3.0 Introduction

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

3.1 Conceptual Framework of the Study

The conceptual framework was designed to position this study in the vast literature on establishment codes of exemplary situated teaching in preparing novice teachers for character education. It is the moment when teachers need to seize and instil positive values in class (Corner, 2003). Teachers form certain degree of social life within classrooms, thus affect the formation of student’s experiences of community and eventually influence student’s character development (Jennifer, 2009). It is recognized that teachers must balance dispositions and exemplary practices in order to be truly effective (Schwatz, 2007). A strong content and pedagogical base means nothing without the ability to communicate effectively with students. However, a strong personality which engages and enlivens students without the content or pedagogy to accompany it will not be effective either (Kottler & Zehm, 2000). There must be a balance between these components.
Teachers are the implementer of character education. They need to know what and how to implement it effectively. As teachers affect the character development of students as a role model (Bandura, 1997). We must have teachers who are not only of good character dispositions, but also essential to scrutinize on what they do, how they and why they do certain practices to develop good character in their students. Research has shown repeatedly that incomplete or inaccurate implementation by the teachers lead to ineffective programmes (Battistish, 2008; Eun, 2008; Jeniffer, 2009). Therefore, in order to assure effective character development, it is necessary to safeguard that novice teachers are prepared to meet the identified exemplary practices and dispositions by teacher educators for character education. However, there is no clear understanding on what constitutes exemplary dispositions as a character educator. There is no general understanding on what constitutes exemplary dispositions and practices in a situated classroom teaching for character education (Schwatz, 2007) (refer to Figure 3.1, p. 94 for literature gap 2).

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

Campbell (2003) emphasizes the importance of teacher’s classroom experience to make pedagogical decisions in order shape sound character among students. Teachers who regularly recreate a learning phenomenon in their classrooms consequently validate their practices through the utility of situational knowledge (Fenstermacher, 2002). Exemplary teachers have the capability to learn to evaluate student performance with intuitive consistency as well as the capability to adopt effective practices based on experiences with
learning in the classroom (Dawn, 2008). It will be a powerful guideline that builds upon the situational knowledge of exemplary teachers, their successes in the classroom, and the learning that these teachers use to make decisions in their everyday practice of teaching and learning. However, institutional leaders at Prokidz Institute were unaware of the existing knowledge and expertise grounded in the classroom experience; thus tended to lose the valuable in-house potential for establishing exemplary situated teaching dispositions and practices for character education (refer to Figure 3.1, p. 94 for literature gap 1). In the context of this study, using the observation and interviewing approach as a means of recording credible exemplary teaching and learning practices, the researcher would be able to draw out the situated knowledge of exemplary teachers at Prokidz Institution in the context of classroom teaching experience in relation to character education. These experiences ought to be valuable as a source for preparing novice teachers with those exemplary situated teaching practices for character education.

Although cognitive apprenticeship and a situated learning approach have been broadly employed in the territory of teacher education, it is unclear if there are certain learning factors that novice teachers are more likely to be an exemplary character educator during the learning to teach process. There has been little research to describe the coaching process provided to novice teachers by coaches (exemplary teachers); description of how coaching changes over time is lacking (Collet, 2012). Factors that affect not only what novice teachers learn during the process, but how they learn and how much of what they learned are worth studying (refer to Figure 3.1, p. 94 literature gap 3). These factors, specifically with regards to novice teachers’ perceptions are viewed as most beneficial to their learning to teach experiences and the factors that affected their learning curve (Jeniffer, 2009).
Figure 3.1 below shows the conceptual framework of this study. This study has been placed within the locus of this divergence to close the gaps found in the literature review. It was the intention of this study to establish codes of exemplary situated teaching in preparing novice teachers for character education as well as to identify the factors that affect ‘learning to teach’ experiences of the novice teachers at Prokidz Institution. The rectangular shape is the existing researches within the scope of this research study. Three literature gaps are identified by the researcher that would be closed (if possible) through this research study. The cloud shape represents the outcome (if possible) after closing the identified literature gap.

The first gap (Gap 1) to close is to allow institutional leaders (including the researcher) from Prokidz Institution to be aware of the existing situational teaching knowledge and expertise grounded in the classroom experience. After exploring the embedded situational teaching knowledge by the exemplary teachers at Prokidz Institution, it is to close the second gap (Gap 2). It is to establish a general understanding on what constitutes exemplary dispositions and practices in a situated classroom teaching for character education. The outcome is the established Codes of Exemplary Situated Teaching for Character Education. Throughout the process of infusing the established codes to prepare novice teachers for character education, it is necessary to understand the factors that affect novice teachers’ learning during the coaching process. This is the third gap (Gap 3) that needs to be closed in this study.
Figure 3.1: Conceptual Framework of this Study

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

- Character formation is situated in classroom (Corner, 2003; Jennifer, 2009; Corner, 2003)
- Character formation depends on teachers’ practices and dispositions (Schwartz, 2007; Campbell, 2003; Lapsley & Narvaez, 2006)
- Teacher is the agent to implement character education effectively (Battistich, 2008; Eun, 2008)
- Uncover embedded knowledge drawn from experiences (Jalongo & Isernberg, 1995; Schon, 1987; Bransford, et. al, 2000)
- Teacher learns through experiential and active learning through classroom experience, thus affect decision making (Olgun, 2009; Dawn, 2008)
- Teachers are role models to students (Skoe, 2010; Zhao, 2010; Noddings, 2010; Hauer, 2003)
- Importance of teachers creating classroom climate to develop character (Narvaez, 2010; Williams & Guerra, 2007; Masten, 2004; Berkowitz & Bier, 2005)

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

- Importance of heightening teacher education to develop sound character among students (Lickona, 2005; Milson, 2003; Schwartz, 2007)
- Cognitive apprenticeship has been widely used in teacher education (Alger & Kophera, 2010; Lin, Hsu & Cheng, 2011; Robinson, 2008; Collin, 2012; Dechert, 2007;)
- Situated learning or authentic environment to prepare novice teachers (Lave, 1991; Brown et al, 1989; Olgun, 2009; Silbert, 2005)
- Coaching is important in teacher development (Risko et al, 2009; Collet, 2012; Collin, 2012)
- Learning by doing, with the guidance of more experienced colleague (Risko et al, 2007; Groves and Strong, 2008; Toll, 2005; Eick et al, 2003)

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

- Factors that affect ‘learning to teach’ experience of novice teacher at Prokidz Institution are identified

- Embedded situated knowledge by exemplary teachers at Prokidz Institution is drawn out
3.2 Theoretical Framework for this Study

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

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

Experiential and action learning theories thus provide a credible framework from which the claim may be drawn from exemplary teachers own active experiences in their classrooms (Olgun, 2009). They participate in and witness the learning of their student’s ability to process relevant information without articulating or documenting or explicitly referencing them made in teaching practice (Olgun, 2009). Having built this embedded knowledge of experiential evidence, exemplary teachers draw upon it in the way scientists would form theoretically-based inferences that when applied under variable conditions, yield similar results. In essence, they theorize about learning when they make practices
based on their learning and prior knowledge (Dawn, 2008). Minstrell (1999) defined teaching as an “ill-defined problem where every student-teacher interaction can change the teacher’s goals and choice of operations”. These choices, he continued, become solutions within this ill-defined problem of teaching and facilitate learning, based upon “prior experiences, knowledge, interests, and motivation” (p.215).

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

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

3.2.1 Theory-of-Action and Reflection

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

The approach to this study through, recording narrative interviews to draw out the practices and dispositions of exemplary teachers’ situated teaching, is one way of achieving the suggestions made by Jalongo and Isenberg (1995). First, it enables exemplary teacher participants to uncover valuable embedded knowledge drawn from experiences. They can also determine the value of time invested in documenting their description and rationale behind their practices; hence facilitating the establishment of codes of exemplary situated teaching dispositions and practices for character education. This appreciates their experience and their thoughts in the process. Reflection is a means of drawing out that embedded knowledge that is able to bring theory and practice together (Schon, 1987). It is this development and appreciation of prior knowledge as noted by Bransford, Brown & Cocking (2000), that is so critical to be recorded from experienced or exemplary teachers’ experiences in their classroom in order to ultimately enhance student learning. It intends to utilize the theoretical constructs of experiential learning, which suggest that when
individuals reflect upon their own learning experiences and hypothesize from those reflections, they may through this inference be able to establish credible practices and dispositions in situated teaching. Their rationale follows closely that which is outlined through Argyris and Schon’s (1974) lexicon of reflective practice and single/double-loop learning in organizations. The narrative interview to draw teachers’ embedded knowledge is related to Schon’s “reflection-on-action,” that teachers look back upon their classroom practice (p.78).

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

![Figure 3.2: Single loop and double loop learning in theory-of-action](Arygris & Schon, (1974))

Single loop learning involves connecting the action strategy and consequences. If for example, an action observed the consequences which varied from what we assumed through single loop learning, immediately individual needs to receive feedback and try
another approach. As for double-loop learning, the governing variables direct the way we behave and do such as ideas, goals, values and beliefs are confronted (Argyris, 1982).

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

**Figure 3.3**: Modified Model of Processing [based on Model of Argyris & Schon (1974)]

In particular, Argyris and Schon’s (1974) reflection helps the researcher to understand the practices and dispositions of those exemplary teachers (see B in Figure 3.3) as well as study the relation of why they do what they do (see A in Figure 3.3). For instance, in using reflection through interviewing as a means of recording credible teaching and learning practices, the research suggests that classroom theories in action, recorded and analysed, can become the basis for an existing local knowledge base of teaching theories in use. The approach of this study requires adherence to the idea found in the literature on
reflection through interview methods represented by the letter ‘D’. It is the embedded knowledge of exemplary teachers about the rationale of what and why practices are done in such a manner in the classroom (see D in Figure 3.3, p.99). The assumption is that theories of action will appear to the exemplary teacher participants, rendering explicit embedded knowledge as well as creating an awareness of the Theory of Action that could predict future action in the classroom by employing exemplary dispositions and practices in the class. Through observation and reflection, the embedded knowledge is made explicit (see E in Figure 3.3, p.99). The consequence/result of identifying the exemplary dispositions and practices of exemplary teachers in relation to character education is to establish the codes of exemplary situated teaching (see C in Figure 3.3, p.99).

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

Csikszentmihalyi, and Damon (2001) discuss the nature of exemplary teachers. They conclude that ‘if people are to become role models, they must develop skills, techniques and understandings that are central to their chosen professions or craft’ (p.243). This description of exemplary teaching is applicable to the teachers in the current investigation as character formation is an inevitable part of teacher’s skills within the classroom setting (Lapsley & Narvaez, 2006). It is good to identify and use situational knowledge and expertise in learning that exists in the practices espoused by exemplary
teachers in their own classrooms at Prokidz Institution. The first part of this research uncovers embedded knowledge about teaching in character education from exemplary teachers at Prokidz Institution. This is to establish the exemplary situated teaching dispositions and practices. This will enable the researcher to close the gap by identifying exemplary teachers’ practices and dispositions in order to establish the codes of exemplary situated teaching for character education.

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

3.2.2 Cognitive Apprenticeship

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

Cognitive Apprenticeship creates the opportunities for learners (apprentices) to construct the practices as grounding in teaching experiences. Such approach serves to
contextualize teacher education. While the practices of observed and enactive experiences, discussion, and reflection each supported changes in teachers’ practices, the body of literature reviewed indicates that the effectiveness of each of these practices as a means in teacher education can be enhanced through the support of more-experienced persons. Zwartz, Wubbels, Bergen, and Bolhuis (2009) described the role of the coach in this process, finding that "*discussion of knowledge, beliefs, or experiences during the process may elicit changes in teachers’ cognitions*".

The definition or description of each component/phase of the cognitive apprenticeship process is explained to carry out the teaching and learning process. The components include modelling, explaining, coaching, scaffolding, reflection, articulation and exploration. The first being modelling, by which students learn by observing the teacher model ‘expert-level practices’. Essentially, the teacher model explains the thought process while students observe and make connections to learning (Liu, 2005). The next step, which is coaching, entails opportunities for learners to practice while the teacher provides feedback, hints, correction, advice, and assistance when needed. Scaffolding involves making the problems or situations more difficult while gradually decreasing the support from the teacher model. Eventually, the student will be able to handle the assigned tasks with minimal assistance or no assistance from the more experienced teacher. Another phase is articulation, in which the students are encouraged to verbalize their understanding and thinking. In the next phase, reflection, students reflect their performance and also compare their reflections to the teacher model. Finally, is the exploration phase when the teacher manipulates and explores the learned skills to promote their true understanding? The definitions mentioned in the above text are extracted from the work of Enkernberg (2001) which is coherent with the definitions given by Brown et. al (1989) in Table 3.1 below.
<table>
<thead>
<tr>
<th>Component</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>Modelling</td>
<td>Means the demonstration of the temporal process of thinking</td>
</tr>
<tr>
<td>Explaining</td>
<td>Explaining why activities take place as they do</td>
</tr>
<tr>
<td>Coaching</td>
<td>Means the monitoring of novice teachers’ activities and assisting and supporting them where necessary</td>
</tr>
<tr>
<td>Scaffolding</td>
<td>Support novice teachers so that they can cope with the task situation. It entails the gradual withdrawal of the model teacher from the process</td>
</tr>
<tr>
<td>Reflection</td>
<td>Novice teacher assesses and analyses performance</td>
</tr>
<tr>
<td>Articulation</td>
<td>Results of reflection are put into verbal form</td>
</tr>
<tr>
<td>Exploration</td>
<td>Novice teachers are encouraged to run the class independently</td>
</tr>
</tbody>
</table>

[Brown et. al, 1989]

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

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

<table>
<thead>
<tr>
<th>Coaching Stages</th>
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</thead>
<tbody>
<tr>
<td>Stage 1: Observation</td>
</tr>
<tr>
<td>Modelling</td>
</tr>
<tr>
<td>Explaining</td>
</tr>
<tr>
<td>Reflection</td>
</tr>
</tbody>
</table>

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

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

In Coaching Stage 2 of the modified model (Scaffolding), there are three
components, ‘Dependent Teaching’, ‘Articulation’ and ‘Reflection’ (see Table 3.2). Exemplary teachers played the role as the coach to assist the novice teachers. ‘Dependent
Teaching’ in this context means exemplary teachers are giving instructional support to the novice teachers’ attempts during the classroom lesson. The instructional support was provided and adjusted throughout the learning to teach process which varies according to the capability of novice teachers. Novice teachers were encouraged to take on more responsibilities to teach accompanied by the sequence of guided practice, corrective feedback and application from the exemplary teacher participants. As novice teachers gained more confidence in working with their students, exemplary teachers scaffold them by asking probing questions during the articulation session. Such questions pushed novice teachers to consider implications of their practices and how they might move forward.

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

In Coaching Stage 3 of the modified model (Exploration), there are three components; ‘Independent Teaching’, ‘Articulation’ and ‘Reflection’ (see Table 3.2, p.104). Finally, the coach (exemplary teachers) empowered the novice teachers to continue teaching independently during the ‘Independent Teaching’ phase. The novice teacher participants were empowered and taught the class independently while the exemplary teacher participants played the evaluator role by using the established codes to assess the
novice teacher participants’ performance. The ‘Articulation’ and ‘Reflection’ remained the same as coaching stage 2.

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

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

![Figure 3.4: Graphic representation of coaching stages of the modified cognitive apprenticeship model](image)

3.3 Explanation of the Model for the Present Study

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

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

In the second section of this study, the Modified Cognitive Apprenticeship Model has three coaching stages, namely ‘Coaching Stage 1 – Observation (see J in Figure 3.5),
'Coaching Stage 2 - Scaffolding (see K in Figure 3.5)’ and ‘Coaching Stage 3 - Exploration (see L in Figure 3.5, p.112)’. In the ‘Observation’ stage, novice teachers learn by observing the exemplary teachers model their exemplary situated teaching in their classroom. Essentially the exemplary teacher models and explains the thought process while novice teachers observe and make connections to the learning (see M in Figure 3.5). The exemplary teachers provide explanation by employing the established codes of exemplary situated teaching to facilitate better learning understanding of novice teachers.

In the ‘Scaffolding’ stage (see K in Figure 3.5), it is the support that exemplary teachers provide to help the novice teachers to carry out the teaching task with guided feedback. The ‘Dependent Teaching’ entails opportunities for novice teachers to practice while the exemplary teachers provide feedback, hints, correction, advice and assistance when needed. The exemplary teachers will use the established codes of exemplary situated teaching to give feedback to the novice teachers (see H in Figure 3.5). After every class, there would be a session for ‘articulation’ in which novice teachers are encouraged to verbalize their understanding and thinking (Dickey, 2008). The novice teachers would also reflect or look back on their performance and compare their reflections to their exemplary teacher (see N in Figure 3.5). Novice teachers in this research study due to the requirement to write their journal after every class, were able to reflect their instructional practices, examine their own classroom problems and formulate plans of action for improvement. Every journal writing leads to greater implementation in the classroom as it integrates the new reflected knowledge and skills into the existing schema and experiences a shift in ability that must accompany true improvement efforts. The novice teachers were asked to revisit what they learned, examine how their practices have changed based on their new learning, and most importantly, to evaluate the impact of these changes on their students’ performance. This is a component of reflective practice and informed instructional decision
making. Through the use of reflection, one can learn in a more transformative manner. Scaffolding involves making the problems or situations more difficult while decreasing support from the exemplary teachers (Liu, 2005). Eventually the novice teachers would be able to do the assigned teaching tasks with little help and no help eventually from exemplary teachers, thus proceeding to the next coaching stage.

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

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

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

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

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