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

5.0 Introduction

This chapter is specifically separated to address 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>
<thead>
<tr>
<th>Teaching Mode</th>
<th>Components</th>
<th>Elements</th>
</tr>
</thead>
<tbody>
<tr>
<td>Creativity</td>
<td>Expression</td>
<td>Body Action, Facial Motion</td>
</tr>
<tr>
<td>Context</td>
<td>Tools, Atmosphere</td>
<td></td>
</tr>
<tr>
<td>Relationship</td>
<td>Personality</td>
<td>Energy, Charming, Trust</td>
</tr>
<tr>
<td>Communication</td>
<td>Interaction, Engagement, Proactive</td>
<td></td>
</tr>
<tr>
<td>Assessment</td>
<td>Improvement</td>
<td>Recording, Reflecting</td>
</tr>
<tr>
<td>Motivation</td>
<td>Advancing</td>
<td>Encouragement, Growth, Quality</td>
</tr>
<tr>
<td></td>
<td>Learning</td>
<td>Scaffolding, Feedback</td>
</tr>
<tr>
<td>Value</td>
<td>Behaviour</td>
<td>Monitor, Deal, Advocate, Professionalism</td>
</tr>
<tr>
<td>Instruction</td>
<td>Verbal</td>
<td>Voice, Intonation</td>
</tr>
<tr>
<td>Coordination</td>
<td>Attention, Clarity, Transition, Pacing</td>
<td></td>
</tr>
<tr>
<td>Linkage</td>
<td>Hook</td>
<td>Objective, Prior Knowledge</td>
</tr>
<tr>
<td>Experiential</td>
<td>Explanation, Importance, Application</td>
<td></td>
</tr>
</tbody>
</table>
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>
<thead>
<tr>
<th>L-MODE</th>
<th>Hook</th>
<th>Description</th>
<th>Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Objective</td>
<td>Teacher conveys the learning objective at the beginning of the class and recap at the end of the class</td>
<td>Teacher asks, “What is the value and CTLS Focus today?”</td>
</tr>
<tr>
<td></td>
<td>Prior Knowledge</td>
<td>Teachers create interest of students by drawing out their prior knowledge</td>
<td>Teacher asks, “Who has done volunteering work before? Share your experience.”</td>
</tr>
<tr>
<td></td>
<td>Experiential</td>
<td>Description</td>
<td>Examples</td>
</tr>
<tr>
<td></td>
<td>Importance</td>
<td>Teacher creates the significance of mastering the skill and lead students to excitement</td>
<td>Teacher builds on students’ response and guide them to apply in real life</td>
</tr>
<tr>
<td></td>
<td>Application</td>
<td>Teacher requests students to summarize the learning and ensure they share application examples</td>
<td>The teacher says, “This skill is important during interview session as it helps you to outshine others with your experience.”</td>
</tr>
<tr>
<td></td>
<td>Explanation</td>
<td>Teacher gives attractive examples to intrigue the motivation of students to learn</td>
<td>Teacher asks, “So, what have you realized about yourself after the lesson?”</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Teacher asks, “How will you apply this value at school?”</td>
</tr>
</tbody>
</table>
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

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

(V6, ETI, 17-3-2014)

‘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.’

(V6, ETI, 17-3-2014)

‘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...’

(V11, ETI, 17-3-2014)

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

(V6, ETI, 1-4-2014)

‘...It is the context that makes the students excited, and feels in accordance to the learning objective of the session. They can remember better...’

(V11, ETI, 17-3-2014)
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**

<table>
<thead>
<tr>
<th>Expression</th>
<th>Description</th>
<th>Indicators</th>
<th>Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Body Action</strong></td>
<td>Teacher expresses big and energetic body movements</td>
<td>• Students are engaged with full attention</td>
<td>• Teacher crawls on the floor to exemplify soldier’s movement</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Students feel interested and motivated</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Students look cheerful and energetic</td>
<td></td>
</tr>
<tr>
<td><strong>Facial Motion</strong></td>
<td>Teacher expresses different facial expressions to exhibit different emotions</td>
<td></td>
<td>• Teacher acts different emotions spontaneously such as angry, sad, happy, excited, etc.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Students feel and express the emotions created by the teachers such as frightened, excitement, sad and etc.</td>
<td>• Teacher tells story with various facial expression and body action</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Context</strong></th>
<th>Description</th>
<th>Indicators</th>
<th>Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Tools</strong></td>
<td>Teacher utilizes props, stationeries or other materials to strengthen contextual leaning</td>
<td>• Students feel and express the emotions created by the teachers such as frightened, excitement, sad and etc.</td>
<td>• Teacher plays scary music to create the background of eeriness</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Students are involved in the role play with enthusiasm</td>
<td>• Teacher uses printed food and costume pictures to teach cultural diversity</td>
</tr>
<tr>
<td><strong>Atmosphere</strong></td>
<td>Teacher employs music, space, decoration to create contextual and emotional learning</td>
<td></td>
<td>• Teacher requires students to use chairs as bricks to build the barn and newspaper for the animal’s costume</td>
</tr>
</tbody>
</table>
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)
Example of practices and dispositions of ‘Communication’ component in class is to allow students to communicate with one another 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.’

(V11, ETI, 17-3-2014)

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.

(V11, ETI, 17-3-2014)

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.’

(V6, ETI, 17-3-2014)

‘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’

(V11, ETI, 17-3-2014)

‘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.’

(V11, ETI, 17-3-2014)
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 to 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

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

(V11, ETI, 1-4-2014)

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

(V6, ETI, 17-3-2014)

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

(V11, ETI, 1-4-2014)

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.’

(V6, ETI, 17-3-2014)

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’

(V6, ETI, 17-3-2014)
‘...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.

(V6, ETI, 17-3-2014)

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

<table>
<thead>
<tr>
<th>A-MODE</th>
<th>Description</th>
<th>Indicators</th>
<th>Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>Recording</td>
<td>Teacher updates student’s learning progress and assignment completion</td>
<td>• Student’s progress is updated via the online system&lt;br&gt;• Student’s assignment check is updated via the online system&lt;br&gt;• Teacher records formal assessments electronically, using Prokidz Live&lt;br&gt;• Teacher records remark student’s assignment in the record book</td>
<td></td>
</tr>
<tr>
<td>Reflecting</td>
<td>Teacher makes a deliberate and accurate self-assessment of teaching to have continuous improvement</td>
<td>• Teacher identifies areas to improve teaching in reflection&lt;br&gt;• Teacher suggests ways to improve student’s learning outcome in reflection&lt;br&gt;• Teacher’s journal shows the suggestions to improve student learning&lt;br&gt;• Teacher’s journal comments about the class atmosphere and flow</td>
<td></td>
</tr>
</tbody>
</table>
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)
Table 5.7 shows the summary of Motivation Teaching Mode extracted from the Codes of Exemplary Situated Teaching for Character Education.

<table>
<thead>
<tr>
<th>M-MODE</th>
<th>Description</th>
<th>Indicators</th>
<th>Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Encouragement</strong></td>
<td>Teacher convinces students that they can master with reasons</td>
<td>• Students feel motivated and believe in themselves attempting challenges</td>
<td>• The teacher says, “I know it is hard, but if you master this at this age, you are awesome!”</td>
</tr>
<tr>
<td>Growth</td>
<td>Teacher inculcates the growth mind-set to put in effort instead of depending on innate talent to excel</td>
<td>• Students have self-expectation and strive to meet</td>
<td>• The teacher hands the assignment back to student and says “You have yet to meet the benchmark due to insufficient elaboration”</td>
</tr>
<tr>
<td>Quality</td>
<td>Teacher communicates the rubric and ensures high quality performance is met.</td>
<td>• Students ask for permission to re-do for better quality outcome</td>
<td>The student accepts and re-do it without moaning</td>
</tr>
<tr>
<td><strong>Learning</strong></td>
<td>Teacher amends the teaching approach or difficulty level to meet student’s learning needs</td>
<td>• Students are able to comprehend and learn</td>
<td>Teacher says, “Let’s do this way, and see whether it fits you better.”</td>
</tr>
<tr>
<td>Scaffolding</td>
<td></td>
<td>• Students are able to synthesize the</td>
<td>The teacher stops the lesson halfway and says “Why not we do it this way?”</td>
</tr>
</tbody>
</table>
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 initiativey 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 ...

(V11, ETI, 17-3-2014)

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..

(V11, ETI, 17-3-2014)

‘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...’

(V6, ETI, 17-3-2014)

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... ’

(V11, SCO, 11-3-2014)

‘...Teachers need to be tough... we need to hold them accountable, and they need to know we will....’

(V6, ETI, 17-3-2014)

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

Teacher speaks privately with misbehave student.

(V11, SCO, 17-3-2014)

‘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.’

(V6, ETI, 17-3-2014)

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

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

#### 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...’

(V6, ETI, 1-4-2014)

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
(V11, SCO, 11-3-2014)

The teacher has an established timing device, such as counting down, to signal students to return to their desks.
(V11, SCO, 11-3-2014)

‘I give instruction by saying, “Step 1 ... Step 2... Step 3...’
(V6, ETI, 17-3-2014)

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!’
(V6, ETI, 17-3-2014)

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.
(V6, ETI, 17-3-2014)

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...’
(V11, ETI, 17-3-2014)
‘I establish signal to get attention, such as raising hands or off the lights.…

(V6, ETI, 17-3-2014)

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

‘…ensuring all instructions are delivered well and clear…’

(V6, ETI, 17-3-2014)

‘…give clear instruction by saying, “Step 1 … Step 2… Step 3…or ‘First, Second, Third…”’

(V11, ETI, 17-3-2014)

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.…’

(V6, ETI, 17-3-2014)

‘…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…

(V11, ETI, 17-3-2014)

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…’

(V11, ETI, 17-3-2014)

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

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

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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 it 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 exciting 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....’

(V11, ETI, 17-3-2014)

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...'  

(V6, ETI, 17-3-2014)

‘...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.’

(V11, ETI, 17-3-2014)

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

<table>
<thead>
<tr>
<th>Hook</th>
<th>Description</th>
<th>Indicators</th>
<th>Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Objective</strong></td>
<td>Teacher conveys the learning objective at the beginning of the class and recap at the end of the class</td>
<td>• Students are able to recap what they have learned at the end of the class</td>
<td>• Teacher asks, “What is the value and CTLS Focus today?”</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Students share their experiences and knowledge about the topic with enthusiasm</td>
<td>• Teacher asks, “Who has done volunteering work before? Share your experience.”</td>
</tr>
<tr>
<td><strong>Prior Knowledge</strong></td>
<td>Teachers creates interest of students by drawing out their prior knowledge</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Experiential</strong></td>
<td>Teacher creates the significance of mastering the skill</td>
<td>• Students reflect their learning of</td>
<td>• Teacher builds on students’</td>
</tr>
<tr>
<td>Importance</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
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.


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.


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.


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.


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
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**

<table>
<thead>
<tr>
<th>Aspects</th>
<th>Code A</th>
<th>Code B</th>
<th>Code C</th>
<th>Code D</th>
<th>This Study</th>
</tr>
</thead>
<tbody>
<tr>
<td>Description of the code</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>Teachers’ role &amp; practices</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>Real life example</td>
<td></td>
<td></td>
<td>✓</td>
<td></td>
<td>✓</td>
</tr>
<tr>
<td>Indicators from students’ actions and behaviours in class</td>
<td>✓</td>
<td>✓</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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.