read after her.

Teacher- "Today is Saturday. We are going to speak about what we have done during the week-end. Now we ask Abeer ."

- "I went with my grand mother to Muharraq," said Abeer.

- "We went to Salmaniya Garden yesterday," said Hasan.

And so on. Each child had the chance to relate what he did during the week-end.

-Teacher- "I went to my sister's house yesterday. So, most of you were at Salmaniya garden yesterday. Do you know why? Yesterday was the 'The International Child's Day' . that is why most of you were there."

- "There was a bear." Said one child.

- "The bear frightened me, and my mother shouted at him because he came to me and pushed me .

- "I have a dog and a bird", said Sami.

- "Mama Jamela, I saw Mama Fathela on the TV programme Yesterday," said the child.

Teacher- "Yes, the Bahrain TV was there because yesterday was 'The International Child's Day'. Now, how do we start our programme at the kindergarten everyday?"

- "we read the Holy Qur'an," said one child.

Teacher- "Very good Fatima, I admire Fatima, because she said that we start our programme everyday by reading a Verse from the Holy Qur'an. Today our unit is about my book. Where do we keep our book."

- "We keep it in the library," said one child.

- "We keep it on the shelf in the bedroom," said another child.

Teacher- Yes, we must keep our book clean and tidy. Where do we keep the Holy Qur'an?"

- "My mother keep it on the shelf in her bedroom near the bed," said one child.

Then the teacher asked the children one by one where do they keep the Holy Qur'an in their homes.

Teacher- "What is the first Verse in the Holy Qur'an."

- "Eqra'a Bismi Rabiqa... Read by the name of Allah," said the children.

Teacher- "I admire you all, because you answered correctly, and also because you have books and you keep them in the proper places at home. Now we are going to talk about letters."

She brought a box with some letters in it, and started to put each two identical letters together in front of her where all the children could see and touch them.

Teacher- "Do you remember the letter B? Which name begins with the letter B?"

- "Brother," said one child.

Teacher- "Baby. Yes I admire children who remember what they learn and do in the class, said the teacher.

All the children were talking at the same time about names that begun with letter A, B, C, D,... and names of people, animals things and equipment.

Teacher- "I can not hear you when you all talk at the same time. Now, Badr stand beside the letter A."

She asked all the children, one at a time to stand beside the letters which were on the floor in front of them as she pronounced the letters.

Teacher- "Okay, now we go back to our places and let those who did not stand to do so. Now we have finished this activity, and we have to choose the areas before we go outdoor to the playground."

The teacher brought a small box with some cards on which the name of the children were written, and started calling the children by their names. Each child, in turn, took a name card from the teacher as she asked him to read his name, and walk to the pocket-chart, and put his card in the pocket chart of the area he chooses.

Teacher- "Now, after we select the area, we would like to go out. Let us get ready to play outside."

Then she stood near the door and started calling the children by their names. They stood in line and then walked to the play area outside the classroom, where there was enough outdoor play equipment. The time was 9:00am. The teacher asked the children to keep walking in line until they came to the shade and to keep standing in a circle.

Teacher- "Today we will do some athletic exercises. Please make a larger circle so that you can stretch your hands in all directions."

All the children were looking at the teacher trying to imitate her movements, jumping back and forth while clapping and singing.

Teacher- "Now you can go to any play equipment you like to play with."

Most of the children went to play with the sand in the sand area where there were enough moulds to play with.

Teacher- "Sarah and Mariam, we play with sand without throwing it over our hair."

- "Mama Jamela, see what Hamad has done," said one child.

Teacher- "Yes he had made a very big cake this time. Lastime, Hamad made a big mountain, remember. We called it Jebel Al Dukhan."

- "Fatima made a lot of 'Kebab'. Who wants kebab?" said one child.

The teacher stood with a plastic bag in her hand, and asked the children to put the moulds they are playing with in it. Then she put it in one side in the sand area. Some of the children went to the slides. Others went to the swings. After a while, the teacher called them to come to where she was standing and to stand in line in order to go to the bathroom. The time was 10:00am. After they washed their hands, they went to the large table where there were enough chairs and plates for each one of them. The teacher asked the children to bring their food bags to the table, to put their food on the table, and to take back the bags to their big 'Pigeon-Hole' in the classroom.

- "My juice is not cold," said one child to the teacher.

Teacher- "It is better not to have cold drinks these days because the weather is getting cold from now on. In winter we don't drink cold drinks. we should eat our sandwiches first, then drink the juice. We don't speak when our mouth is full (said the teacher to Ali who was talking to her). We first swallow the food and then we speak."

- "I have apple juice," said one child.

- "I have orange juice," said another one.

- "I have sandwich juice," said Sami.

Teacher- "Can we have sandwich juice? The sandwich can not be a juice. We have to complete our sandwich and our juice."

The teacher asked the children to put their fruits and vegetables in the large plate in the middle of the table, and then she asked the children to pass them to her in order to them into small pieces for them to eat.

Teacher- "What is the first letter in the word Orange?"

- "The letter O," said one child.

The teacher went asking the children to name the first letter of each fruit and vegetable they were eating.

- "Cucumber begins with the letter C," said the teacher.

- "Cow also begins with the letter C," said one child.

Teacher- "Yes, you are right. What do cows give us? It gives us milk, Yogurt, butter and cream. Now, I want each one of you to take a piece of apple and a piece of cucumber and to pass the dish to the one next to him. And, then if you want some more to eat, we will have another round. We have plenty, don't worry."

The children were passing the fruit dish and each one of them took one piece of each kind and passed it to the child next to him.

Teacher- "Good, you like eating apples. Apples make our bodies strong and prevent us from being sick. Apples come in different colours. It comes in red, green and yellow. Now, each one of you who finished eating can go to wash his hands and then to go to the area he chooses."

The time was 10:30am. All the children were in the area they chose before outdoors playing, and the teacher was trying to help those who were still struggling with toys in the different areas. The children were busy in the areas. Some of them played in groups, others played alone.

- "Teacher, I want to go to the Fine Arts area," said one child.

Teacher- "You can't go now, because there are still eight children. The area is only enough for eight at a time, but you can go there when someone changes his area."

- "Mama Pamela, see what we have done," said one child in the block building area.

Observation N.8

Name : Ameena
Kindergarten : Sgaya
Date :
Time : 8:30 -- 12:00 am.
Number : 20 children
Age : 5 +
Subject : Hand's unit.

It was 8:30 am, when the children arrived at the kindergarten by the school bus. Each teacher walked with her pupils to her classroom. "Mama" Ameena entered the classroom after her pupils. Each child put his bag in his big "Pigeonhole" on which his name and photo were placed and then went directly to the circle indicated by a tape in the middle of the classroom floor. The floor was carpeted wall to wall.

Teacher- "Now, we all sit properly when we read the Holy Qur'an."

The teacher read the opening Verse of the Holy Qur'an and the whole class read with her.

Teacher- "Yesterday as you remember, we spoke about hands because the unit we are now studying is on hands. God created our hands and fingers. How many hands do we have?"

- "Two hands," said the children.

Teacher- "Yes we have two hands. We have one on the left and one on the right(Said the teacher while she was showing her hands). How many fingers do we have in each hand?"

The children counted their fingers' hand then said:

- "We have five fingers in each hand."

Teacher- "Khaled, show me your right hand."

Khaled raised his left hand.

Teacher- "Khaled this is your left hand."

Khaled was looking to the teacher's hand.

Teacher- "Khaled, because you are facing me, your left hand is facing my right hand. Today, we want to know what things we do with our hands."

- "We hold the mouse with our hands," said one boy.

Teacher- "May be we hold the mouse with our hands. Now I brought you this box which has many cards. I want each one of you to take one card and to tell us about it. We will start like this, one from the right, then one from the left, until each of you has taken a card. Please, when you have taken your card, put it behind your back."

Then the teacher opened the box and asked Noura who was sitting beside her, to take one card.

Teacher- "Noura, tell us about the picture in your card."

- "It is a picture of a girl," said Noura.

Teacher- "What is she doing?"

- "She is crying," said Noura.

Teacher- "May be she is crying, and may be she is cleaning her eyes with her hands. Noura, do you want to tell us some things else about the girl."

- "Yes, about her clothes," said Noura.

Teacher- "Do you like her clothes?"

Noura nodded.

Teacher- "Noura likes the girls clothes. Now it is Hamad,s turn."

Hamad took one card. It is a picture of a dentist treating a patient with a brush in his hand.

Teacher- "What is it Hamad."

- "He is a doctor with a brush in his hand," said Hamad.

Teacher- "Very good Hamad. Do you see children? The doctor also uses his hands."

The teacher kept calling the children in turn to take cards, and to describe what they see in it. All the cards were about hands and what we can do with our hands. They were telling about the importance of hands.

Hussain said that the picture was about the rope-game.

Teacher- "Do you know the rope-game? Tomorrow we will have athletic exercises, and we will play the rope-game. What does it need?"

- "It needs hands to pull with," said Sheikha.

Teacher- "Very good Sheikha. Now after we have seen how many things we can do without hands, and how important our hands are to us, we must take care of them and thank god."... "Now , please collect all the cards, put them back in the box, and get ready for selecting the areas. I will leave this box on the shelf, at the reading area, for you to look at later, if you like.".... "before you choose the areas, I would like to tell you that there will be in the Fine Arts some plastic plates and big sheets in which I put yellow paint. You have to clip your hand in the paint, and print it on the sheets in front of each one. Write your name on it, then leave it to dry. Also I put some drawing sheets on a table there for you to draw hands.".... "Now it is time to select the areas before we go to the outdoor free play."

The teacher was reading the names of the children, and each one of them took his card-name and put it in the pocket-chart according to his own choice. The time was 9:00am.

Teacher- "Now, each two should hold their hands together, and walk in line to the playground outside. Please Mohammed walk slowly."

The children were playing in different equipment. Some were playing on the swings, other were playing in the sand, and a group of boys were racing. The teacher moved among them without taking part in their games. Her clothes didn't help her to play with them. The time was 10:00am.

Teacher- "It is meal's time children, please be ready to go to wash your hands, before we have our meal."

The children , one by one, went to the bathroom to wash their hands before they went to eat. All the children sat around the big table in the 'All purpose hall' where there were tables and chairs on one side, and a stage on the other.

Teacher- "I admire Noura today, she brought with her a sandwich and she is eating it."

The teacher sat with them on the table and ate her sandwich.

Teacher- "Mohammed, you did not bring a sandwich today? You brought chips again! I told your mother to give you a sandwich instead of this chips in your bag. Please tell your mother to give you a sandwich tomorrow."

Mohammed stopped eating the chips.

Teacher- “It is okay now. You can finish eating your chips for today.”

The children were talking together in a relaxed, happy atmosphere as they ate their food, because there was a margin of freedom given to the children during meal time.

Teacher- “Please children, when you finish eating, take your empty plates to the shelf, and your leftovers to the waste-basket. We have to wash our hands before we go to the classroom.”

It was 10:30am, when the teacher asked the children to stand in line, and walked to the classroom. The teacher squeezed the paint onto the plastic plates and asked the children to dip their hands into the paint, and then to print their hands on the sheets of paper which she put in front of each child. The children were thrilled with the result of their finger paint.

Teacher- “Now I want you to leave your paint to dry for a while before we hang it on the board behind you.”... “Noura, we said to dip only one hand and not both.”

- “Teacher I want to paint,” said Ibraheem.

Teacher- “Everyone will have a chance to do so, just let them finish their work. Hamed, it is forbidden to climb on the shelf unit. Remember our law.”... “When you finish printing, tell me so that I will write your names on your works. Afterwards you can go to wash your hands.”... “Children, now it is circle time at the end of the programme. You have to finish your work, put things in place and come to the circle.”

The teacher started to sing the closing song “Come girls,... Come boys,... It is closing time,...” Some children song with her while they were approaching the circle. The time was 11:30am. Now all the children were sitting around the circle with the teacher.

Teacher- “Today we are going to listen to a story about a cat’s fingerprints. There was a house in which a small family lived: a mother, a father, a boy and a girl. One day, the boy and the girl asked their mother to heat some milk for them to drink. The mother made the milk hot. The mother left the milk on the kitchen table to cool. When she came back after sometime, she saw no milk, and instead she saw finger prints all over the place. The mother with her daughter and son followed the fingerprints inside and outside the kitchen until they reached the cat’s place. They realised that the cat had jumped into the kitchen through the open window, spilt the milk on the floor and then suck it. As the cat was running out, her fingerprints were left all over the place.” ...

“Did you like the story?”

- “Yes we like it,” said the children.

Teacher- “Ali, what did you like about this story?”

- “I liked the cat when it spilt the milk,” said Ali.

Teacher- “Zeinab, what did you like about this story?”

- “I liked the cat when it drank the milk,” said Zeinab.

- “I liked the smell of the milk,” said Fatima.

Teacher- “Good, you imagined the smell.”

The teacher was dressed in very comfortable clothes, with low heels shoes. Her voice was calm and clear. She was smiling most of the time. Her dialect was not appropriate. She should speak semi-classic Arabic.



Observation N.9

Name : Zakia
Kindergarten : Al Nasirya
Date : 4/11/1996
Time : 8:30 -- 12:00 am.
Number : 20 children
Age : 5 +
Subject : Hand's unit.

It was 8:30 am, when the children arrived at the kindergarten by the school bus. Each teacher walked with her pupils to her classroom. "Mama" Zakia entered the classroom after her pupils. Each child put his bag in his big "Pigeonhole" on which his name and photo were placed and then went directly to the circle indicated by a tape in the middle of the classroom floor. The floor was carpeted wall to wall.

Teacher- "Now, we all sit properly, and read the Holy Qur'an."

The teacher read the opening Verse of the Holy Qur'an the whole class read with her until the end of the Verse.

Teacher- "You remember children, yesterday we started a new unit. Who can tell me the title of the unit? Who can remember?"

- "I remember, it is the hands unit," said one boy.

Teacher- "Good Ahmed said the hands unit. I admire Ahmed because he remembered what we spoke about yesterday.

The teacher asked the children about the different things they could do with their hands, and they mentioned many things, such as eating, drinking, writing, playing...etc.

Teacher- "Today I put on my clothes, combed my hair and ate my breakfast, all with my hands.".... "Today I brought some pieces of material in this box. These pieces have different texture. I want each one of you to take a piece of material and touch it carefully, and tell us if it has a smooth touch or a rough touch. We will keep the material with smooth texture on the right side and the material with rough texture on the left side. Can we start now?"

- "Yes," said the children.

Teacher- "Ahmed, what do you feel?"

- "It is smooth," said Ahmed.

Teacher- "Good, Ahmad said that this piece of cloth has a smooth texture. Ahmed touched it with his hand, and found that it has a smooth touch."... "and now, where do we put it? On which side should we put the smooth material?"

- "On the right side," said Ahmed.

Teacher- "Very good Ahmed. Next."

All the children had the chance to touch one piece of cloth and to classify it. Some of them made some mistakes. They miss the right answers in differentiating between smooth touch and rough texture, and between right hand and left hand. The teacher corrected them when they made mistakes.

Teacher- "When you got up in the morning, before you come here, you put on your clothes. Now which of your clothes is smooth, and which is rough?"

- "My T-shirt is smooth and my trousers are rough," said Mohammed.

It was 11:30am, when some of the children sat around the circle waiting for the rest to come. The children with the teacher started singing the closing song: ‘Come girls... come boys... come to the closing time’. After, they all come to the circle, they began to sing.

Teacher- “Today, we are going to read a very, nice story about the fish and the sea. I read the story , and you can pick the repeated words.”

The teacher was reading the story, and the children were picking the words such as Sun, Sea, Scenery...etc.

Teacher- “Did you like the story?”

- “ Yes , I liked it,” said one child.

- "I liked the colour of the fish," said the child.

- "I liked the two boys, because they took the fish to the market to sell and get money," said another one.

Teacher- “Are all fish alike?”

- "No they are different."

It was 12:00 am. The closing time.

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Appendix 3

Structured interview

Dear Trainee,

There are no right or wrong answers to these questions.

How have you changed in your ideas and attitudes towards the following?

Example:

Before entering the programme Zahra thought children needed to have little free time to play. The more adult directed activities, the better.

After 4-5 weeks in the programme, Zahra changed. She realised that children make great strides in learning while engaged in free play.

Dear Trainee,

what are the new skills that you acquired after five weeks of this training programme in relation to the following:

1. Guidance to child discipline.
2. Organisation of the learning environment.
3. Circle time.
4. Free time to play outside.
5. The daily meal.
6. Area for imagination.
7. Block building area.
8. Fine arts area.
9. Play area for cognitive development.
10. Reading area.
11. Planning and writing.
12. The last meeting/singing.
13. Evaluating child growth and development.
14. Educational visits and picnics.

Thank you.

Appendix 4

Questionnaire

1. Name:
2. Kindergarten:
3. Age range:
 - 20 years or less ()
 - 21 - 29 years ()
 - 30 - 39 years ()
 - 40 - 50 years ()
4. Social status:
 - Single ()
 - Married ()
 - Divorced ()
 - Widow ()
5. Do you have children?
 - Yes ()
 - No ()
 - If yes, how many? ()
6. Academic qualification:
 - Less than secondary level(clarify): (), _____
 - Secondary ()
 - Pre-service training(name, institution and duration of time): (), _____
 - In service training(name, institution and duration of time): (), _____
 - Bachelors' Degree(state specialisation) (), _____

1. How do you organise your daily programme with the children?
2. What are your daily preparation steps for the children programme?
3. How can you achieve the objectives of the kindergarten through different innovative methods?
4. How can you encourage a child to finish a task he started?
5. In your opinion, what is the appropriate number of children, you would like in your class?
6. what would you do if a child pushes another child?
7. What would you do if you have a child who cries very often?

8. What would you do when a child doesn't stay in the class?
9. What would you do if two children started to fight over something?
10. A child should be given an award or gift when he behaves clarify or performs well? Do you agree with this statement?
11. How do you organise parents meetings?
12. How will you communicate with parents regard to their child who misbehaves during class?
13. What would you do if a parent called and told you that he decided to transfer his child to another kindergarten?
14. What would you do if an angry parent comes into your classroom complaining of your misconduct?
15. Mention your most important professional responsibilities towards the children?
16. Mention your most important professional responsibilities towards your colleagues?
17. Mention your most important professional responsibilities towards the parents?

Thank you.

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