ESTABLISHING CODES FROM EXEMPLARY TEACHERS' PRACTICE IN

PREPARING TEACHERS FOR CHARACTER EDUCATION

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KUALA LUMPUR

2016

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THESIS SUBMITTED IN PARTIAL FULFILMENT OF THE REQUIREMENTS

FOR THE DEGREE OF DOCTOR OF PHILOSOPHY

FACULTY OF EDUCATION

UNIVERSITY OF MALAYA

KUALA LUMPUR

2016

ABSTRACT

ESTABLISHING CODES FROM EXEMPLARY TEACHERS' PRACTICE IN PREPARING TEACHERS FOR CHARACTER EDUCATION

There is no clear understanding on what constitutes exemplary practices in a situated classroom teaching for character education. The important purpose of this study was to scrutinize how a novice teacher could be guided by an exemplary teacher for character education through the infusion of the established codes. The study was divided into two aspects, namely the establishment of codes of exemplary teachers' practice and infusing these codes in preparing novice teachers for character education at a selected institution.

This study was carried out in three phases. The phases were planned and executed based upon three objectives which were, (i) Phase 1 - Situated Classroom Observations (SCO) and Exemplary Teacher Interviews (ETI) were utilised to explore the situated knowledge of an institution's (Prokidz) exemplary teachers in the context of classroom teaching practice in relation to character education; (ii) Phase 2 - establish the codes of exemplary situated teaching for character education grounded in the data collected from exemplary teachers in Phase One (iii) Phase 3 - identify the factors that affect 'learning to teach' experiences of the novice teachers using the established codes at the Institution through Novice Teacher Interviews (NTI).

The emerging codes of exemplary situated teaching dispositions and practices for character education was named as the CRAMVIL Mode of Teaching. CRAMVIL is an abbreviation for 'Creativity', 'Relationship', 'Assessment', 'Motivation', 'Value', 'Instruction', and 'Linkage'. Overall, The CRAMVIL Mode of Teaching which emerged from the extensive data has seven teaching codes that branch out into twelve

components and further branch out into thirty-two elements. The presentation of the codes include four aspects namely, (i) description of the code (ii) teachers' roles and practices (iii) real life example of practices and dispositions (iv) indicators from students' actions and behaviours in class. The established codes in this study included all four aspects to illustrate a more comprehensively written guideline to facilitate the novice teacher's understanding to be an exemplary character educator. The uniqueness of these codes is established through a situated classroom setting of character education quoted with real life examples that are exemplified by exemplary teachers at the Institution.

From this study, several factors that affect the 'learning to teach experience' of novice teachers were elucidated. Novice teachers learn through an active learning approach in a situated classroom setting where there is an avenue for them to learn and apply with the help of an exemplary teacher's (coach) guidance. The guidance comes with feedback as they are aware of their strength and weakness from an expert's point of view, hence improving gradually and periodically maximizing teaching skills. It was found that 'modelling', 'articulation' and 'journaling' are learning tools to enhance novice teachers' situational teaching knowledge and skills. Both novice teachers admired and liked their coaches very much as they were caring, and supportive and constantly gave them encouragement as well as motivation throughout the learning process. They appreciated the interpersonal relationship and agreed that their learning experience was happy and fruitful. Implications of the findings and suggestions for further research are also discussed.

ABSTRAK

PENENTUAN KOD BERASASKAN AMALAN GURU TELADAN DALAM

PENYEDIAAN GURU UNTUK PENDIDIKAN KARAKTER

Tidak ada kefahaman yang jelas tentang amalan teladan untuk pengajaran di bilik darjah dalam pendidikan karakter. Tujuan kajian ini adalah untuk menyiasat bagaimana seorang guru novis boleh dibantu oleh seorang guru teladan dalam pendidikan karakter melalui penyisipan kod-kod yang telah ditentukan. Kajian ini dibahagikan kepada dua aspek, iaitu penentuan kod amalan guru teladan dan penyisipan kod ini untuk menyediakan guru-guru novis dalam pendidikan karakter di satu institusi yang terpilih.

Kajian ini dijalankan dalam tiga fasa. Fasa-fasa telah dirancang dan dilaksanakan berdasarkan tiga objektif (i) Fasa 1 – Teknik Pemerhatian dalam Bilik Darjah dan Temu bual dengan guru teladan telah digunakan untuk menerokai pengetahuan dan pengalaman guru teladan di sebuah institusi (Prokidz) dalam konteks bilik darjah yang berkaitan dengan pendidikan karakter; (ii) Fasa 2 - mewujudkan kod pengajaran teladan dalam pendidikan karakter berasaskan data yang diperoleh daripada Fasa Satu (iii) Fasa 3 - mengenal pasti faktor-faktor yang menjejaskan 'pembelajaran untuk mengajar' pengalaman guru novis menggunakan kod-kod yang telah ditentukan di Institusi yang terpilih ini melalui temu bual dengan guru novis.

Kod-kod baru yang ditentukan dinamakan sebagai Mod Pengajaran CRAMVIL. CRAMVIL adalah singkatan untuk 'Kreativiti', 'Hubungan', 'Penilaian', 'Motivasi', 'Nilai', 'Arahan', dan 'Rangkaian'. Mod Pengajaran CRAMVIL mempunyai tujuh mod pengajaran yang mengandungi dua belas komponen dan tiga puluh dua elemen.

Persembahan kod-kod ini merangkumi empat aspek iaitu, (i) perihal kod (ii) 'peranan dan amalan (iii) contoh kehidupan sebenar amalan (iv) petunjuk daripada tindakan dan tingkah laku pelajar di dalam kelas. Kod-kod yang ditentukan dalam kajian ini merangkumi semua empat aspek untuk menggambarkan satu garis panduan bertulis yang lebih komprehensif untuk memudahkan pemahaman guru novis untuk menjadi seorang pendidik karakter teladan. Keunikan kod-kod ini digambarkan melalui petikan dari contoh-contoh kehidupan sebenar yang dipraktikkan oleh guru teladan di Institusi.

Dari kajian ini, beberapa faktor yang memberi kesan kepada 'pembelajaran untuk mengajar pengalaman' guru novis telah dijelaskan. Guru novis belajar melalui pendekatan pembelajaran aktif dalam bilik darjah di mana terdapat ruang bagi mereka untuk belajar dan mendapat bantuan atau bimbingan seorang guru teladan. Ini juga menjadi panduan kepada guru novis kerana mereka mengetahui kekuatan dan kelemahan mereka dari sudut pendapat seorang pakar. Dengan itu guru novis boleh memaksimumkan kemahiran mengajar secara berkala. Kajian dapati bahawa *modelling*, artikulasi dan *journaling* adalah alat pembelajaran untuk meningkatkan pengetahuan dan kemahiran pengajaran guru novis. Kedua-dua guru novis mengkagumi and menyukai jurulatih mereka kerana mereka mengambil berat dan memberi sokongan serta motivasi sepanjang proses pembelajaran. Mereka menghargai hubungan interpersonal dan juga berpendapat bahawa pengalaman pembelajaran mereka gembira dan membuahkan hasil. Implikasi daripada hasil kajian dan cadangan untuk kajian lanjutan juga dibincangkan.

ACKNOWLEDGEMENTS

The completion of this thesis and doctoral degree is, in no small part, due to the support from number of significant individuals in my life.

First, I want to thank my thesis supervisor, Professor Dr. Esther G. S. Daniel, for all her support, guidance, advice, cajoling and patience in helping me navigate the research and writing process. I appreciate every word that you read, every comment you made, every question you raised, and all of the countless words of support over the past two years. Also, I would like to thank my co-supervisor, Dr. Chin Hai-Leng for your caring and advices.

I would like to thank my research participants. Without them, this thesis would not be possible and I recognize their generous support of my work and interests, including the time they gave to talk with me and allowed me into their classrooms and lives. They are each wonderful exemplary teachers at Prokidz Institution as well as passionate novice teachers who aspire to be an excellent character educator.

To my husband, Ting Ping, I would also like to say a huge thank you for his many years of support and encouragement. I know I could not have made it this far without you, and your love and compassion have helped me through dark hours. Without you, I know I would not have been attempted this voyage, and you make me a better person each day that we are together.

Thank you and I love all of you very much.

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1.0 Introduction

Character educators do not walk into their classrooms and begin teaching justice, respect and compassion but they teach fairly, respectfully, and compassionately. A teacher who teaches equally has no bias over any student. Respectful teaching requires a teacher to provide fair responsiveness to every student in demonstrating thoughts from different perspectives by not humiliating or demotivating any student.   Compassionate teaching exhibits understanding for student's diverse competence in attempting challenges by showing concern for students who have learning difficulties, thus devote their time in knowing the reasons behind. Hence, the teachers' practices and decisions are embedded inextricably in classroom life for the students to model and thus develop sound character (Campbell, 2003).

We want students of good character. However, James Corner (2003) said that children cannot be only taught character, but rather 'catch' it from the adults around them and the interactions they experience. Laud (2000) also supports children observe and pick up certain personality traits from whom they associate with most frequently. This emphasizes why it is vital for teachers to exemplify certain desirable traits. Thus, teachers must be aware of to what they are doing and why they are putting those practices into action. It is important to be persistent and explicitly shown for students to observe and model. Through this actual demeanour they can, call on students to follow along. With such, we need our teachers to be good model of displaying certain desirable dispositions and personalities which in turn students could pick them up and eventually internalize those traits as their character. In addition, practices that teachers exemplify in the classroom are entwined in their positive modelling and bring about the influence they desire in developing

their students (Hansen, 2001). It signifies a paradigm shift in the justification for emphasizing the importance of focusing on the exemplary dispositions and practices of character educator instead of centering on the character development of students.

Being a character development educator is more complex. Lickona (2004) emphasizes that character education has greater complexity as compared to teaching linguistic subjects or mathematics. As character education entails personal progress and skills development. Unfortunately, teachers generally receive no training from the character development aspects to enhance their teaching and learning craft in order to develop sound character among students (Huitt, 2004; Schwartz, 2007). In addition, according to Collin (2009), many teacher educators fail to provide an authentic learning avenue for novice teachers. Character development saturates the daily life of classrooms (Hansen, 1993; Strike, 1996). Moments seized and circumstances need to occur to be handled. It is the moment when teachers need to seize and instil positive values in the actual classroom setting. Brown, Collins and Duguid (1989) claims that the negligence of situated nature of cognition means education has failed to attain its main intention to provide a transferable and robust knowledge. Nonetheless, in the recent years, educational researchers have been addressing this issue by seeking at ways to assimilate cognitive apprenticeship in the situated classroom setting and teacher education as a whole (Mary, 2012). Situated learning and cognitive models have been widely used in the field of teacher education (Alger & Kopcha, 2010, Huang, Lubin, & Ge, 2011; Lin, Hsu, & Cheng, 2011; Dickey, 2008).

Researchers of the situated learning theory emphasize that learning takes place at cognitive levels through the genuine context surrounding the learning experience (Lave, 1996). Learning takes place in an authentic context, so that it reflects how those skills will be used in the real world. The novice teachers could involve learning in a real classroom

setting alongside an expert teacher, as opposed to a more traditional lecture based at the university or higher education (Mary, 2012).

Novice teachers need practical experiences with a more experienced and erudite mentor (Ryan & Cooper, 2004). Practical experiences are strengthened during authentic learning situations and has been proven that this is where individuals acquire their learning (Feiman-Nemser & Buchmann, 2012; Fry & McKinney, 1997). In an authentic classroom setting, novice teachers are evidently able to notice the distinctive variances between the mentor teachers and the mental image developed from teacher education. When this happens, novice teachers would adopt the predominant norms of the mentor teacher (Zeichner & Tabachnick, 1981). Given the chance for novice teachers to observe and practice in an authentic classroom setting, they can adopt with great success (Mary, 2012) as an exemplary educator.

Teacher own education is a matter of significant concern as teacher plays a substantial role in implementing character education (Rajput, 2005). The question now arises as to what then are the exemplary situated teaching dispositions and practices to prepare novice teachers for character education. Thus, this study geared to explore the embedded situated teaching knowledge of identified exemplary teachers, and attempted to establish the codes of situated teaching dispositions and practices to prepare novice teachers for character education. Furthermore, this study also described the factors that affect their 'learning to teach' experience of the novice teachers.

The next section describes the background of the study, rationalizing why the researcher has been so passionate in emphasizing character education instead of other academic subjects.

1.1 Background of the Study

The attentiveness of societal problems and value deterioration is embodied in the various writings found in printed media, interviews, and dialogues, speeches in electronic media and in various studies. In addition, community leaders, educational experts and social specialists have discussed the issues of culture and character in various forums and seminars, not only at the local and national level, but also at the international level (Ramly, 2010).

A good solution to overcome, or at least reduce the problem of culture and build sound character is through education. Education is a preventive solution as it involves the character development of a new generation and resultantly in a better action (Battistich, 2008). In the history of the education field, there are two real objectives: to help people to be intelligent and smart and to help them shape character. It is easier to help them to be intelligent and smart, but difficult to make them be good and wise. The fact that the problem is seriously critical has made the management of character education highly crucial (Battistich, 2008).

In Malaysia alone, crime and moral loss in children are increasing as evidenced by the presence of child abuse, rioting, stabbings watching of pornographic movies, being victims of drug abuse and an increase in abortion and dumping babies. The Social Welfare Department of Malaysia (2012) reported that three thousand eight hundred and thirty one (3,831) children as abused victims in 2012. It was an increase of 403 cases compared to year 2011. The common cases of child abuse were physical, emotional and sexual. These moral dilemmas have drawn keen attention from the community, especially with regards to the issues of cherishing the infusion of a positive culture and moulding good and strong characters which can withstand the onslaught of negative influences.

The decrease of moral quality of human life in Malaysia especially among the students' demands that character education be implemented. Schools are required to play the role and be responsible to inculcate core values and grow the go values as well as to help students to mould their character in a good manner. Nonetheless, has character education been showing effective outcomes?

Researchers (Williams & Guerra, 2007; Bren-nan & Foster, 2004; Dahlberg & Butchart, 2005; Hahn, 2007; Wilson & Lipsey, 2007) suggest that superior and comprehensive character education does not only develop good character effectively, but also a promising way prevent numerous social issues. These include criminal activities, aggressiveness, anti-social, school failure, sexual activities and bullying. The problems have been tacked with diverse approaches. Although not all scientifically found proven, some of the approaches have been found effective (Grossman, 1997; Flannery, 2003; Greenberg, 2004). Hence character education is really necessary to shape sound character among students.

Character education arouses different perspectives that are reflecting on the predominant questions of the nation educational system (BluePrint, 2013). Inescapably, in a pluralistic and democratic society, masses of voice express that the solution to many societal problems is character education. As an academic research field, character education in Malaysia needs to be researched into with greater depth with suitable research approaches. These studies should be benchmarked against selected developed countries such as the United States, where there are centres for character education research (Character Education Partnership; International Centre for Character Education).

Kilpatrick (1992) and Lickona (1992) are the earlier proponents of character education, and they believe that the concepts of morals need to be instilled to the younger generation so that they can truly understand what is right or wrong. According to Erkal

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(2009) cultural education on the teaching of traditional values that are treasured conducts must be protected, developed and studied by the younger generation according to their traditions and cultural background. I-Chung Ke (2008) stressed the need for a change in the education to solve problems by way of raising children's awareness through teaching.

Noddings (2002) sees modeling as the first component of such teaching. This is supported by Fenstermacher (1990) who proposed that the purpose of teacher modeling is first to be imitated and later to be influencing in guiding student development. Being good role models advocate basic social and moral values (Merle, 2007). In the progression of shaping students' identities, students look for role models to understand what it takes to be an active citizen and a person who possesses good value. Teachers play an influential role in such process (Bandura, 1997). The price of paying for an effective character education is putting heavy onus on teachers' responsibility and their development. In our current society, we need numerous character educators in order to have widespread learning outcomes. Nonetheless, the focus does not lie only on the quantity but also the quality of those character educators. Hence, it is necessary to have a comprehensive and effective approach to prepare novice teachers for character education.

1.2 Statement of the Problem

Weissbourd (2003) asserts that teachers' character development skills and dispositions are necessary to support the effective outcome of character education. In recent times, many teachers are in a dilemma due to the standardization of curriculum, heavy emphasis on assessment, strong focus on subjects such as mathematics and science (Zhao, 2010) have neglected the emphasis on value in order to balance out the material world. The responsibility of preparing students for global competence lies on the teachers' shoulder.

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Nonetheless, it is imperative for students to instil values from the teacher's inculcation (Wang et al., 2011).

Teachers play an important part in moulding certain forms of social life and experience of students within the classrooms, thus affecting students' development regardless of emotional or mental aspects. Classroom setting is intrinsic to character formation. Character formation is notably inescapable from teacher's craft (Lapsley & Narvaez, 2006). Nonetheless, Enkenberg (2001) strongly criticizes teacher education because the learning to teach tends to occur disjointedly from exemplary or expert practices. This separation is challenging because exemplary practices are crucial to real-world performance. It is the tacit knowledge which is simply problematic to transcend through lecture or explanation. The implications of this issue taken to the extreme, are that teacher education could merely transmit information and deliver methods of instruction but are ill prepared to apply them in a practical setting. Although many educational researchers have been dealing this problem by seeking ways to adopt cognitive apprenticeship in the classroom practice and teacher education as a whole (Mary, 2012), but character education is scarcely to be seen (Schwartz, 2007).

Fenstermacher (2002) claims that exemplary teaching requires teachers to have good coherence between morality and teaching pedagogy. This is supported by Campbell (2003), who also describes the significance of a teacher's classroom experience and expertise in grounding to make pedagogical decisions to shape sound character among students. These experiences ought to be valuable as a source for preparing novice teachers with those exemplary situated teaching practices for character education. Hence, it is essential to recognize not only exemplary dispositions but also exemplary practices in a situational classroom setting for character education. This is supported by Schwartz (2007) who stated that if our society is to have active citizens with sound character contributing to

the advancement of humanity, it must have teachers who possess sound character. There must be a clear awareness of identifying what they do, how they do, why they do, to develop sound character in their students. However, if institutional leaders are also unaware of the existing knowledge and expertise grounded in the classroom experience, they stand to lose valuable in-house potential for establishing exemplary practices and dispositions for character education (Dawn, 2008).

Scrutinizing such problems in preparing novice teachers for character education, the researcher found the above problems similarly occurring within her organization, Prokidz Institution. Figure 1.1 presents the researcher's postulated problems of this study to her organization. The huge rectangle represents Prokidz Institution, the sample site which was chosen by the researcher. The rationale of this study is explained in Section 1.5 and of why Prokidz Institution was selected.
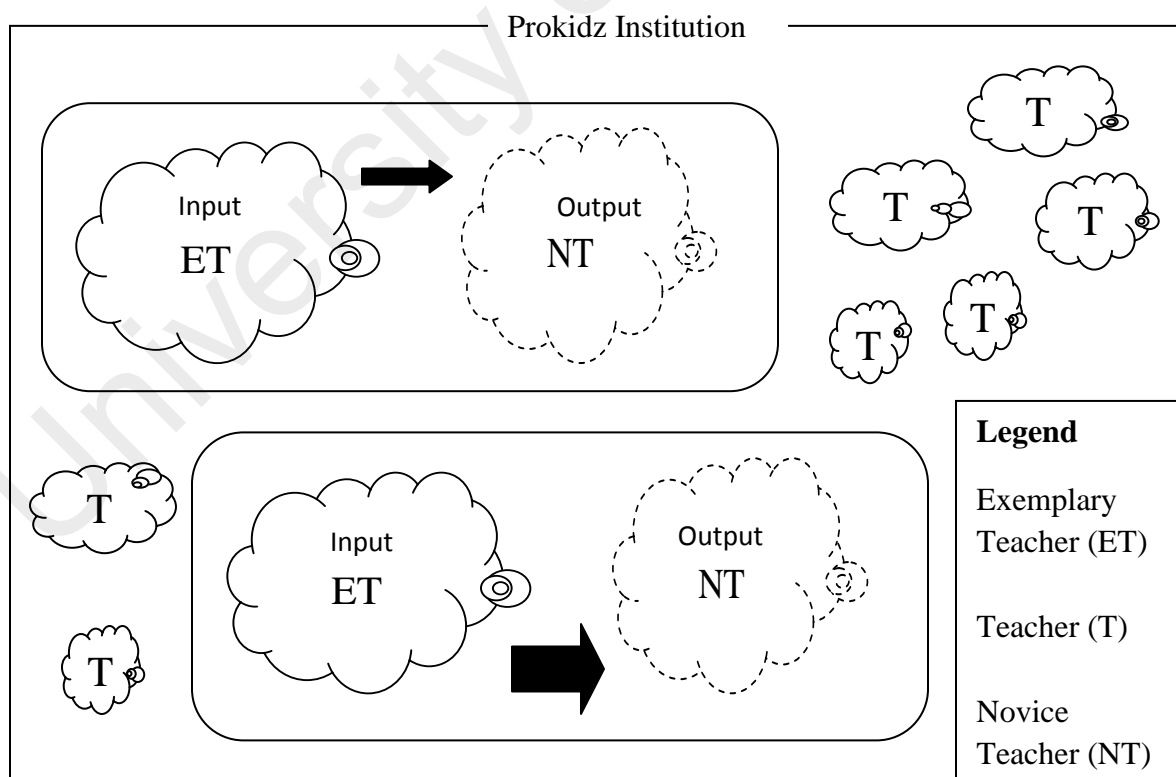
Figure 1.1: Representation of the present researcher's postulated problems of this study

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In Figure 1.1, each cloud shape (T) represents the exemplary situational teaching dispositions and practices possessed by the teachers. As such, the bigger the cloud shape, the more exemplary situational teaching dispositions and practices the teacher possesses. The inner curved corner rectangle is the 30-Hour Cognitive Apprenticeship Training which the researcher implemented in this study to prepare novice teachers for character education. The dotted cloud shape is the 'learning to teach' experience gained by the novice teachers through the 30-Hour Cognitive Apprenticeship Training. The arrow represents the coaching process throughout the training by having the identified Exemplary Teacher as the coach while a Novice Teacher played the role as an apprentice at Prokidz Institution. Based on Figure 1.1, problems were postulated by the researcher. Each of these problems is further explained below.

Firstly, the embedded situational teaching knowledge of these exemplary teachers, their successes in the classroom and the tacit knowledge of learning that they intuitively use to make decisions in their everyday practice of teaching are important to be recognized (Dawn, 2008). If the researcher could recognize the value of this understanding as credible insight into exemplary practices in a situated classroom setting, the researcher could make a powerful case to facilitate the learning of novice teachers for character education. However, the researcher who was also the institutional leader, was unaware of the existing embedded situational teaching knowledge and expertise grounded in the classroom experience of these exemplary teachers.

Secondly, there was a problem preparing novice teachers to have consistent learning to teach outcomes, as there was no clear agreement on what constitutes exemplary dispositions and practices in a situated classroom setting for character education. There remained a societal and professional expectation that teachers would know 'it', have 'it' and model 'it' in their practices or dispositions (Schwatz, 2007). The purpose of the

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researcher in utilising different thicknesses of the arrows is to illustrate the possibility of exemplary teachers who model different dispositions and practices to the novice teachers based on their own individual's embedded situational knowledge. Such an approach may lead to different learning outcomes and may vary much depending on the exemplary teacher who coaches the novice teacher.

Thirdly, it is unclear if there are certain characteristics of the learning approach and environmental factors that affect novice teachers' 'learning to teach' experience in acquiring the required knowledge and skills throughout the 30-Hour Cognitive Apprenticeship Training at Prokidz Institution. There has been little research to describe the coaching process provided to novice teachers by coaches (exemplary teachers) and descriptions of how coaching changes over time is lacking (Collet, 2012). Factors that affect not only novice teachers learning during the process, but how they learn and how much of what they learned are worth studying. These factors, specifically the novice teachers' perceptions were viewed as most beneficial to their learning to teach (Jennifer, 2009).

In conclusion, there is no general understanding on what constitutes exemplary dispositions and practices in a situated classroom teaching for character education. It is difficult to develop sound character among students without exemplary standards. It will be challenging to prepare novice teachers to be an exemplary character educator (Schwatz, 2007). It was important to investigate these issues and that is why the current study had been undertaken; the two-fold purpose of this investigation, therefore, was to explore and establish codes of exemplary situated teaching for character education as well as to scrutinize the factors that affect the 'learning to teach' experience from the novice teachers as they learned from their exemplary teachers who were their coaches during the training.

1.3   Objectives of the Study

The general intention of this research study was to investigate how (if possible) a novice teacher could be guided by an exemplary teacher for character education. In order to do so, this study was divided into two aspects, namely the establishment of codes of exemplary situated teaching and infusing the codes in preparing novice teachers to identify the factors of 'learning to teach'. The objectives of this study are listed as the following:

1.   To explore the situated knowledge of exemplary teachers at Prokidz Institution in the context of classroom teaching experience in relation to character education

2.   To establish the codes of exemplary situated teaching for character education at Prokidz Institution

3.   To identify the factors that affect 'learning to teach' experience from novice teachers at Prokidz Institution

When this study was initially conceived, the researcher intended to only understand the factors that affect the 'learning to teach' experience from novice teachers as a result of the 30-Hour Cognitive Apprenticeship Training. However, at the end of the training, it (training) gave the researcher the impetus to carry out an evaluation phase. In this phase, novice teachers were evaluated using the established codes that were developed from this study. The emergence of this phase saw the formulation of an added objective:

4.   To describe the performance of novice teachers using the established codes after the training at Prokidz Institution

1.4   Research Questions

Based upon the objectives stated above, this study investigated the research questions as listed below:

1.   What is the situated knowledge of exemplary teachers at Prokidz Institution in the context of classroom teaching experience in relation to character education?

2.   What are the codes of exemplary situated teaching for character education at Prokidz Institution?

3.   What are the factors that affect the 'learning to teach' experience from novice teachers at Prokidz Institution?

4.   How is the performance of novice teachers after the training programme at Prokidz Institution?

1.5   Rationale of the Study

It is vital to explain about researcher's interest in-depth and how this study came to be. The researcher's previous educational experience has provided her with many opportunities to form her own opinions about exemplary teacher practices and the learning through situated classroom setting. That experience, over nine years, includes time spent as a Kumon Principal, trainer for soft skills, parent consultant and programme designer for Prokidz Institute. As a character building coach for the past 5 years, she has had the opportunity to observe many teachers as they interact with their students. In addition, she often has to mediate with parents who are hoping to shape their children to possess positive character, working to find effective solutions that the students require.

Three years ago, she founded Prokidz Institution. Prokidz Institute's vision is to educate students to take responsibilities as an active citizen of their local, national and international communities through leading students to be confident and outstanding persons

with the possession of positive values. It believes true investment is surely to be found in the enhancement of a child's confidence and the building of sound character. In order to accomplish these goals, she counts on the efforts of the teachers in the institute who work with students in classrooms. At Prokidz Institute, she has a particularly advantageous point from which to view the interrelations and communications between students and teachers. In addition, she could constantly monitor students' learning and teachers' teaching progress. She hopes that all her teachers are all teacher experts, able to meet the goal of developing sound character among students; however, the reality is that not all teachers are created equal. This is an issue which has been concerned to her for some time. Having the content (lesson plan) as a constant variable, the progress of students varies according to the class teachers. Moreover, through direct observation, different teachers have different instructional practices, characteristics and ways to create the learning atmosphere in their classes. Of course, students who are taught by some teachers tend to develop better character and skills as compared to novice teachers.

Hence, the researcher realized that it was essential to establish standard yet exemplary situated teaching dispositions and practices of teachers to ensure consistent development of sound character among students. The following few excerpts are examples stated by the teachers at Prokidz Institute during an informal conversation with the researcher.

> Teacher A: *I welcome each student at the door. I like the friendliness and energy level that I put forward. It is fun to be with children because of their energy level. Many started off timidly and treated it as weird practice. Many of them are not taught at home. However, they now feel normal and it has become a cultural norm at the centre. It is happy to see them greeting each other when they arrive the centre.*

(Oct-2013)

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Teacher B: *I can't stand when students just ask for something without a polite request. Instead of raising their hand to request, they would just blur out with a demanding tone. "Hey, I need that'. It is important to deal with it. If a student behaves such a way, and no one deals with it, we are literally telling the students it is alright to do so.*

(Oct-2013)

Teacher C: *Teacher A who always say positive words. No one heard her complain or moan. She is positive who always looks for the good, talks the good and acts the good. I was in her class once. She really helps her students by excelling her students best. She has definitely influenced many students.*

(Oct-2013)

Teacher D: *I see myself as a facilitator and coach in the classroom. Whenever I see students are engaged and asked questions related to the subject areas, I know they are learning. I also like to have cooperative learning opportunities for students. They are cooperative and work together to achieve the same goal.*

(Oct-2013)

As a character educator, it would be good to have a clear idea of what exemplary situated teaching dispositions and practices look like in a classroom setting for character education. The researcher labels these exemplary practices as codes. The situated knowledge of exemplary teachers, their successes in the classroom and the tacit knowledge of learning that they intuitively use to make decisions in their everyday practice of teaching and learning were definitely worth studying. These experiences ought to be valuable as a source for building standard but exemplary situated teaching dispositions and practices for character education. By recognizing the value of this understanding as credible insight into exemplary practices that achieve learning, the researcher could make a powerful case to facilitate the learning of novice teachers for character education. More novice teachers can be trained by referring and implementing the established codes of exemplary situated teaching dispositions and practices for character education. Thus, supporting the researcher's mission to spread and implement character education widely.

1.6   Significance of the Study

The researcher established the codes of exemplary situated teaching dispositions and practices for character education named as CRAMVIL Mode of Teaching. CRAMVIL Mode of Teaching has seven teaching modes. The content presentation of the codes includes (i) description of the code (ii) teachers' roles and practices (iii) real life example of practices and dispositions and (iv) indicators from students' actions and behaviours in class. The codes are a written guideline to facilitate a teacher's understanding to be an exemplary character educator. The uniqueness of this code is established through a situated classroom setting of character education quoted with real life examples that are exemplified by exemplary teachers at the institute.

The researcher was very excited and pleased to find that even though there were only two exemplary teachers involved in this study, the established codes of exemplary situated teaching for character education was useful for the novice teachers. Eight functions of the codes have been identified by scrutinizing the 'learning to teach' experiences through the Novice Teacher Interview (NTI). The codes can be used as different kinds of tools which include Explanation, Guidance, Focus, Feedback, Self-Monitoring, Evaluation, Booster and Achieving. The codes serve as important tools in enabling an institution to support the student learning by ensuring all teachers can teach and guide students. The codes of exemplary situated teaching for character education at Prokidz Institution not only provided a clear description of what constitutes exemplary dispositions and practices but have various functions to prepare novice teachers to position themselves (novice teachers) as exemplary teachers.

In addition, the researcher identified the factors that affect the 'learning to teach' experience from the novice teachers in this study who went through the 30-Hour Cognitive Apprenticeship Training. Factors that affect learning include having an avenue to engage in

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an active learning situated classroom, learning through constant feedback given by their coach/mentor/supervisor. Modelling, articulation and journaling also serve as learning tools in their (novice teachers) learning process, interpersonal relationships between coach (exemplary teacher) and apprentice (novice teacher) and also the change of coaching support (interactive changes) given by the coach (exemplary teacher). The infusion of codes enables authorities/institutions to achieve a conducive balance between the responsibility of the teachers (exemplary teachers and novice teachers) to maintain an effective learning environment. If the impact of teacher education is elevated, by knowing the factors of learning, then it is promising to have teachers to enrich the pedagogical situation in the actual teaching environment (Jabeen, 2010). This will thus improve the student's character development.

The process of articulating and documenting exemplary practices and dispositions at Prokidz Institution has provided means of bringing the value into the larger discussions or implementation outside the institution. These findings may impact the education policy about character education with credible exemplary practices of teaching and learning for character education. This can be shared with other institutions according to the context, thus strengthening practice competencies and exemplary dispositions as a character educator.

1.7   Scope of the Study

This research studies the establishment codes from exemplary teachers' practice in preparing novice teachers for character education within Prokidz Institution. The researcher understands that exemplary situated teaching would cover a wide range of activities and elements that the teachers have to undertake, but it would be impossible to attain all aspects. Hence, emphasis was placed on the exemplary teachers' exemplified practices and

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dispositions during their lessons. For example, how exemplary teachers interacted with their students, how exemplary teachers instilled values and related to students' daily life, what were the instructional practices of exemplary teachers, how exemplary teachers behaved and carried out their dispositions in class as well as the indicator of resulting attitudes and behaviours of students.

The second focus of this study was to draw out the factors that affect 'learning to teach' experience of novice teachers at Prokidz Institution who infused the established codes of exemplary situated teaching through the 30-Hour Cognitive Apprenticeship Training. It is essential to scrutinize how a teacher learns and what factors or circumstances maximize their learning (Dawn, 2008; Jennifer, 2009). The researcher identified the factors that affect 'learning to teach' experience from the perception in utilizing the codes of exemplary situated teaching, description of coaching changes over time in terms of the interaction with their coaches (exemplary teacher) as well as the reflection on how they learned.

Hence, this study established the codes of exemplary situated teaching within the scope of exemplary dispositions and practices for character education from the embedded knowledge of exemplary teachers at Prokidz Institution in the context of classroom teaching experience. It also described the factors that affect 'learning to teach' experience of novice teachers from the 30-Hour Cognitive Apprenticeship Training at Prokidz Institution.

1.8   Definition of Terms

The following terms are defined below as they are used in the present research study. These definitions are grounded in the review of the literature but have been contextualized in accordance to this study.

1.8.1 Character Education

According to Midle (2008), character education, often used interchangeably with the term moral education, value education, has been of interest for thousands of years. Elias (2002) suggests the terms such as values, morals, ethics as well as character are used interchangeable. All of the listed terms above focus on behaviours or characteristics that has the same purpose to enhance humanity and society as a whole. In the context of this study, character education refers to the offered programme from Prokidz Institution (case site).

In the context of the selected research site, Prokidz mission is to nurture children to be outstanding youth who pursue their life confidently with sound character (Prokidz Student Handbook, 2013). It is the development of character in the generation of youth who can attempt life challenges (Berkowithz, 2005). The researcher employed the in-house character-building programme, both at the Beginner and Intermediate Level as the situated classroom setting content. The objective of Beginner Level is to activate the interest of students to develop sound character while the Intermediate Level is to accept challenges to develop sound character. Throughout the research, the researcher utilized the classroom setting of these two levels allowing all research participants (exemplary teacher, novice teacher and student) to be on the same research setting.

1.8.2 Exemplary Teachers

A 4-week preliminary study was done to identify the exemplary teachers at Prokidz Institute to be the participants. According to the literature review, an effective teacher (also termed as exemplary) is identified as a role model, with high self-efficacy and possesses a high stake of instructional practice ability (Dawn, 2008; Merle, 2007; Hal, 2008). Hence,

the researcher utilized the three elements of an effective teacher to select exemplary research participants for this study.

In the context of the present study, sixteen Prokidz in-service teachers were given a Teacher Self-Efficacy Test and six were chosen for the next stage of selection. The chosen six teachers were evaluated on their classroom management skills during their class teaching. In addition, students (minimum age 11 years old) were given a survey to identify whether their class teacher possessed certain traits of personalities and practices in class as role models. Finally, two teachers who achieved the highest average score by employing the evaluation tools of (i) Teacher Efficacy Test (ii) Classroom Management Evaluation and (iii) Role Model Practice were chosen as an Exemplary Teachers in this study.

1.8.3   Novice Teachers

In the context of this study, a novice teacher is defined as an individual without any teaching experience within or outside the boundary of Prokidz Institution. The potential candidates had to undergo the same Teacher Efficacy Test and potential candidates needed to go through an interview session conducted by the researcher. The purpose of the interview session was to allow potential candidates to express their reason for participating in this study as well as to feel their passion and enthusiasm. Great teachers have passion for what they do and effective teaching requires enthusiasm that is contagious in creating a lively learning environment (Hal, 2008). Two candidates were chosen to participate in this study as a novice teacher to go through the 30-Hour Cognitive Apprenticeship Training gaining the experience of 'learning to teach' at Prokidz Institution.

1.8.4   Codes of Exemplary Situated Teaching

The codes were the central research outcome that the researcher intended to achieve for character education. The codes in the context of this study were derived from the data collection through Situated Classroom Observation (SCO) and Exemplary Teacher Interview (ETI) of those exemplary teachers. In the context of this study, the codes describe the exemplary situated teaching dispositions and practices for character education on (i) description of each teaching mode (ii) teachers' roles and practices (iii) examples of actions to be taken to exemplify the practices and dispositions in a situated classroom (iv) indicators of resulting students' actions and behaviours in class

1.8.5   30-Hour Cognitive Apprenticeship Training

The Situated Teaching and Learning Theory emphasizes that learning takes place at cognitive levels through genuine contexts surrounding the learning experience where the learners are able to learn from the more experienced/expert colleagues (Brown, Collins & Duguid, 1989; Lave, 1996). In this context of study, the researcher developed a 30-Hour Apprenticeship Training allowing novice teachers to gain authentic learning experiences to teach. The researcher explained the mechanism of the training to provide a clear picture of this study at Prokidz Institution. Dickey (2008) mentions cognitive apprenticeship embodies certain terms in a sequential manner which comprises modelling, explanation, coaching, scaffolding, reflection, articulation and exploration which enable learners to engage activity in the real-world as well as meaningful contexts. It is a sequential manner. However, the researcher had modified the Cognitive Apprenticeship Model and divided the training into three coaching stages and modified some terms used in the conventional Cognitive Apprenticeship Model. Each coaching stage has different learning elements signifying the learning process during the particular stage.   Table 1.1 illustrates the

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coaching stages with their respective learning elements. The coaching stages of the 30-Hour Cognitive Apprenticeship Training include the Observation Stage (modelling and articulation) with a duration of 6 hours; Scaffolding Stage (dependent teaching, articulation and reflection) with a duration of 12 hours, and the Exploration Stage (independent teaching, articulation and reflection) with a duration of 12 hours.

Table 1.1: 30-Hour Cognitive Apprenticeship Training (Three Coaching Stages)

Coaching Stages	Learning Elements	Frequency	Hours
Observation	Modelling & Articulation	2 Lessons	6
Scaffolding	Dependent Teaching & Articulation & Reflection	4 Lessons	12
Exploration	Independent Teaching & Articulation & Reflection	4 Lessons	12

1.9 Limitations of Study

Several limitations are inherent in this study. The first is the small sample size. The data in this study was collected from only two exemplary teachers to explore the exemplary situated teaching practices and dispositions. Conducting the Exemplary Teacher Interview (ETI) with a small number of teachers provided a limited view of expertise. Nonetheless, this research study was intentionally aimed to explore only within a specific context of site - Prokidz Institution. As such, it is important to emphasize that the researcher did not aim to generalize the findings.

1.10 Chapter Summary

This chapter has the stage set for this study, namely the problem statement, the research objectives and research questions, rationale of the study, the significance of the study as well as the definition of terms used within this research context. The following

chapter contains a literature review that supports the constructs and theoretical foundations of this study. The review includes the research practices on character education, exemplary teaching as well as situated teaching and learning with cognitive apprenticeship.

CHAPTER 2: LITERATURE REVIEW

2.0   Introduction

This research investigated the establishment of codes of exemplary situated teaching in preparing novice teachers for character education. This research is divided into two sections: one is the establishment of codes of exemplary situated teaching; the other is infusing the established codes in preparing novice teachers for character education. James Corner (2003) mentions that character is not to be taught but to be 'caught' in a situational classroom setting which the student character development is very much depending on the teacher's practices and dispositions in class. Hence, it is essential to know the exemplary dispositions and practices in a situational classroom setting if we were to prepare novice teachers for character education. This is supported by Dawn (2008) for identifying the expert characteristics and practices in the respective field to enhance teacher education. In addition, this study also describes the 'learning to teach' experience of novice teachers to know what factors impact their learning throughout the preparation of novice teachers. It is important to know from the learner's perspective in order to facilitate a more effective programme in preparing novice teachers (Jennifer, 2009).

For the purpose of this study, a number of important areas of educational research needed to be examined in order to underpin the theoretical framework and conceptual framework of this study. In this review, the researcher organizes and synthesizes what is a broad and comprehensive body of interdisciplinary literature into an approach-based synthesis.

The chapter begins with the explanation of the background on character education. Then, follow by the principle of character education and the description of general framework of Moral Education in Malaysia. Next, the elucidation of understanding embedded knowledge of exemplary teachers and consolidating the research on effective

teaching. The subsequent section presents the approaches and theories to prepare novice teachers. The chapter ends with a review of past methodologies related to the theme of preparing novice teachers.

Before going in-depth, the researcher organized and synthesized what is a broad and comprehensive body of interdisciplinary literature into an approach-based synthesis. The main journals include, Journal of Research in Character Education, Journal of Moral Education, Journal of Education in Teaching and Journal of Teacher Education. After scrutinizing the literature of different areas related to this study, the researcher has constructed a mind map Figure 2.1 (p.25) to illustrate the synthesis of literature review. It divides into five major sections, namely background of character education, effectiveness of character education, embedded knowledge of teaching and learning, research on teaching effectiveness and preparing novice teachers for character education.
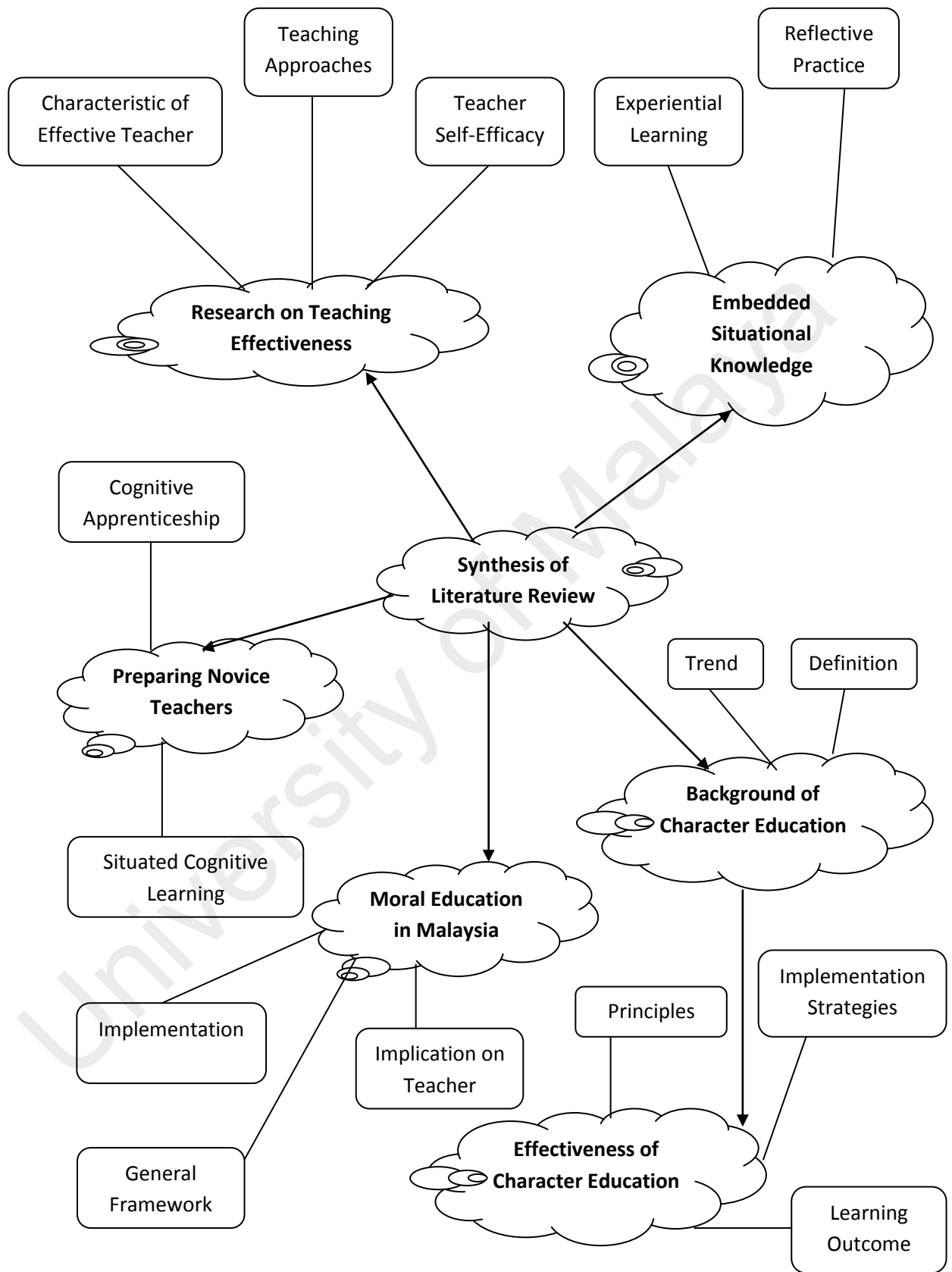
Figure 2.1 Synthesis of literature review of this study

2.1 Definition of Character and Character Education

Before we begin to introduce character education, it is necessary to define character. Different people term character education differently. It is essential to first define what character education means by the researcher. To certain extent, some people simply think a person who has good character means following rules. He or she who abides to rules or those who possess good character such as completing homework or graduate from school, having a decent job and be a person who complies to all rules and regulations. This is related to character, but is just the tip of the iceberg. According to Battistich (2008), character includes a person's desire to reach their highest potential and being concern with others; equipping intellectual capabilities which include moral reasoning and critical thinking, responsible behaviours and holding principles firmly; also having the interpersonal and emotional skills to explicitly externalizing the instilled values in order to contribute to the society. With such, character is the development of a person's intellectual, emotion, social and ethical (Berkowitz, 2005). To be person who has sound character, it is essential for one to give in the best and be the best of whom he or she self-perceive. Knowing what is the definition of character; next, we shall understand and comprehend what character education is.

According to Battistich (2008), character education is to nurture next generation who internalize and externalize core ethical values such as diligence, integrity, compassion and fairness in their daily life that create a democratic and productive society. People who have sound character are committed to give in their best and do the right thing who live with their life purpose. Campbell (2003), stresses that contemporary society focuses on individualism while sacrificing the welfare of others. In this context, character education re-establishes the value of caring which benefit oneself and the community as a whole,

without religious orientation, but to build a caring environment allow our next generation to have the compassionate to help one and other.

Character education is a crusade to nurture responsible, ethical, and caring young adults. It is the process of exhibiting and shaping good character with this the focus on inculcating values at school. Core ethical values such as responsibility, fairness, caring, honesty and respect need to be instilled through the school intentionally and proactively (Character Education Partnership, 2013). This explanation also matches with the Association for Supervision and Curriculum Development (2013) which defines character education as the teaching of basic human values such as equality, kindness, generosity, courage, freedom and respect. The main objective is to nurture children to be self-disciplined citizens, morally responsible young adults. From a general perspective, character education is a deliberate effort to develop sound character with core values that benefits the society, nation and human kind as a whole with the daily life application (Lickona, 2005).

Character education is essential to personal success. It facilitates daily life, affecting relationships, conflict management, decision making and cooperation (Catalane, Haggerty, Oesterle, Fleming, & Hawkins, 2004). A significant number of body literature of character education is fairly effective to develop emotional and social proficiencies in refraining from behaving negatively (Durlak & Wells, 1997; Wilson, Gottfredson, & Najaka, 2001), which also include drug use including (Tobler et al., 2000). In addition, it is also a good predictor of academic result outcomes (Elias et al., 2008; Shriver & Weissberg, 2005). Each of the solution has been attempted to be solved with different approaches and some have been found practically effective though many have not (Grossman, 1997; Flannery, 2003; Greenberg, 2004). This is also the reason why character education has been so popular in the recent decade Williams & Guerra, 2007; Bren-nan & Foster, 2004; Dahlberg &

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Butchart, 2005; Hahn, 2007; Wilson & Lipsey, 2007, Berkowitz, 2005). The following section shows the trends of character education.

2.1.1 Character Education Trends

A decade ago, America has already established Character Education. Based on the comprehensive and longitude research duration, it is justifiable to scrutinize by employing this country as the fundamental understanding of character education. It has sufficient research evidence to prove its degree of effectiveness. As outlined by Hunt and Mullins (2005), four examples of character education programmes are described. The programmes are currently available for adoption by school today which include the Centre for the Advancement of Ethics and Character (CAEC), Character Counts, Character Education Partnership, and The Developmental Studies Centre (DSC).

Kevin Ryan is the founder and director emeritus of the Centre for the Advancement of Ethics and Character (CAEC) which centred at the Boston University of Education. Along with adopting character education, in-service teacher development, and stimulating national dialogue on character education, the mission statement of the CAEC propose is to serve as a resource platform for different stakeholders such as administrators, teachers, and parents. They also play a part to fulfil their responsibilities as moral educators (CAEC, 2013). Their programmes reflect the neoclassic character education tradition expounded in earlier writings by Bohlin and Ryan (2001).

Similar in orientation and approach, six specific values form the "pillars" of the Character Counts! These values include trustworthiness, respect, responsibility, fairness, caring, and citizenship are seen as transcendent beyond any boundary of race, creed, politics, gender or wealth. In 1992, under the supports of the Josephson Institute, the Character Counts! Coalition in Aspen, Colorado began with a declaration that explained the

need for character education based on the well-being of future generations (Character Counts, 2013). Three curricula are presented: "Wisdom for Life," "WiseLives," and "Family Wisdom."

Character Education Partnership (CEP) focuses on The Eleven Principles of Character Education which also emphasizes heavily on values and virtues. The CEP believes that virtues such as fairness, respect, honesty and compassion can be instilled in the school learning environment and that such education should involve all three aspects which include thinking, feeling, and behaviour. Emphasis is also put the school staff to exhibit sound character (CEP, 2013).

The Developmental Studies Centre (DSC) is to facilitate school to become a 'Caring Schools Community'. The key principles of this organization advocates are: respectful, caring among the community; frequent opportunities to collaborate and learn including tutoring and community service, opportunities for autonomy and influence, including the right to have speech freedom; and the importance of purpose to lead their life (DSC, 2013).

To reiterate, these descriptions of various character education programmes are not meant to be the exhaustive listing of programmes available at the present time. However, it does represent trends that are indicative of the character education programme content which is similar among each other. Character education is perceived to solve many social problems arising from normal biological, emotional, psychological, and social maturation. We adults or caring educators have the moral duty to provide such opportunity to resolve the problems to a certain degree of effectiveness. Any type of growth brings change. Character educators can give instruction and create a real life application platform so as to offer stability and moral guidance through such change (Cohen, 1999; Cole, 2007; Elias & Bruene, 2005; Zins, Weissberg, Wang, & Walberg, 2004).

Although there has been rapid growing interest and implementation of character education, it is imperative to know its effectiveness, what it achieves and how it is implemented. In the following section, it provides this information and thus allowing the treasure about the importance of such education.

2.2   Effectiveness of Character Education

Character education can be effective when it is implemented with the right approach and method. There must be indispensable reasons of why the researcher has chosen character education as the field of content but not other subject areas of education such as Science, Mathematics or Languages. Researchers suggest that superior and comprehensive character education does not only develop good character effectively, but also a promising way prevent a wide range of social problems. These include aggressive and antisocial behaviours, criminal activities, drug abuse, academic under-achievements, sexual activity and school failure (Corrigan et al., 2007; Kaminski et al., 2009; Miller, 2009; Billig et al., 2008; Derosier & Mercer, 2007; Flay et al., 2009).

According to the report of *What Works in Character Education (WWCE)* conducted by Berkowitz and Bier in year 2005, 88% (64 out of 73) of the scientifically studies were reported in this review because they showed programme effectiveness (Berkowitz & Bier, 2007). In addition, it presents an extensive research that was done to examine the most common effects of such educational and the most common shared practices of those programmes (Berkowitz & Bier, 2007). The reason why the researcher utilized the report of WWCE was the comprehensive research done in two essential aspects, namely the illustration of the dimensions and their effective outcome of the researched-based character education, also the typical implementation strategies that influence the development of

character that were most commonly used across 33 programmes The following sub-sections review the two stated aspects.

2.2.1 Effective Outcome of Researched-Based Character Education

Table 2.1 shows the most commonly found outcomes of character education. The following report, *What Works in Character Education (WWCE)* represents an effort to reveal and synthesize existing scientific research on the effects of K-12 character education (Berkowitz and Bier, 2005). The researcher of the present study was aware that the said report was dated 2005. Nonetheless, the purpose of the researcher to illustrate this report was to exemplify the effective outcome of character education. According to Berkowitz and Bier (2005), the most commonly reported effects of character education are socio-moral cognition, pro-social behaviours and attitudes, problem-solving skills, reduced drug use, reduced violence/aggression, school behaviour, knowledge and attitudes about risk, emotional competency, academic achievement, attachment to school, and decreased general misbehaviour.

Although Berkowitz and Bier (2005) identified 33 character education programmes as well as synthesizing the significant outcome effect as stated in Table 2.1 (p.32), it is yet to be appropriate to conclude that character has its full effectiveness though with the scientifically credible evidence. However, it is more appropriate to claim that character education can work. The researcher has also personally done a detailed investigation on character education based on past researches and gained lots of insight from different journals. The core journals include the Journal of Research in Character Education and Journal Research of Moral Education.

Table 2.1: Most Commonly Found Significant Outcome Effect

Effective Outcome Effects	Positive Findings	Total Tests
Socio-moral cognition	82	111
Pro-social behaviour and attitude	71	167
Problem-solving skills	54	84
Drug use	51	104
Violence/aggression	50	104
School behaviour	40	88
Knowledge/attitudes about risk	35	73
Emotional competency	32	50
Academic achievement	31	52
Attachment to school	19	33
General misbehaviour	19	49
Personal morality	16	33
Character knowledge	13	15

[Based on Berkowitz & Mier (2005), p.38]

The researcher divides into two aspects of the character education implementation, namely dimensions and outcomes. According to Table 2.2 below, character education implementation dimensions include character development measurement, school climate, educational attitudes, student's background, family, community and school leadership; character education implementation outcome includes cognitive (knowledge and reasoning), affective (motive and emotion) as well as behaviour (skills, pro-social and risk).

Table 2.2: Character education implementation dimensions and outcomes

Dimensions	Outcomes
Character Development Measurement • Concern for others scale • Moral character • Performance character • Self-perceived character elements • Misconduct at school scale • Altruism scale	Cognitive Knowledge • Understanding values • Risk prevention • Interpersonal knowledge • Intrapersonal knowledge • Academic Content
Family • Parent's Involvement • Parenting Practice • Home Atmosphere	Cognitive reasoning • Moral/Ethical reasoning • Critical thinking/Decision making

Dimensions	Outcomes
School Climate	Affective Motives
• Sense of school community	• Pro-social dispositions
• Victimization at school	• Attitudes towards school
• Liking at school	• Attitudes towards risk/health
• Loneliness at school	• Civic dispositions
	• Attitudes towards diversity
	• Intrapersonal strength
	• Internalizing problems
Educational Attitudes	Affective Emotions
• Student motivation	• Caring
• Academic self-esteem	• Reflectivity
• Trust in teachers	• Bonding
• Trust in Principals	
• Student perceived teacher efficacy	
Student's Background	Behavioural Competencies/Skills
• Gender	• Resistance
• Socioeconomic status	• Responsibility Integrity
• Race/Ethnicity	• Respect
• Risk Status	• Leadership
• Prior test scores/grade	• Communication
Community	Pro-social Behaviour
• Social engagement	• Service
	• Kindness
	• Trustworthiness
	• Justice
School Leadership	• Positive Participation
• Understanding values	Risk Behaviour
• Attendance	• Sexual risk-taking
• Staff morale	• Violence
• Professional efficacy	• Absence
	• Discipline Issues

[Based on Battitish, 2008, Flay, 2009; Berkowitz and Bier, 2005; Ann-Marie, 2010; Watson, 2006; Corrigan & Shapiro, 2010]

2.2.2 Common Implementation Strategies

The researcher presents some descriptive explanation about the implementation strategies that were commonly employed among the programmes which showed high effectiveness of the past researchers had identified. Table 2.3 (p. 34) reports the most

commonly reported implementation strategies in *'What Works in Character Education'* *(2005)*. The common implementation strategies for character education included professional development, family/community participation, interactive teaching strategies, classroom management, direct teaching strategies, school wide strategies and community service/service learning (Berkowitz & Bier, 2007). Each implementation strategy for character education has its simple description as shown in Table 2.3.

Table 2.3: Common Implementation Strategies for Character Education Programmes

Strategies	Descriptions
Professional development	All effective programmes build in structures for ongoing professional training experiences for those implementing the character education initiative or elements of it.
Peer interaction	Likewise, all effective programmes incorporate interactive peer learning strategies. Certainly peer discussion (usually at the classroom or small group level) fits this bill, as do role-play and cooperative learning
Direct teaching	It is common to include direct instruction about character.
Skill training	Many of the common strategies are forms of promoting the development of and often the direct teaching of social-emotional skills. These fall into both the categories of intrapersonal and interpersonal skills (e.g., self-management and conflict resolution, respectively).
Family and/or community involvement	This common strategy involves the inclusion of families (especially parents), community members, and local businesses. This includes strategies that range from sending newsletters establishing community partnerships for designing and implementing their character education initiative
Providing models and mentors	Many programmes incorporate peer and adult role models (both live and literature based) and mentors to foster character development.

[Based on Berkowit & Beir, 2007, p.38]

To develop good character is the primary reason proffered in the character education. According to Table 2.3 (p.34), the common implementation strategies require teachers as the change agent to implement the character education programmes. Teachers go through professional development programme to improve on certain content knowledge and pedagogical skill (Eun, 2008). The goal of professional development is to enhance students learning through strengthening teachers' professional knowledge, skills and attitudes (Guskey, 2000). Hence, this depicts the importance of having teachers who possess good content knowledge and pedagogical skills to impact on students' learning.

The second strategy stated in Table 2.3 is peer interaction. This strategy requires teacher to be the mediator or facilitator to ensure the learning process occur among students (Eun, 2008). Cognitive development occurs when the interaction between individuals involved in constructive social interaction (Donato, 1994). Only actual social interactions entrenched in directed intentional activities to achieve specific goals will lead to development throughout the process which includes character development (Hal, 2007). When students involve in a discussion by scrutinizing the common problems that required to be solved in a collective effort such as role-play, cooperative learning strategies, the directed efforts by teacher at finding solutions within this social interaction context enable students to develop character (Vygotsky, 1981). Hence, teacher plays a significant role as a mediator in the process of learning.

The third strategy is direct teaching as stated in Table 2.3. Direct teaching involves teacher in giving the content knowledge to students. The most dominant person in the class is the speaker who gives instruction or demonstration (Berkowitz and Bier, 2005). It requires teacher to have good content knowledge in order to deliver the message and allow students to comprehend. When teachers do not have a deep understanding of the subject matter, they are not able to clearly express their ideas and subject matter to their students

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(Kane, 2004). Also, if teachers could use different methods to present the subject matter to their students to increase interest level and taking into account needs of different learning approaches of students, this able to maximize the students' learning (Stiggins, 2001). Balanced instructional presentations benefit students and strengthen their learning potential when teachers plan and organize their instruction around Multiple Intelligence learning preferences (Gardner, 1983). Teachers play an important role to personalize educator for student, especially in character education as each student is unique and shaping character individually needs skills to manoeuvre.

Next, it is the skill training strategy. Referring to Table 2.3 (p.34), direct teaching of social-emotional skills involves the learning of both intrapersonal and interpersonal skills. According to Howard Gardner (1983), the definition of interpersonal skill is to understand and interact with others effectively. It has verbal and non-verbal communication which includes the sensitivity to the moods of others. People who acquire high interpersonal skills even have the capability to perceive from different perspectives. They can visualize and understand the feelings and motives of others. Referring to the definition of character education (p. 26), compassionate, kindness, caring and respect are some of the several universal values which such education would like to instil in our children. Students need to acquire interpersonal skill in order to internalize the value and externalize through their expressions and actions (Battistish, 2008). Next, the definition of intrapersonal skill is the capacity to understand oneself and the judgements and feelings in order to plan and direct one's life. Individuals appreciate themselves in all aspects and always aware of their own feelings and are self-motivated (Gardner, 1983). Once again referring to the definition of character education given by Battistich (2008) on page 26 of this thesis, character includes a person's desire to reach their highest potential and being concern with others; equipping intellectual capabilities which include moral reasoning and critical thinking, having

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responsible behaviour, and holding principles firmly; also having the interpersonal and emotional skills to explicitly externalizing the instilled values in order to contribute to the society. It explains the importance of intrapersonal skill to have the desired outcome of character education. Hence, teachers once again are the bridge between the students and the desired outcome of character education in equipping students with interpersonal and intrapersonal skill.

The fifth implementation strategy needs to involve family and community in order to implement the character education initiative. Much of what they are asked to do in school seems to have little or have no relation to their daily lives. With such, it is not startling that many students are unable to shape their character and apply in their daily lives (Battistich, 2008). This can be done by engaging students with their families and community members in relation to the learned skills and values at school. Parental education is an effective mode of strategies that can meet the objective of nurturing sound character individuals (Berkowitz & Beir, 2005). Teachers once again are important persons to coordinate, notify and manage the events or related programmes to ensure the participation of parents.

Providing models and mentors are the last common strategy listed in Table 2.3 (p.34). The integration of literature heroes or adult role models allow students to comprehend the personality and traits of a sound character person. Children assimilate their understanding of good personality or character trait through what they have observed and pick up from those whom they associate the most with (Midle, 2008), therefore we need teachers who exhibit good character and personality allowing students to model. For example, 'Facing History and Ourselves Programme' employs historical figures who influence and impact the society positively through making significant differences of people's lives. 'Students in Teen Outreach Programmes' creates a platform for teenagers to

work with volunteer from the community and also adult staff. 'Learning for Life Programme' involves society role models to facilitate students to identify and advise them with necessary skills of chosen future career (Berkowitz and Bier, 2005). The programmes many involving adult and role model in the community. With such, teachers also play the imperative role as a role model to the students in the classroom. Skoe (2010) argues that teachers are the model exemplar for student's character development.

This section of literature has highlighted the importance of the teacher as an agent to develop sound character in students, hence putting greater impetus to ensure the quality of character educator, which justifies why the researcher has had so much passion in conducting this research. The researcher would like to emphasize on teacher development instead of students as they (teachers) are the agent of change.

2.2.3 Aligning Theoretical Approaches to the Principles of Effective Character Education

According to Battistich (2008), numerous character education's theory and research suggests that well implemented programme is an effective approach of reaching educational goals. Knowing the character education effectiveness enable the reader to be confident and value the importance of such education. In addition, it provides a window of comprehensive researches with the principles of character education that have been laid by many past researchers (Berkowitz, 2005; Battitish, 2008, Flay, 2009; Berkowitz and Bier, 2005; Ann-Marie, 2010; Watson, 2006; Corrigan & Shapiro, 2010). Among all the character education programmes, the researcher selected the *Character Education Partnership* (CEP, 2013), an organization that has identified eleven broad principles as defining a comprehensive approach to character education, namely CEP's 11 Principles of Effective Character Education. Table 2.4 below presents the eleven principles extracted

from the organization of Character Education Partnership. The researcher has attached the detailed explanation of each principle in Appendix A.

Table 2.4: CEP's Eleven Principles of Effective Character Education (CEP, 2013**)**

Principles	Principles of Effective Character Education
CEP 1	Character education promotes core ethical values as the basis of good character.
CEP 2	"Character" must be comprehensively defined to include thinking, feeling and behaviour.
CEP 3	Effective character education requires an intentional proactive and comprehensive approach that promotes the core values in all phases of school life.
CEP 4	The school must be a caring community
CEP 5	To develop character students, need opportunities for moral action.
CEP 6	Effective character education includes a meaningful and challenging academic curriculum that respects all learners and helps them succeed.
CEP 7	Character education should strive to develop students' intrinsic motivation.
CEP 8	The school staff must become a learning and moral community in which all share responsibility for character education and attempt to adhere to the same core values that guide the education of students
CEP 9	Character education requires moral leadership from both staff and students.
CEP 10	The school must recruit parents and community members as full partners in the character-building effort.
CEP 11	Evaluation of character education should assess the character of the school; the school staff is functioning as character educators, and the extent to which students manifest good character.

From past research, the researcher has compiled and found several theoretical approaches in developing sound character among students that are aligned with the CEP's Eleven Principles of Effective Character Education stated in Table 2.4. Hence, the researcher divides the related theoretical approaches into the following three subsections namely Moral Reasoning Process, Creating Classroom Context, and Nodding's Role Model Exhibition.

2.2.3.1 Moral Reasoning Process

Moral reasoning is a process to assess personal values in a systematic approach and thus able to develop a set of applicable moral principles in daily life consistently (Lumpkin et al., 2003). As illustrated in Figure 2.2 below, the moral reasoning process divides into three stages. The first stage of Moral Reasoning Process is Moral Knowing. It is a cognitive phase to learn about moral issues and find ways to resolve. Moral Valuing is the second stage. It is what the individuals perceive and believe about themselves and also others. Moral Acting is the third stage. This is when individuals act upon in real life according to what they have internalized – what they know and what they value.

Stage 3	Acting	Take courageous actions
		Willingness to make good choice
Stage 2	Valuing	Internalizing and reinforcing
		Modelling
Stage 1	Knowing	Learn the difference of right and wrong
		Making decisions

Figure 2.2: Moral Reasoning Process [Based on Lumpkin, 2008]

Moral knowing is the first stage which teachers facilitate students to differentiate between right or wrong. Students tend to justify their actions by saying, "There is no rule against it, everyone else does it too", or "I have no choice in such situation". Teachers should encourage students not to justify in such a way, instead of employing the moral reasoning process to make decisions in accordance to the self-structured moral principle. This is imperative for teachers to inculcate such thinking (Lumpkin, 2008). This is aligned with CEP's Principle 2 - "*character" must be comprehensively defined to include thinking, feeling and behaviour* (refer to Appendix A for detailed description). Character comprises several aspects of moral life such as emotional, cognitive and behaviour (Myyry et al.,

2010). Positive character means comprehending and acting upon the values such as understanding and caring. Hence, the aim of character education is to nurture students to know what the values are, appreciate it and take action in daily life (CEP, 2013). It is not just about knowing, but the reasoning process of why and how allow students to logically differentiate what is right and wrong.

Teachers must constantly put emphasis on the moral knowing so student not to justify wrong actions by manipulating it during class lesson or personal interaction with student. Advancing from Moral Knowing to Moral Valuing, teachers facilitate the internalization process through modelling and constantly emphasizing the good values (Lumpkin, 2008). The continuation reinforcing and modelling the moral virtues by teachers are aligned with CEP's Principle 8 - *The school staff must become a learning and moral community in which all share responsibility for character education and attempt to adhere to the same core values that guide the education of students* (refer to Appendix A for detailed description). Teachers have the responsibility for character education who need to uphold and model the core values in their behaviour throughout the process in guiding the students (CEP, 2013). For example, teachers demonstrate respect for students regardless of their ethnicity race, gender, socio-economic status, or individual characteristic and abilities. Teachers who model respect will in turn gain respect from students and a respective learning environment is to be created (Noddings, 1992). Teachers should also show they accept the consequences of their deeds. Example, teachers also should admit their mistake and accept the consequences of their deeds. This increase teacher's credibility and trust-ability as moral acting allow students to learn that teachers not only talk about virtues, but have incorporated these into their day-to-day actions. This is supported by Zhao (2010) who affirms that in cultivating global competence among students, teachers should also model behaviours in their students.

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Besides, teachers have to involve students in a meaningful conversation about the meaning to be a caring, fair, and responsible individual if they are to shape as a sound person with understanding and skills (Battistish, 2008). In the course of activities in class, there is social and moral issues conflicts. Teachers should take advantage of these 'teacher moments' to further inculcate suitable social values and further explain the importance of those social values (Meuwissen, 2005). Students are vigorously striving to understand themselves and the world in which they live, and they undoubtedly need supervision to achieve this (Bandura, 1997).

Moral acting requires courage because it takes a person to stand out from the crowd and be different. Teachers need to reinforce students' readiness to make upright choices even when faced with peer pressure to act unethically. Teachers can assist students learn the significance of knowing right from wrong, individually valuing what is right, and acting according to knowing and valuing (Lumpkin, 2008). Vygotsky suggested that teaching means relating to the students' daily life (Wink & Putney, 2002). By giving them the opportunity to resolve their own dilemmas, students may find that the knowledge and skills learned in character education make a positive difference to their lives. This is aligned with CEP's Principle 5 - *To develop character students need opportunities for moral action* (refer to Appendix A for detailed description).

In the intellectual domain, students are constructive learners. They learn best by engaging and doing. In everyday interaction, many and varied opportunities are needed to apply those values in order to develop good character (CEP, 2013). By coping with real-life challenges such as discussing in a cooperative learning group, reaching consensus, carrying out a project, managing conflict, enabling students develop practical understanding of the requirements of fairness, teamwork, and respect. Through repeated skills and behavioural habits that make up the action side of character.

Stroll and Beller (1998) emphasized, moral reasoning does not promise behavioural change, but it does promise individual soul searching and reflection on personal beliefs, values, and principles. Cognitive moral growth will not increase without this process, thus behaviour change will never occur, and the possibility for consistent moral action becomes little more than unattainable. In the moral reasoning process, teacher with character serves as role models living a moral life (Lumpkin, 2008). They can assist their students to recognise what their values are, have faith in in these values as an integral part of which they are, and carry their life in alignment with these values. Hence, teachers play a vital role in assisting students learns and apply a moral reasoning process.

2.2.3.2 Creating Classroom Climate

The climate comprises social structures that include the aims and aspirations of the group, obvious and concealed systems, as well as the incentives and disincentives that regulate behaviour (Narvaez, 2010). More specifically, climate relates to how members of the group work together, treat one another, encourage and discourage particular feelings and behaviours (Hogarth, 2001). In this study, climate is defined as a context of collective expectations, habitual ways of acting and responding that have been explicitly and implicitly supported initially by the teacher and then enforced by the students. Climates provoke specific behaviours from members often without their awareness. People learn from the reactions their actions elicit in an environment (Narvaez et al., 2009).

The creation of positive classroom and school environment has received increasing attention in recent years (Narvaez, 2010; Alder, 2002; Noddings, 2010). Caring climates embolden social and emotional bonding. This serves as a grounding to promote positive interpersonal experiences which is necessary for the formation of character (Schaps, Battistich, & Solomon, 1997). This is aligned with CEP's Principle 4 - *The school must be*

a caring community (refer to Appendix A for detailed description). The school setting can be formed to help students in becoming a caring individual and further form a group and community which all treating each other with care.

Researchers have theorized that the development of a warm, caring community within a school might diminish student behavioural problems. Several impendent relationships between climate and problem behaviours have been discovered (Battistich, Solomon, Watson, & Schaps, 1997; McEvoy & Welker, 2000; Orpinas & Home, 2006; Williams & Guerra, 2007). Caring schools and classrooms environment provide numerous benefits for students. Caring school climates create social and emotional bonding as well as increase positive interpersonal experiences, providing the minimum grounding necessary for the formation of character (Schaps, Battistich, & Solomon, 1997).

Research by the Developmental Studies Centre (2012) also provides convincing evidence that a caring sense of classroom and school community is positively related to have high empathetic, conflict resolution skills, altruistic behaviour, intrinsic motivation, and trust in and respect for others (Battistich, Solomon, Watson, & Schaps, 1997; Schaps, Battistich, & Solomon, 1997). In addition, schools characterized by a strong sense of community report reduction of discipline problems, delinquency, and bullying; conversely, they also report higher attendance and improvements in academic performance (Lapsley & Narvaez, 2006, Berkowitz & Bier, 2005).

In this study, the researcher emphasized on the situated teaching for character education. Hence, the literature analyses in depth on the classroom climate instead of school climate as a whole. This begins with the in-depth looking of a classroom teacher, who needs to establish positive, personal relationship with each of his or her students in the classroom setting. Character formation begins with a caring relationship. A caring relationship forms the bridge from adult to child through mutual positive influence can

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arise (Greenspan & Shanker, 2004). Teachers are highly encouraged to create a caring classroom climate. These caring relationships will foster both the yearning to learn and the desire to be a good person. Students are more likely to internalize the values and expectations of groups that meet this need, thus externalize in the daily life of classroom (Solomon et al. 1996). The daily life of classroom must be imbued with core values such as concern and respect for others, responsibility, kindness, and fairness (Weinstein, 2006). This is aligned with CEP's Effective Principle 1 - *character education promotes core ethical values as the basis of good character* (refer to Appendix A for detailed description). This is tough, but even with very delinquent students it can be attained, (Watson & Ecken, 2004) and it establishes the foundation for positive development in a caring classroom climate.

It is known from social and motivational literatures that the classroom climate primes and promotes particular behaviours (Battistich, 2008; Solomon et al., 2002). According to CEP's Principle 7 - *character education should strive to develop students' intrinsic motivation* (refer to Appendix A for detailed description). Teachers create context for learning and the mutual commitment to working together and influencing one another positively (Masten, 2003). Wired for emotional signalling and motivation (Greenspan & Shanker 2004), students motivation to learn also comes from a caring supportive teacher who can foster empathy and caring behaviour in students (Wentzel, 1997). Constant high support and high expectations for achievement and behaviour produce positive results (Zins et al., 2004).

How people treat each other, the norm of how a group works and makes decisions is the results from the environmental structures (Narwaez, 2010). Due to the influence of environments (Hogarth, 2001; Sternberg, 2001), teachers can scientifically predict the types of institutions and cultural expectations children would achieve because teachers design,

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engage and guide closely of how students behave in that environment. Educators play the role in ensuring the environments are instilling and creating good intuitions which promote mastery learning, pro-social relationships and active citizenship development.

2.2.3.3 Nodding's Role Model Exhibition

Teacher modelling is always the most imperative element in character education as students will consciously or unconsciously emulate teachers' actions and behaviours (Bier, 2005). As Noddings (2010) puts it, regardless of good or bad teachers, they are always being observed by the students. In Nodding's Role Model Exhibition (2010), the teacher exhibits as a role model through the process of modelling, dialogue, practice and confirmation that is illustrated in Figure 2.3 below.
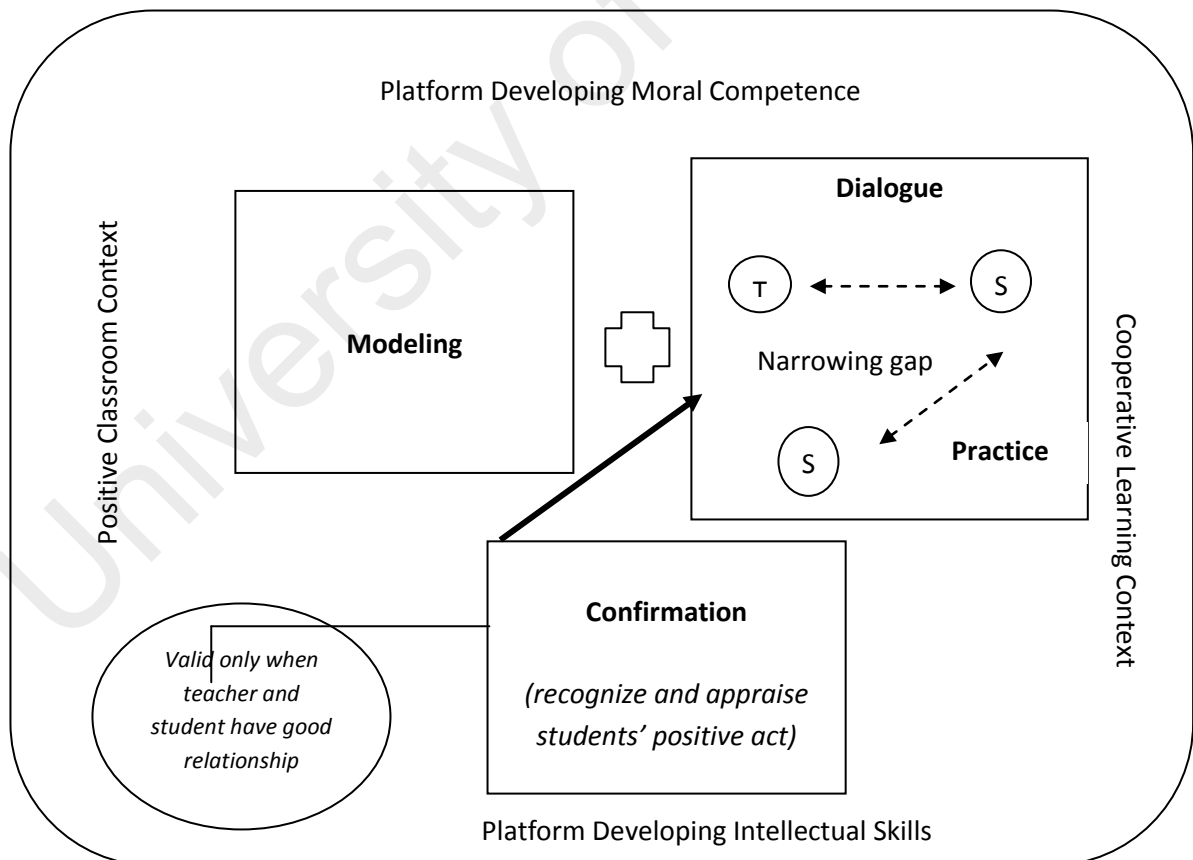
Figure 2.3: Nodding's Role Model Exhibition [Based on Noddings, 2010]

Noddings (2002) sees modelling as the first component of character development. This is supported by Fenstermacher (1990) poses that the purpose of teacher modelling is first to be imitated and later to be influencing in guiding student development. Modelling facilitates identification with others, contributing to identity formation (Bandura, 1986). In the context of the classroom, students are attuned to teacher's action and behaviour through observation. The observation leads to a reflection and develop understanding in relation to the nature of the society or community which they live in. Observing others is considered central to the development of one's individual character development (Berkowitz & Fekula, 1999). Therefore, it is vital for teachers to exemplify positive character traits to students. This is aligned with CEP's Principle 9 - *character education requires leadership from teachers who champion the effort of upholding values as a role model* (refer to Appendix A for detailed description). This is supported by Skoe (2010) claims that teacher is the person who contribute to the development of good character of students as a character model. We need our teachers to be good models or examples in exemplifying certain character traits and dispositions so that students observe, pick up, internalize and acquire them through application.

Teachers take their actions and behaviours seriously because they understand the impact which they might create. This eventually also increases teachers' commitment to their own character (Hauer, 2003). Model positive behaviour, by walking the talk but not just simply talk the talk. They are aware of the reciprocity concept. We cannot expect honesty without exemplifying honesty; we cannot expect generosity, without exemplifying generosity; we cannot expect diligent, without exemplifying diligent. Just as to skills development, if teachers were to develop students' critical thinking skills, it is necessarily for teachers to think critically in their presence. Teachers must exemplify values and virtues in order to elicit them from students. They must catch attention of what they are doing and

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why they are doing, further hold it and exemplify with consistency enable students to observe and understand, thus follow along. This is aligned with CEP's Principle 8 - *The school staff must become a learning and moral community in which all share responsibility for character education and attempt to adhere to the same core values that guide the education of students (*(refer to Appendix A for detailed description).

The Manner in Teacher Project (Hansen, 2001; Richardson & Fenstemacher, 2001) was conducted in two schools to discover what influence teachers might have on students. The study found that in addition to modelling manner, the methods that the teachers use in the life of the classroom, entwined in their modelling, brings about the influence they desire in developing their students. Similar results were found qualitatively looking at five teachers identified as good teachers for developing character in their students (Laud, 2000). Both studies point to a combination of characteristics and behaviours that go beyond modelling, including social and emotional competence and the ability of teachers creating the learning environment within the classroom context. This relates to the next component in the Nodding's Role Model Exhibition (2010).

Besides modelling, dialogue is another vital element. Teachers need to engage students in a meaningful dialogue and not only focusing on intellectual discourse (Noddings, 1992). It is the connection and bonding between teacher and the students. It is when teacher gives attention and care for the feelings of students (Noddings, 2010). This signifies the importance of building a caring relationship. This is aligned with CEP's Principle 4 - *The school must be a caring community* (refer to Appendix A for detailed description). Dialogue is an understanding or appreciation to exemplify caring Owens & Ennis, 2005). It is the open communication which enables teachers to have deeper understanding and vice versa, thus reduces the gap in between.

Nonetheless, it is important to bring modelling and dialogue to a further enhancement level which is through constant practice (Noddings, 2010). The classroom setting serves as an excellent platform in allowing students to develop virtues and skills before embarking to the real world (Davis, 2006). Wentzel (1998) asserts that teachers who support their students with care and diligent enable students to develop social skills and sound character. In addition, cooperative learning should be highly employed as a teaching tool to foster good relationship and create wide opportunity to allow students to apply their learned skills and instilled values in the classroom setting (Howes, 2000). Students are required to practice what they have learned. With practice, this aligns with CEP's Principle 5 - To develop character students need opportunities for moral action (refer to Appendix A for detailed description).

Lastly, confirmation takes place when the teacher reckons the actions by students. However, there is a condition to the effectiveness of confirmation. Confirmation can only be effective if there is a good relation between the teacher and the student (Noddings, 2002). If the relationship and understanding between the students and teachers are positive, only then confirmation is valid when the teachers approve the positive actions by the students (Noddings, 2010).

In Figure 2.3 (p. 46), the researcher illustrates Nodding's Role Model Exhibition (2010) by connecting the process occurs to develop student's character through modelling, dialogue, and practice and confirmation. Teachers are required to model positive behaviour, at the same time narrow the gap between themselves and students through dialogue. Teachers can influence students' social and intellectual experiences to instil values in children (Davis, 2003). The classroom setting serves as a platform to develop moral competence and intellectual skills. Students are also required to practice the learning among them to foster good relationship. Teachers are required to create a cooperative learning

environment as well as a positive classroom context. To further internalize value in students, confirmation is the last step to recognize and appraise students' positive act. The reason why the arrow is thickened as it strengthens student's character development through appraisal and recognition. However, the confirmation process is only valid when the relationship of student and teacher is good.

Students look for role models to facilitate the understanding of themselves and also formulate the meaning of a good person and active citizen throughout the process of developing their own identities. Their teachers are very influential in this learning and development process. Hence, teachers play an important role, as they are the adults around students who affect students' development proactively. The continuous cycle of Nodding's Role Model Exhibition is aligned with CEP's Principle 3 - *Effective character education requires an intentional proactive and comprehensive approach that promotes the core values in all phases of school life* as it is an intentional and proactive approach plans deliberate ways by teachers to develop character, rather than simply waiting for opportunities to occur.

2.2.3.4 Summary of aligning the theoretical approaches to the principles of effective character education by CEP

To summarize this section, the researcher has tabulated the discussion alignment of theoretical approaches that include moral reasoning process, creating classroom climate and role model exhibition to the principles of effective character education by CEP in Table 2.5 below.

Table 2.5: Alignment of theoretical approaches that include moral reasoning process, creating classroom climate and role model exhibition to the principles of effective character education by CEP

Theoretical Approaches	CEP's Effective Principle
Moral Reasoning Process	CEP 2, 5, 8
Creating Classroom Climate	CEP 1, 4, 7
Role Model Exhibition	CEP 3, 4, 5, 8, 9

Looking at the alignment, the 11 Effective Character Education established by Character Education Partnership (2013) has shown the underpinning theoretical approaches that is supported by many past researches. Hence, instead of further scrutinizing on the effectiveness of character education, the researcher affirmed the importance of teacher education in preparing novice teachers for character education. Classroom teachers who are the implementer of character education need to know what to implement, how to implement and importantly able to create the suitable learning climate for students to learn. Research has shown repeatedly that incomplete or inaccurate implementation leads to ineffective programme outcomes (Battistish, 2008; Eun, 2008; Jennifer, 2009). Hence, in order to be certain that the character formation of students will be in good hands, teacher educators need to ensure that novice teachers are prepared and trained to be good character educator who can be the role model to the students.

2.3   Moral Education in Malaysia

Besides looking at the character education trend in America, especially the scrutinizing of the comprehensive studies done by Berkowitz and Beir (2005), it is fairly important to understand the character education in Malaysia as the sample of this study is located in Malaysia. In Malaysia, 'Moral Education' term is used.

According to Battistich (2008), character education is to nurture next generation who internalize and externalize core ethical values (such as diligence, compassion, integrity and fairness) in their daily life that create a productive and democratic society. As they have sound character, they are committed to give in their best and do the right thing who live with their life purpose. This matches with the words from Malaysia's Deputy Prime Minister and Minister of Education.

> '*Our goal, and the purpose of education is to equip our students holistically to allow them to succeed in the 21st century, with all of the opportunities and challenges that this new era presents. It is important that our students must be imbued with values, ethics and a sense of nationhood, enabling them to make the right choices for themselves, their families and the country with a view towards enduring and overcoming life's inevitable challenges.*' (Hussien, 2012, p.9)

Moral Education (ME) is one of the main subjects in the school education system in Malaysia. Only non-Muslim pupils study this subject whilst the Muslim pupils study Islamic Education. The academic year for this subject is from Year One Primary to Form Five Secondary and it culminates with a formal centralized public examination conducted at the end of Form Five by the Examination Board, (Ministry of Education, 2013). The general objective of Moral Education is to nurture individuals with sound character, responsible and able to contribute towards a stable and harmony in the nation as well as global community (Chang, 2010). The main objectives are to enable pupils to (1) understand and internalise positive values that are needed for sound character (2) aware and accept the importance of harmony between mankind and environment and strive to sustain it, (3) enhance understanding and cooperation by sustaining a peaceful and harmonious life in a democratic Malaysia, (4) develop mature thinking according to moral and spiritual values in making decisions and solving problems (5) develop commitment to have the action according to justice and altruism in line with the values of Malaysian society (Ministry of Education, 2010).

2.3.1 General Framework of Moral Education in Malaysia

The general framework of Moral Education (ME) in Malaysia is integrated and holistic. It is fundamentally based on character education (Lickona, 1997) which emphasises on the holistic development of moral thinking, moral feeling and moral action. With the explanation of Lickona (1997), character education integrates three major components that mean,

> *To possess virtue of justice, I must first understand what justice is and what justice requires of me in human relations (moral knowledge). I must also care about justice – be emotionally committed to it, having the capacity for appropriate guilt when I behave unjustly and be capable of moral indignation when I see others suffer unjustly (moral feeling). Finally, I must practice justice by acting fairly in my personal relations and carrying out my obligations as a citizen to help advance social justice (moral behaviour) (cited in Chang 2010, Lickona, 1997, p. 46).*

With such, the holistic development of character education can be said to be aligned to the National Philosophy of Education which aims to develop a holistic person in all aspects, namely intellectually, physically, spiritually and emotionally.

Moral Education Syllabus in Malaysia comprises three domains - cognitive, affective and behavioural. It is the same as the learning outcome domains as identified in Table 2.2 (p.32) which the international common used term in Character Education. Moral Education (ME) in Malaysia also reflects an integration of cognitive moral development that emphasizes on development of moral reasoning based on universal moral principles. It focuses on inculcating a fixed set of values. These values are based on various religions, traditions and cultures of different communities and are consistent with universal values. The acceptance of these values is essential in developing virtuous character and active citizens in Malaysia's plural society (Chang, 2010).

According to Y.B. Dato' Saifuddin Abdullah (2012), the Deputy of Higher Education Minister, '*we need to revisit the philosophy of learning and realign ourselves with the objectives of education such as being a good, moral citizen, living in a global*

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world.' It is important that education in Malaysia inculcates elements of character building instead of an over emphasis on competency or academic result. In 2013, The Ministry of Education in Malaysia described that there is a strong need in the community for character development, both nationally and locally. Moreover, upon further examination, the needs of nurturing human qualities are also defined in the National Education Objective (Blue Print, 2013).

2.3.2   Implementation of Moral Education Curriculum in Malaysia

It is important to have moral reasoning as it is the heart of moral development (Rajoo, 2013). However, the current teaching and testing practices in our schools run contrary to the principles of moral development. They are at odds with the learner outcomes we hope the subject would achieve. Instead of seeking how can we teach and test moral reasoning effectively, this subject has posed a present dilemma because test and score moral reasoning and analysis, the teaching and learning of Moral Education so simplistic that it has become one-dimensional.

In Tho's (2008) research, he reported that teachers 'compelled' students to memorize the given set of values in the ME syllabus as these values form the basic content knowledge that needed essentially to answer exam questions. Also the public examination at the end of Form 5 Secondary requires the exact memorized words and definitions in order to achieve flying colours). Tho (2008) further added that students were forced to memorize without understanding the values and their application. A teacher even commented that 'if I don't force them to memorize, don't blame me for their results'' (p.104). The rote-learning method employed by teachers was found in the posting of 'How to Score in SPM (Malaysia Students, 2007).

It seems that students are expected to internalize and able to apply the given set of moral values. Each of these values has a specific term and definition that is spelt out in the syllabus and curriculum (Pathmanathan et. al, 2014). In the examination, students are compulsory to use the exact term, definition and elaboration if students were to achieve good result in exam. This shows that both teachers and pupils seem to regard the values definitions as absolute explanation and fixed without any alteration should be done. If students do not comply to write the same answers, they will be penalized from losing marks.

The parties which involve including students, parents and even teachers have expressed their dissatisfaction and annoyance over rigid marking scheme imposed on the Moral Education examination papers in the Sijil Pelajaran Malaysia (SPM or the Malaysian Certificate of Education) examination (Rajoo, 2013). Formulating examination questions and marking schemes, as well as scoring and grading. The scoring and grading are currently done based on scripted answers, and answers that deviate from the marking scheme are viewed unfavourably, even suspiciously. The examiners find it easier and faster to mark down a more critical or analytical candidate rather than figure out how to grade his complex reasoning. Moral Education in Malaysia is therefore nothing but an exercise in memorizing and regurgitating. It is entirely pointless in shaping children's character (Singh, 2013). This is incomprehensible and certainly unacceptable (The Star Online, 2013). Exact words are compulsory to answer as accordance to the text book. Students are not allowed to answer with their own wordings. This marking practice have been continued even the parents and students filed complaints. '*I think this is most unfair. Why are we encouraging regurgitation of facts in an examination? It defies logic and common sense*' (Rajoo, 2013).

Kupperman (2005) further argued that whilst the values of good behaviour are essential but 'blindly' memorizing without internalizing and having the ability to externalize or apply in real life, the values serve no good. Character education should

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consist of the teaching by having the students possess the ability to modify the application according to the situation. Rather than merely just acquire from the 'memory bank', the values will not make virtuous behaviour effective' (p.216). Many students and parents are eluded for scoring or attaining distinction instead of valuing the subject matter and transcend the knowledge into real life application. This has definitely defeat the purpose of education, especially moral or character education which in turn is about carrying one's life with those values. Hence we see students attaining A's in Moral Education, but not practicing any of the taught values in life.

Actually, the general framework of Moral Education syllabus is not designed for memorization. It is a holistic and integrated approach to develop individuals with sound character which in turn to contribute towards a harmony and stable nation and global community. Moral values can never be inculcated to young children through formal lessons and examinations.

The described situations on the implementation of Moral Education in schools have indicated the complexity of such education. In Malaysia, it has raised several concerns and implications especially to the Moral Education teachers.

2.3.3   Implication towards Moral Education Teachers

Many Moral Education teachers face difficulties when teaching a diverse groups of non-Muslim students with different religions, cultures and traditions. As Moral Education is only taken up by non-Muslim students who have different faith such as Buddhism, Christianity, Hinduism, Sikhism and several minority groups, it is essential that Moral Education teachers have well-rounded dispositions to manage cultural differences.

Variety of pedagogical approach is needed in such a complex setting as Malaysia Moral Education classroom has different culture and religion background. Due to the

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diversity, it is most likely a transformation of culture and school life needs to be altered, suggested by Berkowitz and Bier (2005). It is evidently a great challenge to teach Moral Education in a pluralistic environment where diversity occurs (Vishalache, 2006). Furthermore, the top-down system of a government-mandated curriculum that spells out every detail of the curriculum may lead to inflexibility to address students and social contemporary concerns.

Caring teacher in developing compassion in moral education has turn out to be an exemplary dispositions and practices (Narinasamy & Wan Hasmah, 2012). According to their research, engaging students through the explicit behaviour of caring has become the main traits of a character educator or modeller. This emergent data are seen to correlate to the Ethics of Care propagated by Noddings (2010). Teacher modelling through a caring approach is always the predominant trait in Moral Education (Noddings, 2010). Teachers who offer praise and motivation is also traits of a caring teacher to constantly provide encouragement allowing students to make positive changes and growth (Hayes, Ryan & Zsellar, 1994).

In a culturally diverse classroom setting, it is important to have a caring and emphatic Moral Education (Narinasamy & Wan Hasmah, 2012). Gay (2002) advocated that taking the perspectives of diverse students, caring is an imperative dispositions of a teacher to conduct effective teachings. It is the caring disposition that will encourage the teachers to give their best to act in the best interest of their students' growth. He equates teachers who practice responsive caring as 'teachers are an ethical, emotional, and academic partnership with ethnically diverse students. As Gomes, Allen & Clinton (2004) stress, teachers must implement the system with the value of caring. It is seen as the core value in their teaching profession to nurture students in terms of physical, emotional, spiritual and intellectual dimensions in tandem with Malaysia's National Philosophy of Education. Teachers provide

the motivation, support and opportunities towards students' character development. Teachers not only need to know the content but pedagogical as well as being the role model to the students with good dispositions. Although caring is the predominant value, building good relationship between teachers and students consume lots of time (Noddings, 2005). It requires an exemplary teacher to portray exemplary dispositions and also conducting exemplary practices.

The complexities and the contradictions in Moral Education syllabus in Malaysia as well as its implementation need to be acknowledged by all stakeholders. However, if the described actual situation of memorizing approach of Moral Education syllabus in Malaysia were to persist, Moral Education will remain to be futile and meaningless to the students. Consequently, the aim and objectives of Moral Education syllabus would not be attained if the current practice are to carry on.

There are numerous approaches in teaching Moral Education that have been developed through many moral education, character education or values education programmes. The researcher has also explained several theoretical approaches which include Moral Reasoning Process, Caring Classroom Climate and Role Model Exhibition. As all these approaches have its strengths and weaknesses, teachers need to be heterogeneous and make professional decisions on how to use or even integrate these approaches when teaching Moral Education in Malaysian schools. Teachers are the key persons to implement the curriculum by translating it through teaching actions, thus achieving the learning outcomes.

Hence, the next section will explain the credibility of learning from exemplary teachers' embedded knowledge in their learning and teaching experience.

2.4   Embedded Knowledge in Teaching and Learning

Learning practitioners have for decades demonstrated the effectiveness of learning through experiencing in the authentic laboratory setting of their classrooms (Olgun, 2009; Jennifer, 2009; Merriam, 2001; Smith, 2007). It would stand to reason that authentic learning events are more than likely to find active form of experiences that intuitively reprocess their learning and apply in their future classroom (Dickey, 2008). The embedded knowledge about their (teachers) successes in the classroom, their intuitively use to make decisions in their everyday practice of teaching and learning (Dawn, 2008). Torff (1999) defines embedded knowledge in teachers as preconceived ideas, values and belief, stating the importance to determine reasons teachers make certain decisions in their classrooms. Consider that certain key experiences in the classroom may indicate whether learning has occurred or is occurring in students. Teacher's witness these phenomena have the ability to process relevant information from them and make necessary instructional change. The experienced teachers store embedded knowledge about what learning looks like and under what circumstances it occurs (Torff, 1999).

Some of the underlying assumptions and generalizations of this study stem from principles employing constructivist-learning theories such as experiential, active and reflective learning.   Teachers learn how their students learn through their own active experiences of learning in classrooms (Russell, 2005). Action and experiential learning theories provide a credible framework that teachers learn how their students learn through their own active experiences of learning in their classrooms (Olgun, 2009). Teachers who regularly recreate learning situation in their classrooms may consequently validate their practice through the utility of their embedded knowledge (Russell, 2005). Teachers have the ability to process relevant information from the students without ever articulating or documenting as changes made in teaching practice (Dawn, 2008). Teachers embed valuable

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knowledge from classroom experience about how to define learning, recognize it when it occurs, and innovate means to achieve it, even if they never articulate or document those valuable understanding (Sternberg & Howarth, 1999).

Action and experiential learning theorists provide a constructivist view of learning. The focus lies on the adaptive development of individuals through situational problem-solving (Cell, 1984; Dewey, 1963; Kolb, 1984). Furthermore, if we can recognize the value of this understanding of teachers' authentic classroom experience as credible insight into instructional practices or dispositions that achieve learning, we can build upon the embedded knowledge from those teachers. These have credibility based upon experiential learning theory brought forth in the works of David Kolb (1984) and Edward Cell (1984) ideas about experience and learning. These experiences ought to be valuable as a source for preparing novice teachers with those exemplary situated teaching practices for character education.

2.4.1   Kolb Experience Learning

Teachers see feedback from experience as the input for learning (Kolb, 1984). Following this line of reasoning, teachers make choices for their students' learning during classroom experiences and learn how to do this through what Kolb refers to an integrative use of classroom feedback. He explains that this type of feedback "*provides the integrative perspective or integrity that allows for consistent choice about which structure or combination of structures to apply to this particular problem*" (p.155). However, in order to achieve that integrative level of perspective, teachers must have developed over time the competence and personal insight to do this, without even realizing consciously about their own cognitive development (Dawn, 2008).

Kolb's stages of learning and development notably have three (1984). Kolb's acquisition stage (Stage 1) moves from the acquisition of "basic learning abilities and cognitive structures" to *specialization stage* (Stage 2) where "*symbolic powers achieve total independence from concrete reality in the development of representational logic and the process of hypothetical deductive reasoning*" (p. 142). For teachers, this would be the stage they adapt to, generate more of, and grow more deeply into an embedded understanding of the experience as well as of themselves. One initial consideration of this research study is that experience teachers would have a reflective experience potentially influencing a transition from the specialization stage to the integration stage through the process of interviewing into teaching practice because "*these consciousness structures govern the process of learning from experience through the selection and definition of that experience*" (Kolb, 1984, p. 146).

In addition, this stage theory of experiential learning suggests that experience is created by the individual; therefore, teachers create the kind of classroom experience they learn from and thus, what they learn. Becoming aware of this may help teachers transcend to higher forms of this learning model. The self in this stage is defined primarily in terms of content—things teacher can do, experiences teacher has had, goods and qualities teacher possess. This would explain why, when asked to describe how students are learning in their classrooms, most teachers will tend to speak in terms of what they do in class, rather than what the students receive or learn (Dawn, 2008).

But when moving on to Kolb's (1984) third stage, the *stage of integration*, we see "*the person who has specialized in the active mode*" where "*the emergence of the reflective side broadens the range of choice and deepens the ability to sense implications of actions*" (p. 145). In this stage characterized by fulfilment and awareness, we should see highly developed teachers confronting the "*conflict between social demands and personal*

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fulfilment needs and the corresponding recognition of self-as-object" (p. 146) in order to make creative choices in the classroom based upon immediate feedback from the learning environment. In Figure 2.4 illustrates Kolb's stages of learning and development from acquisition stage to specialization stage, finally the integration stage.

| **Stage 1** Acquisition Stage | ⟹ | **Stage 2** Specialization Stage | ⟹ | **Stage 3** Integration Stage |
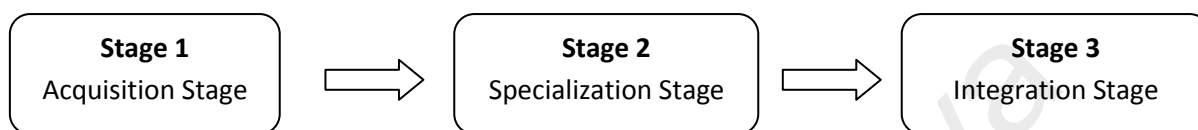
Figure 2.4: Kolb's stages of learning & development

2.4.2   Cell's Learning to Learn from Experience

The year 1984 was highly productive for experiential learning theorists, as Edward Cell joined Kolb with his text '*Learning to Learn From Experience' (Jennifer 2009)*. Like Kolb, Cell defined a model of experiential learning comprised of four distinct categories: response learning, situation learning, trans-situation learning, and transcendent learning (Cell, 1984). The first three categories, as with Kolb's first three stages, help to understand and give support to the assumption inherent in this research study that teachers learn about learning from the experiences in their classrooms.

To use the tenets of experiential learning in support of this assumption requires a belief in the principles of Cell's model, notably, that when individuals learn, they change in some way (1984). For instance, the change individuals experience in response learning is akin to the interests of behaviouristic psychologists. It involves "*either adding a new response to the set of responses we have previously learned or substituting a new response for one we have been using" (Cell, 1984, p. 41).* This could be noted in the way teachers describe how they discover "what works" with students and "what doesn't work." These responses illustrate the "trial and error" characteristic of response learning in the way

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positive reinforcement or operant conditioning denotes some behaviour change. In this case, it illustrates a change in a teacher's choice of learning activity, assessment or teaching method (Rusell, 2005).

Situation learning, or the "*change in how we interpret a certain kind of situation,*" *(Cell, 1984, p. 43)* involves a deeper commitment on the part of the individual. It requires a kind of value placement, such as that of teachers who have a commitment to the purpose of student success. Cell described this as seeing *"some point to being in that situation, something is at stake for us there" (1984, p. 43*). The interrelation between these two types of experiential learning (response and situation) echoes that between Kolb's acquisition and specialization stages, in which assumptions about teacher roles and individual identities develop from those based upon generative cultural and traditional norms to those into which teachers create for themselves based upon the individual choices made in their experiences with teaching. This is to say that what teachers learn about learning in the classroom is twofold: they learn about student learning and they develop as individuals (Cole, 1997). However, this is not to say that they are able to change consciously the interpretations of situations in which they have learned and developed. This requires the ability to reflect and then to determine the value of diverse interpretations autonomously (Bright, 1996).

Trans-situational learning provides a way of defining this ability to reflect. Cell (1984) described the particular change in individuals at this stage as one in which the individual changes his/her "*interpretation of a situation" (p. 52).* Again, there is consistency between this characteristic and Kolb's integration stage (Stage 3), in which individuals demonstrate autonomous and holistic response to situations based upon the creative capacity to discover and to choose between various interpretations. Learning reinforced by reflection, collaboration, and action delivers the individual from Kolb's stage

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of specialization to the integration stage and from Cell's situation learning to trans-situation learning.

It was most successful when it utilized a transaction rather than a transmission model of learning (Desimone et al., 2002, Knowles, 1980). According to Hampton (1980), in learning activities that are structured for transaction, coach is viewed as guides and content resources while learner is considered as knowledge and experience. The transmission model, in contrast, is focused on relaying information to the learner, in transmitting knowledge between coach and learner, usually in the form of lectures, presentations or other training models that involve little student-teacher interaction or active learning (Olgun, 2009).

2.4.3 Differentiating between reflective thought, reflection and reflective practice

In this section, the concepts of reflective thought, reflection, and reflection practice are differentiated and then examined more in depth as they have been used in the fields of novice teachers and professional development programmes.

According to Dewey (1910, cited in Dawn, 2009), he describes reflective thought as "active, persistent, and careful consideration of any belief or supposed form of knowledge in the light of the grounds that support it, and the further conclusions to which it tends" (p.6). Reflective teachers possess the ability to examine choices they make in the classroom, the willingness to consider implications of those actions, and the openness to hear different perspectives on those actions (Stemme & Burris, 2005). This idea suggests that the very act of thinking on both the origins of a belief or learned construct and the implications of that belief or learned construct is of a critical nature.

This is a different idea than that associated with reflection as conveyed in the work of Osterman and Kottkamp (1993). In *Reflective Practice for Educators*, they distinguish

reflection as a solitary, introspective act that does not necessarily contain a critical dimension due to what they explain as "*the deeply ingrained nature of our behavioural patterns" resistant to authentic "critical perspective on our own behaviour*" (p. 6). Their suggestion is that, in isolation, reflection does not enable one to question or critically examine personal belief for the purpose of change. Its value lies bracketed in the phenomenological horizon of an individual's life world, which is itself vital for self-expression and integral as contribution into collective understanding.

The act of reflecting as it has been used to record teacher stories and their emotional states through creative rumination, can be understood as a tool for personal expression and a means of helping teachers articulate states of being (Bolton, 2005; Jalongo & Isenberg, 1995; Karpiak, 2000; Kelleher, 2002; Rowley & Hart, 1993). In addition, the act of engaging in reflective thought as it has been used with teachers in group discussions, classroom observations and through narrative, teaching journals or teaching portfolios can be understood as a tool for uncovering existing beliefs and drawing out knowledge in an effort to examine causes and effects, inhibiting paradigms and solutions to problems (Cady, 1998; Christensen, et al, 2004; Hooks, 1994; Jalongo & Isenberg, 1995; Stemme & Burris, 2005).

Reflection and reflective thought are finite acts of introspection, confined within a cognitive space that may or may not induce behavioural change (Rusell, 2005). Reflection and reflective through can be either or both individual or/and collaborative. When applied collaboratively, reflective through becomes a dynamic interrelation of personal reflection and has rich potential for the kind of critical examination required for a framework in which to engage in reflective practice.

Reflective practice is a way of being based upon critical reflections that determine it (Schon, 1983). Hence, reflection and reflective thought should be understood as the

necessary precursors for reflective practice, not as synonymous with it. Reflective practice is the operational engagement of individual reflection as it is brought into collective reflective thought and used systematically for the purpose of positive change. The reason why researcher makes these distinctions here is to avoid the confusion the term used that she has found in the literature. With such, the researcher can clarify the ambiguity of reflective practice in the literature of teaching and learning as well as explain some of the controversial debates involving its sue as an effective practice for educational institutions.

The concept of reflective practice has been widely attributed to Schon's work concerning professional development (1983). He develops the rationale for employing reflective practice as a means of achieving deeper levels of skill in professional practice. His action-oriented premise evolves from earlier work of Chris Argyris (1974) on the use of theory in practice integrated with affective and cognitive learning. Argryis & Schon (1978) demonstrate the importance of all human beings to develop an individual awareness of self through reflection-on-action while simultaneously taking action on that reflection. According to them, if individuals do not critically examine the consequences of their actions, they will be less likely to make behaviour changes in order for learning to occur and more likely to defend even destructive actions in order to preserve ingrained habits.

Reflective practice in this sense is not simply the practice of reflective thought but a way of being that is always already actively engaged in practice enabled through critically reflective thought. The popular concepts of reflection and reflective thought in the professions were often used synonymously with reflective practice. Much of the debate surrounding reflective practice in the field of teacher education may result from ambiguous uses of distinctions between reflective practice, reflection and reflective thought on effective practice. Considerable effort has been made to clarify these terms to inquire more

deeply into their meanings and relationships to fully appreciate their value for generating knowledge from practice (Loughran, 2002; Russell, 2005; Stemme & Burris, 2005).

But there is little reference to the use of reflective thought to draw out embedded knowledge for the purpose of developing specific tools for learning (Robinson, 2008) and establishing codes of exemplary dispositions and practices for character education through reflection. Ritchie and Wilson (2000) pointed out the importance of documenting teacher experience, which increases a teacher's competence in critical inquiry.

This research contributes to the application of reflective practice as a means for extracting what teachers have learned about learning from classroom experience as a form of embedded knowledge and make it explicit to facilitate the establishment of codes of exemplary dispositions and practices for character education. By scrutinizing the past researches, there are handful of research on effective teaching and effective teachers' characteristic that can increase learning (Robinson, 2008) although not for character education.

The following section reviews different types of effective teaching as well as the characteristics of effective teachers which give insights of the exemplary dispositions and practices identification for character education.

2.5   Research on Teaching Effectiveness

This section examines the research on effective teaching in order to inform the reader more fully about what constitutes exemplary practices and dispositions though not subject to character education but serve as a good reference to establish the codes of exemplary situated teaching. Because effective teaching is not defined by one type of teaching style or one set of behaviours, good teaching differs by situation and student's need (Jennifer, 2009). Rather, an effective teaching is most often qualified as such by his or

her vast repertoire of strategies, models, and styles that, when used at appropriate times, best fit the situational needs of the classroom (Dawn, 2008). Also, traits of effective teachers remain an elusive construct to define (Polk, 2006). Hence, the researcher reviews the teaching effectiveness in three different aspects, namely effective teaching approaches, characteristics of effective teachers and teacher self-efficacy.

2.5.1 Effective Teaching Approaches

Three specific paradigms of educational research are reviewed by researcher which includes, process-product research, cognitive science research and constructivist research. Each paradigm has examined teacher expertise and the field of educational research has expanded to incorporate many of the features of each of these teaching approaches. These research paradigms have helped to shape our current view of what effective teaching look like.

The process-product research focuses on finding teacher characteristics that foster improve student learning. Muijis and Reynolds (2002) summarize the main findings in three points. They suggest that the key elements are classroom management, behaviour management, and classroom climate. First, they state, "*Get the classroom climate right. Learning occurs when the classroom is an orderly environment*" (p.3). Second, they state "*Get the teaching right*" (p.4). They include teacher practices such as whole class instruction, clear expectations, effective questioning and feedback to students, and the teacher taking an active role in the classroom. Third, they state,

> "*Effective teaching is not rigid. Teachers need to use a variety of teaching strategies aimed at students with different learning needs. They need to vary the difficulty of questions and explanations to match students' levels and need to address different learning styles and allow easier transferability of knowledge*" (p.4)

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Next is the cognitive science approach. Rosenshine (1986) describes three board areas: first, creating cognitive processing structures for knowledge; secondly, practicing the best process-product techniques, and third, the teaching of cognitive strategies. Carter (1990) summarizes the cognitive view of exemplary teaching, nothing that teaching knowledge is highly domain-specific and is tacit. Russel and Martin (2001) provide their view of expertise, nothing that '*expert teachers possess richly elaborated knowledge about curriculum, classroom routines and students that allows them to apply with dispatch what they know to particular cases*' (p.89). In addition, Stough and Palmer (2003) also broaden its scope to examine the affective domain in the classroom, looking at the performance and mastery goals of students and the impact that teachers have on student motivation. Isenbarger and Zembylas (2001) have examined caring, identifying it as one of the moral and ethical aspects of teaching. Berliner (1988) acknowledges in his work that exemplary teachers have greater understanding for students during interactive teaching. Campell (1991) believe that through his study, the ability of creating a meaningful learning context comes from the content deliver and the positive student-teacher relationship. Smith and Strahan (2004) found that exemplary teachers maximize the importance of developing relationships with students and see their classrooms as 'communities of learners'. Clearly cognitive paradigm is finding a place for the affective.

The following is constructivist research of education, where teaching is seen as facilitation. Students develop meaning through the interaction of prior knowledge and new knowledge. Fenstermacher and Richardson (2005) hold that teachers need to have a specific way of thinking about student learning and a pre-set of fundamental principle and belief. Students and teachers construct meaning and understanding together in a constructivist classroom and it is very essential to focus on the social relationships among students and teachers. This is supported by the work of Vygotsky (1978), nothing that

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'cognitive development is embedded in the context of social relationships' (p.648). His concept of the Zone of Proximal Development (ZPD) has become one of the central concepts used today when discussing student learning. Goldsetein & Freedman (2003) describes this concept, "as a shared intellectual space experienced by the teacher and learner" (p. 452). It is a space between what the child is able to do alone and what he/she can do with the help of a more knowledgeable other (Lysaker, McCormick & Brunette, 2004). A discussion of teacher expertise within the Vygotsky School of constructivism extends the argument highlight that the zone of proximal development which comprises feeling, emotion and the interpersonal relationship (Goldstein & Freedman, 2003).

> *These affective aspects of the ZPD are of primary and fundamental importance for teachers to establish trust, caring relationships with learners for those learners to be willing to take the risks required to enter into the ZPD. In other words, interpersonal connection must occur so that learning and growth can occur. If we lose sight of our relationships with our students, their learning will suffer (p. 452)*

The constructivist approach combines the traditional acts or behaviours of teaching (logical, psychological, moral) as investigated in the process-product work, but also ask teachers to establish an environment that allows students to develop willingness to and responsibility for learning (Frenstermacher & Richardson, 2005, p.205). The constructivist approach definition of effective teaching as reflected in the Frenstermacher and Richardson (2005) summary includes two key aspects, expert teaching practice and the moral and social skills to create the right kind of learning environment.

Effective teaching has been the topic of considerable research in education. The various paradigms of teaching approaches have examined a broad range of features of expert teaching. In Table 2.6 (p.70), the researcher has summarized the key elements of each researched effective teaching approach to compare its differences and similarities.

Table 2.6: Comparison on effective teaching approach based on three different paradigms

Process-Product	Cognitive Science	Constructivist
Classroom climate -classroom management -behaviour management	Create cognitive processing structures for knowledge -curriculum -classroom routines	Prior knowledge and new knowledge -student and student co-construct meaning
Right reaching -class instruction -clear expectation -effective questioning -feedback to students	Practice best process-product techniques -decision making -develop relationships with student	Social relationship in classroom -build trust and caring -help by the more expert others
Flexible teaching - teaching strategies - difficulty of questions - materials - learning styles	Teaching of cognitive strategies -provide meaningful context -understand children during interactive teachings	Establish learning environment -willing to take risk to learn -responsibility of learning

There may still be no clear consensus on what expert teaching looks like specifically for character education, but there is no shortage of criteria for selection of expert or exemplary teachers for this study. The researcher employed the literature review in this section to identify exemplary teachers for this study to draw their embedded knowledge of teaching experience and practices in their classroom as well as establishing the codes of exemplary situated teaching for character education. The next sub-section shall look into the characteristic of effective teachers.

2.5.2 Characteristics of Effective Teachers

As Kottler and Zehm (2000) noted,

> *"so much of teacher preparation continues to be focused on methods courses and in areas of content specialty. The assumption behind this training for elementary and secondary teachers is that when you study a subject in depth and learn the proper methods of instruction, presumably you then become a more competent and outstanding teacher. Not included in this simplistic process are a number of other variables that make up the essence of all great educators and infuse them*

with power- their distinctly human dimensions, including personality traits, attributes, and relationship skills (p. 2)."

The discussion of personality traits by these authors goes on to suggest a few traits that are of utmost importance when discussing teacher effectiveness. These include: (a) charisma, or the ability to inspire others; (b) compassion, or people who are caring toward others; (c) egalitarianism, or the ability to recognize that children need limits and have a sense of fairness and consistency; and (d) a sense of humour, or conveying the idea that learning is enjoyable (Kottler & Zehm, 2000). Other researchers have also identified the traits of smarts, creativity, honesty, emotional stability, patience, ability to challenge and motivate, and novelty as important to effective teaching (Schiedecker & Freeman, 1999).

Stronge (2002) added to the list of teacher characteristics, or dispositions, with the traits of listening, understanding, knowing students, social interactions with students, promotion of enthusiasm and motivation for learning, attitude toward the teaching profession, and the role of reflective practice. "*Through examination of several sources of evidence, a dual commitment to student learning and to personal learning has been found repeatedly in effective teachers as their important characteristic*" (Stronge, 2002, p. 19).

Similarly, the researcher employed several characteristics of effective teachers from past researches in identifying the exemplary teacher research participants for this study to draw out their teaching dispositions in their classroom as well as to establish the codes of exemplary situated teaching for character education.

2.5.3 Teacher Self-Efficacy

It is critical for teachers believing their own abilities to affect future change. It is imperative to differentiate between self-efficacy and self-esteem. According to Stephen

(2008), self-esteem is a measure of self-worth; while self-efficacy is a measure of capability. Within the context of current research study, the concept of self-efficacy becomes important as it relates to exemplary teachers' decision making and practices within the classroom setting. Teachers who possess high self-efficacy will have high tendency to feel good about their teaching and can create a positive impact in students' learning due to their confidence level (Ashton, 1984).

Self-Efficacy comes from the social cognitive theory of Bandura (1997). Perceived self-efficacy is a personal belief that individuals hold concerning their ability to successfully complete a given task (Bandura, 1997). It is important to note that self-efficacy is a perception that individuals have about their capabilities, not their beliefs about anticipated outcomes (Narvaez et. al, 2008). A person's mentality or beliefs about actions has more influence than the consequences of actions (Bandura, 1986). Means, if a teacher efficacy is high, teacher believes his or her capability to accomplish the desired outcome of students, even among those who are not motivated or difficult students (Tschannen-Moren et al., 2001).

Persistence and effort during instructional giving also highly linked to teacher self-efficacy (Gibson & Demo, 1984). Another characteristic of a high teacher self-efficacy is the style of conducting the class. It is a more democratic classroom learning nature which teachers encourage cooperative learning (Solomon, Watson & Battistich, 2002). These democratic classrooms enable students to equip decision making skill, conflict management skills and problem solving skills. This nature of classroom facilitates the skills and character development (Lapsley & Naraezm 2006). Indeed, exemplary teachers typically demonstrate high self-efficacy (McAdams, 2009; Walker & Frimer, 2009). It is imperative that teachers must have strong belief that they can build the character of the students as well as attempting any challenges especially dealing with difficult students (Milson, 2003).

Teacher self-efficacy belief influences teachers' choices, effort, persistence when facing adversity (Henson, 2001). Due to the complexities and complications of developing student character, teachers need to be persistent and patience to implement effective character education (Watson, 2003). With such, teachers must have the knowledge, persistency and motivation to develop character in students. The higher the teacher self-efficacy, the higher the ability in facing obstacles throughout the process of developing students' sound character (Freppon & Allen, 2001). Therefore, the construct of teacher efficacy has clear relevance for character education.

It does not have a clear agreement on what constitutes exemplary dispositions and practices in a situated classroom setting for character education after reviewing the teaching effectiveness by past researches. There remains a societal and professional expectation that teachers would know 'it', have 'it' and model 'it' in their practices or dispositions (Schwatz, 2007). This is one of the identified literature gap by the research in this study. Detailed explanation of this literature gap will be shown in Section 2.7 (p.82).

2.6   Preparing Novice Teachers for Character Education

Effective character education engages students to go through the process of potential realization and enable them to achieve vital goals in the suitable classroom and school environments. Russell (1999) reiterated that to enhance or change practically the classroom practice, it must first initiated in teacher education. If the teacher education is enhanced and elevated, then it is possible to uplift the desired learning outcome in the classroom setting (Stofflett & Stoddart 1994).

Learning to teach, primarily is to put heavy emphasis on improving student learning outcome especially being challenged by difficult students. Even the most outstanding prospective teacher found it challenging to endeavour in such learning process (Putman, 2009). From the aspect of instructional giving, novice teachers must comprehend the interrelation of how to employ the right pedagogical as well as the content areas (Hal, 2007), with the establishment of effective and individualized learning environments, classroom management routines (Charney, 2002; Routman, 2000; Putman, 2009), and assessment-driven instruction as well as the types of assessment (Morrow, Gambrell, 2003; Pressley, 2001; Wiggins, 2005). The necessity to understand these intertwining strands that constitute effective teaching creates a multifaceted arena for novice teachers in the process of learning to teach.

Character education and teacher education are interrelated (Narveez & Lapsley, 2012). Teacher education must have a commitment to character education if novice teachers are to value and promote education. It is important to have novice teacher training in reference to character education (Jones, Bohlin & Ryan, 1998; Lickona, 2005). Although there is a growing demand in character education, unfortunately, most teacher education programmes do not include detailed character development for novice teachers (Milson, 2003, Nucci et.al, 2005). With the preparation of future teachers in character education, exemplary dispositions and practices in the situated classroom are needed to develop sound character among the students.

However, most teacher education activities are separated from the classroom. Separation is problematic because lecture and explanation is rather a superficial or an abstract approach to transmit such skills in terms of developing character. With such approach, it is difficult for learners to apply them in concrete, real world setting (Olgun, 2009). This is supported by Sibert (2005), that novice teachers receive too little situated

training and often disconnected from classroom theoretical learning manner (Sibert, 2005). The lack of such an activity setting is a problem that Tharpe and Gallimore called the "choke-point of point change" (1988). By ignoring the situated nature of application, education has definitely defeat the purpose of transmitting knowledge and skills into real life. With such, it poses an immense problem to prepare novice teachers for character education. Nonetheless, for the past two decades, educational researchers have been implementing the concept of situated cognitive learning and cognitive apprenticeship approach to prepare novice teachers for the relevant subject areas.

2.6.1   Situated cognitive learning

Situated cognitive learning arises through active involvement in an authentic setting. Due to the high engagement of relevancy, the effectiveness of transferable learning is much better than conventional information-dissemination methods of learning (Brown et al, 1989). Lieberman and Miller (2004) illustrate how each instance converges to demonstrate the tenet of "*learning is experiential and collective; it is context-driven and context-sensitive; and it occurs through social participation*" (p.33). Their findings show how teachers learn and make connection between teacher learning processes through a community of practice and student learning more explicit. McLaughlin and Talbert (2006) also make the claim that when teachers emphasize on instruction as well as the specific learning outcome that matches with the setting they teach, '*it translates into enhanced student learning*' (p. 8).

Another central idea to situated learning is the process of enculturation (Brown et al., 1989). This is similar to the idea of a community of practice, where learners "actively communicate about and engage in the skills involved in expertise" (Collins et al., 1991, p.16). Brown et al. (1989) describe the idea of enculturation and learning as follows:

'Given the chance to observe and practice in situ, the behaviour of members of a culture, people pick up relevant jargon, imitate behaviour, and gradually start to act in accordance with its norms. These cultural practices are often recondite and extremely complex. Nonetheless, given the opportunity to observe and practice them, people adopt them with great success (Brown, et al., 1989, p.34).

New insights have been developed that build on and expand the direction of research on how teachers construct knowledge and understanding about their practice (McLaughlin and Talbert, 2006; Rogoff, 2003; Wong, 1994; Lieberman and Miller, 2004). In support of situated learning, cognitive apprenticeship was presented by Collins, Brown and Newman (1987) when they proposed this apprenticeship model for use in classroom instruction, specifically in reading, writing and mathematics. There are many other professions or field of studies such as law, medicine, architecture, and business have also acknowledged the cognitive content using the apprenticeship approach to transfer the learning (Kriderm, 2011).

2.6.2 Cognitive apprenticeship

Situated learning and cognitive apprenticeship models have been widely used in the field of teacher education (Alger & Kopcha, 2010; Eick, Ware, & William, 2003; Hernadnez-Ramos & Giancarlo, 2004; Lin, Hsu, & Cheng, 2011; Liu, 2005). According to Collins et al., (1991), apprenticeship has been the most natural way to learn since ancient times. Apprenticeship was the main "vehicle for transmitting knowledge required for expert practice in fields" Risko et al. (2007) found stronger impact with "learning and doing" approaches to teacher education that were coupled with guidance by a more-experienced colleague. In essence, it is believed that cognitive apprenticeship with the term 'cognitive' would work within a classroom to support the learning of complex tasks and 'internal mental processes" (Alger & Kopcha, 2010, p.73) for a novice teacher to learn and teach

from the experienced or the expert. According to Brown, Collins and Duguid (1989), the phases of cognitive apprenticeship begins from modelling, explaining, coaching, scaffolding, reflection, articulation and exploration (see Figure 2.5). It is a linear progressive approach. Each of the elements will be explained in separate paragraph below in relation to the past research studies.

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┌──────────────┐      ┌──────────────┐      ┌──────────────┐
│  Modelling   │ ───▶ │  Explaining  │ ───▶ │   Coaching   │
└──────────────┘      └──────────────┘      └──────────────┘
                                                    │
                                                    ▼
┌──────────────┐      ┌──────────────┐      ┌──────────────┐
│ Articulation │ ◀─── │  Reflection  │ ◀─── │  Scaffolding │
└──────────────┘      └──────────────┘      └──────────────┘
       │
       ▼
┌──────────────┐
│ Exploration  │
└──────────────┘
```
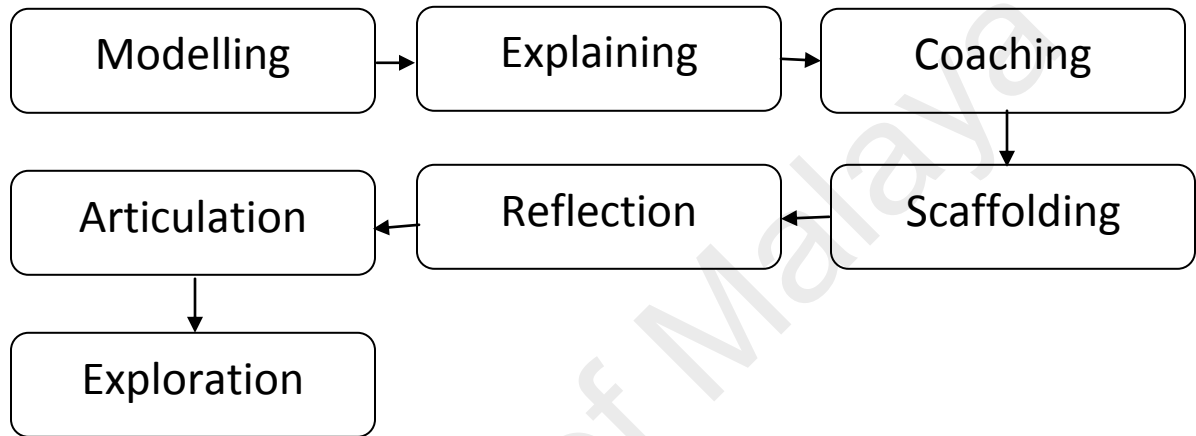
Figure 2.5: Model of Cognitive Apprenticeship [Brown, Collins & Duguid (1989)]

Groves and Strong (2008) state a person can learn simply through observation or imitation. However, according to Bandura's (1986) Social Cognitive Theory, learning happens when individuals gain the opportunities to apply what they have observed in the real life setting. There are four processes that govern observational learning. These are attention, retention, behaviour production, and motivation. Each of these contributes to the strength and endurance of a social model's influence on the learner.

Learners must first attend to the model and decide what information, if any, they will focus on. Then, the learner must also remember the observed events. This retention involves the transfer of what is observed into one's memory, in the form of symbolic representation.

Next, the learner must transform this knowledge into an appropriate course of action thus considering present abilities and capacities when determining this (Bandura, 1989). The entire process matches with the cognitive apprenticeship components of modelling, articulating and reflecting. The fourth process of this governs observation learning is motivation. The motivation process is dependent upon many factors. An observer learns new information or skills but may not perform what was learned. There are three incentive motivators that help to determine if the learner will indeed perform the newly observed dispositions and practices. These three motivators according to Bandura (1989) combine to form the basic principles for social learning: (a) people are more likely to perform if they believe it will have a rewarding outcome in some way (b) people are more likely to perform the new learned skills and dispositions if they see the model as similar to themselves (c) personal standards will continue to regulate behaviour and performance is based upon whether the new behaviour is deemed self-satisfying by the learner.

Learning to teach is a meaning-making process which mediated by several factors. It includes time, place, and the relationships that exist between teachers and teacher educators. By embodying the stance that good teaching is dependent on knowledge of knowledge where the novice teachers is and an understanding of where they are ready to move next, experts facilitate the learning of novice (Meuwissen, 2005) through explaining.

Coaching is very useful for learner's growth as feedback and constant dialogue are needed in the coaching process allowing learners to gain awareness and change (Collet, 2009). Coaching is the process when the more experienced teacher or expert teacher constantly gives feedback to the novice teachers during their teaching and learning (Collet, 2012). Feedback is a means by which instructional support is provided and adjusted in the teaching/learning process. Morris describes the support offered by a coach as "the handing down of a craft" (2003). According to Morris, the role of coach is providing feedback and

guidance. Morris considered the impact of discussions between the teacher and mentor, as they reflected together the instructional needs. Further, Morris explains that through these interactions connections between theoretical constructs and pedagogical action were made.

Support provided in situ, as teachers implemented new practices, allowed for conversations about questions and concerns as they arose and encouraged teachers to think about their own practice. Exemplary teachers assisted novice teachers by sharing best practices, offering suggestions to problems or questions, or sharing helpful resources and advice.

A metaphor developed to reflect the principles underlying the ZPD is scaffolding (Bruner, 1975). Scaffolding means the guidance provided by a more experienced or expert person to facilitate the novice in acquiring the skills and knowledge. With such learning, it is crucial that the teacher educator is able to assess the current and potential levels of development for the novice accurately. The support offered by the more experienced or expert person is accommodated in the process of scaffolding until the novice teacher has equipped the skills, thus the expert person can completely withdraw (Hough et.al, 2008). According to Collet (2012), such experience has the potential for producing lasting change among teachers.

As early as 1933, Dewey identified the need for teachers to reflect on their practices in order to act deliberately and intentionally rather than spontaneously and routinely. Shulman (1987) defined reflection as a teacher's recalling the teaching and learning experience, reconstructing the events, generating alternatives, and considering the ethical implications of the teaching event. Reflecting on practice (own and others) encourages novice teachers to revisit instructional experiences and maximizes the construction of meaning (Matanzo & Harris, 1999; Schon, 1987). Many factors impact the development process. For example, vicarious and enactive experiences, group and dyadic discussions,

and teacher reflection have been found to facilitate development (Costa & Garmston, 2002; Gaffney & Anderson, 1991; Taylor, Pearson, Peterson, & Rodríguez, 2005). Moreover, these practices have increased effectiveness when facilitated by a more experienced colleague (Toll, 2005). As revealed in the studies discussed below, positive change or development occurs when novice teachers and teacher educators both have dialogue and reflected upon the instructions they observed and involved in. Taken together, Amobi's (2005) and Dechert's (2007) studies indicate the value of reflection to support teacher change.

Teachers' participation in verbal discussions is related to their sense of importance of subject under discussion, its direct connection to what they could do with their students, and the support they feel they would receive for making such changes and improvements that are being discussed (Risiko et.al, 2009). In this cognitive apprenticeship context, it is meant articulation. The effective learning environments include 'opportunities to talk' Dialogue with others requires a learner to articulate his or her own thinking, formulate a cohesive understanding in order to articulate it to someone else (Duston, 2007). Hence, this can assist novice teachers in processing their learning and making deeper connections to their own prior understandings and experiences as well as connecting to others' ideas. Dialogue is seen as a tool for bringing teachers together to help one another (Zwart et al, 2009). Further, Richardson and Hamilton found that teachers often change their beliefs prior to changing their practices or interactively with change in practice. Like Rogoff, Matusov, and White (1996) also mention that when teachers discuss and critically consider their own assumptions about teaching and learning, they adapt their teaching in powerful, positive ways. Discussion, then, plays an important role in implementing sustainable change (Zwartz et.al, 2009).

All apprentices or novice teachers must be able to deal and resolve the ill-defined problems in an authentic environment. Instead of only learning through textbooks and exams, learners are unlikely to apply in an authentic environment. In addition, novice teachers who engage in a process of observation, reflection and practices repetitively are more likely to transfer their knowledge n skills in various setting as compared to those as a passive learner (Cooper, 2011). The teacher educators need to have a more solid and goal-orientated tasks to assist novice teachers to gradually move toward full participation and independence (Collet, 2012). The presupposition here is that knowledgeable and experienced teachers and the novices would work together in a productive cycle of reciprocity and mutual growth.

2.7   Studies on Gaps under Various Circumstances

We need students of sound character. With such, we need teachers to be the character models in exemplifying certain traits and dispositions so that students can observe, model and in turn acquire them. The teachers' practices during their classroom teaching, entwine in their positive modelling, brings about the influence they desire in developing their students (Hansen, 2001). It signifies the shift of researcher in the rationale for emphasizing the importance of focusing on the exemplary dispositions and practices of character educator instead putting the emphasis on the character development of students. instead of focusing on the character development of students. This is supported by Schwartz (2007), if we were to have active citizens of sound character who contribute positively, we must not only have teachers who have sound character, but also identifying what they do how they do and how they do and why they do certain practices in the process of developing students' character.   However, there is not a clear understanding on what

constitutes exemplary dispositions as a character educator. (refer to Table 2.7, p.84 for literature gap). There remains a societal and professional expectation that teachers would know 'it', have 'it' and model 'it' in their practices or dispositions (Schwatz, 2007).

It is noted that teachers play an imperative role in character education, hence their own education becomes extremely vital (Rajput, 2005). Teacher education is criticized by Enkenberg (2001) because the learning process is separated from the critical real-world. The real world required performance is rather difficult to be explained through lecture. This problem may lead to merely transmitting information of instruction but the learners are ill prepared to apply in a practical context. Brown, Collins and Duguid (1989) claims that by neglecting this situated real life learning cognition, education has defeated its purpose of providing robust knowledge that is employable or usable.

Character development is much complex subject matter as compared to mathematics or science because it requires not only skills development but personal growth (Lickona, 2005). Looking at the degree of complexity, yet teachers typically receive almost no pre-service or in-service training to equip them with skills and character development (Milson, 2003, Nucci et.al, 2005). Also, many teacher educators fail to provide an authentic learning avenue for novice teachers (Collin, 2012). It is the moment when teachers need to seize and instil positive values in the actual classroom setting, thus authentic learning to teach environment is essential.

It is unclear if there are certain learning factors that novice teachers are more likely to be an exemplary character educator during the learning to teach process (refer to Table 2.7, p.84 for literature gap). There has been little research to describe the coaching process provided to novice teachers by coaches (exemplary teachers); description of how coaching changes over time is lacking (Collet, 2012). Factors that affect not only novice teachers learn during the process, but how they learn and how much of what they learned are worth

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studying. These factors, specifically novice teachers' perceptions viewed as most beneficial to their learning to teach experiences and the factors that affected their implementation efforts (Jennifer, 2009).

Table 2.7 shows the literature gap and the intention of researcher to fill the gap in this study. This study has been placed within the locus of this divergence. It was the intention of this study to establish codes of exemplary situated teaching in preparing novice teachers for character education as well as to describe the factors that affect 'learning to teach' experience of the novice teachers.

Table 2.7: Summary of literature gap

Literature Gap	Fill the Gap
- Not knowing the existing situated knowledge in the classroom for character education	Explore the situational knowledge of exemplary teachers in the context of classroom teaching experience for character education
- No clear understanding or agreement of what are the exemplary dispositions and practices in a situated classroom setting for character education	Establish Codes of Exemplary Situated Teaching Dispositions and Practices for Character Education
- Not knowing the factors that affect 'learning to teach' experience from novice teacher for character education	Describe the factors that affect 'learning to teach' experience from novice teachers for character education

2.8   Past Methodologies

Based upon the studies done with embedded knowledge in professions such as military leadership, management, and medicine, it would appear that the problem solving opportunities afforded individuals in their lived experience far more beneficial than the practical knowledge afforded them from a theoretical or academic perspective when placed in a situation for which decision-making was integral to the success of the work (Patel,

1999; Dawn, 2008; Minstrell, 1999; Snowden, 2002). Professions involving high levels of responsibility necessarily require access to embedded knowledge gained through problem solving experiences, a concept affirmed in an array of studies done with various professions (Jennifer, 2009). Vimla Patel and Kaufman (1999), examined embedded knowledge acquired and used by physicians, contrasting that practical skill (clinical reasoning) with the usability of knowledge gain through textual study (biomedical knowledge).

Dawn (2008) examines the knowledge in teaching and learning of higher education teachers through a process of description, analysis and interpretation. By means of interviewing, this research study was designed to record and analyse the knowledge of seven experienced teachers gained through the lived experience of learning in their classroom. In addition, semi-structured interview, direct observation, artefact analysis was utilized to collect data. Several layers of analysis were conducted which involved inductive content analysis, comparative analysis, progression analysis to establishing best practices in the learning to teach process at the higher education level.

The act of reflecting as it has been used to record teacher stories and their emotional states through creative rumination, can be understood as a tool for personal expression and a means of helping teachers articulate states of being (Bolton, 2005; Jalongo & Isenberg, 1995; Karpiak, 2000; Kelleher, 2002; Rowley & Hart, 1993). The approach to this study, recording interviews to draw out what teachers learn about learning in their classroom experiences, is one way of achieving the suggestions made by Jalongo and Isenberg (1995). First, it enables teachers to uncover valuable embedded knowledge drawn from experiences with student learning. Teachers can also determine the value of time invested in documenting their narratives about their learning. This appreciates both their stories and their thoughts on the process.

Dechert's (2007) study looked closely at the reflective practices of teachers and found that through cognitive apprenticeship by the experience teachers, who played a coaching role. Written reflection facilitates the reflective process which enable teacher to look into their approach of instructional decision making from an objective point of view. Amobi (2005) studied the reflective practices of 31 teachers in a university clinic setting. She found that teachers who were reflective were more likely to self-correct their emerging teaching skills. Their reflection included not only consideration of the recent teaching episode, but also past teaching experiences. This study similar to Roskos et al (2007) points the need of mediation to encourage meaningful reflection that connects present and past experiences.

In the study by Robinson (2008), an examination of the characteristics of teacher expertise in inclusive classrooms was carried. A series of six case studies were presented that provide a focused look at selected teachers, thus examining their characteristics of these expert teachers. The inquiry was aimed at finding out what it was that made them unique. The interview focused on observed interactions with students as well as their reasons for certain practices in class. The result of analysis indicated that these teachers employ variety of instructional strategies, focusing on engaging all students in the learning process. Characteristics of teacher expertise in inclusive classroom are seen as a combination of teacher practices and beliefs.

Situated learning and cognitive apprenticeship models have been widely used in the field of teacher education (Alger & Kopcha, 2010; Eick, Ware, & Williams, 2003; Hernadnez-Ramos & Giancarlo, 2004; Huang, Lubin, & G, 2011; Lin, Hsu, & Cheng, 2011; Liu, 2005). Researchers of situated learning theory emphasize that learning takes place at cognitive levels through the genuine context surrounding the learning experience (Brown, Collins, & Duguid 1989; Lave, 1996). According to Collins, Brown and Holum (1991), 'a

critical element of fostering learning is to have students carry out tasks and solve problems in an environment that reflects the multiple uses to which their knowledge will be put in the future (p.16).

Many researchers have made a strong case for the use of situated learning methods and cognitive apprenticeship models in teaching and their ability to enhance pre-service teacher education (Alger & Kopcha, 2011). Various studies have been conducted in pre-service teacher education such as mathematics and science (Eick, Ware & Willias, 2003). They used a situated learning co-teaching model on pre-service science teachers. The co-teaching mode allowed for more opportunities for critical reflection on lessons and teaching and also helped pre-service teachers feel more confident with managing a classroom environment (Eick et al., 2003).

Craig (2004) in his research study, title: '*Transforming knowledge through mentor-supported cognitive apprenticeship learning methods'.* The period of data collection was a fifteen-month period employing data collection methods such as interviews, observations of teacher-mentor work sessions, reflective journals, video recordings of teacher-mentor work sessions, and questionnaire survey tools. Data triangulation was done by utilizing different sources about the events and practices.

In addition, Collet (2012) conducted a study title; '*The Gradual Increase of Responsibility Model: Coaching for Teacher Change*' allows three coaches and all of the 20 new teachers to go through a coaching process for one semester. Data was collected through observations, interviews and examination of artefacts such as e-mail exchanges and teachers' reflections. Teachers were observed as they were teaching and field notes were taken. A recursive analysis was used to reveal the patterns or trends in coaching practices. These included modelling at the beginning, scaffolding to probe thinking, providing affirmation and allowing novice teachers to explore teaching individually.

2.10   Chapter Summary

The chapter started with the explanation and description of the background and effectiveness on character education, aligning the theoretical approaches to the principles of effective character education as well as the description of general framework of Moral Education in Malaysia. Next, the elucidation of understanding embedded knowledge of exemplary teachers and consolidating the researches on effective teaching. The subsequent section presented the approaches and theories to prepare novice teachers. It was followed by identifying the various gap of literature review. The chapter ended with past methodologies review in relation to the main purpose of this study - establishing exemplary codes and dispositions in preparing novice teachers for character education.

In the literature review, the effectiveness of character education is shown in Table 2.1 (p.32). It is to demonstrate real convincing data to make believe that character education is a good solution to the societal problems as a whole (Battistich 2008; Berkowitz & Bier, 2005; Munoz & Vandehar, 2006; Ann-Marie, 2010; Daniel & John, 2010; Watson, 2006; Corrigan & Shepiro, 2010). Through scrutinizing the literature review, the effective character education implementation lies in the hands of the teachers who take great responsibility as an agent of change. Research has shown continuously that incomplete or inaccurate implementation would lead to ineffective programmes (Battistish, 2008; Eun, 2008; Jeniffer, 2009).

We need teachers to be good model exemplars in exhibiting good character traits and dispositions sot that the students will pick them up and acquire them eventually. Also, the practices that the teachers use during their classroom teaching, entwine in their positive modelling, brings about the influence they desire in developing their students (Hansen, 2001).

It is valuable to recognize the situational knowledge and actual practices emerging from exemplary teachers (Robinson, 2008). Having built this experience evidence, exemplary teachers instinctively draw upon it in the way scientists would to form theoretically-based inferences that, when applied under variable conditions, yield similar results (Dawn, 2008) and thus nurturing children to possess sound character. This understanding will be a credible insight into exemplary practices and dispositions for character education. It will be a powerful guideline that builds upon the situational knowledge of exemplary teachers, their successes in the classroom, and the learning that these teachers use to make decisions in their everyday practice of teaching and learning (Nucci et al, 2005). It expands the current instructional literature and character education especially in such situated context.

We need to nurture more quality teachers if we were to implement character education. Hence, it is important to have a sound novice teacher training for character education by understanding the experiences of learning and teaching among the novice teachers with the exemplary standards that the teachers can work towards in order to deliver quality instructional outcome to their students and to create optimal learning environments and nurture sound characters in their classrooms. Russell (1999) reiterated strongly that if changes were to happen in classroom, the change must first happen in teacher education. If the impact of teacher education is uplifted, only then is possible to uplift the impact change in the classroom (Stofflett & Stoddart 1994).

The next chapter will discuss the conceptual and theoretical framework of this study to establish the codes of exemplary situated teaching in preparing novice teachers for character education.

CHAPTER 3: CONCEPTUALIZATION OF THE STUDY

3.0 Introduction

The aim of this study was to establish codes of exemplary situated teaching in preparing novice teachers for character education at Prokidz Institute. The underlying theoretical framework for this study was the 'theories-of-action' introduced by Argyris and Schon (1974) to draw out the embedded knowledge from exemplary teachers from Prokidz Institute as well as 'cognitive apprenticeship' introduced by Collins, Brown and Newman (1987) to prepare novice teachers for character education at Prokidz Institute. Prior to embarking on the discussion of the theoretical framework, there was a need to present the conceptual framework for this study.

3.1 Conceptual Framework of the Study

The conceptual framework was designed to position this study in the vast literature on establishment codes of exemplary situated teaching in preparing novice teachers for character education. It is the moment when teachers need to seize and instil positive values in class (Corner, 2003). Teachers form certain degree of social life within classrooms, thus affect the formation of student's experiences of community and eventually influence student's character development (Jennifer, 2009). It is recognized that teachers must balance dispositions and exemplary practices in order to be truly effective (Schwatz, 2007). A strong content and pedagogical base means nothing without the ability to communicate effectively with students. However, a strong personality which engages and enlivens students without the content or pedagogy to accompany it will not be effective either (Kottler & Zehm, 2000). There must be a balance between these components.

Teachers are the implementer of character education. They need to know what and how to implement it effectively. As teachers affect the character development of students as a role model (Bandura, 1997). We must have teachers who are not only of good character dispositions, but also essential to scrutinize on what they do, how they and why they do certain practices to develop good character in their students. Research has shown repeatedly that incomplete or inaccurate implementation by the teachers lead to ineffective programmes (Battistish, 2008; Eun, 2008; Jeniffer, 2009). Therefore, in order to assure effective character development, it is necessary to safeguard that novice teachers are prepared to meet the identified exemplary practices and dispositions by teacher educators for character education. However, there is no clear understanding on what constitutes exemplary dispositions as a character educator. There is no general understanding on what constitutes exemplary dispositions and practices in a situated classroom teaching for character education (Schwatz, 2007) (refer to Figure 3.1, p. 94 for literature gap 2).

Although there is increasing interest in character education, there are lacking of teacher education which prepares novice teachers to nurture effectively (Milson, 2003, Nucci et.al, 2005). Also, many teacher educators fail to provide an authentic learning avenue for novice teachers (Collet, 2012). It is the moment when teachers need to seize and instil positive values in the actual classroom setting, where an authentic learning environment to teach is essential.

Campbell (2003) emphasizes the importance of teacher's classroom experience to make pedagogical decisions in order shape sound character among students. Teachers who regularly recreate a learning phenomenon in their classrooms consequently validate their practices through the utility of situational knowledge (Fenstermacher, 2002). Exemplary teachers have the capability to learn to evaluate student performance with intuitive consistency as well as the capability to adopt effective practices based on experiences with

learning in the classroom (Dawn, 2008). It will be a powerful guideline that builds upon the situational knowledge of exemplary teachers, their successes in the classroom, and the learning that these teachers use to make decisions in their everyday practice of teaching and learning. However, institutional leaders at Prokidz Institute were unaware of the existing knowledge and expertise grounded in the classroom experience; thus tended to lose the valuable in-house potential for establishing exemplary situated teaching dispositions and practices for character education (refer to Figure 3.1, p. 94 for literature gap 1). In the context of this study, using the observation and interviewing approach as a means of recording credible exemplary teaching and learning practices, the researcher would be able to draw out the situated knowledge of exemplary teachers at Prokidz Institution in the context of classroom teaching experience in relation to character education. These experiences ought to be valuable as a source for preparing novice teachers with those exemplary situated teaching practices for character education.

Although cognitive apprenticeship and a situated learning approach have been broadly employed in the territory of teacher education, it is unclear if there are certain learning factors that novice teachers are more likely to be an exemplary character educator during the learning to teach process. There has been little research to describe the coaching process provided to novice teachers by coaches (exemplary teachers); description of how coaching changes over time is lacking (Collet, 2012). Factors that affect not only what novice teachers learn during the process, but how they learn and how much of what they learned are worth studying (refer to Figure 3.1, p. 94 literature gap 3). These factors, specifically with regards to novice teachers' perceptions are viewed as most beneficial to their learning to teach experiences and the factors that affected their learning curve (Jeniffer, 2009).

Figure 3.1 below shows the conceptual framework of this study. This study has been placed within the locus of this divergence to close the gaps found in the literature review. It was the intention of this study to establish codes of exemplary situated teaching in preparing novice teachers for character education as well as to identify the factors that affect 'learning to teach' experiences of the novice teachers at Prokidz Institution. The rectangular shape is the existing researches within the scope of this research study. Three literature gaps are identified by the researcher that would be closed (if possible) through this research study. The cloud shape represents the outcome (if possible) after closing the identified literature gap.

The first gap (Gap 1) to close is to allow institutional leaders (including the researcher) from Prokidz Institution to be aware of the existing situational teaching knowledge and expertise grounded in the classroom experience. After exploring the embedded situational teaching knowledge by the exemplary teachers at Prokidz Institution, it is to close the second gap (Gap 2). It is to establish a general understanding on what constitutes exemplary dispositions and practices in a situated classroom teaching for character education. The outcome is the established Codes of Exemplary Situated Teaching for Character Education. Throughout the process of infusing the established codes to prepare novice teachers for character education, it is necessary to understand the factors that affect novice teachers' learning during the coaching process. This is the third gap (Gap 3) that needs to be closed in this study.

Embedded situated knowledge by exemplary teachers at Prokidz Institution is drawn out

Close GAP 2:
To establish a general understanding on what constitutes exemplary dispositions and practices in a situated classroom teaching for character education

Close GAP 1:
To allow institutional leaders (Prokidz Institution) to be aware of the existing situational knowledge and expertise grounded in the classroom experience

Codes of exemplary situated teaching for character education are established

Character formation is situated in classroom (Corner, 2003; Jennifer, 2009; Corner, 2003

Character formation depends on teachers' practices and dispositions (Schwatz, 2007; Campbell, 2003; Lapsley & Narvaez, 2006)

Teacher is the agent to implement character education effectively (Battistich, 2008; Eun, 2008)

Uncover embedded knowledge drawn from experiences (Jalongo & Isernberg, 1995; Schon, 1987; Bransford, et. al, 2000)

Teacher learns through experiential and active learning through classroom experience, thus affect decision making (Olgun, 2009; Dawn, 2008)

Teachers are role models to students (Skoe, 2010; Zhao, 2010; Noddings, 2010; Hauer, 2003;

Importance of teachers creating classroom climate to develop character (Narvaez, 2010; Williams & Guerra, 2007; Masten, 2004; Berkowitz & Bier, 2005)

Importance of heightening teacher education to develop sound character among students (Lickona, 2005; Milson, 2003; Schwatz, 2007)

Cognitive apprenticeship has been widely used in teacher education (Alger & Kopha, 2010; Lin, Hsu & Cheng, 2011; Robinson, 2008; Collin, 2012; Dechert, 2007;)

Situated learning or authentic environment to prepare novice teachers (Lave, 1991; Brown et al, 1989; Olgun, 2009; Silbert, 2005

Coaching is important in teacher development (Risko et al, 2009; Collet, 2012; Collin, 2012)

Learning by doing, with the guidance of more experienced colleague (Risiko et al, 2007; Groves and Strong, 2008; Toll, 2005; Eick et al, 2003)

Factors that affect 'learning to teach' experience of novice teacher at Prokidz Institution are identified

Close GAP 3:
To understand the factors that affect novice teachers 'learning to teach' experience during the coaching process for character education

Figure 3.1: Conceptual Framework of this Study

3.2 Theoretical Framework for this Study

This study was divided into two aspects, namely the establishment of codes of exemplary situated teaching and preparing novice teachers for character education at Prokidz Institute. The underlying theoretical framework for this study was the 'theories-of-action' introduced by Argyris and Schon (1974) to draw out the embedded knowledge from exemplary teachers from Prokidz Institute as well as 'cognitive apprenticeship' introduced by Collins, Brown and Newman (1987) to prepare novice teachers for character education at Prokidz Institute.

Learning practitioners have for decades demonstrated the effectiveness of learning through experiencing in the authentic laboratory setting of their classrooms (Cell, 1984; Dewey, 1963; Kolb, 1984, Schon, 1974). Authentic learning events are more than likely to find active forms in the lived experiences of teachers who intuitively process their own teaching and learning experiences, and apply what they learn in the future classroom experiences. Drawing upon this line of reasoning, teachers carry out unconsciously and reflexively the principles of experiential learning, embedding from those experiences valuable knowledge about how to teach, innovate means to achieve it, even if they never articulate or document that valuable understanding (Dawn, 2008).

Experiential and action learning theories thus provide a credible framework from which the claim may be drawn from exemplary teachers own active experiences in their classrooms (Olgun, 2009). They participate in and witness the learning of their student's ability to process relevant information without articulating or documenting or explicitly referencing them made in teaching practice (Olgun, 2009). Having built this embedded knowledge of experiential evidence, exemplary teachers draw upon it in the way scientists would form theoretically-based inferences that when applied under variable conditions, yield similar results. In essence, they theorize about learning when they make practices

based on their learning and prior knowledge (Dawn, 2008). Minstrell (1999) defined teaching as an "ill-defined problem where every student-teacher interaction can change the teacher's goals and choice of operations". These choices, he continued, become solutions within this ill-defined problem of teaching and facilitate learning, based upon "prior experiences, knowledge, interests, and motivation" (p.215).

The researcher would like to document this embedded knowledge from the exemplary teachers from Prokidz who have learned to apply the concepts of active and experiential learning in their classrooms having the capability to evaluate student learning with intuitive consistency also to adopt effective practices based on experiences with learning in the classroom. These experiences ought then to be valuable for building standard yet exemplary situated teaching practices and dispositions for character education. With such, the established codes could be employed to prepare novice teachers for character education at Prokidz Institute through the cognitive apprenticeship approach.

The cognitive apprenticeship model has been widely used in the field of teacher education (Alger, Kopha, 2010; Eick, Ware, & Williams, 2008; Hernadnez-Ramos & Giancarlo, 2004; Huang, Lubin, & Ge, 2011; Lin, Hsu, & Cheng, 2011; Liu, 2005). According to Collins et al., (1991), apprenticeship is the main 'vehicle for transmitting knowledge required for expert practice in fields' (p.1). Brown et al. (1989) claim that cognitive apprenticeship methods aim to 'enculturate students into authentic practices through activity and social interaction in a way similar to that evident in craft apprenticeship' (p. 37). Many researchers have made a strong case for the use of cognitive apprenticeship models in teaching and their ability to enhance novice teacher education (Alger & Kopcha, 2011; Herrington & Oliver, 1999; Clark & Lowther, 2002; Dickey, 2007; Huang, et al., 2011).

The following subsections distinctly explain the underpinning theory and models that are employed in the constructing of the theoretical framework in this study.

3.2.1 Theory-of-Action and Reflection

The researcher interpreted and borrowed pieces of Schon's theories of reflective practice in order to inform and frame her own research. Using the earlier work of Jolongo and Isenberg (1995), who agree that experiences provide the kind of concrete reference individuals can use to make meaning through reflection. The literature supports the assumption that the research method itself (analysis of interview data) could be illuminating for the exemplary teacher participants and demonstrate the kind of reflective environment necessary to develop reflective practitioners capable of organizational (Prokidz Institute) transformation envisioned in Schon's work (1974).

The approach to this study through, recording narrative interviews to draw out the practices and dispositions of exemplary teachers' situated teaching, is one way of achieving the suggestions made by Jalongo and Isenberg (1995). First, it enables exemplary teacher participants to uncover valuable embedded knowledge drawn from experiences. They can also determine the value of time invested in documenting their description and rationale behind their practices; hence facilitating the establishment of codes of exemplary situated teaching dispositions and practices for character education. This appreciates their experience and their thoughts in the process. Reflection is a means of drawing out that embedded knowledge that is able to bring theory and practice together (Schon, 1987). It is this development and appreciation of prior knowledge as noted by Bransford, Brown & Cocking (2000), that is so critical to be recorded from experienced or exemplary teachers' experiences in their classroom in order to ultimately enhance student learning. It intends to utilize the theoretical constructs of experiential learning, which suggest that when

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individuals reflect upon their own learning experiences and hypothesize from those reflections, they may through this inference be able to establish credible practices and dispositions in situated teaching. Their rationale follows closely that which is outlined through Argyris and Schon's (1974) lexicon of reflective practice and single/double-loop learning in organizations. The narrative interview to draw teachers' embedded knowledge is related to Schon's "reflection-on-action," that teachers look back upon their classroom practice (p.78).

The Model of Processing was proposed by Argyris and Schon (1974) with a single loop and double loop learning which is branched from the theory-of-action. This model comprises three components, namely governing variables, action strategy and consequences. There are two types of learning loop - single loop learning and double loop learning. Figure 3.2 shows how single loops and double loop learning occur in the theory-of-action.
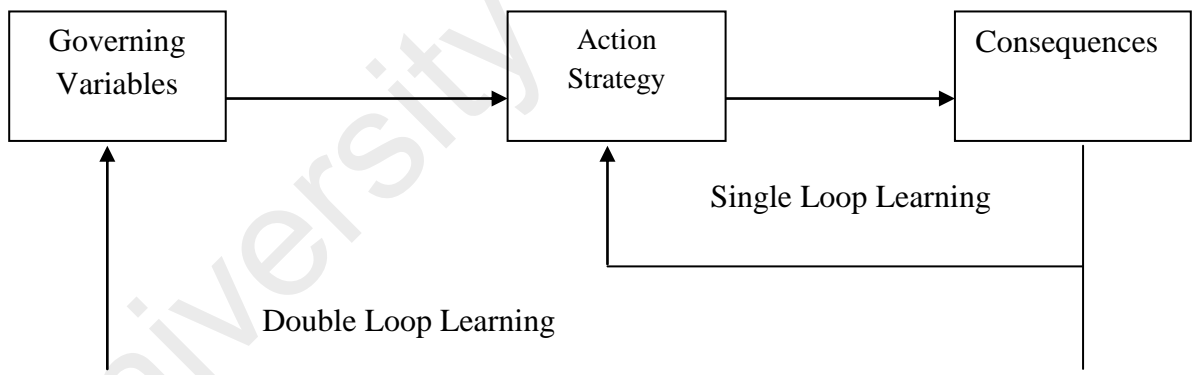
Figure 3.2: Single loop and double loop learning in theory-of-action [Arygris & Schon, (1974)]

Single loop learning involves connecting the action strategy and consequences. If for example, an action observed the consequences which varied from what we assumed through single loop learning, immediately individual needs to receive feedback and try

another approach. As for double-loop learning, the governing variables direct the way we behave and do such as ideas, goals, values and beliefs are confronted (Argyris, 1982).

This study definitely values the experiences of those identified exemplary teachers and the researcher utilizes a modified version of the Model of Processing developed by Argyris and Schon (1974) to use the drawn embedded knowledge in establishing codes of exemplary situated teaching dispositions and practices for character education. It will be an avenue for exemplary teachers at Prokidz institute to share, review and recommend exemplary teaching tools formed from or for the everyday experience of their own classroom learning operations. The researcher felt that the components from the model can be modified and classified as 'Assumption of exemplary teachers', 'Exemplary dispositions and practices', 'Codes of exemplary situated teaching'. The modified version is shown in Figure 3.3.

Assumption of exemplary teachers (A) *Why we do what we do*	D	Exemplary dispositions and practices (B) *What we do*	E	Codes of exemplary situated teaching (C) *What we obtain*
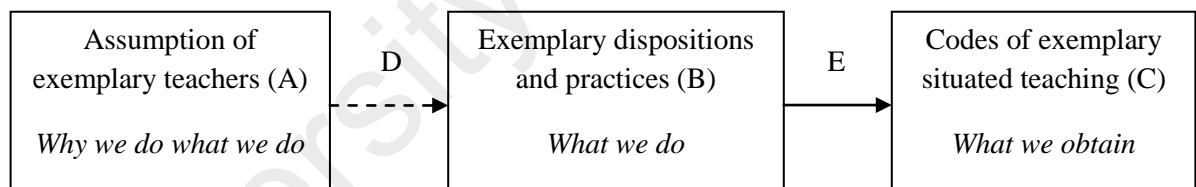
Figure 3.3: Modified Model of Processing [based on Model of Argryris & Schon (1974)]

In particular, Argyris and Schon's (1974) reflection helps the researcher to understand the practices and dispositions of those exemplary teachers (see B in Figure 3.3) as well as study the relation of why they do what they do (see A in Figure 3.3). For instance, in using reflection through interviewing as a means of recording credible teaching and learning practices, the research suggests that classroom theories in action, recorded and analysed, can become the basis for an existing local knowledge base of teaching theories in use. The approach of this study requires adherence to the idea found in the literature on

reflection through interview methods represented by the letter 'D'. It is the embedded knowledge of exemplary teachers about the rationale of what and why practices are done in such a manner in the classroom (see D in Figure 3.3, p.99). The assumption is that theories of action will appear to the exemplary teacher participants, rendering explicit embedded knowledge as well as creating an awareness of the Theory of Action that could predict future action in the classroom by employing exemplary dispositions and practices in the class. Through observation and reflection, the embedded knowledge is made explicit (see E in Figure 3.3, p.99). The consequence/result of identifying the exemplary dispositions and practices of exemplary teachers in relation to character education is to establish the codes of exemplary situated teaching (see C in Figure 3.3, p.99).

The researcher has no intention to employ this theory to promote learning to change underlying values (what Schon's approach was supposed to be). This study is not designed to change behaviours through reflective practice or to overthrow existing power structures within Prokidz Institution. It is therefore not aligned with the types of reflective practices that some novice teachers training or faculty development programmes espouse (Jennifer, 2009; Dawn, 2008; Black et. al, 2004). Hence, it is clearly not aligned with demonstrating the organizational ideas of reflective practice or double-loop learning of Argyris and Schon's work in this section of the study.

Csikszentmihalyi, and Damon (2001) discuss the nature of exemplary teachers. They conclude that 'if people are to become role models, they must develop skills, techniques and understandings that are central to their chosen professions or craft' (p.243). This description of exemplary teaching is applicable to the teachers in the current investigation as character formation is an inevitable part of teacher's skills within the classroom setting (Lapsley & Narvaez, 2006). It is good to identify and use situational knowledge and expertise in learning that exists in the practices espoused by exemplary

teachers in their own classrooms at Prokidz Institution. The first part of this research uncovers embedded knowledge about teaching in character education from exemplary teachers at Prokidz Institution. This is to establish the exemplary situated teaching dispositions and practices. This will enable the researcher to close the gap by identifying exemplary teachers' practices and dispositions in order to establish the codes of exemplary situated teaching for character education.

Character development is much more complex as it is the moment when teachers need to seize and instil positive values in class (Corner, 2003). Hence, in preparing novice teachers for character education, it is vital to provide a situated learning environment. Situated learning happens through active participation in an authentic environment where this engagement fosters relevant and transferable learning (Lave, 1991). The second part of this study is to prepare novice teachers for character education at Prokidz Institute. The theoretical framework will be further explained in the following section.

3.2.2 Cognitive Apprenticeship

According to Brown, Collins & Duguid (1989), cognitive apprenticeship allows novice teachers to develop and utilize the acquired cognitive tools in a situated learning environment. It is the authentic environment that provides novice teachers the effective learning and skill development platform. With such, they enter the culture of practice and through real life experience, the learning is transferable in a more effective manner. So, cognitive apprenticeship focuses the central of activities to learn and acquire knowledge which intrinsically depending on the context, situation and environment, all in an authentic nature of learning.

Cognitive Apprenticeship creates the opportunities for learners (apprentices) to construct the practices as grounding in teaching experiences. Such approach serves to

contextualize teacher education. While the practices of observed and enactive experiences, discussion, and reflection each supported changes in teachers' practices, the body of literature reviewed indicates that the effectiveness of each of these practices as a means in teacher education can be enhanced through the support of more-experienced persons. Zwartz, Wubbels, Bergen, and Bolhuis (2009) described the role of the coach in this process, finding that "*discussion of knowledge, beliefs, or experiences during the process may elicit changes in teachers' cognitions*".

The definition or description of each component/phase of the cognitive apprenticeship process is explained to carry out the teaching and learning process. The components include modelling, explaining, coaching, scaffolding, reflection, articulation and exploration. The first being modelling, by which students learn by observing the teacher model 'expert-level practices'. Essentially, the teacher model explains the thought process while students observe and make connections to learning (Liu, 2005). The next step, which is coaching, entails opportunities for learners to practice while the teacher provides feedback, hints, correction, advice, and assistance when needed. Scaffolding involves making the problems or situations more difficult while gradually decreasing the support from the teacher model. Eventually, the student will be able to handle the assigned tasks with minimal assistance or no assistance from the more experienced teacher. Another phase is articulation, in which the students are encouraged to verbalize their understanding and thinking. In the next phase, reflection, students reflect their performance and also compare their reflections to the teacher model. Finally, is the exploration phase when the teacher manipulates and explores the learned skills to promote their true understanding? The definitions mentioned in the above text are extracted from the work of Enkernberg (2001) which is coherent with the definitions given by Brown et. al (1989) in Table 3.1 below.

Table 3.1: Definition of components in the cognitive apprentice process

Component	Definition
Modelling	Means the demonstration of the temporal process of thinking
Explaining	Explaining why activities take place as they do
Coaching	Means the monitoring of novice teachers' activities and assisting and supporting them where necessary
Scaffolding	Support novice teachers so that they can cope with the task situation. It entails the gradual withdrawal of the model teacher from the process
Reflection	Novice teacher assesses and analyses performance
Articulation	Results of reflection are put into verbal form
Exploration	Novice teachers are encouraged to run the class independently

[Brown et. al, 1989]

In this study, the researcher modified the cognitive apprenticeship model to prepare novice teachers for character education. The exemplary teacher research participants played the role as coach to the novice teacher research participants. The researcher describes the entire cognitive apprenticeship process as the Coaching Process. Collet (2012) states that 'coaching provides contextualized teacher development creating opportunities for the construction of teaching practices to be grounded in teaching experiences' (p. 5). Teachers' improvement can occur through observing a more experienced teacher, discussion and evaluating the effects on student outcomes. In addition, Zwartz, Wubbels, Bergen and Bolhuis (2009) described the role of coaches in this process, finding that 'discussion of knowledge, practice and or experiences during coaching may elicit changes in novice teacher cognitions. This is also supported that coaching is very effective when feedback and dialogue conversations between coach and apprentice as coaching plays an essential role in teacher development (Risko et al, 2009). Moreover, in their studies, scaffolds can be provided to encourage or enhance reflection that lead to changes in practice of novice teachers.

The literature above supports that the coaching process includes the components that match with the cognitive apprenticeship model (Brown et al, 1989) such as modelling,

articulation, reflection and scaffolding. Hence, it is justified that the researcher has excluded the component of 'coaching' from the cognitive apprenticeship model. Instead of having 'coaching' to be one of the components in the cognitive apprenticeship model, the researcher terms 'coaching' as the entire process of preparing novice teachers to be an exemplary teacher (if possible). Instead of a step-by-step approach according to the cognitive apprenticeship model developed by (Brown et.al, 1989), the researcher divided the model into three coaching stages, namely 'Observation', 'Scaffolding' and 'Exploration'. Table 3.2 shows the modified cognitive apprenticeship model.

Table 3.2: Modified cognitive apprenticeship model

Coaching Stages		
Stage 1: Observation	**Stage 2: Scaffolding**	**Stage 3: Exploration**
Modelling	Dependent Teaching	Independent Teaching
Explaining	Articulation	Articulation
	Reflection	Reflection

[based on the model of Brown, Collins & Duguid, 1989]

According to Collet (2008), modelling occurs most frequently at the beginning of the teacher education programme as novice teachers are learning. In Coaching Stage 1 (observation) of the modified model, there are two components, 'modelling' and 'explaining' (see Table 3.2). The exemplary teachers make explicit their embedded knowledge and modelling their strategies or practices in an authentic environment of the classroom. In addition, exemplary teachers model exemplary situated teaching dispositions and practices during the class and provide an explanation as to why those activities take place as they do after the class.

In Coaching Stage 2 of the modified model (Scaffolding), there are three components, 'Dependent Teaching', 'Articulation' and 'Reflection' (see Table 3.2). Exemplary teachers played the role as the coach to assist the novice teachers. 'Dependent

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Teaching' in this context means exemplary teachers are giving instructional support to the novice teachers' attempts during the classroom lesson. The instructional support was provided and adjusted throughout the learning to teach process which varies according to the capability of novice teachers. Novice teachers were encouraged to take on more responsibilities to teach accompanied by the sequence of guided practice, corrective feedback and application from the exemplary teacher participants. As novice teachers gained more confidence in working with their students, exemplary teachers scaffold them by asking probing questions during the articulation session. Such questions pushed novice teachers to consider implications of their practices and how they might move forward.

'Articulation' in this context means a discussion session that provides novice teachers to articulate or express verbally about the learning to teach learning process. Morris (2003) considered the impact of discussions between the novice teacher and coach after every class following support provided in situ, as teachers implemented new practices, allowed for dialogue about questions and concerns as they arose and encouraged teachers to think about their own practice. As for 'Reflection', novice teacher participants needed to record in a journal after ever class reflecting their self-observation, learning and enhancement for the next class. They would also reflect their practice and connect their learning and teaching experiences to the established codes of exemplary situated teaching dispositions and practices.

In Coaching Stage 3 of the modified model (Exploration), there are three components; 'Independent Teaching', 'Articulation' and 'Reflection' (see Table 3.2, p.104). Finally, the coach (exemplary teachers) empowered the novice teachers to continue teaching independently during the 'Independent Teaching' phase. The novice teacher participants were empowered and taught the class independently while the exemplary teacher participants played the evaluator role by using the established codes to assess the

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novice teacher participants' performance. The 'Articulation' and 'Reflection' remained the same as coaching stage 2.

According to the cognitive apprenticeship model (Brown, et. al, 1989), the component of 'Articulation' is after 'Reflection' and before 'Exploration' (refer to Table 3.1, p. 103). Teacher development is evidently showing a positive growth and improvement if teachers frequently and continuously engage in a concrete and precise conversation about teaching practices (Richardson & Hamilton; 1994). Hence, instead of a separate component in a sequential manner according to the cognitive apprenticeship model (refer to Table 3.1, p.103), the researcher modified the model allowing novice teachers to articulate their reflection during both Coaching Stage 2 and 3 (refer to Table 3.2, p.104)

Reflecting on practice encourages teachers to revisit instructional experiences and maximize the construction of meaning (Matanzo & Harris, 1999; Schon, 1987). Reflection on practice is a critical first-step for improved practices. Through reflection, the teachers recognize areas that need strengthening and consider alternatives and reconstruct teaching actions (Vygotsky, 1978). According to the cognitive apprenticeship model (Brown, et. al, 1989), the component of 'Reflection' is after 'Scaffolding' and before 'Articulation' (refers to Table 3.1, p. 103). A continuous cycle of reflection on classroom practice and action aimed at improving that practice is the standard in teacher learning (Vygotsky, 1978). Hence, instead of a separate component in a sequential manner according to the cognitive apprenticeship model (refer to Table 3.1, p.103), the researcher modified the model allowing novice teachers to reflect on their teaching practices during both Coaching Stage 2 and 3 (refer to Figure 3.4, p.107). The reason for having three types of arrows has its symbolic meaning. The half-shaded arrow represents the externalization of novice teachers about their situated learning; the white arrow represents the internalization of novice teachers about their situated learning. The black arrow is the consolidation of verbal

discussions between novice teachers and their coach, putting in words for constant reference. Figure 3.4 below is the graphic representation of coaching stages of the modified cognitive apprenticeship model.
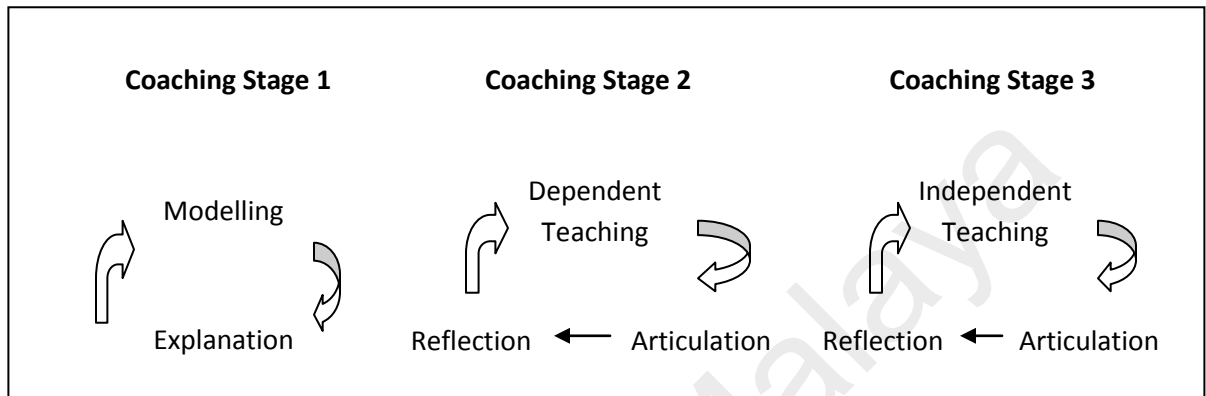
Figure 3.4: Graphic representation of coaching stages of the modified cognitive apprenticeship model

3.3 Explanation of the Model for the Present Study

At this juncture, an explanation of the proposed model for the present study would be helpful in introducing the study; a more detailed version with descriptions and explanations given for all the components will follow later. This study was divided into two aspects, namely the establishment of codes of exemplary situated teaching using the Modified Model Processing (see Figure 3.3, p.99) by Agryis and Schon (1974) and infusing the established codes in preparing novice teachers for character education at Prokidz Institute through a Modified Cognitive Apprenticeship Model (see Figure 3.4 above) by Brown et al. (1989).

In the Modified Model of Processing, there are three sections, namely the 'Assumptions of Exemplary Teachers at Prokidz', 'Exemplary Dispositions and Practices', and 'Codes of Exemplary Situated Teaching' (see Figure 3.5, p.112). All practices and dispositions of which exemplary teachers are employing in their classroom have their

reasons, goals, assumptions, and hidden beliefs (see A in Figure 3.5, p.112). Their experiences in the classroom indicate whether learning has occurred in students and have the ability to make appropriate change of practice through the utility of embedded knowledge to maximize students' learning (see D in Figure 3.5). The researcher draws out the local (Prokidz Institute) embedded knowledge and in teaching that exists in the dispositions and practices espoused by exemplary teachers in their own classrooms (see B in Figure 3.5). This in turn helps the exemplary teachers to articulate the embedded knowledge, making it explicit through interview and document what they do in class (see E in Figure 3.5). The teacher's exemplary dispositions and practices are worthwhile contribution in establishing the best practices for teaching in a situated classroom setting (Dawn, 2008). The study is designed to contribute to the development of institutional (Prokidz) exemplary situated teaching practices and dispositions for character education. When exemplary teachers reflected upon their own practices and dispositions with a rationale behind for such (practices and dispositions), followed by hypothesizing from those reflections, through the inference be able to establish credible practices in teaching. Exemplary teachers have their assumptions to decide which teaching methods to employ, what they seek to achieve with the methods, how they know the methods are successful, how these methods are implemented and what kinds of learning results they yield. It is indeed a compelling evidence of credible exemplary dispositions in teaching and learning which can now help document and establish the codes of exemplary situated teaching for character education (see C in Figure 3.5). Bearing in mind, the research has no intention to evaluate the students' learning outcome but only to draw out exemplary teachers at Prokidz on their exemplary situated teaching dispositions and practices.

In the second section of this study, the Modified Cognitive Apprenticeship Model has three coaching stages, namely 'Coaching Stage 1 – Observation (see J in Figure 3.5)',

'Coaching Stage 2 - Scaffolding (see K in Figure 3.5)' and 'Coaching Stage 3 - Exploration (see L in Figure 3.5, p.112)'. In the 'Observation' stage, novice teachers learn by observing the exemplary teachers model their exemplary situated teaching in their classroom. Essentially the exemplary teacher models and explains the thought process while novice teachers observe and make connections to the learning (see M in Figure 3.5). The exemplary teachers provide explanation by employing the established codes of exemplary situated teaching to facilitate better learning understanding of novice teachers.

In the 'Scaffolding' stage (see K in Figure 3.5), it is the support that exemplary teachers provide to help the novice teachers to carry out the teaching task with guided feedback. The 'Dependent Teaching' entails opportunities for novice teachers to practice while the exemplary teachers provide feedback, hints, correction, advice and assistance when needed. The exemplary teachers will use the established codes of exemplary situated teaching to give feedback to the novice teachers (see H in Figure 3.5). After every class, there would be a session for 'articulation' in which novice teachers are encouraged to verbalize their understanding and thinking (Dickey, 2008). The novice teachers would also reflect or look back on their performance and compare their reflections to their exemplary teacher (see N in Figure 3.5). Novice teachers in this research study due to the requirement to write their journal after every class, were able to reflect their instructional practices, examine their own classroom problems and formulate plans of action for improvement. Every journal writing leads to greater implementation in the classroom as it integrates the new reflected knowledge and skills into the existing schema and experiences a shift in ability that must accompany true improvement efforts. The novice teachers were asked to revisit what they learned, examine how their practices have changed based on their new learning, and most importantly, to evaluate the impact of these changes on their students' performance. This is a component of reflective practice and informed instructional decision

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making. Through the use of reflection, one can learn in a more transformative manner. Scaffolding involves making the problems or situations more difficult while decreasing support from the exemplary teachers (Liu, 2005). Eventually the novice teachers would be able to do the assigned teaching tasks with little help and no help eventually from exemplary teachers, thus proceeding to the next coaching stage.

In the 'Exploration' stage (see L in Figure 3.5, p.112), novice teachers manipulate and explore the learned skills or knowledge to promote their true understanding through application to teach independently (see O in Figure 3.5). This exploration process is important to put learners in control of problem solving by allowing them to apply the learned skills in accordance to various situational scenarios in the classroom independently (Collins, 1988). Similarly, the 'articulation' and 'reflection' process is carried out in this coaching stage. Nonetheless, the function of the established codes of exemplary situated teaching has changed to 'assessment' (see I in Figure 3.5). The exemplary teachers employ the codes as an evaluation tool to assess the exemplary dispositions and practices of novice teachers for their independent teaching class section.

From the explanation above, the established codes would have different functions to prepare novice teachers for character education throughout the Modified Cognitive Apprenticeship Model (see F in Figure 3.5). The codes serve as an explanation tool (see G in Figure 3.5) for exemplary teachers to elucidate the stated dispositions and practices in the 'Observation' stage, and act as a feedback tool (see H in Figure 3.5) for exemplary teachers to give comments, advice or feedback to the novice teachers to facilitate their learning and improvement. It also acts as an evaluation tool (see I in Figure 3.5) for exemplary teachers to evaluate the teaching performance of novice teachers in their classroom. The findings of this research study relates the establishment of codes provide great benefits to prepare novice teachers for character education (refer to Chapter 6). The

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following Figure 3.5 below shows the proposal to explain how to establish codes of exemplary situated teaching in preparing novice teachers for character education.

In order to elucidate the factors that affect the 'learning to teach' of novice teachers (see Q in Figure 3.5, p.112), it is necessary for the research to draw out their (novice teachers) 'learning to teach' experience (see P in Figure 3.5) throughout the cognitive apprenticeship learning process. It is not clear what factors many more likely lead to increased learning. It is beneficial to understand the factors that maximize their learning thus facilitating the improvisation of the modified cognitive apprenticeship model in this study.

With this proposed model as illustrated in Figure 3.5, this study aims to close the gaps depicted in Figure 3.1 (p. 94) that states (i) to allow institutional leaders (Prokidz Institution) to be aware of the existing situational knowledge and expertise grounded in the classroom experience (ii) to establish a general understanding on what constitutes exemplary dispositions and practices in a situated classroom teaching for character education and (iii) to scrutinize the factors that affect novice teachers' learning during the coaching process throughout the modified cognitive apprenticeship model for character education.
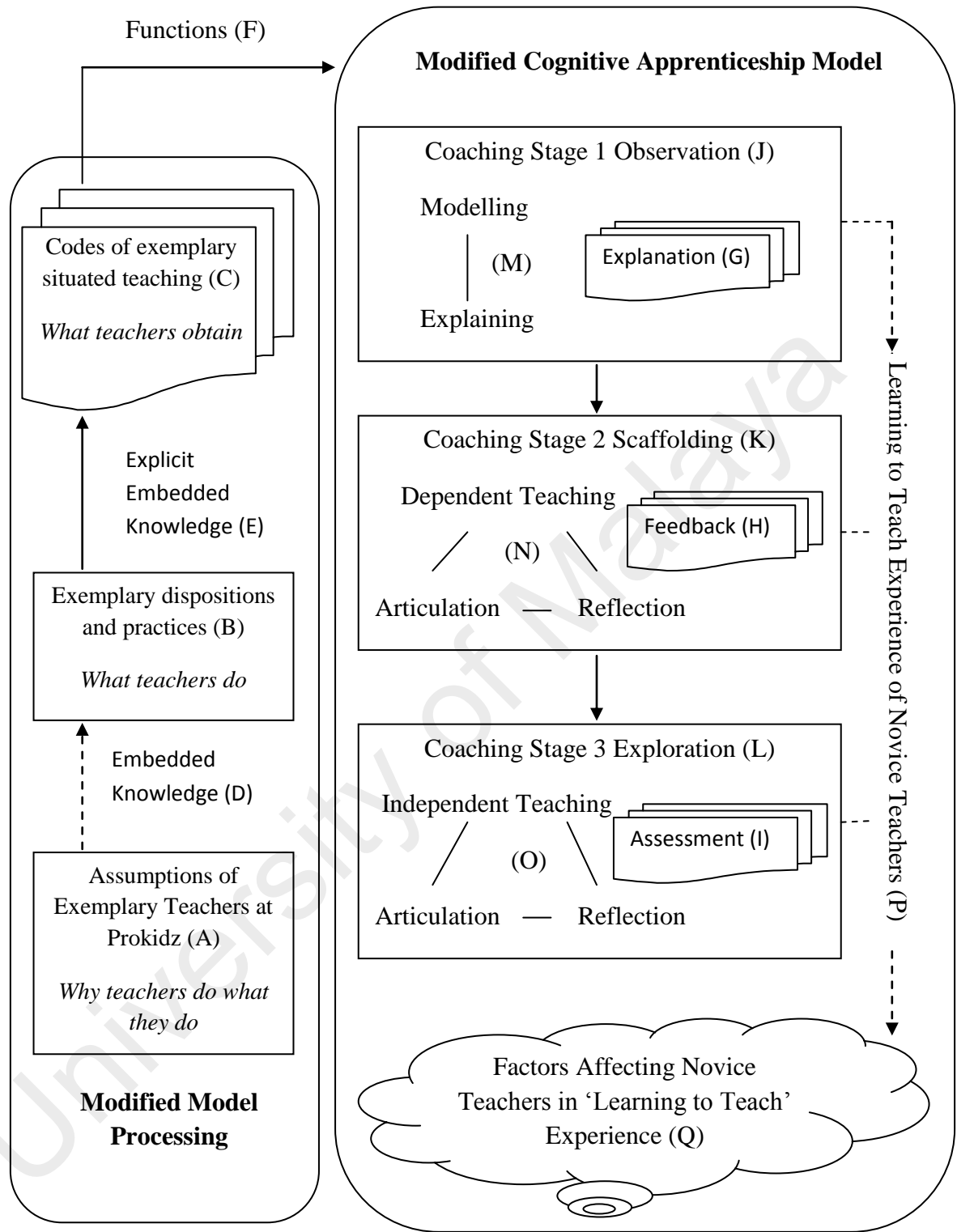
Figure 3.5: The proposed model of integrating the modified Model Processing by Agryis & Schon (1974) and modified Cognitive Apprenticeship Model by Brown, Collins & Duguid (1989), to explain how to establish codes of exemplary situated teaching in preparing novice teachers for character education

3.4   Chapter Summary

This chapter has discussed the conceptual and theoretical framework employed in this study. Modifying the Model of Processing occurs in 'Theories-of-action' for the purpose of drawing out exemplary teachers' embedded knowledge of their teaching dispositions and practices in classroom and establishing exemplary codes of exemplary situated teaching. In addition, the modifying of the Model of Cognitive Apprenticeship in the context of preparing novice teachers for character education, enables the researcher to understand the factors that affect their (novice teachers) 'learning to teach' experience. In the next chapter, the methodology of this study will be explained in detailed.

CHAPTER 4: METHODOLOGY

4.0 Introduction

This chapter will discuss the various phases to obtain data for analysis. The general objective of this study is to prepare novice teachers for character education. The specific objectives are to explore the situated knowledge of Prokidz exemplary teachers in the context of classroom teaching experience in relation to character education and to establish the codes of exemplary situated teaching for character education at Prokidz. This study also intends to describe the factors that affect 'learning to teach experience' of Prokidz novice teachers in the process of preparing them for character education.

When this study was initially conceived, the researcher intended to only understand the 'learning to teach experience' from novice teachers as a result of the modified cognitive apprenticeship training. However, after the training, it gave the researcher the impetus to carry out an evaluation phase. The emergence of this phase saw the formulation of an added objective which was to describe the performance of novice teachers after the 30-Hour Cognitive Apprenticeship Training at Prokidz Institution.

This chapter has been organized to reflect the series of chronological events that took place during the course of data collection. A rationale for doing a qualitative method research design is explained. Since this study was conducted at Prokidz Institution, the researcher evaluated the institute using the standard stated in the Character Education Quality Standards (2008). In addition, the data collection techniques, followed by the selection of suitable research participants for this study will be explained. Lastly, the researcher will describe the methods and procedures for conducting this study as well as the data analysing process.

4.1 Research Methodology

The researcher employed qualitative method approach in this study. The qualitative tradition has gained slow but deliberate acceptance in the research community over the past 40 years, particularly in applied fields such as health care, education, and sociology over the past 30 years (Brito, 2009). Qualitative data "are a source of well-grounded, rich descriptions and explanations of processes in identifiable local contexts" (Miles & Huberman, 2004, p. 1). Rich data was obtained from Exemplary Teacher Interviews (ETI) to explore the exemplary situated teaching dispositions and practices in order to establish the Codes of Exemplary Situated Teaching. In addition, Novice Teacher Interviews (NTI) also provided a rich data of description on the factors that affect their 'learning to experience' through the 30-Hour Cognitive Apprenticeship Training at Prokidz Institution.

4.1.1 Rationale of Choosing Prokidz Institution as the Sample

Prokidz Institute's vision is to educate students to take responsibilities as active citizens of their local, national and international communities through leading students to be confident and outstanding persons with the possession of positive values (Prokidz Handbook, 2013). It believes true investment is surely to be found in the enhancement of a child's confidence and the building of sound character. Prokidz Institute matches the definition of character education in Section 2.1 (p. 26).

In the context of this study, character education refers to the offered programme from Prokidz Institution (case site). The researcher employed the in-house character-building programme, both at the Beginner and Intermediate Level as the situated classroom setting content. The objective of Beginner Level is to activate the interest of students to develop sound character while the Intermediate Level is to accept challenges to develop

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sound character. Throughout the research, the researcher utilized the classroom setting of these two levels (Beginner & Intermediate Level) allowing all research participants (exemplary teacher, novice teacher and student) to be on the same research setting. Students were from different age group ranging 10 – 15 in the same class.

There are a total of 80 Values to be inculcated during the lesson under the Prokidz Value Framework. Example of values include 'Politeness', 'Helpful', 'Harmonious', 'Humble', 'Determined', 'Honesty', 'Grateful', 'Courageous', 'Generous', 'Responsibility', 'Initiative', 'Perseverance', 'Caring', 'Respect', 'Appreciation', 'Forgiving', 'Acceptance' and others (Prokidz Handbook, 2013).

The researcher has mentioned the passion of this study by employing Prokidz Institute as her sample case site in Chapter 1 (section 1.5, p.12). It is her intention to identify the existing institutional embedded situational knowledge of Prokidz Teachers and to close the identified literature gap in Chapters 2 and 3.

In addition, choosing Prokidz Institution as the sample has a particularly advantageous point from which to view the interrelations and communications between the researcher with the students and teachers. The trust and rapport between the researcher and the local teachers are well established and this could facilitate the embedded knowledge to be better drawn out. The disclosure or sharing can be uplifted if the degree of rapport between the researcher and research participant (Ceglowski, 2000; Liamputtong and Ezzy, 2005).

4.1.2 Case Site Justification

To further justify and strengthen Prokidz Institution as a sample site, the researcher and the co-founder of Prokidz institution evaluated the institute by using the *Character Education Quality Standards (2008)* (refer to Appendix B) which outline the key elements of effective character education allowing institutions to evaluate their performance according to these criteria. Average score was taken. This instruments facilitates educators, administrators, management or any stakeholders to reflect on current practices, thus further construct a plan to meet the short term and long term objectives. It is based on the Eleven Effective Principles of Character Education (2008). Hence, by employing such an evaluation standard, it substantiated and strengthened the chosen sample site for this study.

Each of the principles has been delineated in three to four scoring items: Appendix A shows the description of each principle. An item is scored 0 if the institute has none of the implementation, 1-point is Some implementation, 2-points Good implementation, 3-points are Very good implementation, 4-points are Exemplary implementation. The scale as stated below:

0	Not evident or visible
1	Some implementation
2	Good implementation
3	Very good implementation
4	Exemplary implementation

According to Table 4.1 below, Prokidz Institution Standards Score Sheet, Prokidz Institution has a distinction rate of 80% (3.21/4 x 100%) which reflects a successful implementation of character education. Hence, it is reliable to be chosen as a sample site to meet the objective of this research study by utilizing the given benchmark of Character Education Quality Standards (2008).

Table 4.1: Prokidz Institution Standard Score Sheet

	Item #1	Item #2	Item #3	Item #4	Average
Principle #1	4	2	3		3.00
Principle #2	3	2	4		3.00
Principle #3	4	2	4	4	3.50
Principle #4	4	4	3	3	3.50
Principle #5	3	3	3		3.00
Principle #6	4	4	3		3.67
Principle #7	4	4	3		3.67
Principle #8	2	4	2		2.67
Principle #9	2	2	2		2.00
Principle #10	4	4	3		3.67
Principle #11	3	4	4		3.67
TOTAL					**3.21**

[Character Education Quality Standards, 2008]

Throughout this study, Prokidz Institute (Malaysia) was utilized as a sample in this study. As mentioned in Chapter 2, it is challenging for teachers to teach Moral Education in Malaysia due to the complexities and diversity as students are from various ethnic religious and socio-economic backgrounds. The students' demographic backgrounds include diverse ethnicities and religions as it is located in Malaysia. Prokidz Institute reflects Malaysian's diverse group of students which include Malays, Indians and Chinese. Gay (2002) advocates that taking deep consideration and perspective from diverse group of students is imperative to ensure the effective of teaching through creating a suitable classroom context. Students are required to work along and collaborate harmoniously with respect incorporating other universal values. With such a learning context and environment, it provides the opportunity to establish comprehensive and inclusive codes of exemplary situated teaching dispositions and practices for character education.

4.2   Data Collection Techniques

The data collection techniques that will be discussed here includes classroom observations, interviews, teachers' journal and teachers' reflection. Different techniques were used in this study to obtain the necessary data to address the research questions. Kagan (1990) has pointed out that the use of multi-method approaches is preferable because data triangulation could be done and more likely to capture complex and manifold aspects of teaching and learning that could strengthen the internal validity (credibility) of the study.   The researcher appreciates this multi-method approach as it is vital to reduce biasness and also scrutinize deeper understanding of the issues develop a deeper understanding of the issues under study especially establishing codes of exemplary situated teaching which comprises many aspects of teaching. The data collection techniques in this study used to obtained data will be discussed under the following headings:

(a) Situated Classroom Observation (SCO)

(b) Teacher Journal

(c) Exemplary Teacher Interview (ETI)

(d) Novice Teacher Reflection

(e) Novice Teacher Interview (NTI)

4.2.1   Situated Classroom Observation (SCO)

The advantage of observation is that it involves direct and explicit study of behaviour by just watching the subjects but without interfering upon them (Rea & Parker, 1997, cited in Renuka, 2012). For the present study, Situated Classroom Observation (SCO) was a classroom observation that involved the exemplary teachers and their class. Situated Classroom Observations (SCO) showed teachers' behaviours, practices, and teaching styles

within the classroom context that exemplify their actions and decisions. Observations allowed the researcher to record relevant behaviours, lists of events, and distinction practices.

During Phase One data collection of this study, SCO provided the researcher with the opportunity to view each exemplary teacher in her own context, behaving in authentic situations. The SCO was designed to provide a platform opportunity for prompted recollection during the interview. By engaging in observation, the researcher was able to formulate interview questions grounded in the daily work of each exemplary teacher, and these observations provided a great deal of context for the interview questions utilized throughout the course of the data collection period, particularly as they related to their dispositions, practices and decision-making. It was a basis for discussion about why some actions were taken by the exemplary teachers and how those acts related to their larger framework and approach to teaching for character education.

The researcher was seated, at the back of the classroom, ensuring that there were clear and unobstructed to the students. At any point that the exemplary teacher interacted with one of the designated students, either by speaking to the student, physically touching the student or by moving close to the student without speaking or touching, the incident was noted on a Situational Classroom Observation Record (refer to Appendix C for sample). It was designed to record significant interactions and cues for the researcher as well as allowed cross-referencing of specific comments with the voice recording of the interview.

The researcher observed twice during SCOs where an exemplary teacher would check on the student's behaviour, maintain certain degree of energy level and employed many other practices. She also recorded body actions of teacher and student, proximity of teacher to student descriptions of the general tone and mood of the class and descriptions of

the level of activity. Specific activities were also noted, including the instructional focus at specific times in the lesson. The researcher noted interactions that involved a form of contact initiated by the teacher, either by speaking to the student or by moving close to the student without speaking or touching. The classroom observations generally lasted for about 60 minutes.

The researcher's observations were translated into questions during the Exemplary Teacher Interview (ETI) asking exemplary teachers to describe that interaction, commenting on certain approaches, the thoughts of executing certain actions and portraying certain dispositions during the class.

4.2.2 Teacher Journal (Exemplary Teacher)

The teacher journal, named 'The Journal of Prokidz Teacher' was used by the exemplary teachers. It has important to constantly review their practices and dispositions. The two exemplary teachers wrote their journals on the same day of their class. The teacher journal elicited information such as (1) What did you and your students do during the lesson? (2) What are your personal reactions to the lesson? (3) What were the results of the lesson? What did students learn? Why do you believe this is so? (See Appendix D)

4.2.3 Exemplary Teacher Interview (ETI)

Exemplary Teacher Interview (ETI) was conducted after the SCO while this data collection method was chosen because of its potential to reveal valuable information about the authentic lived experiences that teachers have had as a result of teaching. It was the technique of choice for McCraken (1988) when the research in question called for investigation of particular themes and assumptions embedded in a situated context. He

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explained the strength of this technique in drawing out the lived experiences of individuals that would not otherwise be available to an uninvolved observer. This technique of observing, then interviewing teachers has been used in previous studies of exemplary teachers (Jordan et al., 1997; Jennifer, 2009, Robinson, 2008; Eun, 2008; Jalongo & Isernberg, 1995; Dawn, 2008). Good quality questions in the interview sessions should invite a process of exploration and discovery (Creswell, 2007).

Therefore, the researcher deliberately valued the experience of the two exemplary teachers who developed through his or her engagement with students in the classroom. The interview questions allowed exemplary teachers to define what successes they had had in the past with student learning and what lessons they had learned that could be shared for the benefit of strengthening teaching especially with regards to the rationale/reason behind those practices and dispositions. The ETI was paired in each case with an SCO, and the SCO was the source of these 'real actions' of the exemplary teachers and provided the specific prompts designed to stimulate the exemplary teachers' recall during the ETI.

The researcher designed the ETI interview questions that focused on (i) how teachers can develop sound character among students (e,g. Table 4.3 – Question No.1 and Table 4.4 – Question No. 1, 3 & 6) (ii) what are the reasons/rationale behind the practices (e.g. Table 4.3 – Question 3, 4, 5 and Table 4.4 – Question No. 2, 4) (iii) and the importance of certain practices (e.g. Table 4.3 – Question No. 2 and Table 4.4 – Question No. 5). However, certain probes and questions were added with each interview as there were unexpected answers that led to further discovery. In advance of each scheduled interview, an outline of the interview questions was emailed to each participant. This was to allow participants to be mentally prepared for the interview and to consider ahead of time possible answers to the questions. Table 4.2 and Table 4.3 below show the interview

questions that were emailed to the respective exemplary teachers. (All the participating exemplary teachers in this study have been given pseudonyms to protect their identities). An example of an interview session with a teacher in the actual study transcribed verbatim is shown in Appendix E.

Table 4.2: V11's pre-interview questions

No.	Significant Observation	Questions?
1	Meeting students at the door and Hi-5 with them	Is that something that you have always done?
2	Always engage and ensure all voices are heard among each other in discussion	Why do you think it is important?
3	Focus a lot on the learning objective as periodically asking students to answer the learning objective of the day	Why do you do that?
4	Constantly asking for examples of more positive words	What's the reason?
5	Stopped halfway and said, "This activity doesn't seem to be working" and changed approach immediately	What makes you change your approach immediately?

Table 4.3: V6's pre-interview questions

No.	Significant Observation	Questions?
1	Meeting students at the door & Hi-5 with them	Is that something that you have always done?
2	Students start work right after an assignment is given or after entering the room.	How could they accept challenges so well?
3	Students were very focused when you were telling them a story.	What catches their attention so well?
4	Student asked for permission to re do a piece of work	Do your students often request that?
5	Constantly appraise students for doing well and provide feedback for them to improve	Why do you think it is important?
6	One student "Shhh" to other who was talking	How did you do that?
7	Having a record book	Do you think it is an important practice?

The interview was completed during the same school day for once, with the observation of two SCO sessions. The protocol began with a focus on specific teacher practices and interactions were part of SCO. The specific teacher practices and interactions for each ETI were drawn from the Observation Record and Short Structured Interviews. The length of time dedicated to the section of the ETI depended in part on the number of points of inquiry that grew out of the SCO and the teacher journal and observation records. This section also depended on how the teacher responded to prompts and questions that the researcher used during ETI. The focus points were to facilitate the establishment codes of exemplary situated teaching dispositions and practices for character education.

4.2.4   Novice Teacher Reflection

The teacher reflection, named 'The Reflection of New Prokidz Teacher' was used by the novice teachers. It is important to constantly review their teaching and learning. The two novice teachers wrote their reflections on the same day of their class. The teacher reflection was divided into four sections for novice teachers to reflect upon their learning and teaching process. (1) Review – What did you and your students do during the lesson? What creative aspects did you engage in during the lesson? (2) Reactions - What are your personal reactions to the lesson? What do you feel went well? What caused you some concern? How do you feel your students reacted to the lesson? What caused them to feel this way? (3) Reasons - Where do you think it could have improved? What were the results of the lesson? What did students learn? Why do you believe this is so? (4) Rethink - What would you do differently next time? What have you learned from this lesson? How will this interaction influence your teaching in the future? (See Appendix F)

4.2.5   Novice Teacher Interview (NTI)

It is to understand the factors that affect 'learning to teach' experiences of novice teachers through the modified cognitive apprenticeship training at Prokidz. To obtain such perspective, it is essential to allow notice teachers to share their experiences through such approach – interview. Interview is the vehicle which allows such communication to occur as the novice teachers are the sender, the researcher is the recipient. Open-ended and structured interviews were employed in this study so that the research participants (novice teachers) able to voice their experiences and perspectives. (Creswell, 2002, p.204). By emphasizing on the novice teachers' own words in describing, the researcher gained previous insights. The novice teacher was interviewed for duration of 30 – 45 minutes in length. The interview protocol found in Appendix G was used to begin the interview process. The questions listed were general in relation to the 30-Hour cognitive apprenticeship training. An example of an interview session with a novice teacher in the actual study transcribed verbatim is shown in Appendix H.

4.3   Research Design

The study took place in the context of classroom settings in Prokidz Institute as a sample site. This study was conducted across three phases. Research Question 1 (phase one) aimed to explore the situated knowledge of Prokidz exemplary teachers in the context of classroom teaching experience in relation to character education. Initially, the teachers would be observed while teaching in their situated classroom settings, both Beginner & Intermediate Level Class for a duration of 60-minutes. This process was named as Situated Classroom Observation (SCO). These observations and their (exemplary teachers) journal were then used for the second part of the data collection process in this phase, Exemplary

Teacher Interview (ETI). It was an interview designed to prompt teachers' recall of the events in SCO and of the teachers' teaching dispositions and practices which gave rise to the observed actions. The researcher also explored their reasons for using the teacher practices observed in their situated classroom and prompts from the observations to focus the teachers' dispositions and practices. The ETI lasted approximately 45-60 minutes for each section. Member checking was conducted to ensure that two exemplary teacher participants agreed upon the interview transcription before moving into Phase Two.

Research Question 2 (phase 2) was to establish the codes of exemplary situated teaching for character education upon the data collected from Phase One. Seven Teaching Modes were identified with 12 components and 32 elements. The codes include the description and examples of practices and dispositions retrieved and analysed from SCO, and ETI. In the process of allowing the two exemplary teacher participants to provide comment and recommendation of the established codes, one of the exemplary teacher participants voiced out the importance of having an indicator to show whether they had successfully implanted the dispositions practices from the code in the classroom context. In addition, it also served as a self-evaluate performance document through reflection and further enhanced their teaching practices and dispositions. The researcher recognized the lack of information of the codes as this was an important aspect which was neglected. Hence, the researcher conducted a structured interview together with the two exemplary teacher participants. Appendix I shows the structured interview protocol. It was the indicators that should be shown in the situated classroom setting in terms of the classroom context, student's learning, response, behaviour and actions. With such, the codes of exemplary situated teaching dispositions and practices for character education were established. A more detailed description about the codes will be explained in Chapter 5.

Research Question 3 (phase 3) wanted to identify the factors that affect 'learning to teach' experiences of novice teachers at Prokidz Institution. The Novice Teacher Interview (NTI) was conducted to draw out the learning to teach experience of those novice teachers through the 30-Hour Cognitive Apprenticeship Training. In Figure 4.1 (p.128) shows a graphic representation of the research procedures of this study.

Research Question 4 was answered by employing the identified codes as an evaluation tool to evaluate the performance of novice teachers at the end of their 30-Hour Cognitive Apprenticeship Training.

ESTABLISHING CODES FROM EXEMPLARY TEACHERS' PRACTICE IN PREPARING TEACHERS FOR CHARACTER EDUCATION		
Research Objectives	**Research Questions**	**Data Collection Techniques**
1. To explore the situated knowledge of exemplary teachers at Prokidz Institution in the context of classroom teaching experience in relation to character education	1. What is the situated knowledge of exemplary teachers at Prokidz Institution in the context of classroom teaching experience in relation to character education?	Situated Classroom Observation (SCO) Expert Teacher Journal Exemplary Teacher Interview (ETI)
2. To establish the codes of exemplary situated teaching for character education at Prokidz	2. What are the codes of exemplary situated teaching for character education at Prokidz?	Data from all the above Exemplary Teacher Interview (ETI)
3. To identify factors that affect 'learning to teach' experience from novice teachers at Prokidz and 4. Describe performance of novice teachers after the training	3. What are the factors that affect 'learning to teach' experience from novice teachers at Prokidz? 4. How is the performance of novice teachers after training?	Novice Teacher Interview (NTI) Teacher Reflection Evaluation (Teacher Self-Efficacy, Classroom Management, Role Model Practice)

Figure 4.1: Graphic description of the research procedures of this study

4.3.1   Data Collection Methods and Procedures

In Phase 1, the two identified Prokidz's exemplary teachers were observed while teaching in their situated classroom settings while they were interacting with their students. This was the process of Situated Classroom Observation (SCO). These observations were then used to inform the second part of the data collection process, the Exemplary Teacher Interview (ETI). The interview explored their reasons for using the practices observed in their situated classroom and prompts from the observations. In addition, the researcher used the exemplary teachers' teacher journal to get more insights. The described explanations and reasons provided a window into the exemplary situated teaching dispositions and practices, thus facilitating the codes establishment in Phase 2. In Phase 3, the Novice Teacher Interview (NTI) was conducted to draw out the factors that affect 'learning to teach' experience of those novice teachers through the 30-Hour Cognitive Apprenticeship Training at Prokidz Institution. In addition, the novice teachers' reflection was also utilized for triangulation of data. Figure 4.2 (p.130) is a graphic representation that depicts the data collection methods and procedures of this study.

There is a two-directional arrow (between the Exemplary Teacher Interview (ETI) and Codes Establishment) that depicts a significant meaning. In the process of allowing the two exemplary teacher research participants to provide comment and recommendation of the established codes in Phase 2, one of the exemplary teacher participants voiced out the importance of having an indicator to show whether they had successfully implanted the dispositions practices from the code in the classroom context. The researcher recognized the lack of information of the codes as this was an important aspect which was neglected. Hence, the researcher conducted a structured interview together with the two exemplary teacher research participants. It was the indicators that should be shown in the situated

classroom setting in terms of classroom context, student's learning, response, behaviour and actions. With such, the codes of exemplary situated teaching dispositions and practices for character education were established comprehensively.
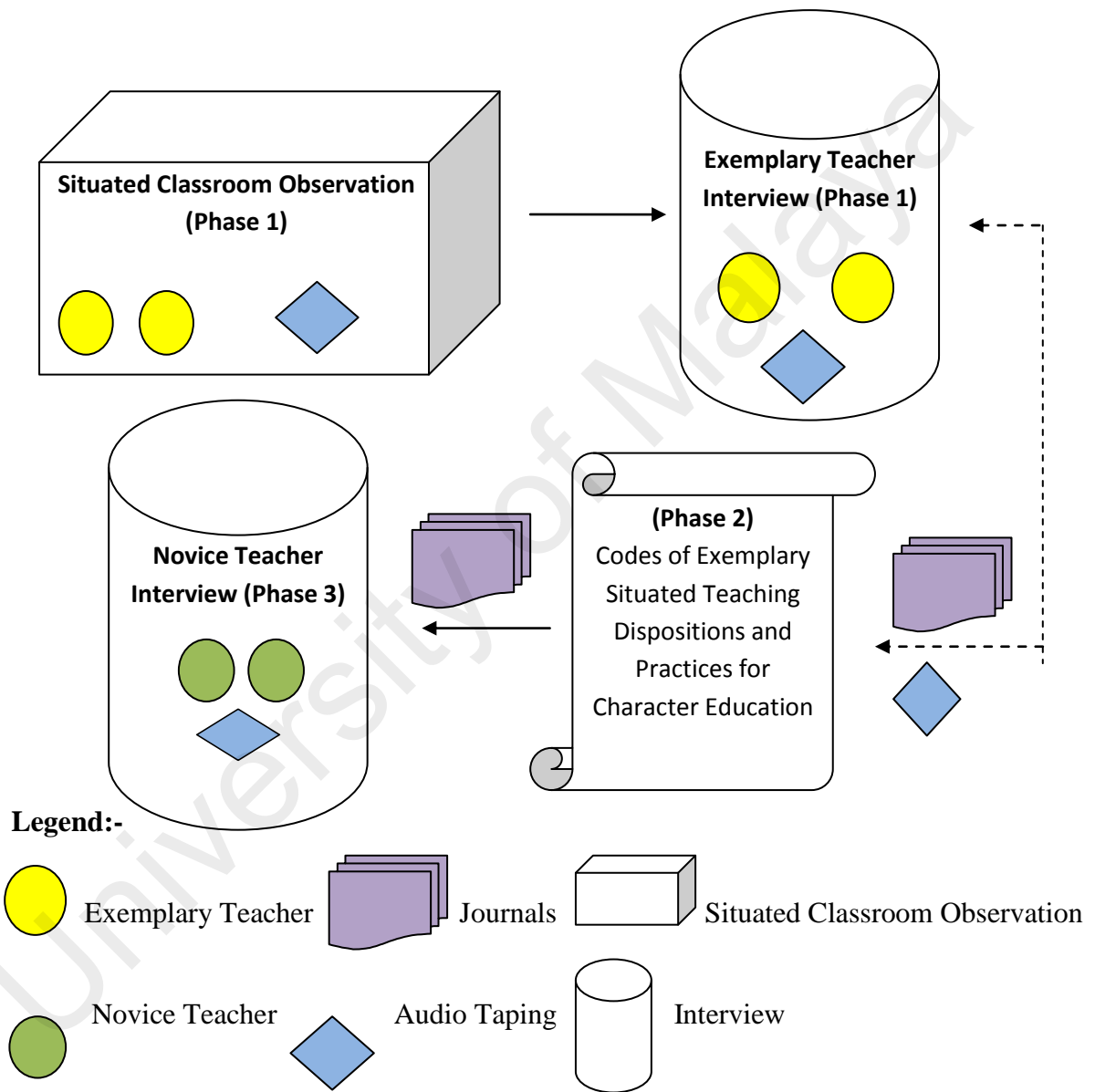
Figure 4.2: A graphic representation that depicts the data collection methods and procedures of this study.

The research questions themselves required multiple data sources in order to draw conclusions. The issues under examination are complex, centering on situational knowledge and learning experiences. Only by using multiple data sources could the researcher truly understand the participant's perspective.

4.3.2 Data Collection Time Frame

The data collection process was done across six months from January 2014 to June 2014. The data collection time frame of this study is attached as Appendix P. Firstly, the exemplary teacher selection process was conducted (refer to Figure 4.4, p.140) followed by exploring the exemplary situated teaching dispositions and practices of those Prokidz's exemplary teachers (refer to the explained methods in section 4.2.1 − 4.2.3). Then, the researcher established the codes of exemplary situated teaching for character education through a series of data analysis and an additional interview session. To prepare novice teachers for character education at Prokidz Institution, the researcher conducted a novice teacher selection process identifying research participants for this study (refer to section 4.5). The 30-Hour Cognitive Apprenticeship Training was conducted and a post-training evaluation was conducted. Interviews were conducted to draw the 'learning to teach' experience of novice teachers as the last phase of this study.

4.4 Exemplary Teacher Selection

In order to examine the characteristics of teacher expertise, it is imperative that the exemplary teacher selection process for this study represents a valid and reliable means of identifying teachers who are exemplary in their dispositions and practices. In order to qualify for this research study, the teachers to be interviewed needed to be excellent in their

practices and dispositions. They needed to reflect the best in teaching who would provide insight into their experience and characteristics of exemplary teaching in the character education classroom.

The challenge is not only to clearly identify specific characteristics of exemplary teachers but to present them in a fashion that can convince others of the veracity of these characteristics, and also to inform educational professionals in the drive to increase levels of quality of instruction that takes place in those classrooms. The criteria that has been used range from teaching experience, social recognition, professional group membership, administrator nomination, to a variety of performance criteria. In some cases, teachers' self-ratings have been used to determine participation in research (Carlson, Lee, & Schroll, 2004). Clearly a more objective identification process is required. Any discussion of the exemplary teacher selection must begin logically with a description of our current understanding of what constitutes exemplary teaching. Before we look at the identification of individual teachers, we must have a sense of the criteria for selection of someone who might be an exemplary teacher.

In character education, being a good character exemplar is teacher's most powerful tool. The effectiveness of character education implementation will be greatly affected or deem to be not successful if teachers do not possess positive character traits (Noddings, 2010). We need teachers to be good character model exemplar who exhibit positive values and character traits to allow students to pick up and acquire them eventually. Hence, having teachers to be good role models to students is essential and hence this would be one of the criteria to select exemplary research participants in this study.

Research conducted on effective teaching concludes that employment of a wide and vast repertoire of behaviours, models and strategies lead to effective teaching in classroom

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(Harris, 1998). Tenets of effective teaching include the use of effective communication, classroom management techniques, student-teacher relationships, a wide variety of approaches to instruction, a strong content-knowledge base, differentiation of instruction based on a student's needs, a flexible use of tools and resources, teaching for varying levels of transfer, and a positive sense of self-efficacy (Polk, 2006, Kennedy, 2006). Richardson and Fallona (2001) show that effective classroom management skills and the moral character of a teacher are tightly connected: "Classroom management and particularly effective classroom management is interwoven with the goals and beliefs of the teacher, and with his or her manner" (p. 724). Classroom Management is the second aspect to be chosen to select exemplary teacher research participants.

The concept of self-efficacy is rooted from the social cognitive theory of Albert Bandura (1997). Teachers must have the knowledge, persistency and motivation to develop sound character among students. Teacher persistency and motivation have been correlated to teacher efficacy as teachers who possess high levels of efficacy has a higher tendency to exert greater effort in developing students' character. Even with those problematic or difficult students, high efficacy teachers will be persistent to face such challenge (Freppon & Allen, 2001). Hence, teacher efficacy has significant impact on the effectiveness of character education. To implement character education effectively, one of the predominant factors is that a teacher must perceive and believe himself or herself has the ability to develop a sound character among students (Milson, 2003). Hence, teacher efficacy is the third aspect to be taken into account in selecting the exemplary teacher research participants.

Figure 4.3 (p.134) refers to the selection aspects (teacher efficacy, classroom management and role model practice) to select two exemplary teachers from Prokidz

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Institute. This is to explore their situational knowledge of exemplary dispositions and practices for character education as well as being the 'coach' to the novice teachers during the 30-Hour Cognitive Apprenticeship Training in this study. The reason selecting the exemplary teachers using three different aspects also was to serve as a data triangulation method in increasing the reliability and validity of data. It is because the methods of data collections were from different perspectives including the researcher herself, the potential selected exemplary teacher research participant and the students who were taught by them (potentially selected exemplary teacher research participants.)
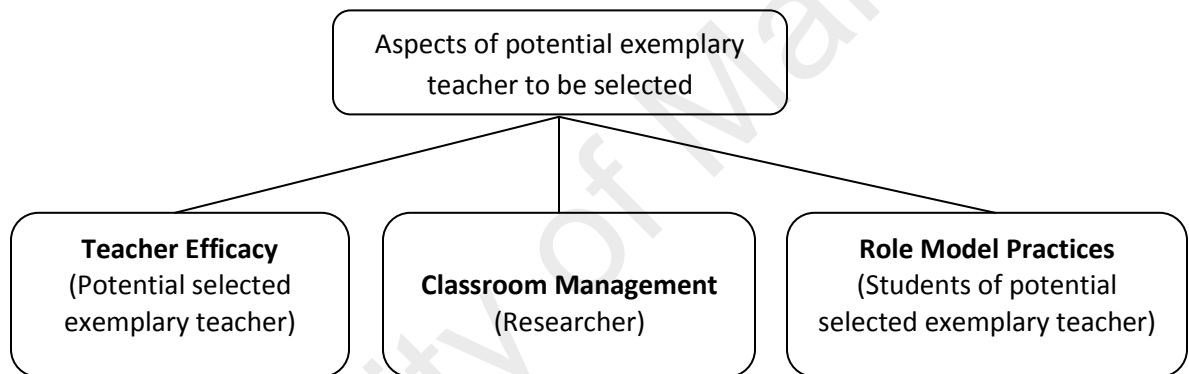
Figure 4.3: Aspects of exemplary teacher selection at Prokidz Institution for this study

4.4.1   Teacher Efficacy Test

Within the context of the current research study, the concept of self-efficacy becomes important as it relates to exemplary teachers' decision making and teacher characteristics. It justifies the reason why it is important to measure the teachers' efficacy. Milson and Mehlig (2002) first applied the construct of teacher efficacy to character education with the development of the Character Education Efficacy Belief Instrument (CEEBI). Hence, the researcher adopted this instrument for identifying the teacher efficacy of potential selected exemplary teachers.

The researcher sent a memo to all teachers at Prokidz Institute about the purpose of this study at the end of January 2014. Eventually, 16 teachers volunteered to undergo the Teacher Efficacy Test. The test has 20 items, a 5-point scale which makes up to a maximum score of 100 points (20 items x 5 points). An item is scored 1 if the teacher volunteer strongly disagrees on the statement; 2-points are disagree, 3-points are moderate, 4-points are agree and 5-points are strongly disagree. The researcher distributed the survey (Appendix J) to all 16 volunteer teachers at Prokidz Institution.

Table 4.4: Prokidz Teacher Efficacy Test Record

Volunteer Label	Efficacy Score	Volunteer Label	Efficacy Score
Volunteer 1	75	Volunteer 9	39
Volunteer 2	47	Volunteer 10	84
Volunteer 3	85	Volunteer 11	91
Volunteer 4	78	Volunteer 12	88
Volunteer 5	69	Volunteer 13	62
Volunteer 6	93	Volunteer 14	73
Volunteer 7	79	Volunteer 15	89
Volunteer 8	78	Volunteer 16	56

Among the 16 teachers, 6 teachers who scored above 80% who were eligible to be identified as potential selected exemplary teachers. Table 4.4 above shows the record score of the Teacher Efficacy Test. The 6 chosen as potential exemplary teachers for this study would go through the next round of evaluation (classroom management) by the researcher.

4.4.2 Classroom Management Evaluation

The researcher utilized the framework of Professional Teaching Practice (ASCD, 2007) as an evaluation tool. The framework has four domains which include (1) Planning & Preparation (2) Classroom Environment (3) Instruction and (4) Professional Responsibilities. Since, this research focuses on situated teaching dispositions and practices

of teacher; hence the researcher only utilized the second (Classroom Environment) and third domain (Instruction) to evaluate the potential selected exemplary teachers. Table 4.5 below shows the components of each domain. The elements and descriptions of each component are shown in Appendix K.

Table 4.5: Components to evaluate teacher's classroom management skill

Classroom Environment Domain	Instruction Domain
Creating environment of respect & rapport	Communicating with students
Establishing culture of learning	Using questioning & discussing techniques
Managing classroom procedures	Engaging students in learning
Managing student behaviours	Using assessment in instruction
Organizing physical space	Demonstrating flexibility & responsiveness

[Based on framework of Professional Teaching Practice, 2007)

The researcher observed and evaluated the chosen six highest score teachers based on the Teacher Efficacy Test as stated in Table 4.5 in a one week span. The Classroom Management Evaluation has 25 items, a 4-point scale which makes up to a maximum score of 100 point (25 items x 4 points). An item is scored 0 if the teacher volunteer has none of the skill, 1-point is unsatisfactory, 2-point is basic, 3-point is proficient, 4-point is distinguished. To increase reliability and authenticity of the teacher practices in class, the researcher observed and evaluated three lessons (each lesson is represented by a letter 'A', 'B', 'C'), an hour each and got an average score. Table 4.6 below shows the summary score of Classroom Management Evaluation of the potential selected exemplary teachers and their individual Teacher Efficacy Scores (obtained from Table 4.5). The formula to calculate the average is [(Score A + Score B + Score C) / 3].

Table 4.6 Potential selected exemplary teacher Classroom Management Evaluation Record

Volunteer Label	Teacher Efficacy Score	A	B	C	Average
Volunteer 3	85	83	79	88	83.3
Volunteer 6	93	94	95	94	94.3
Volunteer 10	84	72	81	82	78.3
Volunteer 11	91	84	90	88	87.3
Volunteer 12	88	90	92	92	91.3
Volunteer 15	89	63	68	60	63.7

4.4.3 Role Model Practice

Teacher's integrity is often observed by students. Students evaluate teacher's characters based upon how they are treated and taught by their teachers, also observing whether the teachers are walking the talk (Olgun, 2009). Students can tell whether their teachers are upholding the values. They can also tell whether their teachers are sincerely care for them (Berkowitz & Bier, 2006). Hence, a survey was distributed to students to understand how they (students) perceive their teacher.

This survey was adapted and modified from the 'Modeling of Moral Character for Teachers' (Schwartz, 2002) shown in Appendix L. The survey has 10 items, 4-point scale which makes up to a maximum score of 100 point (10 items x 4 points x 2.5 weight). An item is scored 1 if the student strongly disagrees on the statement; 2-point is disagree, 3-point is moderate, 4-point is agree and 5-point is strongly disagree. Six students were selected from each respective potential selected exemplary teacher. Each student from the same class is labelled as S.A (Student A), S.B (Student B) and etc. A total of 36 students (6 potential selected exemplary teachers' x 6 students) did the survey. The formula to calculate average is [(S.A Score + S.B Score + S.C Score + S.D Score + S.E Score + S.F Score) / 6]. Table 4.7 below shows the summary record of role model practice student survey from a total of 36 students.

Table 4.7 Summary record of role model practice student survey

Volunteer Label	S.A	S.B	S.C	S.D	S.E	S.F	Average
Volunteer 3	74	76	72	80	80	78	76
Volunteer 6	94	92	96	94	92	98	94
Volunteer 10	80	82	86	76	90	78	82
Volunteer 11	90	84	92	94	98	88	91
Volunteer 12	84	90	80	88	84	86	85
Volunteer 15	70	76	68	78	68	74	72

4.4.4   Exemplary Teacher Selection

Palmer, Stough, Burdenski, and Gonzales (2005), in a paper summarizing the methods used in research to select teacher experts, describe the identification of experts as 'haphazard' (p.21).   Fenstermacher and Richardson (2005) recognize the challenge of identifying expert practice, asking the question, "*Given the elusive and contested nature of quality, is there any sure way to tease out the characteristics and properties of quality teaching*?" They go on to state that despite the challenge of identifying these characteristics, for many in the field, "*perhaps we cannot define quality teaching, but we know it when see it*" (p.186).

Based on the Teacher Efficacy Test, Classroom Management Evaluation and Role Model Practice Student Survey, two exemplary teachers (Volunteer 6 & Volunteer 11) were chosen to participate in this research to answer the research questions based on their highest average score stated in Table 4.8. The formula to calculate average is [(Self-Efficacy Score + Classroom Management Score + Role Model Practice Score) / 3

Table 4.8: Exemplary teacher selection score summary

Volunteer Label	Teacher Efficacy Score	Classroom Management Score	Role Model Practice Score	Average
Volunteer 3	85	83	76	81.33
Volunteer 6	93	94	94	93.67
Volunteer 10	84	78	82	81.33
Volunteer 11	91	87	91	89.67
Volunteer 12	88	91	85	88.00
Volunteer 15	89	64	72	75.00

4.4.5　Exemplary Teachers Selection & Participation Procedure

Prokidz Institution is not an ordinary school which teaches academic subjects. It is an institution which focuses on character development. According to the literature review, a character educator needs to be caring, passionate, and proactive (CEP, 2013). Thus, Prokidz teachers are not employed based on academic qualification but rather their personality and passion towards character education.

The researcher sent a memo to all teachers at Prokidz Institute about the purpose of this study at the end of January 2014. Eventually, 16 teachers volunteered to undergo the Teacher Efficacy Survey and 6 volunteer teachers were selected to participate in the Classroom Management Evaluation. After three evaluation tools, namely the Teacher Efficacy Test, the Classroom Management Evaluation and the Role Model Practice Survey, two teachers were chosen as the research participants of this study as exemplary teachers.

Both the selected exemplary teachers received confidential and written communication, emails explaining the study; responsibilities, and how the data would be used (Appendix M). The information also stated that they would need to verify the transcription and discuss preliminary data analysis for the established codes of exemplary situated teaching dispositions and practices for character education. Lastly, they needed to be the coach to the novice teachers throughout the 30-Hour Cognitive Apprenticeship

Training with the stated responsibilities. The researcher received responses to the letter and they agreed to participate (refer Appendix N). Figure 4.4 below shows the process in selecting the research participants at Prokidz Institution as exemplary teachers in this study.

SCREENING PROCESS		
Teacher Efficacy Test	Classroom Management Evaluation	Role Model Practice Survey

SELECTION PROCESS
Select two potential exemplary teachers who scored the highest average score based on the Teacher Efficacy Test (teacher self-evaluation), Classroom Management Evaluation (researcher's evaluation) and Role Model Practice Survey (student's evaluation)

CONFIRMATION PROCESS	
Sent consent letter to seek for confirmation	Received the consent letter from the two selected exemplary teachers at Prokidz Institution

Figure 4.4: Selection and participation procedure of selected exemplary teachers at Prokidz Institution

The selection process was based upon quantitative approach discounting the employment of qualitative approach such as interview method. As stated in section 4.1.1, choosing Prokidz Institution as the sample case site has a particularly advantageous point from which researcher could assess the capability of the potential chosen exemplary teachers. Nonetheless, to avoid researcher biasness, researcher conducted the Teacher Self-Efficacy Test (from teacher's perspective) and Role Model Practice Survey (from students' perspective about their teacher).

4.5   Novice Teacher Selection and Participation

The researcher also had a novice teacher research participant selection process. Since it was an inclusive study at Prokidz Institution, the sample of the novice teacher research participant was referred from the existing teachers who were teaching at Prokidz, using the snowballing sampling method. The existing teachers recommended their friends to be involved in this research study. There were six sample participants who came for the Teacher Efficacy Test which was the same evaluation tool employed in the process of Exemplary Teacher Selection (refer Appendix J). The three among six sample participants who scored the highest scores (62, 81, 61) were selected to go through an interview session facilitating the researcher to understand their motivation to participate in this research study and knowing their passion in character education through verbal communication. Table 4.9 shows the teacher efficacy score record of the six sample participants.

Table 4.9: Teacher efficacy score record of sample participants

Sample Participants	S1	S2	S3	S4	S5	S6
Teacher Self-Efficacy Score	62	81	35	45	61	43

Eventually, two sample participants who scored 62 & 61 each (refer to Table 4.9) were chosen as the novice teacher participants in this research study. The researcher did not select the sample participant who scored the highest 81 point (refer to Table 4.9) in the Teacher Efficacy Test because she felt that this sample participant was too arrogant and her (S2) purpose of education was merely to earn a living instead of really helping the students to develop their character.

Confirmation of novice teacher participants proceeded as follows. They received confidential and written communication via in letter explaining the study; participant responsibilities, and how the data would be used. The information also stated that they would need to go through a training to help them increase their competence in teaching.

Besides, an interview would be conducted to discover their 'learning to teach' experience and needed to verify the transcription. The researcher received responses to the letter and they agreed to participate (refer to Appendix O).

4.6   Data Analysis

The researcher collected data using the Samsung Note 2 voice recorder to capture the interview sessions with both novice teachers and exemplary teachers. Permission was obtained from participants for use of the audio recorder. The transcribed verbatim were presented to the respective teachers for member checking, another method of validating data.   Member checking can be considered to be the critical technique to establish credibility of this study (Lincoln & Guba, 1985). It means obtaining the raw data and interpret it. Then, bring back to the research participants to check the accuracy of interpretation to confirm the credibility of information (Creswell & Miller, 2000). None of the teachers altered the documents after perusal.

The researcher first transcribed the observation of exemplary teachers through Situated Classroom Observation (SCO). Then based on the observation, she created the questions for the Exemplary Teacher Interview (ETI) session. In this analysis task, the focus was exploratory. The researcher wanted to explore the revealed data about their exemplary practices and dispositions from their classroom experiences. This stage involved a fairly straightforward procedure. The researcher recorded interviews and then transcribed them into MS Word. Data for each transcribed interview was analysed. Each transcript was read through several times to extract relevant and meaningful data. During each reading, relevant and analytical thoughts were noted in the margins of text. Arisen questions were also added to these notes. The researcher also developed data displays that allowed the

researcher to visualize connections and discrepancies within and across the data. Then, the researcher conducted a preliminary horizontal content analysis between the two teachers. She noted similarities. The researcher searched for similar words, phrases, and codes to compare participant data and extracted further clarity as to the overall meaning of each theme.

By identifying common themes of situational teaching practices and dispositions through both sources (ETI and Teacher Journal) of these exemplary teachers, these themes were then coded and placed into a data matrix, the categories of which were determined by common threads and concepts, a typical process of managing and analysing qualitative data (Creswell, 2007). All these data helped to establish the codes of exemplary situated teaching dispositions and practices for character education. When the codes were identified, the researcher then shared them with the two exemplary teachers.

4.6.1   Data Analysis Procedure (Codes Establishment)

In a review of the researcher's observational reports and interview transcriptions, the researcher noted that the first phase data collection was similar. The researcher then marked each excerpt in the table within each of these categories using a method of open coding. These were exploratory codes, emerging from interpretations and impressions drawn from the data and research notes. The two research participants (exemplary teachers) were similar in their approach to teaching by exemplifying the common characteristics, choice of words and actions used. Because of this, finding common themes between them was not difficult and was fairly straightforward. There were three phases in the data analysis process. The researcher first created a table (refer to Table 4.10, p.144) for the data analysis based upon the clusters of data in accordance to the frequency that the words

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appeared in those exemplary teachers' interview. Then, the researcher categorized the early codes into their respective themes with colour coding (refer to Table 4.11, p.145). In the third phase of data analysis, the researcher further categorized the early codes and organized systematically with the term 'Teaching Mode' that represented the theme, 'Component' and 'Element' that symbolized the early codes (refer to Table 4.12, p.147).

Table 4.10: First phase of data analysis

Early Codes	V6	V11	Frequency	Early Codes	V6	V11	Frequency
Advancing	4		4	Hook	1		1
Advocating	2	2	4	Importance	1	4	5
Application	1	1	2	Instruction	2	5	7
Assessment	1		1	Interaction	2		2
Atmosphere	1		1	Intonation	1		1
Attention	1	3	4	Learning	7	4	11
Body Action	2	4	6	Learning Objective		3	3
Caring	2		2	Linkage	1	4	5
Charming	1	2	3	Monitor	3	5	8
Clarity		1	1	Motivation	3		3
Coordination	4		4	Pacing		1	1
Communicate	2	1	3	Personality	1	1	2
Context		1	1	Proactive		2	2
Creativity		1	1	Politeness	1		1
Dealing	4	3	7	Pride	2	1	3
Emotion	5		5	Prior Knowledge		3	3
Encouragement	2		2	Professional	2	1	3
Energy	3	6	9	Props	1		1
Engagement	1	5	6	Quality	2		2
Environment	5		5	Recording	1		1
Excellence	2		2	Reflection	2		2
Expectation	3	1	4	Relationship	6	1	7
Explanation		3	3	Respect	3	1	4
Expression	1		1	Scaffolding		1	1
Facial Motion		2	2	Supportive	3		3
Fairness		3	3	Tool		1	1
Feedback	5		5	Transition	1	2	3
Guidance		2	2	Trust	4		4
Growth	2		2	Understanding		2	2
Interaction	1		1	Voice	1		1

In the second phase of this data analysis, the researcher began to standardize some of the clusters, changing the codes and eliminating others where necessary. For example, the researcher grouped the individual early codes of 'Politeness, Caring, Respect, Fairness, Understanding' (refer to Table 4.10, p.144) into one category, namely 'Value' (refer to Table 4.11). The researcher then saw the early data codes and associated these attributes to the same category. For example, the early codes such as 'attention', 'clarity', 'coordination', 'intonation', 'pacing', 'transition' and 'voice' are the indication of attributes by associating them to the common theme, namely 'Instruction'. The researcher used codes to indicate attributes of each by giving them a common theme. In Table 4.11, the researcher tagged the 'Instruction' Theme ('theme' column) grey in colour while it's seven early codes (attention, coordination, intonation, pacing, transition and voice) were also tagged in grey colour to show that they were clustered under the same theme.

All early codes were tagged with different colours highlighting to indicate the common theme. There are seven themes, namely 'Assessment' (blue colour), 'Creativity' (yellow colour), 'Instruction' (grey colour), 'Linkage' (green colour), 'Motivation' (purple colour), 'Relationship' (pink colour), and 'Value' (light blue colour). Table 4.11 below shows the data being clustered into the respective seven themes. This is the second phase of data analysis.

Table 4.11: Second phase of data analysis

Early Code	Frequency	Theme	Sub
Advancing	4		(purple)
Advocating	4		(light blue)
Application	2		(green)
Assessment	1	(blue)	
Atmosphere/Environment/Emotion	11		(yellow)
Attention	4		(grey)
Body Action	6		(yellow)
Charming	3		(peach)
Clarity	1		(grey)

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Early Code	Frequency	Theme	Sub
Coordination	4		(dark khaki)
Communicate	3		(peach)
Context	1		(yellow)
Creativity	1	(yellow)	
Dealing	7		(light blue)
Encouragement	2		(purple)
Energy	9		(peach)
Engagement	6		(peach)
Explanation	3		(green)
Expression	1		(yellow)
Facial Motion	2		(yellow)
Feedback	5		(purple)
Growth	2		(purple)
Hook	1		(green)
Importance	5		(green)
Instruction	7	(dark khaki)	
Interaction/Supportive	5		(peach)
Intonation	1		(dark khaki)
Learning	11		(green)
Learning Objective	3		(green)
Linkage	5	(green)	
Monitor	8		(light blue)
Motivation/Pride	3	(purple)	
Pacing	1		(dark khaki)
Personality	2		(peach)
Proactive	2		(peach)
Prior Knowledge	3		(green)
Professional	3		(light blue)
Quality/Excellence/Expectation	8		(purple)
Recording	1		(blue)
Reflection	2		(blue)
Relationship	7	(peach)	
Scaffolding/Guidance	3		(light purple)
Tool/Props	2		(yellow)
Transition	3		(dark khaki)
Trust	4		(peach)
Voice	1		(dark khaki)
Value (Politeness/Caring/Respect/Fairness/Understanding)	12	(light blue)	

For an easy and convenient visual purpose, the researcher tabulated the themes and their respective early codes into a table form. As noted in Table 4.12 (p.147), there are

seven themes and each has several early codes, namely, 'Creativity' has six early codes, 'Relationship' has eight early codes, 'Assessment' has two early codes, 'Motivation' has seven early codes, 'Value' has four early codes, 'Instruction' has six early codes and lastly 'Linkage' has seven early codes.

Table 4.12: Theme Clustering

Theme	Colour	Early Codes
Creativity		Atmosphere, Body Action, Context, Expression, Facial Motion, Tools
Relationship		Charming, Communication, Energy, Engagement, Interaction, Personality, Proactive, Trust
Assessment		Recording, Reflecting
Motivation		Advancing, Encouragement, Feedback, Growth, Motivation, Quality, Scaffolding
Value		Advocating, Dealing, Monitoring, Professionalism
Instruction		Attention, Clarity, Coordination, Intonation, Pacing, Transition, Voice
Linkage		Application, Explanation, Hook, Importance, Learning, Learning Objective, Prior Knowledge

Looking at the early codes and their respective themes, the researcher felt it was necessary to further categorize to show a more comprehensive and better presentation. In this third phase of data analysis, the researcher further categorized according to the attributes of the early codes. The analytical process involved extensive and repeated reading of the transcripts (SCO & ETI), and then grouping similar statements together. For example, the 'Creativity' theme had initially six early codes. However, the researcher decided to put 'Body Action' and 'Facial Motion' under the category of 'Expression', while early codes 'Atmosphere' and 'Tools' under the category of 'Context. Another example, 'Linkage' theme had initially seven early codes. The researcher put early codes of 'Learning Objective' and 'Prior Knowledge' under the category of 'Hook' while early codes of 'Explanation', 'Importance' and 'Application' under the category of 'Learning'.

Nonetheless, some of the early codes couldn't be broken down further such as the 'Assessment' theme, as it remained with the two early codes 'Recording' and 'Reflecting' but with a new term 'Improvement' to be the heading of those two early codes. Same went to the 'Value' theme, which the researcher retained 'Monitoring', 'Dealing', 'Advocating' and 'Professional' under a new term heading 'Behaviour'.

In this study, the researcher terms the theme as 'Teaching Mode', some early codes as 'Components' and some as 'Elements'. There are seven Teaching Modes. Each teaching mode has one to two components while each component has several elements. The researcher named this as the CRAMVIL Teaching Mode. For example, the 'Creativity Teaching Mode' has two components 'Expression' with two elements ('Body Action' & 'Facial Motion') and 'Context' with two elements ('Tools' & 'Atmosphere'). However, 'Value Teaching Mode' has only one component 'Behaviour' with four elements ('Advocating', 'Monitor', 'Dealing' & 'Professional'.

4.7   Ensuring trustworthiness of this research study

Trustworthiness of qualitative research is frequently being questioned. Lincoln and Guba (1985) hold firmly that assuring high credibility is crucial in establishing trustworthiness. The following provisions were made by the researcher to uphold confidence of this research study.

4.7.1 Early familiarity before the first data collection dialogues take place

The rationale of choosing Prokidz Institution as the case site has a particularly advantageous point from which to view the interrelations and communications between the researcher with the students and teachers. She founded the organization and has worked with the teachers there for years. The trust and rapport between researcher and the local

teachers are well established and this could facilitate the embedded knowledge to be better drawn out. The openness and frankness can be uplifted if the level of rapport between the researcher and research participants is increased (Ceglowski, 2000; Liamputtong and Ezzy, 2005). Nonetheless, the researcher might be so immersed in the culture under the scrutiny of her active participation. This limitation was dealt and explained in the following section.

4.7.2 Peer or expert's scrutiny of research study

Different external experts were employed in this research study. They reviewed the raw data in conjunction with the coding and interpretative analysis to add credibility to the data analysis and process. These individuals were engaged as external checks and asked to provide rigorous, critical questions concerning the methods and interpretations (Creswell, 2007, Miles & Huberman, 1994). They also provided fresh perspective and challenge the researcher who frequently inhibited her capability to view with detachment. In conjunction with the rules for managing and verifying data professed by Miles and Huberman (1994), these external experts also checked the existing coding for dependability. Questions from the external experts also provide the opportunities to the researcher to enhance her methods and develop a greater justification of the research design, thus strengthened in the light of given feedbacks. External experts include (a) Two research supervisors (b) Two tertiary education experts in the area of character education and development (c) Two institutional colleagues (d) Two higher education research academicians. Table 4.13 shows the juncture at which point the experts assisted in this research.

Table 4.13: Involvement of External Experts

Data Collection Procedure	External Experts Involvement
Exemplary Teacher Selection	
Teacher Efficacy Survey (Tool & Data Check)	A , B , C
Classroom Management Evaluation (Tool, Data Check)	A , B , C

Role Model Practice Evaluation (Tool, Data Check)	A, B, C
Exemplary Situated Teaching	
ETI Transcription	A, C
Exemplary Teacher's Journal	C
Codes Establishment	
Pre-Data Analysis	A, C
Indicator Interview Transcript	A, C
Data Analysis	A, B, C, D
Codes of Exemplary Practices and Dispositions	A, B, C, D
Novice Teacher Selection	
Novice Teacher Selection Pre-Interview	A, C
Teacher Efficacy Evaluation (Data Check)	C
30-Hour Cognitive Apprenticeship Training	
Coaching Structure	A, C
Post-Training Evaluation	
Teacher Efficacy Evaluation	A, C, D
Classroom Management Evaluation	A, C, D
Role Model Practice Evaluation	A, C, D
Novice Teacher Learning Experiences	
Novice Teacher Interview Transcript	A, C

4.7.3 Tactics to ensure the honesty in research participants in contributing data

Each person who was approached was given opportunity to reject the participation in this research study to make sure only those who were genuinely willing to take part during the data collection sections. Therefore, they would offer insights openly. Both selected exemplary teacher and novice teacher research participants were briefed to be open from the outset of each engagement session. Before the interview session, the researcher mentioned that there were no definite answers whether right or wrong toll all questions. In addition, the researcher assured research participants their independent status that it would not affect any performance evaluation of the research participants. Research participants could contribute insights and share about their experiences without afraid of losing credibility. The point of research participants to have the full right to withdraw from the study any juncture of the research study was permissible without any required explanation (refer to Appendix N and O).

4.7.4 Member checks

Guba and Lincoln (2004) consider member checks as one of the single most critical provision can be made to increase study's credibility. Checks relate to the accuracy of data take place right on the spot of the data collection process and at the end of the data collection dialogues. The focus was to ensure research participant consider that their words match with what they expressed or the intended meaning was preserved. Both exemplary teachers and novice teachers in the study reviewed the transcriptions and data analysis prior to documenting the results. This was done to confirm the accurate data interpretation and credibility of the results (Cresswell, 2007). Together with the two exemplary teachers, they were asked to review the transcribed interviews. The reliability of the data analysis was determined by the frequency of agreement on categorical and thematic interpretations that existed between my own initial analysis and their (exemplary teachers) review. The final read and discussion provided a level of dependability of the results. Their perceptions were instrumental in conceptualizing the conclusions of the codes, hence establishing the codes of exemplary situated teaching for character education.

4.7.5 Data triangulation

Triangulation involves the utilization of various methods typically observation, focus groups and individual interviews, which form the core data collection methods for qualitative research. According to Cresswell (2007), the use of various methods is to compensate for their individual limitations and exploits their advantages. Supporting documents can be obtained to provide a clearer background and help to explain the attitudes and behaviour of those groups under study, as well as to verify certain details which the researcher participants have given. Different techniques were used in this study to obtain

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the necessary data to address the research questions. Kagan (1990) has also pointed out that the use of multi- approaches is preferable because they allow data triangulation and also to capture more complex aspects of teaching and learning which could strengthen the internal validity (credibility) of the study.

The researcher appreciates this multi-method approach as it is vital to reduce biasness and also having a deeper understanding of the problems especially establishing codes of exemplary situated teaching which comprises many aspects in teaching.

4.7.6 Confirmability (observer effect)

Qualitative research processes have also raised concerns regarding potential behaviour changes of participants in the presence of a researcher. The researcher acknowledged what Bodgan and Biklen (1982) referred to as 'observer effect' (p. 43) and realize that the researcher might not have been able to eliminate completely her own influence over the exemplary teachers who participated in the study, especially once they read and signed the formal consent and were fully aware that the conversations were being recorded for research purposes. However, the researcher had some advantage in this regard because her relationship to these selected exemplary teacher researcher participants are her peers and good rapport has been built through the years. Moreover, the methodology is in concert with the natural setting of their (exemplary teacher research participants and researcher) working relationship and consensual objectives of this research. The researcher was intimately involved in this setting and with the exemplary teacher research participants therein on a daily basis. The researcher believed that she had the knowledge and insight into the environment to maintain as much as possible its natural form from which to draw

authentic data (Cresswell, 2007). Authentic data was important for this study focused on preparing novice teachers for character education in a situated learning environment.

4.8   Chapter Summary

This chapter explains the research methodology in a comprehensive manner. Three major data collection methods were outlined: Situated Classroom Observation (SCO), Exemplary Teacher Interview (ETI) and Novice Teacher Interview (NTI) with exemplary teachers' journals and novice teachers' reflection. The following discussion articulated research questions and strategies the researcher used through the procedure in collecting data to answer these questions. The methods in which the exemplary teacher participants and novice teacher participants were selected are also explained clearly. In the final section, the researcher presented the strategies to analyse the data. In the next chapter, the researcher has a special chapter to explain in depth about the established codes of exemplary situational teaching for character education at Prokidz Institution.

CHAPTER 5: CODES OF EXEMPLARY SITUATED TEACHING FOR CHARACTER EDUCATION (CRAMVIL)

5.0   Introduction

This chapter is specifically separated to addresses the second research objective of this study which is establishing the codes of exemplary situated teaching for character education at Prokidz Institution. In the previous chapter, the participating exemplary teachers' situated knowledge the context of classroom teaching experience in relation to character education at Prokidz Institution was elicited through Situated Classroom Observation (SCO) and Exemplary Teacher Interview (ETI). The approach of this study requires adherence to the idea found in the literature on reflection practice through interview methods (Schon & Agryis, 1974) and the exemplary teachers' situated knowledge was made explicit.

This study certainly employed the experience of those identified exemplary teachers in drawing their (exemplary teachers) embedded or situational knowledge in establishing codes of exemplary situated teaching dispositions and practices for character education. It was an avenue for exemplary teachers at Prokidz institute to share, review and recommend exemplary teaching tools formed from or for the everyday experience of their own classroom learning operations. It was the embedded knowledge of exemplary teachers about the rationale of what and why practices are done in such manner in the classroom. A detailed description and discussion of the established codes will be exemplified in this chapter. Thus, serving a comprehensive development and explanation of the codes.

5.1 CRAMVIL: A Brief Introduction

The researcher established the codes of exemplary situated teaching dispositions and practices for character education named as CRAMVIL Mode of Teaching. CRAMVIL is an abbreviation for 'Creativity', 'Relationship', 'Assessment', 'Motivation', 'Value', 'Instruction', and 'Linkage'. CRAMVIL Mode of Teaching is a situational teaching mode for character education in classroom setting that was elicited from the selected exemplary teachers at Prokidz Institution. CRAMVIL Mode of Teaching has seven teaching modes that branches out twelve components and further branches out thirty-two elements. Table 5.1 below shows those teaching modes with the components and elements.

Table 5.1: Teaching mode with components and elements of CRAMVIL

Teaching Mode	Components	Elements
Creativity	Expression	Body Action, Facial Motion
	Context	Tools, Atmosphere
Relationship	Personality	Energy, Charming, Trust
	Communication	Interaction, Engagement, Proactive
Assessment	Improvement	Recording, Reflecting
Motivation	Advancing	Encouragement, Growth, Quality
	Learning	Scaffolding, Feedback
Value	Behaviour	Monitor, Deal, Advocate, Professionalism
Instruction	Verbal	Voice, Intonation
	Coordination	Attention, Clarity, Transition, Pacing
Linkage	Hook	Objective, Prior Knowledge
	Experiential	Explanation, Importance, Application

5.1.1 CRAMVIL: The Prelude to the Final Version

After writing up the codes, the researcher showed the two exemplary teachers to gain some opinions and recommendations, also as a form of member checking process. The initial codes comprised three columns, 'teaching mode element', 'description of teaching mode element' and 'examples of teaching mode'. The heading of each table is named after the teaching mode. 'L-Mode' means Linkage Teaching Mode which is the last teaching mode of CRAMVIL. Table 5.2 shows an example of the initial version of established codes with three columns.

Table 5.2: Initial version of established codes with three columns

L-MODE		
Hook	**Description**	**Examples**
Objective	Teacher conveys the learning objective at the beginning of the class and recap at the end of the class	• *Teacher asks, "What is the value and CTLS Focus today?"*
Prior Knowledge	Teachers creates interest of students by drawing out their prior knowledge	• *Teacher asks, "Who has done volunteering work before? Share your experience."*
Experiential	**Description**	**Examples**
Importance	Teacher creates the significance of mastering the skill and lead students to excitement	• *Teacher builds on students' response and guide them to apply in real life*
Application	Teacher requests students to summarize the learning and ensure they share application examples	• *The teacher says, "This skill is important during interview session as it helps you to outshine others with your experience."*
Explanation	Teacher gives attractive examples to intrigue the motivation of students to learn	• *Teacher asks, "So, what have you realized about yourself after the lesson?"* • *Teacher asks, "How will you apply this value at school?"*

The two exemplary teachers commented awesomeness and mentioned that the codes would be very useful for teachers regardless of in-service or novice teachers to serve as a guideline and reference. Importantly novice teachers could save up lots of time to trial and error seeking and learning through experience to perform exemplary practices and dispositions for character education. Nevertheless, one of the exemplary teachers (V11) voiced out the importance of having an indicator to show whether the teachers have successfully implanted the dispositions practices in the classroom context. She suggested having an indicator description as this could signify a better situated illustration for the teachers to know whether they (teachers) have been depicting those dispositions and practices in class. Through the students' behaviour and action, the teachers know and are aware of their dispositions and practices in class. It serves as a self-evaluate performance document through reflection and further enhances their teaching practices and dispositions. Besides, it also serves as a good indicator for the teacher educator or evaluator to measure.

The researcher realized the insufficient information of the codes as this important aspect was neglected. Hence, the researcher conducted a following structured interview together with the two exemplary teacher participants to identify the indicator of each teaching mode's elements. The indicators included classroom context, student's learning, response, behaviour and actions (Appendix Q). With such, the codes of exemplary situated teaching dispositions and practices for character education were established comprehensively. Table 5.3 below shows an example of the final version of established codes with four columns in comparison to Table 5.2 (p.156). In the next section, each of the 32 teaching mode elements will be discussed in detail under the seven teaching modes with reference to studies stated in the literature review section.

Table 5.3: Final version of established codes with four columns

L-MODE			
Hook	**Description**	**Indicators**	**Examples**
Objective	Teacher conveys the learning objective at the beginning of the class and recap at the end of the class	• Students are able to recap what they have learned at the end of the class • Students share their experiences and knowledge about the topic with enthusiasm	• *Teacher asks, "What is the value and CTLS Focus today?"* • *Teacher asks, "Who has done volunteering work before? Share your experience."*
Prior Knowledge	Teachers creates interest of students by drawing out their prior knowledge		
Experiential	**Description**	**Indicators**	**Examples**
Importance	Teacher creates the significance of mastering the skill and lead students to excitement	• Students reflect their learning of the day through reflection • Students share their real life application of the learning and feel proud about it • Students express what have they realized about themselves or any other discovery • Students feel motivated to master the skills	• *Teacher builds on students' response and guide them to apply in real life* • *The teacher says, "This skill is important during interview session as it helps you to outshine others with your experience."* • *Teacher asks, "So, what have you realized about yourself after the lesson?"* • *Teacher asks, "How will you apply this value at school?"*
Application	Teacher requests students to summarize the learning and ensure they share application examples		
Explanation	Teacher gives attractive examples to intrigue the motivation of students to learn		

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5.2   CRAMVIL: The Descriptive of the Codes

Each teaching mode will be explained with a general description, followed by its components with related indicators to illustrate the situated classroom context. Teachers need to constantly monitor their students' behaviour and action as a virtual feedback whether have they been effectively depicting the exemplary dispositions and practices in their classroom teaching. Virtual feedback in this context means the situated immediate response given by the students (reaction) due to the teachers' action. This is supported by Black and William (2009) who both agree that giving constructive feedback immediately after assessing student's behaviour is the most effective time period to motivate and shape students character. Then, the researcher will describe every teaching mode element with related examples of disposition or practice in the following sub-section.

Since this study used multiple data collection techniques, the source of the data for this study are given in acronyms. For example, in the Acronym (V6, ETI, 17-3-2014), V6 means the exemplary teacher, ETI means Exemplary Teacher Interview and 17-3-2014 is the date interview was conducted. Similarly, the acronym (V11, SCO, 11-3-2014), V11 means the exemplary teacher, SCO means Situated Classroom Observation and 11-3-2014 is the date observation was conducted.

5.2.1   Creativity Teaching Mode (C-Mode)

It is important to have the right context to allow students to learn effectively and cheerfully. The quality is enthusiasm. It has the characteristics of excitement is gusto, zeal, energetic and others which include love. It is exemplified through expressive body action and facial motion. The classroom atmosphere is vibrant, cheerful and revive. Teachers need to be creative to utilize the tools to deliver the knowledge or instil value in an

imaginative approach. According to Urban (2007), great teachers have special quality such as imaginative, a good story teller and energetic.

5.2.1.1 C-Mode Components

C-Mode has two components, namely 'Expression' and 'Context'. If teachers depict excellent 'Expression' component, students will pay full attention to what the teachers convey in class. They (students) feel interested and motivated to the learning topic with energetic and cheerful expression, looking forward to the learning activity.

> *'Well, students are engaged with what teachers are saying; at least they feel interested and motivated with the learning objective.'*
>
> (V11, ETI, 17-3-2014)

> *'I can see the expression of cheerful and energetic in their faces and they are really looking forward to the activities.'*
>
> (V6, ETI, 17-3-2014)

Example of practices and dispositions in class of 'Expression' component include teacher depicting different characters, exemplifying different emotions and tells story with body actions.

> *Teacher crawls on the floor to exemplify soldier's movement.*
>
> (V11, SCO, 11-3-2014)

> *Teacher acts different emotions spontaneously such as angry, sad, happy, excited…*
>
> (V11, SCO, 11-3-2014)

> *'I tell story with various facial expression and body action.'*
>
> (V6, ETI, 17-3-2014)

Teachers create appropriate 'Context' which able to involve students in the role play and generate the feeling of excitement or anxious in relation to the learning objective context.

'Students feel and express the emotions such as excited, scary, energetic, happy, different kind of emotions… It's funny to see their reactions sometimes...'

(V6, ETI, 17-3-2014)

'... also they are highly involved in the role play with enthusiasm'

(V11, ETI, 1-4-2014)

Example of practices and dispositions in class of 'Context' component include teacher utilizing tools such as props, stationeries and other materials in relation to the learning objective and thus strengthen contextual learning. In addition, the utilization of music, classroom space and decoration is essential to create contextual and emotional learning. Music can change the person's mood and impact learning powerfully (Gouzousais et. al., 2013)

'...I play scary music to create the background of eeriness.'

(V11, ETI, 17-3-2014)

Teacher uses printed food and costume pictures to teach cultural diversity

(V11, SCO, 11-3-2014)

Teacher requires students to use chairs as bricks to build the barn and newspaper for the animal's costume

(V11, SCO, 11-3-2014)

5.2.1.2 C-Mode Elements

'Expression' component of Creativity Teaching Mode (C-Mode) comprises two elements, namely 'Body Action' and 'Facial Motion'.

The first element of 'Expression' component is 'Body Action' meaning teacher expresses big and energetic body movements and catches students' full attention.

'...crawling on the floor to exemplify soldier's movement in that day's class.... It is important to make it real. Just like embracing the value actions, it has to be real. It is easier to catch their attention.'

(V11, ETI, 17-3-2014)

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The second element of 'Expression' is 'Facial Motion' meaning teacher expresses different facial expressions to exhibit different emotions that catch students' attention.

> *'Children like to view body actions and feel the emotions. A good teacher is a good actor, someone who can act different emotions spontaneously such as angry, sad, happy, excited, etc.*

<div align="right">(V6, ETI, 17-3-2014)</div>

'Context' component of Creativity Teaching Mode (C-Mode) comprises two elements, namely 'Tools' and 'Atmosphere'.

The first element of 'Context' is 'Tools' meaning teacher uses props, stationeries or other materials to create a realistic context and feelings. Creativity of teacher is needed to present the learning objective in different ways of presentation.

> *'I also like to use props, stationeries and other materials to create the feeling of the environment. It is awesome when you can see the students' emotions are controlled by your words, actions and expression.'*

<div align="right">(V6, ETI, 17-3-2014)</div>

> *'This is like an art which engages a certain extent of creativity… Always look for new ways to teach in classroom. It is the context that makes the students excited, and feels in accordance to the learning objective of the session. They can remember better…'*

<div align="right">(V11, ETI, 17-3-2014)</div>

The second element of 'Context' is 'Atmosphere' meaning teacher creates excellent context and students feel in accordance to the learning objective of the session. The context also allows students to immerse into the learning situation.

> *Students feel either excited, scary, energetic, happy, different kind of emotions*
<div align="right">(V6, ETI, 1-4-2014)</div>

> *'…It is the context that makes the students excited, and feels in accordance to the learning objective of the session. They can remember better…'*

<div align="right">(V11, ETI, 17-3-2014)</div>

Table 5.4 shows the summary of Creativity Teaching Mode extracted from the Codes of

Exemplary Situated Teaching for Character Education.

Table 5.4: Summary of Creativity Teaching Mode

C-MODE			
Expression	**Description**	**Indicators**	**Examples**
Body Action	Teacher expresses big and energetic body movements	• Students are engaged with full attention • Students feel interested and motivated • Students look cheerful and energetic	• *Teacher crawls on the floor to exemplify soldier's movement*
Facial Motion	Teacher expresses different facial expressions to exhibit different emotions		• *Teacher acts different emotions spontaneously such as angry, sad, happy, excited, etc.* • *Teacher tells story with various facial expression and body action*
Context	**Description**	**Indicators**	**Examples**
Tools	Teacher utilizes props, stationeries or other materials to strengthen contextual leaning	• Students feel and express the emotions created by the teachers such as frightened, excitement, sad and etc. • Students are involved in the role play with enthusiasm	• *Teacher plays scary music to create the background of eeriness* • *Teacher uses printed food and costume pictures to teach cultural diversity*
Atmosphere	Teacher employs music, space, decoration to create contextual and emotional learning		• *Teacher requires students to use chairs as bricks to build the barn and newspaper for the animal's costume*

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5.2.2   Relationship Teaching Mode (R-Mode)

An important skill is to manage relationship with students and to ensure that it is positive and supportive. Noddings (2005) affirmed that good relationship with between students and teacher is the foundation for pedagogical activity. The quality of our students' relationship with teachers emerges as an important predicator of social relations (Howes & Tonyan, 2000) and behaviour problems (Howes & Aikins, 2002). Teaches can establish a safe classroom environment through positive interaction with encouragement and much cultivating students to express freely It relates on how teachers and students responding to each another. Zhang (2007) states that trust level of students towards teachers can be increased through the establishment of good attachment. Teachers should get to know their students more in-depth. Trust is normally based upon everyday interactions rather than only one interaction. This trust factor is imperative to allow student to be taught by teachers openly and thus able to accept learning more effective (Wooten & McCroskey, 1996). All students need to feel valued, safe and comfortable in expressing their thoughts and feelings. In addition, they should not fear to be put down or ridicule by others.

5.2.2.1 R-Mode Components

R-Mode has two components, namely 'Personality' and 'Communication'. If teachers depict excellent 'Personality' component, students will look cheerful and happy. Besides, their energy level is high and be very involved to participate actively.

> *'... an example I could think of is students will jump high up with lots of energy...'*
> (V11, ETI, 1-4-2014)

> *'Students are also in very high energy level, jumping high up vigorously me. They look really happy and cheerful.'*
> (V6, ETI, 1-4-2014)

Example of practices and dispositions in class of 'Personality' component include teacher depicting the personality of high energy level and charming during the class sessions, greeting them cheerfully by name as they enter the class. Also teaches are able to build good trust to earn respect from the students without looking at the lesson plan.

Teacher does not need to look at the class flow

(V11, SCO, 11-3-2014)

Teacher greets every student cheerfully

(V6 & V11, SCO, 11-3-2014)

Teacher jumps vibrantly during 'On-Engine' session

(V6 & V11, SCO, 11-3-2014)

Teacher laughs out loud with students

(V6 & V11, SCO, 11-3-2014)

Teachers need to express good 'Communication' component with students in order to generate better learning opportunities. Teachers who are good communicators enable students to respect each other; they actively involve students in activities and engage them in discussion. In addition, students respect each other without prejudice and bias, caring for each other through their body language such as charming smile and friendship hugs.

'They respect each other, take turn to speak and highly participative. Students actively engage in discussion.'

(V11, ETI, 1-4-2014)

'I think students will respect each other's background and free of discrimination. The body language is a good indicator as to show warmth and caring.... they hug... they smile charmingly...'

(V6, ETI, 1-4-2014)

'Teaching is a very close bonded process as it connects between the teacher and student.

(V11, ETI, 17-3-2014)

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Example of practices and dispositions of 'Communication' component in class is to allow students to communicate with one other without the mediation of teachers, proactively call on students to express during discussion or reflection session, especially to those who do not involve voluntarily at the start of the class. In addition, teachers interact with students by getting themselves kneeling on the same level with the students while they (students) are working at their desk. Teachers are proactive. They will guide students during practice session to enhance their skills and improve.

> *Students discuss with one and other without the mediation of teacher.*
> > *(V11, SCO, 11-3-2014)*

> *The teacher is kneeling for instance beside the student desk to be at the same level with the student.*
> > *(V6, SCO, 11-3-2014)*

> *The teacher calls on students who did not express during discussion or reflection session.*
> > *(V11, SCO, 11-3-2014)*

> *Teacher personally guide weaker students during practice session.*
> > *(V6 & V11, SCO, 11-3-2014)*

5.2.2.2 R-Mode Elements

'Personality' component of Relationship Teaching Mode (R-Mode) comprises three elements, namely 'Energy' 'Charming' and 'Trust'.

The first element of 'Personality' component is 'Energy' meaning teacher exemplifies high energy level of big body movements and loud clear verbal expression to attract their attention and to keep up with the teacher. Energy is able to bring the relationship between teacher and students closer.

> *'...Students can feel your power and energy level, in other words, they will be like you too. Learning needs energy, learning needs vibration.'*
> > *(V6, ETI, 17-3-2014)*

'...Teaching is a high-energy job especially student-centred and active learning approach. The kids have high energy. We need to be able to keep up with them. Energy brings our relationship closer.'

<div align="right">(V11, ETI, 17-3-2014)</div>

The second element of 'Personality' component is 'Charming' meaning teacher shows friendly and joyful smile.

'...form of greeting and letting the students know that I am always charming... be in ready to have fun with them.

<div align="right">(V11, ETI, 17-3-2014)</div>

The third element of 'Personality' component is 'Trust' meaning teacher knows the subject and lesson flow clearly to gain students' respect.

'...They respect you only when you really know your stuff. I remember first I started teaching here constantly looking at the lesson plan and the lesson flow and procedure as I wasn't really clear. With such, students had that look like doubting. I assumed their mind was like 'are you sure you know? Should I believe her?.... Trust is so important to begin building a relationship with students and gradually nurturing them.'

<div align="right">(V6, ETI, 17-3-2014)</div>

'Communication' component of Relationship Teaching Mode (R-Mode) comprises three elements, namely 'Interaction' 'Engagement' and 'Proactive'.

The first element of 'Communication' component is 'Interaction' meaning teacher treats every student with respect, care and fairness.

'Hmm…. I suppose the way of interaction… For example, I always kneel besides the student's desk to be at the same level'

<div align="right">(V11, ETI, 17-3-2014)</div>

'I know it is difficult to be unbiased as teachers are also human being…… I have seen teachers who are fond of a group of students, even they misbehave, and the treatment to them was different. I think it is sending a message to other students that fairness doesn't exist as long as you can be teacher's pet, then you are safe.'

<div align="right">(V11, ETI, 17-3-2014)</div>

The second element of 'Communication' component is 'Engagement' meaning teacher engages all students to voice out during discussions.

> *I think it is important to have an equitable classroom so everyone gets a chance to speak. Nonetheless, when I see some quiet students ... I will call on them... It is a habit, a practice. If I permit students to hide themselves, they will be hiding forever.*
>
> (V11, ETI, 17-3-2014)

The third element of 'Communication' component is 'Proactive' meaning teacher is initiative o guide students in equipping skills and instilling values.

> *'As a teacher, it is so important to be observant. I constantly checking on my students, identifying what individual students need and providing high level of support to the students who they feel need help the most.... He was happy when I positioned him as the leader of the class sometimes to ensure the rules of the class were well followed. He told me once that, 'I am very happy as you are the first teacher allowing me to be a leader.' Sometimes, he came to me and apologize, 'Sorry teacher. I can't control myself. I didn't eat medicine just now.' He is under a hyperactive medication. Sometimes, it is just about a different approach to care for student and help them to fulfil their needs and guide them to improve.'*
>
> (V6, ETI 7-3-2014)

Table 5.5 shows the summary of Relationship Teaching Mode extracted from the Codes of Exemplary Situated Teaching for Character Education.

Table 5.5: Summary of Relationship Teaching Mode

R-MODE			
Personality	**Description**	**Indicators**	**Examples**
Energy	Teacher exemplifies high energy level of big body movements and loud clear verbal expression	• Students' energy level is high and participate actively • Students look cheerful and happy • Students respect the teacher by acknowledging the given feedback	• *Teacher greets every student cheerfully* • *Teacher jumps vibrantly during 'On-Engine' session* • *Teacher does not need to look at the class flow* • *Teacher laughs out loud with students*
Charming	Teacher shows friendly and joyful smile		
Trust	Teacher knows the subject content and lesson flow clearly		
Communication	**Description**	**Indicators**	**Examples**
Interaction	Teacher treats every student with respect, care and fairness	• Students have equal chance to speak • Students improve after receiving guidance from teacher • Warm and caring body and verbal language are shown • Students are active and participative	• *Students talk to one and other without teacher's mediation* • *Teacher calls on students who did not express during discussion or reflection session* • *Teacher personally guide weaker students during practice session* • *The teacher is kneeling beside the student desk to be at the same level with the student*
Engagement	Teacher engages all students to voice out during discussions		
Proactive	Teacher makes the initiative to guide students in equipping them with skills and instilling values		

5.2.3   Assessment Teaching Mode (A-Mode)

A vital responsibility of a teacher is to update deliberate and accurate records of students' learning progress and assignment completion. This also gives feedbacks to students for improvements. This component is essential because it serves as a tool to notify parents and students about students' learning. In addition, it allows teachers to monitor the progress learning of the students thus adjusting the next instructional pedagogy accordingly.   Teachers use the assessment data to modify their teaching strategies to better cater to their students' needs (William, 2006). It is not about 'book keeping' of grades and marks but rather than using the records to keep themselves informed about their instruction and how to make pragmatic decisions from these records (Black, 2000).

Reflecting enables teachers to understand their actions which eventually lead to an impact of student learning. With such, teacher can make deliberate and accurate self-assessment of teaching to have continuous improvement. It is for teacher to assess their teaching-learning process and make adjustments to it to improve the learning outcomes of the students (Pompham, 2008). With the practice of reflection, the acquired skills through experience can be used for future teaching. In a period, this way of reflective thinking as well as critically analysing teaching approaches through the lens of students learning allow teachers to improve in teaching and learning.

5.2.3.1 A-Mode Components

A-Mode has one component, namely 'Improvement'. If teachers possess good assessment practice, student's progress and assignment are updated via the online system right after the class. In addition, teacher is able to accurately assess the effectiveness of activities used as well as to modify or identify specific ways which the teaching might be improved.

'..As for reflecting, teacher can assess the activities very well and identify specific ways so that the lesson can be improved. Of course, it must come with suggestions for improvement.. .'

<div align="right">(V11, ETI, 1-4-2014)</div>

'By citing examples, I can periodically monitor adjust my lesson plan to suit and build their character in accordance'

<div align="right">(V6, ETI, 17-3-2014)</div>

'Hmm…… students have virtual time to check their progress via online as well as ensuring the completed assignment was recorded.'

<div align="right">(V11, ETI, 1-4-2014)</div>

Example of practices and dispositions in class of 'Improvement' component include teacher records formal assessment electronically, and remark students' assignment in the record book. Also, teacher's journal indicates lesson improvements.

5.2.3.2 A-Mode Elements

'Improvement' component of Assessment Teaching Mode (A-Mode) comprises two elements, namely 'Recording' and 'Reflecting'.

The first element of 'Improvement' component includes 'Recording' meaning teacher updates student's learning progress and assignment completion.

'It is important. We need to keep track of student completion of assignments...I record formal assessments electronically... I also record about the student's assignment in the record book.'

<div align="right">*(V6, ETI, 17-3-2014)*</div>

The second element of 'Improvement' is 'Reflecting' meaning teacher deliberate and accurate self-assessment of teaching to have continuous improvement.

'I can determine where to make amendments and improvements in my future lessons'

<div align="right">(V6, ETI, 17-3-2014)</div>

'...I have a journal keeping track of my teaching practice as well. I always reflect my teaching practice after the class to improve. I need to make a deliberate and accurate assessment of my lesson… make amendments for future.

<div align="right">(V6, ETI, 17-3-2014)</div>

Table 5.6 shows the summary of Assessment Teaching Mode extracted from the Codes of Exemplary Situated Teaching for Character Education.

Table 5.6: Summary of Assessment Teaching Mode

A-MODE			
Improvement	**Description**	**Indicators**	**Examples**
Recording	Teacher updates student's learning progress and assignment completion	• Student's progress is updated via the online system • Student's assignment check is updated via the online system	• *Teacher records formal assessments electronically, using Prokidz Live* • *Teacher records remark student's assignment in the record book*
Reflecting	Teacher makes a deliberate and accurate self-assessment of teaching to have continuous improvement	• Teacher identifies areas to improve teaching in reflection • Teacher suggests ways to improve student's learning outcome in reflection	• *Teacher's journal shows the suggestions to improve student learning* • *Teacher's journal comments about the class atmosphere and flow*

5.2.4 Motivation Teaching Mode (M-Mode)

A "culture for learning" describes the learning environment and atmosphere in the classroom that reflects the emphasis on quality work undertaken by the students. Students have high expectations on themselves which constantly striving for quality work which will in turn gain great satisfaction and feel proud of it. It has become the norm to appreciate hard work and persistency. The study of Berger's *An Ethic of Excellence* (2003) is very similar to this research in showing how can teachers establish the culture of excellence. It is inculcating the importance and persistency in producing quality work from students. He says 'once a student sees that he or she is capable of excellence, that student is never quite the same' (p. 112). Feedback has to be given timely allowing students to make further improvement.

5.2.4.1 M-Mode Components

M-Mode has two components, namely 'Advancing' and 'Learning'. If teachers depict excellent 'Advancing' component in class, students believe the importance and appreciate what is being learned as well as having high expectation for expression and work products.

> *'To me, students have the belief and know what is important of things that they learned. They know the importance and be really attentive and serious about learning it.'*
>
> (V6, ETI, 1-4-2014)

> *Students ask permission to re-do for better quality outcome.*
>
> *(V11, SCO, 11-3-2014)*

Example of practices and dispositions in class of 'Advancing' component include teacher constantly encourages students to work hard; always expect high quality work instead of merely accepting moderately quality of work. Teachers tend to also request to have high

quality work from students. They (teachers) always recognize the effort and persistency of students in completing their work.

> *'I like to nurture students to have high expectations on themselves by giving high-quality work and I do recognize their effort and persistence for completing it.'*
>
> *(V6, ETI, 17-3-2014)*

> *The teacher says, "I know it is hard, but if you master this at this age, you are awesome!"*
>
> *(V11, SCO, 11-3-2014)*

> *The teacher hands the assignment back to student and says "You have yet to meet the benchmark due to insufficient elaboration" The student accepts and re-do it without moaning*
>
> *(V11, SCO, 11-3-2014)*

Teachers who pay close attention to the 'Learning' components will constantly monitor the students and observing them. Students will be highly motivated to improve after the given constructive feedback by teachers. In addition, students are able to comprehend and learn through teacher's scaffolding. With such, students are also trained to synthesize the learning of the class.

> *Pay very close attention to student's understanding and walking around to monitor students. Constantly observing...*
>
> (V11, SCO, 17-3-2014)

> *'...Students are highly motivated to improve after the given feedback.'*
>
> (V11, ETI, 1-4-2014)

> *'...They take feedback seriously and always thirst to have them for improvement...'*
>
> (V6, ETI, 17-3-2014)

Example of practices and dispositions in class of 'Learning' component include teacher scaffold according to students' current ability and learning needs. In addition, teacher is willing to try out and experiment on students' suggestion openly.

> *Teacher says, "Let's do this way, and see whether it fits you better."*
>
> (V11, SCO, 17-3-2014)

The teacher stops the lesson halfway and says "Why not we do it this way?"

(V11, SCO, 17-3-2014)

The teacher says right after the student's presentation, "You need to improve your eye contact by looking straight at the audience instead on the floor."

(V6, SCO, 11-3-2014)

5.2.4.2 M-Mode Elements

The 'Advancing' component of Motivation Teaching Mode (M-Mode) comprises three elements, namely 'Encouragement', 'Growth' and 'Quality'.

The first element of 'Advancing' component includes 'Encouragement' means teacher convinces students that they can master with reasons.

'...I always create a platform for students to have the feeling of improvement. They need to have the feeling of advancing, moving forward even it is minute. Our words of encouragement to them are so important...'

(V11, ETI, 17-3-2014)

"...I always encourage students by saying 'you can do it', 'you are improving', 'yes, you can! They trust my words, and will try their best to do it and improve...'

(V6, ETI, 17-3-2014)

The second element of 'Advancing' component is 'Growth' meaning teacher inculcates the growth mind-set to put in effort instead of depending on innate talent to excel. Only through effort, can achieve high levels.

'...we should focus on the learning process instead of only result. We can improve by learning from mistake instead of depending on innate talent'

(V6, ETI, 17-3-2014)

'...individuals believe that they can overcome obstacles and improve as long as they put in more effort to challenge...We as teachers need to communicate this to our students.'

(V6, ETI, 17-3-2014)

The third element of 'Advancing' is 'Quality' component meaning teacher communicates the rubric and ensures high quality performance is met.

'...I explain the rubrics of assessment to the students every class.'

(V11, ETI, 17-3-2014)

'...I always communicate the rubric and ensure high quality performance is met..'

(V6, ETI, 17-3-2014)

'...the culture should require hard work and be persistent to produce quality work. Students have high expectation for themselves as they strive for self- satisfaction ... They feel pride of their work.'

(V6, ETI, 17-3-2014)

The 'Learning' component of Motivation Teaching Mode (M-Mode) comprises two elements, namely 'Scaffold' and 'Feedback'.

The first element of 'Learning' component include 'Scaffold' meaning teacher amends the teaching approach or difficulty level to meet student's learning needs.

'...Oh... I monitored the students and realized that they were not at that skill level to perform the tasks. Hence, I need to scaffold.'

(V11, ETI, 17-3-2014)

The second element of 'Learning' component is 'Feedback' meaning teacher gives constructive feedback in a timely manner so that students can improve with the given feedback.

'It is important to give constructive feedback so that students know what to improve. The best is to give feedback right after the task.'

(V6, ETI, 17-3-2014)

'...always praise my students for their good deeds, effort and behaviour. It is considered as a feedback for them, to motivate them. Importantly, it has to be explained with reasons. Students need to know the reason of me appraising them in order to keep that motivation going to do better.'

(V6, ETI, 17-3-2014)

The teacher says right after the student's presentation, "You need to improve your eye contact by looking straight at the audience instead on the floor."

(V6, SCO, 17-3-2014)

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Table 5.7 shows the summary of Motivation Teaching Mode extracted from the Codes of

Exemplary Situated Teaching for Character Education.

Table 5.7: Summary of Motivation Teaching Mode

M-MODE			
Advancing	**Description**	**Indicators**	**Examples**
Encouragement	Teacher convinces students that they can master with reasons	• Students feel motivated and believe in themselves attempting challenges	• *The teacher says, "I know it is hard, but if you master this at this age, you are awesome!"*
Growth	Teacher inculcates the growth mind-set to put in effort instead of depending on innate talent to excel	• Students have self – expectation and strive to meet	• *The teacher hands the assignment back to student and says "You have yet to meet the benchmark due to insufficient elaboration" The student accepts and re-do it without moaning*
Quality	Teacher communicates the rubric and ensures high quality performance is met.	• Students ask for permission to re-do for better quality outcome • Students feel satisfied with the continuous improvement	• *The teacher says 'You don't need to be talented to speak, because you have been working hard to practice your speech, you pass your assignment.'*
Learning	**Description**	**Indicators**	**Examples**
Scaffolding	Teacher amends the teaching approach or difficulty level to meet student's learning needs	• Students are able to comprehend and learn • Students are able to synthesize the	• *Teacher says, "Let's do this way, and see whether it fits you better."* • *The teacher stops the lesson halfway and says "Why not we do it this way?"* • *The teacher says*

Feedback	Teacher gives constructive feedback in a timely manner so that students can improve with the given feedback	learning through teacher's feedback • Students improve after receiving feedback and practicing	*right after the student's presentation, "You need to improve your eye contact by looking straight at the audience instead on the floor."*

5.2.5   Value Teaching Mode (V-Mode)

Students are able to involve actively and deeply with the lesson as long as the classroom environment is in an orderly manner, productive atmosphere and democratic style of learning. This is supported by Battistich (2008) as he claims that in a democratic environment, students are given opportunity to make decisions, act upon those decisions and reflect the results of the taken actions. A productive classroom consists clear standard of conduct. Students clearly know what behaviour to expect from their classmates and aware what actions or behaviours are permissible. Even their behaviours are corrected in class, students accept it and yet their dignity is not undermined. Teachers do not view positive student behaviour as the end of character development, but moving on to a higher levels of personal development (Hal, 2007).

5.2.5.1 V-Mode Components

V-Mode has one components, namely 'Behaviour' with four elements 'Monitor', 'Deal', 'Advocate' and 'Professionalism'. If teachers are good at instil values in the classroom, students could be seen to respect and helping each other as well as reminding about the class rules. Even through non-verbal gesture portrayed by the teachers, students

will know and correct their behaviour immediately.

Student speaks only when the classmates has finished speaking, they initiatively help each other, the best part is the student remind each other about the classroom rules.

(V11, SCO, 11-3-2014)

The psychic part is when teacher has any non-verbal gesture or look; the students automatically correct their behaviour.

(V6, SCO, 11-3-2014)

Example of practices and dispositions in class of 'Behaviour' component include teacher's monitoring and dealing with behavioural issue either giving a non-verbal cue or through a verbal personal talk with the student.

Teacher is walking around and putting an eye on student's behaviour

(V11, SCO, 11-3-2014)

Teacher gives a student a 'stern look', immediately student stops talking to his friend

(V6, ETI, 17-3-2014)

The teacher speaks privately to a student about misbehaviour....'For me, I try to go inside their inner world to find out why do they behave such a way? Are they trying to show off? Are they trying to get my attention? Remember Wen Yi, the girl who felt upset as she was lined behind? I talked to her privately after the class. I got to know that she was neglected by her friends at school always. When she came to the centre, she was very happy as everyone treated her as friend. However, she felt being neglected again when she saw everyone was in front and left her behind...'

(V11, ETI, 17-3-2014)

5.2.5.2 V-Mode Elements

The first element of 'Value' is 'Monitor' meaning teacher observes student's behaviour subtly and is sensitive to student's needs

'....I need to be sensitive to their behaviour all the time... I cannot observe them directly but to walk around and keep close eyes on them to seek upon their needs and meet accordingly...'

(V11, ETI, 17-3-2014

'I seem to have eyes in the backs of my head. I am a monster. When monitoring behaviour, I am aware of student's passing notes in the classroom or bothering their

classmates… I need to be aware of the happening in the classroom …'

<div align="right">(V11, ETI, 17-3-2014)</div>

The second element of 'Value' is 'Deal' meaning teacher deals misbehave students immediately and effectively

'...It is the teachable moment that I need to catch. If students are misbehaving, I need to deal with it immediately as the moment of intensity, or feeling is there..

<div align="right">(V11, ETI, 17-3-2014)</div>

'If a student in my class says something rude and mean, and I ignore it, I have taught students two things… is ok to be like that… is alright for other students to behave that way too.. It is essential for the teacher to uphold the values and deal with misbehaviour students…'

<div align="right">(V6, ETI, 17-3-2014)</div>

The third element of 'Value' is 'Advocate' meaning teacher takes leadership role to constantly instil values as a role model.

'Teacher speaks polite words such as "please", "thank you", "welcome" and ensure students do the same… '

<div align="right">(V11, SCO, 11-3-2014)</div>

'...Teachers need to be tough… we need to hold them accountable, and they need to know we will….'

<div align="right">(V6, ETI, 17-3-2014)</div>

The forth element of 'Value' is 'Professionalism' meaning teacher is able to spontaneously deal unexpected circumstances well.

Teacher speaks privately with misbehave student.

<div align="right">(V11, SCO, 17-3-2014)</div>

'Like Elvis, the hyperactive child. Though I am very strict on him in terms of values, he still hugs me at the end of every class. What's more, he likes to give me a sudden surprise of 'hug' to show his affection as he knows I care for him.'

<div align="right">(V6, ETI, 17-3-2014)</div>

Table 5.8 shows the summary of Value Teaching Mode extracted from the Codes of Exemplary Situated Te aching for Character Education.

Table 5.8 Summary of Value Mode of Teaching

V-MODE			
Value	**Description**	**Indicators**	**Examples**
Monitor	Teacher observes student's behaviour subtly and sensitive to students' needs	• Students respect each other by the action of waiting for their turn to speak	• *Teacher is walking around and putting an eye on student's behaviour*
Deal	Teacher deals misbehave students immediately and effectively	• Students feel guilty after listening to teacher's advice	• *Teacher speaks polite words such as "please", "thank you", "welcome" and ensure students do the same*
Advocate	Teacher takes leadership role to constantly instil values as a role model	• Students remind each other about the class values through verbal and action	• *Teacher gives a student a 'stern look', immediately student stops talking to his friend*
Professionalism	Teacher is able to spontaneously deal unexpected circumstances well		• *Teacher speaks privately with a misbehave student*

5.2.6 Instructional Teaching Mode (I-Mode)

Teachers conduct the class with interesting instructional skills with clarity, articulation of voice, various intonations which student's attention can be caught. With good classroom management and clear given directions, students are able to learn effectively and attentively.

5.2.6.1 I-Mode Components

I-Mode has two components, namely 'Verbal' and 'Coordination'. If teachers depict excellent 'Verbal' component, students pay full attention what the teacher is saying and they feel motivated and interested with the lesson with a cheerful and happy smile.

'...attend fully and they look fun...'

Example of practices and dispositions in class of 'Verbal' component include teacher giving excellent verbal expression such as the change of voice volume and intonation in accordance to the character.

Teacher speaks like a monster, girl, old man or any others depicting the character
(V11, SCO, 11-3-2014)

Teacher speaks softly and suddenly shrieks to depict a sudden happening of the story.
(V6, SCO, 11-3-2014)

Teachers, who depict excellent 'Coordination' component able to nurture students to utilize the time for maximum productivity, be initiative to distribute and collecting lesson props and materials, transition and other routines are accomplished smoothly, as well as efficiently engage in group activities to complete task efficiently.

'Students ensure their time is used productively. They take initiative to ensure time is used wisely and react quickly.'
(V11, ETI, 1-4-2014)

'...moving from one activity to another, they response quick, they take the materials and distribute quickly too.'
(V6, ETI, 1-4-2014)

'...students are efficient to handle the group independently without much prompting or arrangement by me...'
(V6, ETI, 17-3-2014)

Example of practices and dispositions in class of 'Coordination' component include teacher establishing transition communication signals and clear instructional giving.

Teacher uses counting down method to signal students back to their seats
(V6, SCO, 11-3-2014)

Teacher uses verbal phrases "Go", "Move On" to signal for transition

<div align="right">(V11, SCO, 11-3-2014)</div>

The teacher has an established timing device, such as counting down, to signal students to return to their desks.

<div align="right">(V11, SCO, 11-3-2014)</div>

'I give instruction by saying, "Step 1 … Step 2… Step 3…'

<div align="right">(V6, ETI, 17-3-2014)</div>

5.2.6.2 I-Mode Elements

The 'Verbal' component of Motivation Teaching Mode (M-Mode) comprises three elements, namely 'Voice' and 'Intonation'.

The first element of 'Verbal' component is 'Intonation' means teacher uses different voice pitch to express verbally.

'...I spoke softly and suddenly shrieked *to depict a sudden happening of the story. The students shrieked together with me. That's the power of intonation!'*

<div align="right">(V6, ETI, 17-3-2014)</div>

The second element of 'Verbal' component is 'Voice' means teacher articulates the voice change in accordance to the role.

'...vary according to the character and emotions with audible voice volume. I can speak like a monster, girl, old man or any others depicting the character.

<div align="right">(V6, ETI, 17-3-2014)</div>

The 'Coordination' component of Motivation Teaching Mode (M-Mode) comprises four elements, namely 'Attention', 'Clarity', 'Transition' and 'Pacing'.

The first element of 'Coordination' component is 'Attention' meaning teacher captures student's attention through verbal or action.

'I use count down method to signal my students to return to their seats...'

<div align="right">(V11, ETI, 17-3-2014)</div>

'I establish signal to get attention, such as raising hands or off the lights….

<div align="right">(V6, ETI, 17-3-2014)</div>

The second element of 'Coordination' component is 'Clarity' meaning teacher gives clear instruction and explanation.

'...ensuring all instructions are delivered well and clear...'

<div align="right">(V6, ETI, 17-3-2014)</div>

'...give clear instruction by saying, "Step 1 ... Step 2... Step 3...or "First, Second, Third…'

<div align="right">(V11, ETI, 17-3-2014)</div>

The third element of 'Coordination' component is 'Transition' meaning teacher is able to transit from one session to another with efficiency.

'...to me, the best transition from one activity to another is when students assume self-responsibility to ensure efficiency of time used....'

<div align="right">(V6, ETI, 17-3-2014)</div>

'*...1000% important to have a smoothly functioning classroom…. My job is to create and ensure the routines and procedures are carried out smoothly to ensure the increase efficiency...*

<div align="right">(V11, ETI, 17-3-2014)</div>

The fourth element of 'Coordination' component is 'Pacing' meaning teacher follows the duration of each lesson.

'...I cannot bear with the time lost… I need to start and end on time...'

<div align="right">(V11, ETI, 17-3-2014)</div>

Table 5.9 shows the summary of Instructional Teaching Mode extracted from the Codes of Exemplary Situated Te aching for Character Education.

Table 5.9: Summary of Instructional Teaching Mode

I-MODE			
Verbal	**Description**	**Indicators**	**Examples**
Intonation	Teacher uses different voice pitch to express verbally	• Students pay full attention to teacher's class	• *Teacher speaks like a monster, girl, old man or any others depicting the character*
Voice	Teacher articulates the voice change in accordance to the role	• Students are interested and motivated to learn • Students look cheerful and happy	• *Teacher speaks softly and suddenly shrieks to depict a sudden happening of the story.*
Coordination	**Description**	**Indicators**	**Examples**
Attention	Teacher captures student's attention through verbal or action	• Students react efficiently with minimal time waste	• *Teacher uses counting down method to signal students back to their seats*
Clarity	Teacher gives clear instruction and explanation	• Students engage in discussion productively	• *Teacher gives clear instruction through step-by-step (e.g. Step 1…Step 2… Step 3*
Transition	Teacher is able to transit from one session to another with efficiency	• Students learn and able to go through the entire lesson plan	• *Teacher begins and ends class timely*
Pacing	Teacher follows the duration of each lesson unit	• Students take initiative to distribute the props, materials or others efficiently • Students understand the instruction well and begin activity quickly	• *Teacher uses verbal phrases "Go", "Move On" to signal for transition*

5.2.7 Linkage Teaching Mode (l-Mode)

Teachers instil values and develop skills in students through classroom communication and activities. Importantly, teaches need to make the learning objective prevalent to students. Exemplary teachers will excite students by externalizing their prior knowledge and enable them to recap the learning objectives. This is supported by Robinson (2008) who states that is essential to link the learning objective to student's prior knowledge and intrigue their learning interest. Students are also required to reflect their learning and it is the teacher's craft to link the learning happenings in class to student's daily life. It is when students feel the importance of such values and skills, only then they are motivated to master the learning.

5.2.7.1 L-Mode Components

L-Mode has two components, namely 'Hook' and 'Experiential'. If teachers carry out excellent 'Hook' component, students are able to recap what they have learned at the end of the class and also share their experiences and knowledge about the topic with enthusiasm.

'Students are able to recap what's learned after the class and of course be very enthusiastic about the learning objective.'

(V6 & V11, ETI, 1-4-2014)

Example of practices and dispositions in class of 'Hook' Component include teacher state clearly the learning objective of the lesson. Teacher also links the learning objective or skill to some real life examples.

Teacher asks, "What is the value and CTLS Focus today?"

(V11, ETI, 17-3-2014)

Teacher asks, "Who has done volunteering work before? Share your experience."

(V11, SCO, 11-3-2014)

Teachers, who practice the 'Experiential' component excellently, enable students to share what they have discovered, summarize and apply their learning.

> *'Students share what they have discovered through the learning process and summarize their learning from the lesson.'*
>
> (V11, ETI, 1-4-2014)

> *'It is important to see students are given the opportunity for reflection to consolidate their understanding. Better still, students can apply their learning.'*
>
> (V6, ETI, 1-4-2014)

Example of practices and dispositions in class of 'Experiential' component include teacher builds on students' responses and relate the learned skills and importance of them in real life situation.

> *'I normally build on students' response and guide them to apply in real life…'*
>
> (V11, ETI, 17-3-2014)

> *The teacher says, "This skill is important during interview session as it helps you to outshine others with your experience"*
>
> (V11, SCO, 11-3-2014)

> *Teacher asks, "So, what have you realized about yourself after the lesson?"*
>
> (V6, SCO, 11-3-2014)

> *Teacher asks, "How will you apply this value at school?"*
>
> (V6, SCO, 11-3-2014)

5.2.6.2 L-Mode Elements

The 'Hook' component of Linkage Teaching Mode (L-Mode) comprises two elements, namely 'Objective' and 'Prior Knowledge'.

The first element of 'Hook' component is 'Objective' means teacher conveys the learning objective at the beginning of the class and recap at the end of the class.

> *'...when I convey the learning objective with fun and excitement they will listen and remember. I need to create a hook to hook their attention...'*
>
> (V6, ETI, 17-3-2014)

'It is important to ensure all students remember the learning objective as it is the central of lesson. It is the key words that will be imprinted in their mind. They are ready for the class and each activity can relate to the learning objective.'

(V11, ETI, 17-3-2014)

The second element of 'Hook' component is 'Prior Knowledge' means teacher creates interest of students by drawing out their prior knowledge.

' ...asking questions are for me to understand their level of understanding in relation to the value they are learning for the day...'

(V6, ETI, 17-3-2014)

'...students feel very excited and eager to learn more when they feel a sense of excitement and pride as they have known something.'

(V11, ETI, 17-3-2014)

The 'Experiential' component of Linkage Teaching Mode (L-Mode) comprises two elements, namely 'Objective' and 'Prior Knowledge'.

The first element of 'Experiential' component is 'Explanation' means teacher gives attractive examples to intrigue the motivation of students to learn.

'I suppose when explaining the value concepts and skills to students, use real life examples to connect the value explanations ...'

(V11, ETI, 17-3-2014)

'I truly believe that these children are able to relate well and apply if the examples give are well connected to their daily life.'

(V6, ETI, 17-3-2014)

The second element of 'Experiential' component is 'Importance' means teacher creates the significance of mastering the skills and lead students to excitement.

'...create the excitement and importance of the learning... students will be very enthusiastic about it.'

(V6, ETI, 17-3-2014)

'I do communicate to them the importance of the value or skill they are learning.

Children need to know why they are learning, the meaning of the learning....'

<div align="right">(V11, ETI, 17-3-2014)</div>

The third element of 'Experiential' component is 'Application' means teacher requests

students to summarize the learning and ensure they share application examples.

'...also to connect with students' daily life experience ... they could build the skills and values in them after summarizing their learning of the day...'

<div align="right">(V6, ETI, 17-3-2014)</div>

'...by connecting it in their lives such as families and community members...even in their career life.... the more they are able to relate and apply the learned skills and values, the more enjoyable and meaningful learning can be.'

<div align="right">(V11, ETI, 17-3-2014)</div>

Table 5.10 shows the summary of Linkage Teaching Mode extracted from the Codes of

Exemplary Situated Teaching for Character Education.

Table 5.10: Summary of Linkage Teaching Mode

L-MODE			
Hook	**Description**	**Indicators**	**Examples**
Objective	Teacher conveys the learning objective at the beginning of the class and recap at the end of the class	• Students are able to recap what they have learned at the end of the class • Students share their experiences and knowledge about the topic with enthusiasm	• *Teacher asks, "What is the value and CTLS Focus today?"* • *Teacher asks, "Who has done volunteering work before? Share your experience."*
Prior Knowledge	Teachers creates interest of students by drawing out their prior knowledge		
Experiential	**Description**	**Indicators**	**Examples**
Importance	Teacher creates the significance of mastering the skill	• Students reflect their learning of	• *Teacher builds on students'*

	and lead students to excitement	the day through reflection	*response and guide them to apply in real life*
Application	Teacher requests students to summarize the learning and ensure they share application examples	• Students share their real life application of the learning and feel proud about it • Students express what have they realized about themselves or any other discovery • Students feel motivated to master the skills	• *The teacher says, "This skill is important during interview session as it helps you to outshine others with your experience."* • *Teacher asks, "So, what have you realized about yourself after the lesson?"* • *Teacher asks, "How will you apply this value at school?"*
Explanation	Teacher gives attractive examples to intrigue the motivation of students to learn		

5.3 Uniqueness of Codes Establishment for this Study

The researcher did a comprehensive research on the codes established by other institutions and organizations for teachers to refer and adhere. There are different ways of presentation and components in writing the codes. The following subsections provide some of the good pieces of the established codes.

A) 'Code of Professionalism and Conduct' by the General Teaching Council for Scotland (2012)

It has five major parts of teacher conduct. (i) Professionalism and maintaining trust in the profession (ii) Professional responsibilities toward pupils (iii) Professional competence (iv) Professionalism towards colleagues, parents, and carers (v) Equality and diversity. This code describes the roles and personality as a teacher in detailed. However, it

lacks the situational best practices cited with real life examples and the indicators of students, if the teachers have successfully practice and embrace the written codes.

B) *'Code of Professional Conduct for Teachers' by the Teaching Council Act 2001 (2012)*

It has six major parts of teacher conducts. (i) Professional values and relationships (ii) Professional integrity (iii) Professional conduct (iv) Professional practice (v) Professional development (vi) Professional collegiality and collaboration. This code describes the roles and personality as a teacher in detailed. Same as Code A, it lacks the situational best practices cited with real life examples and the indicators of students, if the teachers have successfully practice and embrace the written codes.

C) *'Teachers' Code of Professional Practice' by Publishing Services for the Department of Education and Training (2008)*

It has five major principles of teacher conducts. (i) Service to the public (ii) Responsiveness to the government and the needs of the public (iii) Accountability (iv) Fairness and integrity (v) Efficiency and effectiveness. This code is excellent as it explains the roles and obligation of a teacher with full description. It also includes real life examples and case studies in relation to the roles and practices in class as well as outside the class. However, it still lacked the indicators of students change if the teachers have successfully practice and embrace the written codes.

D) *'Best Practices: Resources for Teachers' by Public Schools of North Carolina (2006)*

It has four parts teacher conduct to have their best practices in class. (i) Balance the Curriculum (ii) Integrate the Curriculum (iii) Differentiated the Curriculum (iv) Provide active learning opportunities. This code describes each part with its definition and rationale

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for implementing such practices in class. It provides the roles as a teacher to implement and the effect on students. In addition, it has indicators to allow teachers to aware and know that their implementation is successful by looking at the students' actions and behaviours as well as the classroom atmosphere. However, it lacks of the real life examples that relate to the practices to facilitate teacher's imagination and understanding on the actual scenario.

The rationale of the researcher conducted this comparison was to illustrate the uniqueness of the establishment codes of this study. In Table 5.11 shows the comparison of different established codes.

Table 5.11: Comparison between the previous established codes and codes of this study

Aspects	Code A	Code B	Code C	Code D	This Study
Description of the code	√	√	√	√	√
Teachers' role & practices	√	√	√	√	√
Real life example			√		√
Indicators from students' actions and behaviours in class				√	√

The established codes in this study included all four aspects to illustrate a more comprehensive written guideline to facilitate teacher understanding to be an exemplary character educator. It (code in this study) contains all four aspects and importantly standout for having the 'real life example' aspect written. This is unique because the real life examples give the users of the codes mainly teachers to get a clearer picture of the situated teaching in a character education classroom and further enhance the understanding of description of each teaching mode.

5.4   Chapter Summary

The researcher established the codes of exemplary situated teaching for character education from the exemplary teachers at Prokidz Institution. The researcher also compiled the codes in Appendix Q for reference. The codes facilitate the understanding of what constitutes exemplary situated teaching practices and disposition for character education, typically at Prokidz Institution, thus answering the Research Question 2 of this study.

The next chapter will exemplify the findings and discuss the interview data gained from Experience Teacher Interview (ETI) and the 'learning to teach' experience of novice teachers from Novice Teacher Interview (NTI) who went through the 30-Hour Cognitive Apprenticeship Training at Prokidz Institution. Also the researcher will discuss the performance of Novice Teacher after the training.

CHAPTER 6: FINDINGS AND DISCUSSIONS

6.0   Introduction

This chapter presents the findings revealed from this research study. The findings were presented as they related to the three research questions that anchored the direction of this research study as well as the fourth research questions to describe the performance of novice teachers after the training. The findings were presented in tandem with the teachers' own words with regards to, both exemplary and novice teachers not only to illustrate the depth and complexity of the themes, but also to give voice with important experiences to share.

This section of the thesis examines four teachers. Two exemplary teachers participated in the Situated Classroom Observation (SCO), Exemplary Teacher Interview (ETI), as well as being the coach to guide the other two novice teachers throughout the cognitive apprenticeship training for character education at Prokidz Institution. Novice Teacher Interview (NTI) was also conducted to understand the factors that affect 'learning to teach' experience of novice teachers infusing the Codes of Exemplary Situated Teaching during the 30-Hour Cognitive Apprenticeship Training. In addition, the reflection from novice teachers were also used as an important data to obtain the result presented in this chapter. Same evaluation tools were employed to evaluate both exemplary teachers (exemplary teachers selection process) and novice teachers (after training).

These teachers were presented as a series of individuals, each focusing on the unique observation and interview that took place with each participant. Each individual research participant was presented in the same manner, first with a brief introduction of the teacher followed by their words and experiences as they related to the key questions. Exemplary teachers focused on providing insights of their situational knowledge in the

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context of classroom teaching experience in relation to character education as well as facilitating the establishment codes of exemplary situated teaching dispositions and practices for character education at Prokidz Institution. The novice teachers provided their factors that affect 'learning to teach' experiences at Prokidz Institution. The researcher arranges this chapter in accordance to the above two research objectives and presented the result of the collected data in a systematic manner. Research Objective 2 – 'Establishing codes of exemplary situated teaching for character education Prokidz Institution' already explained in the previous Chapter 5. Hence, this chapter focuses on Research Questions (RQ) of which are shown below:

(a) RQ 1: What is the situated knowledge of exemplary teachers at Prokidz Institution in the context of classroom teaching experience in relation to character education?

(b) RQ 3: What are the factors that affect 'learning to teach experience' from novice teachers at Prokidz Institution?

After the Novice Teacher Interview (NTI), the researcher synthesized the functions of the established Codes of Exemplary Situated Teaching for Character Education from the novice teachers' 'learning to teach' experience. Although, it wasn't part of the research questions, the researcher explained the functions of the codes in preparing novice teachers for character education in this chapter.

(c) RQ 4: How is the performance of novice teachers after the training at Prokidz Institution?

6.1 Situational Knowledge of Exemplary Teachers at Prokidz Institution

The initial focus of the interview was on the first research question for this study: What is the situated knowledge of exemplary teachers at Prokidz Institution in the context of classroom teaching experience in relation to character education? The interview began with a prompt in order to trigger their recall of events of the lesson. The

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excerpts from the interview demonstrate how observed practices from the Situated Classroom Observation (SCO) could lead to an extensive interview around a specific disposition and practice and why the teacher used and why they thought it was important and effective.

As the researcher reviewed the transcripts, the significance of these key teaching dispositions and practices continued to come to her mind. Each Exemplary Teacher Interview (ETI) began with questions drawn from the SCO. ETI interviews in this study began with questions about classroom routines that were observed, interactions between the teacher and students at the beginning of lessons or during transitions between activities, dispositions of the teacher during the class and how teachers dealt with character or behavioural issues in the classroom. Subsequent questions were included when they responded to the prepared questions during ETI.

The experiences, dispositions and practices that were represented here were the actual words of the participants as drawn from the transcripts from the ETI. Please note that all names found in the transcript were shortened to a single letter. Selected exemplary teachers for this study were coded as V6 & V11. At the time of the researcher's encounter with V11, she had been teaching for 3 years at Prokidz. As for V6, she had been teaching for 2 ½ years at Prokidz Institution. Both of them have been teaching at the Institute across Foundational to Advanced Level (according to the character education programme at Prokidz Institution). In this study, exemplary teachers were observed at the Beginner (age group 10 -12) & Intermediate Level (age group 13 – 15). The researcher first presented the first exemplary teacher – V11.

6.1.1   Exemplary Teacher (V11, ETI, 17-3-2014)

Visiting her classroom and watching her work with the students provided the researcher an opportunity to see what she believed was a truly exceptional teacher at work. V11 was an enthusiastic professional at the time of the observation. Her

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classroom was a beehive of activity and energy. V11 was effervescent, engaging and obviously enjoying what she did when she was in her classroom. It was immediately obvious to the researcher that there was a strong rapport between V11 and the students in her classroom. V11 was observed to have a usual routine that appeared very planned and intentional. She met students at the door. The initial prompt that the researcher focused on was the practice of engaging students at the door as she entered the room, ready to begin the class.

> *'It's a form of greeting and letting the students know that I am always charming... be in ready to have fun with them. I love fun! It is a personal process to me. Learning can be better when the relationship between teacher and student is good. It is a simple thing I do every time but… it is powerful...it is the easiest, most enjoyable and energy uplifting. I will greet the students individually and welcome at the door as if they are my friends entering my house.'*

V11 shared the personality a teacher should possess humorous, charming, feeling happy and energetic, and allowing students to enjoy the class.

> *'I always had the impression of teachers that they were untouchable, they were unreachable. I did not want to have that at all...I tend to reach them with humour, jokes and smiles. Like don't go in with a frown on your face or anything, be charming…….You have got to smile all the time…..You must also feel joyful and fill with energy all the time. They know they enjoy the class in such environment.'*

V11 had different perspectives about the kids' energy levels as compared to some of her colleagues.

> *'... energy of the students is what I like the most in teaching. Though sometimes, some of the teachers complained that kids have lots energy which their energy is drained off by them …'*

The interview continued on how important energy level was to a teacher. The researcher could see the great energy she had with the kids. She was really jumping high up and vibrant throughout her class.

> *'Teaching is a high-energy job especially student-centred and active learning approach. The kids have lots of energy. We need to be able to keep up with them...'*

The researcher periodically heard the teacher asking students to answer the learning objective of the day. V11 emphasized the importance to ensure all students remember the learning objective as it is the core of the lesson. It is the key words that will be imprinted in their mind. The created fun and excitement is the hook needed to hook the students' attention in learning through assessing their prior knowledge with regards to the topic.

> *'I learned that when I convey the learning objective with fun and excitement they will listen and remember. You need to create a hook to hook their attention. The learning objective is as important as it is the central of the lesson. Constantly repeating the key words will imprint in their minds. As long as I create excitement and pride in students that they have prior knowledge in regards to the topic or subject matter, they will go all-in.'*

The researcher also observed her of having big body movements and facial expressions. Saw her crawling on the floor to exemplify a soldier's movement on that day's SCO. She was good at creating an atmosphere where all students appeared to be engaging, participating and showing interest. This allows students to remember the learning objective better and to create such a context through different creative ways. She also emphasized that being energetic and expressive was also a great way to build on good relationship with students.

> *'...It is important to make it real. Just like embracing the value actions, it has to be real. Body movements and facial expressions are the key to create excitement... oh yes... big big energy...It is easier to catch their attention. With such, they can relate to the learning objective better and remember what they have learned through the created context…… being energetic and expressive to create excitement is a great way to build connection with students.'*

In addition, the researcher was intrigued by the eerie music that the teacher would play during one of her lessons. Not only body expression and body movements of the

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teacher exemplified affect the learning excitement of students, music played an important role as well. She stressed the importance of imagination and creativity. In addition, using props or tools also helped to create the context and enhance learning.

> *'...same concept as the body movements and facial expression, to make it as real as possible... Teaching is an art which requires creativity and imagination especially true of teachers because teaching is an art…, always look for new and creative ways to teach in class. It is the context that makes the students excited, and feels in accordance to the learning objective of the session. They can remember better. ……..Sometimes, I also get them to create animal costume using newspaper/waste paper.*

V11 appreciates for having this diverse group of students in allowing her to instil values such as harmony, understanding, tolerance and respect. In addition, she emphasizes herself to be the role model in demonstrating those values. She explained through a reciprocal approach especially living in such diverse background in terms of ethnicity, race, gender and socio-economic status.

> *'It is important to treat every student with respect... the students here are quite diversified. Just like us, living in Malaysia, having different ethnics. It is challenging but a good platform for me to instil values such as harmony, understanding, tolerance and respect. I have to exhibit the value of respect for students as they are from diverse groups with different ethnicity, gender, socio-economic status, race... I believe it is a reciprocal process. If you want to be treated with respect, they you have to treat others with respect too. If we want to mould a sound character, we have to be that person first...'*

She further emphasized the importance of herself being a role model to the students instilling values and shaping character. She believes that students are attuned to her actual behaviour.

> *'...As for value, it is the same. Students observe and pay attention to my actual behaviour and will reflect upon…. I need to be a good role model only then can inculcate such value in students … hence, it is necessary to be the model….*

V11 advocated in promoting and instilling a culture of positive values who always ensured her students and herself to practice in action.

> *'I advocate and take the role in promoting & instilling a culture of positive values. I always ensure my students and myself speak polite words such as 'thank you', 'please', 'excuse me', 'I am sorry'…'*

The teacher had clearly outlined the importance she saw in forming relationships with her students through giving fair and respectful treatment to every student without bias.

> *'…it is important to be fair when come to punishment for violating a classroom rule to form a positive relationship with students. I have seen teachers who are fond of a group of students, even they misbehave, and the treatment to them was different. I think it is sending a message to other students that fairness doesn't exist as long as you can be teacher's pet, then you are safe…'*

Besides being fair to students in terms of behaviour management, she also much emphasized on the importance of engaging and ensuring all voices were heard amongst each other in discussion. She would not the quiet students go. She made by making sure they had the opportunity to express themselves too so as not to develop the habit of getting away.

> *'…fair to give every student an equal chance to speak too. Never neglect a child…. I think it is important to have an equitable classroom so everyone gets a chance to speak. I will normally allow my students to speak and discuss without my mediation … when I see some quiet students trying to hide themselves from the light, I will call them, even those who don't …. It is a habit, a practice. If I permit students to hide themselves, they will be hiding forever…'*

V11 shared the indicator of having good classroom management ability and perceived it as the central part of successful teaching. She nurtures students to have self-responsibility ensuring efficiency of time used in class while she just needs to ensure the smooth operation of the classroom.

> *'…1000% important to have a smoothly functioning classroom…. My job is to create and ensure the routines and procedures are carried out smoothly to ensure the increase efficiency...Their (students) job is to ensure everything is in place. To me, the best transition from one activity to another is when students assume self-responsibility to ensure efficiency of time used…I name it as class running itself.'*

The teacher also shared the chaotic moment when she didn't master the instructional skills when she was a novice teacher. This put importance on teacher's experiences as to how important she perceived instruction skills especially in a student-centred and activity-based teaching approach classroom style.

> *'I remember my first few lessons of teaching. I explained wrongly, some parts were unclear, so students couldn't follow … I could not invite students to engage intellectually… Wah!..... Since, it was a student-centred and activity-based approach, students ran around uncontrollably. It was indeed a nightmare!'*

V11 once again emphasized the power of clarity and the ability to establish attention signals.

> *'...Clarity is power! I establish signal to get attention, such as raising hands or off the lights … give clear instruction by saying, "Step 1 .. Step 2... Step 3...or "First, Second, Third…'*

She related demonstration or modelling to facilitate better instructional skills. This could minimize time lost during activity.

> *'Students follow what I demonstrate. Demonstration is the most powerful tool. Students know what they are expected to be and acquire. With such, it can also minimize lots of time lost in activity.'*

V11 also shared her techniques in prompting the students to answer questions (open ended questions) and explaining (using imaginative analogies and metaphors) regarding the value concepts or skills being presented (connecting to lives beyond schools) and gradually students could build the skills and values in them.

> *'...I like to use open-ended questions, and have students to think and provide multiple answers to reflect their learning. I suppose when explaining the value concepts and skills to students…..it is great to use imaginative metaphors and descriptions … also to connect with students daily life experience … they could build the skills and values in them...'*

V11 did her best to understand her student's level of understanding in relation to the values they were learning for the first day by inviting them link connections and challenge their prior knowledge.

> *'... I always get them to link the connections, and also challenge their prior knowledge… students' responses are important, so I responded as reply and also and making use of their ideas.*

The benefits of explanation and making connection practices were also outlined in increasing students' self-esteem by allowing them to express what they have known in relation to their prior knowledge,

> *'...students feel very excited and eager to learn more when they feel a sense of achievement as they have known something.... the self-esteem of the students also increases with such verbal discussion arena allowing them to express what they have known...'*

V11 emphasized that it was essential to relate their learning beyond the classroom boundary through discussion by engaging them in a discussion. During the meaningful discussion or conversation, students were able to deepen their understanding and skills needed to be a sound character person. The more students were able to relate, the more enjoyable and meaningful the learning could be.

> *'... Most of the teaching, teachers ask students to do things without connection to their 'real lives'. With such, they have no interest or lose interest in learning. Teachers really need to help students to see the connections… I do this by engaging them in discussion about the values of the lesson and help them to connect in their lives such as families and community members...The more they are able to relate and apply the learned skills and values, the more enjoyable and meaningful learning can be...'*

The researcher remembered V11 stopped half way in her lesson and changed her teaching approach. She appeared to be constantly checking on her students, identifying individual students' need and providing a high level of support to the students who she felt needed help. She was flexible and able to scaffold professionally through monitoring the students.

'...Oh... I monitored the students and realized that they were not at that skill level to perform the tasks. Hence, I need to scaffold...through monitoring what they ask... write and learn. I change my approach of teaching and learning spontaneously.

V11 once again emphasized about students themselves should be responsible of their learning by providing them the criteria of learning, hence students could monitor their progress and strive to achieve. She would explain the rubrics of assessment to students to enable students to check their work against clear criteria.

'...it is important to have students to be responsible of their learning. They should monitor their learning progress... allowing students to know the expectation or criteria to achieve learning outcome is important too. So, I explain the rubrics of assessment to the students every class.'

V11 commented that monitoring students' behaviour and attuning to the happenings in the classroom was teacher's responsibility.

'I seem to have eyes in the backs of my head. I am a monster. When monitoring behaviour, I am aware of student's passing notes in the classroom or bothering their classmates... I need to be aware of the happening in the classroom ...'

She emphasized the importance of dealing spontaneously as it is the golden opportunity to correct and instil values.

'...in class, there are many social and moral issue conflicts. Teachers have to take advantage of this sort of teachable moments to allow students to understand the meaning of those values through real life experience. That's the moment, we teachers need to catch. If students are not behaving, I need to deal with it immediately as the moment of intensity...'

The researcher was curious about the ways to deal with students who still violate the set standards of conduct in the classroom. V11's approach was trying to understand the reason behind each student's misbehaviour. It is essential to be highly sensitive to students' needs in order to deal with it.

'...I try to go deeper into their world, understanding why they behave themselves in such a manner? Are they trying to show off and impress his

friends? Remember WY, the girl who felt upset as she was lined behind? I talked to her privately after the class. I got to know that she was neglected by her friends at school always. When she came to the centre, she was very happy as everyone treated her as friend. However, she felt being neglected again when she saw everyone was in front and left her behind. I suppose we need to be highly sensitive to students' needs and able to deal.'

The following sub-section shows the second exemplary teacher's situated knowledge at Prokidz Institution through an interview session.

6.1.2   Exemplary Teacher (V6, ETI, 17-3-2014)

The Exemplary Teacher Interview (ETI) with V6 began in the same way, focusing on observations from the Situated Classroom Observation (SCO). V6 was observed interacting with the students as they entered the room. She introduced a number of reasons behind her practices of greeting and interacting with her students, to build a good relationship. Also like V11, she emphasized the importance of a high energy level.

> *'...Many children are not good with hand shaking with confidence, looking at you with confident eye contact or even greet others. Many started off looking down on the floor, keep their hands in the pocket and speak softly on the first few lessons. However, it was easily overcome with some coaching... the relationship and interaction with students can be improved. It is the best time to set the energy level right.'*

While observing V6's classroom, the researcher could not help but notice the tremendous enthusiasm and high energy level in her classroom. V6 perceived that a high energy level could improve relationships with students as they could feel her existence with a charming and energetic personality.

> *'It is important to show enthusiasm and high power level through all kind of presentation both verbal and action. Students can feel your power and energy level, in other words, they will be like you too. Learning needs energy, learning needs vibration...they feel your existence, the personality you have to be charming and energetic.'*

One of the ways to gain trust from the students is to know her (V6) lesson plan and classroom flow well as this signified that trust was important to build relationships with the students and thus gradually nurturing them. Trust is so important to begin building a relationship with students and gradually nurturing them

> *'...You see, students nowadays are very smart. They respect you when you really know your stuff...Trust is so important to begin building a relationship with students and gradually nurturing them.'*

She shared her experience the before and after feeling when she managed to familiarize with the class flow and procedure as the students treated her differently with more respect.

> *'I remember first I started teaching here constantly looking at the lesson plan and the classroom flow and procedure as I wasn't really clear. With such, students had that look like doubting. I assumed their mind was like 'are you sure you know? Should I believe her? 'Eventually, they would not respect and that's when the class started to go chaos and they wouldn't share much with you... After four months, I was used to it and the students treated me differently. It was the total different story.'*

V6 perceived that trust is built through constant fulfilling of promises and commitments. Trust overcome fear by replacing confidence and openness. With such, students trust their teachers and able them to have opportunity to learn from mistake, and learn from every failure instead of shying away from failure. Encouragement and a supporting environment enabled students to grow and improve.

> *'Trust enable students to learn from mistake and repeated failures without giving up because they have confidence in teacher. Some of my students are very passive and introvert, so I have to set rule by nailing down no one should ridicule anyone and should respect each other… students are not afraid to be laughed and put down by other students, creating this safe environment. They are safe and supporting each other in such environment to learn. I always encourage students by saying 'you can do it', 'you are improving', 'yes, you can!' They trust my words, and will try their best to do it and improve.*

The researcher would like to know how to handle and help difficult children to attempt challenges. V6 compared a fixed mind set with a growth mindset that affected students' view of learning. Fixed mindset is a perception that our capabilities are determined at birth without the need to put much effort in order to strive. In contrast, growth mindset focuses on the learning process and believe given efforts could overcome obstacles and improve to be better. V6 mentions the importance to communicate this concept across to students. It is the teacher's role to create the platform allowing students to feel the personal advancement and improvement.

'You see fixed mindset means you believe that your capabilities is fixed on the day you were born. This kind of thinking will not allow us to focus on learning process but rather the outcome and result only. The contrast of growth mindset, individuals believe that they can overcome obstacles and improve as long as they put in more effort to challenge...We as teachers need to communicate this to our students. I always create a platform for students to have the feeling of improvement. They need to have the feeling of advancing, moving forward even it is minute.'

V6 was seen as very passionate and advocated the importance of teachers communicating that the result was due to effort instead of innate talent. V6 also analytically predicted the effect if teachers allow and deliver the message that students think innate talent produces better results that effort.

'Very important!!! It is just important to instil the mindset of growth through putting much effort. Because if we as teachers communicate that result is due to innate talent instead of effort and label students in accordance in such a way, it is ending up producing labels to which some students are good or smart and some are stupid or bad.

V6 used words of encouragement to motivate and convince the students that they could master it with effort and patience instead of relating their (students) success to natural ability.

'...I used to say 'this is important!', 'it will be a good habit', 'let's work together', I will try to encourage by convincing them they could master it with

effort and patience. I will convey that every person's success is the result of putting effort and hard work instead on relying merely on natural ability.

The following really brought the idea of relationship building to the fore in the researcher's mind. It was an important aspect of the exemplary teacher's day-to-day teaching practices and a conscious strategy for dealing with students with behavioural issues. V6 continued to accentuate building caring relationships with students in a safe, trusting and respectful environment. She shared that students would still love her even if she was strict in upholding the values because of the affection given to the student.

> *'...It is very important to have a caring and supporting learning environment in the classroom. Not only environment, I must also have good interpersonal relationship with the students. This sounds difficult with different students, but it can be done. Like EV, the hyperactive child. Though I am very strict on him in terms of values, he still hugs me at the end of every class. What's more, he likes to give me a sudden surprise of 'hug' to show his affection as he knows I care for him.'*

It is important to possess observation skills and able to identify the needs of students as every person behave differently. V6 continued to share her success practice on how to handle this particular difficult student as mentioned above, EV.

> *'As a teacher, it is so important to be observant. I constantly checking on my students, identifying what individual students need and providing high level of support...Same goes to the boy. He was happy when I positioned him as the leader of the class sometimes to ensure the rules of the class were well followed. He told me once that, 'I am very happy as you are the first teacher allowing me to be a leader... it is just about a different approach to care for student. He feels the sense of achievement and pride when I could see something in him to lead.'*

V6 also suggests the way to improve supportive relationships through cooperative learning.

> *'...the supportive relationship is very important. Example, it is essential to allow students to know each other, so to work through cooperation live to achieve goals together.'*

The teacher periodically was moving among all the groups in the classroom, speaking to individual students or groups, emphasizing again and again what the expectations were for the lesson as well as for their behaviour. It was clear to that V6 was teaching to these expectations at every opportunity.

> *'...It was laid clearly on the first day of class, even then there's still times when they need some sort of reinforcement. They know there are certain things that are expected and much of it comes just from respecting each other and instilling the value. I like to talk to them in group or personally once in while serving as a reminder about those values set.'*

V6 has the ability to catch the students' attention so well during her story telling session. The researcher was very intrigued to know the practices behind to have such a mesmerizing ability to listen, allowing the students to express the value of the story clearly. She perceived that it is important to be a good story teller. It is always better to use stories to convey values instead of the lecture mode.

> *'As a teacher, I think being a good story teller is important. In my first year of teaching, I understand that children are attuned to story. Tell story and they will listen to you. They will tune out a lecture. There's nothing like a good story to get your point across. Children like to view body actions and feel the emotions.'*

In addition, V6 suggested that a good story teller is also a good actor who can exemplify different facial emotions spontaneously.

> *'...A good teacher is a good actor, someone who can act different emotions spontaneously such as angry, sad, happy, excited...'*

It also includes the ability of varying the voice volume and intonation that can depict different characters of the story

> *'Also vary according to the character and emotions with audible voice volume. I can speak like a monster, girl, old man or any others depicting the character. I remember once, I spoke softly and suddenly* shrieked *to depict a sudden happening of the story. The students shrieked together with me. That's the power of voice control and intonation!'*

V6 also has the same perception as V11 to have a good classroom management style. She suggested a way to signal to the students returning to their seats after each transition session.

> *'I like to count down to signal students returning to their seats, start a new activity, transit to another session...'*

V6 re-emphasized once again about having students to be 'accountable'. Firstly, she trained students to be accountable of managing instructional groups through cooperating learning.

> *'...I make sure they are accountable to it as well. I trained students through cooperative learning in managing instructional groups. It saves lots of my time as I don't need to group them...'*

Managing transition is important to the teacher to handle the students' movement within the class for different types of activities in order to save time.

> *'I cannot bear with the time lost due to the students' movement. My lessons require students to move around and change of activities regardless in a big or small group. Students are also trained to manage themselves to settle down in the shortest period of time...'*

Managing supplied materials is also another way to reduce time loss with minimum disruption to the flow of instruction by implementing routines for distribution and collection of materials.

> *'...managing the supplied materials is also very important, for example distributing pencils, stationeries or any other props. Students are taught to implement routines for distribution and collection of items.... Save time... independent...'*

The researcher observed one of the students requested to re do the work voluntarily. She was very curious with such behaviour and action. The researcher learned to understand from V6 that, the culture of excellence is able to ignite the internal motivation of students and be willing to devote their energy, thus taking pride in their

accomplishment.

> '*Since she now sees how it could be strengthened, she is motivated to redo for better quality. When students believe their capabilities, they will devote their time, effort and energy to produce greater work and thus take pride of their accomplishments. Real motivation comes from within……, it is the fire from within, it doesn't need anyone to ignite for them … the culture of excellence is important.*'

V6 describes classroom should be a place or established environments where students value and appreciate the learning and hard work as well as committed to produce excellent work. Teachers set high expectations which enable the students to challenge and gain satisfaction and feel proud from their given effort.

> '*...the culture should require hard work and be persistent to produce quality work. Students have high expectation for themselves as they strive for self-satisfaction … They feel pride of their work.*'

The teacher constantly communicated the rubric and ensured high quality performance from the students by providing the students the criteria for assessment.

> '*I always communicate the rubric and ensure high quality performance is met. It is important to allow students to be aware of the criteria. With the criteria and rubric, students have clear goals in mind and able to monitor themselves and advanced in meeting those criteria…*'

V6 puts on an impetus note about the choices of words used in the classroom setting. Every word a teacher puts forward does make an impact to the student. The difference between nourishing words and toxic words were explained by her.

> '*Words have power, both good and bad. However, we are just not aware of what we say. Words can be poisonous or nourishing...the words use will imprint in their mind and make them label themselves and this could shape who they are...*'

Praise is a feedback tool to enable students to develop and improve with motivation. Every praise needs to come with a reason to justify the appraisal so that the students know clearly what they have done correctly and feel motivated to continue.

> *'I always praise my students for their good deeds, effort and behaviour. It is considered as a feedback for them, to motivate them. Importantly, it has to be explained with reasons. Students need to know the reason of me appraising them in order to keep that motivation going to do better.'*

On the other hand, feedback is also given for improvement purposes and it has to be done on the spot with constructive feedback with reasons and evidences. Nonetheless, V6 highlighted that students tend to accept feedback for improvement only with the condition that the relationship and trust between the teacher and student exists.

> *'I want the students to use the feedback to improve. Hence, it has to be on the spot. Students who are good learners will constantly wondering how they have been doing. Personally, I think constructive feedback is very powerful. Giving reasons and evidences, students tend to accept openly provided the relationship and trust is there. Constructive feedback must be given on time with concrete reasoning and elaboration.'*

Embedded in the culture of learning, students can instil the habit of learning continuously by taking feedback seriously, thus developing the attitude of thirst for improvement.

> *'The culture of learning needs to be embedded in their learning habit. They take feedback seriously and always thirst to have them for improvement.'*

Introducing a new learning objective, V6 would prompt her students' immediate experiences in search for meaningful examples. One such practice was to ask about recent events which took place in the school, neighbourhood, at home or about an event that was hit headlines nationally or internationally.

> *'I truly believe that these children are able to relate well and apply if the examples give are well connected to their daily life. Before I officially introduce the learning objective of the day, I will prompt students about their experiences to understand their prior knowledge in relation to their daily life.'*

Same as V11, V6 also ensured the students realize the importance of learning that could be applied in real life. She would create the excitement and importance so they (students) will be enthusiastic about their learning. The cognitive process that V6

utilized was to provide the students a platform to summarize and explain how they could apply knowledge to real life situations.

> 'After student's responses, I build on further in order to deepen their understanding… *I like to create the excitement and importance of the learning that leads them to be exciting about it…actually, if they realize the skill or value is able to apply someone else, they will think it is important and learn better. I always like to ask the students to summarize and explain … how to apply in daily life…'*

The researcher observed her students say "shhh…" to one of the classmates because he was talking to another. V6 highlighted the importance they placed on the independence of their students and the responsibility for their part in the learning process to behave appropriately. Once again, emphasizing 'self-responsibility'.

> *'They take the role to monitor their behaviour and also others… as long as those much senior students realize someone in the class violate the set rules, they will take actions … that's why most of the time I don't need to discipline the students… realize… They do the so called job for me.'*

V6 insisted on treating her class between good and 'badly' behaved students as much as she could for she believed that by 'working cooperatively everyone would gain, after all'.

> *'... Those who are already embracing the behaviour, they will feel good being empowered to be able to remind or help their peers. As to the less behaved ones, they will feel much less pressure than if I, or another teacher tries to instil values in them....'*

V6 stands firm in upholding values and dealing with misbehaviour students.

> *'If a student in my class says something rude and mean, and I ignore it, I have taught students two things... is ok to be like that… is alright for other students to behave that way too. It is essential for the teacher to uphold the values and deal with misbehaviour students.'*

Besides, V6 mentions that a teacher needs to tough and do not tolerate misbehaviour. It is essential to hold them accountable.

'Teachers need to be tough. People always thing that teachers are patient, soft and nice. It is not a job for sissy. It is important to be tough as teacher is a demanding profession especially in character education. There are times that I have to be tough on kids. Not mean, but tough. We need to hold them accountable, and they need to know we will'

The researcher observed V6 emphasized a lot on having good accuracy of the progress recording. The purpose was to update the learning progress right after class as well as keeping track of students' assignment completion. By citing examples of action or behaviour of students in class, could help her to modify the lesson plan to maximize students' learning.

'...We need to update the record of student' assignment completion. Also, must be updated right after the class to ensure a student's progress and performance is still vividly in mind. By citing examples, I can periodically monitor and adjust my lesson plan to suit and build their character in accordance.'

V6 also practiced journaling of her lesson and practices frequently. This could help her to make deliberate and accurate assessment of meeting the desired learning outcomes and thus make necessary amendments to improve teaching approach.

'...Not only for students, I, myself have a journal keeping track of my teaching practice as well. I always reflect my teaching practice after the class to improve. I need to deliberate and accurate assessment to meet the planned lesson outcome or make amendment in her teaching approach.'

The following sub-section is the discussion on the exemplary situated teaching dispositions and practices from the two teachers at Prokidz Institution.

6.1.3 Discussion on Exemplary Situated Teaching Dispositions and Practices of Exemplary Teachers

In this study, the researcher's intention was to explore the exemplary dispositions and practices of exemplary teachers at Prokidz Institution to establish the Codes of Exemplary Situated Teaching for Character Education. Hence, the researcher arranged the following discussion section according to the seven broad themes (C-R-A-M-V-I-L

Teaching Mode) that were identified by the two participating exemplary teachers at Prokidz Institution in establishing the codes as stated in Chapter 5.

(a) Creativity Teaching Mode (C-Mode)

(b) Relationship Teaching Mode (R-Mode)

(c) Assessment Teaching Mode (A-Mode)

(d) Motivation Teaching Mode (M-Mode)

(e) Value Teaching Mode (V-Mode)

(f) Instructional Teaching Mode (I-Mode)

(g) Linkage Teaching Mode (L-Mode)

6.1.3.1 Exemplary Dispositions and Practices: Creativity Teaching Mode

The exemplary teachers in this study emphasized the importance of having good expressions and creating a conducive environment to increase students' learning. It is exemplified through expressive body action and facial motion. It is also important to have the right context to allow students to learn effectively and cheerfully (Narvaez, 2010; Jessica & Julie, 2009, Noddings, 2010). The classroom atmosphere may be vibrant and cheerful. Both exemplary teachers had big body movements. For example, V11 crawled on the floor to exemplify a soldier's movement and V6 was able to depict the characters so well by expressing different facial expressions such as 'angry', 'sad', 'happy' and 'surprise' during a story telling session. According to Milne (2010), utilizing the entire space of the entire classroom, facial expressions, body actions and eye contact are important. She commented that, 'If you want to control your students, you need to control your body language' (p.1). V6 also emphasized that being expressive was a great way to build a good relationship with students. This was supported by Urban (2007), who commented that students engaged better and had more fun with the teachers, thus building better relationships.

Besides exemplifying good expressions as illustrated in Figure 6.1 (p.215), the

exemplary teachers agreed to create good learning context through different creative ways. For example, when learning the value of being helpful, students can have different attires to carry out the duties as postman, fireman, police officers and many more. Real life scenarios can be given to allow students to dramatize creatively the role as responsibility community helpers through exhibiting body actions and facial expressions. This allows students to remember learning objective better (Sun, 2003).

Both teachers stressed the importance of imagination and creativity. Teachers need to be creative to utilize the tools to deliver the knowledge or instil value in an imaginative approach. For example, using props or tools help to create the context and enhance learning such as using brooms to act as witches exemplifying the role of a witch. Peregoy and Boyle (2008) support to use or make propos for role play and drama play to act out or exemplify the message that needs to be sent across to students.

V6 was good at creating an atmosphere where all students appeared to be engaging, participating and showing interest, for example playing eerie music during one of her lessons to create a scary atmosphere. Koelsch (2005) has confirmed that music is capable of inducing emotions with a fairly strong intensity. Not only body expression and body movements of the teacher exemplified affecting the learning excitement of students, music played an important role as well. Savan (1996) also confirms that because emotion and physiological changes are inextricably linked, then music will exert physical change. Our mood is largely influenced by our emotions and feelings which may impede or enhance the learning process (Griffin, 2006). Using this understanding, Price et al. (2002) suggests that music can be used to increase or maintain student arousal levels for study purposes.

Figure 6.1 (p.215) illustrates the components 'Expressions' and 'Context' and elements 'Body Action', 'Facial Motion', 'Tools' and 'Atmosphere' of Creativity Teaching Mode with given examples.
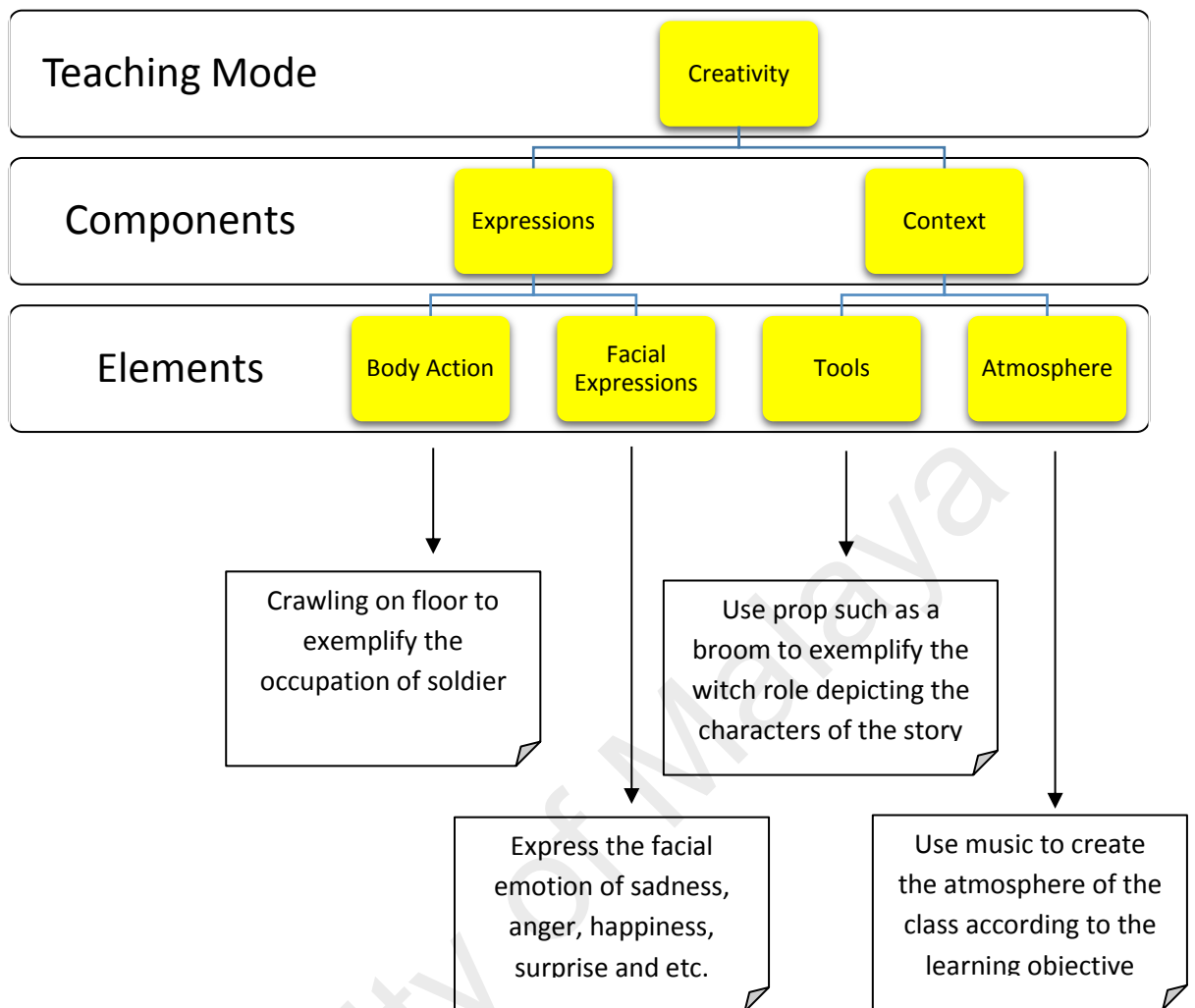
Figure 6.1: Exemplary components and elements of Creativity Teaching Mode

6.1.3.2 Exemplary Dispositions and Practices: Relationship Teaching Mode

The exemplary teachers in this study emphasized the importance of having an exemplary personality and communication to increase the relationship between students and teachers. An exemplary personality is exemplified through a high energy level, being charming and establishing trust. Exemplary communication includes engaging, interacting and proactively guiding students.

Both exemplary teachers stressed the importance of having high energy levels. They perceived that high energy level could improve relationships with students as they could feel their existence with an energetic personality. V11 was effervescent, engaging and obviously enjoying what she did when she was in her classroom. It was

immediately obvious that there was a strong rapport between V11 and the students in her classroom. According to Hal (2007), positive energy is contagious. It is able to uplift the students' learning ability through body kinaesthetic movements. Same goes to V6's classroom; she was full of tremendous enthusiasm and had a high energy level in her classroom, jumping up and down with vibrancy. Also both teachers coherently agreed to have a charming smile always. They started by giving their charming smile right at the door before the class began.

Another important element to build a relationship with students is trust. V6 commented that one of the ways to gain trust from the students is to know her lesson plan and classroom flow well. She shared her experience the 'before' and 'after' feeling when she managed to familiarize the class flow and procedure as the students treated her differently with more respect. Students were able to learn better. Ellis and Shockley-Zalabak (2003) also found that trust in the teacher has an indirect effect on motivation and cognitive learning. Teachers are required to exemplify exemplary personalities which include high energy, being charming, and trusting as illustrated in Figure 6.2 (p.218).

V11 had clearly outlined the importance she saw in forming relationships with her students through giving fair and respectful treatment to every student without bias. In such a fair and respectful classroom learning environment, students feel stronger sense of learning due to the psychological safety (Anderman, 2003; Ma, 2003). Educational research claims that platform with mutual respect is important to allow students to share openly, expressing thoughts as well as asking questions (Stronge, 2002). V6 indicated that it was really essential to develop positive interaction and mutual respect without putting down each other. Jessica and Julie (2009) mention that the degree of freedom to speak and express can impede or enhance student's learning.

According to Hattie (2012), it is imperative that teachers inculcate the thinking of learning from mistakes instead of perceiving mistake as failure. Many students are afraid to attempt because fear of being ridicule or receive negative response from peers. Hence, exemplary teachers need to create the learning environment which welcome mistake and learn from it (Hattie, 2010). It was clearly visible that students were not afraid to participate and express their thoughts freely by asking questions. Through such interaction, error are tolerable to learn from mistakes, comprehending new knowledge or skills. This is a vital process to learn. V6 accentuated on building caring relationships with students in a safe, trusting and respectful environment. The likelihood of learning will be reduced if there is not a sense of safety. Having this type of positive, caring, respectful interaction is precursor to learn (Hattie, 2012). Caring relationships fosters emotional and social bonding which creates positive experiences, thus providing a firm grounding for the formation of character with such caring value (Schaps, Battistich, & Solomon, 1997). This is aligned with CEP's Principle 4 (Appendix A) stating the school must be a caring community.

V6 engaged and ensured all voices were heard among each other in discussion. She would not let go of those quiet or passive students by making sure they had the opportunity to express themselves too, so as not to develop the habit of getting away. As Bell (2008) stated, engaging students and valuing their verbal expression should be highly appreciated in learning discourse. The cognitive process that V6 utilized was to provide the students the platform to summarize, internalize and explain how they could apply the skills in real life situations. The more students were able to relate cognitively, the more enjoyable and meaningful the learning could be (Oser, 1986). Also, when students are able to think logically of the learning ideas and express them verbally, they tend to have a better understanding of the learning topic (Denton, 2008). It was also mentioned by V6 & V11 that teachers needed to be proactively guiding the students.

Both students and teachers co-construct the meaning throughout the learning process in a positive interpersonal relationship in the classroom. This is supported by the work of Vygotsky (1978), that 'cognitive development is embedded in the context of social relationships' (p.648). Goldsetein & Freedman (2003) describes this concept, "as a shared intellectual space experienced by the teacher and learner" (p. 452). It is a space between what the student can do better with the help of a more able person (Lysaker, McCormick & Brunette, 2004). Figure 6.2 illustrates the 'Personality' component with the elements of 'Energy, 'Charming' and 'Trust' and 'Communication' component with the elements of 'Interaction', 'Engagement', and 'Proactive' of Relationship Teaching Mode with given examples.
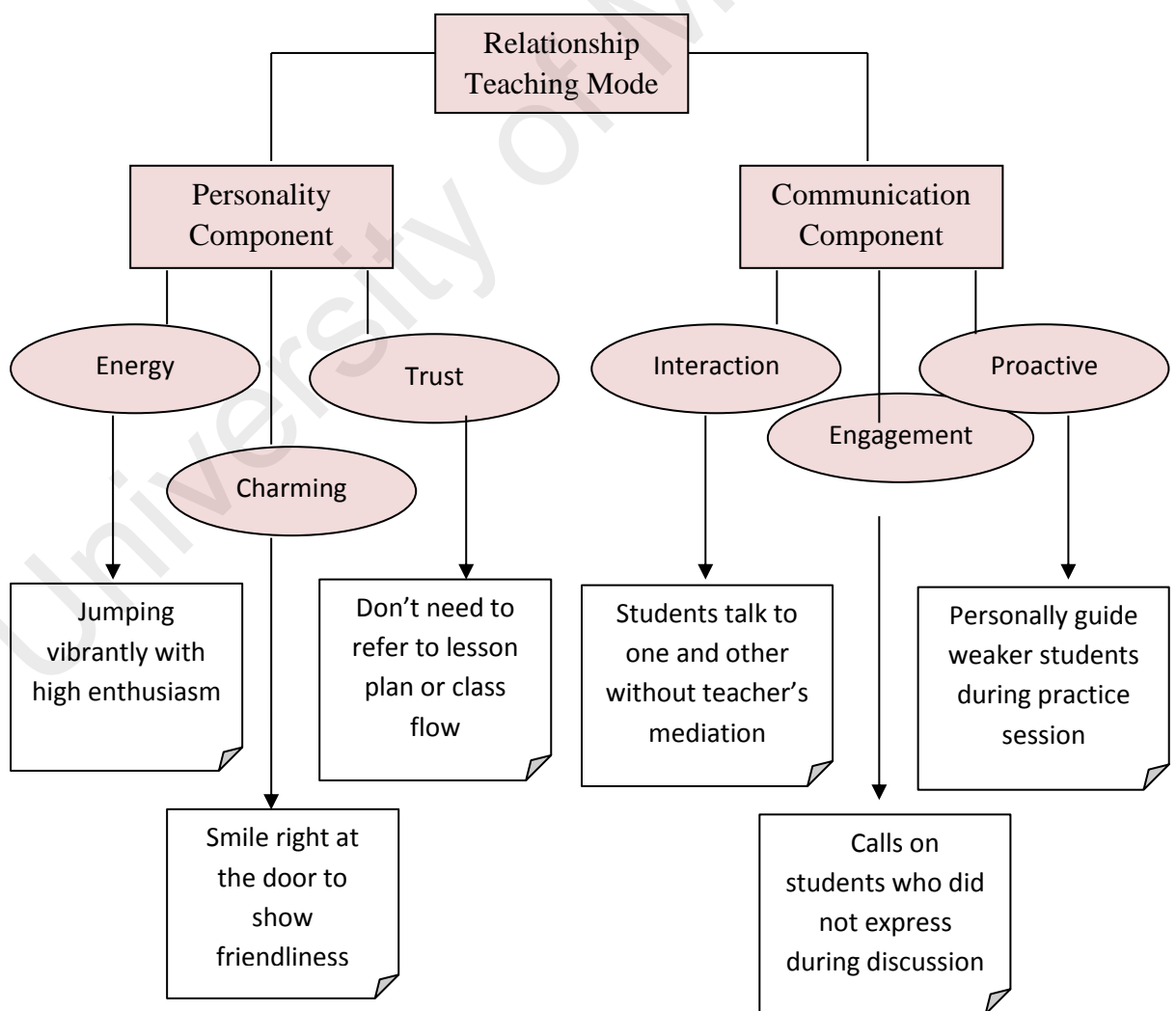
Figure 6.2: Exemplary components and elements of Relationship Teaching Mode

6.1.3.3 Exemplary Dispositions and Practices: Assessment Teaching Mode

The exemplary teachers in this study emphasized the importance of recording accurately and reflecting to enhance teaching practices and maximize student learning. V6 emphasized having good accuracy of the progress recording. The purpose was to keep the progress record updated with student's completion of assignment, as well as updating the progress right after the class to ensure better accuracy. By citing examples of action or behaviour of students in class, it could help her to modify the lesson plan to maximize students' learning. Other studies have stated that teachers should take the opportunity to modify their teaching and be better equipped to enhance their students' understanding after knowing students' learning difficulties through the progress record. Figure 6.3 illustrates the 'Improvement' component with the elements of 'Recording' and 'Reflecting' of Assessment Teaching Mode with given examples.
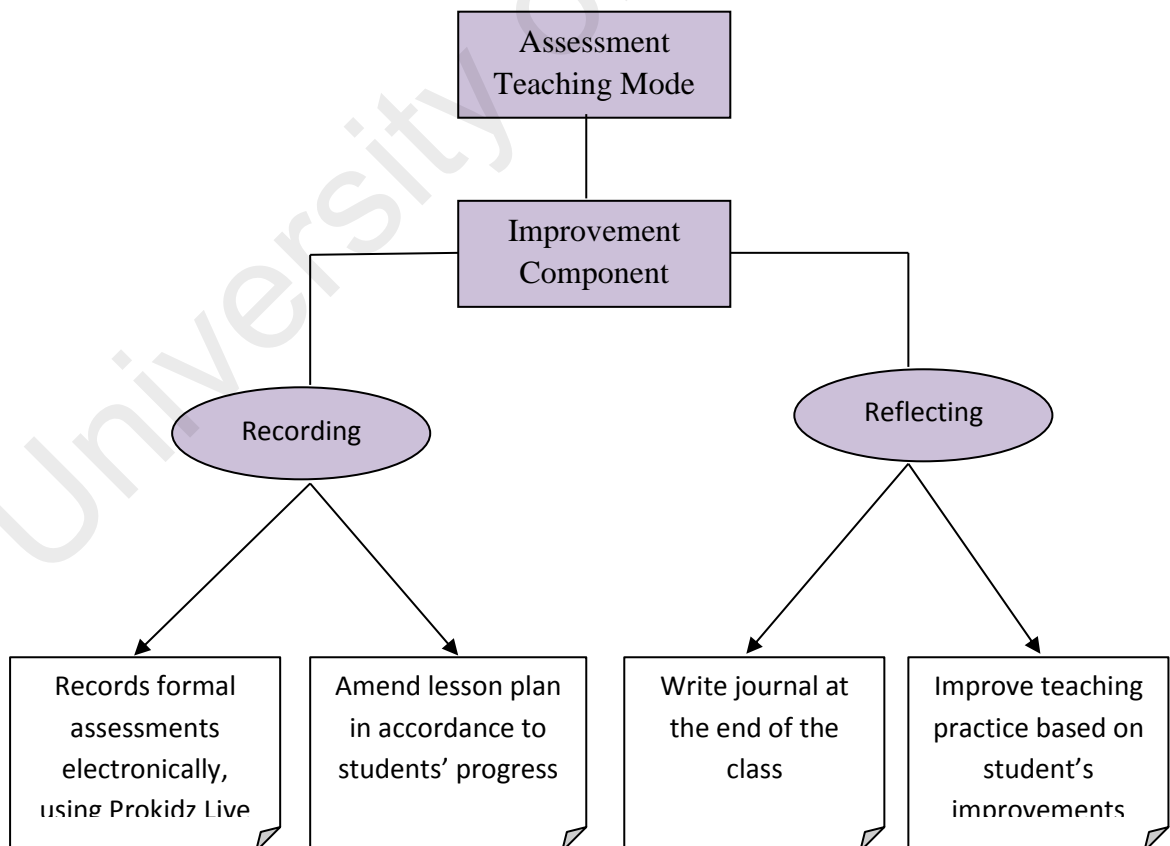
Figure 6.3: Exemplary components and elements of Assessment Teaching Mode

V6 practiced journaling of her lesson and practices frequently. According to her, this could help her to make deliberate and accurate assessment in order to attain the desired learning outcome of her lesson. Reflective teachers possess the ability to examine choices they make in the classroom, the willingness to consider implications of those actions, and the openness to hear different perspectives on those actions (Stemme & Burris, 2005). Expert teachers monitor the students' progress and make appropriate adjustment to further enhance students' learning and understanding. They utilize student's learning progress as feedback to make alteration of the teaching pedagogy and further monitor the effect of students' learning (Hattie, 2012).

6.1.3.4 Exemplary Dispositions and Practices: Motivation Teaching Mode

Teachers scaffold and provide feedback for students to help students in learning. Teachers help students to advance by giving encouragement, inculcate a growth mindset and assure a high quality standard. The question here arises, what is the relationship between motivations to learning? Rogers, Ludington and Graham (1999) describe motivation as an intrinsic feeling which will drive or push someone to do something. Hence, whenever an individual feels motivated and desire to attain through learning, only then the learning becomes more effective.

V11 stopped half way in her lesson and changed her teaching approach. She was flexible and able to scaffold professionally through monitoring the students. She appeared to be constantly checking on her students, identifying individual students' need by providing a high level of support to the students. In character education, it becomes fairly crucial that the teacher has the ability to accurately assess the current needs of development for the students (Hough et.al, 2008). Teachers need to ensure that their lessons are at the right level of the students' understanding and opportunities for learning are available for their students (Harlen, 2005).

Students require feedback to improve. Praise is a feedback tool to enable students to develop and improve with constant motivation. However according to William (2006), praise is good to motivate students to strive for excellence, it will not help the students with their learning as it does not tell the students their weaknesses or strengths and the steps that need to be taken to improve the quality of their work in the future. Nonetheless, according to V6, every appraisal needs to be elaborated with a reason or reasons so that the students know clearly what they have done correctly and feel motivated to continue such actions, practices or behaviours. In addition, both teachers mentioned feedback is also for improvement purposes.

Feedback is also given for improvement purposes and it has to be done on the spot or timely with constructive feedback meaning supported with evidences. Feedback should be specific and timely (Gareis, 2007). Evidence in this context means the happened actions, behaviours or incidents. As stated by Gareis (2007), feedback separated by days or weeks become useless to the students. Nonetheless, V6 highlighted that students tend to accept feedback for improvement only with the condition that the relationship and trust between the teacher and student exists. Feedback can only be employed by students to improve only if the relation between teacher and student is good (Noddings, 2002). Hence, the importance of a student-teacher relationship is once again emphasized. In order to help students to learn effectively, teachers need to scaffold and provide feedback to the students as illustrated in Figure 6.4 (p.224).

In order to help students to advance, an encouraging and supporting learning environment is important. V6 used words of encouragement to motivate and convince the students that they could master it with effort and patience instead of relating their (students) success to a natural ability. She put on an impetus note about the choices of words used in the classroom setting. A teacher's words put forward, does make an impact on the student. Research evidence indicates that teachers' verbal expression have

great impact on students' motivation level in acquiring knowledge and skills (Lin, 2002; Allen, Witt & Wheeless, 2006).

Besides encouragement, it is important to know how to handle and help students to attempt challenges. V6 differentiated between a fixed mindset and growth mindset. The different mentality affects students' view on learning. She mentioned the importance of teachers to convey the message – 'every individual can succeed if they possessed a growth mindset'. Teachers themselves need to believe this. Hattie (2012) emphasizes that exemplary teachers believe that student's performance varies accordingly depending on the motivation and trust the teachers have on students. This means that teachers should show high respect for their students and also be passionate in guiding students to succeed. It is the teacher's role to create the platform allowing students to feel the personal advancement and improvement constantly. It is supported by Hal (2007) who mentioned the importance of providing students the avenue in developing the sense of advancement in learning.

Of course, it is also important to communicate to students about the quality of work expected by the teacher. V6 was periodically moving among all the groups in the classroom, speaking to individual students or groups, emphasizing time and again what the expectations were for the lesson as well as for their behaviour. It was clear that V6 was teaching these expectations at every opportunity. When students aware of teachers' clear expectation and with the guidance and strategic help by the teachers, students are more likely to exert effort (Battistich, 2008). In other words, they are more motivated to learn.

According to Hattie (2012), teachers who communicate clearly the goal and criteria to attain the goal can evidently motivate students to have a higher challenging spirit to improve. It is very powerful to encourage students to learn and improve as they are very clear with their direction. Both teachers had similar approaches by explaining

the rubrics of assessment to students thus enabling students to check their work against a clear criteria. This could help ensure a high quality of performance from the students by providing the students the criteria for assessment. The requirement or criteria allows students to have a clear goal actions needed to be done in order to achieve the learning (Hattie, 2012).

In addition, V11 emphasized on students themselves taking the self-responsibility to monitor self-learning by providing them the criteria of learning. Teachers need to create a learning climate that inculcate a mind-set that students are willing to take responsibility of their learning (Frenstermacher & Richardson, 2005). It is the role of teachers in creating this classroom setting where students are given autonomy in their learning process (Stiggins & Chappuis, 2006). Not only conveying the standard of quality but also holding the students accountable to the quality or expectation. For example, in V11's class, one of the students requested to re do the work voluntarily. This outcome matches with Character Effective Principle 7 that character education should strive to develop students' intrinsic motivation. As students develop good character, they develop a stronger inner commitment to challenge and do their best (CEP, 2013).

According to CEP's Principle 7 (refer to Appendix A) character education should strive to develop students' intrinsic motivation. It is the culture of excellence that enables to ignite the internal motivation of students, thus making to devote their energy, and taking pride in their accomplishment. Both teachers mentioned that setting high expectations enable the students to challenge and gain satisfaction, thus feeling proud from their given effort. High expectations and encouragement for accomplishment produce best results (Zins et al., 2004). V6 described the classroom environment should be filled with zest to achieve excellence and both teachers and students appreciate learning and hard work (Masten, 2003). Culture promotes particular habits,

expectancies to achieve high quality or standards that affect individual's actions to meet the goals due to the different interpretation of events. Human is vulnerable to suggestion and imitation. This means that if they see someone else do something, they are likely to do it too (Narveez, 2010)

Figure 6.4 illustrates the 'Learning' component with the elements of 'Scaffolding' and 'Feedback' while the 'Advancing' component portrays the elements of 'Encouragement', 'Growth', and 'Quality' of Motivation Teaching Mode with given examples.
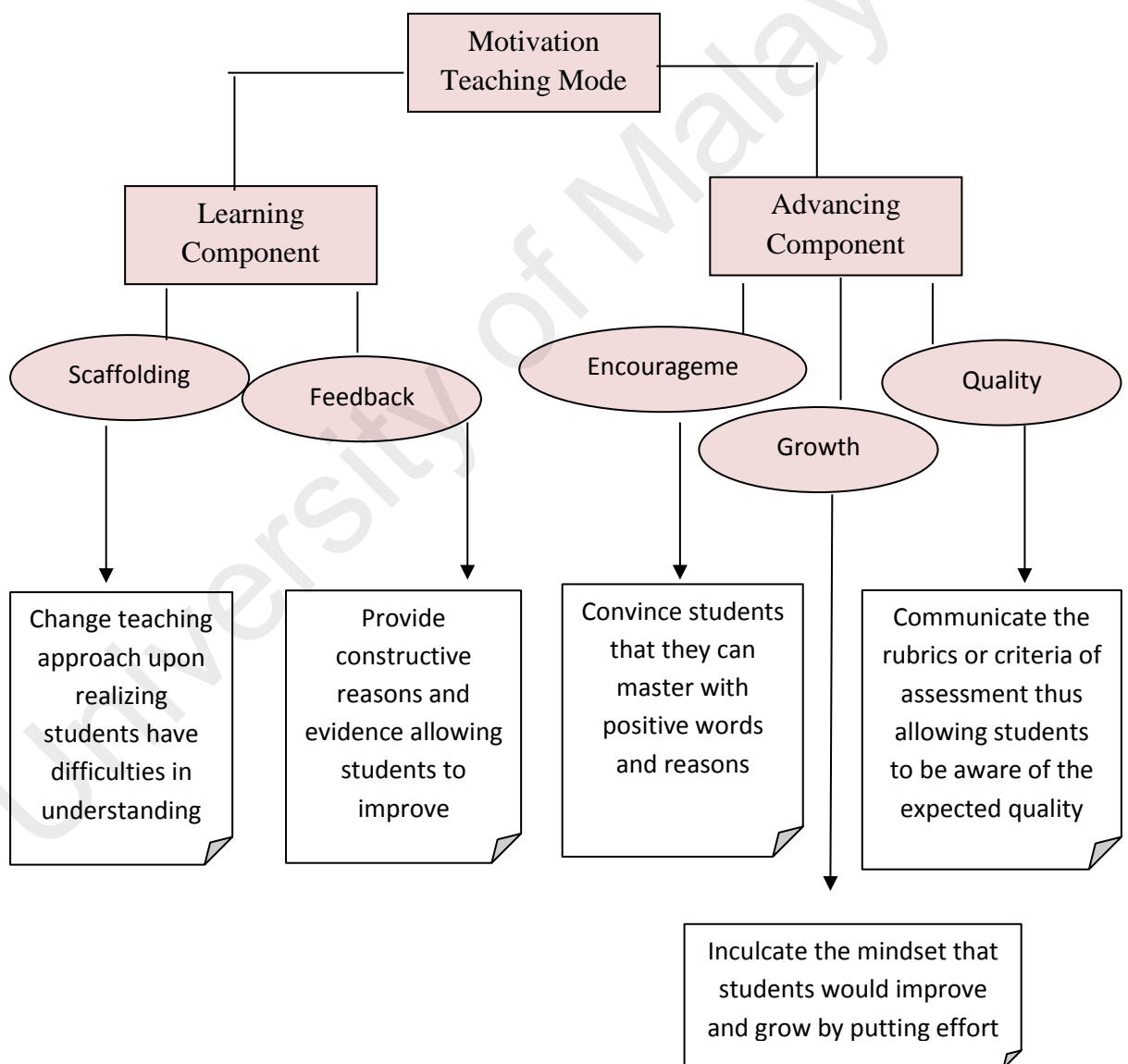
Figure 6.4: Exemplary components and elements of Motivation Teaching Mode

6.1.3.5 Exemplary Dispositions and Practices: Values Teaching Mode

The exemplary teachers in this study emphasized the importance of having exemplary practices to instil value in students by monitoring, dealing and advocating professionally.

V11 commented that monitoring students' behaviour and attuning to the happenings in the classroom are the responsibility of the teacher. During class period, moral issue conflicts or social issues would occur. Teachers should take advantage of these gold moments to develop students' understanding and the importance of applying such values in life to prevent issues from happening (Meuwissen, 2005). V11 also emphasized that when misbehaviour happened it was important to deal with it spontaneously. Narveez (2010) also agreed that it is a golden opportunity to correct and instill values on the spot.

The way V11 dealt with misbehaving students was that she tried to understand the reason behind each student's misbehavior. It is essential to be highly sensitive to students' needs in order to deal with it. Observation skill is an important skill which teachers need to master in order to identify students' needs, hence assisting them to have positive change (Noddings, 2010). The teacher builds good interpersonal bonding which facilitate the character development process of the students. V6 shared her approach in dealing with misbehaviours students by empowering hyperactive students to take charge of the class's behaviour by being a role model. The particular hyperactive student gradually improved with the given responsibility. She handled the student professionally with her approach. There are a vast repertoire of strategies, models, and styles that a teacher can to employ depending on the situational needs of the classroom (Dawn, 2008).

V11 was an advocator in promoting and instilling a culture of positive values. She always ensured her students and herself practiced in action. This matches with the

Moral Reasoning Process, which move from moral knowing to moral valuing. Teachers facilitate students to internalize the values by continuously emphasizing the right and good (Lumpkin, 2008). The constant reinforcing of values by teachers are aligned with CEP's Principle 8 (refer to Appendix A). The teachers take the responsibility as a character educator who also adhere to the same core values that is intended to guide the students through repeated reinforcement.

Both teachers further emphasized the importance of themselves being a role model to the students instilling values and shaping character. As Noddings (2010) put it, regardless of good or bad teachers, students constantly observed their teachers' behaviour and actions. Therefore, teacher modelling is always the imperative trait in Character Education as students will consciously or unconsciously emulate their teacher's behaviours and actions (Bier, 2008). Similarly, this matches with CEP Effective Principle 8 that teachers must model the values in their behaviour and actions which influence the character of students (CEP, 2013).

V6 explained through a reciprocity approach where if she embraced such values, the students would attune to her actual behaviour and model those values or practices. Teachers who know the impact of their behaviour and actions will take their manner seriously (Midle, 2008). They understand that they cannot expect honesty without being honest or generosity without being generous or diligence without themselves being diligent. Teachers who model respect will in turn gain respect from students and a respective learning environment is to be created (Noddings, 1992).

V6 mentioned that a teacher needs to be tough and must not tolerate misbehaviour. It is essential to hold them accountable about their values. Teachers help students with self-discipline (Narveez, 2010). The visible and evident outcome was that V6's classroom's students ensured each other to focus and pay attention to the teacher's teaching. V6 highlighted the importance they placed on the independence of their

students and the responsibility for their part in the learning process to behave appropriately. Self-responsibility is essential. This was noted by V6. In a democratic learning environment, leadership and rule setting is commonly encouraged by every student. All students play a role to help in managing the classroom (Narveez, 2010).

Figure 6.5 illustrates the 'Behaviour' component with the elements of 'Monitor', 'Deal', 'Growth' and 'Professional' of Value Teaching Mode with given examples.

Figure 6.5: Exemplary components and elements of Value Teaching Mode

6.1.3.6   Exemplary Dispositions and Practices: Instructional Teaching Mode

The exemplary teachers in this study emphasized the importance of giving instructional dispositions and practices through exemplary verbal and coordination in class. Exemplary verbal practices include the voice and intonation expression. In addition, coordination of class flow means catching students' attention, giving clear instruction (clarity), managing the class's transition and pacing.

Students were paying attention to the two exemplary teachers' story during the story telling section. V6 had the ability to catch students' attention so well during her story-telling session. She perceived that it was important for a character educator to be a good story teller. Conveying values through stories are better than lecturing. A good teacher is able to depict the character well by being a good story teller Milne (2010). The verbal expression includes the ability of varying the voice volume and intonation that can depict different characters of the story. For example, from the exemplary teacher's practices, the teacher could speak like a monster, girl, and an old man or any others depicting the character with different voices and speaking softly and suddenly shrieking to depict a sudden happening in the story.

Both teachers shared the indicator of having good classroom management ability and perceived it as the centre of successful teaching. V11 specifically shared her chaotic moment when she didn't master the instructional skills when she was a novice teacher. This laid importance on the teacher's experiences on how important they perceived instructional skills especially in a student-cantered and activity-based teaching approach classroom style.   V11 emphasized the power of clarity and the ability to establish attention signals such as dimming the lights to catch attention or explaining clearly by giving instructions step-by-step. V11 also suggested having a demonstration or modelling in explaining the activities. This could minimize time lost during the activity.

V6 believed that by working cooperatively, everyone would gain. Cooperative learning build positive relationship among students (Howes, 2000). She believed that peer influence is powerful. Peer learning influences are the common norm of personality among the members who exhibit and also consider as they type of habit dispositions they have practiced with (Narveez, 2010). Positive peer learning approaches include tutoring, giving feedback to each other as well as helping (Hattie, 2012).

V6 & V11 commented that management of transitions is important to the teacher in managing the students' movement within the class for different types of activities in order to save time. She suggested a way to signal the students returning to their seats after each transition session. The class flow could be smoothen with better transition and pacing of the class. Time could be controlled well. The teacher must master the interrelation of applying various approach of instruction (Hal, 2007), creating a suitable learning environment or climate as well as familiarize the management routines (Charney, 2002; Routman, 2000; Putman, 2009). Both teachers felt to nurture students to have the self-responsibility ensured efficiency of time used in class while they just needed to ensure the smooth operation of the classroom. Hence, having students to be 'accountable' and have 'self-responsibility' are emphasized here once again.

Figure 6.6 (p.230) illustrates the 'Verbal' component with the elements of 'Voice' and 'Intonation' while 'Coordination' component with the elements of 'Attention', 'Clarity', 'Transition' and 'Pacing' of Instructional Teaching Mode with given example.
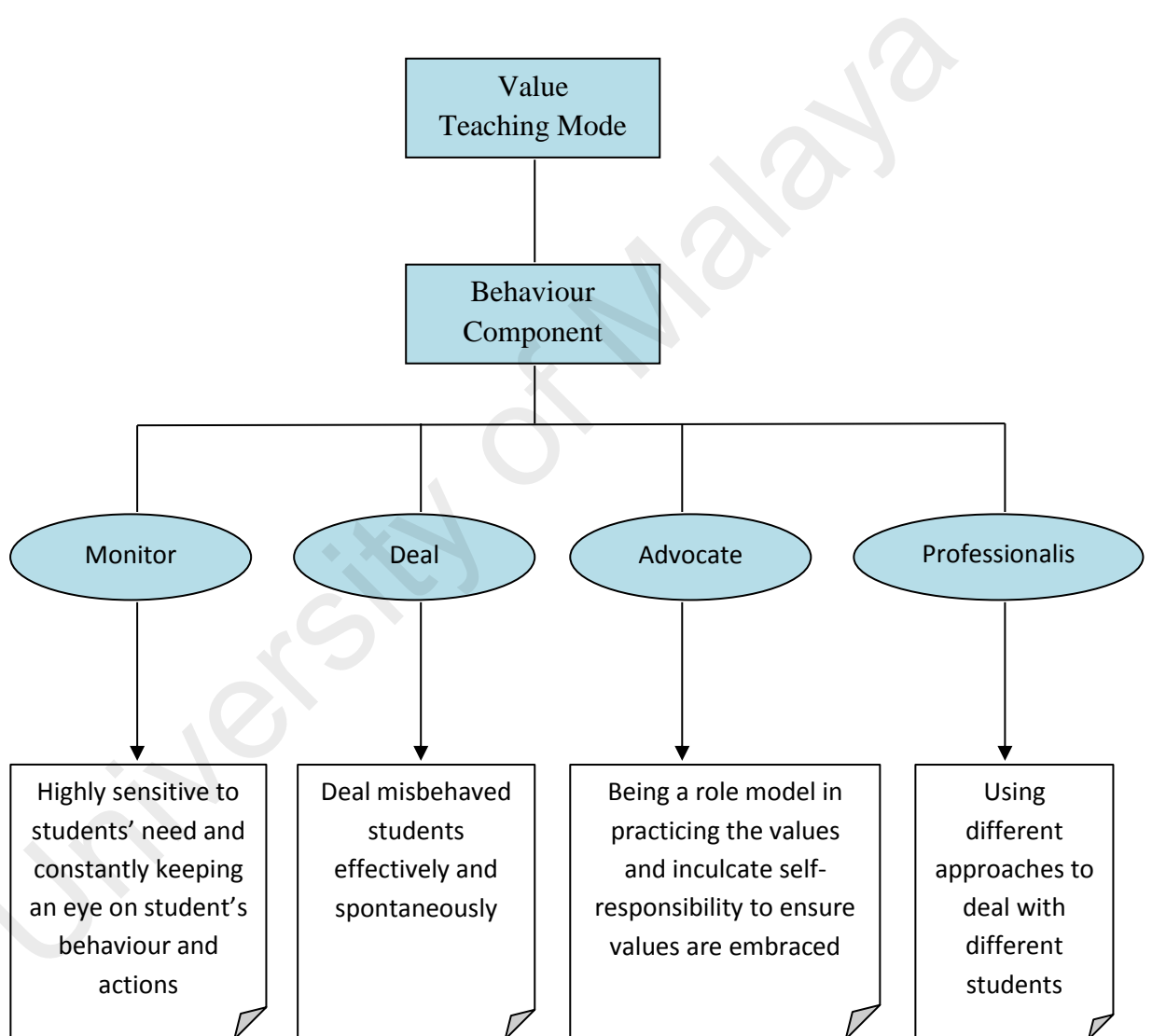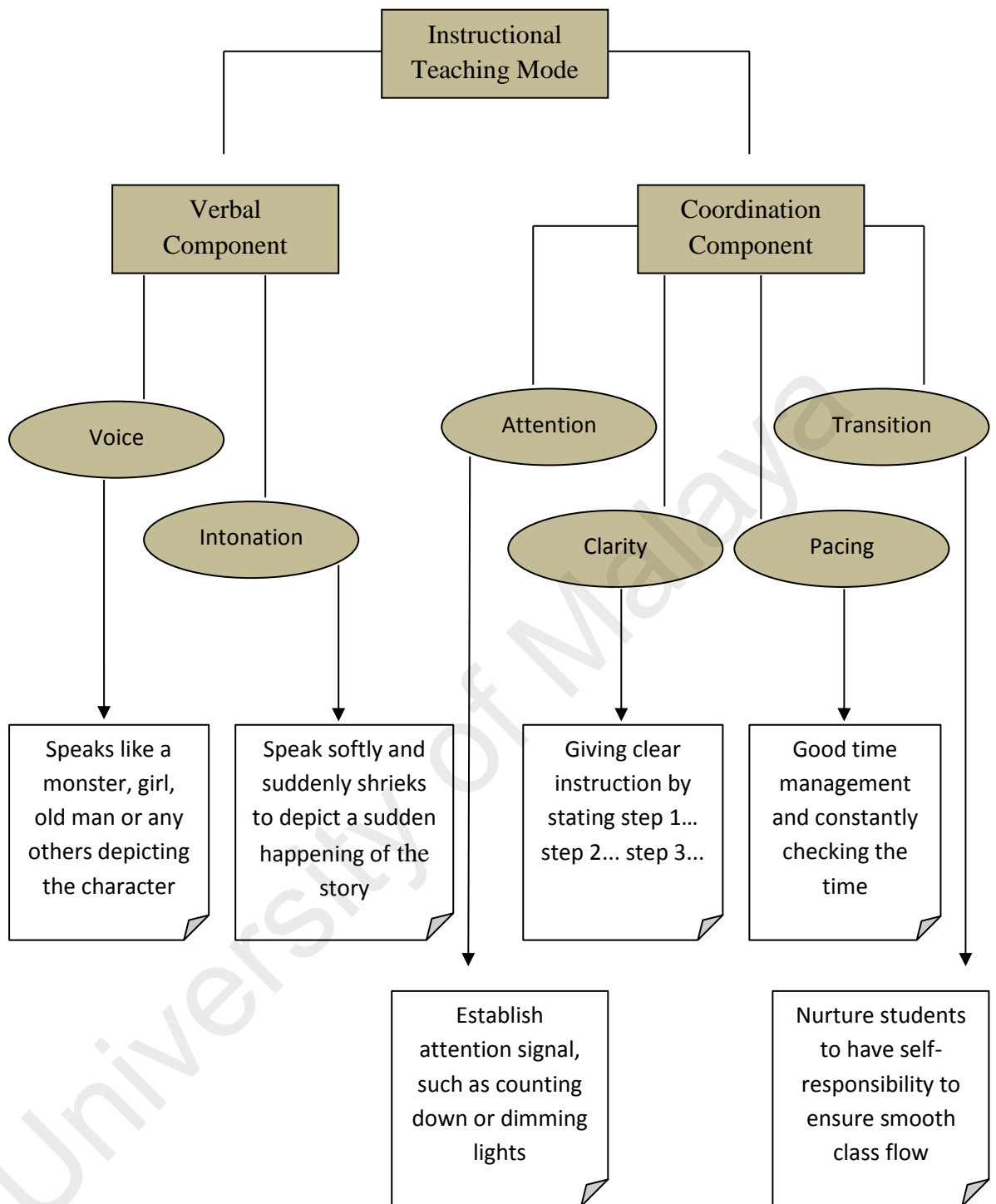
Figure 6.6: Exemplary components and elements of Instructional Teaching Mode

6.1.3.7 Exemplary Dispositions and Practices: Linkage Teaching Mode

The exemplary teachers in this study emphasized the importance of linking the learning objective of the class to students' daily life. First of all, it is essential to get the student's interest by hooking them with an appealing expressed learning objective and the process of externalizing students' prior knowledge. After the class activities, teachers are required to explain the purpose of the activity, the importance of the learning objective as well as the application of the learned skills and values in daily life. This relates to Character CEP's Principle 3 (refer to Appendix A) stating effective character education requires aggressive and comprehensive approach to instil values among students. The programmes have to be designed in a proactive way instead of waiting the moments of teaching or opportunities to happen (CEP, 2013).

The teacher would periodically ask students to answer the learning objective of the day throughout the class. V6 emphasized the importance of ensuring all students remember the learning objective as it is the core of the lesson. Both the teachers and students need to be crystal clear about the learning objectives and constantly check whether the class is on track towards meeting the objective (Hattie, 2012). If teachers want to meet the desired learning outcome, they must communicate the goals to the students at the beginning of the class. According to V6, fun and excitement is the hook needed to hook the students' attention in learning through. This is supported by Hattie (2012), saying that having students' attention and excitement about the learning intentions at the start of the class support their learning.

In addition, assessing students' prior knowledge with regards to the topic is an essential practice, stated by V11. Hattie (2012) suggested that teachers must know what students prior knowledge and ability. V11 tried her best to understand her student's level of understanding in relation to the value they were learning for the day by inviting them to formulate hypotheses, link connection and challenge prior perceptions and

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thinking. The benefits of explanation and making connection practices were also outlined in increasing student's self-esteem by allowing students to express what they have known in relation to their prior knowledge. For introducing a new learning objective, V6 would prompt her students' immediate experiences in search for meaningful examples. One such practice was to ask about recent events which took place in the school, neighbourhood, at home or about an event that was a headline nationally or internationally. Figure 6.7 (p.233) illustrates that teachers need to hook students' interest to ensure they remember the learning objective and also assess their (students) prior knowledge.

V11 shared her techniques in prompting the students to answer questions (open ended questions) and explaining (using imaginative analogies and metaphors) regarding the value concepts or skills being presented (connecting to lives beyond schools) and gradually students could gradually build the skills and values in them. Straits and Wilke (2002) emphasize the importance of providing students the opportunity to reflect upon what they have acquired in class and reinforce through verbal expression.

V11 also emphasized that it was essential to allow students to understand what they learn relates to the daily life through the engagement of discussion. The dialogue between teachers and students should be such that all students have the opportunity to think about the relationship and express their thoughts (Stiggins & Chappuis, 2005). Both teachers ensured the students realized the importance of the learning that could be applied in real life.

In Figure 6.7 (p.233) illustrates the 'Hook' component with the elements of 'Learning Objective' and 'Prior Knowledge' while 'Experiential' component with the elements of 'Explanation', 'Importance', and 'Application' of Linkage Teaching Mode with given examples.
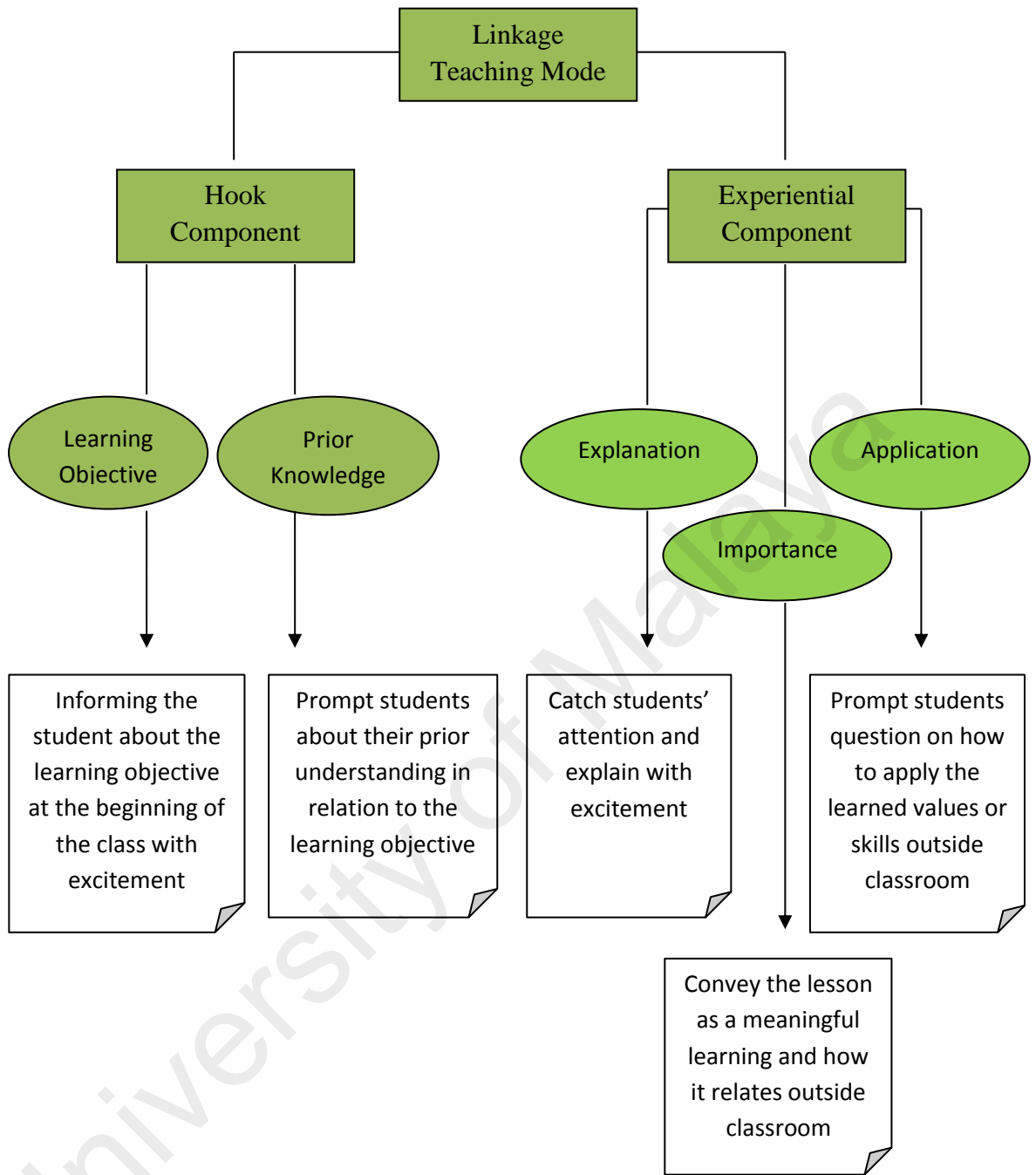
Figure 6.7: Exemplary components and elements of Linkage Teaching Mode

6.1.3.8 Alignment between the Established Codes Content and Model of Processing

As noted in Chapter 5, the established Codes of Exemplary Situated Teaching for Character Education in this study is CRAMVIL Teaching Modes have four columns namely 'Component of Teaching Mode', 'Description of Teaching Mode', 'Indicator of Teaching Mode' and 'Example Practices of Teaching Mode' (refer to Appendix Q).

The theory-of-action, Argyris and Schon (1974) proposed the Model of Processing. This model consists of three elements, namely governing variables, action strategy and consequences (see Figure 3.2, p.98). 'Governing Variables' refers to a group of variables that one must keep within the limitation set in an organization or setting. These variables dependent to each other which means that an action will likely to impact upon others. The next element 'Action Strategies', includes the moves and actions taken by individuals to keep the governing variables within an acceptable range The last element, 'Consequences', means the results of the actions.

After the process of establishing the codes, the researcher discovered the alignment of the codes content to the elements of Model of Processing by Argyris and Schon (1974). The established codes 'Component' is aligned with the 'Governing Variable'. The 'Component' of CRAMVIL Teaching Mode includes 'Expression', 'Context', 'Personality', 'Communication', 'Improvement', 'Scaffolding', 'Learning', 'Behaviour', 'Verbal', 'Coordination', 'Hook' and 'Experiential', twelve components in total. It means, there are twelve variables that teachers must keep within acceptable limits in an organization as these variables can impact students. Secondly, the column of 'Example Practices' in the established codes is aligned with 'Action Strategy' (refer to Appendix Q – established codes). These examples are moves and actions taken by teachers to create the learning outcome among students. Lastly, the column of 'Indicators' in the established codes (refer to Appendix Q – established codes) is aligned with the 'Consequences'. The practices which teachers take action on creating the intended result. The indicators refer to the students' actions and behaviour (intended result) due to the teachers' actions or practices.

Figure 6.8 (p.235), it is a representation diagram to show the alignment between the established codes content and Model of Processing. The dotted arrows show the alignment between the elements.
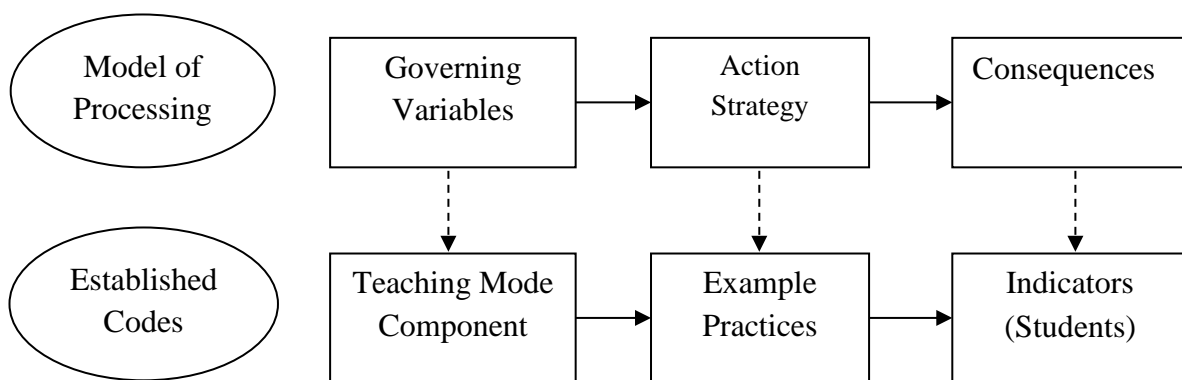
Figure 6.8: Representation diagram to show the alignment between established codes content and Model of Processing. [Arygris & Schon, (1974)]

6.1.3.9 Alignment between the Established Codes and Effective Teaching Approaches

According to the literature review under the heading of 'Effective Teaching Approaches' (section 2.5.1), the researcher is able to compare the similarity to the established codes' elements of exemplary dispositions and practices in this research. This is an important as this present research supports the comprehensive literature and yet be able contribute to the existing knowledge of exemplary character educators.

The researcher employs an example shown in Table 6.1 (p.236). The Cognitive science effective teaching approach requires teachers to create a meaningful context (as highlighted in Table 6.1) in relation to the lesson plan. On the other hand, elements derived from this research, 'Atmosphere', 'Explanation', 'Application' are also related to existing literature.

Description of the 'Atmosphere' element is that teacher employs music and space, decoration to create for contextual and emotional learning. Description of the 'Explanation' element is that teacher gives attractive real life examples to intrigue the motivation of students to learn. Description of the 'Application' element is that teacher requests students to summarize the leaning and ensure that the students share application examples relating to their real life. The given element descriptions provide

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further support that the exemplary practices drawn out from the exemplary research participants are aligned with those from past literature.

Table 6.1: Alignment between the Established Code and Effective Teaching Approaches

Process-Product	CRAMVIL Teaching Mode (Elements)
Classroom climate	
-classroom management	Attention, Transition, Pacing
-behaviour management	Monitor, Deal
Right reaching	
-class instruction	Clarity, Voice, Intonation
-clear expectation	Objective, Advocate
-effective questioning	Application, Interaction
-feedback to students	Feedback, Recording
Flexible teaching	
- teaching strategies	Body Action, Facial Motion
- difficulty of questions	Scaffolding
- materials	Tools
- learning styles	Energy
Cognitive Science	**CRAMVIL Teaching Mode (Elements)**
Create cognitive processing structures for knowledge	
-curriculum	
-classroom routines	Transition
Practice best process-product techniques	
-decision making	Scaffolding, Deal, Professionalism
-develop relationships with student	Interaction, Engagement, Proactive
Teaching of cognitive strategies	
-provide meaningful context	Atmosphere, Explanation, Application
-understand children during interactive teachings	Trust, Prior Knowledge
Constructivist	**CRAMVIL Teaching Mode (Elements)**
Prior knowledge and new knowledge	
-student and student co-construct meaning	Prior knowledge, explanation, importance
Social relationship in classroom	
-build trust and caring	Trust, Charming,
-help by the more expert others	Engagement, Explanation
Establish learning environment	
-willing to take risk to learn	Encouragement, Growth
-responsibility of learning	Quality, Importance

The two exemplary teachers at Prokidz Institution provided their embedded situational teaching knowledge for character education. The discussed exemplary dispositions and practices facilitated the establishment Codes of Exemplary Situated Teaching for Character Education and support existing literature. The next section is the description of factors that affect 'learning to teach' experience of novice teachers at Prokidz Institution through the 30-Hour Cognitive Apprenticeship Training.

6.2 'Learning to Teach' Experience of Novice Teachers throughout the 30-Hour Cognitive Apprenticeship Training

This section answers Research Question 3 of the study: What are the factors that affect the 'learning to teach experience' of novice teachers at Prokidz Institution? To facilitate better understanding on how the novice teachers gained their 'learning to teach' experience, the researcher first enlightened the reader by giving the mechanism of the 30-Hour Cognitive Apprenticeship Training. It followed by the interviews conducted with the selected two novice teachers to help understand the factors that affect 'learning to teach' experience of novice teachers for character education at Prokidz Institution. Lastly, the researcher discussed the result presented.

6.2.1   30-Hour Cognitive Apprenticeship Training

In this study, the researcher modified the Cognitive Apprenticeship Model to prepare novice teachers for character education. The researcher termed this training to prepare novice teachers as '30-Hour Cognitive Apprenticeship Training'. The exemplary teacher participants played the role as coach to the novice teacher participants. There are three coaching stages, namely Coaching Stage 1 – 'Observation', Coaching Stage 2 – 'Scaffolding' and Coaching Stage 3 – 'Exploration' (refer to Table 3.2, p. 106)

In the 'Observation' stage, novice teachers learned by observing the exemplary teachers model their exemplary situated teaching in their classroom. Essentially the

exemplary teacher modelled and explained the thought process while novice teachers observed and made connections to the learning. The exemplary teachers provided explanation by employing the established codes of exemplary situated teaching to facilitate better learning understanding of novice teachers.

In the 'Scaffolding' stage, it was the support that exemplary teachers provided that helped the novice teachers to carry out the teaching task with guided feedback. The 'Dependent Teaching' entailed opportunities for novice teachers to practice while the exemplary teachers (coach) provided feedback, hints, correction, advice and assistance when needed. The exemplary teachers (coach) used the established codes of exemplary situated teaching to give feedback to the novice teachers. After every class, there would be a session for 'Articulation' in which novice teachers were encouraged to verbalize their understanding and thinking. The novice teachers would also reflect or look back on their performance and compare their reflections to their exemplary teacher (coach). Eventually the novice teachers would be able to do the assigned teaching tasks with little or no help eventually from exemplary teachers, thus proceeding to the next coaching stage.

In the 'Exploration' stage, novice teachers manipulated and explored the learned skills or knowledge to promote their true understanding through application to teach independently. Similarly, the 'Articulation' and 'Reflection' process was carried out in this coaching stage. The exemplary teachers employed the codes as an evaluation tool to assess the exemplary dispositions and practices of novice teachers for their independent teaching class section.

Table 6.2 below is the structure that illustrates the coaching stages of this training. Each coaching stage has a specific number of hours to fulfil.

Table 6.2: Mechanism of 30-Hour Cognitive Apprenticeship Training

Coaching Stages	Components	Frequency	Hours
Observation	Modelling, Explaining	2 Lessons	6
Scaffolding	Dependent Teaching, Articulation, Reflection	4 Lessons	12
Exploration	Independent Teaching, Articulation, Reflection	4 Lessons	12

The 'Observation' Stage required two class lessons. The number of hours included an hour for novice teachers to model their coach (exemplary teacher) during the class; another two hours for the coach to explain by employing the established codes of exemplary situated teaching to facilitate better learning understanding of novice teachers. The total hours required at this stage was six hours *(1 hour modelling lesson + 2 hours explaining = 3 hours x 2 times = 6 hours).* As for the 'Scaffolding' Stage, there was a one hour 'Dependent Teaching' lesson, and two hour 'Articulation' session for a frequency of four times. The total hours required at this stage was twelve hours *(1 hour Dependent Teaching lesson + 2 hours Articulation session = 3 hours x 4 times = 12 hours).* Novice teachers were required to write their reflection in a journal after their teaching lessons. This facilitated the researcher to understand the experience of novice teachers throughout the learning and teaching process as a data triangulation method besides interviewing them at in the later phase of this study. The 'Exploration' stage has a similar mechanism as the 'Scaffolding' stage. However, there was a slight difference where the researcher decided to have the novice teachers to be evaluated by both the exemplary teachers using the established Codes of Exemplary Situated Teaching.

When this study was initially conceived, the researcher intended to only understand the factors that affect 'learning to teach' experience from novice teachers as a result of a 30-Hour Cognitive Apprenticeship Training. However, upon the last stage of the training (Exploration Stage where the novice teachers would independently teach without any assistance/coach from the exemplary teacher), it gave the researcher the

impetus to carry out an evaluation phase. During the last coaching stage – 'Exploration' of final two teaching lessons, each novice teacher was evaluated by two exemplary teachers for two lessons using the code of exemplary situated teaching dispositions and practices for character education. This evaluation was to assess the performance of novice teachers after the learning phases through the 30-Hour Cognitive Apprenticeship Training. The reason for having both exemplary teachers to evaluate the performance of each novice teacher was to triangulate the evaluation result and increase reliability. The researcher created an evaluation format by infusing the established code (Appendix R).

The total hours required at this stage was twelve hours *(1 hour Dependent Teaching lesson + 2 hours Articulation session = 3 hours x 4 times = 12 hours).* In this 'Exploration' stage there was a one hour 'Independent Teaching' lesson, and a two hour 'Articulation' session for a frequency of four times. The total hours required at this stage was twelve hours *(1 hour Independent Teaching lesson + 2 hours Articulation session = 3 hours x 4 times = 12 hours).* The total number of hours in this 30-Hour Cognitive Apprenticeship Training was 30 hours.

Each Novice Teacher Interview (NTI) began with questions drawn from the Cognitive Apprenticeship Training's mechanism. NTI interviews in this study began with questions about the experience throughout the training, experience with the coach (exemplary teacher), and feelings during and after the training. The experiences that are represented here are the actual words of the participants as drawn from the transcripts of the NTI. Please note that all names found in the transcript have been shortened to a single letter in order to assure the anonymity of all participants and students. Novice teachers for this study were coded as NT 1 & NT 2.

At the time of the researcher's encounter with NT 1, she had no experience in teaching at Prokidz Institution as well as other places. However, she showed a high level of enthusiasm and passion to be an educator during the interview session (novice

teacher research participant selection process), especially on character building education. As for NT 2, she has been teaching at a tuition centre in relation to academic subjects, but not character education, not in Prokidz Institution too. Both of them have been teaching at the Institute for Beginner and Intermediate Level. In this study, they were trained for the Beginner (age group 10 -12) & Intermediate Level (age group 13 – 15).

Before this training was conducted to prepare novice teachers for character education, the researcher had a short briefing to enlighten novice teachers (apprentice) and exemplary teachers (coach) about their roles and responsibilities. Table 6.3 below shows the roles and responsibilities both exemplary teachers and novice teachers throughout the 30-Hour Cognitive Apprenticeship Training.

Table 6.3: Roles & responsibilities of exemplary teachers as coaches and novice teachers as apprentices throughout the 30-Hour Cognitive Apprenticeship Training

Coaching Stages	Component	Roles and Responsibilities Exemplary Teacher (NT)	Roles and Responsibilities Exemplary Teacher (ET)
Observation	Modelling	Teach and exemplify the exemplary dispositions and practices in class	Observe ET's exemplary dispositions and practices in the class
	Explaining	Explain according to the codes Answer questions from NT	Ask questions and clarify doubts
Scaffolding	Dependent Teaching	Observe NT in conducting class Help out when necessarily during the class when NT faces difficulties	Teach and experience
	Articulation	Explain according to the codes Answer questions from NT	Ask questions and clarify doubts
	Reflection	Write feedback to NT about the teaching practice	Write a journal about the class teaching experience Learn from ET's feedback
Exploration	Independent Teaching	Observe and evaluate NT based on the codes	Teach and experience Write journal about the class teaching experience
	Articulation	Answer questions from NT	Ask questions and clarify doubts
	Reflection	Assess the teaching performance during the last two lessons of NT	Write a journal about the class teaching experience Learn from ET's assessment

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6.2.1.1 Novice Teacher (NT 1, NTI, 16-6-2014)

NT1 highlighted the importance of observing her coach. She perceived that observing and modelling from an experienced teacher was able to provide her an avenue to see what she would expect from the students in a classroom setting. Developing the art of close observation is important.

> '*This stage is important for me. I learn through observation. My coach is really good. I love modelling because I have time to look how this should be in the classroom. So, I think modelling is to ensure what you would expect our kids to be as well and learn from the experienced teacher.*'

Of course she was aware about the dangers in relying solely on observation as she also reckoned that currently there was insufficient of good character educators. However, she felt very lucky to have her coach (V6) to guide her. She admired her energy level and ability to control the class.

> '*But there is a danger...Not every teacher is good. I mean not every experienced teacher is good. What if I have gotten a not very competent teacher? Oh well, I feel very lucky to have V6 as my coach. She is really awesome. The way she controls the class and the energy level she has to teach. I really admire her.*'

Active learning creates more meaningful learning for NT 1 that she could use to create active learning in her classrooms. She felt excited to learn something that could help the students. This satisfaction with active learning opportunities translated into a higher rate of classroom implementation for active learning strategies by reviewing the authentic student work and see their improvement.

> '*I like the active involvement as a learner and teacher. Just having the opportunity to practice what I have learned, having the opportunity to see the results of the teaching. I am always excited if I feel like I am going to learn something that is going to help the students. Just having the opportunity to practice what I am learning, having the opportunity to see the results of in my classroom during the training is great.*'

Nonverbal communication signals, such as body language is important as every body language depicts certain messages that are sent across to students. NT1 realized that her facial expression actually depicted her disapproval and judgment on students from her coach's feedback.

> 'I became more aware with my non-verbal language… I remember one of the feedbacks from my coach, it really daunted me. I realized that when I was thinking, people thought that I was judging and disapproving them because of my facial expression.'

NT 1 mentioned the two roles she was working on, both learner and teacher.

> '…I was working on myself as a learner not only as a teacher…'

NT 1 shared not only she appreciated the feeling of externalizing the learning, she learnt much about the technicality of teaching such as the writing of the lesson plan, the components and elements stated in the Codes as well as the challenges she faced through asking lots of questions.

> '…We talk about the components, the elements, the lesson plan or particular challenge that I was facing. It was very pertinent and rigorous. I asked a lot of questions too…'

NT 1 found that she learned a lot from her coach as she (coach) was willing to share her best practices, to offer her suggestions, to share helpful resources and advice, as well as gaining insightful lessons from the written feedback given by the coach after every lesson. She also found great benefit from learning experiences that included receiving feedback constantly on their own teaching from their coach.

> '…Sharing best practices, offering suggestions to problems or questions, and sharing helpful resources and advice... Especially the feedback written by my coach after every lesson.... it was so helpful and useful for me to learn…Through the feedback that my coach gave me, I learned so much from there.'

NT 1 knew that she was improving through the following indicators. As the training period progressed, the support that the coach provided changed in both quantity and

quality. There was a decrease in the amount of support provided as she (NT 1) increased in competence and confidence. These recommendations from the exemplary teacher (coach) built on NT 1 during articulation sessions pushed her (NT 1) thinking about her (NT 1) instructional decision making, focusing not only on what she was ready to do, but on how she was ready to think about her instruction. Comments on teaching practice and discussions became shorter.

> *'...Initially in the Articulation process, my coach gave me lots of recommendations and suggestions while I asked many questions about the codes and teaching practices, the rationale behind...Gradually, my coach started to prompt me questions about my decisions, practices and behaviour...We had shorter dialogue time too...'*

NT 1 felt her progress and contentment when she received praise from her coach (V6). Her confidence level increased eventually due to her coach placing value on to her teaching practices. She could also gain much trust from the students with her attention and enthusiasm during class.

> *'In her written feedback started to see praise! I was so happy to receive her appraisal on my fifth teaching day. At a later stage, she gave me lots of confidence by agreeing to my teaching practices and more appraisals. I could also feel that my students trusted me more with my attention and enthusiasm during class.'*

NT 1 reported the importance of having the Codes in increasing their knowledge about the best practices with the description.

> *'I feel like I have gained so much in this short period of time. I started of not knowing what to do with the codes of conduct. I have got bits and pieces of stuff all over, and it's just trying to make those connections and put it all together. However, through description in the codes and the real life teaching experiences, it helps a lot.'*

The Codes also helped the novice teacher to understand how to be an exemplary teacher and how to better engage students and instil positive values. It facilitated the

novice teacher's learning. She reckoned that her coach was indeed the exemplary teacher who matched with the description of the Codes.

> *'I find the codes really useful as it gives me the guideline in increasing my knowledge about the best practices, how to be an exemplary teacher and how to better engage students and instil positive values. So, by knowing the code and observing how the coach teaches, it's really easy for me to learn. My coach really matches what's stated in the code.'*

NT 1 valued the motivation and encouragement given by her coach especially during the moment when she encountered a feeling of inadequacy and low self-esteem.

> *'Lots of motivation and encouragement were given to me at the beginning of the class practices. I think my coach sensed my self-esteem was lowered due to my inadequate and poor teaching skills. ...she motivates me too.*

Throughout the training, she described the relationship between herself and the coach as important for her experiences. She described her coach as a caring and supportive person. She felt comfortable with her coach (V6) throughout the learning journey sharing her experience, difficulties, feelings and thinking.

> *'I don't feel isolated or alone, struggling for lack of support, knowledge and resolve in my practices...Not at all... My coach is very caring and supportive. The dialogue with her and reflection allow me to share my learning experiences, difficulties, feelings and thinking to the coach...'*

NT 1 felt respected and didn't feel being inferior as a novice teacher.

> *'Honestly, I had never been in an environment where no one was judging me, I never felt unintelligent, or I'm just a second-grade teacher, or anything to make me feel down on myself.'*

She highlighted that compassion was the key element to get in touch with people. To touch someone deeply through modelling humanness which she reckoned her coach (V6) was already doing.

> *'...I think compassion and caring is important. With empathy and understanding, I can help the students better because I can understand them more...'*

The training was able to increase her (NT 1) confidence level and self-esteem and in turn could better support her students in their learning. She knew that she could make a difference in the world with her effort and contribution.

> *'I am confident that I can help the students and nurture the next generation… I am really happy… I feel good about myself...I know what I can do for the world...We can make a difference by modelling the humanness...'*

Next, the researcher put the 'learning to teach' experience in words of NT 2 in the following section.

6.2.1.2 Findings of Novice Teacher (NT 2, NTI, 16-6-2014)

NT2 felt that observing her coach's actions and behaviours rather than personality had been specifically very useful in developing teaching skills and personal growth. She noted that an observation should be purposeful, rather than casual, always seeking for reasons behind certain actions and behaviour of her coach.

> *'I observed the actions and behaviours of my coach rather than personality traits. She has given me a very unique way of being a teacher… It was my first time experiencing such a fun and energetic class. The way she talked, conducted and managed the class was an eye-opener for me... Every practice has a purpose. I was questioning in my mind the reasons of my coach doing certain actions and why she behaved in a certain way.'*

NT 2 commented that the Codes had definitely helped her a lot as a teaching framework hence assisting her to observe more critically or acutely. The Codes helped her to focus and made her observe specifically instead of vaguely. With the description of the codes and indicator of the classroom, it had given her a clearer picture and direction on what to focus in her class.

> *'..It just totally focused me and made my efforts so much more specific and I think powerful and targeted. It trained me to observe, which something I think many teachers sometimes don't do is...Not that they don't want, maybe just that they don't know what to look for. Nonetheless, with the code's description and indicator, it gives a very clear picture and direction on what to focus...'*

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In addition, NT 2 commented that the Codes served as a guideline to coordinate the instructional activities yet having the flexibility to meet individual student's needs.

> *'The code served as a great guideline that gave recommendations... pacing of instructional activities. I didn't feel the constraint by this code as I was still flexible in meeting the needs of each individual student. I can still teach my class the way ...'*

She acknowledged that the Codes helped her to be an exemplary teacher instead of doing things in a trial and error manner.

> *'I am able to put the codes into action... the codes really help me a lot to be an exemplary teacher like my coach instead of me going trial and error.'*

NT 2 believed that attempting challenges and complex problems at the beginning stage of her career was a great source of learning.

> *'...I learn when there's struggle, I learn when there is dissonance, I learn when there is disequilibrium. I learn through problems...*

NT 2 was astounding about the learning experience she could get in a short period of time with the combination usage of the Codes as well as the guidance from the coach.

> *'The codes give me a clear guideline on what I am supposed to do, and with the combination of having a coach to guide me through...It is amazing to learn in such short duration.'*

NT 2 shared her experience in facing a problematic child. This experience had given her the avenue to improve on her classroom management ability, working with her coach and learn the approach to deal with such behaviour. Once again emphasizing facing problems was an excellent way of learning.

> *'I faced a problematic child. This necessitated me to seek for classroom management ability, working with my coach, approach to deal with such behaviour and a number of other things only in theory. I believed that attempting challenges and complex problems give be a great source of learning...forced me to draw on a range of skills, bringing these together and applying them... I am grateful that I had such experience also making me feel more 'professional'...*

The Codes facilitated her understanding faster and hence enhanced her teaching skills.

> *'Especially referring to the codes, it facilitates my understanding further and quickly allows me to enhance my teaching in the class.'*

NT 2's coach (V6) gave her motivation and encouragement to have the courage in making changes. A good relationship among the coach and novice teacher enables learning to take place in a positive environment.

> *'...my coach was always able to motivate me and give me the booster to be better. I feel better after talking to her always...Largely it is due to the support I received from my coach. The encouragement has motivated me to continue with great desire and has allowed me to feel courage in making changes and improve tremendously... I never was around anyone to bring such a positive effect to the learning experience. The positive atmosphere was beneficial to my learning...'*

NT 2 started off by asking lots of question initially and she had lots of recommendations and suggestions from her coach (V6). Eventually, this process reversed as her coach asked her questions on how to improve and tried to understand her perception and feeling of the class.

> *'...I had lots of questions to ask her initially. I remember she gave many suggestions and feedback for me to improve. Later on, it was a reverse process as she asked me questions on how to improve and knowing my perceptions as well as feeling of the class...'*

Her coach gave fewer recommendations, more affirmations; more praises and put the novice teacher's role as a partner instead of an apprentice at the later stage to discuss what was best for the students. These were forms of indicators allowing a novice teacher to know that she was improving and thus, increase her confidence level.

> *'...when my coach started to reckon and affirm my actions, I knew I was improving. Besides, I really appreciate when she appraised and gave me inspiring encouragement to be a great educator. At the later stage... we were like colleagues working together, discussing together to plan what's best for the children. That moment, I felt that I was good. Automatically, I increased my confidence level...'*

The comments given by the coach changed from directive to affirmation.

'To contrast, the initial comments were more directives but it changed to more affirming on my decisions and practices...'

NT 2 felt she benefited from active participation in learning experiences rather than based on the passive transmission of knowledge and skills. She described as having the opportunity to practice after modelling her coach.

'I am so glad it is not a lecture style at all. If the coach didn't model and explain the teaching practices, if they are just standing there and telling you all of the things that you are supposed to do without having a clear picture... then how am I supposed to teach? I think I can't sit and get...At least for me, I need to do it and need to make something and figure it out through experience...'

NT 2 emphasized the importance of being supportive and yet allowed freedom to learn from mistakes with the guidance provided.

'I think it is important to seek for a balancing point to receive support yet have the freedom to make mistakes in order to learn I really like my coach because she allows me to try teaching and support me by giving me guidance without the autocratic way to follow every step...'

6.2.1.3 Discussion on Modified Cognitive Apprenticeship Model

According to Brown, Collins & Duguid (1989), cognitive apprenticeship model comprises the components include modelling, explaining, coaching, scaffolding, reflection, articulation and exploration (refer to Table 3.1). In this study, the researcher modified the cognitive apprenticeship model to prepare novice teachers for character education. The researcher describes the entire cognitive apprenticeship process as the 'Coaching Process' instead stand-alone component (refer to section 3.2.2 for detailed explanation). Instead of a step-by-step approach according to the cognitive apprenticeship model developed by (Brown et.al, 1989), the researcher divided the model into three coaching stages, namely 'Observation', 'Scaffolding' and

'Exploration' (refer to Table 3.2, p.104 for the modified cognitive apprenticeship model).

NT 2 commented that the codes were confusing initially but after the articulation session with her coach explaining the rationale behind her (V11) actions and dispositions, she could link it so much better through observing. *[Coaching Stage 1: Modelling & Explaining]*

> *'It was initially a bunch of words, but it made so much sense when my coach used that in our first dialogue session, talking through about her actions and reason behind such actions or dispositions*

NT 1 enjoyed the articulation session a lot. She commented that her coach (V6) gave her much time to express what she had observed, heard and learned. This process made her learning experience more meaningful through externalization. Teachers' participation in verbal discussions is related to their sense of importance of subject under discussion, its direct connection to what they could do with their students, and the support they feel they would receive for making such changes and improvements that are being discussed (Risiko et.al, 2009). *[Stage 2: Dependent Teaching, Articulation, Reflection]*

> *'...She has given me much time in which I can talk about what I have seen, heard and learned and it makes the learning experience more meaningful. I get to see live teaching and talk about it, and take it apart. My coach is conducting this rigorous dialogue about what I am seeing. It is a very dynamic learning thing.'*

Dialogue with her (NT 2) coach enabled the novice teacher to articulate her own thinking, formulate a cohesive understanding that made deeper connections to her prior experiences. Dialogue conversations between coach and apprentice as coaching plays an essential role in teacher development (Risko et al, 2009). The articulation session even provided her the avenue to talk about the strategy to improve her class. *[Stage 2: Dependent Teaching, Articulation, Reflection]*

>*'I think is critical for me to just talk it through and inspect the learning and teaching process. It can assist me in processing my learning and making deeper connections to my own prior understandings and experiences...suggesting different strategies to improve my teaching or something else...*

NT 2 liked the reflection as this practice encouraged her to revisit her instructional decision and made herself aware of her teaching. It was important to write her journal identifying areas that needed to be strengthened, with improvement actions to be taken. Reflecting on practice (own and others) encourages novice teachers to revisit instructional experiences and maximizes the construction of meaning (Matanzo & Harris, 1999; Schon, 1987). *[Stage 2: Dependent Teaching, Articulation, Reflection]*

>*'Reflecting on my practices encouraged me to revisit instructional experiences and make meaning. It helped me to have self-awareness. Through journaling, I recognize areas that need, strengthening, consider alternatives, and reconstruct teaching actions.'*

NT 1 mentioned that writing a journal made her accountable for her improvement efforts and be more confident to give her best effort to improve. *[Stage 2: Dependent Teaching, Articulation, Reflection]*

>'*Honestly, by asking me to reflect on what I have learned and how to apply it after every lesson really holds me accountable. I need to walk the talk. After every journal writing, it makes me more confident and really try my best to improve my teaching skill in my classroom.*

NT 1 also described the components of articulation as important to her experiences. The session was important to her in being able to process all that she was learning and consider ways to implement new ideas, suggestions and feedback into her own classroom. She felt the togetherness with her coach (V6). Morris (2003) considered the impact of discussions between the novice teacher and coach after every class following support provided in situ, as teachers implemented new practices, allowed for dialogue

about questions and concerns as they arose and encouraged teachers to think about their own practice *[Coaching Stage 3: Independent Teaching, Articulation, Reflection]*

> *'I like the articulation process the most which as there was time to share, to consider new knowledge and to think critically about my classroom practices and teaching. I love to talk with my coach after the lesson and share and share and share... I think it was... we were together. I feel the togetherness to have the opportunity to share things as they came up.'*

NT 1 commented that every journal writing leads to greater implementation in the classroom as it integrates the new reflected knowledge and skills into existing schema and experiences a shift in ability that must accompany true improvement efforts. *[Coaching Stage 3: Independent Teaching, Articulation, Reflection]*

> *'To me, every journal writing leads to greater implementation in the classroom as it integrate my new knowledge and skills to my existing understanding thus able to improve with given effort.'*

NT 1 was asked to revisit what they learned, examined how their practices had changed based on their new learning, and most importantly, to evaluate the impact of these changes on their students' performance, was a component of reflective practice and informed instructional decision making. *[Coaching Stage 3: Independent Teaching, Articulation, Reflection]*

> *'Reflection was what drove me to really analyse my learning process... 'I was asked to revisit what I have learned, examine how my practices have changed based on my new learning, and most importantly, to evaluate the impact these changes on the students' performance.'*

6.2.3 Discussion on 'Learning to Teach' Experience of Novice Teachers at Prokidz Institution

In this study, the researcher's intention was to describe the 'learning to teach experience' of novice teaches at Prokidz Institution. There are several themes identified by the researcher stated as below.

(a) 'Learning to Teach' Experience of Novice Teachers: Active Learning in Situated Classroom

(b) 'Learning to Teach' Experience of Novice Teachers: Learning through Coach's Feedback

(c) 'Learning to Teach' Experience of Novice Teachers: Modelling as a Learning Tool

(d) 'Learning to Teach' Experience of Novice Teachers: Articulation as a Learning Tool

(e) 'Learning to Teach' Experience of Novice Teachers: Journaling as a Learning Tool

(f) 'Learning to Teach' Experience of Novice Teachers: Interpersonal Relationship between Exemplary Teacher (Coach) and Novice Teacher (Apprentice)

(g) 'Learning to Teach' Experience of Novice Teachers: Change of Coaching Support

(h) 'Learning to Teach' Experience of Novice Teachers: Indicators of Improvement

6.2.3.1 'Learning to Teach' Experience: Active Learning in Situated Classroom

Learning to teach is a particular challenging endeavour even to the most accomplished teachers (Manning, 2007). NT 2 in this study also believed that attempting problems and challenges at the beginning stage of her career is a great source of learning. Lieberman and Miller (2004) illustrate how each instance converges to demonstrate the tenet of "learning is experiential and collective; it is context-driven and context-sensitive; and it occurs through social participation" (p.33). NT 2 shared her experience on facing a problematic child. The problem enable to view different range of teaching dispositions and practices and apply them in the situated context. This necessitated seeking for classroom management ability, working with the other coach, the approach to deal with such behavior.

One aspect mentioned by both participants was the importance of active learning embedded in the cognitive apprenticeship learning approach. NT 2 felt she benefited from active involvement in the learning process rather than just passively receiving knowledge Instead being a passive observer or learner, the mode of learning in an active

learning engagement (Olgun, 2009). The approach of active learning allows learners to take on a more protagonist, less passive role than in traditional transfer of knowledge approaches (Cookson, 2005).

NT1 described as having the opportunity to practice after modelling her coach. Groves and Strong (2008) claims that a person can learn effectively through observation and imitation. However, according to Bandura's (1986) Social Cognitive Theory, learning occurs as individuals encounter opportunities to execute. Active learning creates more meaningful learning for NT1 that she could use to create active learning in her classrooms.

Both teachers' active involvement played the role as a learner and teacher. They noted excitement when learning something that would assist them in their own classrooms and this often served as motivation for pursuing learning opportunities. They suggested that these satisfactions with active learning opportunities translated into a higher rate of classroom implementation for active learning strategies by reviewing the authentic student work and view their improvement. Risko et al. (2009), found that teachers' belief changed in a positive way when teachers had enactive opportunities to interpret students' data and observed positive learning outcomes of students through improved teaching. Both also felt excited to learn something that could help the students.

6.2.3.2 'Learning to Teach' Experience: Learning through Feedback given by Coach

The more experienced teacher or expert teacher constantly gives feedback to the novice teachers during their teaching and learning (Collet, 2012). NT 1 found that she learned a lot from her coach as she (coach) was willing to share her best practices, to offer her suggestions, to share helpful resources and advice, as well as gain insightful

lessons from the written feedback given by the coach after every lesson. Feedback is a means by which instructional support is provided and adjusted in the teaching/learning process (Morris, 2003).

NT 1 found great benefit to obtain feedback on her own teaching from her coach. For example, she realized that her facial expression actually depicted her disapproving and judging of students from her coach's feedback. Nonverbal communication signals, such as body language is important as every body language depicts certain messages that send across to students (Milne, 2010).

6.2.3.3 'Learning to Teach' Experience of Novice Teachers: Modelling as a Learning Tool

Many theorists such as Bandura (1986); Kolb (1984); Wales et al. (1993) supported that observation is an effective tool to increase competence development and also make ways to strengthen the learning process. Those who reported using observation aids may be highly adopting Bandura's model. However, according to Cheff and Chievers (2001), there was a different or rather contrast view about the significance of role model and even deny drawing on role models to shape personal identity instead of copying someone else. In this study, both novice teachers strongly agreed that modelling their coach (exemplary teacher) was a great learning approach.

Modelling is the one of the cognitive tools supported by Maclellan (2008) to enable the development of teacher education to offer teaching-learning situations. NT1 highlighted the importance of observing her coach. Developing the art of close observation is important. Of course she recognized there were problems in depending solely on observation as she too reckoned there was insufficient of capable character educators. However, she felt very lucky to have her coach (V6) to guide her.

During the data analysis process of scrutinizing modelling as a tool for novice teachers to learn, the researcher discovers that the Observational Learning Model by

Bandura (1977) matches well in the context of this study. Referring to Figure 6.9 (p.256), there are four processes that govern observational learning. These are 'Attention', 'Retention', 'Reproduction', and 'Motivation'. Learners must first attend to the model and decide what information, if any, they will focus on. Then, the learner must also remember the observed events. This retention involves the transfer of what is observed into one's memory, in the form of symbolic representation. Next, the learner must transform this knowledge into an appropriate course of action thus considering present abilities and capacities when determining this. Lastly, it is this right level of motivation that the learner must have the right level of motivation and want to copy the skill.

| Attention | → | Retention | → | Reproduction | → | Motivation |

Figure 6.9: Observational Learning Model [based on Bandura, 1977]

NT1 perceived that observing and modelling from an experienced teacher was able to provide her an avenue to see what she would expect from the students in a classroom setting. NT 2 commented that the Codes helped her to focus and made her observe specifically instead of vaguely. With the description of the codes and indicator of the classroom, it had given her a clear picture and direction on what to focus on her class. She noted that an observation should be purposeful, rather than casual, always seeking for reasons behind certain actions and behaviour of her coach. Both novice teachers were clear of the attention they needed to focus on.

In addition, both novice teachers felt that observing their coach's actions and behaviours rather than personality had been particularly important in facilitating to develop teaching skills and personal growth. It must be clear that modelling is neither

mimicking, nor imitation (Bandura, 2005). NT 1 shared how much she admired her coach (V6) for being so energetic and able to coordinate the class so well. She had a clear mental image about her coach in terms of her dispositions and practices in class. Hence, she was able to retain the mental picture and wanted to be like her coach.

The learning approach was an active learning one where novice teachers were able to apply the developed skills in an authentic situated context, thus impacting students' learning. This approach served as motivation for pursuing learning opportunities. They reckoned that these satisfactions with active learning opportunities translated into higher rate of classroom implementation and doing their best to reproduce what their coaches were practicing in class.

The researcher has modified the Observational Learning Model by putting two dotted arrows branching from the element 'Retention' to the elements of 'Reproduction' and 'Motivation'. According to the novice teachers in this study, they explained that the viability and opportunity to apply what they had learned indeed increased their motivation to teach, putting into action. On the other hand, they also commented that because they took action in the classroom setting, experiencing and witnessing the improvement of their students, this eventually motivated them to learn and teach more. Researches that emphasize on teachers' attainting goals (Butler, 2007; Retelsdorf, Butler, Streblow & Schiefele, 2010) relate to this situation. The situation in this context means that teachers feel motivated to learn and be better after their executed actions are able to improve student learning. Scrutinizing teacher's attainment goals has yielded significant findings about their motivation, instructional practices and passion for teaching. Hence, by modelling exemplary teachers, novice teachers could have the motivation and take action or execute real action, experiencing visible teaching and learning outcome thus increasing personal motivation. Hence, it could have two possibilities. The two directional arrow is placed in between the elements

'Reproduction' and 'Motivation'. This is because the researcher discovered from the novice teachers that it is a continuous cycle.
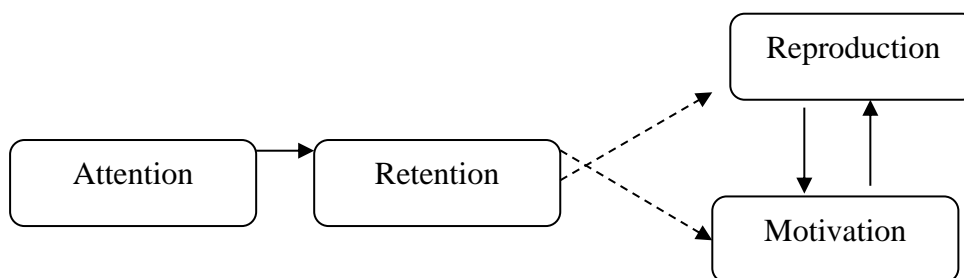
Figure 6.10: Modified Observational Learning Model [based on Bandura, 1977]

6.2.3.4 'Learning to Teach' Experience of Novice Teachers: Articulation as a Learning Tool

The participation in dialogue with coaches was described by both novice teachers as important to the overall effectiveness of the cognitive apprenticeship training. Critical dialogue, reflective conversations, and simple talk time were consistent patterns in both novice teachers' experience. NT 1 enjoyed the articulation session a lot. She commented that her coach (V6) gave her much time to express what she had observed, heard and learned. NT2 commented that articulation was really a great tool to learn.

Articulation was described as being used for different purposes, including using talk to assist novice teachers in making connections and inspecting and formulating their own schema. Dialogue with her (NT 2) coach enabled the novice teacher to articulate her own thinking, formulate a cohesive understanding that made deeper connections to her prior belief. Teachers who initiate change and have ongoing opportunities to dialogue about these changes, often change their beliefs prior to changing their practices or interactively with changes in practice (Richardson & Hamilton, 1994).

Both valued the time given to talk with exemplary teachers (their coach) as well as talking about the best practices for situational teaching. Thoughtful dialogue

encourages novice teachers to analyse their instructional decisions. This is supported by Dutson (2007). The recommendations from the exemplary teacher (coach) built on NT 1 during articulation sessions pushed her (NT 1) thinking about her (NT 1) instructional decision making, focusing not only on what she was ready to do, but on how she was ready to think about her instruction. Extending the experience through dialogue encourages novice teachers to voice their new understandings and adapt them to their own pedagogical contexts (Morris, 2003). The novice teachers felt that this process made their learning experience more meaningful through externalization. As novice teachers become more cognizant thinking behind their own actions, opportunities for growth and change emerge (Risko et al., 2009).

NT 1 shared not only she appreciated the feeling and externalizing the learning, she also learned much about the technicality of teaching such as the preparing of the lesson plan, the components and elements stated in the Codes as well as the challenges she faced through asking lots of questions. The session was important to NT1 in that she was able to process all that she was learning and consider ways to implement new ideas, suggestions and feedback into her own classroom. Kozulin, Gindis, Geyev and Miller (2003) states that this is only effective when internalization occurs through the social interaction of people.

NT 2 commented that the codes were initially confusing but, after the articulation session with her coach explaining the rationale behind her (V11) actions and dispositions, she could link it much better. The articulation session even provided her the avenue to talk about the strategy to improve her class. Like Wilhelm, Baker, and Dube (2001), the researcher believes that when teachers discuss and critically consider their own teaching strategy to improve the class, they adapt their teaching in powerful, positive ways as discussion plays an important role in implementing sustainable change. When teachers involve in solid precise conversation about teaching strategies and

approaches to improve the class, the student's learning outcome will be improved (Richardson and Hamilton, 1994). Figure 6.11 below shows the purposes of the 'Articulation' session throughout the 30-Hour Cognitive Apprenticeship Training from the perspective of both novice teachers.
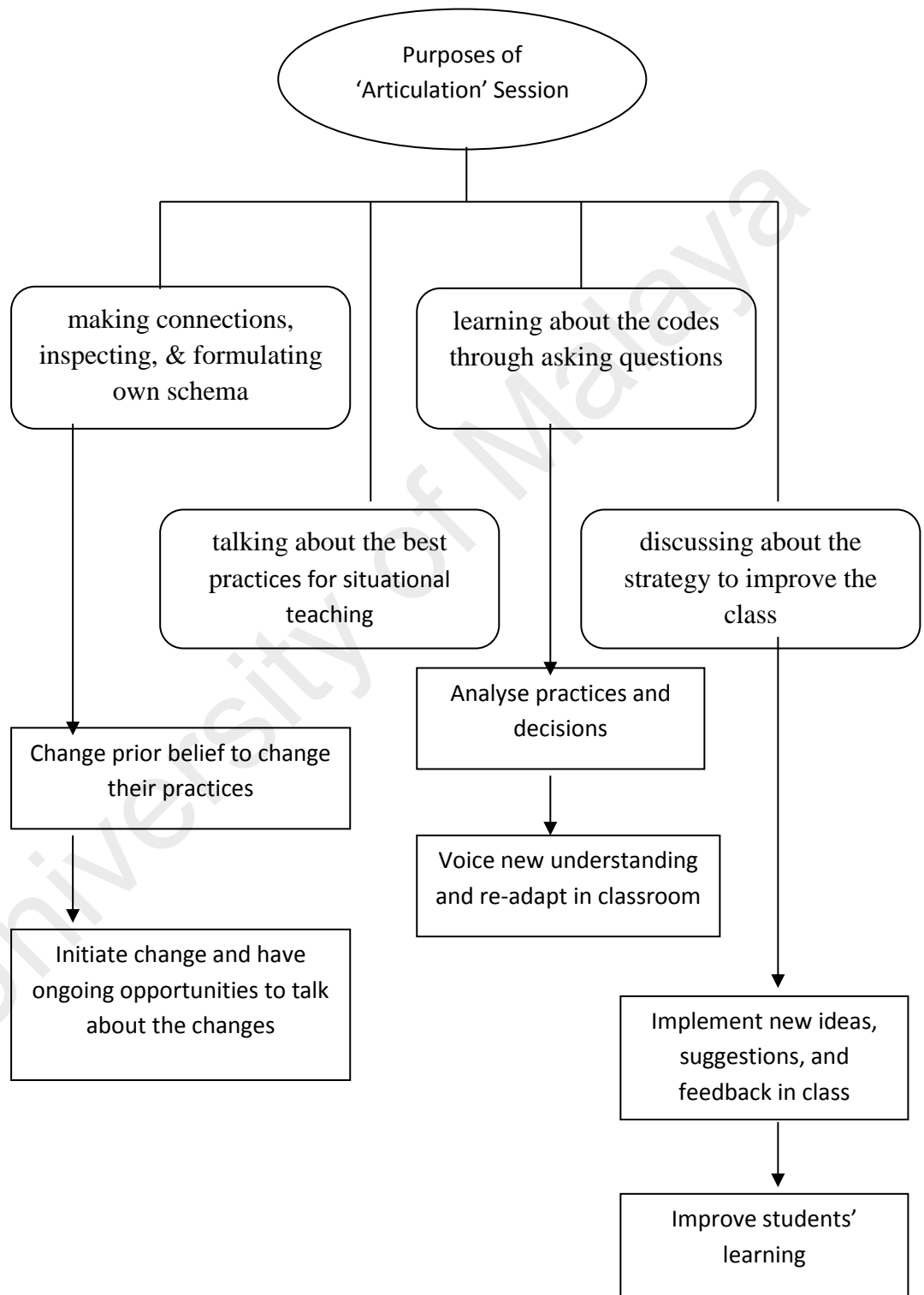

Figure 6.11: Purposes of 'Articulation' session from the perspective of both novice teachers

The figure synthesizes the four major purposes of the 'Articulation' session. It includes, (i) making connections, inspecting, and formulating their own schema (ii) talking about the best practices for situational teaching (iii) learning about the codes through asking questions (iv) discussing about the strategy to improve the class. Every purpose met might lead to the occurrence of the following circumstances as illustrated by an arrow pointing downwards.

6.2.3.5 'Learning to Teach' Experience of Novice Teachers: Journaling as a Learning Tool

Reflection is a process of reviewing the experience through reasoning, then reinterpreting, thus synthesizing the experience to form mental structure (Fenwick, 2000). Reflecting on practice encourages teachers to revisit instructional experiences and maximize the construction of meaning (Schon, 1987). Both teachers were asked to revisit what they learned, examined how their practices had changed based on their new learning, and most importantly, to evaluate the impact of these changes on their students' performance. This was a component of reflective practice and informed instructional decision making.

Both teachers thought that journaling was an important learning tool in identifying areas that needed to be strengthened, with improvement actions to be taken. Vygotsky (1967) mentioned about the connection between thought and word. The use of writing could be seen as a learning tool, in which the learner is using the language system to formulate ideas, share experiences or record important self-observations. The act of writing allows for cognition at higher levels, creating lasting connections between content, experience, and prior knowledge and at the same time creating a record of experience for future use. NT 1 commented that every journal writing leads to greater implementation in the classroom as it integrates the new reflected knowledge and skills into the existing schema and experiences a shift in ability that must accompany true

improvement efforts. This allow us to challenge or prior learning and assimilate according to the current learning and understanding (Halen-Faber, 1997). According to Joseph (2007), in the beginning stages of learning to teach, linking our notions of prior learning to textual or experience takes root and becomes a new learning skill. This can engage learners in more meaningful education of experiences. In addition, by encouraging novice teachers to utilize these mediators, they are using language as a teaching tool, and not solely as a content focus. Besides, NT2 stated that writing journal made her accountable for her improvement efforts and to be more confident to give her best efforts to improve.

6.2.3.6 'Learning to Teach' Experience of Novice Teachers: Interpersonal Relationship between Exemplary Teacher (Coach) and Novice Teacher (Apprentice)

The next theme focuses on the interpersonal relationships between the exemplary teacher (coach) and novice teachers (apprentice). Both novice teachers noted the importance of interpersonal relationships with their coaches as important in the learning process. Both novice teachers had positive relationships with their coaches. Example, NT 2 felt the togetherness with her coach (V6) while NT 1 appreciated her for having V11 as her coach who was caring and supportive.

Throughout the training, NT 2 described the relationship between herself and the coach as important for her experiences. She described her coach as a caring and supportive person. It is imperative to establish a supportive and caring classroom environment (Noddings, 1996). The exemplary teacher (coach) exhibits respectful and caring interaction with students and novice teachers.   NT2 felt comfortable with her coach (V6) throughout the learning journey sharing her experience, difficulties, feelings and thinking. Similarly NT 1 highlighted that compassion was the key element to get in touch with people. To touch someone deeply through modelling humanness which she reckoned her coach (V6) was already doing practicing. It is the compassion which

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drives the teachers to care for others and model this behaviour in every class (DeRoche & Williams, 2001).

Both novice teachers mentioned that motivation and encouragement from their coach was a major factor to have such good relationship. NT 1 valued the motivation and encouragement given by her coach especially during the moment when she had low self-esteem and was nervous. She felt the respect and didn't feel being inferior as a novice teacher. NT 2's coach (V6) gave her motivation and encouragement to have the courage in making changes. The novice teachers described the influence of such practices in many ways, all of which were positive and reinforced their learning and experience. Hence, encouragement and motivation were very much needed. A good relationship between the coach and novice teacher enables learning to take place in a positive environment.

6.2.3.7 'Learning to Teach' Experience of Novice Teachers: Change of Coaching Support

As the training period progressed, the support that coaches provided changed. Bruner (1975) described a process of how learners can reach the Zone of Proximal Development. It refers to the support provided by a more knowledgeable person other that just assist each learner in achieving learning goals. According to both novice teachers, during the cognitive apprenticeship training at Prokidz Institution, the coaches (exemplary teachers) provided much support, encouragement and motivation to their respective learners (novice teachers) in order to meet the exemplary situated dispositions and practices for character education as stated in the code. The novice teachers in this study reckon the changes of coaching support include (i) making recommendation (ii) prompting questions (iii) affirming decisions

As the novice teachers were experiencing the situated teaching experiences and deciding what instructional approaches to take, they were also making recommendations. Making recommendations were supportive at the beginning of the training, when coaches assumed more of an "expert" role. Sometimes the recommendations came during informal discussions, as NT2 acknowledged during the interview that talking after the lessons, suggesting different strategies helped a lot to improve teaching skills. Morris describes the support through giving recommendations offered by a coach or a supervisor during the cognitive apprenticeship context as 'the handling down of a craft' (2003, p.1). Earlier in the training, the recommendations provided tended to be more directive, later comments took the form of confirming her decisions, as noted by the NT1. Collet (2012) commented that novice teachers are not competent at the beginning of the training, lacking a teaching knowledge and skills, hence the recommendations given were directive instead of a collaborative style during discussion.

As novice teachers gained more confidence and got better in working with their students, the coaches scaffold them by asking probing questions. "*What's your reason for having the students to stand on the chair*?" asked the coach (exemplary teacher) "*Do you think talking to him in such manner works*?" Such questions push novice teachers to consider implications of their instruction and how they might move forward. Support provided in situ, as novice teachers implemented new practices, while the coach or mentor prompted questions and concerns as they arose encouraged the teachers to think about their own practices (Collet, 2012). Also by prompting novice teachers' questions, the coach was assertive in directing instruction and such questioning increased the teacher's responsibility (Dutson, 2007).

Later in the training, coaches took the role of affirming teachers' instructional decisions; for example, coach V6 commented on her (NT2) novice teacher's reflection

specifically addressed the ability to create the learning atmosphere confirming the novice teacher's instructional decision. Also, the coach commented about the creativity approach allowing students to apply in their daily life by encouraging them to pick up rubbish down the street. Affirmations denoted a context in which novice teachers were making sound instructional decisions but were still looking to their coaches for confirmation whether that they (novice teachers) were doing the right thing during the articulation session. The novice teachers felt happy and motivated that the support given at this phase (later phase of the training) increased their self-esteem and self-efficacy. Teachers who have high teacher efficacy are confidence to impact students' learning and feel positive about themselves teaching (Ashton, 1984). As the training progressed and novice teachers' teaching competence increased, novice teachers commented their coaches affirmed their decisions more frequently than gave recommendations and prompted questions.

Scrutinizing the written feedback given by the coaches to their respective novice teachers (apprentice), the number of praises written increased. By offering praise, coaches were utilizing a strengths-based approach. Besides a written format, immediately after an effective lesson, Coach (V6) exclaimed, "*excellent idea to get the students to involve through exciting body actions.*" Both novice teachers were very delighted to receive praises from their coaches as they knew the distance to be an exemplary teacher was shortened. Dunne and Villani (2007) stated the importance of recognizing the teachers through praise but this needed to be supported with evidence or reasons for such appraise. Instead of giving recommendations, prompting questions, affirming decisions; the coaching support given was transformed into offering praises.

Giving recommendations, asking questions, affirming teachers' decision and giving praises, coach can move novice teachers towards independence throughout the coaching process. The approach shows teachers' gradually increasing interdependence

as they rely less on the coach and engage more in application independently with a linear course, the coaching support change was shown as meandering. The coaching changed to match novice teachers' increasing ability.

6.2.3.8 'Learning to Teach' Experience of Novice Teachers: Indicators of Improvement

Both novice teachers were aware of their improvement progress throughout the training. The researcher had scrutinized and analysed their (novice teachers) interview transcripts, thus identifying several indicators of improvements. The indicators include (i) receive less comments (ii) reversal questioner role (iii) working as a collaborator (iv) receive more praise

There was a change in the amount of direct support provided by her coach as she (NT 1) increased in competence and confidence. For example, comments on teaching practice and discussions became shorter. Further, there were many of these later journals on which no comments were provided because the coach felt that none were needed.

NT 2 started off by asking lots of question initially and she had lots of recommendations and suggestions from her coach (V6). Besides, both novice teachers also asked many questions with regards to the codes. Eventually, this became a reversal process as their coach asked them questions on how to improve and tried to understand her perception and feeling of the class. The role of questioner was changed from novice teachers to coaches.

As the training progressed, the coaches' tended to move from a consulting stance to an increasingly collaborative one. By the end of the training, coaches began to treat the teachers as colleagues, a stance that was reflected in the novice teacher's (V6) comments.

"*We were like colleagues working together, discussing together to plan what's best for the children. That moment, I felt that I was good. Automatically, I increased my confidence level.*" (V6, NTI, 16-6-2014)

NT 1 felt her improvements and satisfaction when she received praise from her coach (V11). Her confidence level increased eventually due to her coach reckoning on her teaching practices. She could also gain much trust from the students with her attention and enthusiasm during class. Figure 6.12 below shows the indicators of improvement elucidated by the novice teachers in this study.
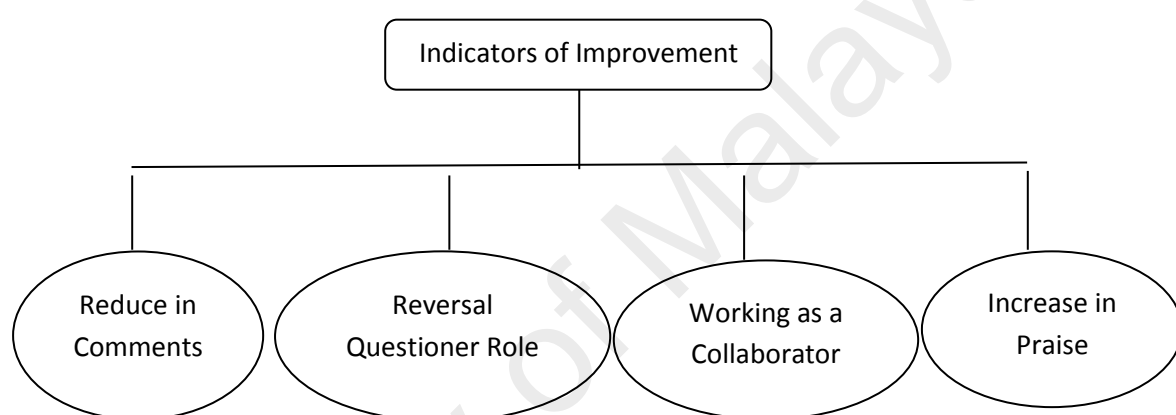
Figure 6.12 Indicators of improvement elucidated by the novice teachers in this study.

6.2.4 Functions of the Established Codes of Exemplary Situated Teaching for Character Education

Throughout the 30-Hour Cognitive Apprenticeship Training at Prokidz Institution, the coaches (exemplary teachers) infused the established Codes of Exemplary Situated Teaching for Character Education to guide novice teachers. After the Novice Teacher Interview (NTI), the researcher synthesized the functions from the novice teachers' 'learning to teach' experience. Although, it wasn't part of the research questions, the researcher explained the functions of the Codes in preparing novice teachers for character education.

Codes serve as an Explanation Tool. NT 1 reported the importance of having the codes in increasing her knowledge about the best practices with the description. It

facilitated the novice teacher's learning. NT1 started off in confusion looking at the codes and was trying to make connections. However, with the explanation given by her coach as well as real life 'on the job' experience, she could understand better and increase her competence of teaching. Guidance provided by coaches enabled performance before competence (Cazden, 1988), allowing for practice as the novice teachers' understanding about the codes increased. The Codes facilitated her understanding faster and hence enhanced her teaching skills.

The Codes serve as a Guidance Tool. NT2 was struggling at her first teaching class. Nonetheless, she mentioned that the codes gave her a clear guideline on what she was supposed to do together, with the coaching from her coach. NT 1 also agreed the codes served her as a guideline to coordinate the instructional activities yet having the flexibility to meet the individual student's needs. NT1 commented that she could still be creative in carrying out her class and be observant at a student's learning.

In addition, the codes serve as a Focus Tool. NT 2 commented that the codes had definitely helped her a lot as a teaching framework hence assisting her to observe more critically or acutely. The Codes helped her to focus and made her observe specifically instead of vaguely. With the description of the codes and indicator of the classroom, it had given her a clear picture and direction on what to focus on her class. The codes also helped the novice teachers to understand how to be exemplary teachers and how to better engage students such as making sure every student had a fair chance to engage, depicting high energy levels and portraying charming smiles always. Both novice teachers reckoned that their coach was indeed the exemplary teacher who matched with the description of the Codes.

Code serves as a Feedback Tool. Throughout the learning process, feedback from a more expert preposition is essential as this gives another learning perspective from

another party's observation. The coaches used the codes to provide feedback to their apprentice (novice teacher) during the articulation session.

Next, codes serve as a Self-Monitoring Tool. Humans have the capacity to think about their actions, or self-reflect, monitor their own performance, and learn from mistakes and successes according to Bandura (1981). The capability of humans to think about their performance and to adjust their behaviour and actions accordingly is an important metacognitive part of the self-system. It requires recognizing one's own strengths and weaknesses as well as making decisions about future actions based on this knowledge.

Codes serve as an Achieving Tool. Improvement efforts have noted the importance of learning experiences linked to the goals of teachers (Eun, 2008; Guskey, 2000, Lieberman & Fredrich, 2007). Humans set goals for themselves and then act accordingly to take steps toward reaching those goals. In this reactive mode, the action is produced by the goal. This sentiment was clearly echoed by the novice teachers in the current research study to improve classroom practices. The novice teachers used the codes as a goal to be an exemplary teacher. They were aware that if they were able to internalize and externalize the dispositions and practices stated in the codes during their classroom teaching context, at least they would reckon themselves an exemplary teachers, thus, achieving their goal. The novice teachers were aware of the codes of conduct and strived to meet the criteria stated so of being labelled as an 'exemplary teacher'. The act of setting such goals are proactive as the novice teachers evaluate past successes and failure through journaling and their coach's feedback which would likely help them achieve what they strive for. In this cyclical pattern of improvement, self-regulation continues. The researcher has taken the self-regulation concept from Bandura (1981).

Codes serve as a Booster Tool. They (codes) speed up the learning process to be an exemplary teacher. NT1 acknowledged that the codes helped her to be an exemplary teacher instead of doing things in a trial and error manner. NT 2 was astounded about the learning experience she could get in such a short period of time with the combination usage of the Codes as well as the guidance from the coach.

Codes also serve as an Evaluation Tool. The researcher created an evaluation format according to the established codes' components and elements. Each element has a minimum score of '0' and a maximum score of '4'. At the last phase of the training 'Exploration Stage', NT1 & NT2 were anxious but at the same time excited about the evaluation done by both the coaches (exemplary teachers).
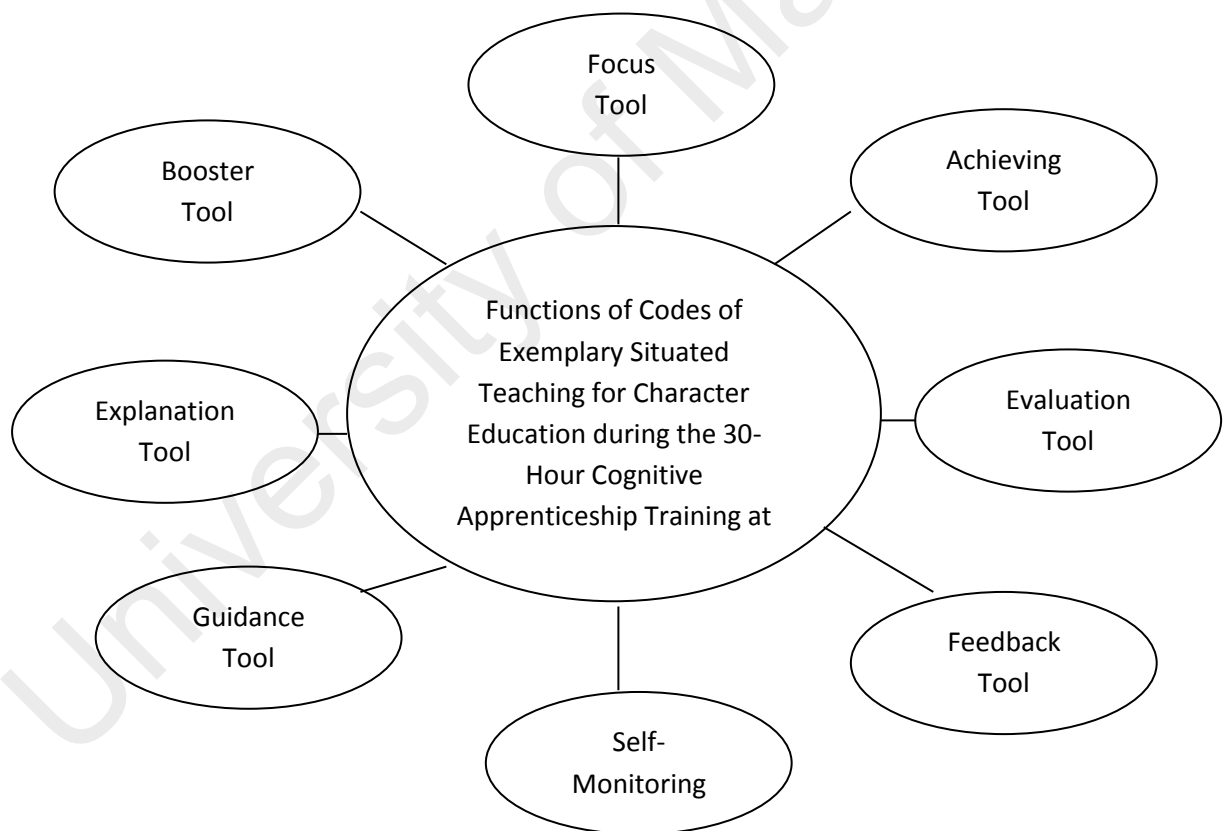

Figure 6.13: Functions of the codes in this study

Figure 6.13 above illustrates the functions of the codes using a representation diagram. The researcher added an evaluation phase to describe the performance of

novice teachers after the training using the established codes from this study. The performance description of novice teachers will be carried out in the following section.

6.3   Performance of Novice Teachers at Prokidz Institution after the Training

When this study was initially conceived, the researcher intended to only understand the 'learning to teach' experience from novice teachers as a result from the 30-Hour Cognitive Apprenticeship Training. However, upon the last stage of the training, that is the 'Exploration Stage' whereby the novice teachers independently taught without any assistance/coach from the exemplary teacher, gave the researcher the impetus to carry out an evaluation phase. The researcher notified the exemplary teachers (coach) to employ the codes as an evaluation tool to assess the exemplary dispositions and practices of novice teachers of their 'Independent Teaching' class section.

6.3.1   Exploration Performance Result of Novice Teachers

Table 6.4 presents the performance results of the novice teachers during the 'Exploration' stage of the last two classes.

Table 6.4: Novice teacher exploration performance result

Level	Score	Beginner				Intermediate			
Novice Teacher		NT 1		NT 2		NT 1		NT 2	
Exemplary Teacher		V6	V11	V6	V11	V6	V11	V6	V11
C – Creativity	16	15	15	11	13	14	14	16	16
R – Relationship	24	21	21	22	22	23	24	24	24
A – Assessing	10	8	8	8	8	8	8	8	8
M – Motivation	20	15	12	12	15	16	15	17	18
V – Value	16	8	7	6	5	11	9	11	9
I – Instructional	24	20	20	22	22	22	23	22	24
L – Linkage	20	15	14	15	17	19	17	20	20
Total Score	130	102	97	96	101	113	110	118	119
Average Score	130	99.5		98.5		111.5		118.5	

The assessment was conducted in the respective novice teachers' two classes (Beginner & Intermediate Class) using the established codes. The result has shown that

both novice teachers showed a consistent performance evaluated by two exemplary teachers. Hence, the tendency of biasness and being judgmental by the personal coach was eliminated.

The total score rated according to the Codes of Exemplary Situated Teaching Dispositions and Practices for character education is 130. NT 1 obtained 99.5/130 (5 points discrepancies between the score evaluated by both exemplary teachers V6 & V11) in her Beginner Class while 111.130 (3 points discrepancies between the score evaluated by both exemplary teachers V6 & V11) in her Intermediate Class. NT 2 obtained 98.5/130 (5 points discrepancies between the score evaluated by both exemplary teachers V6 & V11) in her Beginner Class while 118.5/130 (1 point discrepancy between the score evaluated by both exemplary teachers V6 & V11) in her Intermediate Class. In order to substantiate the meaning of those scores presented in Table 6.4 (p.272), the researcher described the performance of novice teachers in the following section.

6.3.2 Descriptive performance result of novice teachers after training

Comments were given by two exemplary teachers across two evaluation classes (Beginner & Intermediate Level). The researcher created an evaluation format according to the established codes' components and elements (CRAMVIL). Exemplary Teachers wrote their comments and scores on the evaluation sheets (refer to Appendix S). The following are the excerpts given by both exemplary teachers. For example in the Acronym (NT1-V6-B, 27-5-2014), NT1 means Novice Teacher, V6 means Exemplary Teacher, B means Beginner Level Class (I mean Intermediate Level Class) and 27-5-2014 is the date the evaluation was conducted. The researcher described the performances according to the mode of teaching and its components.

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6.3.2.1 Descriptive performance result of Novice Teacher (NT 1)

[Creativity Mode Teaching – Expression] Both ET (Exemplary Teachers) appraised NT1 for her excellent body actions and facial expressions using the term 'dramatic'. She played different roles to depict the character of the lessons as well as demonstrating to students the contrast between a good practice and a bad practice.

> *Excellent body action and facial expression. Students are generally attracted to you. You are so dramatic.*
> *(NT1-V6-B, 27-5-2014)*
>
> *Big and dramatic body action. I like your facial expression especially when you were the instructor of the parenting class.*
> *(NT1-V11-B, 27-5-2014)*
>
> *Excellent as you acted so many superheroes. You did well in demonstrating the energetic affirmation and non-energetic affirmation.*
> *(NT1-V11-I, 28-5-2014)*

[Creativity Mode Teaching – Context] NT 1 able to create the relevant atmosphere in relation to the lesson plan. Props are utilized from the class such as tables, chairs, pens, and sound effects such as a 'siren' is created to illustrate the situation. She managed to put the students in the respective character roles.

> *Having the students using the chairs and tables to build their house. Their babies had 'bed' to sleep. In addition, you were creative to organize a parenting class for the students teaching them how to care and feed their baby. Well done.*
> *(NT1-V6-B, 27-5-2014)*
>
> *You had the students to create a bed and house. Also used a pen as the milk bottle.*
> *(NT1-V11-B, 27-5-2014)*
>
> *...created the 'siren affect' to create urgency that they needed to save the town people. More tools can be used instead of only the cape.*
> *(NT1-V6-I, 28-5-2014)*
>
> *You successfully made the students to be so involved in their character. Great*
> *(NT1-V11-I, 28-5-2014)*

[Motivational Mode Teaching – Advancing] Both ET agreed that NT1 encouraged her students and cultivated the challenging spirit to learn and improve. Also NT 1 ensured the quality of the students' actions instead of merely completing their tasks. The element of 'growth' was rather weak as NT1 did not deliver or inculcate the mindset of improvement and practices needed to improve instead of depending innate talent.

> *The students enjoyed being 'parent' due to your constant encouragement. Although they felt awkward initially, you give students confidence that they are able to care. In addition, you ensure students not merely completing the tasks but rather exemplifying as a caring and patient parent.*
> *(NT1-V6-B, 27-5-2014)*

> *You encouraged your students. I liked how you were trying your best to get Joseph and Natalie to treat their baby with care.*
> *(NT1-V11-B, 27-5-2014)*

> *Good. The students were willing to challenge their limit and be so enthusiastic to save the townspeople.*
> *(NT1-V6-I, 28-5-2014)*
> *The students were willing to challenge themselves to save more people.*
> *(NT1-V11-I, 28-5-2014)*

[Motivational Mode Teaching – Learning] NT 1 able to scaffold the difficulty of the lesson to meet the students' learning. Nonetheless, no action was taken when one of the students was not able to follow through. Immediate feedback was given allowing students to be aware and improved spontaneously.

> *Excellent in giving immediate feedback in terms of their affirmation performance.*
> *(NT1-V11-I, 28-5-2014)*
> *Increasing level of difficulties from taking care of a baby, toddler and kid. Your students took your feedback seriously and acted upon.*
> *(NT1-V6-B, 27-5-2014)*

> *Good that you scaffold the level from taking care of a baby, toddler and kid. Your students took your feedback seriously and acted upon, except for Joseph.*
> *(NT1-V11-B, 27-5-2014)*

> *Constantly giving feedback on student's voices, body actions, energy levels and enthusiasm.*
> *(NT1-V6-I, 28-5-2014)*

[Linkage Mode Teaching – Hook] NT 1 prompted the students to understand their prior knowledge. ET both were impressed that her students remembered the learning objective of the lesson in both the Beginner and the Intermediate Class.

> *You emphasized the importance of appreciation. Asking them to share how their parents took care of them before moving into the activities. Before the class ended, every student was able to recap the learning objective of the day. Excellent.*
>
> *(NT1-V6-B, 27-5-2014)*

> *Excellent! All students remembered the learning objectives of the day. You were also good at prompting the students to understand what they knew about appreciation.*
>
> *(NT1-V11-B, 27-5-2014)*

> *You have lots of knowledge about the super hero's character. Very up to date indeed. All students remembered the learning objective.*
>
> *(NT1-V6-I, 28-5-2014)*

> *All students remembered the learning objective.*
>
> *(NT1-V11-I, 28-5-2014)*

[Linkage Mode Teaching – Experiential] NT1 did well in emphasizing the importance of the value learned. Eventually, students could share how they applied the value in their daily life. More explanation and direct application could have been improved allowing students to understand the reasons of instilling such values.

> *You shared the importance and also allowed the students reflect. However, more explanation could be given to students on the implication and reasons to appreciate. Also relate to some real life contexts instead of on the surface yes/no question.*
>
> *(NT1-V6-B, 27-5-2014)*

> *You shared the importance of appreciating very well. Suggest having more real life simple examples that they could apply in their daily life directly.*
>
> *(NT1-V11-B, 27-5-2014)*

> *You talked about ways to be helpful, importance of being helpful as well as ways & words to self-affirm and the importance of self-affirmation. All students were*

able to share how they could help others in their daily life even without supernatural powers.

<div align="right">*(NT1-V6-I, 28-5-2014)*</div>

I like how you emphasize the point that even though the students don't have supernatural power yet they could still be helpful and help others.

<div align="right">*(NT1-V11-I, 28-5-2014)*</div>

[Instructional Mode Teaching – Verbal] NT1 varied her voice and intonation to create the right context and eventually getting the students to fully engage. The students were excited as a result of such effective instructional ability.

You varied your voice as an instructor in the parenting class. Acted as a baby crying with a shriek. Clear and loud.

<div align="right">*(NT1-V6-B, 27-5-2014)*</div>

Very exciting to listen to your verbal expression as the students were attracted to you and all engaged into the context.

<div align="right">*(NT1-V11-B, 27-5-2014)*</div>

I liked how you shouted for 'help'.

<div align="right">*(NT1-V6-I, 28-5-2014)*</div>

[Instructional Mode Teaching – Coordination] Students were generally in excitement. NT1 was good at time pacing and the transitions of activity. Nonetheless, clear signals or indication is needed to be given in order to coordinate the class smoothly. Receiving full attention before instruction is put forward.

Excellent. Except for students who went wild because of the excitement. Give signals or indication to control them such as raising hand or seconds of silence.

<div align="right">*(NT1-V6-B, 27-5-2014)*</div>

Just be sure that all students were looking at you before you start explaining. Very good control of time.

<div align="right">*(NT1-V11-B, 27-5-2014)*</div>

Good timing. Great attention received. Good idea to manage the behaviour of Mabel and Benjamin.

<div align="right">*(NT1-V6-I, 28-5-2014)*</div>

[Value Mode Teaching – Behaviour] NT1 had good observation who constantly monitored the students' behaviour. However, the approach of dealing and instilling is rather weak.

> *Natalie and Joseph mistreated their baby. You observed and called upon them. More debriefing could be done instead of just asking them 'not to do that. Constantly repeating the word caring and appreciate will be good.*
>
> *(NT1-V6-B, 27-5-2014)*

> *Constantly repeat the values as a form of reminder. I suggest writing the key value on the board. If students were not behaving, point to the word. Also get other students to remind. Peer influence is powerful.*
>
> *(NT1-V11-B, 27-5-2014)*

> *Good that you constantly emphasized the value 'helpful'. Also great way to get Mabel and Benjamin to focus by standing on the chair and table to answer questions.*
>
> *(NT1-V6-I, 28-5-2014)*

6.3.2.2 Descriptive performance result of Novice Teacher (NT 2)

[Creativity Mode Teaching – Expression] NT2 exemplified excellent body action and facial expressions through demonstration.

> *Wow! Your body actions and expressions were good during the play when you were demonstrating to the students.*
>
> *(NT2-V6-B, 27-5-2014)*

> *Full of body actions. Great job to also express the frustrated facial motion on different types of pollution.*
>
> *(NT2-V6-I, 28-5-2014)*

> *You have so much energy. Good facial expression especially the annoyance and sick expression.*
>
> *(N21-V11-I, 28-5-2014)*

[Creativity Mode Teaching – Context] NT 2 created the atmosphere through her body actions. She emphasized a lot on body actions and grabbed students' attention well.

> *You set up a good context by allowing students to grab their chair and also adding the 'ring' sound effect to exemplify the context of the play.*
>
> *(NT2-V6-B, 27-5-2014)*

You demonstrated as a bird, as a singer. You created the context through flapping wings.

<div align="right">*(NT2-V11-B, 27-5-2014)*</div>

The students were so engaged in your newly created game. Full of body actions. Excellent in cutting out pictures of different pollutions.

<div align="right">*(NT2-V6-I, 28-5-2014)*</div>

Very creative game by using body actions to categorize the types of pollution.

<div align="right">*(NT2-V11-I, 28-5-2014)*</div>

[Relationship Mode Teaching – Personality] Both ET agreed that NT2 exemplifies charming and energetic personality.

Excellent and natural energy and charming looking throughout the lesson. The body actions and jumping around, the positive energy was great.

<div align="right">*(NT2-V6-B, 27-5-2014)*</div>

You were indeed charming with your smile. You flapped around with a joyous disposition.

<div align="right">*(NT2-V11-B, 27-5-2014)*</div>

[Relationship Mode Teaching – Communication] NT2 had good interaction with the students and always acted with the students. She ensured all students' voice were heard and constantly engaged them.

Wow! I love the part that you were the bird just like them flying and flapping wings together. You guided them consistently and patiently on their voice and melody.

<div align="right">*(NT2-V6-B, 27-5-2014)*</div>

The interactions between were closed with much verbal communication. As you could observe, they were willing to collaborate with each other and asked you questions.

<div align="right">*(NT2-V11-B, 27-5-2014)*</div>

You did well by engaging the students through your explanation and interaction. You were part of them in all sessions from beginning till the end. You acted with them; you provided them the opportunity to speak with you.

<div align="right">*(NT2-V6-I, 28-5-2014)*</div>

Students worked well and cooperated with you well; marvellous teacher-student relationship.

<div align="right">*(NT2-V11-I, 28-5-2014)*</div>

[Motivational Mode Teaching – Advancing] NT2 encouraged her students though they felt shy initially. She clearly conveyed the criteria of the lesson, allowing students to understand the goal of learning. Her students were willing to be challenged.

> *You gave lots of encouragement to the children during the singing practice. They felt shy and reluctant but after every right tone & improvements, you gave verbal appraisal immediately.*
>
> *(NT2-V6-B, 27-5-2014)*

> *You communicated to the children what to look for during singing (singing criteria).*
>
> *(NT2-V11-B, 27-5-2014)*

> *They were participative and tried their very best to answer questions. For Carol, she was very willing to learn though she has some difficulty learning it. All students learnt about this topic and were able to differentiate well.*
>
> *(NT2-V11-I, 28-5-2014)*

[Motivational Mode Teaching – Learning] NT2 provided feedback for students to be aware of their performance and scaffold according to their level.

> *In addition, you constantly provided them feedback and sang with them to achieve accurate melody and rhythm.*
>
> *(NT2-V6-B, 27-5-2014)*

> *You increased the difficulty level by adding actions and emotions.*
>
> *(NT2-V6-I, 28-5-2014)*

> *You rendered a good feedback to Nik by linking the skill of the day which was responsiveness.*
>
> *(NT2-V11-I, 28-5-2014)*

[Value Mode Teaching – Behaviour] NT2 was a good advocator to constantly instil the values through reminder. She monitored, dealt and advocated with full conviction.

> *You did very well today to embrace the value. Very GOOD! E.g. ensure the children held their hands in a circle (G1), encouraged Carol to sit nearer to and gave a hand shake, ensured respect and you dealt with Ee Hang and Yoon, so that they listened to Kheng Kim's point.*
>
> *(NT2-V6-I, 28-5-2014)*

> *Advocating the importance to care for the environment by having students to pick up the rubbish.*
>
> *(NT2-V11-I, 28-5-2014)*

> *You advocated the value of the day very well. Whenever, the students felt reluctant or shy to practise, you reemphasized the value.*
>
> *(NT2-V6-I, 28-5-2014)*

[Instructional Mode Teaching – Coordination] NT2 had great instructional ability in terms of handling the transition of lesson. The clarity of instruction enabled the students to follow through.

> *The transition and clarity was great. You managed the flow well. Students followed your instructions well. You used several effective instructional techniques according to action.*
>
> *(NT2-V6-I, 28-5-2014)*
>
> *You delivered clear instructions and the students understood the instruction well. The transition of agenda was smooth too. Just be cautious with the time.*
>
> *(NT2-V11-I, 28-5-2014)*

[Instructional Mode Teaching – Verbal] NT2 possessed excellent verbal presentation in articulating her voice and intonation, hence attracting the students' attention

> *You changed your voice when you acted in accordance to the role. Michael's voice, Teacher's voice and etc.*
>
> *(NT2-V6-I, 28-5-2014)*

> *Nonetheless, Children are generally attracted to your instructions through your great presentation ability.*
>
> *(NT2-V11-I, 28-5-2014)*

[Linkage Mode Teaching – Hook] NT2 hooked the students' interest by creating game and repeatedly emphasized the commencement of the class. Eventually, students remembered the learning objectives.

> *You prompted them about their actions in given scenarios. You prompted them if value was or wasn't embraced.*
>
> *(NT2-V6-B, 27-5-2014)*

> *You prompted students about the value and created a game for students to understand the concept of environmental caring.*
>
> *(NT2-V11-I, 28-5-2014)*

[Linkage Mode Teaching – Experiential] NT2 emphasized the importance of the value and explained using different scenarios. ET was impressed by NT2 for her special activity in connecting students to daily real life practice.

> *You also asked about the importance of responsiveness. Students did well in expressing what they learned throughout the session especially about being not shy.*
>
> *(NT2-V11-B, 27-5-2014)*

> *I like how you brought the students down and picked up rubbish together. Indeed real life application. Also getting them to write down 5 actions on how to take care of the earth.*
>
> *(NT2-V6-I, 28-5-2014)*

> *Wow! You brought the students down and picked up rubbish together. Excellent explanation.*
>
> *(NT2-V11-I, 28-5-2014)*

6.4   Chapter Summary

In this chapter, the situated knowledge of participating exemplary teachers at Prokidz Institution in the context of classroom teaching experience in relation to character education was elicited and highlighted. Their exemplary practices and dispositions were utilized to establish the Codes of Exemplary Situated Teaching for Character Education at Prokidz Institution. By infusing the codes to prepare participating novice teachers at Prokidz Institution through the 30-Hour Cognitive Apprenticeship Training, the factors that affect 'learning to teach' were identified in the later chapter. In addition, the functions of the established codes were also explicated from the novice teachers' learning to teach experience. At the end of the chapter, the researcher described the performance result of novice teachers after the training at Prokidz Institution. All research objectives were met and the alignment of conceptual framework and theoretical framework were discussed throughout the chapter. The researcher will discuss the implications and conclusion of this study in the next chapter.

CHAPTER 7: SUMMARY, IMPLICATIONS AND CONCLUSIONS

7.0 Introduction

The general objective of this study was to investigate how (if possible) a novice teacher could be guided by an exemplary teacher for character education in order to develop acceptable and good character among their students. In the context of this study, it was divided into two aspects, namely the establishment of codes of exemplary situated teaching and infusing the codes in preparing novice teachers for character education. The underlying theoretical framework for this study was the 'theories-of-action' introduced by Argyris and Schon (1974) to draw out the embedded knowledge from exemplary teachers from Prokidz Institute as well as 'cognitive apprenticeship' introduced by Collins, Brown and Newman (1987) to prepare novice teachers for character education at Prokidz Institute.

To ensure character formation of students will be effective, teacher educator needs to prepare teachers to be exemplar model. However, there is not a clear understanding on what constitutes exemplary dispositions and practices in a situated classroom teaching for character education. With this study, it evidently valued the classroom experiences from those selected exemplary teachers and the researcher utilized a modified version of the Model of Processing developed by Argyris and Schon (1974) to use the drawn embedded knowledge in establishing codes of exemplary situated teaching dispositions and practices for character education.

In addition, it is unclear if there are certain learning factors that novice teachers are more likely to be exemplary character educators during the 'learning to teach' process. There has been little research to describe the coaching process provided to novice teachers by coaches (exemplary teachers); description of how coaching changes over time is lacking (Collet, 2012). Factors that affect not only novice teachers learning during the process, but

how they learn and how much of what they learned are worth studying. In this study, the researcher modified the cognitive apprenticeship model introduced by Collins, Brown and Newman (1987) to prepare novice teachers for character education and explicated the factors that affect novice teachers' 'learning to teach' experience at Prokidz Institution. Moreover, an additional research objective was formulated to describe the performance of novice teachers after the 30-Hour Cognitive Apprenticeship Training at Prokidz Institution.

Qualitative data collection and analysis techniques were used to draw the embedded knowledge from exemplary teachers to establish the codes as well as identifying the factors that affect 'learning to teach' experience from novice teachers at Prokidz Institution.

7.1   Summary of the Findings of this Study

The findings of the four imperative research questions of this study are summarized and presented in the following section.

7.1.1   Situated Knowledge of Exemplary Teachers at Prokidz Institution

The embedded situational teaching knowledge of these exemplary teachers at Prokidz Institution, their successes in the classroom that they intuitively use to make decisions in their everyday practice of teaching are drawn out and documented as the Codes of Exemplary Situated Teaching for Character Education. The researcher is now aware of the existing situational teaching knowledge and expertise grounded in the classroom experience of these exemplary teachers, thus answering the first research question. The exemplary teachers' situational knowledge at Prokidz Institution in the context of the classroom teaching experience in relation to character education was elicited into seven different teaching modes, namely 'Creativity', 'Relationship', 'Assessment', 'Motivation', 'Value', 'Instructional', and 'Linkage'.

In this study, 'Creative Teaching Mode' emphasized the importance of having good expressions and creating good contexts to increase students' learning. It is exemplified through expressive body action and facial motion. It is also important to have the right contexts through different creative ways to allow students to learn effectively and cheerfully. Both teachers stressed the importance of imagination and creativity. Teachers need to be creative to utilize the tools such as music and props to deliver the knowledge or instil value in an imaginative approach.

The exemplary teachers in this study emphasized the importance of having an exemplary personality and communication to increase the relationship between students and teachers. This is the 'Relationship Teaching Mode'. An exemplary personality is exemplified through high energy levels, being charming and establishing trust. Exemplary communication includes engaging all students to ensure every individual is heard in discussion, interacting to ensure students are not being ridiculed or laughed at by others and proactively guiding students through being constantly aware of students' needs.

As for the 'Assessment Teaching Mode' in this study, it is important to record accurately and reflect personal teaching dispositions and practices to increase teaching practices. This can help teacher to be better equipped to enhance their students' understanding after knowing students' learning difficulties through the progress record, hence maximizing student learning.

The exemplary teachers in this study highlighted that exemplary practices could help students in learning and advancing under the 'Motivation Teaching Mode'. Teachers scaffold by changing the teaching approach upon realizing the need to meet students' current learning needs. Feedback given to students has two purposes, motivation and improvement. Appraisal is given to motivate while spontaneous feedback is needed to help students improve. Importantly, the acts of appraisal and feedback needs to have

constructive reasons and evidence for allowing students to improve. In addition, teachers help students to advance by giving encouragement by convincing students that they can master with positive words and reasons; constantly inculcating a growth mindset that students will improve and grow with effort; and assure a high quality standard by communicating the rubrics or criteria of assessment allowing students to be aware of the expected quality.

In the 'Value Teaching Mode', the exemplary teachers in this study emphasized the importance of having exemplary practices to instil value in students by monitoring, dealing and advocating professionally. It is the teacher's responsibility to monitor students' behaviour, attuning to the happenings in the classroom. Besides, it is essential to be highly sensitive to students' needs and be able to deal effectively and spontaneously. Both teachers further emphasized the importance of themselves being a role model in practicing the values and at the same time inculcations self-responsibility among students as an important value to be embraced. To hold students accountable about the values and actions is vital.

The exemplary teachers in this study emphasized the importance of giving instructional dispositions and practices through exemplary verbal and coordination in class. This is the 'Instructional Teaching Mode'. Exemplary verbal practices include the voice and intonation expression so that students will pay attention through the ability of varying the voice volume and intonation by depicting different characters of the story. In addition, coordination of class flow means catching the students' attention through body actions or portraying through the act of dimming the lights, and giving clear instruction (clarity). Furthermore, managing the class's transition and pacing by nurturing students to take self-responsibility ensures efficiency of time used in class to guarantee the smooth operation of the classroom.

Lastly, the exemplary teachers in this study emphasized the importance of linking the learning objective of the class to students' daily lives under the 'Linkage Teaching Mode'. It is essential to get the students' interests by hooking them with appealing expressed learning objectives. If teachers want to attain the desired learning outcome, they must allow students to aware and internalize the clear goals. In addition, teachers need to externalize students' prior knowledge by inviting them to form hypotheses, link connections and question previous views. The benefits of explanation and making connection practices were also outlined in increasing students' self-esteem by allowing them to express what they have known in relation to their prior knowledge. After the class activities, teachers are required to explain the purpose of the activity, the importance of the learning objective as well as the application of the learned skills and values in daily life.

The problem of not having clear agreement on what constitutes exemplary dispositions and practices in a situated classroom setting for character education has been rectified through this research study. Initially, what remained a societal and professional expectation that teachers know 'it', have 'it' and model 'it' in their practices or dispositions (Schwatz, 2007), is now coded and explained in the established Codes of Exemplary Situated Teaching for Character Education.

7.1.2 Codes of Exemplary Situated Teaching for Character Education at Prokidz Institution

The researcher established the codes of exemplary situated teaching dispositions and practices for character education named as CRAMVIL Mode of Teaching. CRAMVIL Mode of Teaching has seven teaching modes that branch out into twelve components and further branch out into thirty-two elements. She did a constant analysis on the codes established by other institutions and organizations for teachers to refer and adhere. She

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conducted this comparison to illustrate the uniqueness of the establishment codes of this study. The content presentation of the codes includes (i) description of the code (ii) teachers' roles and practices (iii) real life example of practices and dispositions (iv) indicators from students' actions and behaviours in class. The established codes in this study included all four aspects to illustrate a more comprehensively written guideline to facilitate the teacher's understanding to be an exemplary character educator. The uniqueness of this code is established through a situated classroom setting of character education quoted with real life examples that are exemplified by exemplary teachers at Prokidz Institution.

Throughout the 30-Hour Cognitive Apprenticeship Training at Prokidz Institution, the coaches (exemplary teachers) infused the established Codes of Exemplary Situated Teaching for Character Education to guide novice teachers. After the Novice Teacher Interview (NTI), the researcher synthesized the functions of the codes from the novice teachers' 'learning to teach' experience. There are eight functions of the codes in preparing novice teachers for character education. (1) Explanation Tool - increasing knowledge about the best practices with the description and explanation given by coach, hence enhancing situational teaching skills (2) Guidance Tool – guideline to coordinate the instructional activities yet having the flexibility to meet the individual student's needs. (3) Focus Tool – clear direction for novice teachers on what to focus and observe critically or acutely during the modelling process (4) Feedback Tool - coaches use the codes to provide feedback to their apprentice (novice teacher) on their teaching practices and dispositions (5) Self-Monitoring Tool – novice teachers constantly utilize the codes to self-reflect, monitor their own performance, and learn from mistakes and successes to adjust and improve their teaching skills (6) Achieving Tool - novice teachers use the codes as goal striving to meet the criteria stated so as to be labelled as an 'exemplary teacher' (7) Booster Tool – codes

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and guidance from the coach speed up the learning process to be an exemplary teacher without going through a long 'trial and error' process (8) Evaluation Tool – the coach uses the code to evaluate the novice teachers' performance

7.1.3 Factors that Affect 'learning to teach experience' from Novice Teachers at Prokidz Institution

One of the problems of this study was the descriptions of how coaching changes over time and the factors that affect 'learning to teach' for character education (Collet, 2012). Through this study, the researcher was able to draw the ''learning to teach' experience of the 30-Hour Cognitive Apprenticeship Training. From this study, several factors that affect 'learning to teach experience' are elucidated.

Novice teachers learn through an (1) active learning approach in a situated classroom setting where there is an avenue for them to learn and apply with the help of a coach's guidance. The guidance comes with (2) feedback as they are aware of their strength and weakness from an expert's point of view, hence improving gradually and periodically maximizing teaching skills. The researcher recapitulated that (3) 'modelling', 'articulation' and 'journaling' are learning tools to enhance novice teachers' situational teaching knowledge and skills. Both novice teachers admired and liked their coach very much as they were caring and supportive who constantly gave them (4) encouragement as well as motivation throughout the learning process. They appreciated the (5) interpersonal relationship in between as they agreed that their learning experience was happy and fruitful.

In this study, novice teachers' learning experience was affected by the change of coaching support throughout the training. The different coaching support enabled them to be made aware of their improvements such as reducing the (1) number of recommendations or comments, (2) the reversal role of questioner as the coach probed

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more questions than the novice teacher at the later stage of the training, and (3) increase the frequency of praise received by the coaches. All these are indicators to the novice teachers that they knew that they were improving. The novice teachers described their experiences with the cognitive apprenticeship programme as overwhelmingly positive.

These factors that affect 'learning to teach' for character education, specifically novice teachers' perceptions are viewed as most beneficial to their learning and thus affecting the implementation effort as the agent of change (Jennifer, 2009) to develop students who embrace positive character.

7.1.4 Performance of Novice Teachers after the Training

The researcher created an evaluation format according to the established codes' components and elements (CRAMVIL). Exemplary Teachers wrote their comments and scores on the evaluation sheets (refer to Appendix S). In addition, novice teachers were evaluated by using the same evaluation tools as the exemplary teacher selection process (Teacher Self-Efficacy, Classroom Management, and Role Model Practice).

In Table 7.1 shows the overall comparison result between novice teachers (after training) and exemplary teachers (selection process). After the 30-Hour Cognitive Training at Prokidz Institution, it is evidently shown as below that the average score of novice teachers and exemplary teachers wasn't far apart. Nonetheless, further researches should be carry out in a larger sample size evaluating its effectiveness.

Table 7.1 Overall comparison result between novice teachers and exemplary teachers

Aspects	NT1	NT2	V6	V11
Teacher Self-Efficacy	81.0	84.0	93.0	91.0
Classroom Management	80.0	86.0	94.0	87.0
Role Model Practice	85.5	85.5	94.0	87.0
Total Score	246.5	255.5	281.0	269.0
Average Score	82.2	85.2	93.7	89.7
Final Average Score	83.7		91.7	

7.2 Implications of the Study

The researcher is delighted to answer all 9pressing research questions and contribute new knowledge territory in the area of teacher education in character education. What does all of this mean? Where do we go from here? As the researcher sees it, the themes and patterns emerged from these research participants' experiences, both exemplary teachers and novice teachers at Prokidz Institution are significant on many levels and can tell us a great deal of structures, approaches and elements necessary for effective teacher education for character education. Even though this study investigated only two exemplary teachers and two novice teachers at Prokidz Institution, the implications of this study are numerous and involve preparing novice teachers, institutions, and educational policy maker.

7.2.1 Preparing Novice Teachers

Implication 1: Teacher preparation training should provide an active and authentic learning environment with real life experiences

This study revealed the importance of learning through an authentic environment with real life experiences. One aspect mentioned by both participants was the importance of active learning embedded in the cognitive apprenticeship learning approach. NT 2 felt she benefited from active participation in learning experiences rather than based on the passive transmission of knowledge and skills. NT1 described as having the opportunity to practice

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after modelling her coach. Groves and Strong (2008) state individuals can learn effectively simply through observation or imitation of actions. The process requires the learners to be active participants rather than passive participants (Olgun, 2009). Active learning creates more meaningful learning for NT1 that she could use to create active learning in her classrooms. The approach of active learning moves the learner from a passive role to an active role as compared to conventional transfer of knowledge methods (Cookson, 2005).

It is a challenging process to learn how to teach, even to high potentially exemplary teachers. With a particular emphasis of improving student learning, especially character development, the challenge is (Manning, 2007). NT 2 in this study believed that with the increase ability to face challenges and problems at the beginning stage of career has been a great process of learning. This necessitated her seeking for classroom management ability, working with other coaches, approach to dealing with such behaviors and several other things she had learned. NT 2 shared her experience on facing a problematic child. When novice teachers are exposed to the realities of classroom situations, they will be more ready and prepared to take up challenges when they move fully into their profession (Siegel & Wissehr, 2011).

Both novice teachers noted excitement when learning something that would assist them in their own classrooms and this served as motivation for pursuing learning opportunities. They revealed the satisfaction gained through reviewing the authentic student's work and viewed their improvement. Hence, it is essential that the teacher educator provides an active and authentic learning environment allowing novice teachers to learn through real life experiences.

Implication 2: Teacher training should comprise three learning tools (modelling, articulation and journaling) to facilitate teachers to internalize and externalize learning

In this study, both novice teachers strongly agreed that modeling their coach (exemplary teacher) was a great learning approach. Modeling is the one of the cognitive tools supported by Maclellan (2008) to enable the development of teacher education to offer teaching-learning situations. NT1 highlighted the importance of observing her coach. NT1 perceived observing and modelling from an experienced teacher provided her an avenue to see what she would expect from the students in a classroom setting. She had a clear mental image about her coach in terms of her dispositions and practices in class.

NT 1 enjoyed the articulation session a lot while NT2 commented that articulation was really a great tool to learn. Articulation was described as being used for different purposes, including using talk to assist both novice teachers in making connections and inspecting and formulating their own schema. Extending the experience through dialogue encourages novice teachers to voice their new understandings and adapt them to their own pedagogical contexts (Morris, 2003). Thoughtful dialogue encourages novice teachers to analyze their instructional decisions. This is supported by Dutson (2007). The articulation session even provided NT2 the avenue to talk about the strategy to improve her class. Like Wilhelm, Baker, and Dube (2001), the researcher believes that when teachers discuss and critically consider their own teaching strategy to improve the class, they adapt their teaching in powerful, positive ways as discussions which play an important role in implementing sustainable change.

Reflecting on practice encourages teachers to revisit instructional experiences and maximize the construction of meaning (Schon, 1987). Both teachers were asked to revisit what they learned, examine how their practices have changed based on their new learning,

and most importantly, to evaluate the impact of these changes on their students' performance, was a component of reflective practice and informed instructional decision making. Reflection is a process of reviewing experience through reasoning, then reinterpreting and synthesizing the experience to form mental (Fenwick, 2000). Both teachers thought that journaling was an important learning tool in identifying areas that needed to be strengthening, with improvement actions to be taken. NT 1 commented that every journal writing leads to greater implementation in the classroom as it integrates the new reflected knowledge and skills into existing schema and experiences a shift in ability that must accompany true improvement efforts. This can engage learners in more meaningful educational experiences (Joseph, 2007). In addition, NT2 stated that writing a journal made her accountable for her improvement efforts and be more confident to give her best efforts to improve.

The three learning tools, namely modelling, articulation and journaling need to be incorporated into the teacher preparation training to facilitate teachers to internalize and externalize learning throughout the 'learning to teach' process.

Implication 3: It is necessary to build caring and positive interpersonal relationship among coach (mentor) and the novice teacher (apprentice) throughout the teacher education training

Both novice teachers noted the importance of interpersonal relationships with their coaches as reported in the learning process. Both novice teachers had positive relationship with their coaches. Throughout the training, NT 2 described the relationship between herself and the coach as important for her experiences. Noddings (1996) states that a caring learning environment should be fostered. It is an imperative move to have a caring and supportive environment to be established with the exemplary teacher (coach) exemplifying a caring and respectful behaviour in the interaction. Similarly, NT 1

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highlighted that compassion was the key element to get in touch with people and helped her in learning without fear. The compassion allows teachers who care and also exhibit such caring personality in their every demeanor instruction in class (DeRoche & Williams, 2001).

Both novice teachers mentioned that motivation and encouragement from their coach was a major factor to have such a good relationship. NT 1 valued the motivation and encouragement given by her coach especially during the moment when she was at low self-esteem and nervous. NT 2's coach (V6) gave her motivation and encouragement to have the courage in making changes. Novice teachers described the influence of such practices in many ways, all of which were positive and reinforced their learning and experiences. Hence, encouragement and motivation are very much needed. A good relationship between the coach and novice teacher enables learning to take place in a positive environment.

Implication 4: Teachers skill can be increased through the modified version 30-Hour of Cognitive Apprenticeship training

In this study, the researcher modified the Cognitive Apprenticeship Model and synthesized the changing of support given to the novice teachers by the coach (exemplary teacher) to enhance their teaching skills for character education.

At the beginning of the training, the novice teachers needed a lot of support by the coaches in giving recommendations and explanations on their situational teaching practices and dispositions in class. The recommendations provided tended to be more directive, later comments took the form of confirming her decisions, as noted by the NT1. Collet (2012) commented that novice teachers are not competent at the beginning of the training, lacked

teaching knowledge and skills, hence the recommendations given were directive instead of collaborative in style during the discussion.

As novice teachers gained more confidence and better in working with their students, the coaches scaffold them by asking probing questions as these questions pushed novice teachers to consider implications of their instruction and how they might move forward. Support provided in situ, as novice teachers implemented new practices, while coaches or mentors prompted questions and concerns as they arose, probing questions encouraged teachers to think about their own practice (Collet, 2012). Also by prompting novice teachers' questions, increases the novice teacher's responsibility (Dutson, 2007).

Later in the training, the coaches were encouraged to affirm novice teachers' instructional decisions as they (novice teachers) felt happy and motivated that the support given at this phase further increased their self-esteem and self-efficacy. High teacher efficacy is important to possess as character educators because they are confident to impact students' learning and feel positive about their teaching (Ashton, 1984). Besides, coaches could offer praise. In this study, both novice teachers were very happy to receive praises from their coaches as they knew the distance to be an exemplary teacher was shortened. Dunne and Villani (2007) stated the importance of reinforcing the teachers through praise but this needs to be supported with evidence or reason for such appraise.

Through making recommendations, asking questions, affirming teacher's decisions and giving praises, coaches can move novice teachers towards independence through the process of coaching. With such, the novice teachers can improve their efficacy skills.

7.2.2 Institution

Implication 5: Institutional leaders at Prokidz Institution are aware of the existing local embedded situational knowledge, thus saving training costs and enhances teacher development

This research study benefits Prokidz Institute that lies in the collection of exemplary practices and dispositions that are based on local knowledge and grown from the experiences of their own teachers. The concern of the researcher for utilising different instructional practices, various characteristics and ways to create learning atmospheres can be alleviated with the employed codes of exemplary situated teaching that is documented.

The codes uncovered will not only be useful to novice teachers, but they are also beneficial to the selected exemplary teachers themselves. The benefit to the exemplary teacher who participated in this study lies in the process of reflection noted as a means of revealing individual learning and awareness. They gained personally and professionally understanding from the learning tools, practices and dispositions were revealed through the Exemplary Teacher Interview (ETI) process and journaling. The reflective thought as it had been used with these teachers could be understood as a tool for drawing out knowledge in an effort to examine causes and effects of each practice (Stemme & Brurris, 2005). Thus, these exemplary teachers are now more aware of their own practices and dispositions as well as the rationale behind them. In addition, this study sought to empower exemplary teachers at Prokidz Institution to share proactively the valuable knowledge gained through their experience in these classrooms. The process of articulating and documenting their exemplary practices and dispositions has provided them with a means of bringing the value into the larger discussions or implementation at the institution regarding these practices and ongoing institutional development.

Additionally, this study has benefited the institute by realising that money spent on training to prepare novice teachers for character education are to be saved. This will definitely benefit the in-house (Prokidz Institution) teacher training development. The training (30-Hour Cognitive Apprenticeship) may provide a valuable training model geared toward ongoing continual improvement in the learning and teaching process.

Implication 6: Share credible exemplary practices and dispositions with other institutions according to their context

The process of articulating and documenting exemplary practices and dispositions at Prokidz Institution has provided a means of bringing value into the larger discussions or implementation outside the institution. These findings may impact the education policy about character education with credible exemplary practices of teaching and learning for character education, which can be shared with other institutions according to the context to strengthen practice competencies and exemplary dispositions as a character educator.

7.3 Educational Policy Maker

Implication 7: Applying the established codes to develop students' moral character instead of asking the students to memorize the values

Moral Education is not something structured, or something that students can just learn through memorisation. It is not an academic subject as it extends beyond skills and knowledge. Students were 'compelled' to memorize the given values listed in the Moral Education syllabus word by word (Tho, 2008 p.103). They are also trained to memorise like robots, just remember the key words to score well in the examination. Learning Moral Education can be lively subject where we actually learn about life, how to live and learn about ourselves according to the 'Linkage Teaching Mode' from this study. It is such a

waste of effort if students only memorise moral values but do not practise them in their daily lives. Nonetheless, with the dispositions and practices as stated in the established codes of exemplary situated teaching for character education in this study, Moral Education can come to life instead of just memorising. This system kills the students' interest in the subject. If the subject is taught with greater effort, creativity and commitment, students will be happy to learn and appreciate life and contribute constructively to society (Rajoo, 2013).

The current moral education system wants teachers to teach morality programmatically. It requires teachers to follow the instruction directly spelled out in the curricula. This is a form of direct instruction and it primarily means teaching students to have the values, but such direct instruction is meaningless when teacher demands for 'following instruction'. However, if Moral Education first emphasizes on re-training the in-service teachers, the exemplary situated teaching dispositions and practices for character education that has been established come in handy.

Some insights are offered for educational policy makers or teacher educators in Malaysia for Moral Education. The 'Memorization' learning approach and 'Pencil Test' assessment have led to dissatisfaction among many parents in Malaysia (Rajoo, 2013). Nonetheless, with the established codes, they (codes) could be used to examine the dispositions and practices of current moral teachers in Malaysia's public schools, selecting exemplary moral educators and employing the modified Cognitive Apprenticeship Model to train the novice teachers or in-service teachers to meet the exemplary standard as a moral or character educator in accordance to the established codes.

7.3   Suggestions for Future Research

The findings of this research general matches with the theoretical framework that was proposed (Chapter 3). It is an exploratory study and that the themes emerging from this

research should be subjected to additional research. Several ideas for this are suggested below.

It would be preferable to have a larger number of exemplary teachers who could be clearly identified as exemplary in character education, allowing for the opportunity to enhance the findings and themes that developed out of the exemplary teacher interviews. Continued investigation of the dispositions and practices of exemplary teachers in character education may allow more insights. It would be important to verify the characteristics identified here and this could be correlated positively to improvements in student learning outcomes. A positive correlation to student outcomes would validate the codes and strengthen the arguments to encourage novice teachers and in-service teachers to adopt.

It is also important to examine the novice teachers' teaching for different level of students. In this study, the students were from the Beginner and Intermediate Level of the programme. It would be interesting to see how novice teachers react with different level of students during their 'learning to teach' process.

Longitudinal studies that consider whether the codes and cognitive apprenticeship programme was able to produce lasting exemplary dispositions and practices would also be valuable. Further researcher has to be conducted to investigate the impact of the training on student learning. How much of what was learnt in the training impacted student's achievement?

This study only elicited exemplary situational teaching dispositions and practices at Prokidz Institution. The transferability of the findings in these findings can be further established by carrying out other studies at different institution or learning context. Another interesting angle to analyse is that of the government schools setting as opposed to private institutions. It would be interesting to study how novice teachers learnt or how the

dispositions and practices of exemplary teachers are affected when education is packaged as a commercial unit.

Further studies can also be carried out with a bigger pool of novice teachers using the CRAMVIL Mode of Teaching to see their learning process. Future studies with novice teachers from different backgrounds. Teaching from different levels, at private or public schools, would add valuable data to allow the CRAMVIL Mode of Teaching under the Codes of Exemplary Situated Teaching for Character Education to be modified so that it would better function, helping to prepare novice teachers to be exemplary teachers as character educators.

7.4   Conclusion

The role of the character educator is multiple. In a classroom setting, character educators are like the director of movies who signify the show and excel each character. It is the moment, the classroom moment, the classroom interaction moment which has to be seized during that particular moment. Hence, there is so much to learn during that situation. That's the learning environment a character educator envisions. It is not only the director who dictates the outcome of the movie but is also one of the most important characters.

We need to nurture more quality teachers if we were to implement character education. Hence, it is important to have a sound novice teacher training for character education by understanding the experiences of learning and teaching among the novice teachers with the exemplary standards that the teachers can work towards in order to deliver quality instructional outcome to their students and to create optimal learning environments and nurture sound characters in their classrooms. Russell (1999) reiterated strongly that if changes were to happen in the classroom, the change must first happen in teacher education.

If the impact of teacher education is uplifted, only then will it be possible to uplift the impact of change in the classroom.

It is valuable to recognize the situational knowledge and actual practices emerging from exemplary teachers. Having accumulated this experience, exemplary teachers instinctively draw upon it in the way scientists would do to form theoretically-based inferences that, when applied under variable conditions, yield similar results (Dawn, 2008) and thus nurturing children to possess sound character. This understanding has a credible insight into exemplary practices and dispositions for character education. It will be a powerful guideline that builds upon the situational knowledge of exemplary teachers, their successes in the classroom, and the collective learning that these teachers utilise to make decisions in their everyday practice of teaching and learning. It expands the current instructional literature and character education especially in such situated contexts.

Ideally, both novice and in-service teachers would be able to utilize from the established codes, adopting all of these dispositions and practices. This study has highlighted the dispositions and practices combining a high degree of competence. The study's exemplary teachers made wonderful role models for other teachers, their stories provide a clear picture of what we would all like to see in classrooms, allowing teachers to create supportive character education in classroom learning environments where all students will be able to be moulded into sound character. It can only be hoped that these characteristics become more widely recognized and more commonly found in classrooms of character education. Concerted attention must be given to preparing quality and quantity exemplary novice teachers so that character education of high standard and calibre can be articulated and proliferated.