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Journal of Innovative Research in Teacher Education (**JIRTE**) aims to present the compilation of up-to-date and innovative research papers, reviews, and argumentative essays on education in general and teacher education in particular.

It is expected that the papers published in JIRTE will raise issues related to teacher education in various field areas; open up discussions related to those issues; suggest different methods of handling those issues or solving the related problems. It is also hoped that the studies published in JIRTE will provide the basis for timely discussions on the various areas of teacher education, and give direction to innovative research and practices. The paper accepted to JIRTE will be given DOI numbers and then published **free of charge**. JIRTE is an international peer-reviewed journal published three times a year in **March, September, and December**. In the reviewing processes, JIRTE uses the double-blind review method for all studies sends for publication. In this method the identities of the authors and reviewers are confidential. In order to ease this process, the authors are required to prepare and then check their manuscripts not disclosing any name or other identifying information. Authors can use MS Word's 'Document Reviewing' feature for this purpose.

Studies to be published in JIRTE need to be carried out in any areas of educational sciences, especially in teacher education.

- They can be carried out in any form of quantitative, qualitative or mixed-method research;
- Literature analyses, meta-analysis, meta-synthesis studies, and book reviews and opinion papers can be sent to JIRTE for reviewing and publication.
- JIRTE gives priority to research papers. Attention is paid to the issue that the number or quantity of review papers should not over-throw the number of research papers.
- JIRTE also gives priority to papers prepared in English (full text).**

Being respectful to the ethical codes of academic research, copyrights, and human rights, JIRTE accepts research papers, compilations, book reviews and opinion papers for peer-reviewing and publication in the areas of educational sciences and teacher education listed below:

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Dear Colleagues and Readers,

We are happy to introduce you to the second issue of Volume Five of the Journal of Innovative Research in Teacher Education (JIRTE). Three papers are presented in the current issue, each addressing different topics in teacher education. The first one is "The phenomenological approach to distributed leadership in educational research: A systematic review" by Aylin Kirişçi-Sarıkaya and F. Şehkar Fayda-Kınık.

The first study aims to systematically review the distributed leadership studies with phenomenological designs in educational contexts to investigate their descriptive indicators, the characteristics of phenomenological research designs, their research focus, and outcomes. The results indicated that the studies ranged from 2011 to 2024, and the majority were conducted in Turkey and the USA at the K-12 level in separate or combined designs. Regarding phenomenological design, the studies varied in treating phenomenology and reflecting diverse perspectives. For instance, a notable number of studies utilized the purposive sampling method to select participants. However, most of them differed in their analysis techniques. As for their research focus and outcomes, it was detected that the eligible studies generally focused on influencing factors, elements, and experiences about distributed leadership, and significant results were revealed through phenomenological lenses.

The study entitled "Examination of teachers' noticing: the mathematical modeling process" was conducted by Burcu Kuşakçı Konoş and Arzu Aydoğan Yenmez. Their study's primary objective is to investigate the change in the mathematics teachers' noticing levels through modeling. The case study method obtained extensive, comprehensive, and in-depth data. The study used modeling activities, group activity solutions, semi-structured interview sheets, observation notes, and video and audio recordings as data collection tools. As a result of the study, when the data were examined, it was found that the level of noticing skills of six of the seven teachers increased during mathematical modeling activities. At the beginning of the study, the teachers did not allow the students to understand and interpret the question, but they explained the question through presentation and guided the students. As the study progressed and the teachers noticed that their skill levels increased, they paid more attention to the students' thinking, tried to understand them, discovered new ideas that might emerge, and started focusing on students' mathematical thinking.

In the last article of this issue, Volkan Kutluca, Selahattin Avşaroğlu, and Esra Kutluca examined the distribution of social values among adolescents. As a result of the research, it was determined that the participants considered respect, justice, trust, love, and patriotism values more important than other values, respectively. The least important values were contentment, cultural heritage preservation, humility, tolerance, and responsibility respectively. Female students value empathy, male students value patriotism, and 10th graders value truthfulness and honesty. Adolescents with low perceived socio-economic status value independence and free-thinking, those with low perceived academic achievement value cleanliness, and those with high perceived academic achievement value truthfulness and honesty more. According to these results, it is thought that adolescents may not fully perceive national and spiritual values such as patriotism and cultural heritage preservation. Researchers are recommended to work on defining and transmitting values to students.

It has been recorded that quality is gradually increasing in JIRTE. Therefore, I would like to thank all authors who considered JIRTE the medium to publish their research studies. I would also like to thank my colleagues on the Editorial Boards and those who served as peer reviewers for contributing to the increasing quality of works published in JIRTE. We look forward to seeing you again in the last issue of the fifth volume.

Dr. Erkan DİNÇ  
Chief Editor



Review

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**The phenomenological approach to distributed leadership in educational research:  
A systematic review**

DOI: 10.29329/jirte.2024.667.1

*Aylin Kirişçi-Sarıkaya & F. Şehkar Fayda-Kınık*

Research

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**Examination of teachers' noticing: the mathematical modeling process**

DOI: 10.29329/jirte.2024.667.2

*Burcu Kuşakçı Konuş & Arzu Aydoğan Yenmez*

Research

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**Examination of the distribution of social values among adolescents**

DOI: 10.29329/jirte.2024.667.3

*Volkan Kutluca, Selahattin Avşaroğlu & Esra Kutluca*



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