

Teachers' Changing Perceptions of Transitions in the Infant Classroom through Learning Community Activities*

Heayoun Cho

Eulji University

Seonhye Park

Kangnam University

Sunyoung Yu¹⁾

Howon University

Abstract

This study aimed to examine teachers' changes for transition, which takes place in the process of participation in learning communities by infant daycare teachers. The participants were four teachers in charge of the 1-year-old and 2-year-old classrooms at the daycare center. Learning community activities were implemented for them, and one expert participated in cooperative consulting. The data collected during the learning community process were qualitatively examined. The analysis showed that infant teachers changed their perceptions, practice, and emotions about transition through learning community activities. The following four categories were derived: a change in perception from passing time to meaningful time; an emotional shift from a time of waiting and boredom to a time of pleasure and freedom; a change in practice from teacher-led time to infant-respecting time; and starting from a sense of burden and fear and arriving at sharing and growing together. Further, the study shed new light on the fact that reflectively looking back on transitions in terms of curriculum operation while experiencing the benefits of reflective thinking and group intelligence through consulting with a learning community marks a critical period in that transition time and affects infants.

Keywords : infant teacher, transition, learning community

* This work was supported by the Ministry of Education of the Republic of Korea and the National Research Foundation of Korea (NRF-2019S1A5A8037326).
Corresponding author, ¹⁾ suyu062@naver.com

Introduction

As the amount of time infants spend in daycare increases, the day-to-day experience at daycare has a significant impact on their daily lives and development. There is a transition between play time and activities during the day at daycare. A transition occurs when infants move from one activity or routine to another activity or routine or location (Kim & Kim, 2010; Lyu & Lee, 2017; Charner et al., 2005; Thelen & Klifman, 2011). The transition time includes a transition activity, which happens between the end of one activity and the beginning of another (Kim & Kim, 2010; Kim et al., 2007).

Infants experience various transitions in their daily routine. Compared to children, they face difficulty as individual developmental differences are large, and the speed or degree of adaptation to transition differs (Cho et al., 2021). Most of the transition time in daycare centers is conducted as a teacher-led group activity or wait time for the next activity (Kim, 2010; Lee, 2009). When the transition is not systematically planned and is spent waiting for the next activity or the next activity is rushed, infants feel anxious, nervous, and confused about their daily routine. When the transition is carried out efficiently, infants are able to predict the next one, feel a sense of security throughout the day, and have a longer immersion time and a positive experience of new changes (Kim et al., 2007; Lee, 2014; Banerjee & Horn, 2012; Olive, 2004; Steffen, 2003). A transition provides a link between activities and respects infants' needs; it provides opportunities to develop social skills and feel emotionally secure by facilitating learning, motivation, and interaction (Malenfant, 2006). Since systematic transitions can affect infants' emotions and growth, teachers should plan transitions so that time does not become a meaningless waiting period and progresses efficiently while respecting infants' basic needs.

Although transitions are a vital part of daily life at daycare centers, teachers lack awareness of their importance given the development and needs of infants, who face difficulties in handling transitions (Kim, 2010; Seo, 2014). As such, the significance and necessity of transitions in infants' daily routine is being emphasized, but related studies are insufficient.

For effective transition planning and operation, there is a need to examine classrooms to see how infant teachers are managing transitions. Teachers should strive to improve the field and increase professionalism through self-reflection and reflection in the educational

field(Kang et al., 2022). Recently, the teacher learning community has been activated to improve professionalism and education (Lee & Lee, 2015; Hwang, 2020; Vescio et al., 2008). A place of education where teachers can learn through mutual exchange and cooperation, the learning community is a teacher educational method that helps teachers improve their professionalism and solve problems through voluntary participation (Rogers & Babinski, 2002).

The learning community is effective at promoting professional growth as teachers participating in it share the problems they face in the field through interactions with fellow teachers, experienced teachers, or experts, and have the opportunity to seek solutions from various perspectives (Hwang, 2020; Vescio et al., 2008). Such teacher learning community takes place as a cyclical process of practicing what has been learned and reflecting on what has been practiced; there are more cases of solving problems through mutual cooperation by selecting the necessary contents within the community (Choi, 2011). Infant teachers who form a learning community freely discuss and share knowledge with fellow teachers and infant educational experts, and explore problems and solutions that occur during transitions. This is highly meaningful for the advancement of infant teachers' professionalism for transitions.

Accordingly, this study investigated how infant teachers' perceptions of transitions changed in the process of participating in a learning community. In addition, the study investigates the implications for teachers regarding transitions for infants by scrutinizing what practical changes appear through reflective thinking and consulting with experts.

Method

Participants

In this study, close mutual support was achieved through a learning community based on self-supervision, peer supervision, and consulting with experts. The learning community consisted of five people, including one expert and four infant teachers. The researcher directly participated as a learning community expert. This researcher is a university professor

and has 23 years of experience, including as an infant teacher and consulting in the field. The researcher recognizes the importance of transitions for infants, and is deeply interested in improving teacher professionalism through a cooperative community.

Accordingly, a learning community activity for infant transition was carried out. All four teachers who participated had graduated from child-related departments. At the time of the study, they were homeroom teachers for 1-year-old and 2-year-old classrooms at a daycare center, and had an average of 25 months of experience. They were experiencing difficulties facilitating infant transitions, but had not received any related education or supervision. Although there is a burden of opening classes on the learning community meeting, participation was determined in the hope of willingness to learn and provide support.

Table 1. *General Background of the Participants*

Category	Age	Work experience	In charge of classes with
Teacher A	24	22 months	1-year-olds
Teacher B	24	46 months	1-year-olds
Teacher C	25	22 months	2-year-olds
Teacher D	23	10 months	1-year-olds

Procedure

This study was conducted according to the learning community research model as shown in Figure 1, and the duration was 10 weeks. First, the topic of the study was introduced, and participants were subsequently recruited. After explaining the specific research content and methods, a consent form was obtained. The learning community operated through reflective journal writing, collaborative peer supervision, and expert consulting. The study was performed during the period when social distancing and outsider visits to the institution were restricted due to COVID-19. Therefore, the learning community was carried out during non-face-to-face real-time meetings through Google Meet.

First, reflective journal writing was implemented to discover the meaning of transitions and to gain insight into teachers' role through the self-reflective cycle of transitions in the infant classroom. Teachers wrote a reflective journal about the class related to transition. and, if necessary, recorded the class to check the situation for things the they may not have been

aware of. They shared journals, lesson plans, and records with each other through a shared folder. Teachers' daily journals, lesson plans, teaching video, etc. are useful materials for teachers to develop reflective thinking in that they objectively analyze themselves(Cheng, 2020; Keengwe, 2020; Lee & Lee, 2015).

Next, peer supervision and consultations with experts were carried out through the learning community meetings. For a week, they discussed the content of their reflections and explored ways to solve problematic situations related to the content and method of transition together. The sharing of participant-led class reflection and consultations with experts were held for about 2 hours each session. In addition to the regular learning community, mutual cooperative consultations and support through consultations with experts were provided by phone, e-mail, and online media if necessary.

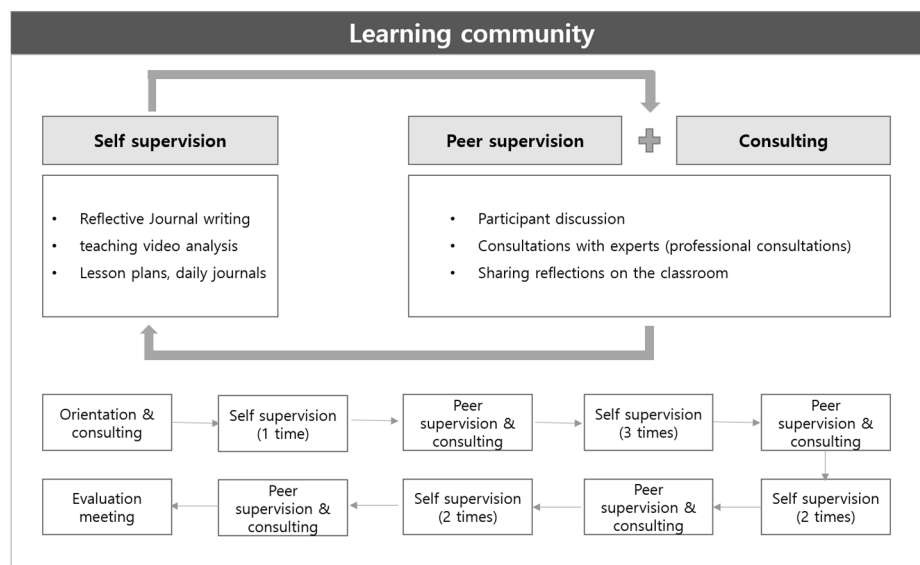


Figure 1. Research model

Data Analysis

The purpose of this study is to explore the direction of field application by solving the problems faced by infant teachers concerning transitions via a learning community and increasing teachers' professionalism. For this, 40 teacher journals and 140 learning

community transcripts (which comprise the data collected through learning community activities) were analyzed and categorized. Furthermore, the teachers' lesson plans and records, and 10 of the researcher's notes were referenced as supplementary materials. For the accuracy of the data, all learning community activities were recorded and transcribed after obtaining the participants' consent. The collected data went through several intensive reading processes according to the analysis procedure of Spradley (1980), followed by open coding and deep coding. To increase validity and reliability (Bogdan & Biklen, 1992), the data were reviewed by two early childhood education experts.

For research ethics, after explaining the purpose and method of the research in detail to the participating teachers, the consent of the head of the institution and fellow teachers was obtained. All transcription data were encoded such that the information of teachers and infants would not be exposed during the study. When storing documents, a high level of security was maintained.

Results

Changes in Perceptions from Passing (Empty) Time to Meaningful Time

Infant teachers' perceptions of transitions changed through the course of the study. In the beginning, they did not recognize the meaning of a transition, or perceived it as an empty time to prepare for the next activity, and a period to pass through safely and quickly. However, they were able to examine the meaning and importance of transitions in the infant class. They came to view transitions as critical periods to support infant development as an extension of play.

In fact, I thought that people's perceptions and thoughts do not change so easily. It's amazing how much I've changed in two months. As the internal part changed, the external part also changed naturally.

(B, final interview)

A transition took place to gather the infants and move them to the next place. However, through

consulting, I was able to think about the importance of transitions. I was able to learn that transitions require many minutes a day and affect infants significantly. Transitions mark an important stepping stone between different places and play, and a medium through which one can spend the day in a much more enjoyable way.

(C, journal 10)

As a newly appointed teacher, I only thought of "transitions" as "time between activities." I did not recognize the "transitions" much because I was biased toward the thought, "What kind of play should I support and what kind of interaction is most desirable?" Through consulting, my idea of transition changed to "a continuum of safe and fun play."

(D, final interview)

Changes in Emotion from a Time of Waiting and Boredom to a Time of Pleasure and Freedom

Transitions can be tedious for infants to wait in the process of moving to another space or routine, and it can be burdensome for teachers to maintain infants' interest. However, the feeling about infants and teachers changed to a time for everyone to enjoy themselves and to feel the freedom that reflects their individual needs.

There were always worries, impatience, and pressure, such as "What if the infants don't listen to me?" In addition, I thought about the interesting and new transitions for the infants, and I was also suspicious of the question, "Is it true that the infants are having fun now?" [omitted] Now, two months after participating in the consulting, I think my mind has changed the most. Instead of thinking, "Will the children have fun?" I started thinking, "What are fun transitions when we are together?" I found that an unfamiliar naturalness is formed when both the teacher and infants participate happily. I think this kind of warm feeling is transmitted to the infants.

(B, final interview)

I felt embarrassed or withdrawn when the infants did not show interest in transition activities. Through consulting, I realized the importance of respect and reflecting on the interests of individual infants, and that it is important for teachers to take leisure time. I was able to escape from the greedy feeling of, "I wish all the infants would look at me" and "I wish I could achieve my intended educational goal." Now, there have been major changes in the interactions, such as smiling and

looking at infants who do not show an interest in transitions, or reflecting on infant behavior as it is.

(D, final interview)

I was able to effectively lead the transition, which takes many minutes a day, to focus on the infants' interests and lead them. It became possible to lead not only planned transition activities, but also flexible ones that reflect the interests of infants.

(C, journal 7)

Changes in Practice from Teacher-led Time to Infant-respecting Time

The teacher-led transition changed to a time of respect for infants. It was a valuable experience to understand the meaning of infant-led teacher support and respect for infants, breaking away from formulaic hand-focused activities, which were always carried out like a routine.

I was repeatedly saying "Hey guys!" and "Attention!" unconsciously to get their attention. [omitted] I wondered why the transition interaction was different from the play interaction. In the playtime, infants' initiatives are respected, but during transitions, there are many teacher-led parts. I think there is a need to support the transition to lead to a more infant-led time.

(C, journal 8)

The more research and concerns about transition that took place, the more I looked at the situation from the infants' perspective, and my ability to understand their emotions seemed to be growing, so I felt rewarded and a sense of achievement.

(B, journal 6)

A transition is the same as a "paddy and farm." Various seeds are planted in the paddy and farm at the discretion of the farmer, with different results. Even if the soil is the same, the outcomes are different depending on the farmer's sincerity. I think that the teacher's role is the most important in a transition. Depending on how the teacher proceeds with the transition, it naturally draws infants' interest, and the transition to the next place and period of play occurs smoothly. It becomes a medium, like a lubricant.

(C, final interview)

Starting from a Sense of Burden and Fear, and Arriving at Sharing and Growing Together

Collaborative learning community activities became an opportunity for teachers to grow and have a new sense of change. At the beginning of the learning community, there were many feelings of pressure about journal writing and consulting, or uncertainty and fear of change. However, it became a place of education where the participants could share the same difficulties and emotions and learn through mutual exchange and cooperation through peer supervision. Moreover, through journal writing and consultations with experts, the teachers were able to find the meaning of transition and gain insight into their role through a self-reflective cycle.

In fact, it was a big burden at first to share my appearance with someone. However, the consulting process was most meaningful, as I could receive advice and support from various teachers through sharing, rather than my problems being pointed out, and I could support someone and guide them objectively.

(B, final interview)

It was also a time when I felt sympathized with and comforted. I realized, "I am not the only one experiencing difficulties."

(D, final interview)

By shooting videos, it became a time for self-supervision through the opportunity to objectively look at myself and the infants through my "third eye" and observe the situation from various angles. In addition to filming a video and participating in consulting, I was able to sort through my emotions and feelings through journal writing, and it was an opportunity to find answers to my worries on my own. Through this time of "finding a problem on my own, finding an answer by thinking about it, and finding an answer by discussing it with a fellow teacher," I gained the strength to find the right answer in the many problems I will experience in the future as a teacher. It laid the foundation for more growth to become a better teacher.

(A, final interview)

Discussion

The purpose of this study is to examine how infant teachers manage transitions when they facilitate daily routines in a daycare center. Teachers became aware of their own perceptions and the views of peers in the process of self-supervision, peer supervision, and consultations with experts through the learning community. Based on the results, the study discusses the following two items: changes in transitions and the effect of the learning community.

First, the infant teachers' perceptions, practice, and feelings about transitions changed after participating in the study. Previously, the participants had perceived transitions as "time to pass between activities" and "empty time" and believed that transitions are led by teachers. During the course of the study, their perceptions changed and they came to view transitions as time to respect infants. Based on positive emotional changes, the transition time was carried out as a more important and meaningful time. When operating the childcare process, there is a need to assume that infants are unique beings with individual characteristics, and to focus on play by reflecting their interests (Kim & Lee, 2022; Ministry of Health and Welfare, 2020). The daily routine of the childcare process—which includes play, activities, and daily life—cannot be accurately separated, and the boundaries are vague and connected to each other. The transition time is also naturally fused into the daily routine (Charner et al., 2005). Given that clearly separating class time and rest time in schools above elementary school is difficult due to the nature of the day-to-day routine at daycare, transitions can mark an important time for carrying out the childcare process. Transitions can be chaotic and wasteful if teachers do not value them as much as the childcare process (Pica, 2010).

The transition time is an important time in the daycare but its importance often goes unnoticed; during this time, teachers can observe infants naturally (Kim, 2016), have a time to learn (Kang, 2016; Shim, 2014), and a time of active interaction (Park & Kim, 2017). However, as the participants thought, field teachers perceived transitions as a time for gathering, a formal and routine time, and thus, there is a chance to rediscover the value of time. In studies that analyzed teaching materials for the infant teacher training course, the following was pointed out for transitions (Cho et al., 2021). There is no clear conception of transitions in the teacher education curriculum, and transitions are introduced without considering the development of infants and toddlers. Transitions take place as a means to

smooth the day-to-day operations of teachers. Accordingly, in-depth research on content and methods for guiding transitions during the training of preservice teachers and incumbent teachers is needed in the future.

Second, positive changes occurred in the participants through self-supervision, peer scholarship, and the consulting process by forming a learning community with several teachers. Prior to participating in the study, there were concerns that sharing one's classroom experiences with others would be burdensome and that problems would be revealed; however, they experienced the benefits of reflective thinking and group intelligence through the research process. The self-class shooting and analysis technique used in this study is a representative method of self-supervision and is useful for teachers' reflective thinking (Lee & Shin, 2009; Meijer et al., 2002; Van Driel et al., 2001). Through meta-cognitive thinking of looking at oneself objectively, emotions and feelings about teaching behavior were organized and a third eye was acquired (Hartman, 2001). Further, through the learning community process, they shared their opinions with fellow teachers and experienced positive emotions while feeling supported. The usefulness of the teachers' learning community has already been verified in many previous studies (Hwang, 2020; Im & Lim, 2021; Damjanovic & Blank, 2018; Van Es, 2012), which are in line with the results of this study, as they also found that the teachers participating in the learning community shared childcare operations, teaching, and educational values, and made efforts toward improvement based on reflective thinking (Cho, & Go, 2006; Cho, & Suh, 2010; Erickson et al., 2005; Schiller, 2000). There is a need to find a way to ensure that learning community activities are well established in the field, and to strengthen support in order to improve the professionalism of teachers who are experiencing many difficulties as the 4th Korean national childcare curriculum is revised.

For the participants, transition has been a "hidden time and space" in the classroom, but their perceptions changed through the learning community in that they came to view transitions as an "important and meaningful time," and transitions became an opportunity to practice infant-led time. The significance of this study is that it reflectively looks back on transitions in the childcare process and re-emphasizes that transitions are an important time of the day that affects infants.

This study is meaningful in that it considers changes in teachers' perceptions through in-depth qualitative examination. However, the study's generalizability may be limited, as it

targeted a small number of teachers whose opinions may not be universal. It is expected that future quantitative research will further examine teachers' transition time management and perceptions of transitions; based on this, active discussions on teacher educational measures will be had. In addition, it is necessary to conduct long-term consulting for teachers with various experiences to explore the direction of transition time for infant class.

References

- Banerjee, R., & Horn, E. (2012). Supporting classroom transitions between daily routines: Strategies and tips. *Young Exceptional Children*, 16(2), 3-14.
- Bogdan, R. C., & Biklen, S. K. (1992). *Qualitative research for education: An introduction to theory and methods*. Allyn & Bacon.
- Charner, K., Murphy, M., & Ford, J. (2005). *The giant encyclopedia of transition activities for Children 3 to 6*. Gryphon House.
- Cheng, T. L. (2020). student teachers' perception of reflective journal writing in placement practicum: experience from a Hong Kong institution. *Asia-Pacific Journal of Research in Early Childhood Education*, 14(2), 27-51.
- Cho, B., & Go, Y. (2006). Yuchiwon gyosaui hagseubgongdongche cham-yeoyangsang [Learning community model for enhancing early childhood teacher's science teaching competency]. *Korean Journal of Educational Research*, 26(1), 69-100.
- Cho, H., Park, S., & Yu, S. (2021). Yeong-yuagyosa yangseong-gwajeong gyojaee sulogdoen jeon-i gwanlyeon kiwodeu neteuwokeu bunseog [A content analysis of transition in textbook for pre-service early childhood teachers using keyword network analysis]. *Journal of Learner-Centered Curriculum and Instruction*, 21(21), 743-756.
- Cho, S., & Suh, Y. (2010). 'Seoulhyeong eolin-ijib jayuljanghag'eseo natanan gyosahagseub gongdongche gyeongheom-ui uimi tamsaeg [An exploration of the meaning of teacher learning community's experience appeared in 'Seoul Support Child Care Center's peer supervision course']. *The Journal of Korea Open Association for Early Childhood Education*, 15(3), 147-171.
- Choi, N. (2011). Hagseubgongdongchee daehan yuchiwongyosawa eolin-ijibgyosau insig

- yeongu [A study to discover kindergarten and day center teachers' perception of the learning community]. *The Journal of Eco-Early Childhood Education*, 10(3), 199-219.
- Damjanovic, V., & Blank, J. (2018). Building a professional learning community: Teachers' documentation of and reflections on preschoolers' work. *Early childhood education journal*, 46(5), 567-575.
- Erickson, G., Brandes, G. M., Mitchell, I., & Mitchell, J. (2005). Collaborative teacher learning: Findings from two professional development projects. *Teaching and teacher education*, 21(7), 787-798.
- Hartman, H. J. (Ed.) (2001). *Metacognition in learning and instruction: Theory, research and practice*. Springer Science & Business Media.
- Hwang, S. (2020). Yuagyosahagseubgongdongche un-yeongjiwon-eul wihan nol-ijungsim boyuggwajeong keonseolting gyeongheom tamsaeg [Exploring the experience of consulting a play-centered curriculum to support the operation of early childhood teacher learning community]. *Journal of Learner-Centered Curriculum and Instruction*, 20(21), 1213-1242.
- Im, H., & Lim, S. (2021). Coaches' perception of their roles and early childhood teachers' cognitive coaching experiences. *Asia-Pacific Journal of Research in Early Childhood Education*, 15(3), 135-153.
- Kang, B., Jun, H., & Park, S. (2022). Korean early childhood teachers' perceptions of the importance and performance of the "Play Environment". *Asia-Pacific Journal of Research in Early Childhood Education*, 16(1), 53-75.
- Kang, K. E. (2016). *Jeon-isigan dong-an-ui munhaehwaldong-i man 5se yuauil ilg-gi, sseugi baldal-e michineun yeonghyang* [The effects of literacy activity in transition time on reading and writing improvement of five-year-old] [Unpublished master's thesis]. Seoul National University of Education.
- Keengwe, G. (2020). Early childhood teacher's approach to assessment: A look at data collection, organization, and lesson planning practices. *Asia-Pacific Journal of Research in Early Childhood Education*, 14(3), 1-22.
- Kim, H. (2010). *Yuagyoyuggigwan ilgwaun-yeong-eseo jeon-iui naeyong-gwa uimi* [Contents and meaning of transition within daily management of early childhood education centers] [Unpublished doctoral dissertation]. Chonnam National University.

- Kim, H., & Kim, Y. (2010). Yuagyoyuggigwan ilgwaun-yeong-eseo jeon-iui naeyong-gwa uimi [Contents and meaning of transition within daily management of early childhood education centers]. *The Korean Society for Early Childhood Education*, 30(6), 25-50.
- Kim, H., & Lee, G. (2022). The effects of teacher's restriction of children's free play on children's pretend play. *Asia-Pacific Journal of Research in Early Childhood Education*, 16(1), 31-51.
- Kim, H., Park, E., & Lee, J. (2007). *Yuagyoyuggigwan-eseoui gwanchal* [Observation in early childhood education institutions]. Changjisa.
- Kim, H. J. (2016). *honhab-yeonlyeong haggeub-ui jeomsimsigan hu jeon-isigan-ui sahoejeog galdeung bunseog* [The analysis of the social conflicts that occur during transition times following lunch time of mixed-age kindergarten classrooms] [Unpublished master's thesis]. Gyeongin National University of Education.
- Lee, J. (2014). Eolin-ijib yeong-aban-ui jeon-ihwaldong-e gwanhan yeongu [A study of transition activities infant and toddler day care center]. *Journal of Young Child Studies*, 17, 15-26.
- Lee, K. (2009). *Yuagyoyuggigwan-eseo yuaga gyeongheomhaneun halu-ilgwa-e daehan yeongu* [A study on the daily routine experienced by young children at child care and education institutions] [Unpublished doctoral dissertation]. Ewha Womans University.
- Lee, K., & Lee, K. (2015). Cholog-yuchiwon-ui gyosahagseubgongdongche iyagi: yuau mom-e daehan gyosau insiggwa gyoyug silcheon-ui byeonhwa [The story of teachers' learning community in Chorok kindergarten: Transformation of teachers' awareness and pedagogical praxis on young children's 'Mom']. *The Journal of Eco-Early Childhood Education*, 14(4), 253-277.
- Lee, Y., & Shin, M. (2009). Rethinking reflective practices in teacher education through looking at in-service teachers' experiences. *Asia-Pacific Journal of Research in Early Childhood Education*, 3(2), 3-21.
- Lyu, J., & Lee, S. Y. (2017). Jeon-isigan-eul hwal-yonghan malnol-i hwaldong-i man 4 se yuau con-eopyohyeonlyeoggwa eum-un-insig-e michineun yeonghyang [The effect of transition time-based word-play activities on expressive language ability and phonological awareness of four-year-old children]. *Korea Journal of Children's Media*, 16(1), 53-74.

- Malenfant, N. (2006). *Routines & transition: A guide for early childhood professionals*. Redleaf Press.
- Meijer, P. C., Verloop, N., & Beijgaard, D. (2002). Multi-method triangulation in a qualitative study on teachers' practical knowledge: An attempt to increase internal validity. *Quality and quantity*, 36, 145-167.
- Ministry of Health and Welfare. (2020). *4cha pyojunboyuggwajeong* [The 4th Korean national childcare curriculum].
http://www.mohw.go.kr/react/jb/sjb030301vw.jsp?PAR_MENU_ID=03&MENU_ID=032901&CONT_SEQ=359122
- Olive, M. L. (2004). Transitioning children between activities: Effective strategies for decreasing challenging behavior. *Beyond Behavior*, 14(1), 11-16.
- Park, S. K., & Kim, D. R. (2017). Pul-ipban yuadeul-ui 'jeon-i sigan' gyeongheom-e daehan uimi tamsaeg [Exploring the meaning of "transition time" experiences for young children]. *The Journal of Eco Early Childhood Education & Care*, 16(3), 195-218.
- Pica, R. (2010). Transition movement into the curriculum. *Young Children*, 65(2), 52-53.
- Rogers, D. L., & Babinski, L. M. (2002). *From isolation to conversation: Supporting new teacher's development*. State of University of New York.
- Schiller, E. L. (2000). *The role of a teacher study group in negotiating constructivist science teaching in an elementary school*. Michigan State University.
- Seo, N. (2014). Baldoleupeu yuagyoyuggigwan-ui lideumsaenghwal-eseo jeon-ie daehan gyosaui insiggwa jeon-iwaldong-ui siltaewa salye [A Study of Transition Activities through Rhythm Life at Waldorf Early Childhood Education Institution]. *Research of Waldorf Education*, 6(1), 37-65.
- Shim, J. A. (2014). *Suhaggaenyeom-i pohamdoen jeon-iwaldong-i yuau suhagneunglyeoggwa suhagjeog taedo-e michineun yeonghyang* [An influence of transition activities including mathematical concepts on young children's mathematical ability and mathematical attitude] [Unpublished master's thesis]. Ewha Womans University.
- Spradley, J. P. (1980). *Participant observation*. Rinehart & Winston.
- Steffen, S. (2003). *Practical solutions to practically every problem: The early childhood teacher's manual*. Redleaf Press.

- Thelen, P., & Klifman, T. (2011). Using daily transition strategies to support all children. *Young Children*, 66(4), 92-98.
- Van Driel, J. H., Beijaard, D., & Verloop, N. (2001). Professional development and reform in science education: The role of teachers' practical knowledge. *Journal of Research in Science Teaching*, 38(2), 137-158
- Van Es, E. A. (2012). Examining the development of a teacher learning community: The case of a video club. *Teaching and teacher education*, 28(2), 182-192.
- Vescio, V., Ross, D., & Adams, A. (2008). A review of research on the impact of professional learning communities on teaching practice and student learning. *Teaching and teacher education*, 24(1), 80-91.