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Using Drama in School Development

Elçin Nuri ^{a*}, Emine Bayram Topdal ^b

a School Headmaster Şht.Salih Terzi Primary School. Famagusta-TRNC

b Lecturer. Ataturk Teacher Training Academy. Nicosia-TRNC

Abstract

The aim of this project is; by supporting the drama knowledge of preschool and primary school administrators, to widen the field of application in schools based on administrator opinions. Also, as a result of the findings derived from the project, with the drama education carried out with administrators, suggestions were made so that contributions could be made towards the development and the betterment of the quality of schools. In line with this aim, a drama activity was carried out with 9 volunteer administrators from different districts in historically important places; the Yigitler Bastion Park, the Arabahmet neighborhood which hosts the old Cypriot houses and the Dervish Pasha Residence which elaborates on the country's values. During the activity process, symbols, doors, a developed school design, objects associated with administration, a lute and materials from nature were utilized, and together with role-play, still image, game, improvisation, excursion-observation and group work various drama methods were used in enriched life experience processes within the scope of the theme. A pre-testing was conducted prior to the study, and a post-testing was conducted afterwards. Letter writing in role, writing positive messages to the World and the students; as well as sharing, revising and assessment studies with the target group were carried out. Participants emphasized, the importance of focusing on problems and their solutions together with administrators; the amazing effects drama and its application could have on themselves, the school, its teachers and the students; the effectiveness of applying different methods; the applicability of drama in school development; the importance of creativity development; the possible positive messages which could be given to the World; the importance such activities added to our lives and its effectiveness in creating an awareness of differences. It is believed that, with the activities of the study which would be applied using the drama method; contribution would be made to the education process, not only to the education administrators, but through them, to teachers, to students, parents and others would also be reached, in this way contribution would be made not only to the Turkish Republic of Northern Cyprus (TRNC) education system, but field of education administration also.

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Corresponding Author: *Elcin Nuri Tel. 0533 863 85 85
E-mail address: elcinnuri@yahoo.com.tr

Introduction

The position of the school administrator, as the leader of education, training, and development, is important. Balci (2007) defines this as “school development: creating internal circumstances in order to achieve educational goals as the final objective in one or more schools through a change of education and training process, and through enabling schools to be more effective”.

Peker (1995) described the development of administration as; encompassing all efforts with the aim of creating a structure, mechanism, and behavior in accordance with the social necessities and present day conditions, by examining human, construction, technology trilogy (money, time, equipment, method, legislation), starting with the objectives of the administration and aiming to reach them in coordination.

An organization prepares itself by looking into the future. The best way to realize this is training and developing administrators (Koontz and Einrich, 1988). In this era of information and communication, conscious awareness is essential in all fields. It will be beneficial both for the individual and for the institution if school administrators, seen as the leaders of school development, to develop various skills, mainly communication skills, in order to adapt themselves to the era of awareness and to achieve school development. Educational institutions need qualified administrators who are aware of themselves, people around them, the nature and naturalness. “Administrative behaviors are inter-relational in the sense that they establish the relationship between the administrator and group members, the patterns of the organization, channels and methods, friendship, trust, justice, respect, sincerity, and understanding” Bursalioğlu, 1987). “Effective administrators change people and institutions, widen visions, clarify goals, create changes that are permanent, self-perpetuating, and that accelerates development” Covey, 1997).

Within the affecting roles of the school administrator, who is bound to the communication skills taking place in the center of administrative processes, following one single way and method may not be suitable for all; therefore, different ways and methods should be made use of. Instead of making administrators all look alike, during this process, an education is needed to make them autonomous, enrich them with different experiences and interactions by facilitating the emergence of innovative ideas. Well balanced creative art activities can be implemented within the administrative processes to support the diversity and awareness of the administrator who is able to see him/her and others. Different administrative approaches are essential for creativity, communication, education, in short, for awareness of life.

The position of the school administrator is important, as he/she is the leader of education, training, and development. In this study, school administration is expected to implement drama method activities and different methods to create positive organizational climate and culture in education and training, and establishing developmental and informative works for teachers, students, parents, and environment.

21st century education harbors an endless potential. It appears as a tool showing the power of education, domination of creativity and enrichment rather than stereotyping, and constantly making its presence felt (Çağlar, 2004). Rapidly developing technology has prioritized the need for information (Tecim & Gökşen, 2009). “Creativity is one of the basic characteristics of information society. Creativity makes people feel free; it is a life style. We get out of the world of production and consuming through creativity and step into the world of unique probabilities. As an addictive activity, creativity protects the individual from boredom and content. It enables us to be brave when facing dangers, and prevents life from becoming meaningless even when things go bad” (Girod, 1980: 150).

1.1. Problem status

Answers to the following questions are sought in this project:

What is the drama knowledge level of administrators in pre-schools and primary schools?

What can be done, and how, to increase drama activities in schools, according to the views of administrators?

How can drama method be used to bring schools to a higher level of quality?

1.2. Aim of the project

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