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,
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
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
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
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

<table>
<thead>
<tr>
<th>Aspects</th>
<th>NT1</th>
<th>NT2</th>
<th>V6</th>
<th>V11</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teacher Self-Efficacy</td>
<td>81.0</td>
<td>84.0</td>
<td>93.0</td>
<td>91.0</td>
</tr>
<tr>
<td>Classroom Management</td>
<td>80.0</td>
<td>86.0</td>
<td>94.0</td>
<td>87.0</td>
</tr>
<tr>
<td>Role Model Practice</td>
<td>85.5</td>
<td>85.5</td>
<td>94.0</td>
<td>87.0</td>
</tr>
<tr>
<td>Total Score</td>
<td>246.5</td>
<td>255.5</td>
<td>281.0</td>
<td>269.0</td>
</tr>
<tr>
<td>Average Score</td>
<td>82.2</td>
<td>85.5</td>
<td>93.7</td>
<td>89.7</td>
</tr>
<tr>
<td>Final Average Score</td>
<td>83.7</td>
<td>91.7</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

7.2 Implications of the Study

The researcher is delighted to answer all pressing 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
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
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.