Description of the development and application of a code to describe and analyse the overt teacher initiated literacy messages being conveyed to students within a classroom context

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Beecher, Bronwyn Ruth, Description of the development and application of a code to describe and analyse the overt teacher initiated literacy messages being conveyed to students within a classroom context, Master of Education (Hons.) thesis, Faculty of Education, University of Wollongong, 1993. http://ro.uow.edu.au/theses/2342
DESCRIPTION OF THE DEVELOPMENT AND APPLICATION OF A CODE TO DESCRIBE AND ANALYSE THE OVERT TEACHER INITIATED LITERACY MESSAGES BEING CONVEYED TO STUDENTS WITHIN A CLASSROOM CONTEXT.

A thesis submitted in fulfilment of the requirements for the award of the degree

Master of Education (Honours)
from
The University of Wollongong

by
Bronwyn Ruth Beecher

Diploma of Teaching
Postgraduate Diploma in Educational Studies
Master of Studies in Education.

Centre for Literacy Studies
Faculty of Education
1993
ACKNOWLEDGEMENTS

To everyone who has assisted and encouraged me:

The teachers and children who welcomed me into their classrooms;

Jan, Helen and Warren, colleagues, who critically responded to my project;

Brian, my supervisor, who strongly promoted the clarification of my meanings;

Pertti, my family and friends, who have supported me with patience and understanding;

The staff at the Faculty of Education, University of Western Sydney - Macarthur who have given much support and assistance. Thankyou!
ABSTRACT

This thesis reports the development and application of an observation/analytic code which describes and interprets overt teacher initiated literacy messages conveyed to students within a classroom context. The relevant areas of literature relate to observation/documentation procedures, teacher effectiveness, and messages and meaning. Aspects of various methodologies from naturalistic inquiry were used: namely, educational ethnography, grounded theory and case study. From experiences of observing three teachers during classroom literacy sessions as well as examining concepts and issues arising from the literature, a code was developed and refined. The processes involved in the development of the code through naturalistic inquiry are described in the documentation of the emergent design. The code consists of identification of up to twenty five messages within various subthemes and themes from observational data. A case study which describes and interprets overt teacher initiated literacy messages conveyed in a classroom literacy session, demonstrates the description and interpretation possible with the three levels of the code. Future directions in the refinement of the code are explored.
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CHAPTER ONE

INTRODUCTION

1. Introduction

This thesis describes a research and development project which originated from a larger research question, namely, "What messages concerning literacy do teachers convey during the course of a day?". My initial intention was two-fold. Firstly I believed that there was a gap in the literature with respect to the nature and impact of messages in regard to literacy, which students encountered in different classrooms, especially in Year 2/3 transitions. Secondly, because of my role as a teacher educator in early childhood, I wanted a way of assisting tertiary students to become aware of the literacy messages teachers transmit in classrooms, as a means of helping them become more effective teachers. In the early stages of developing the research project, this topic seemed to be one which had important theoretical and practical implications for both literacy education and teacher effectiveness.

However, as I explored this "big" question, it became obvious that it begged a number of important conceptual and methodological questions/problems which needed to be resolved before research related to the initial question could begin. Such questions/problems included the following: "How could this "big question" be addressed?" and "What kind of methodology would be appropriate?". These led in turn to several others: "What is a message?"; "What is a literacy message?"; "How can literacy messages be identified?"; "How can literacy messages be recorded, analysed and interpreted?"; "Can a methodology/instrument/code for addressing these questions be designed?"; "How could a methodology/instrument/code develop?"; "How would such an instrument/code be useful to teachers, staff developers and teacher educators?".

Given the expected scope and time allocation for the project, I decided that a legitimate contribution to the larger research question ("What messages concerning literacy do teachers convey during the course of the day?") would be to attempt to answer some of these smaller but significant questions. This thesis describes the research and development processes which were involved in meeting these questions.
1.2 Purpose of The Project

My purpose in this project was:

to develop and apply a code which could be used to describe and analyse those overt teacher initiated literacy messages being conveyed to students within a classroom context.

More specifically I planned to:

i) make detailed observations of teachers' behaviours during classroom literacy sessions;
ii) define and clarify concepts and issues associated with teacher effectiveness; observation instruments; meaning; messages;
iii) use the data generated in i) and ii) to develop and refine an analytic code from the analysis of the observations of the teachers' literacy behaviours;
iv) document and describe the process of the development of the code;
v) apply the code with three teachers.

1.3 Background to the Project

Research and development projects are shaped by a perceived need, issue, question or problem which is critical enough to demand resolution. Such needs, issues, questions, or problems, are, in turn, embedded in a maze of interacting educational, economic, social and political forces within a community, which combined with original intentions help shape the direction of such projects. This project was no different. The project was immersed in a range of educational, economic, social and political contexts: each of which impacted on the others and helped shape the project.

In the educational sphere, considerable shifts in understandings about literacy and language learning have occurred over the past thirty years amongst some researchers and leading teachers in most Western countries (Smith 1983; Mahyer 1990; Craker 1992). Current leading thinking about literacy models and theories has moved ground from "outside-in" approaches to "inside-out" approaches. However, prevailing research and programs of literacy learning in schools are often based on the "outside-in" approach (Smith 1983). In "outside-in" approaches all the "little bits and pieces" of language need to be known by the child before she or he can gain meaning. In the implementation, language is fragmented into parts and the child is expected to learn subskills which in a hierarchical manner contribute to development of the skills of
decoding every part of language for reading, spelling and writing. Phonics and sightwords methods are accepted "outside-in" approaches to reading which promote errorless reproduction and do not focus on meaning (Cambourne 1979).

The "inside-out" models and theories of literacy learning developed from researchers' close observations of the child's actual literacy behaviour (Goodman 1973; Graves 1975; Caulkins 1983; Cambourne 1988; Newman 1990). The models and theories focus on meaning, going from whole to parts of language and successful encounters with print being a consequence of the child's background knowledge of the topic and familiarity with the language flow (Cambourne 1979). In "inside-out" approaches, the reverse of "outside-in" situations is believed to occur (Wanner 1973; Smith 1983; Cambourne 1988). Children focus on making meaning in light of their knowledge of the world and of language systems. Reading is viewed as an interactive process where the readers predict possible meanings from their knowledge and confirm, refine or reject that prediction of meaning based on knowledge of sampled features of the print (or the "little bits" of language). In the implementation of this approach, students are expected to learn to read by being read to by family, carers and teachers and most importantly by reading and writing themselves. Early in the 1970s Smith and Goodman (1971) cautioned that implementation of "inside-out" approaches were not so easy as the models and theories are not immediately transferable into practice. Models and theories only offer information to teachers to make their own decisions and the situation is often fraught with problems.

These changes in models and theories are reflected in N.S.W. Over the past twenty years, the state curriculum documents have changed to reflect "inside-out" models and theories of literacy development. These documents include Curriculum for Primary Schools in Language (1974), Reading K-12 Curriculum Policy Statement (1979), K-12 Writing Statement (1987) and English K-6 (Draft 1993). Short term inservice courses, assistance from consultants, relevant university courses, involvement in the design of relevant school based curriculums contributed towards staff development and facilitated the implementation of some of these curriculums for some teachers. It should be noted that teachers accepting responsibility for writing new policies and programs did not necessarily mean that their teaching practices changed and that consultancy support for implementing new documents diminished by the late 1980s (School Council, 1989). As with the reading of any text, teachers' interpretations of the document will vary in light of their past experiences and their own models and theories of literacy development.
Professional development is another aspect of the educational context of this project. It is seen as offering teachers opportunity to update their knowledge, skills and practices. In Western countries, including Australia, professional development for teachers has taken various forms: Inservice Education and Training (INSET), as well as independent tertiary courses and networks of teacher support groups and professional organisations.

Many Australian teachers have indicated that current INSET programs were not relevant to their own priorities or needs or their school, and there was often little consideration for the diversity of school communities. Many of the "one-off" sessions did not have follow-through and recall within the setting. The Schools Council regarded that two significant types of professional development were absent from INSET sessions, which are relevant to this project. These were:

i) programs designed specifically to improve the teaching practice of individuals;

ii) programs designed to update and improve teachers knowledge (Schools Council 1990)

In N.S.W., both the Scott Report (1990) and the Carrick Report (1989) emphasised the need for professional development of teachers. Teachers were seen as individuals who had different experiences, expertise and qualifications. Programs for human resource development for teachers in state schools were found to be "significantly deficient" (Carrick Report 1989:57) in meeting the diversity of needs of the teaching population. Professional development of teachers needs to address their individual needs, experiences and interests.

In Western countries, economic, social and political contexts, including governments, business, media and the public sectors, exert pressures on teachers and schools (Schon 1983; Schools Council 1990; Smyth 1991). During times of economic hardship, such as the current economic recession (which is the worst in Australia for sixty years) contracting government budgets for education have meant that funding for schools, teachers and students has diminished. Government funding for education as a percentage of the gross domestic product has dropped from 5.7% in 1982/3 to 4.9% in 1987/8 (Schools Council 1990). One consequence is that funding for teachers' professional development has also been reduced.
Recent funding decisions (since 1988-89) in N.S.W. Department of School Education (Management Review 1990) has meant, a global budgeting approach where the Department and individual schools make internal decisions about the priorities for funding allocation. Thus funding for teachers' professional development is now decided upon at a school, rather than regional level. Since funding is unlikely to increase, it seems that teachers and schools will need to be more innovative in their use of resources and in the development of human potential. One area of professional development which would be essential in future years is within the literacy education field. This is related to the centrality of students' literacy development to their learning and thinking in all curriculum areas at school, and the impact of the quality of this learning on their future life and employment opportunities.

In addition to accepting funding cuts, teachers are expected to take some responsibility to help the downturn in the country's economic conditions, especially by improving students' skills in literacy and numeracy (Smyth 1991). Typically economic recessions are accompanied by tighter education funding, which in turn is followed by media claims of "crisis" in education (Smyth 1991). This usually leads to increased demands for public accountability of teacher effectiveness, commonly through "basic skills" testing and public debate about the nature of literacy and how it should be taught and learnt. The Schools Council (1990) has added to this pressure by suggesting that teachers need to be more explicit about their practices to families, the public and, most importantly, themselves. To this end teachers would be taking initial and important action in increasing "the effectiveness of teaching and the quality of learning" (Schools Council 1990:16).

1.4 Rationale

Given this educational, social, political and economic climate with its changes in models and theories in literacy learning, the need for more relevant professional development, as well as funding constraints and public accountability pressures, it seemed timely to conduct research which would begin to address some of the complexity inherent in these issues.

Although classrooms are commonly occurring human behaviour settings in our culture, little is known about what happens in them in respect to the teacher's role in teaching literacy. In contrast, there has been thorough research into some aspects such as classroom interactions (Delamont 1976; Barnes & Todd 1977; Cadzen 1988) and childrens' literacy learning (Bissex 1980; Caukins 1983; Cochrane 1984; Doake 1985; Cambourne & Turbill 1987; Kamler & Woods 1987; Cambourne 1988; Newman 1984).
These classrooms are busy places with conflicting and continuous demands and challenges: teachers have complex roles in managing large numbers of students as well as orchestrating literacy experiences (Caulderhead 1987; Doyle 1986). Calls for more inquiry into classroom practices comes from many arenas (Schools Council 1990; Boomer 1990; Eisner 1991).

Changes and situations such as these make it clear that teachers, researchers, and teacher educators (such as myself), policy makers and staff developers (like executive teachers), could be helped if they knew more about literacy teaching (and learning) in situ. One aspect of this knowledge would be the description and interpretation of literacy messages that teachers overtly deliver to students in classrooms.

How could this be achieved? Central to the project was the development of a methodology/instrumentation/code which would enable me to describe and analyse observable teacher initiated literacy messages conveyed within a classroom context. The research methodologies selected for this project came from the naturalistic paradigm in order to be congruent with the project purpose: develop a code to describe and interpret human messages conveyed within social settings. I utilised aspects of Educational Ethnography, Case Study and Grounded Theory in this project. Consequently observation, description and interpretation were important processes as I undertook the "human instrument" role.

Since data was collected and analysed together with theory as an ongoing procedure, the project utilised "emergent design" (Guba & Lincoln 1981; Lincoln & Guba 1985). Emergent design refers to the series of decisions I made about the project during its progress. I refined the design as a result of what emerged from the analysis of data and literature at each stage. Throughout the seven phases of the project, the focus narrowed and intent was clarified as clearly demonstrated throughout Section 4.5.1. For instance, the project focus changed in Phase 3 from literacy messages associated with a transition between classroom settings to the development of a code for describing and interpreting teacher initiated literacy messages. As the emergent design developed and the focus shifted, as shown in this instance, some data become more significant to the project than other data: in other words, data became "core data" or "supplementary data" (Cambourne & Curtis 1988).

While there was a range of possible techniques such as interaction analysis, interviews, surveys and document analysis to achieve the purpose of the project, I decided observation was more appropriate for inquiry into teachers' literacy behaviour.
Observation is an informative means of identifying, describing and interpreting human behaviour. Records of observation "capture" samples of behaviour for later examination and interpretation as often perceptions of behaviour do not always match the reality. In other words, what teachers say (about their practices) is not always what they do.

Theory central to this project that needed to be considered related to observation instruments, meaning and messages. These domains also needed to be linked to research on the description and measurement of teacher effectiveness.

Observation instruments are not new, they have been used by researchers in classrooms for over fifty years. The observation instruments which focus on teacher behaviour are often motivated by the larger issues of teacher effectiveness and teacher learning. These areas of research are reviewed in Sections 2.2 and 3.2. Literature relating to the nature and use of various categories of observation instruments, as well as their potential and limitations, was instructive to the achievement of the purpose of this project, the development of an analytic code for teacher initiated literacy messages. This area of research is reviewed in Section 3.2.

The concept of meaning was problematic in this project. Many researchers focus on meaning (Stubbs 1976; Halliday 1979; Saville-Troike 1989; Wells 1986). Given the aim of developing an analytic code, it became obvious that how these researchers defined meaning concepts and how they identified such concepts in the data needed to be explored. In Section 3.3 these issues are addressed.

Furthermore, it is axiomatic that it is teachers' behaviour in classroom contexts that transmit messages to students about literacy. The importance of messages that teachers transmit has been recognized by various researchers (Stubbs 1976,1979; 1983; Postman and Weingarten 1972; Wells 1986); however literacy messages have not been identified. The source of data and the means by which researchers have identified and analysed various messages is an important issue in this project and is analysed in Section 3.3. Whilst how students in classrooms interpret teacher initiated literacy messages and how they construct their own models and theories of literacy is important, this project only focuses on teacher initiated literacy messages.
1.5 Presuppositions Guiding this Project

All inquirers operate from their own context and frames of reference. These frames of reference take the form of presuppositions. Kaplan describes presuppositions thus:

We presuppose, in every inquiry, not only a set of data, but also a set of generalisations, both about materials, and about the instruments by which they are transformed into cognitive enterprise. We draw our presuppositions from earlier enquiries, from other sciences, from everyday knowledge, from the experiences of conflict and frustrations which motivated our inquiry, from habit and tradition, from who knows where ... when Freud became interested in the interpretation of dreams he presupposed certain generalisations about the nature of sleep, consciousness and related phenomena (Kaplan, 1964:88).

The presuppositions which underpin this project are the outcomes of a multitude of experiences that a classroom teacher of 16 years experience is likely to have. My presuppositions will be explored in Chapter Four in greater detail as they influenced the decision to use myself as a "human instrument" as the major tool of analysis in this project.

The "multitude of experiences" referred to above, included my work with students and other researchers in classrooms, as well as postgraduate study in literacy education. One consequence of my experiences has been a greater knowledge and sensitivity to what occurs in classrooms in relation to literacy learning. One strong presupposition which guided my role in this project related to the centrality of the teacher's role in structuring the learning environment and in facilitating students' literacy learning.

1.6 Site of Project

I collected the main data for this project from two classrooms in Suburban School in Sydney. I collected supportive data from other teachers in this school and another school (Coastal School). Analysis of observations of the teachers' behaviours formed the basis for the development of the descriptive and analytic code. This code for identifying teacher messages about literacy, in its final form, was applied to three observations from Classroom B, Classroom C and Classroom D. These are presented as Case Study B, Case Study C Report and Case Study D Report.
1.6 Overview and Summary

This Chapter has outlined the purpose of the research and development project, identified the educational, economic, social and political background which shaped it and described the rationale which underpins it.

The second Chapter reviews literature relevant to teacher effectiveness research and procedures for observation and documentation of teachers' classroom behaviour.

Chapter Three reviews the literature related to the design and application problems with observation and documentation procedures. This chapter also explores broader issues related to this project, namely meaning and messages. Many aspects of these questions/problems needed to be thoroughly explored as they obviously impacted on the design of the project and the code that was developed.

The fourth Chapter describes and justifies the methodological decisions taken during the emergent design of the project and the emergent design of the analytic code. Features of naturalistic inquiry central to this project are detailed throughout the chapter; they include: "human-as-instrument"; human behaviour in context; and the nature of observation.

Chapter Five presents a Case Study of one classroom literacy session. This description and interpretation demonstrates one instance of the application of the code.

Chapter Six summarises the progress towards accomplishing the purpose of the project. It explores the strengths and limitations of the project. Finally possible future directions with the implementation of the code are discussed.
CHAPTER TWO

REVIEW OF LITERATURE RELATING TO TEACHER EFFECTIVENESS RESEARCH

2.1 Introduction

The purpose of this chapter is to review research and literature related to teacher effectiveness. In particular, the review will focus on those areas which are pertinent to the purposes of this project, namely:

i) ways to observe and document teacher behaviour;

ii) factors which affect teacher effectiveness.

The background and rationale for this project in Chapter One identified the need for the profession to be more knowledgeable (1.3; 1.4) for teachers, as well as for all participants in the schooling process. It was also argued, that observation instruments available to teachers may offer a means of representing their behaviour. With this representation, teachers would be able to step back and reflect upon their teaching practice in order to improve these practices. In this thesis, I have used the term, observation procedures, to refer to a range of observation tools, instruments, and methodologies.

2.2 Observing and Documenting Teacher Effectiveness: An Historical Perspective

Observation procedures and teacher effectiveness research have a symbiotic relationship. Research into teacher effectiveness necessitated closer examination of teachers' roles within the classroom and observation procedures were needed as a prerequisite for this closer examination. Research into observation procedures provided foundations for the development of current understandings of observation procedures which, in turn, have fed into research which aims at improving teacher effectiveness. Concurrent with this research, there have been developing and changing notions of what effective teaching actually is (Rupley, Wise and Logan 1985). These two areas of research, (teacher effectiveness and development of observation procedures) have influenced and impacted on each other. As notions of teacher effectiveness have changed, the nature of the methods and procedures used to observe and document teaching have also changed and this, in turn, modified notions of teacher effectiveness.

In Chapter Three, Section 3.2 examines the nature of various categories of observation and documentation procedures whilst Section 2.2 of this chapter focuses only on aspects of observation procedures related to teacher effectiveness research.
2.2.1 Early Teacher Effectiveness.

In the 1800s and up until the 1940s teacher effectiveness in the United States was seen in terms of teacher ability and accountability (Rupley, Wise & Logan 1985). Characteristics such as personality traits, habits and attitudes such as promptness, discipline and instructional techniques were nominated as the criteria to determine teacher effectiveness till the 1920s and 1930s. This kind of criteria featured in rating scales and check-lists which were frequently used as observation and documentation procedures by supervisors and principals. Their use of these procedures was usually based on their impressions rather than their actual observations of teachers. However, there was only one instance of observation being used systematically to evaluate teachers, namely Shannon (1936) who trained observers to use observation procedures. Despite no firm conclusions being reached about effective teaching, it is significant that observers did enter classrooms, did observe teachers and did use some form of observation and documentation procedure. The potential of observation and documentation procedures to evaluate teaching had been recognised! (Rupley, Wise and Logan 1985). In following years, other researchers (Olanders 1937; Gray 1940) used similar procedures (Rupley, Wise & Logan 1985). At this time, the purpose of these procedures was to provide criteria for the selection, training and employment of teachers.

2.2.2 Teacher Effectiveness Research in 1960s-1970s

In the 1960s, research foci shifted from teacher characteristics and habits to the outcomes of effective teaching, that is, teachers' classroom behaviour and students' learning. This resulted in a change in the nature of the procedures used. Some researchers (Medley & Mitzel 1958: Flanders 1960) used direct observation procedures for "measuring" the behaviour of teacher and students in the classroom. Although this was an isolated research practice, observation procedures were used in the classroom, and teacher/student interactions were documented and became part of the data and research interest (Rupley, Wise and Logan 1985). Medley and Mitzel (1963) commented that classroom observation was important as it had rarely been used before and should be an illuminative procedure for investigating teaching behaviour. In the 1960s and 1970s other researchers (Amidon & Flanders 1961; Amidon and Simon 1965; Flanders 1967; Ryans 1960) developed a range of classroom observation and documentation procedures (surveys, questionnaires, observation instruments, rating scales and the like). Despite the optimistic intentions of these researchers, these procedures did not contribute greatly to explaining teacher behaviour (Simons & Boyer 1974). In Section 3.2.4, in the following chapter, I will examine some problems
associated with these procedures, particularly those associated with defining behaviour, the "objective" stance of the observer, and other issues.

2.2.3 Teacher Effectiveness Research in the 1970s-1980s

In the 1970s, research still focused on teacher effectiveness (Rupley, Wise & Logan 1985), despite the lack of useful information gained. Two main trends have been identified in the research of this time (Rupley, Wise and Logan 1985). These included:

i) process/product of student learning in the early 1970s (Brophy 1973).
ii) large scale correlational research in the latter 1970s (Medley 1977; Rosenshine 1978).

Within the process/product research, teacher/students interaction and its impact on students' learning was examined (Rupley, Wise & Logan 1985). Major foci in this research included:

i) teachers' verbal behaviours;
ii) the effect of classroom settings on instruction;
iii) instructional pace;
iv) instructional patterns such as open classrooms and team teaching.

These process/product studies were quantitative, rather than qualitative in nature. They focused more on the frequency of behaviours, rather than on the nature of the behaviour. Duffy saw the results of such observations as:

Process-product studies employ observation tools which trained observers use when visiting classrooms to record how often a particular phenomena noted on the observation form occurs in actual practice. The combined observations are analysed with the teacher as the unit of analysis to determine the correlation between the particular coded systems and achievement growth as determined by standardized achievement tests and or by less formal measures. Influenced by the behaviourists the focus has been the overt acts of teachers and the relation between the frequency of the acts and various measurable outcomes (1981:116).

However, observers were in classrooms and they were considering what teachers did, in order to determine teacher effectiveness, contributing to this positive change.

The other trend in teacher effectiveness research, in the late 1970s, took the form of large scale correlation studies (Medley 1977; Rosenshine 1978). These were aimed at broadening the information base for understanding teaching. One important outcome, by the 1970s, was that the complexity of both teacher effectiveness and the research methods needed for its investigation was recognised. A shift in research focus had begun: teacher thinking or "professional information processing skills of teachers" was recommended as a research focus in 1975 (Caulderhead 1987). By the 1980s, this
focus had developed into consideration of "teacher's intentions, goals, judgements and decision making strategies" (Rupley, Wise and Logan 1985:4) as part of teacher effectiveness research.

2.2.4 Teacher Effectiveness Research in the 1980s-1990s

In the 1980s, teacher thinking and decision making became a stronger theme in notions of teacher effectiveness. Researchers in the 1980s considered teachers' goals, intentions, judgements, decisions and information processing as part of teacher effectiveness (Rupley, Wise & Logan 1985; Smith and Lovat 1990). This also included teachers' conceptual framework, for instance, learning theories and models of development such as literacy development. This stands in stark contrast to earlier criteria for assessing teacher effectiveness, such as impressions of teacher personality traits and habits.

Most teacher effectiveness studies in the past in the United States, Britain and Australia, have been quantitative, involving large numbers of teachers and schools, measuring teacher behaviours and student outcomes, as well as calculating the statistical correlation between these (Rupley, Wise & Logan 1985). Qualitative studies such as the one conducted by Roehler and Duffy (1985) examined more closely the nature of the behaviour of a small number of teachers. Their inquiry, Studying Qualitative Dimensions of Instructional Effectiveness, did not identify differences between effective and ineffective teachers, that is, qualitative differences in teacher's instructional talk. However, it did provide useful data for further research and hypothesis development. Roehler and Duffy stated,

"the study of such qualitative distinctions in the instructional process is a new direction in teacher effectiveness research. Perhaps the greatest challenge in teacher effectiveness will be the identification of such qualitative distinctions so that teachers can make better use of instructional time which earlier research indicated was so important (1985:196)."

One study which combined teacher effectiveness and literacy was Project READ, an inservice model for training classroom teachers in effective reading instruction (Calfee and Henry 1985). This study examined the role of the students, the teacher, the principal and most importantly the connections between thinking, learning and curriculum as well as methods of instruction. Whilst this study took an "outside in" approach (Wanner 1973) to literacy development, it did recognise the many elements that are at play in determining teacher effectiveness within the classroom context, such as the aspects identified above. It also acknowledged the complexity of meaning as is discussed in Sections 3.2.4 viii); 3.2.4 ix); 3.3.
2.2.5 Emerging Trends in Teacher Effectiveness

By the end of the 1980s the theme of "teacher thinking" or reflection was being acknowledged (Caulderhead 1987), as it merged within teacher effectiveness research. Caulderhead viewed teaching as a "professional" and thinking activity for several reasons. These were:

i) teachers used specialised knowledge developed from their education and experiences;

ii) teachers worked towards goals for their many clients;

iii) teachers worked in contexts containing many complicated and dubious problems;

iv) teachers needed to take skilful action which was adapted to the context.

Caulderhead expressed concerns that as the classrooms were dynamic and busy contexts, teachers had little opportunity, time or distance to think about or reflect on what they were doing whilst they were doing it. Doyle (1986) also recognised the rich complexity of the classroom when he identified this context as including such features as, "multidimensionality"; "simultaneity"; "immediacy"; "unpredictability"; "publicness"; "history". Cadzen (1988) also recognised that classrooms were as busy as buses or restaurants!

Another related current national initiative (McGaw, Banks & Piper 1991) in Australia added a further dimension to the notion of teacher effectiveness, in that it sought to consult with teachers and their school communities about what they saw constituting an effective school. Within this framework, teachers were seen as the "critical ingredient in an effective school" (McGaw, Banks & Piper 1991:8). Whilst stating that all teachers are not equally effective and a form of professional development was suggested where teachers have the chance to learn from one another within the school and so work in critical co-operative and reflective ways.

2.2.6 Teacher Effectiveness and Reflection

In the 1980s, researchers and teachers (Elbaz 1983; Carr & Kemmis 1983; Connelly & Clandinin 1988; Smyth 1986) demonstrated renewed interest in the role of reflection as teachers tried to make sense of their experiences. First identified by Dewey (1929), reflection was seen as teachers thinking carefully about their own practices, and making deliberate decisions about their future actions.
Within teacher education at present, reflective practices have been grouped into three main categories (Grimmet, Reiken, Erickson & MacKinnon 1987), namely: Technical Reflection; Practical Reflection and Critical Reflection. Technical Reflection occurs where attention is focused on teachers' behaviour, and reflection aims to "direct" those practices. Practical Reflection takes place where teachers act in terms of what they see as most appropriate, that is, ethically and morally "best" within that context. In this situation, reflection "informs" the teachers' deliberate choices about action. Critical Reflection involves teachers examining their historical and social contexts and systems which shape their thought and action, which in turn, can shape the context and system. Within this category, reflection assists teachers to "appreciate" practice as they reconstruct experiences. Through reconstruction of their experiences, it is argued that teachers develop new understandings of the action situation of teaching or their own assumptions about teaching. (Kemmis 1985; Grimmet, Reicken, MacKinnon & Erickson 1987; Smyth 1991).

Reflection was important in this particular project for a number of reasons, these included: the potential for reflection gained with the description and analysis of teacher behaviour developed by the use of an analytic code; gaps in strategies advocated as part of reflective approaches currently practised; trends in teacher effectiveness leading to teacher "ownership" and awareness of own performance.

The analytic code developed in this project has the potential to be utilized as a reflective tool by teachers with their peers, supervisors or researchers as well as by student teachers with their classroom teachers. Teachers need practical ways that could enable them to "reflect-on-practice", since it is often argued (Schon 1983; Smith & Lovat 1990) that "reflection-in-practice" is difficult due to the conflicting time, space and student demands on teachers.

A diverse range of reflective approaches have been advocated in recent years by teacher educators and researchers (Rudduck 1988; Korthagen 1988; Smyth 1989; Newman 1985; 1990; Goswami & Stillman 1987; Berthoff 1987; Jones 1991). These approaches such as action research, ethnography, critical pedagogy of supervision and journal writing, represent implementation of different conceptions of reflection (technical; practical; critical as identified in 2.3.1) and employ different strategies. Some suggested strategies are open ended and general (Goswami & Stillman 1987; Berthoff 1987; Jones 1991) whilst others advocated particular strategies such as biography (Ruddock 1988) without detailing the reflection process. One general approach suggested by Mahyer (1990) emphasised that there are no strategies or
signposts and that teachers need to find their own way in collaboration with their peers. In contrast, Jones (1991) recommended the observer symbolising back to the individual what they were doing in a variety of forms (talking, drawing, writing, role playing) so the individual could "see" what they were doing in order to reflect on and extend what they were doing.

In conclusion, few approaches have explicitly described steps in reflection and strategies to be used (Smyth 1989, 1991). Smyth explained in detail four stages of the reflective process where teachers face their own problems. He described the four actions as:

i) describing;
ii) informing;
iii) confronting;
iv) reconstructing.

This range of reflective approaches appears to only promote general strategies, few approaches give clear indications of guiding directions for reflection. In addition, there are no strategies directly related to teachers' roles in literacy contexts. This is one area where the code developed in this project could be utilised to provide descriptions and analysis of teachers' literacy behaviour in accordance with their awareness of, and improvement of their own practices. Reflection, as an outcome of the utilization of this code, focuses on teacher thinking and decision making which is now regarded as part of teacher effectiveness.

2.4 Conclusions: Trends in Improving Teacher Effectiveness

The focus in teacher effectiveness has shifted away from being based on impressions of personal characteristics to observations of classroom behaviours and student learning. Along with this development in teacher effectiveness research, observing and documenting procedures have developed from rating scales and checklists, based on impressions, to observations of overt behaviour to observations of overt behaviour but in relation to the models and theories that form the frameworks for teachers' own thinking and decision making.

Thus, within teacher effectiveness research and procedures for observing and documenting teacher behaviour, there has been a shift in the locus of control and responsibility from the researcher or expert to the teacher. From the literature reviewed, it is evident that reflection has important potential for teachers' professional development in terms of improving their own effectiveness. This shift in teacher
effectiveness to teachers' own awareness of their performance is linked to teachers claiming "ownership of change" and taking responsibility for their own learning. Elbaz (1988) warned that not all teachers will want to be reflective and improve their practices to better the interests of their students. However Ruddock has stated,

> Not to examine one's practice is irresponsible; to regard teaching as an experiment and to monitor one's performance is a responsible professional act (Rudduck 1984:6).

Thus, through the use of the code developed in this project, teachers could avail themselves of one strategy for reflection on teacher literacy behaviour which could lead to improved teaching practices, in other words, more effective teaching and improved literacy learning outcomes for students.

In Chapter 3, I will review literature and research related to observation and documentation procedures and ways of identifying and interpreting meanings and messages in the classroom.
CHAPTER THREE
REVIEW OF LITERATURE RELATED TO OBSERVATION AND DOCUMENTATION PROCEDURES AND MEANING AND MESSAGES IN THE CLASSROOM

3.1 Introduction

This chapter reviews literature and research concerned with observation and documentation procedures as well as meaning and messages in the classroom, both of which are relevant to the purposes of this project. The review will focus on:

i) observation and documentation procedures to describe and interpret teachers' classroom behaviour;

ii) concepts and procedures used to identify and analyse meanings and messages within classrooms.

Both these sets of issues impacted upon the emergent design and the analytic code developed during this project as explained throughout this chapter.

3.2. Procedures for Observing and Documenting Teachers' Behaviour

Observation and documentation procedures have been developed from attempts by researchers to observe and document teachers' behaviour in classrooms. They are a set of procedures from which instruments can be developed. In this Chapter I have decided to review major approaches to observing and documenting teacher behaviours, rather than review a range of actual instruments.

Procedures used to observe and document teachers' behaviour vary in purpose and nature. Three specific categories of procedures which have been used in classroom research, are briefly reviewed. These procedures (Systematic Observation and Analysis; Discourse Analysis; Microethnography Observation Procedures) illustrate some of the most prevalent categories of classroom observation and analysis procedures which can be ultimately used to develop instruments. These procedures are representative of those which have been developed over the past thirty years in educational research in the United States and the United Kingdom. From this background in the literature, I have taken account of the issues identified in Section 3.2.4 and responded accordingly with the development of the instrument as detailed in Chapter 4 (Section 4.5).
3.2.1 Systematic Observation and Analysis Procedures

Systematic observation and analysis procedures were used to develop instruments in the 1960s and 1970s as discussed in Section 2.2. They were among the early attempts to systematically observe classroom practices for research, teacher training and teacher development programs. Flanders Analysis Interactional System (FAIS) (Flanders 1970) was one such example.

3.2.1.1 Description

Flanders Analysis Interactional System focused on the surface functions of teacher behaviour, including language in the classroom. The observer directly coded the social/emotional climate of the classroom by analysing teacher behaviour that appeared to encourage or discourage "student freedom" and the consequential student responses. The observer coded teacher behaviour every three seconds (an arbitrary time frame) in terms of predetermined categories. The observer recorded the information on a matrix. By calculating percentages in designated areas on the matrix, the observer was able to offer easy "interpretation" and immediate feedback to the observed teacher or trainee teacher.

3.2.1.2 Issues

Several issues arose from the observation instrument requiring the observer to immediately interpret, then record the interpretation of observed teacher behaviour every three seconds. The procedure was based on the observer interpreting behaviour on predetermined categories. As the procedure contained a finite set of ten categories, each teacher behaviour was coded in one way only. The teacher behaviours which were coded, for example, 6 - Giving Directions, were only briefly explained. As a result, different observers may have coded the same teacher behaviour differently or may have coded it the same, but for different reasons.

Coding teacher behaviour every three seconds may have offered consistent sampling of the teacher's behaviour over a period of time. However, it also meant that significant behaviour may have been ignored as it did not occur at the particular three second interval. This resulted in behaviour that was recorded tending to be "averaged out" by the time sampling method.

The immediate coding of teacher behaviour by the observer allowed the coding matrix to be filled in for apparent ease of interpretation and feedback. Tallies of behaviour were quickly translated into percentages. Certain areas of the matrix related to particular types of interaction patterns and so were interpreted instantly. Major
interaction patterns were established and the proximity of the individual behaviours may have been retained in the pair relationships on the matrix, that is, what preceded and what followed the behaviours for teacher and students. However, the source data (what the participants actually said or did) was lost! There were no written field notes, audio or video tapes of the teacher's and students' behaviour in the classroom setting, so that the observer's interpretation and coding could not be confirmed by another observer, the teacher or the students.

As the observer recorded data on a matrix, she/he also reduced the original data significantly and organised it on time parameters. This was significant because in other observation systems the huge amount of data gathered became a problem and cumbersome to handle.

Notwithstanding these difficulties, matrices within systematic observation procedures such as FAIS were respected because they were regarded as "objective" (Simon and Boyer 1974). At this time researchers did not acknowledge influences on the data collected such as selectivity of the observers' focus; timesampling method; as well as the interpretation/s by the observers of the predetermined categories.

The Flanders Analysis Interactional System presented one way to represent teachers' or student teachers' behaviour and provided the "hard copy" for feedback via the opportunity it offered teachers for consideration of their own behaviour. This information was then used to inform decision making about future teaching. Observation procedures such as FAIS were part of the development of research tools for use in the classroom.

Despite researchers' well meant intentions, FAIS, along with many other similar procedures did not contribute to substantive research on teacher behaviour, as stated by Cogan,

"Most of the data amounts to superficial rootless verbalism. The truth is that these data are so remote from the sights, sounds, the smell and the feel and the sense of classroom that reality escapes us ... The simple truth is that we do not have adequate data for the analysis of the behaviour of the teacher (in Hoffman 1985:243)."

3.2.2 Discourse Analysis Procedures

Discourse Analysis (DA) procedures developed during the 1970s brought much attention to the role of teacher/student dialogue in the classroom. Sinclair and Coulthard's (1975) version is prototypical of such approaches.
3.2.2.1 Description

This procedure focused on identifying patterns in features of teachers' language as they presented prepared lessons. The words and grammatical structures used by teachers were closely examined. Although not strictly observational in the visual sense, researchers used this procedure to analyse transcripts of teacher language according to a finite set of predetermined codes. Teacher language within lessons was analysed into components of transactions and exchanges. Within the two types of exchanges (boundary or teaching), moves and acts were identified as further levels of analysis. All data were coded into the predetermined categories and each unit of data belonged exclusively to one category or restricted combinations of categories.

3.2.2.2 Issues

Discourse Analysis attempted to describe the teachers' language. There were difficulties with the coding system developed, as the categories were not explicit and there was only one level of coding.

Like FAIS, the DA procedure presented another way to document teachers' or student teachers' behaviour and provided physical feedback and the opportunity for consideration of behaviour in future teaching.

No account was made for meaning or the speaker's intent (Searle 1977) throughout this analysis. As with FAIS, highly significant utterances in DA, may have been coded "the same as the rest" and consequently lost. For instance, no mention was made of language conveying humour, warnings and the like. Language, such as this, may have been highly significant to students and the culture of the classroom but could have been lost in the general coding system which made no allowance for such language (Stubbs:1983).

Some researchers believed that a visual record needed to be made to support a transcript analysis so that the context of the transcript was documented. Walker and Adeleman suggested that the meaning of classroom talk can seem deceptively simple and that it shouldn't "be taken at its face value or commonsense meaning" (Walker and Adeleman in Stubbs 1983:99). They proposed that the "complexity of meanings underlying classroom dialogue, many of which may be hidden without an understanding of the classroom in which it was recorded" (in Stubbs 1983:89) need to be documented by an informed observer, who was familiar with the particular classroom. Thus the DA procedure was not sensitive or responsive to culturally different ways of interacting or indeed to different ways of teaching and learning. This resulted from the predetermined
analysis of only the language of preplanned lessons; that is, lesson / transaction / exchange / moves / acts.

3.2.3 Microethnography Observation Procedures

Microethnography Observation Procedures are specialised forms of ethnography where attempts are made to describe the subtleties of classroom practices at a micro level. Microethnography Observation (MO) procedure as described by Florio (1978) was one such example.

3.2.3.1 Description

The Microethnography Observation procedure comprised a range of qualitative research procedures (data collection techniques and data analysis). These procedures focused on the description of children's school social interaction competencies. The participant observer recorded data with video and audiotapes. The rich and detailed observations that resulted were reviewed with the participants in general discussion and interviews. Recurrent patterns and themes were identified in the data for further analysis as progressive coding took place.

Patterns that Florio's (1978) study identified included: routines of required behaviour for particular classroom activities; teacher's use of signal phrases to indicate transitions to new activities or desired behaviour, and the manner and context in which these signal phrases were spoken.

3.2.3.1 Issues

Microethnography Observation procedure focused on description and analysis at the microlevel and could reveal previously ignored patterns and themes, which were often of a complex nature. However, there was a danger of developing too narrow a focus at the expense of relationships within the wider context.

Since data was recorded on audio and video tape, it was easily recalled and checked by participants and researchers. This was important in two ways. Firstly, it assisted researchers to check assumptions and interpretations with participants in confirming data and data analysis. Secondly, it helped to establish patterns and themes. This joint experience, also meant, that researchers could not ignore participants when developing and sharing interpretations and needed to take into account their perspectives and intent, which was vital to understanding meaning as Searle (1977) has indicated.
The amount of data generated by such data collection techniques can present a problem in terms of the sheer time needed to transcribe audio and video tapes into hard copy data. This problem needs to be considered in any research.

3.2.4 Implications for this Project

Nine issues, relevant to this project emerged from this brief overview of literature of ways of observing/documenting teacher behaviour. These are:

i) arbitrary selection of data;
ii) combinations of data;
iii) coding all or some of the data;
iv) categories of coded data being single or multifunctional;
v) categories imposed on data or emerged from data;
vi) confirmation or rejection of coding of data and access to the original data;
vii) data reduction;
viii) complexity of meanings within the data.
ix) moves towards qualitative documentation

In what follows, I shall discuss these issues in terms of the purposes of this project.

i) Arbitrary Selection of Data

One of the constant criticisms of previous procedures used to observe/document teacher behaviour was the arbitrary way in which the data was selected. The question arose, - "How could I resolve the degree to which this factor was impacting on the instrument which I was trying to develop?"

In light of the arbitrary selection of data by time sampling (FIAS), or predetermined coding of all data (DA), I would attempt to select data, in this project, on the basis of its relevancy to the focus: teacher behaviour and literacy. This would be similar to the approach taken in the MO, where data seen as relevant to the inquiry focus was coded into patterns and themes. Data in this project would be selected in the form of sentences from field notes. It could be argued that a sentence is an arbitrary unit, however, if each sentence is identified and selected for its relevancy to literacy messages; that is, references to things or behaviour to do with reading and writing, the degree of arbitrariness would be reduced. Relevancy to literacy would involve various interpretations, in light of what I, as the researcher, deemed as applicable to literacy.
ii) Combinations of Data

Sources used in an observation/documentation procedure can be limited to one or drawn from a number of sources. Limited sources can mean that limited understandings of behaviour may result. In two of the reviewed procedures, selected data came from a single source, the observer's interpretations of observed behaviour or transcripts (FIAS and DA). In this project, I would attempt to collect data from more than one source, including field notes, transcripts, interviews, documents; photographs. In doing so, this approach would be similar to that taken by MO. By using more than one source in this project, that is, field notes and transcripts, there would be a combination of actual language which participants use as well as description of the context. As I did this, I would be attempting to consider context as well as analysis of language from the transcripts as recommended by Walker and Adeleman (in Stubbs 1983) in their criticism of DA.

iii) Categorising All or Some of the Data

Decisions to categorise all or some of the data varies across observation/documentation procedures. In DA, all data from the transcripts was categorised, in FIAS, data was selected by time sampling, and in MO, data was selected in terms of relevance to the inquiry focus. In contrast to FIAS and DA, I decided I would categorise only that data deemed relevant to the project focus, similar to MO.

iv) Categories of Coded Data Being Single Function or Multifunctional

A criticism that has arisen with observation/documentation procedures relates to the number of times data can be coded, that is, single function or a number of functions. This constitutes a problem as there may be several ways to code data and questions arise as to the criteria that needs to be followed in order to make the decision. In FIAS, each teacher behaviour could have been coded in only one of ten ways whilst in DA, units of data were coded similarly, in only one or restricted sets of categories. In this project I would be aware of coding data in more than one way, since data would be likely to have more than one meaning.

v) Categories Imposed on Data or Emerged From Data

A major issue emerging in any critique of observation procedures was related to whether researchers imposed categories on the data or identified categories that emerged from the data. In both FIAS and DA, data was coded according to predetermined categories and rules. Data in MO was read and reread in order to identify significant and recurrent patterns and themes emerging in the data. I decided to follow the MO approach in this project, that is, I would tentatively identify categories
and refine the categories that emerged from the data, rather than superimpose categories on the data (Strauss & Corbin 1991).

vi) Confirmation or Rejections of Coding of Data and Access to Original Data

When categories are established within the data, it is important that the original data can be accessed so that categories can be confirmed or rejected by other participants and researchers. In FIAS access was lost as interpretation took place immediately and there was no record of the actual behaviour. In addition, it was possible that different observers could have coded the same behaviour differently, or coded different behaviour with the same code. With DA and MO, access to data (transcripts, audio and videotapes respectively) was possible, and other researchers could check, confirm or reject the coding of data.

In this project, I decided I would seek to confirm or reject my coding of data by involving other participants in the research process. The data, field notes of teacher behaviour in classrooms, would be available for checking and confirmation by teachers. In terms of checking the identification of categories emerging from the data, I would seek peer debriefing sessions where disinterested, but informed colleagues would be able to confirm or reject my coding.

vii) Data Reduction

Data reduction is an issue for researchers, for data needs to be manageable. Reduction of data happened dramatically with FIAS through interpretation of behaviour on a matrice. In MO, data reduction occurred where the researcher sifted through data in order to identify significant and recurrent codes, patterns and themes. I would endeavour to take a similar path in reducing the data in this project, yet at the same time retaining access to the original data.

viii) Complexity of Meanings Within the Data

The complexity of meaning within the data recorded by various observation and documentation procedures varied considerably and pointed to one of the dilemmas of research into human behaviour. Walker and Adeleman (in Stubbs 1983) suggested researchers need to take account of the content of teachers' talk and behaviours and not to ignore it, as occurred with the use of DA.

The qualitative approach to observation of MO was most appropriate to this project, where I would endeavour to represent and retain the complexity of meanings within the data. I decided to collect and examine data thoroughly for recurrent patterns
within the literacy messages. It was my belief that if the core data was in a form that was easily reclaimable and traceable, that is, field notes and transcripts, the complexity and connections between meanings could be retained, rather than stripped away.

(ix) Moves towards Qualitative Documentation

The move towards qualitative documentation as an observational procedure was an issue identified in the reviewed literature. It was clearly apparent that this was an emerging change in the nature of observation and documentation procedures. Among other things, I became conscious of certain features of these procedures which were linked to the features of qualitative rather than quantitative practices. These features included the following:

i) detailed observations; (Wright 1967)

ii) observation data check with participants; (Lincoln and Guba 1985)

iii) interpretations check with participants; (Lincoln and Guba 1985)

iv) identification of patterns which emerge from the data; (Lincoln and Guba 1985; Fleet & Cambourne 1989; Strauss & Corbin 1990)

v) development of coding system that is congruent with the data. (Lincoln and Guba 1985; Fleet & Cambourne 1989; Strauss and Corbin 1990)

These features of observation and documentation procedures outlined above, all seek to understand the whole context of the phenomenon, that is, to identify the presuppositions (values, assumptions, knowledge and so on), interaction patterns and the like of the participants within their context. Observation was no longer being seen as "objective", but as an essential means of revealing and identifying the complex nature of "what is going on" (Johnson 1989), in contrast to previous procedures mentioned in 2.2.2. This style of observation acknowledges the stance of researcher in terms of their presuppositions in relation to the research in which they are involved (Johnson 1989, 1992). These aspects of observation are explored further in Chapter Four (Sections 4.2; 4.2.1; 4.2.2; 4.2.3; 4.2.4).

In conclusion, observation and documentation procedures now seek to explain what the data is telling us rather than imposing patterns on the data. Some researchers describe this as, "listening for the story" (Strauss & Corbin 1990; Connelly and Clandinin 1990). These issues relate to all the other broader set of issues referred to in Chapter One, namely, meanings and messages, which are addressed in the following section of this chapter. In this project, I will attempt to base the development of the instrument on these features as they better enable the researcher to document the complex meanings that are resident in human behaviour in classrooms.
The following section of this chapter will review literature and research concerned with the problems/questions in identifying and analysing meaning and messages within the classroom. These areas constitute the focus of observation and documentation procedures which has been reviewed in this current section.

3.3 Meaning and Messages

In the first section of Chapter 3, I have identified and analysed issues related to observation and documentation procedures which informed both project design and its progressive development of an analytic code as detailed in Section 4.5. In this second section of the chapter, I will explore issues associated with the focus of this analytic code: meaning and messages. Whilst previously (Section 2.4), I have established that,

i) it is important for teachers to reflect on practice in order to become articulate and clarify what they do in the classroom

ii) what teachers actually do in the classroom in relation to literacy, constitutes the literacy learning environment for their students.

Therefore, what the teacher says and does in the classroom conveys meanings and messages in relation to literacy.

As I discussed in Chapter 1, the concepts of meaning and messages are central to this project. They are resistant to definition and have been so at least since the time of Aristotle. While not suggesting that the problems of defining these concepts will be fully resolved in this project, it is necessary to devise an operationally useful way of dealing with the elusive nature of these concepts. This section of Chapter 3 explores and discusses how other researchers with a similar focus have attempted to do this.

3.3.1 Different Ways of Thinking about Meaning

I decided to begin this discussion with a broad dictionary definition of meaning before considering how various researchers have defined it. Meaning is defined as, that which occurs amongst people "that which is intended to be, or actually is expressed or indicated" (Macquarie Dictionary 1981:1083). Meaning in social settings results from the shared understandings of the people involved and the communication transactions that occur between them. As a consequence, the meaning created, may have differential aspects or different levels and purposes, for example, general, specific, interpretative perspectives and so on, because each person is likely to have different interests, needs, beliefs, knowledge and experiences.
After wide reading in the field, I decided to explore how researchers in areas relevant to this project considered meaning. These areas included: ethnographers of communication and interactional sociolinguists; linguists; educators. These areas of research often overlap as researchers focus on people's interactions, often within school settings, thus are informative to this project.

i) Ways of Defining Meaning

a) Interactional Sociolinguists and Ethnographers of Communication

Interactional sociolinguists and ethnographers of communication such as Gumperz (1977) and Saville-Troike (1989) viewed conversation as a co-operative experience. Since most meaning in classrooms is mediated through language, this is seen as analogous to conversations. Interactional sociolinguistics and ethnographers of communication regarded meaning in conversations as transmitted through the following processes:

(a) Meaning and intelligibility of ways of speaking are at least partially determined by the situation and the prior experience of the speakers;

(b) Meaning is negotiated throughout the process of interaction and is dependent on the intent and the interpretation of the previous utterances;

(c) A participant in conversation is always committed to some kind of interpretation;


Since ethnographers see interaction from a sociological perspective, they have suggested that, as people interact in a conversation, their social knowledge is activated and combined with their grammatical knowledge as they converse. When people have shared experiences they can interact successfully and fully in a conversation. Within this conversational context people interpret, predict and respond to each other's intention. Because meaning has cultural foundations and develops within conversational contexts, meaning will probably be very different for various people if they are not members of the same language/cultural community (Gumperz in Saville-Troike, 1989). In addition, meaning can also differ for individuals within the same cultural group, based on each person's individual experiences.

Methodologies used by ethnographers and interactional sociolinguists to document and interpret meaning take on wholistic approaches. Ethnographers of Communication such as Hymes (1962) and Garfinkel (1967; 1972) focused on investigating the processes which members of a language community use to produce
and interpret their communicative experiences, as well as drawing heavily on the shared cultural knowledge which may be unstated in the experience. When describing and analysing people's communication, ethnographers select and describe many components of the communicative act. These include:

i) genre;
ii) topic;
iii) purpose;
iv) setting;
v) key;
vi) participants;
vii) message form;
viii) message content;
vix) act sequence;
x) rules for interaction;

Within ethnographic analysis, it is important for researchers to know and understand the culture of the people and the context of the communicative act, that is being described and analysed. Taking into consideration all these aspects, ethnographers attempt to describe and analyse many components as they establish meaning in a holistic way. Three components: the message content; the message form; and the sequencing of the act, are intimately related and essential to meaning making in the communicative act. Both message form and message content involve details of vocal/nonvocal, verbal and nonverbal language, although message content is what is conveyed and message form refers to the language forms in which it is conveyed. It is usually impossible, according to Saville-Troike (1989:150) to separate them. The integrated nature of meaning making is recognised within this discipline. Ethnographers of Communication (Saville-Troike 1989; Gumperz 1986) describe the wider context of the interaction in detail with perhaps equal emphasis on linguistic features. This means ethnographers of communication take into account all these facets in order to make meaning.

b) Linguists

Many features of the concept of meaning, as described by ethnographers of communication, are shared by linguists. Halliday (1979) discussed meaning in the following way:

In its most general significance, a text is a sociological event, a semiotic encounter through which the meanings that constitute the social system are exchanged. The individual member is, by virtue of his membership, 'a meaner', one who means. By his acts of meaning and those of other individual meaners, the social reality is created and maintained in good order and continuously shaped and modified (1979:139).

The social creation of meaning occurs as people exchange their meanings. The constant interplay and the ebb and flow of meanings creates the social reality for each
participant within the interaction. The classroom is but one busy context where this
dynamic meaning making occurs between individuals as identified by Caulderhead

Linguists such as Halliday (1979) stressed, as do ethnographers (Saville-
Troike:1989 and Heath:1983) the interactive and dynamic nature of the meaning
making, as it is constantly shaped by individuals taking the part of active meaning
makers. Context is an important concept associated with Halliday's (1979) theory of
meaning making. Within a social context there are three features which relate to the
participants: their human experience (field); their relationships with each other (tenor);
their style of language used (mode). The kind of language: language (for example,
Finnish, English); dialect; register; topic; vocabulary; grammatical constructions, that
individuals use to create meaning, results from the various combinations of the features
of context. With a change to any of these: field; tenor; mode, aspects of the language
change (that is, vocabulary, grammatical constructions and so on) and the meaning is
consequentially reshaped.

In Halliday's analysis, the linguistic features are closely described and analysed
in relation to a brief and often implicit documentation of features of the wider social
context. The analysis of language in this manner implies the "analyser " is well versed
in the experiences, linguistic patterns and world view of the participants as there is not
explicit attention drawn to these features.

c) Educators

Meaning in classrooms is negotiated and developed in interactions that occur
between students as well as between students and teacher as they continually interact
with each other and respond to what the other has communicated. This situation is
identified by many who have an interest in language, ethnography and education
(Saville-Troike 1989; Cook-Gumperz 1986; Wells 1986, 1989; Stubbs 1976; Cazden
1988). Wells described this interactive phenomenon as:

What pupils learn from what is presented to them depends not only on what they
bring to the learning encounter in their form of linguistic repertoire and
associated knowledge of the world, but also on the content and form of what is
presented to them, and even more importantly on the opportunities they are
given to enter the negotiation with the teacher [or peers] concerning the meaning
and significance for them of what they are about to learn (1986:69).
Stubbs also emphasised the opportunities offered to students to make meaning,

... only by close observations of how teachers and pupils actually talk to each other can one discover how concepts are put across, how, some lines of inquiry are opened up and others closed off, how pupil responses are evaluated and how their attention is directed to areas of knowledge which the school regards as valuable (1976:82)

Meaning, in a face to face situation such as in a classroom develops not only from its form and content (verbal/nonverbal and behaviour), but also from the background information (presuppositions: values, assumptions and so on) related to each participant. Since so much happens simultaneously (Caulderhead 1987; Doyle 1986), Saville-Troike (1989) suggested it is difficult to identify and analyse these elements separately.

Other researchers (Kitagawa 1989; Platt 1989; Matlin and Wortman 1989; Furniss and Poulton 1991) have commented on the potential of this fluid and interactive meaning making situation amongst students, and between students and teacher in the classroom. Gumperz emphasised the importance of the learning environment as,

... the aspects of the setting and of teacher and student background that affect the transmission of knowledge and thereby constrain what is learned. (1986:57)

Gumperz saw that,

What is accomplished in the classroom can be thus studied as a function of what is communicated through the interplay of curricula, pedagogical strategies, and what participants perceive over time (1986:82)

This dynamic meaning making and message conveying situation is central to everyday school practices. Some educators actually have used the concepts together; meaning/messages (Emmitt and Pollock 1991). Stubbs (1976) pointed out the need to look more closely at what actually happens during this dynamic process. As Cook-Gumperz stated, what presents as literacy is that which is socially constructed by people within a setting.

Literacy is constructed in everyday life, through interactional exchanges and the negotiation of meaning in many different contexts. It is through the processes of classroom exchanges, learning group formation, through informal judgements, and standardised tests and all other evaluative apparatus of schooling that our notions of schooled literacy are formed (Cook-Gumperz 1986:2).
From the literature (Cook-Gumperz 1986) it seems each student in the classroom interprets and responds individually to the meanings conveyed. This is an important issue. However in this project, it is argued that teachers need to monitor and be aware of their own behaviour, their meaning making and subsequent possible messages. Teachers may then be informed of the potential meanings and ultimately the messages about literacy that they are constructing with, and conveying to students. This is similar to reflection on one's own practice being one of the responsible acts of teaching (Ruddock 1989) as discussed in Section 2.3.5.

ii) Common Features of Definitions of Meaning

Groups of linguists (Halliday 1979), educators (Stubbs 1976; Wells 1986; Emmit & Pollack 1991) and ethnographers of communication (Heath 1983; Saville-Troike 1989) have described meaning in slightly different ways as previously discussed. However, there are several features of the concept of meaning which are common to definitions held by these researchers. These features are:

i) meaning is social and interactive;
ii) meaning is constructed by people;
iii) the background people bring to the setting, contributes to the meaning they make, that is, their attitudes, expectations, assumptions, knowledge, purposes and intents;
iv) meaning making is dynamic and changes as people interact;
v) meaning is multifaceted.

Since meaning is so complex and active, it stands to reason that trying to identify and record it, using an analytic code, presents considerable difficulties which have been explored in previous sections (1.4; 3.2.2.2; 3.2.4 viii) and will be discussed in a future section (3.4) of this chapter.

3.3.2 Different Ways of Thinking about Messages

For consistency, I will begin with a broad definition of "message". The Macquarie Dictionary (1981:1094) defined message as "communication, as of information, advice, direction or the like, transmitted through a messenger or another agency". I interpreted this to develop the following working definition of message for this project:

message: a communication which people transmit by signals whether oral, written or behavioural. People convey messages which signal conscious or unconscious intentions, presuppositions, and the like, attitudes, expectations and behaviours which have the purpose to inform, advise or direct.
Since children in Western communities spend so much time during their lives in institutional educative settings: childcare; schools; as well as an increasing number of years of further education, they are in contact with many teacher initiated messages through daily practices. From a time perspective this is heavy exposure. Jackson (1968) calculated this to be 1000 hours per year of school. Teachers have many opportunities to transmit messages, about appropriate teacher and student behaviours through daily classroom practices. This is especially significant when it is considered that many children will be involved in institutional settings for at least some 10,000 to 15,000 hours of their lives. Further, some reports have suggested that up to 75% of this time may be devoted to teacher talk (Department of Science 1975) and thus children are exposed to abundant teacher initiated messages.

After reviewing the literature, I decided that the areas relevant to this project were general message systems and hidden curriculum messages, these are discussed below.

i) General Message Systems

In the 1970s Bernstein promoted a general theory about cultural transmission (1971, 1972, 1975). Within this theory, he developed propositions concerning the transmission of messages about "educational knowledge". He saw three message codes operating where teachers conveyed messages about educational knowledge to students. The system consisted of:

i) curriculum messages, or what counts as valid knowledge;

ii) pedagogy messages, or what counts as valid transmission of knowledge;

iii) evaluation messages, or what counts as valid demonstration of the knowledge by the pupil (Stubbs 1976:97).

Bernstein's early theorising lead to other researchers' awareness of the importance and prevalence of messages in schools. Some studies on messages included those by Barnes (1969) and Delamont (1976). Barnes (1969) investigated the kinds of questions and talk that teachers used and the messages that were relayed to students through them. Delamont (1976) explored how social interaction within the classroom is affected by the school's administration and history, the physical environment as well as the perspectives and power of the teachers and students.

ii) Hidden Curriculum Messages

Along with the developing awareness of messages which teachers may intend to convey, there has been an increasing acknowledgement (Wells 1986; Smith and Lovat 1990; McGaw et al 1991) of those messages which teachers may not be aware of
conveying. These messages constitute the "hidden curriculum" (Postman & Weingarten 1972). For instance, Postman & Weingarten argued that **students learn the message**, that the language they use, **does not** necessarily have to solve the particular problem at hand, but the language they use **does** need to satisfy the needs of the teacher. Postman and Weingarten (1972) suggested that this message is not explicitly stated by teachers and that messages such as this are,

... communicated quietly, insidiously, relentlessly, and effectively, through the structure of the classroom: through the role of the teacher, the role of the student, the rules of their verbal game, the rights that are assigned, the arrangements that are made for communication, the 'doings' that are praised or censured. In other words, the medium is the message (Postman and Weingarten 1972:33).

Several educators (Jackson 1968; Snyder 1971; Postman and Weingarten 1972; Stubbs 1976; Barnes 1969; Wells 1986; Smith & Lovat 1990) have regarded the "hidden curriculum" as a powerful influence on the student.

These messages are often unstated, but imply values and attitudes about expected student behaviour which students need to learn in order to achieve at school: values associated with what is considered legitimate educational knowledge and with how students are expected to react to teachers' questions.

Stubbs stated, "Many such messages are transmitted to pupils, but they are rarely transmitted explicitly in the content of what teachers say" (1976:94). He believed that messages are not "soaked up" or transmitted by osmosis but through the "form and structure of teacher-pupil dialogue" (1976:95). Thus, he suggested ways in which messages may be conveyed and possible ways to identify assumptions and expectations teachers may have about teaching and learning through examining their talk.

One of the most complete recent studies into this area of messages has been that by Wells (1986). He identified messages conveyed through teacher talk which some students gained from their teachers in their first year of schooling. These messages included: the student's initiative with language and thinking skills was not valued by the teacher; the teacher was the person who asked the questions; the student was expected to offer a short answer to teacher questions.

Wells identified two presuppositions which teachers held, that may have conveyed these messages to students: stereotypical understandings of students' interests and abilities; teacher's role was to "teach" students. This identification by Wells (1986) of messages and presuppositions resulted from discourse analysis (DA) of students' interactions throughout the morning session at home and at nursery school. Tape
recordings (with radio microphones) were taken of selected students' interaction at predetermined time intervals: nine samples of five minute periods, between nine and twelve o'clock. When the student was taped at home, there was no observer, but details of the context were gathered from family members. Observation notes and videos of the student's interactions at school were made, however transcripts of the tapes were the main source of recorded data. These transcripts, coded according to a revised form of discourse analysis (Wells, Montgomery, MacLure 1979; Wells, MacLure and Montgomery 1981), focused on interaction, exchange, and moves. Exchange was the central form of coding as each exchange consisted of two moves; initiating and responding. Several exchanges formed interactions where there were links, like cohesion between the exchanges. Interactions were coded in relation to context and initiator. Exchanges were coded as nuclear, preparatory, reformulatory, prompt or text-contingent. Moves were rated for syntactic complexity and coded for semantic content, temporal reference, information focus and mood, as well as their functions as conversational acts. Moves were also coded for making implications for action, expressing affect and having impact on personal relationships between speaker and addresses. In addition, moves were also coded in terms of whether they included "matter" from previous moves and who contributed to the pattern.

Wells concluded that teachers were unconscious of the messages they conveyed, and how they interacted with students, in other words, the "hidden curriculum" or the "actual curriculum" (Smith and Lovat 1990). Teachers usually overtly focused on the "curriculum" or the "intended curriculum" (Smith & Lovat 1990) that is, what they planned to do. More recently Australian initiatives into school and teacher effectiveness (McGaw et al 1991:5) have not distinguished messages as overt or covert but simply as messages "about the relative worth of different areas of learning". The source of the message in this instance was from analysis of time allocations on the timetable.

Postman and Weingarten (1972) and Wells (1986) regarded "hidden curriculum" messages as powerful forces,

Yet, although hidden, it colours almost all of a child's experience of school learning and ... is probably one of the most important influences on success with which pupils are able to apply their intellectual abilities to the tasks that make up the overt curriculum (Wells 1986:90).

As previously mentioned, Wells saw, like Stubbs (1976), teacher messages conveyed to students in the form and structure of the teacher/student interaction, not through the explicit content of the interaction. The messages teachers convey to students are linked
to aspects of their presuppositions (assumptions, knowledge, attitudes, expectations, values and so on).

Other researchers (Wood, Mahon and Cranstoun 1980) stated that teachers find it difficult to modify their language interactions. Wells suggested the most beneficial way may be for teachers to focus on the intent of the interaction, the participants and the learning experience, not to stress the actual verbal/ nonverbal form of the messages that they may be conveying.

This situation is related to Austin's proposition (Searle 1962, in Stubbs, 1983) that language, action and knowledge are inseparable and that there are strong connections between all three. It is also related to Saville-Troike's comment that message content and message form are usually impossible to separate in terms of analysis as previously mentioned (3.3.3 i) a)).

3.3.3 Implications of Review for this Project

After consideration of the literature on meanings and messages, I decided to combine the two concepts in terms of the purpose of this project, since both were so integrated. Researchers from a range of backgrounds (anthropology, education, linguistics, ethnography), who sought to describe and analyse the messages that people convey within social settings, did so in a variety of ways. They used different foci, data collection techniques and data analysis frameworks.

Researchers who have investigated meanings/messages within social contexts, especially in classrooms, have come from the following traditions.

i) Systematic and Insightful Observations (Flanders 1967);

ii) Discourse Analysis (Sinclair and Coulthard 1970);

iii) Microethnography (Florio 1978);

iv) Ethnographic Communication (Heath 1983).

iv) Interactional Sociolinguistics (Wells 1986);

The following Table 3.1 briefly provides an overview of some general types of analysis of classroom language and behaviour with an illustrative example showing details of focus, data collection and analysis techniques and outcomes.
### TABLE 3.1 Overview of Some Types of Analysis of Classroom Language and Behaviour

<table>
<thead>
<tr>
<th>Example of Analysis</th>
<th>Focus</th>
<th>Data Collection &amp; Analysis Techniques</th>
<th>Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Systematic Observation</td>
<td>Surface functions of teacher language in classroom</td>
<td>Observation, direct coding of behaviour with predetermined categories</td>
<td>No real implications; Used in teacher education; Actual data lost</td>
</tr>
<tr>
<td>- Flanders (1970)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Discourse Analysis</td>
<td>Patterns in teacher talk in preplanned lessons</td>
<td>Coding of transcript of teacher talk in predetermined categories, with all data coded, with finite exclusive, codes; restricted combinations of codes</td>
<td>Examination of teachers role; used in teacher education, for instance, teaching exchanges, moves &amp; acts etc</td>
</tr>
<tr>
<td>- Sinclair &amp; Coulthard (1970)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Microthnography</td>
<td>Description of patterns in teacher/child behaviour and talk in ordinary classroom events</td>
<td>Collection of descriptive data (observations, transcripts, interviews)</td>
<td>New behaviours identified - social organisation of the classroom</td>
</tr>
<tr>
<td>- Florio (1978)</td>
<td></td>
<td>Identification &amp; analysis of patterns of themes within</td>
<td></td>
</tr>
<tr>
<td>Ethnographic Communication</td>
<td>Describe and identify patterns in observed &amp; recorded communicative, ie speech acts in context</td>
<td>Observations &amp; transcripts, analysed through functions &amp; contextual information, ie, function &amp; form</td>
<td>Rich, informative descriptions of complexities of cultural ways of communication</td>
</tr>
<tr>
<td>- Heath (1983)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Interactional Sociolinguistics</td>
<td>Adult/Child Interactions in variety of contexts</td>
<td>Transcripts analysed with a revised form of Discourse Analysis Context details gathered</td>
<td>Nature of interaction described, messages identified in teacher talk that impact on child's learning</td>
</tr>
<tr>
<td>- Wells (1986)</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Although all the examples listed in Table 3.1 did not explicitly focus on meanings/messages, they did attempt to investigate what was "going on" within complex social contexts and thus inadvertently considered messages. Several outcomes arise which have impact on the method of this project. They are as follows:

i) rich descriptions of behaviour yield complex information for identification of patterns (Florio 1978; Wells 1986; Heath 1983);

ii) multiple sources of data provide rich data (Walker & Alderman in Stubbs 1983; Florio 1987; Wells 1986);

iii) patterns of previously unidentified behaviours were established in the data (Florio 1978; Wells 1986).

3.4 Conclusions: Trends in Different Ways of Thinking About Meaning/Messages

In summary then, there has been a movement away from on-the-spot predesignated interpretations and coding of behaviour as used in the Flanders' observation system (1967). There has been a trend towards more descriptive analysis such as Florio (1978) where access to the original data for confirmation is possible. Over time and in the different areas of analysis there has been a move to acknowledge the complexity of, and the integrated layers of linguistic, contextual and social aspects that occur, as people communicate in a social setting (Heath 1983; Wells 1986). Many of these shifts have been outcomes of more critical understandings of the meanings of the messages that people construct with others, and convey to, each other.

From the literature reviewed, it can be concluded that messages result from the meanings that teachers and children construct in their classrooms. The notions of meanings and messages are problematic in the following ways:

i) Meanings and messages are similar concepts: distinctions between the two are hazy (Emmitt and Pollack 1991). They both arise from social settings. Messages are the outcomes from meanings constructed by individuals which seek to inform, advise or direct others.

ii) Meanings and messages are multifaceted and this needs to be reflected in any analysis (Florio 1978; Saville-Troike 1989);
iii) Analysis of meanings and messages needs to access data beyond language and transcripts. Knowledge of the background culture of the participants and the setting and knowledge of the context of the particular classroom sessions needs to be considered when meanings and messages are described and interpreted (Heath 1983; Wells 1986; Saville-Troike 1989);

iv) Some forms of meaning/message analysis are more explicit in the kinds of informative data required (Halliday 1979; Saville-Troike 1989);

v) Meaning making and message conveying occurs in dynamic situations and it is usually impossible to separate the contributing elements (Saville-Troike 1989).

Therefore several factors needed to be taken into consideration, in the process of the construction and the development of the analytic code in this project. These included:

i) multiple categories need to be used when coding meaning/messages (Section 3.2.4 iv));

ii) meaning/messages needs to be considered in a holistic way. Source of data needs to be wider than oral language as documented in transcripts. Need to combine observations recorded in field notes with transcripts to capture behaviour, contexts of language and nonverbal behaviour (Florio 1978; Heath 1983; Wells 1986; Walker & Alderman in Stubbs 1983; Section 3.2.4 ii));

iii) unit of data for analysis needed to be decided; patterns of interaction, words, sentences in data and the like (Section 3.2.4 i));

iv) the dynamic meaning making/message conveying situation needed to be recorded and manageable. The observer, selects from the ongoing stream of behaviour aspects to record and makes the data collection manageable (Florio 1978; Section 3.2.4 vii)).

These factors were accommodated during the emergent design of the project and the development of the analytic code and they are discussed further throughout Chapter Four.
CHAPTER FOUR

METHOD

4.1 Introduction

The inherent features of the non-positivistic paradigm have influenced my selection of the naturalistic inquiry approach and consequentially, certain aspects of methodologies of naturalistic inquiry which I have chosen. In Section 4.2 of this chapter (Part A), I provide the theoretical background of the methodology chosen. Part B comprises of Section 4.3, where methodological details of data collection and design such as site and participants are discussed and Section 4.4 where data collection techniques are described. The emergent design that resulted, is explained in Section 4.5 (Part C). The emergent design is explored concurrently in two ways: firstly, meaning making from the data; and secondly, the development of an analytic code. Lastly, in Section 4.6 (Part D), I explore measures taken to ensure the trustworthiness of data collection and interpretation within the project. Parts A, B, C, and D are used in addition to the numbered sections in this chapter to facilitate the reader’s progress.

For purposes of clarity, I have made some decisions about the use of particular words and concepts in this project. Throughout this chapter, I define appropriate terms and concepts within relevant subsections, as some terms used in the literature, are given differing connotations.

PART A: METHODOLOGY UNDERPINNING THE PROJECT

4.2 Theoretical Background to Methodology

In this section, I will review theoretical aspects which are pertinent to the project. The theoretical background, is presented in stages. Firstly I focus on the global paradigm, next consider the approach of the inquiry, and lastly the methodologies employed in naturalistic inquiry.

4.2.1 Non-Positivistic Paradigm

Deciding on an appropriate paradigm which directs the nature of inquiry is of central importance to the whole inquiry. Schwandt stated,

The paradigm that one chooses, not the method, defines the goal of inquiry, stipulates a problem, and dictates what will be admitted as data for solving that problem. (Schwandt 1989:396).
I selected the non-positivistic paradigm because of the initial purpose, that is, developing a descriptive account of the transitions between classroom contexts which dependent literacy learners encounter. I considered this paradigm to be most suitable since human behaviour in the classroom, as in every other setting in the world, is both "unpredictable" and "indeterminate" (Cziko 1989:17). I decided an "objective" descriptive account of the classroom contexts would not adequately represent the nature of the classroom contexts. As an observer in the classroom, I wanted to be a "meaner" of the environment, making sense of what I saw, in relation to my presuppositions or my social and cultural knowledge of the classroom context (Cziko 1989:18). I decided a non-positivistic approach to inquiry would be congruent with these purposes.

Where educational research occurs within the non-positivistic paradigm, it becomes basically descriptive with the inquirer attempting,

to describe, appreciate, interpret and explain the social and individual behaviours as well as the cognitive processes relevant to understanding educational phenomena (Cziko 1989:23).

Description, appreciation, interpretation and explanation of phenomena happens at the macro level (community, school, classroom) or the micro level (individual behaviours, feelings or cognitive processes). Both levels of inquiry have their worth, relevance and purposes. With description, interpretation and explanation of human behaviour in such detail, the complexities of educational settings and processes and the participants' understandings are identified and documented. Research within the non-positivistic paradigm offers ideas about future directions that may be practical within educational settings as well as ideas for further research.

Within the non-positivistic paradigm, there are various approaches, one of which is naturalistic inquiry. Within naturalistic inquiry, researchers select a particular methodology or aspects of various methodologies to investigate their topic or problem at hand. Such methodologies include action research, educational ethnography, responsive evaluation, grounded theory or case study. This choice of paradigm, approach and methodology, which is open to researchers, was represented by Hancock (1991), in Figure 4.1. The following sections illustrate the decisions about approach and methodologies which I made, as this project progressed.
4.2.2 Naturalistic Inquiry Approach

Naturalistic inquiry is considered (Guba & Lincoln 1985; Strauss & Corbin 1990) to be most appropriate for the purposes of uncovering the nature and the patterns of the unknown human behaviour or to gain new understandings about known behaviour within its natural setting. Naturalistic inquiry is revealing about the phenomena and yet, it is relatively unobtrusive to participants within their setting.

I chose to locate this project within the naturalistic inquiry paradigm because the nature of the problem I wished to address, was congruent with features of naturalistic inquiry including:

i) the role the researcher played;
ii) the emerging design of the project.
iii) human behaviour in context;
iv) human as instrument;
v) observation and interpretation.

In what follows, I will explore each of these features.

i) The Role The Researcher Played

I did not set out to control the phenomena in question, either before the research or shaping the outcomes from the phenomena. I had no a priori hypothesis to test. In this project, I intended to observe teachers and students
within literacy sessions in the classroom as part of everyday learning experiences. My aim was to do this as unobtrusively as possible, although I realised that my presence in classrooms would impact on the behaviour of teacher and students. I intended to make no attempt to change or isolate features within the classroom setting or change the social setting in which the behaviour took place, in order to describe the literacy messages in the classroom. Likewise, I did not intend to shape the outcomes of the research.

ii) The Emerging Nature of Project

Because I had no *a priori* hypothesis to test, I could not determine the finer details of the research design in an *a priori* way. Rather, the design changed in response to the meaning making of the on-going data collection and analysis of data and theory. Accordingly, the project evolved through a number of phases, each phase leading to a narrowing of focus and a clarification of intent. Changes in the boundaries of the focus often occur, as Guba and Lincoln explained, they "are not cast in concrete, they can be altered and in the typical naturalistic inquiry, will be" (1981:244). For instance, the initial focus of the project was "How can the transitions in classroom literacy settings for emerging literacy learners be described?". This focus changed to "The development and application of an analytic code to describe and interpret the observable literacy messages which teachers convey in a classroom context". The emergent design is presented in Section 4.5 of this chapter.

iii) Human Behaviour in Context

Naturalistic Inquiry considers human behaviour in context. In this project, I observed teacher behaviour in the classroom, that is, human behaviour in context. Although human behaviour in classroom contexts is a very common occurrence, we do not know much about it, as mentioned in Sections 1.3 and 1.4. As there was no manipulation of teacher or student behaviour in this project, classroom sessions went on as usual without any deliberate or unusual conditions being set up.

iv) Human Instrument

As the human instrument (Lincoln & Guba 1985) in this project, I observed and documented teacher behaviour. As I read the literature, collected data and analysed data, I made many decisions that are detailed in Section 4.5 as the design of the research project unfolded. My awareness and skills were drawn from my past and current experiences as I, as human instrument,
responded to the situation and acted accordingly. As previously mentioned in Section 1.4, it is important for the researcher to identify their presuppositions. This adds validity to the notion of "human as instrument". In Section 4.2.3.4, I detail my presuppositions at length, thus demonstrating their impact on my thinking and decision-making throughout the project.

v) Observation and Interpretation

My skills of observation and interpretation were the basic processes through which data was collected and analysed. This is a particular aspect of "human as instrument", where the "observer is the instrument" (Patton 1980:12). These skills called upon my immediate and first hand experience of individual classroom contexts, as I documented behaviour as I saw it (Guba & Lincoln 1981). In addition, I drew upon my tacit and propositional knowledge as I interpreted the observations (Guba & Lincoln 1981). Many issues arose as I performed these tasks, as explored in Chapters 2 and 3 and Section 4.4 of this chapter.

The above features of naturalistic inquiry incorporate various values and characteristics of naturalistic inquiry as identified by Schwandt (1989) and Lincoln & Guba (1985) respectively.

In the following Table 4.1, the congruence between features of naturalistic inquiry and this project is portrayed.
TABLE 4.1 Features of Naturalistic Inquiry with Associated Values and Characteristics Central to this Project

<table>
<thead>
<tr>
<th>Feature of Naturalistic Inquiry: Human Behaviour in Context</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Values</strong>: plurality; primacy of subject matter; personal involvement &amp; partiality; interpretation (Schwandt 1989:398)</td>
</tr>
<tr>
<td><strong>Characteristics</strong>: natural setting; human instrument; utilization of tacit knowledge (Lincoln &amp; Guba 1985:39-43)</td>
</tr>
<tr>
<td><strong>Features in this Project</strong>:</td>
</tr>
<tr>
<td>• teacher behaviour in the classroom was the subject matter for the project (Section 4.5)</td>
</tr>
<tr>
<td>• researcher made knowledge explicit about literacy and classroom practices (Sections 4.2.3.4; 4.5)</td>
</tr>
<tr>
<td>• researcher focused on teacher talk &amp; behaviour within regular literacy sessions in classrooms (Sections 4.5)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Feature of Naturalistic Inquiry: Human as Instrument</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Values</strong>: interpretation; emergence &amp; portrayal; serendipity &amp; intuition; personal involvement &amp; partiality (Schwandt 1989:398)</td>
</tr>
<tr>
<td><strong>Characteristics</strong>: human instrument; utilization of tacit knowledge; qualitative methods; inductive data analysis; purposive sampling; grounded theory; emergent design (Lincoln &amp; Guba 1985: 39-43)</td>
</tr>
<tr>
<td><strong>Features in this project</strong>:</td>
</tr>
<tr>
<td>• researcher made explicit tacit knowledge about literacy learning classroom practices and emerging patterns in the data (Sections 4.2.3.4; 4.5)</td>
</tr>
<tr>
<td>• researcher was sensitive during data collection, analysis and reviewing the literature (Chapters 2 &amp; 3; Section 4.5);</td>
</tr>
<tr>
<td>• researcher developed trusting relationships with the participants (Section 4.6.5);</td>
</tr>
<tr>
<td>• researcher maintained observer role (Sections 4.4.1; 4.6.1);</td>
</tr>
<tr>
<td>• researcher stated presuppositions explicitly throughout the project (Section 4.2.3.4)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Feature of Naturalistic Inquiry: Observation and Interpretation</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Values</strong>: interpretation; primacy of subject matter; emergence &amp; portrayal; pluralism; rationality; serendipity &amp; intuition (Schwandt 1989: 398)</td>
</tr>
<tr>
<td><strong>Characteristics</strong>: natural setting; human instrument; utilization of tacit knowledge; qualitative methods; purposive sampling; inductive data analysis; grounded theory; emergent design; negotiated outcomes; case study approach; idiographic interpretation; tentative application; focus determined boundaries; special criteria for trustworthiness (Lincoln &amp; Guba 1985: 39-43)</td>
</tr>
<tr>
<td><strong>Features of this Project</strong>:</td>
</tr>
<tr>
<td>• project was based on observation and interpretation (Section 4.4;4.5)</td>
</tr>
<tr>
<td>• researcher stated presuppositions (Section 4.2.3.4)</td>
</tr>
<tr>
<td>• researcher established trustworthiness &amp; credibility through thick descriptions, memberchecking, triangulating, peer debriefing (Section 4.6)</td>
</tr>
</tbody>
</table>
4.2.3 Statement of Presuppositions in this Project

As signalled in Sections 1.4 and 4.2.1, the nature of the presuppositions that any researcher has, impact on their inquiry. Presuppositions have been defined earlier in global terms in Section 1.4. as frames of reference or generalisations (Kaplan 1964) from which each researcher operates. This section, explores in further detail, the presuppositions that guided me as the researcher and the research instrument ("human as instrument"), in this project.

Presuppositions, I have regarded as assumptions, values, beliefs and so on, as previously mentioned in Section 1.4. I began with several presuppositions, developed through my observations and experiences gained as a teacher of 16 years. Throughout this project, my presuppositions were either strengthened and refined or challenged and changed during this project. The following presuppositions are not listed in order of priority.

i) Initial Presuppositions
   a) teachers are very powerful people within the classroom setting for young students, as evidenced by the phrase "my teacher said";
   b) emerging literacy learners will have a more supportive literacy environment in Year 2 than in Year 3;
   c) teachers' current understandings about literacy process and learning will vary.
   d) supportive foundations for young student's literacy development are very important;
   e) it is important for researchers to observe closely what happens in the ordinary classroom, rather than the "demonstration" one;
   f) teachers play crucial roles in young students' development;
   g) literacy development is a valuable life skill, and that students' beginning experiences with literacy play an important role, especially in relation to attitudes.

In respect to these presuppositions two aspects emerged. Firstly, all but one of these presuppositions were further extended throughout the project. Presupposition (b) became less tenable, as my data collection and analysis indicated that supportiveness of the literacy environment for emerging literacy learners seemed to be more a function of each teacher's beliefs and practices related to literacy, rather than the particular grade level they taught.
Secondly, as I reviewed the literature, and linked it with the data, which I was constantly collecting and analysing, my initial set of presuppositions were also continually being impacted on. Thus, I began developing a refined set of presuppositions.

ii) Presuppositions which Emerged Later
a) meaning is formed and shaped by individuals through their social interaction (Halliday 1979; Saville-Troike 1989);
b) meaning in classrooms is formed by the interaction of the teacher and students (Stubbs 1976; Cook-Gumperz 1986);
c) messages are conveyed by individuals (Bernstein 1971, 1972, 1975);
d) teachers transmit messages unconsciously (Postman & Weingartner 1972; Stubbs 1976; Wells 1986; McGaw, Banks & Piper 1991);
e) many messages are transmitted within a classroom context (Stubbs 1976; Cook-Gumperz 1986; Wells 1986);
f) "topdown" curriculum changes are ineffective in improving teachers' practices (Caulderhead 1987; Schools Council 1990);
g) skilled/focused observation is an important means of recording human behaviour (Wright 1967; Caulderhead 1987);
h) informed interpretation provides the means to make sense of the observations (Johnson 1989);
i) teachers can become aware of and improve their own practices (Caulderhead 1987);
j) teacher thinking, ownership and empowerment are important facets of improving teacher practice. (Caulderhead 1987; Ruddock 1988; Smyth 1991).

4.2.4 Methodologies Within Naturalistic Inquiry

Within Naturalistic Inquiry, as outlined in Figure 4.1 Conceptual Framework for the Methodology, researchers are able to select the most suitable methodology for their topic under investigation. These methodologies may include case study (Stake 1978); educational ethnography (Woods 1986); responsive evaluation (Stake 1978); narrative (Connelly & Clandinin 1990); grounded theory (Strauss and Corbin 1990); action research (Kemmis & McTaggart 1982).

The purpose and the design of this particular project, that is, to develop and apply an analytic code which could describe and interpret the observable literacy messages teachers convey in classroom contexts, led me to review three of these methodologies, namely educational ethnography, case study and grounded theory.
These were reframed to meet the specific purposes of the project. These methodologies are briefly explained thus:

i) Educational Ethnography

Educational Ethnography involves the development of a descriptive cultural knowledge from the perspectives of the group members; this is gained through observation, interview and document examination (Hitchcock & Hughes 1989). This methodology was central to the project as observation was one of the key means of investigating the classroom context. Thus, learning and knowing about the classroom settings from the perspectives of the teachers and the students came from observations, interviews, member checking of the written observations and document analysis.

ii) Case Study

Case Studies are used to focus in depth on particular examples to reveal the nature of the relationships between the elements within the example (Hitchcock & Hughes 1989). The example is presented in words as "the natural experience acquired in ordinary personal involvement" (Stake 1978:5). The case study provides much detail and complexity so "one is left with more to pay attention to rather than less" (Stake 1978:7). Through the development of the case study in this project, the nature of a classroom literacy session was documented in comprehensive detail.

iii) Grounded Theory

Grounded Theory occurs when theory is developed through the detailed study of the phenomena by data collection and analysis. Data collection, analysis and theory are equally important and complementary to each other (Strauss & Corbin 1990). The present project reports on an analytic code that developed from the interactions between data collection, analysis and theory, thus the categories within the analytic code came from these sources.
PART B: THE CONTEXT OF THE PROJECT

4.3 Methodology

Since the methodology employed is congruent to the purpose of the project, I describe this in detail in the following subsections.

4.3.1 Methodological Details and Techniques

Due to the nature of the selected non-positivistic paradigm, and the purpose of this project, the research design emerged in response to the on-going data collection and analysis. The emergent design, thus presents a description of the nature of teacher initiated literacy messages in the classroom context, and offers an analysis of these literacy messages. As a consequence of this, an analytic code began to be developed as a tool to describe and analyse observed teacher messages.

Figure 4.2 presents the similarities and differences between this project (in italics) and the general overview of a naturalistic inquiry as identified by Lincoln & Guba (1985:188).
FIGURE 4.2

The Flow of Naturalistic Inquiry in Relation to this Project

NATURAL SETTING
Classrooms A,B,C,D.

HUMAN INSTRUMENT

TACIT KNOWLEDGE
• classroom contexts
• teacher behaviour
• literacy learning

QUALITATIVE METHODS
• observations
• transcripts
• member checking
• peer debriefing

PURPOSIVE SAMPLING
• focus children
• transition
• individual teacher

EMERGENT DESIGN
• potential patterns
  in literacy messages

INDUCTIVE DATA
ANALYSIS

GROUNDED THEORY
• nature of literacy messages
  in data from Classrooms A,B,C,D.

NEGOTIATED OUTCOMES
• member checking of data
• peer debriefing
  - development of message codes
  - potential patterns of codes

CASE REPORT
• Case Study B

QUALITATIVELY INTERPRETED

TENTATIVELY APPLIED
4.3.2 Sites

Note: All names of participants are pseudonyms.

The locations for most of this project were two classrooms in a small state primary school in a southern suburb of Sydney, New South Wales, Australia. This site will be referred to as Suburban School. In Australia, most children attend state public schools or systemic church schools. In New South Wales, primary schools cater for children from 5 to 12 years of age. Within most of these primary schools, children are often organised into age related groups, that is, Kindergarten for children of 5 years of age, Year 1 for 6 year olds, through to Year 6 for 11 and 12 year olds. I chose Year 2 and Year 3 classes as the particular classroom settings due to my initial interest in the traditional transition or division between infants (Kindergarten - Year 2) and primary (Year 3 - Year 6) contexts of schooling. One of my initial presuppositions, mentioned in 3.2.3.4, was the assumption that the transition between classroom literacy contexts would be more pronounced in the Year 2/3 situation (the exit and entry points of the respective contexts) and so may provide a different learning experiences for emerging literacy learners.

I selected Suburban School as a research site as it offered a context where the principal and teachers were supportive of a researcher being in their school setting.

Suburban School had a monocultural population (Anglo/ Australian) of low socio-economic status. Teachers Anna, Barbara, Carole and students were located at this school. Anna and Barbara were both class teachers of the same class over one year, while Carole was the class teacher in the following year.

One classroom, in another small state primary school, located in a coastal city in New South Wales, Australia was the site for a contrasting observation. This site is referred to as Coastal School. At Coastal School, both the teacher Dianna and the principal were supportive of having a researcher in the classroom. The school population was largely Anglo-Australian of low and mid socio-economic backgrounds. This site fulfilled the role of a contrastive case study as will be later explained in 4.5.1 Phase 4.

In New South Wales, the school year is divided into four quarters, called Terms. The school year starts in February through to December. Site contact is described in terms of the school year.
4.3.2.1 Frequency of Visits to Sites

The sites visited refer to the classroom contexts. I usually observed in classrooms for the duration of the literacy session. The literacy session was the first block of time in the school day, from 9.30 am to 11.00am. On occasions, I visited the site regularly, for example, one literacy session per week and on other occasions, I visited irregularly, for example, for one literacy session every two to three weeks. The visits are summarised in Table 4.2.

<table>
<thead>
<tr>
<th>TABLE 4.2</th>
<th>Frequency of Visits to the Site</th>
</tr>
</thead>
<tbody>
<tr>
<td>SUBURBAN SCHOOL</td>
<td>COASTAL SCHOOL</td>
</tr>
<tr>
<td>Terms 2 &amp; 3</td>
<td>Term 4</td>
</tr>
<tr>
<td>4 literacy over 2 terms (mixture of Wednesdays and Thursdays)</td>
<td>7 literacy sessions - 1 session per week (each Thursday)</td>
</tr>
<tr>
<td>Term 3</td>
<td>2 literacy sessions (Thursdays)</td>
</tr>
<tr>
<td>Term 4</td>
<td></td>
</tr>
</tbody>
</table>

The actual classroom settings included a composite Year 1/2 class in 1988 (Class A & Class B), a single grade Year 3 (Class C) and a composite Year 1/2 (Class D) in 1989. Composite classes or multi-age groups are formed when children of more than one grade are placed together. The classes are so labelled in reference to the corresponding teacher during my research, for instance, Class A had teacher Anna and so on. Class A and Class B are the same class but with different teachers Anna and Barbara over two terms of the project. Class A, Class B and Class C were at Suburban School whilst Class D was located at Coastal School.
4.3.2.2 The Participants

i) Teachers

Four teachers involved in the study over the two years, Anna, Barbara, Carole (Suburban School) and Dianna (Coastal School). At Suburban School, Anna, the first teacher, had been class teacher of Year 1/2 (Class A) for Terms 1, 2 & 3 in 1988. The second teacher, Barbara, returned to Year 1/2 (Class B, which was the same class but named after the teacher), from being on leave in Terms 1, 2 and 3, 1988. In 1989, the third teacher, Carole was the class teacher with Year 3 (Class C) in Terms 1, 2, 3, 4. At Coastal School the fourth teacher, Dianna, worked with Year 1/2 (Class D) in Terms 1, 2, 3, 4 in 1989.

I did not know the teachers before the research and so I spent time in classrooms in Suburban School for the purpose of developing familiarity and rapport with the children and teachers, especially Barbara and Carole. A description of each teacher's background is provided in terms of their teaching and personal experiences. This background information is vital and needs to be taken into consideration in terms of its relationship to the changing issues and contexts of schools, curriculums and teacher development.

a) Class A - Teacher 1- Anna

Anna was an experienced K-2 teacher. She worked as a casual teacher at Suburban School for long blocks. In New South Wales, casual teachers are employed for various set periods of time; days, weeks and terms to replace teachers on leave. Anna was attuned to the issues associated with "inside-out" approaches to literacy learning as one of her four sons, now entering secondary school, had poorly developed literacy skills and was experiencing difficulties. She was interested in different approaches to literacy as she questioned many traditional practices. As an "almost permanent" member of staff, Anna was enthusiastic and involved in school based professional development about literacy.

b) Class B - Teacher 2- Barbara

Barbara was an experienced K-2 teacher who had just returned after a year on leave. During that time considerable staff development had taken place in Suburban School in relation to literacy learning. Barbara showed interest in this "new" "inside-out" approach to literacy and tentatively explored how students could learn aspects of language
within a holistic context. She was keen to try out literature based programs, especially using "big books". She took a strong interest in children as individuals.

c) Class C - Teacher 3 - Carole
   Carole was an experienced Year 3-6 teacher. She had completed her teacher education and began teaching in Canada. In Australia, she had been a K-6 (whole primary school) librarian and had lately become a classroom teacher. Carole's approach to literacy was strongly based on the "inside-out approach" focusing on the narrative. She constantly emphasised literacy purposes in everyday happenings in students' lives.

d) Class D - Teacher 4 - Dianna
   Dianna was an experienced K-6 teacher who had taught for several years at Coastal School as well as other schools. She had a special interest in literacy development and taught her composite class taking into consideration student's individual development. She offered children choice and diversity in their literacy learning experiences within a workshop approach. She promoted much decision making and accountability by the children.

i) Students
   There were three classes or groups of students involved in this study. Class A and Class B, (Year 1/2), as previously stated, were the same group of students in 1988. They had two teachers during the year, Teacher A (Anna) and Teacher B (Barbara). Class C (Year 3), in 1989 had Teacher C (Carole) and Class D (Year 1/2), in 1989, had Teacher D (Dianna). As my initial focus was emerging literacy learners in transition contexts, I selected five focus students from Class A: Garry; Sonya; David; Betty; Kieran. I identified these focus students for closer observation in consultation with Anna. She was the class teacher for Terms 1, 2 and 3, 1988 whilst Barbara was on leave. This selection of students was based on my initial assumption that students with emerging literacy skills would be at greater risk in transitions from one classroom context to another. This focus was continued when Barbara returned to the class in Term 4, 1988 and to a lesser extent with Carole in Term 1, 1989 in Year 3. In Class D, at a different school, Gavin was selected with assistance from Dianna, as a student with emerging literacy skills.
4.4. Data Collection

In this project I selected a range of data collection techniques and implemented them over various stages of the project.

4.4.1 Data Collection Techniques

Ten different data collection techniques were used.

i) Field Notes

Field Notes (classroom observations) are specimen records (Wright 1967) which attempt to comprehensively record the on-going happenings of a particular behaviour and its context. The language used in documenting the details, is descriptive language, with little intrusion from the observer.

I recorded my observations of regular literacy sessions in the form of immediate field notes. I took field notes when on site in abbreviated form, then immediately following exit from site, wrote in prose, the full classroom observation notes (Appendix A).

During the project, the focus of classroom observations changed from one where a general classroom approach was taken with attention to five focus students to one which concentrated only on the behaviour of the teacher within the literacy session.

ii) Audiotape Transcripts

I used audiotape recordings to document the language of the classroom literacy sessions. One audio recorder captured the general classroom interactions whilst another audio recorder with a radio microphone tapped into the interactions of one of the focus students. The radio microphone method proved to be unsuccessful as the student sometimes inadvertently switched off the control mechanism, which was in her/his pocket.

Transcripts (Appendix B) of both classroom and radio tapes were later made at the end of the school terms to give an expanded language perspective and the opportunity to triangulate with the classroom observations (field notes). Although, immediate transcription of the tapes would have been more effective and would have given simultaneous feedback to the developing research design, the constraints of time and resources made this impossible.
iii) Documents

I collected and/or photocopied classroom documents related to literacy and language learning. These included class programs, state curriculum documents, school newsletters, picture books, samples of student’s writing and drawing, textbooks, and worksheets.

iv) Interviews

Focused Interviews

In the early stages of this project, I interviewed students individually and in small groups. Interview questions were designed to tap into various aspects of the emerging focus and design of the project. The interviews were not so responsive to free development because of the nature of small group interviews with young students. As the project unfolded, it became logistically difficult to conduct in-depth interviews with students. Notwithstanding these difficulties, the data I did collect was informative, but only played a small role in the final project.

Informal Conversation

Often in general conversation, teachers and students spoke about what they were doing in the classroom and what they thought about it. I included this data in my journal.

v) Student’s Reflective Journals

Five focus students in Class A (Year 1/2) kept notebooks for a short time to record their new learnings about reading and writing. I discontinued this practice after four weeks as the students were unfamiliar with the process and were not making journal entries. As with the focused interviews, this data played a small role in the development of the project.

vi) Questionnaires

I asked students (individually and in small groups) standard questions (Goodman, Watson & Burke 1987) in order to identify their models of reading and writing, in relation to my initial focus.
vii) Photographs

I took photographs at various intervals in the project of the classroom context. My purpose was to maintain an accurate record of the physical organisation of the classroom (Hitchcock & Hughes 1989) and the display of various literacy practices and environmental print within the classroom. Furthermore, I believed that the literature on messages and the hidden curriculum justified a photographic record, although this data did not play a major role in the final project.

viii) Initial Reaction Field Notes

The field notes (classroom observations), were consciously and deliberately descriptive and nonjudgemental records, however, as I was taking them, possible interpretations, connections, patterns became apparent. In order to utilise the tacit knowledge (Lincoln & Guba 1985) which underpinned these thoughts, I recorded separate impressionistic and judgemental lists of such connections and patterns for future consideration. The field notes can be regarded as valid use of the "human as instrument" research tool (Appendix C).

ix) Journal

In notebooks, and away from the site, I recorded insights from observations, transcripts, informal discussions with students and teachers, reflections on readings and thoughts on the emerging design and the changing focus of the project (Appendix D). Through the journal I made attempts to become reflective in order to make sense of my experiences, as suggested by the literature (Posner 1985).

x) Member Check

This occurred when the participants were presented with data and asked to confirm it (Guba & Lincoln 1981). Teachers read Classroom Observations and checked for inaccuracies or misinterpretations. They adjusted these observations where necessary, (usually students' names) and signed the observation as a fair description of the literacy session (Appendix E).

4.4.2 Stages in Data Collection

Table 4.3 briefly summarises the main aspects of the stages in data collection. As the project was related to data collection in school sites, school terms will be used as timeframes for school based data collection stages.
<table>
<thead>
<tr>
<th>Data Collection Stage</th>
<th>Site</th>
<th>Frequency</th>
<th>Data Collection Techniques</th>
</tr>
</thead>
<tbody>
<tr>
<td>Phase 1 1988 Terms 2 &amp; 3</td>
<td>Classroom A</td>
<td>irregular literacy sessions 4 - over 2 Terms</td>
<td>Classroom Observation Video</td>
</tr>
<tr>
<td>Phase 2 1988 Term 4</td>
<td>Classroom B</td>
<td>1 literacy session per week</td>
<td>Classroom Observation Initial Reaction Notes Audio tapes Artefacts Interviews and Questionnaires with Children Photographs Reflection Journals</td>
</tr>
<tr>
<td>January 1989</td>
<td></td>
<td></td>
<td>Member Check of Classroom Observation Transcription of 1988 tapes Initial Reaction Field Notes</td>
</tr>
<tr>
<td>Phase 3 1989 - Term 1</td>
<td>Classroom C</td>
<td>7 literacy sessions early in the term</td>
<td>Classroom Observation Initial Reaction Notes Audio tapes Interviews with Children Artefacts</td>
</tr>
<tr>
<td></td>
<td>Classroom C</td>
<td>1 literacy session per week</td>
<td>Interviews with children Member Check of Classroom Observation</td>
</tr>
<tr>
<td>Phase 4 1989 - Classroom D 5</td>
<td>Classroom D</td>
<td>1 literacy session in Term 4</td>
<td>Classroom Observation Initial Reaction Notes Audio tape Artefacts Member Checking of Observation Notes</td>
</tr>
<tr>
<td>1990 January and April</td>
<td></td>
<td></td>
<td>Transcription of 1989 Tapes Initial Reaction Notes</td>
</tr>
</tbody>
</table>
PART C: PHASES OF THE RESEARCH DESIGN

4.5 The Concept of Emerging Design

The emerging nature of the research design is a legitimate feature of naturalistic inquiry, as it is very difficult for researchers to determine ahead of time, the precise details of each phase of the research, since each phase extends the previous phases (Guba and Lincoln 1981, Lincoln & Guba 1985). The concept "emerging design" refers to the series of decisions, which I made about the project as it proceeded. The design was refined, as a consequence of what emerged, as I analysed and reflected upon the data and the literature at each phase. This section analyses the network of techniques which I used during the emerging design of the project.

Because of the way the project evolved, some data became more critical to the development of project outcomes than other data. These constituted what I have decided to call "the core data" (Cambourne & Curtis 1988) because these are the most informative and central data to the final outcomes of the project. In this project, these were classroom observations and transcripts. This is illustrated in Figure 4.3. Other data which were less critical to the ultimate outcomes of the project I have labelled "the supplementary data" (Cambourne & Curtis 1988) because it augments the core data. Available supplementary data in this project included interviews with students and teachers and documents. As the focus of the project shifted from emerging literacy learners in transition contexts to teacher initiated literacy messages, the significance of this data was diminished.

FIGURE 4.3

Relationships Between The Core Data and The Focus Of The Project.
4.5.1 How the Project Evolved: An Overview of the Emerging Design.

As noted above, the term "emergent design" is a shorthand label which describes how a series of decisions made during the data collection and analysis, impacted on the focus and nature of the project. I identified, through reflection at the end of the project, seven phases in the emergent design. The process of meaning making throughout these seven phases, is presented in written discussion in this section.

In order to simply the details of this complex process, I have organised the evolution of the project within each phase around these headings: Question; Date; Site; Details. The first organiser, Focus Question, refers to the focus question in each of the phases of the project. The focus question went through several stages which I have designated as Initial Question, Revised Question 1, Revised Question 2 and Final Question. Date and Site organiser includes information pertinent to those terms. The Details organiser refers to Purposes, Procedures, Outcomes, and Summary Story of each phase. Purpose statements describe the intent of each phase of the research. In the Procedure section, the action to be taken is listed. The Outcomes section summarises what happened and the Summary Story section includes brief reflective statements regarding the current focus of and any changes in the project. From Phase 3 onwards, an additional section, Code Development is included. This section is extensive; it repeats and expands on aspects of previous sections as it describes the development of the code. Code development occurred within the context of the ongoing data collection and analysis in the various phases, in other words, the emerging design of the project. The following Section 4.5.1, explores in some detail, the nature of the code development, as well as the emergent design, since the aim of this project is to describe the development and application of this code.

4.5.1.1 Phase 1

i) Initial Question

What happens to emerging literacy learners' concepts about literacy over a period of time when they enter a different setting?

ii) Date/Site

In Terms 2 and 3 1988, I visited the Year 1/2 classroom in Suburban School on an informal basis. I needed to establish entry to the site and to trial some data collection techniques.
iii) Purposes

I had three main purposes in this first phase. I needed to gain entry to the site and to develop familiarity with the site and the participants, students, Anna (Teacher A) and the school setting. I wanted to select students with emerging literacy skills as focus students for the project and I needed to trial various data collection techniques.

iv) Procedures

During my informal and irregular visits to the classroom, I recorded my observations in field notes, and recorded audiotapes and videotapes of the literacy sessions. I interviewed most of the focus students about reading using the Goodman, Watson and Burke Reading questionnaire (1987).

v) Outcomes

My observations were broad in focus as I tried to consider all or some of the focus students within the literacy session. Audiotapes were made of the literacy sessions but they were not transcribed at this stage. The videotapes provided much rich information of what happened in the classroom.

vi) Summary Story

As I transcribed, I began to question the time cost effectiveness of transcription of both the audiotapes and videotapes in terms of the purposes of the project. As Walker and Adeleman (in Stubbs 1983) suggested, the combination of a visual record and a transcript is important to understand the context of the talk and the complexity of meanings conveyed in a classroom. I decided to document the visual record of the classroom through the field notes and transcribe the oral language from the audiotapes. I discontinued the use of video tapes as a general data collection technique and continued with audiotapes only. Through my presence in the classroom, I became familiar with and started to develop rapport with the focus students and Anna, the teacher.

4.5.1.2 Phase 2

i) Initial Question

What happens to emerging literacy learners' concepts about literacy over a period of time when they enter a different setting?
ii) Date/Site

Every Thursday during Term 4 1988, I observed the focus students and Barbara in Year 1/2 classroom during the literacy session at the Suburban School.

iii) Purposes

In this phase of the project I needed to observe the classroom practices and make field notes for one literacy session per week. I needed to establish rapport with Barbara (Teacher B) and to emphasise the focus students within the classroom observations and audiotaping.

iv) Procedures

I made classroom observations for one literacy session each week and audiotaped the general classroom interactions as well as the focus student's interactions with the radio microphone. During the term I interviewed the focus students about their concepts of reading and writing. I implemented students' reflective journals with the focus students so they could record their developing understandings about reading and writing on the days when I did not visit the school.

v) Outcomes

I found it difficult to observe in sufficient detail and with clarity, the general classroom experiences as well as the focus students' responses. General classroom audiotapes yielded more reliable quality recording than the focus students' interactions on the radio microphones. The interviews with the focus students yielded a range of different concepts about reading and writing. The students often associated these with different teachers. The focus students did not manage to keep reflective journals effectively.

vi) Summary Story

As a result of the above outcomes, I decided to shift the focus of the project away from the students. This resulted from the difficulty of observing, (that is taking thorough field notes) five students simultaneously, and in identifying the collective influences of various teachers on the students' literacy concepts. The project began to focus more strongly on the teacher in the classroom context. This led to a significant revision of the focus question which strongly influenced different directions in the project. Such changes in focus
and procedures were identified by Guba and Lincoln (1985) as mentioned earlier in Section 4.2.2.ii).

4.5.1.3 Phase 3

i) Revised Question 1

What literacy messages are given by the teacher to students in Year 3?

ii) Date/Site

I observed the focus students and Carole in Year 3 classroom at Suburban School in Term 1 1989. In Term 2, I worked on general definitions of literacy messages.

iii) Purposes

In Term 1 1989, I needed to gain familiarity with and establish rapport with Carole (Teacher C) and to extend relationships with the students. Since the focus of the project had shifted to the teacher's role in regard to literacy meanings given to the students in Year 3, I visited the classroom often (seven times) during the first two weeks of Term 1 1989.

In Term 2 1989, I needed to develop working definitions in light of the changed focus of the project; the teacher's role in presenting literacy messages. The data already collected needed to be revisited (Guba and Lincoln 1981) in terms of this focus.

iv) Procedures

In Term 1 1989, I observed the literacy sessions and continued to audiotape the general class sessions and the focus students. I interviewed the focus students regarding the transition between Year 2 and Year 3 (Appendix F). However, when making observations, I focused closely on the teacher's behaviour.

In Term 2, I reread and reflected on the classroom observations as I developed definitions for literacy messages.

v) Outcomes

By focusing on the teacher, the observation notes offered rich data regarding the teacher's role in presenting literacy. When Carole checked the classroom observations, she gained much informative feedback about her
behaviour in the classroom. She said "Every teacher should have the chance to get this kind of information." This comment was to prove influential to the final outcomes of the project for it connected with the literature on reflection I'd reviewed (Schon 1983), and the socio-political events which were unfolding in NSW.

vi) Code Development

Working Definitions

In order to answer the question of this phase of the project, I began refining working definitions that related to key concepts of literacy messages. These concepts included tentative definitions of literacy messages and I began looking for evidence of literacy messages in the collected data from Classrooms B and C.

From reading and reflecting on the data collected, I developed the following working definition of literacy messages, as shown in Table 4.4.

| TABLE 4.4 |
| Phase 3 Working Definition |
| Literacy messages are signs that are given verbally, nonverbally, or in a written form by people, their talk or behaviour, resources and items within a context. This involves data relating to interaction in the classroom context, literacy experiences and artifacts that are valued and behaviour that is promoted. |

General Impressions of Data Collected

From my data collection, I could see general evidence of literacy messages in the following features:

i) teacher talk
ii) teacher valued artifacts
iii) spatial organisation of the room and furniture
iv) temporal organisation of literacy sessions
v) use of resources available
vi) nature of interaction
vii) nature of classroom literacy sessions.

vii) Summary Story

Carole alerted me to the power of representation of teachers' practice for their own information through her comment (4.5.1.3 Phase 3 v). Written observations of teachers' behaviour may provide possible means of describing
practices for teachers to self evaluate and reflect on their practice. I needed to return to the data and look further at the kinds of literacy messages within. I also felt I needed to observe another teacher as a contrastive case to illuminate more about teachers' literacy messages. This was to lead to further revision of the project question.

4.5.1.4 Phase 4

i) Revised Question 2

How can observable teacher initiated literacy messages be described?

ii) Date /Site

Late in 1989, Term 4, I visited a teacher and group of students in Coastal School.

iii) Purposes

I needed to collect data from a different teacher, Dianna, and a class group of students (Class D) to use as a contrastive case in terms of how the teacher presented literacy messages to the students. It was necessary for me to be sensitive to the teacher's role in presenting literacy in the classroom as I took field notes. Using my current working definition of literacy messages, I needed to consider the data collected in light of what was revealed about literacy messages.

iv) Procedures

I observed one literacy session with teacher focus and made a class audiotape as well as a radio audiotape on one focus student.

v) Outcomes

I gathered data from observations and transcripts continuing the sharper teacher focus, for contrasting with previous data. The teacher focus provided rich data with Dianna appearing to present literacy messages differently to Barbara and Carole.

vi) Code Development

Working Definitions

I continued developing the definitions of literacy messages, which I had started in Phase 3, in light of the current data collected, and in terms of responding to the question of this phase of the project.
vii) Summary Story

Observations of Dianna's role in presenting literacy messages in Classroom D appeared to be different from that presented by Barbara and by Carole in Classrooms B and C. As a result, I needed to consider data from observations in Classrooms B, C and D in greater detail.

4.5.1.5 Phase 5

i) Final Question

What is the nature of the teacher initiated literacy messages and the patterns within, that constitute the literacy learning environment?

ii) Date & Focus

In 1990, March through to May, I categorised, in various ways, data from classroom observations of different literacy sessions from Classroom C. This was done some time after all the data was collected, not concurrently with the actual collections, due to time and cost factors. However, I would have preferred simultaneous processing.

iii) Purposes

In this phase, I selected data from classroom observations and transcripts from Classroom C for analysis and categorisation. I needed to make links and clarify these in terms of my working definitions (Sign, Literacy Sign, Literacy Message) and the data.

iv) Procedure

I began by using a phrase or a sentence as the unit of data for analysis. I developed further the working definitions for sign, literacy sign and literacy messages. I read and reread classroom observations to select and categorise units for analysis. I shared the data, units of analysis and various systems of categorisation of the data at peer debriefings. Next I attempted to identify patterns amongst the categories, that constituted themes or groups of literacy message categories.

v) Outcomes

Through rereading of the data collected and peer debriefings, I saw the need to refine further the working definitions I was using and re-examine the
means by which I selected data. I also needed to extend and refine the systems for categorising messages and themes.

**vi) Code Development**

**Working Definitions**

I refined the working definitions of signal, literacy sign and literacy message in order to facilitate the focus of the data analysis; for example, literacy messages are transmitted by a range of literacy signs. I needed to identify any connections between relevant data and such concepts. The following definitions, as seen in Table 4.5, and discussion of concepts, which I developed from reflecting on the data, readings and peer debriefings, sharpened my focus in the analysis.

**TABLE 4.5**

<table>
<thead>
<tr>
<th>Phase 5 Working Definitions</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Signal:</strong> (Macquarie Dictionary 1981:1601) a gesture, act, light etc serving to warn, direct, command and the like.</td>
</tr>
<tr>
<td><strong>Literacy Sign:</strong> an indication that conveys information immediately and directly (Blonsky 1985) regarding how text or print are learned, used or acted upon. As such the literacy sign is the physical manifestation of information regarding literacy and can be transmitted verbally or nonverbally.</td>
</tr>
<tr>
<td><strong>Messages:</strong> communications which people transmit by signals whether by oral, written or behavioural means. People convey messages which signal conscious or unconscious intentions, presuppositions, and the like, attitudes, expectations and behaviours which have the purpose to inform, advise or direct.</td>
</tr>
<tr>
<td><strong>Literacy Messages:</strong> meanings that are conveyed by literacy signs. Literacy messages may be consistent, fragmented or paradoxical within the classroom context and may alter in their nature and intent over time.</td>
</tr>
</tbody>
</table>

**Categorisation of Data**

I examined core data (classroom observations) for literacy signs in the first cut, identifying a phrase or a sentence directly referring to teacher or student and literacy as literacy signs. The unit of analysis was later changed to sentence only because it was a more manageable unit and will be discussed in following subsections. I colour coded units of analysis in the data initially for both student and teacher literacy signs (Appendix G). However, I soon reduced the focus to identification of teacher initiated signs because there seemed to be complexity in the teacher signs and not all students' signs were recorded in the observations. As well, I needed to maintain the changed focus of the project. Categorisation of data during this phase, moved from very general foci into the patterns of message categories associated with teacher behaviour and teacher
Early impressions of data in Phase 5 indicated general message categories such as required task, equipment, story reading, extension of reading, positive response, primary/infants differences in the data for Day 1 1989. Later categorisation of data in this phase was more focused and is illustrated in the following Table 4.6.

TABLE 4.6

Phase 5 Teacher Talk & Teacher Behaviour Categories

<table>
<thead>
<tr>
<th>Teacher Talk</th>
</tr>
</thead>
<tbody>
<tr>
<td>- behaviour</td>
</tr>
<tr>
<td>- resources</td>
</tr>
<tr>
<td>- explicit literacy concepts</td>
</tr>
<tr>
<td>- extension of meaning from actual examples</td>
</tr>
<tr>
<td>- artefacts</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Teacher Behaviour</th>
</tr>
</thead>
<tbody>
<tr>
<td>- demonstrations &amp; literacy behaviour</td>
</tr>
<tr>
<td>- resources</td>
</tr>
<tr>
<td>- artefacts</td>
</tr>
<tr>
<td>- extension of meaning from actual examples</td>
</tr>
</tbody>
</table>

For this later categorisation system (Table 4.6), I rewrote the signs, or units of analysis on separate pieces of paper. Where the units of analysis "went together" they were written on the same sheet. I examined the units and established a category name to describe them (Appendix H). New categories were established where a sign did not fit an established category. Each sentence or phrase in the field notes, that I identified as a sign relevant to teacher behaviour and literacy, was classified with an appropriate category.

This categorising followed some aspects of the process of coding identified by Fleet & Cambourne (1989). They saw coding as a way of classifying data where two or more categories were established which were congruent with the meaning of the phenomena. Another characteristic of codes which they identified, was the development of rules for sorting the data into these categories. At this stage, the rules I used, were often general and implicit, and it was not until later, that I developed explicit rules pertaining to categorisation of data.

However, in spite of the range of categories identified, the categories of literacy messages relating to teacher talk and teacher behaviour still seemed too
broad and general with no clear focus. I found little in the way of patterns and connections between the categories. The categories based on Teacher Talk and Teacher Behaviour seemed to be imposed on the data rather than emerging from it.

**Refinement of Selection of Data**

At a peer debriefing, I needed to explain the rationale for selection of data as literacy signs. I quickly discovered I needed to be more systematic about this decision making. A format was developed where each selected piece of data was written, the rationale for selection of data as a literacy sign was explained and the potential messages from the sign were detailed. This is illustrated in Table 4.7.

**TABLE 4.7**

<table>
<thead>
<tr>
<th>Sign</th>
<th>Why a Sign?</th>
<th>What's the Message?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal reminds children to listen</td>
<td>Reading class</td>
<td>Print is useful</td>
</tr>
<tr>
<td>teachers as teachers call out names</td>
<td>list of</td>
<td>-tells which</td>
</tr>
<tr>
<td></td>
<td>children's names</td>
<td>class you go into</td>
</tr>
</tbody>
</table>

This format refined my decision making and clarified the focus of my identification units of data for analysis. I employed this format for all relevant data in Classroom Observation 1, 1989 (Appendix I) and refined my identification processes.

**Themes within the Categories**

I shared the data analysis, and the tentative notion of identifying literacy messages by the Literacy Sign Identification process (Table 4.7) at a peer debriefing. This resulted in peers asking questions about the prediction of larger patterns within the data. This forced me to consider the natural formation of larger groups or themes of categories as shown in Table 4.8. Themes are defined as organised groups of categories that "fit together". However, my arbitrary projection of themes of categories at this phase, was not directly grounded in the data (Strauss & Corbin 1990) and did not directly assist in the emergent design. This is shown in Table 4.8.
TABLE 4.8

Phase 5 Projected Themes

<table>
<thead>
<tr>
<th>i) Literacy Events</th>
</tr>
</thead>
<tbody>
<tr>
<td>ii) Literacy Learning Environment</td>
</tr>
<tr>
<td>iii) Teacher's Beliefs about Literacy and Language Learning</td>
</tr>
</tbody>
</table>

This peer debriefing also meant I thought more about where message categories were missing in the data, where conflicts in message categories occurred and how the categories contributed towards the themes in relation to my personal theory of literacy learning. I began to refine category names to one word where possible. It seemed there were problems with message categories being too microlevel and overlapping, and that I needed to see more of the global patterns within the messages, in other words, the themes, which developed from the categories already identified.

**Revision of Coding System**

By the end of April 1990, I significantly revised the current coding system as I examined and recoded signs from Classroom Observation 3 1988 and Classroom Observation 1 1989, in other words, I recycled the data (Lincoln & Guba 1985).

**Sharing the Current Coding System**

A sample of data and rules for coding the tentative set of message categories were shared again with peers at a debriefing. The rules for coding were shown not to be explicit enough. For instance, peers were given the following paragraph from a classroom observation, with literacy signs underlined, along with a set of general rules for applying the code. These rules and guidelines were considered too general to be useful and peers often saw other possible messages in the literacy signs, hence the rules and the categories needed refining (Appendix J).

**Revising the Coding System**

I once again revised the set of categories and themes of literacy messages as shown in Table 4.9. This "big picture" emerged from categories identified within the data and drew on categorisation patterns earlier established.
TABLE 4.9
Phase 5 Revised Themes and Categories of Literacy Messages - Literacy Events, Literacy Conventions and Literacy Learning Contexts

<table>
<thead>
<tr>
<th>i) LITERACY EVENTS (theme)</th>
</tr>
</thead>
<tbody>
<tr>
<td>- functional literacy (message)</td>
</tr>
<tr>
<td>- literacy learning experiences (selection, variety, degree of choice, relevance, time, children's participation)</td>
</tr>
<tr>
<td>- critical interpretation of literacy</td>
</tr>
<tr>
<td>- meaningfulness of text to children</td>
</tr>
<tr>
<td>- meanings from texts can be expressed in a variety of ways</td>
</tr>
<tr>
<td>- major literacy events/minor literacy events</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>ii) CONVENTIONS OF LITERACY</th>
</tr>
</thead>
<tbody>
<tr>
<td>- social conventions</td>
</tr>
<tr>
<td>- literacy conventions</td>
</tr>
<tr>
<td>- literacy meaning embodied in print, symbols, illustrations and so on</td>
</tr>
<tr>
<td>- level of complexity of meaning - total text; part text; sentence; word.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>iii) LITERACY LEARNING CONTEXTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>- resources - equipment - texts; artefacts.</td>
</tr>
<tr>
<td>- human</td>
</tr>
<tr>
<td>- space</td>
</tr>
<tr>
<td>- time opportunity</td>
</tr>
<tr>
<td>- social/emotional climate</td>
</tr>
<tr>
<td>- quality of interaction</td>
</tr>
<tr>
<td>- response to children: positive; negative.</td>
</tr>
<tr>
<td>- initiator of events (major &amp; minor)</td>
</tr>
<tr>
<td>- influence of grade expectations</td>
</tr>
</tbody>
</table>

These message categories were tentatively grouped into themes of messages. At this stage, I thought I could link messages codes and themes to the possible prediction of teachers' values and concepts about literacy and learning. However, this direction was beyond the scope of this project.

vii) Summary Story

This phase of the project consolidated the coding of the data. I had begun extensive exploration of different systems of categorisation but as this process was handled with pen and paper, it was rather tedious. However, the categorisation systems moved from those based on general impressions of the data, to more systematic ones based on themes imposed on the data (Teacher Talk & Teacher Behaviour). The later coding systems represented and applied in this phase, emerged from patterns identified in the data (Literacy Events, Literacy Conventions and Literacy Learning Contexts). As a result of the peer debriefings, the criteria for selection of a sign was clarified. Also, I began
looking for more global patterns, that is, themes, amongst the message categories as well as clarifying individual message categories which emerged from the data. The global message categories were very general.

4.5.1.6 Phase 6

i) Final Question

What is the nature of the teacher initiated literacy messages and patterns within the messages that constitute the literacy learning environment?

ii) Date and Focus

In May, July, August and September 1990, I concentrated on refining the message categories in the data as they expanded and contracted. As a result, the themes of categories expanded to establish the direction for the final set of categories of the code.

iii) Purposes

In this phase I needed to further explore the identification of categories and themes and to share them in peer debriefings to check their "robustness".

iv) Procedure

I read and reread the original data for revised identification of categories. I later transferred units of analysis (literacy signs) to a data base. I used the data base firstly in an elementary way, then refined the data base with a more complex format to confirm strong categories and identify weak categories and to revise coding of all data. After working through the coding again, I shared the current analysis with peers.

v) Outcomes

The computer program facilitated the handling of the revised categories, thus, I was able to expand and contract categories more easily. The categories expanded, reduced, and shifted. The categorisation became clearer with certain categories collapsing with existing categories and others emerging. (Appendix J, themes of messages are written in bold capitals whilst Literacy Messages are written in ordinary typeface.) Themes and subthemes emerged from semantically based patterns amongst and within the categories. In peer debriefings, peers confirmed the categories, subthemes and themes that were identified. I continually refined the articulation of the rules (Fleet & Cambourne
1989) along with the changes in categorisation regarding keywords, categories, subthemes and themes.

vi) Code Development

Revising the Coding System

Subsequent to peer reactions to the coding system I had revised the data from 18 categories to 15 categories of literacy messages (Appendix J, CODE April B). As I reflected on the analysis, I identified few consistent trends across the literacy messages within different classrooms on different days. For example, there seemed to be more messages concerning Literacy Acts in Classroom Observation 1 1989 (Class C), more messages about Expression of Meaning in Classroom Observation 1 1988 (Class B), more emphasis on messages to do with Resources and Social Conventions in Classroom Observation 1 1989 (Class C). There seemed to be no clear patterns in the literacy messages conveyed by teachers.

The most significant aspect was the variety of categories in literacy messages. However, I was not satisfied with this degree of analysis.

New Systems for Handling the Data

The progress in categorising the data had been slow, so the computer program facilitated and speeded up my categorising and analysis of data, as mentioned before. This facilitated a closer and more detailed examination of what I had already done with the data. I revised coding of data with a simple data base, as seen in Table 4.10. In this data base, I used the following terms. Observation details referred to the classroom observation of a particular literacy session. Sign number referred to the rank order to the selected sentence within the literacy session. Message states the possible meaning conveyed on the sign. Key Word contained a one word summary of the message and at this stage, I randomly selected keywords. Code number related to the category identifying number classification of the message. A representative example follows in Table 4.10.
TABLE 4.10
Phase 6 Simple Data Base Entry

OBSERVATION A

CLASSROOM OBSERVATION: 88/1/1

SIGN: T asks them to get the notes from their case. (sentence from classroom observation)

MESSAGE: Permission notes are necessary to participate in the swimming carnival (interpretation from the sign)

KEY WORDS: outside/program/purposeful literacy event (random key words at this phase)

Code: 1 (referring to the message category)

The categories developed into three major themes of nine categories of literacy messages. These are illustrated in Table 4.11 with the themes in bold type and the categories in ordinary type. This revised set of categories was to set the direction for the final coding which developed from this point.

TABLE 4.11
Phase 6 Theme and Message Categories.

<table>
<thead>
<tr>
<th>Literacy Messages</th>
<th>Literacy Practices</th>
<th>Literacy Contexts</th>
</tr>
</thead>
<tbody>
<tr>
<td>• acts</td>
<td>• conventions</td>
<td>• resources</td>
</tr>
<tr>
<td>-inside</td>
<td>-process R/W</td>
<td>• social</td>
</tr>
<tr>
<td>program</td>
<td>-product</td>
<td>conventions</td>
</tr>
<tr>
<td>-outside</td>
<td>• procedure</td>
<td>• responses</td>
</tr>
<tr>
<td>program</td>
<td>• knowledge</td>
<td>• grade</td>
</tr>
<tr>
<td></td>
<td>books &amp; print</td>
<td>references</td>
</tr>
<tr>
<td></td>
<td>• expression of</td>
<td></td>
</tr>
<tr>
<td></td>
<td>meaning</td>
<td></td>
</tr>
<tr>
<td></td>
<td>&amp; children's</td>
<td></td>
</tr>
<tr>
<td></td>
<td>meaning refinement</td>
<td></td>
</tr>
</tbody>
</table>

Fuzzy and Firm Categories

Despite further refinement of the coding system, peer debriefing again pointed out the "fuzziness", the blurred boundaries, of some message categories,
subthemes and themes as well as the general nature of the rules. The unit of analysis (sentence versus phrase) also came under scrutiny again. The subthemes /theme relationship to messages came into question, for instance, peers asked why both process and products were part of message category conventions, whilst procedure and knowledge were considered independent and separate message categories. Thus there were several inconsistencies within the current categorisation system, even within stable categories.

There were categorising problems in some areas, as the informative aspect which indicated the nature of the message of the sign was not always embedded in the sign, for instance, in the following Table 4.12, the sign does not appear to be related to literacy. However, Carole the teacher, is discussing items which the students have included in their individual squiggle drawing and writing. This phenomenon relates to literacy messages often being bound in the cumulative flow of teacher behaviour and interactions with the students, not only occurring within discrete units of data.

<table>
<thead>
<tr>
<th>TABLE 4.12</th>
</tr>
</thead>
<tbody>
<tr>
<td>Phase 6 Message Absent in Literacy Sign</td>
</tr>
</tbody>
</table>

| No 83 |
| Sign: C speaks about snakes being useful. |
| Message: T discusses knowledge about snakes |
| Key words: connections - teacher |
| Co1: 4 Co2: Co3: |

The signs out of context, were difficult for peers to understand. As a result, I reread and checked all categorised units against meanings implied in the classroom observations and transcripts.

The units of analysis came into question again, in the peer debriefing at the end of July 1990. Peers argued that maybe a clause rather than a sentence would be more appropriate as a unit of analysis. However, as each sign could be coded into up to four different message categories with the refined data base as explained below (Table 4.13), I did not consider the size of the unit for analysis to be significant.
I revised the data base to facilitate the handling and sorting of data in terms of a fully developed code of message categories as I began to check identified units of analysis once again. I developed the data base into a more detailed and useful format (Table 4.13) as one classroom observation from each classroom (B, C and D) was entered onto the data base. The data base had spaces for sign number, episode number, sign, message, keyword/s, code 1, code 2, code 3, code 4. (Code in this instance refers to categories, as previously explained.) In order to manage the great number of signs with potential literacy messages within a classroom observation, (up to 340 signs), each sign was numbered. Episodes or sections of the literacy session where the teacher appeared to have a different purpose for a literacy experience such as show and tell, shared book time and so on, were identified so that signs could be located and identified within an episode. Signs were the sentences from the observation that referred to the teacher and some aspect of literacy. Messages referred to the potential meanings of the sign. Key words were the comments, the words describing what the data was telling me about the nature of the message. The Codes 1, 2, 3 and 4 enabled a sign to be interpreted in up to four different ways and so the numbers and letters in Code 1, Code 2, Code 3, Code, 4 refer to the message category name.

TABLE 4.13
Phase 6 Refined Data Base Entry

<table>
<thead>
<tr>
<th>SIGN NO: 1 Episode: 1 (Classroom Observation A)</th>
</tr>
</thead>
<tbody>
<tr>
<td>SIGN: T follows the children into the room and walks to her desk.</td>
</tr>
<tr>
<td>MESSAGE/S: Teacher has particular equipment for resources and for working at. Children move as a whole group.</td>
</tr>
<tr>
<td>KEY WORDS: use/whole group</td>
</tr>
<tr>
<td>CODE 1: 5b use of resources</td>
</tr>
<tr>
<td>CODE 2: 6a grouping - whole group</td>
</tr>
<tr>
<td>CODE 3:</td>
</tr>
<tr>
<td>CODE 4:</td>
</tr>
</tbody>
</table>

I used this format for recording data for the rest of July, August and September as I refined the coding of the units. During this stage of analysis,
only slight movements within the coding system took place (Appendix K). The data base facilitated the task of clarifying the definition of the "fuzzy" messages categories. By printing out the sign from the data, the message, key words, and message codes for all units initially identified as, for example, Social/Emotional Conventions, the units of analysis were in physical proximity. With rereadings of the literacy signs, it became clearer which units "belonged and constituted a message category, and which units did not "belong" (Appendix L). By the end of this phase, firm and stable themes of categories were identified as illustrated by Table 4.14 and Appendix M. On a few occasions, I found I needed to access the original data (field notes) to clarify the literacy messages.

| TABLE 4.14 |
| Phase 6 Expansion of Themes of Message Categories |

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>i) 1990 July Themes of Message Categories</td>
<td></td>
</tr>
<tr>
<td>• This is what literacy is</td>
<td></td>
</tr>
<tr>
<td>• This is how you do literacy</td>
<td></td>
</tr>
<tr>
<td>• This is what will help you do literacy</td>
<td></td>
</tr>
<tr>
<td>ii) 1990 August Themes of Message Categories</td>
<td></td>
</tr>
<tr>
<td>• This is what literacy is</td>
<td></td>
</tr>
<tr>
<td>• This is how you do literacy</td>
<td></td>
</tr>
<tr>
<td>• This is how you make meaning</td>
<td></td>
</tr>
<tr>
<td>• This is who and what you need to do literacy</td>
<td></td>
</tr>
<tr>
<td>iii) 1990 September Themes of Message Categories</td>
<td></td>
</tr>
<tr>
<td>• This is what literacy is</td>
<td></td>
</tr>
<tr>
<td>• This is how you do literacy</td>
<td></td>
</tr>
<tr>
<td>• This is how you make meaning</td>
<td></td>
</tr>
<tr>
<td>• This is who and what you need to do literacy</td>
<td></td>
</tr>
<tr>
<td>• This is why you do literacy</td>
<td></td>
</tr>
</tbody>
</table>

The final system of coding of data units developed in response to continual reading, coding on the refined recording format, peer debriefing and trying to look for the big picture. The expansion on themes of the message categories sometimes meant changes in messages categories and their location. In some areas of the coding, Subthemes of messages within the Themes were established differently. Subthemes such as Material Resources, Human Resources and Grade Reference developed within the theme of Support to Help You Do Literacy. Table 4.15 shows the refined rules for applying the message categories to units of data. The rules are organised in message categories, as well as subthemes and themes of categories.
TABLE 4.15 Phase 6 Rules For Applying Analytic Code

MESSAGES OF LITERACY ACTS

MESSAGES OF INCIDENTAL LITERACY ACTS
A1 Incidental Reading
B1 Incidental Writing

MESSAGES OF PLANNED LITERACY ACTS
A2 Planned Reading
B2 Planned Writing

MESSAGES OF WAYS TO DO LITERACY
A3 Process
B3 Procedure
C3 Product
D3 Knowledge
E3 Overt Assessment of Ways

MESSAGES OF MEANING MAKING
A4 Variety of Expression
B4 Meaning Development
C4 Focus of Meaning
D4 Meaning Connections
E4 Overt Assessment of Meaning Making

Teacher reads outside literacy program
Teacher writes outside literacy program

Teacher reads within literacy program
Teacher writes within literacy program

Teacher refers to processes of reading or writing literacy
Teacher refers to procedures of reading or writing literacy
Teacher refers to products of reading or writing literacy
Teacher refers to knowledge concerned with reading or writing
Teacher focuses on assessment of above ways to do literacy

Teacher expresses meaning in a variety of ways like retelling, story telling, drama, use of illustrations, objects, symbols, photos
Teacher develops meaning by discussing, recalling, refining, extending, interpreting
Teacher refers to focus of meaning, i.e. word, text, open or beyond the text
Teacher makes meaning connections between current meaning making and children's own understandings and experiences, teacher's understandings and experiences on to past texts
Teacher assesses meaning making, i.e. variety of expression of meaning, development of meaning, levels of meaning, meaning connections
MESSAGES OF SUPPORT TO HELP YOU DO LITERACY

MESSAGES OF MATERIAL RESOURCES
A5 Distribution of Material Resources

B5 Use of Material Resources

MESSAGES OF HUMAN RESOURCES
A6 Grouping

B6 Preferred Behaviour

C6 Control of Literacy Experiences
D6 Emotional Support

E6 Overt Assessment of Above Human Resources

F6 Responses

MESSAGES OF GRADE REFERENCE
A7 Grade Reference

MESSAGES OF RATIONALE FOR DOING LITERACY
A8 Functionality

8 Pleasure
Teacher focuses on distribution of material resources, i.e. space, furniture, texts, artefacts (child and teacher made) equipment pencils, pencil sharpeners etc. and supplies - paper, time etc.

Teacher focuses on use of material resources, i.e. space, furniture, texts, artefacts (child and teacher made) equipment - pencils, pencil sharpener etc., supplies - paper, time, etc.

Teacher refers to grouping of children - individually, pairs, small group or whole group

Teacher promotes preferred behaviour like "togetherness", hand signals, look, pay attention, seating positions, turntaking, ownership of possessions, individual rates

Teacher orchestrates the literacy experience, i.e. stopping, starting, continuing

Teacher promotes children's emotional development by focusing on originality, individuality, decision making, risk taking, likes, dislikes

Teacher assesses groupings of children, preferred behaviour, orchestration of experience or children's emotional development

Teacher responds to child or children as she praises, accepts, agrees, repeats, rejects, seeks children's involvement

Teacher refers to grade level of children

Teacher refers to the functionality of reading or writing

Teacher refers to the pleasure of reading or writing
The final themes, subthemes, message categories and key words which were developed, are shown in Table 4.16. Within this table, the various aspects are identified by the following fonts: Theme - bold capitals; Subtheme - underlined capitals; Message - ordinary typeface; Keyword - helvitica.
# TABLE 4.16 Phase 6

Final Themes, Subthemes, Message Categories And Keywords In Literacy Messages

<table>
<thead>
<tr>
<th>THIS IS WHAT LITERACY IS</th>
<th>WAYS TO DO LITERACY</th>
<th>WAYS TO MAKE MEANING</th>
<th>SUPPORT TO HELP YOU DO LITERACY</th>
<th>RATIONALE FOR DOING LITERACY</th>
</tr>
</thead>
<tbody>
<tr>
<td>Theme 1</td>
<td>Theme 2</td>
<td>Theme 3</td>
<td>Theme 4</td>
<td>Theme 5</td>
</tr>
</tbody>
</table>

## INCIDENTAL LITERACY ACTS - OUTSIDE PROGRAM

- **A1 Reading** name
- **B1 Writing** name

## PLANNED LITERACY ACTS

- **A2 Reading** name
- **B2 Writing** name

### A3 Process name
- **C3 Product** name
- **D3 Knowledge** book, print, language, genre,
- **E3 Overt Assessment** of above

### A4 Variety of Expression
- retelling, drama, object, story telling, illustrations, symbols, lists, diagrams expressive reading

### B4 Meaning Development
- discuss
- recall
- refine
- extend
- interpret

### C4 Meaning Focus
- word
- text
- open

### D4 Meaning Connections
- (links to knowledge & experience)
- child
- teacher
- past text/s

<table>
<thead>
<tr>
<th>Key:</th>
</tr>
</thead>
<tbody>
<tr>
<td>T: Themes: BOLD CAPS</td>
</tr>
<tr>
<td>ST: SUBTHEMES: CAPS</td>
</tr>
<tr>
<td>M: Message: underlined</td>
</tr>
<tr>
<td>K: Keyword: helvetic</td>
</tr>
</tbody>
</table>

## MATERIAL RESOURCES

- **A5 Distribution** name
- **B5 Use** name

### HUMAN RESOURCES

- **A6 Grouping** whole group, small group individual
- **B6 Preferred Behaviour** name
- **C6 - Control of Literacy Experiences** name
- **D6 Emotional Support** name
- **E6 Overt Assessment of above** name

### F6 Response:
- praise
- accept
- agree
- repeat
- reject
- seeks children's involvement

### GRADE REFERENCE

- **A7 - Grade** name
vii) Summary Story

The extended network, of keywords, categories, subthemes and themes of literacy messages developed stable patterns regarding observable teacher initiated literacy messages in the classroom. The keywords, categories, subthemes and themes were more descriptive and appropriate than in previous systems. Despite the confirmation of categories by peers, I felt that it was necessary to reconsider the analysed units and refine the categorisation further. This stage of refining the categories took considerable time, and the benefits of starting earlier with computer assistance would have rapidly facilitated this process. However, the continual rereading and recoding of the data had made me very familiar with the range and diversity of the data and this greatly assisted in the refining of the data coding and the development of the analytic code via the "human as instrument" tool as evident in naturalistic inquiry. The rules, which determined the application of the categories, subthemes and themes when applied to data, could be used as a means to describe and interpret data, that is, a descriptive and analytic code of literacy messages.

4.5.1.7 Phase 7

i) Final Question

What is the nature of the teacher initiated literacy messages and patterns within that constitute the literacy learning environment?

ii) Date and Focus

In January 1991, I applied the final analytic code system to three sets of data, (field notes from Classrooms B, C and D) to describe and interpret literacy messages.

iii) Purpose

I needed to apply the literacy message analytic code (keywords, categories, subthemes and themes) to three sets of data to develop case studies of teacher initiated literacy messages in particular literacy sessions. Within this project, all case studies are not included as the purpose was to develop and apply an analytic code. I also needed to reflect on the use of the analytic code in describing and interpreting the literacy messages presented in these three classroom literacy sessions.
iv) Procedures

I coded one observation for each teacher Barbara, Carole and Dianne using the analytic code and a computer program. In this way I developed case study reports. Following this, I reread the case studies and compared the descriptions and interpretations that emerged through the use of the analytic code.

v) Outcomes

Within each case study, the frequency and distribution of literacy messages were described and interpretations of patterns of literacy messages, categories and themes within the literacy sessions were made. The case studies presented fine grained descriptions and interpretations of one literacy session with each teacher.

The main outcome of the rereading of the case studies stressed the strong evidence of variations of literacy message categories, subthemes and themes throughout and between the three case studies.

vi) Code Development

Using a spreadsheet, I described, the frequency and distribution of literacy messages categories and themes within each teacher's literacy session for Classroom Observations B (Barbara), C (Carole) and D (Dianna). This facilitated handling and presentation of data for the case studies.

The application of the analytic code provided an analysis of the three observations from three perspectives. Firstly, Level One described and interpreted the literacy message categories and themes within individual episodes. Column graphs and pie charts visually strengthened the text description of the message categories and themes and the text interpretations of comparative percentages of message categories within the episodes. Information from the episodes was collated and examined in terms of themes. An interpretative summary of each episode of the literacy session was able to be presented.

Level Two described and interpreted messages and themes across whole literacy sessions.
**Level Three** described and interpreted the "content" or "nature" of the literacy message categories and themes across the whole literacy session in relation to the keyword facility.

It was concluded that the analytic code needed to be further developed in terms of ease of use and cost effectiveness of time, as well as the degree of usefulness to classroom teachers.

vii) **Summary Story**

The literacy message analytic code (keywords, categories, subthemes and themes used in the final analysis) was fundamental to describing and interpreting the nature of the literacy messages in each session.

The analytic code developed for describing and interpreting literacy messages is a multipurpose procedure. Teachers could apply it to observations of their own practices as a tool to describe and interpret literacy messages which they present in their classroom. This would assist each teacher to become aware of and improve their own practices. The analytic code could also be used by peers and supervisors to provide feedback about what teachers appear to be doing in terms of presenting literacy to students in a classroom.

The final part of this chapter describes the measures taken to ensure credibility and trustworthiness in the data collection and analysis of data throughout the emergent design and the development of the analytic code.
PART D: CREDIBILITY OF THE PROJECT

4.6 Trustworthiness of Data and Interpretation

The resultant emergent design of this project and the code development which I have previously described (Section 4.5), is the culmination of several rigorous and comprehensive credibility measures (Lincoln & Guba 1985). In this project, rigour was established in two ways. Firstly rigour was achieved through my prolonged observation of teachers in classroom contexts as evidenced in the field notes and transcripts over a period of time. Secondly, sustained engagement occurred with the data as I continually examined and looked for categories and patterns of categories. The credibility of the data and the method of the emergent design is of utmost importance in naturalistic inquiry. I will define the means of establishing credibility in the following sections and indicate how this occurred in this project.

4.6.1 Thick Description.

The natural phenomenon, teacher initiated literacy messages which was the focus of this project has been described in ways that are called "thick description". There are various evolving concepts of "thick description". Geertz (1973) saw this as recording the meanings that participants attach to particular social behaviours as well as directly identifying what the knowledge obtained reveals about that community. Extending on this, Guba and Lincoln (1981) emphasised the close description of the phenomenon in relation to its circumstances, character and nature. They suggested the case study is an example of "thick description" as it is "holistic and lifelike" (1981:375) and grounded as it emerges from the context without a priori instrumentation or hypothesis.

Recording the "feel" as well as the "facts" of the phenomenon was crucial to "thick descriptions" according to Fetterman (1989). He stated that verbatim quotes convey a person's deepest feelings and thoughts and often provide insights into the person's worldview. Similar to Geertz (1973) and Guba & Lincoln (1981), he suggested that the written record conveys both the cultural interpretation of the phenomenon as well as the ethnographer's interpretation.

In writing the "thick description", researchers "aim beneath manifest behaviour to the meaning [which] events have for those who experience them" (Eisner 1991:35). In this writing, Eisner emphasises, like Fetterman, the "feel" of the phenomenon, where lively descriptive writing invites the vicarious participation by the reader. Eisner explores interpreting the phenomenon in two ways. Researchers firstly attempt to "account for what they have given account of" (1991:35), in other words, exploring and
explaining the description. Secondly researchers attempt to interpret what these experiences mean for those participants in the situation.

In this project, Case Study B illustrates "thick description" in the Guba and Lincoln (1981) sense. There is much detail about the phenomenon, that is presented in descriptive (Section 5.4.1) as well as interpretative ways (Sections 5.4.2, 5.4.3, 5.4.4 and 5.4.5). Verbatim quotes as identified by Fetterman (1989) were continuously drawn from the transcripts to be included in the field notes in this project. Although most of the writing is not in the evocative style promoted by Eisner (1991), the case study demonstrates much about the circumstances, nature and characteristics identified by Guba & Lincoln (1981). Thick descriptions of Literacy Session B (Section 5.4.1), Case Study C (Appendix N) and Case Study D (Appendix O) are written in the style indicated by Eisner to convey the "feel" of the phenomenon and to invite engagement from the reader. This writing, as mentioned in 5.4.1 was done at the end of much analysis, writing and editing.

In terms of Eisner's view of "thick description", I have attempted to account for (exploring and explaining literacy messages) what I have made an account of (describing teacher literacy behaviours) within Levels One, Two and Three of the code in Case Study B. The second aspect of Eisner's interpretation, examining what teacher literacy behaviours mean for the students in the setting is outside the boundaries for the present project.

4.6.2 Member Checking

Member checking occurs when participants in the project revise and confirm the data and interpretations throughout the project (Guba and Lincoln 1981, 1982, Lincoln & Guba 1985).

Key participants in this project, the teachers, have taken the opportunity at length to member check the data which was gathered (Appendix E). I visited Carole in the classroom and took responsibility for the class for several sessions so she regularly had the time and quietness in the staffroom to read, comment, alter and sign the classroom observations. Barbara and Dianna read and responded to the classroom observations by taking them home to read. The classroom observations have been amended where deemed necessary by the classroom teachers and signed as accurate records of classroom literacy sessions. Throughout this process of member checking, only minor adjustments were made, such as when spelling of children's names was
corrected. This practice also constituted an example of triangulation: the checking of one source of data against another.

4.6.3 Triangulation

Triangulation occurs where description, interpretations and evaluations of sources of data or mixed or multiple strategies (Hitchcock & Hughes 1989) are checked with each other to confirm patterns (Guba & Lincoln 1981; Lincoln & Guba 1985) or reveal differences and inconsistencies (Mathison 1988). This is a form of structural collaboration (Guba and Lincoln 1981) which means identifying a proposition and checking it with other sources of data or data that has been gathered by different methodology. Denzin (1971) in Guba and Lincoln (1981:107) stated..

triangulation forces the observer to combine multiple data sources, research methods and theoretical schemes in the inspection and the analysis of behavioural specimens. It forces him to situationally check the validity of his causal propositions ... It forces him to temporarily specify the character of his hypothesis ... It directs the observer to compare the subjects theories of behaviour with his emerging theoretical scheme. The naturalist must have an intimate familiarity with all his sources of data so he can count which ones to discount, which ones to treat as negative cases, which ones to build into his representative cases (1981:107) related to teacher initiated literacy messages conveyed in the classroom.

Webb et al (1966:116) stated that "Once a proposition has been confirmed by two or more measurement processes, the uncertainty of its interpretation is greatly reduced." However, Mathison (1988) suggested that this does not always occur and that triangulation may present variations which the researcher needs to be able to explain. She discusses convergence, inconsistency and contradictory forms of triangulation.

In this project, I initially planned to triangulate core and supplementary sources of data in this project, as previously mentioned, since data was collected from a variety of sources. However, as the focus of the emergent design developed in terms of teacher initiated literacy messages, data from one literacy session, (observations and transcripts) were triangulated to develop "thick description" in the classroom observations. Direct speech from the transcripts that was relevant to the project focus was included in the classroom observations. This constituted one way of establishing credibility in the project. Triangulation also occurred during the development of the code. Classroom observations from Classrooms B, C and D were triangulated against each other in order to develop further the system of keywords, categories, subthemes and themes of literacy messages. This process offered some similar and some different categories of literacy messages which enabled a fuller range of literacy message categories to be developed. I have explored this at length in the previous section.
4.6.4 Peer Debriefing

This is the process where informed but impartial colleagues read, check and discuss the interpretations and patterns identified in the data by the researcher. The purpose of this procedure is to keep the researcher "honest", provide a testing arena for interpretations and future emergent design stages, to help provide an audit trail, and to relieve stress (Guba and Lincoln 1982).

Peer debriefing took place several times with individuals and small groups throughout this project. This constantly occurred in relation to the identification of the literacy message categories and the establishment of the patterns of subthemes and themes within the literacy messages categories (Appendix M).

Peer debriefing played an important role in the development of the emergent design and the analytic code. The peers' role in the peer debriefing was to keep me honest and provide me with the forum to make my presuppositions and emergent design explicit and propositional as demonstrated in the written discussion relating to the emergent design and the code development in Section 4.5.

4.6.5 Prolonged Engagement

The researcher's lengthy engagement on the site and with the data has been promoted as ways to reduce the researcher's impact on the context as well as providing opportunities to check presuppositions. Prolonged engagement also helps to procure time to determine significant features of the context and to refine the focus of the inquiry (Guba & Lincoln 1982).

This project had taken place over a period of three years with familiarity visits (Terms 2 and 3, 1988), an intensive period of data collection over two school terms (Term 4 1988 and Term 1 1989) and irregular visits in 1990. This engagement involved weekly visits to the classroom for observation of literacy sessions, as well as interviewing students and teachers. During this time I became a familiar face in Suburban School and so was able to engage freely in discussions with teachers and students about their daily events. Evidence of my acceptability onto the school site was reflected through invitations to join staff in social events at the school and regular discussions with the principal as well as presenting and participating in a staff development course.
As well as long term engagement on the site, long term engagement occurred with the data. I was involved in continuous rereading and refining categories in the data which took place during the emergent design and code development as presented in Section 4.5. This led to my familiarity with and knowledge of the nature and range of the data which was important to the development of keywords, categories, subthemes and themes within the analytic code.

4.6.6 Audit Trail

A clear audit trail has been left for the reader to confirm and reflect upon the path which the project has taken. The audit trail needed to offer detailed information of data collection, data analysis and decision making throughout the project (Guba & Lincoln 1982; Gotez and LeCompt 1984). The audit trail involved the thick descriptions in observations of literacy sessions, member checks of classroom observations, triangulation of data and coding systems, peer debriefings of emergent design and code development. All these features contribute to the checks and balances which provide credibility and trustworthiness of the data and the processes of data analysis.

4.7 Conclusions

In this chapter I have described in detail aspects of the methodology, the context of the project, the phases of the research design, as well as features utilised to ensure the credibility of the processes involved.

The following chapter will present one of the three case studies developed from the application of the analytic code to one classroom observation of a literacy session in Classroom B.
CHAPTER FIVE

APPLICATION OF ANALYTIC CODE: CASE STUDY B

5.1 Introduction

The evolving design, as previously explained in Chapter 4, demonstrated the careful construction of an analytic code. This code provided the means of describing and analysing teacher initiated literacy messages.

The purpose of this chapter is to describe the use of the code as it is applied to a discrete set of data of one classroom literacy session and the literacy messages that emerge to develop into a case study (Case Study B). This chapter sets out to answer the following questions:

i) Does the code work?

ii) Can it be applied to classroom data in ways that can inform and illuminate the nature of literacy messages in a classroom session?

As previously discussed in Section 4.5.1.5 iv), a code is a procedure of classification (Fleet & Cambourne 1989) which demonstrates two essential features: two or more categories relevant to the data; rules relevant to the nature of the phenomena being studied which are used for allocating data to these categories. Coding is a procedure which reduces the data into manageable dimensions and which enables the researcher to gain access to the meanings within the data. With an ideal code, the rules which are constructed, result in data being identified in only one category, hence the categories are seen as mutually exclusive.

In the following sections of this chapter, I will describe:

i) the processes and levels involved in applying the code (Sections 5.2; 5.3);

ii) the outcomes of the application of the code to one set of data and what the code identifies in terms of literacy messages (Section 5.4);

iii) the possible future directions of the code (Section 5.5).

5.2 Processes in Applying the Code

Table 5.1 illustrates the sequential processes that need to be followed for the purpose of identifying literacy messages presented within a session.
TABLE 5.1
Processes in Applying the Code

<table>
<thead>
<tr>
<th>Step 1:</th>
<th>• Field Notes of the teacher's behaviour in one literacy session</th>
</tr>
</thead>
<tbody>
<tr>
<td>Step 2:</td>
<td>• Identification of Episodes within literacy session in written field notes</td>
</tr>
<tr>
<td>Step 3:</td>
<td>• Identification of Literacy Signs within each episode in written field notes</td>
</tr>
<tr>
<td>Step 4:</td>
<td>• Identification of Message, Subtheme &amp; / Theme Categories of each literacy sign by asking questions (Table 5.2) and completing data base</td>
</tr>
<tr>
<td>Step 5:</td>
<td>• Identifying keywords for each literacy sign</td>
</tr>
</tbody>
</table>

From the field notes, the person applying the code would need to identify various episodes for which there was a different purpose for literacy learning. From close examination of these field notes for each episode, the coder must identify signs (sentences which refer to teacher's behaviour relevant to literacy). The coder then needs to interpret messages and keywords from each sign by classifying the signs according to the rules for categories set out in Table 5.2. and Figure 5.1.

An example of each step in the process of applying the code and a covering explanation follows.

**Step 1: Field Notes On A Teacher's Behaviour (The Signs Evident) In One Literacy Session.**

Explanation: In applying the code, the first step is to take field notes of a literacy session. If the teacher initiates this as a form of self evaluation, then a peer may be taking the field notes of the teacher's behaviour in one literacy session and the teacher would proceed to apply the code from Step 1 onwards themselves. On the other hand, an observer could take the field notes of the teacher's behaviour and apply the codes to the observation to provide feedback for the teacher.

**Step 2: Identification Of Episodes Within The Literacy Session.**

Explanation: The person applying the code (known from here on as the coder) to the set of field notes, first identifies various episodes for which there were different purposes for students' literacy learning, for instance, News, Shared Reading.
Step 3: Identification Of Literacy Signs Within Each Episode

Explanation: Within the field notes for each episode, the coder identifies literacy signs (sentences which refer to the teacher's behaviour relevant to literacy behaviours). These literacy signs become the units of analysis and are entered onto a computerised data base. In the following sample of field notes, signs are underlined.

Field Notes
Carole says that, before the children go back to their desks, she wants them to do something else. She turns to the chalkboard and draws a rectangle with lines across it. She says that the children have told her about what they like and about themselves, but she has a poor memory. She asks the children to write their names in the top right-hand corner. She asks S. to show where that is on the diagram on the board. S. does this. Carole makes a cross on the line below and says this is where she wants the children to tell her about themselves. She says, "I can keep a file and I know what J. likes."

Step 4: Identification Of Message, Subtheme &/ Theme Categories Of Each Literacy Sign

Explanation: The coder sorts each sign into an appropriate message category using explanatory guide-lines (Figure 5.1 & Table 5.2). It is possible that one sign will convey more than one message, thus it is categorised more than once on the computerised data base, as shown in the following example.

At the same time, the coder identifies the associated subtheme or/and theme details for each literacy sign. Subthemes and themes are broad descriptors of Understandings and Processes concerned with literacy.

<table>
<thead>
<tr>
<th>Sign</th>
<th>Message, Subtheme &amp;/Theme Categories</th>
</tr>
</thead>
<tbody>
<tr>
<td>C says that, before the children go back to their desks, she wants them to do something else.</td>
<td>B3 Procedure, A6 Grouping, C6 Control of Experiences</td>
</tr>
<tr>
<td>She turns to the chalkboards and draws a rectangle with a line across it. Resources</td>
<td>B2 Planned Writing, B3 Procedure, B5 Use of Material</td>
</tr>
<tr>
<td>She asks the children to write their names in the top right hand corner.</td>
<td>B6 Grouping, B3 Procedure, B2 Planned Writing, A8 Functionality</td>
</tr>
</tbody>
</table>
Step 5: Identification Of Keywords For Each Literacy Sign.

Explanation: The coder draws on the keywords of various messages and provides the actual content of the messages that have been conveyed. This may be done in either of two ways, by naming the item focussed upon or by referring to the content or nature of the literacy message, as seen in the following example.

Sign: 252
B retells the story.

Message, Theme and Subtheme Categories:
A4 Expression of Meaning
C4 Focus of Meaning
D6 Knowledge

Keywords:
• retell
• text
• story (Three Billy Goats Gruff)
FIGURE 5.1
Range of Potential Messages Possible with the Code

LITERACY ACTS

INCIDENTAL LITERACY ACTS
- Reading
- Writing

PLANNED LITERACY ACTS
- Reading
- Writing

WAYS TO DO LITERACY

Process
Procedure
Product
Knowledge
Assessment of Ways to Do Literacy

WAYS TO MAKE MEANING

Variety of Expression
Meaning Development
Meaning Focus
Meaning Connections
Assessment of Ways to Make Meaning

SUPPORT TO HELP YOU DO LITERACY

MATERIAL RESOURCES
- Distribution
- Use

HUMAN RESOURCES
- Grouping
- Behaviour
- Control of Literacy Experience
- Emotional Development
- Assessment of Human Resources
- Response

RATIONALE FOR DOING LITERACY
- Functionality
- Pleasure

GRADE REFERENCE
- Grade Reference
<table>
<thead>
<tr>
<th>TABLE 5.2 Rules for Applying Analytic Code</th>
</tr>
</thead>
</table>

**MESSAGES OF LITERACY ACTS**

**MESSAGES OF INCIDENTAL LITERACY ACTS**
- A1 Incidental Reading
- B1 Incidental Writing

**MESSAGES OF PLANNED LITERACY ACTS**
- A2 Planned Reading
- B2 Planned Writing

**MESSAGES OF WAYS TO DO LITERACY**
- A3 Process
- B3 Procedure
- C3 Product
- D3 Knowledge
- E3 Overt Assessment of Ways

**MESSAGES OF MEANING MAKING**
- A4 Variety of Expression
- B4 Meaning Development
- C4 Focus of Meaning
- D4 Meaning Connections
- E4 Overt Assessment of Meaning Making

Teacher reads outside literacy program
Teacher writes outside literacy program

Teacher reads within literacy program
Teacher writes within literacy program

Teacher refers to processes of reading or writing literacy
Teacher refers to procedures of reading or writing literacy
Teacher refers to products of reading or writing literacy
Teacher refers to knowledge concerned with reading or writing
Teacher focuses on assessment of above ways to do literacy

Teacher expresses meaning in a variety of ways like retelling, story telling, drama, use of illustrations, objects, symbols, photos
Teacher develops meaning by discussing, recalling, refining, extending, interpreting
Teacher refers to focus of meaning, i.e. word, text, open or beyond the text
Teacher makes meaning connections between current meaning making and children's own understandings and experiences, teacher's understandings and experiences on to past texts
Teacher assesses meaning making, i.e. variety of expression of meaning, development of meaning, levels of meaning, meaning connections
MESSAGES OF SUPPORT TO HELP YOU DO LITERACY

MESSAGES OF MATERIAL RESOURCES
A5 Distribution of Material Resources

B5 Use of Material Resources

MESSAGES OF HUMAN RESOURCES
A6 Grouping

B6 Preferred Behaviour

C6 Control of Literacy Experiences

D6 Emotional Support

E6 Overt Assessment of Above Human Resources

F6 Responses

MESSAGES OF GRADE REFERENCE
A7 Grade Reference

MESSAGES OF RATIONALE FOR DOING LITERACY
A8 Functionality

8 Pleasure
Teacher focuses on *distribution of material resources*, i.e. space, furniture, texts, artefacts (child and teacher made) equipment - pencils, pencil sharpeners etc. and supplies - paper, time etc.

Teacher focuses on *use of material resources*, i.e. space, furniture, texts, artefacts (child and teacher made) equipment - pencils, pencil sharpener etc., supplies - paper, time, etc.

Teacher refers to *grouping of children* - individually, pairs, small group or whole group.

Teacher promotes *preferred behaviour* like "togetherness", hand signals, look, pay attention, seating positions, turntaking, ownership of possessions, individual rates.

Teacher *orchestrates the literacy experience*, i.e. stopping, starting, continuing.

Teacher *promotes children's emotional development* by focusing on originality, individuality, decision making, risk taking, likes, dislikes.

Teacher *assesses* groupings of children, preferred behaviour, orchestration of experience or children's emotional development.

Teacher *responds to child or children* as she praises, accepts, agrees, repeats, rejects, seeks children's involvement.

Teacher *refers to grade level* of children.

Teacher refers to the *functionality of reading or writing*.

Teacher refers to the *pleasure of reading or writing*.
Figure 5.1 and Table 5.3 detail the whole range of possible categories with which the teacher could draw upon for coding literacy signs and interpreting messages, subthemes and themes. After interpreting messages for each sign, the coder identifies groups of messages or themes or subthemes of messages within episode and across the literacy session as a whole. When filling the data base for each literacy sign, the keyword refers to the actual content of each message. By drawing on the keywords of the various messages, the coder identifies the actual content of the messages the teacher conveyed within a classroom literacy session.
<table>
<thead>
<tr>
<th>THIS IS WHAT LITERACY IS</th>
<th>WAYS TO DO LITERACY</th>
<th>WAYS TO MAKE MEANING</th>
<th>SUPPORT TO HELP YOU DO LITERACY</th>
<th>RATIONALE FOR DOING LITERACY</th>
</tr>
</thead>
<tbody>
<tr>
<td>Theme 1</td>
<td>Theme 2</td>
<td>Theme 3</td>
<td>Theme 4</td>
<td>Theme 5</td>
</tr>
</tbody>
</table>

**INCIDENTAL LITERACY ACTS - OUTSIDE PROGRAM**

- **A1 Reading** name
- **B1 Writing** name

- **A3 Process** name
- **B3 Procedure** name
- **C3 Product** name
- **D3 Knowledge** book, print, language, genre,
- **E3 Overt Assessment** of above

- **A4 Variety of Expression** retelling, drama, object, story telling, illustrations, symbols, lists, diagrams expressive reading

- **B4 Meaning Development** - discuss
  - recall
  - refine
  - extend
  - interpret

- **C4 Meaning Focus** - word
  - text
  - open

- **D4 Meaning Connections** (links to knowledge & experience)
  - child
  - teacher
  - past text/s

**PLANNED LITERACY ACTS**

- **A2 Reading** name
- **B2 Writing** name

- **A5 Distribution** name
- **B5 Use** name

**MATERIAL RESOURCES**

- **A8 Function** name
- **B8 Pleasure** name

**HUMAN RESOURCES**

- **A6 Grouping** whole group, small group individual
- **B6 Preferred** Behaviour name
- **C6 - Control of Literacy** Experiences name
- **D6 Emotional** Support name
- **E6 Overt Assessment** of above name

- **F6 Response:**
  - praise
  - accept
  - agree
  - repeat
  - reject
  - seeks children's
  - involvement

**GRADE REFERENCE**

A7 - Grade name

---

Key:

- **T:** Themes: BOLD CAPS
- **ST:** SUBTHEMES: CAPS
- **M:** Message: underlined
- **K:** Keyword: helvitica
5.3 Levels within the Code

Within the code, there are various levels of description and interpretation as indicated in the previous section 5.2. Table 5.4 further demonstrates the use of these levels within the code.

TABLE 5.4
Levels of Analysis Within the Code

<table>
<thead>
<tr>
<th>Level One: Episode Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Frequency of Literacy Messages</td>
</tr>
<tr>
<td>• Interpretation of Frequency of Literacy Messages</td>
</tr>
<tr>
<td>• Interpretative Summary of Themes and Subthemes</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Level Two: Literacy Session Level - Themes</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Frequency of Themes and Subthemes</td>
</tr>
<tr>
<td>• Interpretation of Themes &amp; Subthemes</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Level Three: Literacy Session Level - Keywords within Themes</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Frequency of Keywords</td>
</tr>
<tr>
<td>• Interpretation of Keywords within Themes &amp; Subthemes</td>
</tr>
</tbody>
</table>

In **Level One** of the code, the literacy session is divided into episodes which represent sections of the literacy session where the teacher has a different purpose for the students' learning. Within each episode, the coder identifies sentences within the field notes which are literacy signs, and hence, the units of analysis. The criteria for selection of sentences as literacy signs/units of analysis relates to whether the teacher's behaviour has relevance to literacy. Each literacy sign is entered in a computerised data base and the coder interprets up to 4 different literacy messages and identifies the corresponding subthemes, themes and keywords through the use of rules in Table 5.2. Subthemes and themes are patterns of messages which are broad descriptors of Understandings and Processes concerned with literacy. In this code, the subthemes and themes of messages which relate to major understandings are Themes 1 and 5 and those which relate to processes are Themes 2, 3 and 4. The keywords which apply to some messages (principally in the Processes Themes, Themes 2, 3, 4), refer to the content or the nature of the messages. In the Understandings Themes (Themes 1 & 5), the actual titles of texts or explicit purposes are recorded as key words in the code.
Table 5.3 details the range of messages, subthemes and themes which could be identified. A letter and number prefix is used to represent independently the corresponding message in some parts in the following case study, in the labelling of the column graphs, pie charts and so on. The message categories in Table 5.3 have been arranged in themes and subthemes as I explained in Chapter 4. This table has been listed again in this chapter for the reader's convenience. After a detailed description and interpretation of literacy messages within each episode in Level One of the code, the coder is able, in Level Two, to describe and interpret themes and subthemes across the whole literacy session.

In Level Three of the code, the coder can then describe and interpret the keywords associated with the messages earlier identified. These keywords relate to the actual nature of the literacy messages.

5.4 Application of the Code: Case Study B

This section describes how I applied the analytic code to one literacy session. It was an initial attempt to explore the code's potential for describing and interpreting the type and frequency of literacy messages which teachers generate and transmit in literacy sessions. The particular literacy session was selected for the case study in this thesis as it represented a "typical" classroom session, as such we need to know more about what happens in the regular classroom. However, it goes without saying that each "typical" classroom session will be "unique" and will differ from others.

5.4.1 Description of Literacy Session B

This literacy session occurred in the first week of the last quarter of the year with Barbara (Teacher B) and a composite Year 1/Year 2 class of 28 children. The literacy session was the first for the day and commenced about 9.30 am, concluding for recess at 11.00am. Barbara had just returned to teaching after being on leave for twelve months. Some parts of the literacy session, that is reported in this case study, formed part of a current class unit of work, "Olden Days." The children had been interviewing their parents and grandparents about the "Olden Days". They had compiled family trees and were bringing "olden times" objects for sharing with their peers. Many of the students' writing and reading tasks, at this time, were associated with the "Olden Days" theme.
Thick Description of the Literacy Session.

A thick description of the literacy session follows: a precis of what happened. This narrative offers a wholistic view of the session prior to the description and interpretation of literacy messages, subthemes and themes within episodes and across episodes in the various levels of analysis. This narrative account, however, was developed at the end of the description and interpretation utilising the analytic code, rather than at the beginning.

During Housekeeping, Barbara called the roll and asked for swimming permission notes as the students sat on the floor at the front of the room. She also asked the students as a whole group if they had their homework. The purpose of the teacher's behaviour here relates to classroom administration, in this sense it can be labelled as a "Housekeeping" episode within the literacy session.

Following this, Barbara read a shared book, "Great Grandma Remembers", which was related to the unit of work. Shared books are large sized books designed to be read in cooperative situations, enabling groups of students access to the text and the illustrations. Barbara talked about the meaning of words such as threepence and meanings which extended beyond the text, for instance, "Who's going to the Bicentennial Airshow?" As Barbara read the book, she made many links to her own and the students' life experiences and consistently referred to "Olden Days" objects and illustrations in the book. The purpose of the teacher's behaviour was to read a book cooperatively with the students and through discussion, to extend their understandings of the associated meanings. This episode can be labelled "Shared Book Experience - Great Grandma Remembers".

Next Barbara and the students "showed and telled" about their many items (irons, photos, books, camera). There was much discussion between the teacher and students. Barbara spoke about the items and referred to her own life and those of students'. Although the class interacted as a whole group, Barbara asked questions and encouraged participation from individual students within the session. Barbara read environmental print for instance, dates of coins, photos, titles of books and directions on items as on the Robot Roller concerning how to reduce fat as she showed the items to the students. The purpose of the teacher's behaviour was to facilitate students' sharing of items...
and to promote discussion about these items. This episode can be labelled "Show and Tell - Olden Days Items".

Barbara then took the class to the assembly hall to watch a weekly educational program with another Year 1 class.

When the class returned to their room, Barbara read the shared book, "Three Billy Goats Gruff", to the whole class. The students joined in the reading for various parts, especially the refrains ("Trip Trap!"). During this sharing, Barbara read the text herself and she asked the students many questions throughout the readings. Whilst her questions aimed at the text level she often asked the students to think critically. Most of Barbara's interactions were class focused, not focussed on individuals. The purpose of the teacher's behaviour was to cooperatively read a book and extend the students' understandings through discussion. This episode can be labelled "Shared Book Experience - Three Billy Goats Gruff".

As a conclusion to the literacy session, Barbara lead the class through a group drama, which revisited the story of the shared book, "Three Billy Goats Gruff", which they had just read. Barbara and the students moved the furniture and sat together in a circle. Barbara moved a couple of desks into the centre of the space to create the bridge in a setting from the text. She selected students to dramatise the roles as she retold the story. Next, Barbara nominated an individual to retell the story as she selected other students to act the story out again. After a brief discussion, the furniture was replaced and the students went to recess. The purpose of the teacher's behaviour was to revisit and extend the students' understanding of meanings in the text through the role playing of the story. This episode can be labelled "Drama - Three Billy Goats Gruff".

5.4.2 Level One: Episode Description and Interpretation of Messages, Subthemes and Themes in Literacy Session B:

This literacy session included 5 episodes. These were:

i) Housekeeping;
ii) Shared Book - "Great Grandma Remembers";
iii) Show and Tell - "Olden Days" Items;
iv) Shared Book - "Three Billy Goats Gruff";
v) Drama - "Three Billy Goats Gruff".
Level One of the code focuses on the description and interpretation of messages, subthemes and themes at the episode level. Its application to this literacy session is explained below in further detail.

5.4.2.1 Purpose and Procedures

By identifying potential literacy messages and their corresponding subthemes and themes within each episode, the presence, range and distribution of messages become apparent. The degree of description and interpretation is outlined in the following sub-sections a, b, and c.

a) Frequency of Literacy Messages

The frequencies of literacy messages in episodes in this literacy session are presented through the use of column graphs and a table. The letter/number code (for instance A1, B6) of each message evident in the column graphs and tables, refers to message categories as previously described and listed in Table 5.3. For each episode in Level 1, the frequency of message categories is presented in a table, which presents only the range of messages identified in that episode, together with an example of a corresponding sign from the classroom observation and a frequency count from each identified message. Signs from the field notes are written in italics for the remainder of the chapter.

b) Interpretation of Frequency of Literacy Messages

The description of literacy messages is followed by an interpretation of the relative frequency of the particular messages, via the percentages of the particular messages to all messages, within each episode. This is illustrated through the use of pie charts and discussion. Messages are interpreted as being either, the most frequent, frequent or infrequent. "Most frequent" messages were those of greatest occurrence within the episode. "Frequent" messages were those prevalent but not considered "Most frequent". "Infrequent" messages were those occurring the least number of times. Due to the varying number of signs in each episode the relative percentages of messages referred to by those terms, "most frequent", "frequent" and "least frequent" vary between episodes.

c) Interpretative Summary of Subthemes and Themes of Literacy Messages

Concluding Level One Description and Analysis is an interpretative summary discussing the cumulative patterns of subthemes and themes in the literacy messages from episode to episode and within the whole literacy session. Identification of
messages occurs in terms of "Strong" that is the most frequent; "Prevalent", that is, frequent; and "Weak", that is, infrequent and absent subthemes and themes.

5.4.2.2 Level One Description and Interpretation of Literacy Messages. Subthemes and Themes in Literacy Session B:

i) EPISODE 1: HOUSEKEEPING
a) Description of Literacy Messages

Barbara marked the roll and collected permissions notes for swimming. The literacy messages, which Barbara conveyed, are presented on Figure 5.1

FIGURE 5.1
Episode 1: Messages in Housekeeping

Table 5.5 indicates the range of message categories identified, an example of a sign from the classroom observation and a frequency count of the message categories for the first episode.
TABLE 5.5
Episode 1: Examples and Frequency of Housekeeping Messages

<table>
<thead>
<tr>
<th>MESSAGE</th>
<th>EXAMPLE</th>
<th>FREQUENCY</th>
</tr>
</thead>
<tbody>
<tr>
<td>A1 Incidental Reading</td>
<td>1 ... and calls the roll</td>
<td>1</td>
</tr>
<tr>
<td>B5 Material Resources</td>
<td>2 She picks up the roll and a pen</td>
<td>5</td>
</tr>
<tr>
<td>A6 Groupings</td>
<td>9 T then asks if everyone has homework.</td>
<td>2</td>
</tr>
<tr>
<td>B6 Preferred Behaviour</td>
<td>9 T then asks if everyone has homework</td>
<td>2</td>
</tr>
<tr>
<td>A8 Functionality of Literacy</td>
<td>7 ... and asks if anyone has swimming notes</td>
<td>4</td>
</tr>
<tr>
<td>Total Messages</td>
<td></td>
<td>16</td>
</tr>
</tbody>
</table>

b) Interpretation of Frequency of Literacy Messages

The frequency of messages in relation to each other is shown in Figure 5.2.

FIGURE 5.2
Episode 1: Comparison of Messages in Housekeeping

The most frequent message in this episode related to Material Resources (B5) (22.7%) and Grouping (A6) (22.7%). Barbara conveyed many messages concerning the use of Material Resources which accounted for almost a quarter of the small number of messages in this episode. Most of these messages were associated with her use of
resources during the housekeeping routines, that is, marking the attendance roll,
collecting permission notes for swimming, for example, 2 (sign number) *She picks up the roll and a pen.* The grouping messages all concerned the whole group as an entity, with no mention of individuals or small groups.

Frequent Messages included Rationale (A8) of Literacy (18.2%), and Preferred Behaviour (B6) (9.1%). Barbara's messages about the Rationale promoted real and functional reasons for using literacy, for instance, *7 ... and asks them if anyone has their swimming notes.* Preferred Behaviour messages concerned the notion of individual work and children's use of hand signals in order to join in the class interactions.

Infrequent messages related to Incidental Reading Acts (A1) (4.5 %) and Control of Literacy Experience (C6) (4.6%). Barbara conveyed Acts of Incidental Reading as she read the roll as part of general administration. As she asked the children if they had brought in items for "show and tell", Barbara closed the housekeeping episode and began the next literacy episode.

c) Interpretative Summary of Themes

In this opening episode for the literacy session, as Barbara called the roll and collected swimming notes, she conveyed strong messages that contributed to the theme of Support for Doing Literacy (Theme 4). This occurred through the message categories, Use of Resources (B5), Grouping (A6) and Preferred Behaviour (B6). These messages constituted 80.9% of all messages in this episode. Barbara conveyed the Rationale for Doing Literacy theme (Theme 5) as she did the roll call and administered permission notes: real reasons for doing literacy that were associated with the children's lives. This comprised almost a fifth of the messages in this episode. Messages within the Literacy Acts theme (Theme 1) presented the weaker messages (4.5%) as Barbara read the roll. In this episode absent message themes included Making Meaning (Theme 4) and Ways to Do Literacy (Theme 3).
ii) EPISODE 2: SHARED BOOK - "GREAT GRANDMA REMEMBERS"

a) Description of Literacy Messages

In this episode, Barbara read a shared book with the class. The book, "Great Grandma Remembers", was related to the focus of the current theme in the classroom. The messages in this episode are illustrated in Figure 5.3 and Table 5.6.

FIGURE 5.3

Episode 2: Messages in Shared Book Experience - "Great Grandma Remembers"
TABLE 5.6

Episode 2: Examples and Frequency of Messages in Shared Book Experience - "Great Grandma Remembers"

<table>
<thead>
<tr>
<th>MESSAGE</th>
<th>EXAMPLE</th>
<th>FREQUENCY</th>
</tr>
</thead>
<tbody>
<tr>
<td>A2 Planned Reading</td>
<td>16 T starts reading the book</td>
<td>3</td>
</tr>
<tr>
<td>A3 Process</td>
<td>17 She points to the words as she reads</td>
<td>2</td>
</tr>
<tr>
<td>B3 Procedure</td>
<td>13 We're not going to stop and talk about it</td>
<td>3</td>
</tr>
<tr>
<td>A4 Meaning</td>
<td>19 She points to the picture and says &quot;What's this?&quot;</td>
<td>4</td>
</tr>
<tr>
<td>Expression</td>
<td></td>
<td></td>
</tr>
<tr>
<td>C4 Meaning Focus</td>
<td>21 ... stops at the word &quot;sixpence&quot;</td>
<td>10</td>
</tr>
<tr>
<td>D4 Meaning Connections</td>
<td>24 T asks if anyone is going to the Bicentennial Airshow.</td>
<td>6</td>
</tr>
<tr>
<td>E4 Assessment of Ways to Make Meaning</td>
<td>18 T stops at the word &quot;crank&quot;.</td>
<td>1</td>
</tr>
<tr>
<td>A5 Distribution of Resources</td>
<td>15 T gets the big book &quot;Great Grandma Remembers&quot; and puts it on the stand beside her chair at the front of the room.</td>
<td>1</td>
</tr>
<tr>
<td>A6 Grouping</td>
<td>16 We'll just read through it</td>
<td>3</td>
</tr>
<tr>
<td>C6 Control of Literacy Experiences</td>
<td>12 T says then &quot;First of all we might read through our book about the olden days.</td>
<td>2</td>
</tr>
<tr>
<td>Total Messages</td>
<td></td>
<td>35</td>
</tr>
</tbody>
</table>
b) Interpretation of Frequency of Literacy Messages

The relativity of messages in this episode is demonstrated in Figure 5.4.

FIGURE 5.4

Episode 2: Comparision of Messages in Shared Book Experience - "Great Grandma Remembers"

Within this episode, the most frequent messages Barbara promoted, related to Meaning Focus (C4) (28.6%), Meaning Connections (D4) (17.1%), Meaning Expressions (A4) (11.4%)

Barbara emphasised Meaning Focus messages as they constituted over a quarter of all messages in this episode. In this episode, she paid slightly more attention to open and text levels of meaning (both 11.4%). Open levels of meaning were shown in 11 T asks the children if they brought in any olden days things. References are made to text focus; 22 T says "I know there's some people who brought in things that are in this book." She placed less emphasis on word levels (5.7%); for instance, 21 ... stops at the word threepence. Some Meaning Connection messages (17.1%) were identified. These included links made to the children's lives and experiences (11%) and to past texts they had encountered (5.7%). Barbara promoted messages of Meaning Expression (11.4%). For example, she often used illustration: 19 She points to the picture and says "What's this?". Objects were also used to promote a variety of Meaning Expression as shown in 22 T says "I know there's some people who brought in things that are in this book."
Frequent messages related to Grouping (A6) (8.6%) and Procedures (B3) (8.6%) and Planned Reading (8.6%). The grouping messages Barbara conveyed in this episode all focused on the whole class working as a whole group, that is, all children read or listened or looked at the book, as illustrated by, 12 "[Barbara] says then "First of all we might read through our book about the olden days." In this sign, "we" refers to the teacher and whole group reading together. Planned Literacy Acts occurred as 8.6% of the literacy messages for this episode, although this count was deceiving as the periods of reading to and with the class were lengthy as the teacher read the whole book. In this episode, Barbara conveyed several messages regarding the Procedures (B3) for the reading, (8.6%) as evidenced in 13 "We're not going to stop and talk about it. We'll just read through it."

Among the less frequent messages were Process (A3) (5.7%), Control of Literacy Experience (C6) (5.6%), Distribution of Resources (A5) (2.9%) and Assessment of Ways to Make Meaning (E4) (2.95).

Barbara controlled the literacy experiences and promoted the Process (A3) of reading, through predicting meaning as she started and stopped the shared reading experience. She pointed to text being read and by reading aloud to start the children's reading. Distribution of Resources (A5) (2.9%) related to the distribution of resources, the teacher selecting and physically introducing the shared book to the children.

c) Interpretative Summary of Literacy Themes

In this episode of Shared Book Experience Barbara promoted several themes of literacy messages. The theme of Meaning Making (Theme 3) was the most prevalent, 62.9% of the messages. In the reading of "Great Grandma Remembers", Barbara emphasised Meaning Focus mainly at the open level. She made Meaning Connections with the children's lives and past texts in the discussion of the text. She conveyed Meaning Expressions through illustrations and expressive oral reading. Equally frequent Themes of messages concerned Support for Doing Literacy (Theme 4) and Ways to Do Literacy (Theme 2) (both 14.3%). Within the Support for doing Literacy Theme she emphasised Grouping (whole group situations) and Control of Literacy messages. In the Ways to Do Literacy Theme (Theme 2) Barbara promoted Process of reading and Procedures of doing reading. The weakest theme, Acts of Literacy (Theme 1) accounted for 8.6% of the messages and only related to Planned Reading. In this episode, Rationale for Doing Literacy (Theme 5) was absent.
iii) EPISODE 3: SHOW AND TELL - OLDEN DAYS ITEMS

a) Description of Literacy Messages

In this episode Barbara and the children showed and spoke to the whole group about "olden days" objects brought in from home. This is illustrated in Figure 5.5 and Table 5.7.

FIGURE 5.5

Episode 3: Messages in Show and Tell - "Olden Day" Items
TABLE 5.7

Episode 3: Examples and Frequency of Messages in Show and Tell - "Olden Days" Items

<table>
<thead>
<tr>
<th>MESSAGE</th>
<th>EXAMPLE</th>
<th>FREQUENCY</th>
</tr>
</thead>
<tbody>
<tr>
<td>B1 Incidental</td>
<td>34 T writes some numbers</td>
<td>1</td>
</tr>
<tr>
<td>Writing</td>
<td></td>
<td></td>
</tr>
<tr>
<td>A2 Planned Reading</td>
<td>69 T reads &quot;The Warlord of Mars&quot;</td>
<td>14</td>
</tr>
<tr>
<td>A3 Process</td>
<td>83 and T says that's what she thought it might have been</td>
<td>1</td>
</tr>
<tr>
<td>B3 Procedure</td>
<td>96 T says to the chn &quot;right before we start the next person, I'll have everyone listening ..&quot;</td>
<td>2</td>
</tr>
<tr>
<td>D3 Knowledge</td>
<td>80 Are they all written by same person.</td>
<td>5</td>
</tr>
<tr>
<td>A4 Meaning</td>
<td>111 T says about the queen's expression picture being on the coins</td>
<td>30</td>
</tr>
<tr>
<td>Expression</td>
<td></td>
<td></td>
</tr>
<tr>
<td>B4 Meaning</td>
<td>90 T says &quot;Its supposed to roll the fat away.&quot;</td>
<td>45</td>
</tr>
<tr>
<td>Development</td>
<td></td>
<td></td>
</tr>
<tr>
<td>C4 Meaning Focus</td>
<td>91 &quot;I don't know if it would have worked.&quot;</td>
<td>68</td>
</tr>
<tr>
<td>D4 Meaning</td>
<td>107 &quot;This is something we saw in our books.&quot;</td>
<td>42</td>
</tr>
<tr>
<td>Connections</td>
<td></td>
<td></td>
</tr>
<tr>
<td>A6 Groupings</td>
<td>101 She says to S. about the old photo of her grandfather.</td>
<td>36</td>
</tr>
<tr>
<td>B6 Preferred</td>
<td>97 &quot;We won't get through all this if anyone is silly.&quot;</td>
<td>3</td>
</tr>
<tr>
<td>Behaviour</td>
<td></td>
<td></td>
</tr>
<tr>
<td>C6 Control of</td>
<td>105 T says &quot;The next person is G.&quot;</td>
<td>7</td>
</tr>
<tr>
<td>Literacy Experience</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Experience</td>
<td></td>
<td></td>
</tr>
<tr>
<td>F6 Response</td>
<td>82 T says &quot;Good try&quot;</td>
<td>8</td>
</tr>
<tr>
<td>A8 Functionality</td>
<td>94 She reads the box and says it cost 14/6.</td>
<td>20</td>
</tr>
<tr>
<td>of Literacy</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total Messages</td>
<td></td>
<td>281</td>
</tr>
</tbody>
</table>
b) Interpretation of Frequency of Literacy Messages

The relative frequency of the many messages in this episode, is illustrated in Figure 5.6.

In this Show and Tell episode, where Barbara and the children showed and talked about objects, the most frequent teacher initiated messages referred to the Meaning Focus (C4) (23.8%), Meaning Development (B4) (16%), Meaning Connections (D4) (14.9%), Grouping (A6) (12.8%), and Meaning Expression (A4) (10.6%).

Barbara's Meaning Focus messages operated at the word, text, or open level. 18.4% of these focused on the development of open meaning, as seen in, 41 T shows the children a cake plate. and 42 She says about it having old fashioned pictures on it and that when people had parties they would put cakes on the plate to offer guests. Another 5.6% of the Meaning Focus messages were at the text level. For example, 86 She says “Lets see what it says on the box.”. Barbara’s Meaning Development messages mainly involved discussion (8.9%), as in, 29 [She says] “They were made by hand.” with some instances of interpretation (4.6%), for instance, 90 T says “It’s supposed to roll the fat away.”. Barbara conveyed few messages to refine and extend the development of meaning. Within the Meanings Connections messages, Barbara largely emphasised the background knowledge and understandings of the teacher (7.5%), for instance, 39 she says about milk being in a bucket or something from farms and that’s where there were
problems with flies and that's why there is a net to go over the top. as well as that of the children (6.4%), 103 T says "Do you know how old he is now?". She gave only slight emphasis to past texts (1.1%). Of the Grouping messages, 7.8% of these referred to the selection and participation of individuals within the whole group situation by the teacher, as shown by, 105 T says "The next person is G.". 4.6% of messages referred to statements directed to the group as a whole; as seen in, 117 Everyone can have a turn later. and 125 T holds up the money and reaches close to the children. Barbara gave few messages (0.37%) related to small groups. She promoted Meaning Expression messages as she and the children presented objects for sharing and talking about.

Frequent Messages included Functionality of Literacy (A8) 7.1% and Planned Reading (A2) 5.0%. Planned Reading occurred as the teacher read texts associated with the items that children had brought in (book titles, dates on coins, instructions for use of the fat reducing robot roller, working out people's ages from dates on the back of photographs). As a consequence of these acts of reading and other signs within the episode, there were several messages about the Functionality of Literacy which constituted 7% of the literacy messages, for example, 86 She says" Lets see what it says on the box. The robot roller should be used for not less than five minutes twice a day."

Among the infrequent messages were Preferred Behaviour (B6) (1.1%), Control of Literacy Experiences (C6)(2.5%) and Responses (F6)(2.8%). Preferred Behaviour referred to listening, as seen in, 96 T says to the children " Right, before we start the next person, I'll have everyone listening ... We won't get through all this if anyone is silly." Barbara's control of the flow of the episode is evident in the following signs:

51 T asks the children to show their old fashioned things;
52 T says "Alright we'll just show some of them. OK?";
127 T says "We'll look at your's very quickly K."

Barbara gave few messages (2.8%) that conveyed responses to the children, as illustrated in 82 T says "Good try." and 59 T says "Hopefully not.". Throughout this episode, other infrequent messages related to Knowledge (D3) (1.8%), Process (A3)- (0.3%), Procedure (B3) (1.7%) and a single act of Incidental Writing (B1) (0.3%).

c) Interpretative Summary of Themes

In this episode, Barbara promoted many messages concerned with the theme of Meaning Making (Theme 3) which comprised two thirds (66.2%) of all messages, as she and the children, together showed and discussed objects from "olden days". Almost all aspects of Meaning Making messages were conveyed, that is, Meaning Expression
The Theme of Support for Doing Literacy (Theme 4) was frequent and contained 19.2% of all messages, mostly due to the messages concerning Grouping (A6) (individual and whole group), Response (F6) and Control of Literacy Experiences (C6).

Less frequent themes included Rationale for Doing Literacy (Theme 5) (7.1%), Literacy Acts (Theme 1) (5.3%) and Ways to do Literacy (Theme 2) (2.8%). This pattern may have related to the Meaning Making focus of this episode where not much text was involved.

vi) EPISODE 4: SHARED BOOK READING - "THREE BILLY GOATS GRUFF"

a) Description of Literacy Messages

In the second shared book experience within this literacy session, Barbara conveyed many literacy messages as she shared "Three Billy Goats Gruff", as seen in Figure 5.7 and Table 5.8.

FIGURE 5.7

Episode 4: Messages in Shared Book Experience - "Three Billy Goats Gruff"

In Table 5.8, the frequency and range of messages conveyed in this episode are presented.
<table>
<thead>
<tr>
<th>MESSAGES</th>
<th>EXAMPLE</th>
<th>FREQUENCY</th>
</tr>
</thead>
<tbody>
<tr>
<td>A2 Planned Reading</td>
<td>137 T reads &quot;Once upon a time there were three Billy Goats Gruff.&quot;</td>
<td>44</td>
</tr>
<tr>
<td>B3 Procedure</td>
<td>134 T then says &quot;Actually what I think we might do is I read and when we get up to the trip trap bit then we can all help.</td>
<td>3</td>
</tr>
<tr>
<td>D3 Knowledge</td>
<td>150 T says &quot;Why are those words written like that?&quot;</td>
<td>9</td>
</tr>
<tr>
<td>A4 Meaning Expression</td>
<td>166 T says &quot;Let's say it how he'd say it.&quot;</td>
<td>23</td>
</tr>
<tr>
<td>B4 Meaning Development</td>
<td>168 T says &quot;I wonder how the little billy goat would have felt.&quot;</td>
<td>41</td>
</tr>
<tr>
<td>C4 Meaning Focus</td>
<td>215 T says &quot;Oh look, at him, he's pretty big.&quot;</td>
<td>39</td>
</tr>
<tr>
<td>D4 Meaning Connections</td>
<td>241 She talks about how they might not like people going up their driveway to eat their grass.</td>
<td>5</td>
</tr>
<tr>
<td>A5 Distribution of Resources</td>
<td>132 T has a big book on the stand, Billy Goats Gruff.</td>
<td>1</td>
</tr>
<tr>
<td>A6 Grouping</td>
<td>133 She says to the chn &quot;If you can see it, you can read along with me.&quot;</td>
<td>40</td>
</tr>
<tr>
<td>B6 Preferred Behaviour</td>
<td>136 T asks K. to sit down.</td>
<td>10</td>
</tr>
<tr>
<td>C6 Control of Literacy</td>
<td>225 T says &quot;I won't be able to turn the page until you're ready&quot; to the chn.</td>
<td>11</td>
</tr>
<tr>
<td>G6 Response</td>
<td>179 T says &quot;Good, he's trying to trick him.&quot;</td>
<td>9</td>
</tr>
<tr>
<td>A7 Grade Reference</td>
<td>140 &quot;Year 2 should know.&quot;</td>
<td>1</td>
</tr>
<tr>
<td>Total Messages</td>
<td></td>
<td>234</td>
</tr>
</tbody>
</table>
b) Interpretation of Frequency of Literacy messages

Figure 5.8 shows the range of different messages in this episode.

FIGURE 5.8

Episode 4: Comparison of Messages in Shared Book Experience - "Three Billy Goats Gruff"

In this episode of shared book reading, Barbara conveyed frequent messages about Planned Reading (A2) (18.0%), Meaning Focus (C4) (16.3%), Grouping (A6) (16.3%), and Meaning Development (B4) (15.5%). There were many acts of Planned Reading during the shared book time. Generally, the teacher read the text and invited the children to join in at various times throughout the reading. In between these 44 continuous and planned acts of reading, there was teacher initiated discussion, that is, other forms of meaning making. Most of the Meaning Making messages concerned with Meaning Focus related to meaning at the text level (11.4.%), for instance, 197 T asks the children what the troll is doing; 205 T asks the children what kinds of expression did he have on his face. Some references were made to word focus (3.3%) as seen in 139 T asks "Why were they called Gruff?". Barbara made a few references (1.3%) to open level of meaning as seen in 241 ... and she talks about how they might not like people going up their driveway to eat their grass.

Barbara emphasised Grouping (A6) (16.3%) throughout the episode with 12.3% centring on the whole group, as illustrated by 134 T then says "Actually what we might do is I read and when we get up to the trip trap bit then we can all help.". 4.1% of messages related to individuals within the whole group situation as shown by 154
"What is the differences in those two, B.?" where Barbara selected individuals to participate in literacy experiences. There was no use of small groups in this episode.

Meaning Development (B4) messages accounted for 15.5% of all messages in this episode. Most of these related to interpreting meaning (7.7%), for instance, 181 "Does he really want him to eat his little brother.?" and 235 T asks the children to think carefully about whether the billy goats did the right or the wrong thing.". There were several messages about refining meaning (4.72%), as shown by the following series of interactions where Barbara focused on the meaning of blood shot eyes:

218 T says not blood blisters ... :
219 T says "Not Blood stream. ;
220 Blood something... ;
221 when people have eyes like...".

Some messages related to discussion (3.2%) and a couple to extending the meaning (0.8%).

Frequent messages included Meaning Expression (A4) which accounted for 9.4% and Responses (F6) which represented 8.6% of all messages. Meaning Expression messages emphasised expressive oral reading, as illustrated by 63 T says "You know he's little so we'll say it in a little voice.". In the following series of signs Barbara showed attention to expressive reading and pictorial details in the text:

155 T says " You say that one louder than you say the rest. But this one's louder still.;
156 And look at the troll.;
157 OHHHHH.;
158 Imagine meeting him on a black night.".

Response messages included Barbara seeking to involve the childrens' participation (4.9%) with some repeats of child's words or phrases (1.2%), rejection (0.8%), praise (0.8%) acceptance and agreement (0.4%).

Infrequent messages included a range of messages. These included Control of Literacy Experience (C6) (4.7%); Preferred Behaviour (B6) (4.3%); Knowledge (D3) (3.8%); Meaning Connections (D4) (2.1%); Procedure (B3) (1.3%); Distribution of Resources (A5) (0.4%) and Grade Reference (A8) (0.4%).
Several messages were associated with Barbara's Control of the Literacy Experience as illustrated by 193 T says to the children to start reading. 4.29% of messages were related to Preferred Behaviour as seen in 136 T asks K to sit down. and 145 T says "How about everyone sitting down. Because people can't see past you." Almost all the Knowledge messages (3.6%), referred to knowledge of print as seen in 153 T says "Why is that one written in capitals and dark and that one in small letters and dark?". There was little attention to Procedure (1.2%) and only one reference to Grade Level as seen in 140 T says "Why are they called Gruff? Year 2 should know."

c) Interpretative Summary of Themes

As Barbara shared the big book, "Three Billy Goats Gruff", she continued to promote the theme of Meaning Making (Theme 3) (42.8%) which was a feature in another episode, Episode 3, Show and Tell - "Olden Day" Items.

The Meaning Focus was at the text level mainly with some attention to the open levels. Barbara strongly stressed interpreting as a way of Meaning Development with some discussion and a little extending of meaning. She used various means to convey messages about the variety of expressions of meaning; pictures, expressive reading, as she had done in Episode 3 with objects.

The theme of Support for Doing Literacy (Theme 4) contained 34.3% of all messages and was mainly present in the Grouping message (A6) with the whole group focus. Other, but weaker messages of this theme were Preferred Behaviour (B6), (sitting down and being quiet), Control of Literacy Experience (C6), (stopping, starting and continuing), and Responses (F6), (repeats with some rejections, praise, acceptance and agreement).

Weak themes included Literacy Acts (Theme 1) and Ways to Do Literacy (Theme 2). Literacy Acts contained 18% of all messages and these were largely planned reading acts as Barbara shared the big book. Ways to Do Literacy comprised of few messages (4.9%). There were no messages in the theme of Rationale for Literacy (Theme 5).
vii) EPISODE 5: DRAMA - "THREE BILLY GOATS GRUFF"

a) Description of Literacy Messages

Barbara guided the class through dramatic retellings of the Shared Book they has just read. The messages in this episode are presented in Figure 5.9.

FIGURE 5.9

Episode 5: Messages in Drama - "Three Billy Goats Gruff".

Details on the frequency and examples of the messages conveyed in this episode are found in Table 5.9.
TABLE 5.9

Episode 5: Frequency and Examples of Messages in Drama - "Three Billy Goats Gruff"

<table>
<thead>
<tr>
<th>MESSAGE</th>
<th>EXAMPLE</th>
<th>FREQUENCY</th>
</tr>
</thead>
<tbody>
<tr>
<td>B3 Procedure</td>
<td>250 T says &quot;I'll tell the story until we get up to the part where the goat or the troll has to do their bit.&quot;</td>
<td>2</td>
</tr>
<tr>
<td>D3 Knowledge</td>
<td>255 T asks B to be the story-teller.</td>
<td>3</td>
</tr>
<tr>
<td>E3 Assessment of Ways to do Literacy</td>
<td>251 &quot;OK?&quot;</td>
<td>1</td>
</tr>
<tr>
<td>A4 Meaning Expression</td>
<td>245 T tells observer that they are doing a drama of the story.</td>
<td>8</td>
</tr>
<tr>
<td>C4 Meaning Focus</td>
<td>252 T retells the story.</td>
<td>6</td>
</tr>
<tr>
<td>B5 Resource Use</td>
<td>244 ... help her move the furniture to get some space.</td>
<td>4</td>
</tr>
<tr>
<td>A6 Grouping</td>
<td>243 T then asks the chn to move and ...</td>
<td>9</td>
</tr>
<tr>
<td>B6 Preferred Behaviour</td>
<td>249 ..then she asks the chn if they are ready.</td>
<td>2</td>
</tr>
<tr>
<td>C6 Control of Literacy Experience</td>
<td>250 T says &quot;I'll tell the story until we get to the part where the goat or the troll has to do their bit.&quot;</td>
<td>1</td>
</tr>
<tr>
<td>F6 Response</td>
<td>256 T thanks the chn for a good try.</td>
<td>2</td>
</tr>
<tr>
<td>Total Messages</td>
<td></td>
<td>37</td>
</tr>
</tbody>
</table>
b) Interpretation of Frequency of Literacy Messages

The frequency of messages within this episode is presented in Figure 5.10

FIGURE 5.10

Episode 5: Comparison of Messages in Drama - "Three Billy Goats Gruff".

In this episode of story dramatisation, Barbara's most frequent messages were: Grouping (A6) (24.3%), Meaning Expression (A4) (21.6.%), and Meaning Focus (C4) (16.2%). There were many Grouping messages in this episode, with equal reference to whole group and individuals, as shown in, 246 T ask the children to sit in a circle and 255 T asks B to be the story-teller. Meaning Expression was a message that influenced the whole episode as well as the explicit instances. This is shown by, 245 T tells B that they are doing a drama of the story where the teacher and a child retold the story of Three Billy Goats Gruff whilst selected children acted it out.

16.2.% of messages were associated with Meaning Focus, for instance, 245 T tells B that they are doing a drama of the story. and 250 T says "I'll tell the story until we get up to the part where the goat or the troll has to do their bit." All Meaning Focus messages were at the text level.

Frequent messages were associated with the Use of Resources (B5) (10.8.%). Teacher B used furniture to provide props for the drama, for example 247 T moves a desk to the centre of the circle. Knowledge messages constituted 8.1% of messages and were concerned with knowledge of the story.
Less frequent messages in this episode included Preferred Behaviour (B6) (5.4%), Responses (F6) (5.4%), Procedure (B3) (5.4%), Control of Literacy Experience (C6) (2.7%) and Assessment of Ways to Do Literacy (E4) (2.9%).

c) Interpretative Summary of Themes

In this dramatisation, Barbara promoted strong messages concerned with the theme of Support for Doing Literacy (Theme 4) (47.8%), that is the messages of Grouping, Preferred Behaviour, Response and Control. This theme was closely followed by Making Meaning (Theme 3) (37.8%). This theme has been predominant in other episodes such as Episode 6. The theme of Ways to Do Literacy (Theme 2) was the weakest (13.5%). Themes absent from this episode were Literacy Acts (Theme 1) and Rationale for Doing Literacy (Theme 5) which could be related to the absence of written text in this episode.

5.4.3 Level Two: Messages, Subthemes and Themes Within Literacy Session B

In this section, I will present the description and interpretation possible with Level 2 of the analytic code developed in this project.

5.4.3.1 Purpose and Procedures

The purpose of the second level of analysis is to describe the patterns of the major themes in the literacy messages within the literacy session as a whole, since each episode has been considered discretely in the previous level of analysis. Analysis Level 2 describes through column graphs and tables the frequency and distribution of the themes of literacy messages, in particular, across all episodes for the nominated literacy session. A brief interpretation of these theme patterns completes this analysis.

5.4.3.2 Level Two Description of Messages, Subthemes and Themes within Literacy Session B

Within Literacy Session B, Barbara presented at least 622 literacy messages. The total frequency and distribution of her literacy messages in the various episodes in Literacy Session B are now presented in the following Table 5.10 and Figure 5.11. In the table and column graph, the numbers refer to raw scores.
<table>
<thead>
<tr>
<th>Messages</th>
<th>Episode 1</th>
<th>Episode 2</th>
<th>Episode 3</th>
<th>Episode 4</th>
<th>Episode 5</th>
<th>Total Messages</th>
</tr>
</thead>
<tbody>
<tr>
<td>A1 Incidental Reading</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>1</td>
</tr>
<tr>
<td>B1 Incidental Writing</td>
<td></td>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td>1</td>
</tr>
<tr>
<td>A2 Planned Reading</td>
<td>3</td>
<td>14</td>
<td>44</td>
<td></td>
<td></td>
<td>61</td>
</tr>
<tr>
<td>B2 Planned Writing</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>A3 Process</td>
<td>2</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>B3 Procedure</td>
<td>3</td>
<td>2</td>
<td>3</td>
<td>2</td>
<td></td>
<td>10</td>
</tr>
<tr>
<td>C3 Product</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>D3 Knowledge</td>
<td></td>
<td></td>
<td>9</td>
<td>3</td>
<td></td>
<td>17</td>
</tr>
<tr>
<td>E3 Overt Assessment of ways to do Literacy</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>A4 Variety of Expression</td>
<td>4</td>
<td>30</td>
<td>23</td>
<td>8</td>
<td></td>
<td>65</td>
</tr>
<tr>
<td>B4 Meaning Development</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>C4 Focus of Meaning</td>
<td>10</td>
<td>68</td>
<td>39</td>
<td>6</td>
<td></td>
<td>123</td>
</tr>
<tr>
<td>D4 Meaning Connections</td>
<td>6</td>
<td>42</td>
<td>5</td>
<td></td>
<td></td>
<td>53</td>
</tr>
<tr>
<td>E4 Overt Assessment of Meaning Making</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>1</td>
</tr>
<tr>
<td>A5 Distribution of Material resources</td>
<td>1</td>
<td></td>
<td></td>
<td>1</td>
<td></td>
<td>2</td>
</tr>
<tr>
<td>B5 Use of material resources</td>
<td>5</td>
<td></td>
<td></td>
<td></td>
<td>4</td>
<td>9</td>
</tr>
<tr>
<td>A6 Grouping</td>
<td>5</td>
<td>3</td>
<td>36</td>
<td>40</td>
<td>9</td>
<td>93</td>
</tr>
<tr>
<td>B6 Preferred Behaviour</td>
<td>2</td>
<td>3</td>
<td>8</td>
<td>2</td>
<td></td>
<td>15</td>
</tr>
<tr>
<td>C6 Control of Literacy Experiences</td>
<td>1</td>
<td>2</td>
<td>7</td>
<td>11</td>
<td>1</td>
<td>22</td>
</tr>
<tr>
<td>D6 Emotional Support</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>E6 Overt Assessment of Resources</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>F6 Responses</td>
<td>4</td>
<td>8</td>
<td>21</td>
<td>2</td>
<td></td>
<td>35</td>
</tr>
<tr>
<td>A7 Grade Reference</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>A8 Functionality</td>
<td>4</td>
<td>20</td>
<td></td>
<td></td>
<td></td>
<td>24</td>
</tr>
<tr>
<td>B8 Pleasure</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>TOTAL</td>
<td>22</td>
<td>35</td>
<td>282</td>
<td>234</td>
<td>37</td>
<td>622</td>
</tr>
</tbody>
</table>
The individual messages identified throughout the preceding episodes through description and analysis in Analysis Level 1 are collated and presented in terms of themes of messages as illustrated in Table 5.11. Throughout the rest of this section, I have written themes and subthemes in bold type and have underlined the message categories to make identification easier for the reader.

TABLE 5.11
Themes in Literacy Messages in Literacy Session B

<table>
<thead>
<tr>
<th>Literacy Acts</th>
<th>Ways of Doing Literacy</th>
<th>Ways of Making Meaning</th>
<th>Support Doing Literacy</th>
<th>Rationale Doing Literacy</th>
</tr>
</thead>
<tbody>
<tr>
<td>63</td>
<td>30</td>
<td>328</td>
<td>177</td>
<td>24</td>
</tr>
</tbody>
</table>
5.4.3.3 Level Two: Interpretative Summary of Subthemes and Themes Within Literacy Session B

In this interpretation, I will focus on messages as part of the subthemes and themes. These sub-themes and themes of messages are presented in terms of most frequent to least frequent. Message categories are underlined, sub-themes are written in capitals and themes are written in bold capitals for the convenience of the reader.

i) Meaning Making

In the literacy session observed, overall MEANING MAKING (Theme 3) accounted for most (328) messages (52.7%). The most frequent individual messages related to the level of Meaning Focus (C4) (19.8%), followed by Meaning Development (B4) 13.8%, Meaning Expression (A4) (10.5%) and Meaning Connections (D4) (8.5%). Assessment of Meaning Making (E4) was most infrequent (0.2%).

ii) Support to help You Do Literacy

Within the theme of SUPPORT TO DO LITERACY (Theme 4) most of the 177 messages were concerned with the subtheme of HUMAN RESOURCES (165). Within this subtheme, most of Barbara's messages referred to Grouping (A6) (15%) with less frequent messages relating to Responses (F6) (5.6%); Control of Literacy Experiences (C6) (3.5%); Preferred Behaviour (B6) (2.4%). There were few messages in the subtheme of MATERIAL RESOURCES: Distribution of Resources (B5) (0.3%); Use of Resources (B5) (1.5%). The other subtheme of GRADE REFERENCE (A7) had very few messages (0.2%).

iii) Literacy Acts

During Literacy Session B, the theme of LITERACY ACTS (Theme 1) accounted for 10.1% of all messages. 9.8% of these were Planned Reading Acts (A2) with infrequent Incidental Reading (A1) and Incidental Writing (B1) Acts and no Planned Writing Acts (B1).

iv) Ways of Doing Literacy

WAYS OF DOING LITERACY (Theme 2) accounted for 30 literacy messages (4.8%). Most of these were concerned with Knowledge (D3) (2.7%), Procedure (B3) (1.6%) and the remainder with Process (A3) (0.5%).
v) Rationale for Doing Literacy

Messages referring to the RATIONALE FOR DOING LITERACY (Theme 5) numbered 24 (3.9%). All these messages were to do with the Functionality of Literacy (A8).

5.4.4 Level Three: Nature of Themes in Literacy Session B:

In this section, I will present the description and interpretation possible with Level Three of the analytic code developed in this project.

5.4.4.1 Purpose and Procedures

The purpose of this final level of the code is to examine more closely the nature of the five subthemes and themes within the literacy session. By considering the keywords of each sign, as previously explained in the development of the analysis instrument (4.5.1.6 Phase 6 vi) Code Development), the nature of the patterns within the literacy messages will be described. I will present this information across all episodes in matrix formats before a brief discussion. The numbers in the matrix refer to number counts of the key words associated with each sign. It needs to be remembered that each sign may have been coded up to four different ways, so the multiple meanings of each sign has been catered for.

In the previous Level Two of analysis, I described the "bare bones" or generic categories of the teacher initiated literacy messages but not the actual nature of the literacy messages. Table 5.12 provides two examples demonstrating the different levels of analysis.

<table>
<thead>
<tr>
<th>TABLE 5.12</th>
</tr>
</thead>
<tbody>
<tr>
<td>Examples of Levels One, Two and Three of the Code</td>
</tr>
<tr>
<td>-------------</td>
</tr>
<tr>
<td>Sign: 69 T reads &quot;The Warlord of Mars&quot;.</td>
</tr>
<tr>
<td><strong>Level One/Two:</strong> Message A2 Planned Reading</td>
</tr>
<tr>
<td><strong>Level Three:</strong> Keyword: &quot;The Warlord of Mars&quot;</td>
</tr>
<tr>
<td>Sign: 133 She says to the children &quot;If you can see it, you can read along with me.</td>
</tr>
<tr>
<td><strong>Level One/Two:</strong> Message A6 Grouping</td>
</tr>
<tr>
<td><strong>Level Three:</strong> Keyword: Whole Group</td>
</tr>
</tbody>
</table>
The keyword, in Level Three of the analytic code, offered insights into the nature of the literacy message. I established the occurrence of the keyword patterns by number counts from the data base. The more frequent the count, the stronger the message was deemed to be. The description of keywords is presented in matrix form and accompanied by a brief interpretation.

Within the following discussion, the following typefaces are used for convenient identification. Keywords are in helvética font, message categories are underlined, subthemes are in capitals and themes are in bold capitals.

5.4.4.2 Nature of Themes in Literacy Messages

i) Meaning Making Patterns

In this literacy session, Barbara emphasised MEANING MAKING messages. These are presented in Table 5.13.

<table>
<thead>
<tr>
<th>Messages</th>
<th>Episode 1 Housekeeping</th>
<th>Episode 2 Shared Book</th>
<th>Episode 3 Show &amp; Tell</th>
<th>Episode 4 Shared Book</th>
<th>Episode 5 Drama</th>
</tr>
</thead>
<tbody>
<tr>
<td>Meaning Expression</td>
<td></td>
<td>object 2 illustrations 2</td>
<td>objects 30</td>
<td>expressive reading 11 illustration 10 drama 1 retell 1</td>
<td>drama 6 retell 2</td>
</tr>
<tr>
<td>Meaning Development</td>
<td></td>
<td>discuss 3</td>
<td>discuss 25 interpret 12</td>
<td>interpret 19 refine 12 discuss 8 extend 2</td>
<td></td>
</tr>
<tr>
<td>Meaning Focus</td>
<td></td>
<td>words 3 open 4 text 4</td>
<td>open 52 text 16</td>
<td>text 28 word 8 open 3</td>
<td>text 6</td>
</tr>
<tr>
<td>Meaning Connections</td>
<td></td>
<td>children 4 past texts 2</td>
<td>teacher 21 children 18</td>
<td>children 3 teacher 2</td>
<td></td>
</tr>
<tr>
<td>Assessment of Making Mean</td>
<td></td>
<td>word</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Barbara emphasised mostly the text and open levels of the Meaning Focus of MEANING MAKING with some reference to the word level. She promoted discussion and interpretation as the ways in Meaning Development. She used objects and pictures with some drama and retelling as ways of Meaning Expression. Most Meaning Connections were made by Barbara to her own life and experiences and those of the students. Assessment of Meaning Making only occurred once and that focused on the word level.
ii) Support to Do Literacy Patterns

Barbara also presented many messages about SUPPORT TO DO LITERACY, which is illustrated in Table 5.14.

**Table 5.14**
The Nature of Support to Do Literacy Messages

<table>
<thead>
<tr>
<th>Messages</th>
<th>Episode 1 Housekeeping</th>
<th>Episode 2 Shared Book</th>
<th>Episode 3 Show &amp; Tell</th>
<th>Episode 4 Shared Book</th>
<th>Episode 5 Drama</th>
</tr>
</thead>
<tbody>
<tr>
<td>Distribution of Resources</td>
<td></td>
<td>&quot;Great Grandma Remembers&quot; Big Book 1</td>
<td>&quot;Three Billy Goats Gruff&quot; Big Book 1</td>
<td></td>
<td>space 2 desks 2</td>
</tr>
<tr>
<td>Use of Resources</td>
<td>pen 1 roll 1 desk 1 chair 1 notes 1 homework 1</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Grouping</td>
<td>Whole group 5</td>
<td>whole group 3</td>
<td>individual 22 whole group 13</td>
<td>Whole group 30 individual 10</td>
<td>individual 2 whole group 1</td>
</tr>
<tr>
<td>Preferred Behaviour</td>
<td>individual work 1 hand signal 1</td>
<td></td>
<td>quietness 2</td>
<td>involve chn 3 seating 3 togetherness 2 quietness 1</td>
<td>seat quietness</td>
</tr>
<tr>
<td>Control of Literacy Experience</td>
<td>stop 1 start 2 continue 1 turn take 3 limit chns time 2 stop 1</td>
<td></td>
<td>continue 7 start 1</td>
<td></td>
<td>start 1</td>
</tr>
<tr>
<td>Emotional Development</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Assessment of Human Resources</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Responses</td>
<td>accept 4 seeks chn's involvement 3</td>
<td></td>
<td>rejects 4 repeats 2</td>
<td>involves 12 repeat 3 reject 2 praises 2 agree 1 accept 1</td>
<td>praises 2</td>
</tr>
<tr>
<td>Grade Reference</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Year 2 1</td>
</tr>
</tbody>
</table>

Barbara's messages in the theme of SUPPORT TO DO LITERACY centred on **Groupings**. She mainly focused on the whole group with some attention to individuals within the whole group. She conveyed the following messages in the subsequent descending order:
MATERIAL RESOURCES:
Use of Resources (pen, roll);
Distribution of Resources (Barbara's selection of big books);

HUMAN RESOURCES:
Control of the Literacy Experience (stopping, starting, continuing, controlling children's participation);
Responses (praise, rejections, repetition);
Preferred Behaviour (hand signals, individual work, togetherness, sitting down);

GRADE REFERENCE:
Grade Reference (Year 2).

There were no messages about Emotional Development, or Overt Assessment of Human Resources.

iii) Literacy Acts

In Literacy Session B, Barbara conveyed some messages concerned with LITERACY ACTS. These are shown in Table 5.15.

TABLE 5.15
The Nature of Literacy Acts Messages

<table>
<thead>
<tr>
<th>Messages</th>
<th>Episode 1 Housekeeping</th>
<th>Episode 2 Shared Book</th>
<th>Episode 3 Show &amp; Tell</th>
<th>Episode 4 Shared Book</th>
<th>Episode 5 Drama</th>
</tr>
</thead>
<tbody>
<tr>
<td>Incidental Reading</td>
<td>roll 1</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Incidental Writing</td>
<td></td>
<td>enrollment 1</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Planned Reading</td>
<td>&quot;Great Grandma Remembers&quot; Big Book 3</td>
<td>&quot;Olden Days Three Artifacts 14&quot;</td>
<td>Billy Goats Goat! Big Book 44</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Planned Writing</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Within the theme of LITERACY ACTS and the subtheme of PLANNED LITERACY ACTS, Barbara conveyed frequent Planned Reading Acts as she read "Great Grandma Remembers" and "Three Billy Goats Gruff" although she conveyed no Planned Writing Acts. She conveyed some Incidental Writing (enrolment sheet) and Incidental Reading Acts (roll).

iv) Rationale for Doing Literacy

Barbara demonstrated some messages associated with the RATIONALE FOR DOING LITERACY which is illustrated by Table 5.16.

TABLE 5.16
The Nature of Rationale for Doing Literacy Messages

<table>
<thead>
<tr>
<th>Messages</th>
<th>Episode 1 Housekeeping</th>
<th>Episode 2 Shared Book</th>
<th>Episode 3 Show &amp; Tell</th>
<th>Episode 4 Shared Book</th>
<th>Episode 5 Drama</th>
</tr>
</thead>
<tbody>
<tr>
<td>Functionality</td>
<td>roll 2 notes 2</td>
<td>enrolment sheet 1 dating item 13 instructions 3</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Pleasure</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Barbara conveyed a small but important number of messages associated with the theme of RATIONALE FOR LITERACY. These messages occurred in Episode 1 Housekeeping (roll, permission notes) and in Episode 3 Show and Tell - Olden Days (dating items, reading instructions on the Robot Roller), rather than in the text centred episodes of Shared Book (Episodes 2 and 6).

v) Ways to Do Literacy

Barbara offered some messages about WAYS TO DO LITERACY throughout the session. Table 5.17 presents the keywords of these messages.
TABLE 5.17
The Nature of Ways to Do Literacy Messages

<table>
<thead>
<tr>
<th>Messages</th>
<th>Episode 1 Housekeeping</th>
<th>Episode 2 Shared Book</th>
<th>Episode 3 Show &amp; Tell</th>
<th>Episode 4 Shared Book</th>
<th>Episode 5 Drama</th>
</tr>
</thead>
<tbody>
<tr>
<td>Process</td>
<td>prediction in reading 2</td>
<td>confirmation prediction 1</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Procedure</td>
<td>oral reading together 1</td>
<td>show &amp; tell 2</td>
<td>oral reading 3</td>
<td>dramatisation 2</td>
<td></td>
</tr>
<tr>
<td>Knowledge</td>
<td></td>
<td>books 5</td>
<td>print 9</td>
<td>story 3</td>
<td></td>
</tr>
<tr>
<td>Assessment of Ways to Do Literacy</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Barbara emphasised messages in the WAYS TO DO LITERACY Theme associated with the Knowledge of books and print and the general Procedures of how to do reading routines (teacher reads and children join in with refrains of "Trip Trap"). She placed little emphasis on Process, or Assessment of Ways to Do Literacy Messages.

Within all the themes, there were some messages, which Barbara did not present at all in the observed literacy session. These included Planned Writing; Product; Assessment of Ways of Doing Literacy; Emotional Development; Assessment of Human Resources; Pleasure of Literacy.

5.4.5 Concluding Summary of the Nature of the Literacy Messages in Literacy Session B

Through the close observation and interpretation of Barbara's behaviour, I have been able to identify potential literacy messages which she conveyed.

In this literacy session, Barbara's language and behaviour conveyed strong messages associated with the MEANING MAKING theme through looking at objects, discussing, interpreting with focus on the open and text levels of meaning in reference to her own experiences and those of the children. It is important to note that the episode with the strongest occurrence of this message was the "Show and Tell" episode rather than the "more likely" Shared Book Episodes.
In this literacy session Barbara also presented many messages about **SUPPORT FOR DOING LITERACY**, most of these concerned with *whole group* directions and interactions with a range of *Responses* to the children’s interaction in the session. Many of these messages occurred in one particular Shared Book episode when Barbara read “Three Billy Goats Gruff”.

Other themes of messages (**LITERACY ACTS; WAYS OF DOING LITERACY; RATIONALE FOR DOING LITERACY**) which Barbara conveyed, were not so prevalent throughout the various episodes and this particular session as a whole.

### 5.5 Conclusions: Future Directions with the Code

In this chapter, I have explained the processes in applying the code, the levels of analysis possible within the code and have presented one application of the code to a set of data (Literacy Session B). In doing so, I have demonstrated that the code does work and how it works within one particular classroom session. As well, I have utilised the code to inform and illuminate the nature of literacy messages in that session.

The application of the code does involve high time and labour costs. This presents significant disadvantages if the code is to be useful for teachers in their daily practices. In further development of the code, I will need to take into consideration practical means of reducing the time and labour components and to devise procedures for easy utilisation of the code.

In the next chapter, I will summarise the progress I have made in meeting the purpose of the project, explore strengths and limitations and consider future directions.
CHAPTER 6

CONCLUSION

6.1 Introduction

In this chapter I review the progress made in accomplishing the purpose of the project (Section 6.2), as well as exploring the strengths and limitations of the project. (Section 6.3). Directions for further research are explored in Section 6.4. Section 6.5 presents concluding remarks for the chapter and this thesis.

6.2 Summary of Project

My purpose to develop and apply a code to describe and analyse teacher initiated literacy messages (Section 1.2) has been accomplished. In this thesis, I have demonstrated the development of the descriptive and analytic code as a result of analysis of theory and data through the means of grounded theory. I have clearly drawn attention to the emergent design and presented a detailed account of the processes of making meaning at each of the seven phases of the code development.

The more specific tasks of this project, as outlined in Section 1.2, were achieved through the following means. Detailed observations of teachers' behaviours during twenty three classroom literacy sessions were made as I observed Anna, Barbara, Carole and Dianna. Concepts and issues associated with teacher effectiveness, observation instruments, meaning and messages were defined and clarified through reviewing and reflecting on the literature as well as the ongoing data collection and analysis. From this base of reviewing the literature and the analysis of data, I developed and refined a descriptive and analytic code for interpreting observations of teachers' behaviour. The process of developing the code was documented and described in Chapter 4. The application of the code to data from three literacy sessions is documented comprehensively in Chapter 5 and in Appendix N and Appendix O (Case Study Reports from Literacy Sessions C and D).

6.3 Strengths and Limitations of the Project

Every project has its own strengths and weaknesses and this one is no exception. The code developed and applied does have clear strengths and limitations. However, it is early days still in terms of the development of a readily applicable form. In this section, strengths and limitations will be explored across the areas of code development
and application of the code. These areas, whilst providing a foci for discussion, are each considered in turn. However as these areas are so integrated, this organisation is arbitrary and some overlaps are unavoidable.

6.3.1 Strengths

6.3.1.1 Code Development

One of the major achievements of this project has been the integration of literature from diverse areas together with the analysis of data to inform and instruct the project. The outcome has been extensions to existing literature on the development of a code to describe and interpret literacy messages. These existing areas of literature include: observation and documentation of teachers' behaviour; different ways of thinking and documenting messages and meanings; and methodological approaches.

Literature relating to procedures for observation and documentation of teachers' behaviours signalled moves towards qualitative documentation. Features of these changes included the following, as outlined in 3.2.4 ix):

i) detailed observations (Wright 1967);

ii) observations checked with participants (Lincoln & Guba 1985);

iii) interpretation check with participants (Lincoln & Guba 1985);

iv) identification of patterns from the data (Lincoln & Guba 1985; Fleet & Cambourne 1989; Strauss & Corbin 1990);

v) development of a coding system that is congruent with the data (Lincoln & Guba 1985; Fleet & Cambourne 1989; Strauss & Corbin 1990).

The code developed in this project effectively incorporated all the aforementioned features except number three into the methodology used. This was carefully documented in Chapters 4 and 5. Feature three has not been significant at this stage of the project, but will be significant for future potential use (Section 6.3.2.2).

The literature revealed trends in different ways of thinking about meaning/messages. The shift from predesignated, on the spot codings and
interpretations of behaviour, has occurred to more open systems where
descriptive analysis occurs with ready access to the original data. This shift has
meant that observation and documentation systems attempt to address the
complex and integrated layers of linguistic, contextual and social aspects of
meaning involved in human behaviour. Several problems in observing and
documenting meanings and messages were identified in the literature (Section
3.4), namely:

i) multiple categories needed to code meaning/messages;

ii) meaning/messages needed to be considered in wholistic ways;

iii) units of analysis need to be clearly defined;

iv) dynamic meaning making/message conveying situations need to be
recorded and manageable.

In this project these aspects were resolved and incorporated into the emergent
design. They are addressed at length throughout Chapters 4 and 5. Briefly they
were resolved in the following ways as the code was developed:

i) up to four categories were available to code data;

ii) meanings were considered and retained in context;

iii) a sentence was the unit of analysis;

iv) field notes (from focused observations) and transcripts provided the
practical means to record the situation.

Case Study B, Case Study C Report (Appendix N) and Case Study D Report
(Appendix O) demonstrated the effectiveness of the code in responding to
respond to these dilemmas.

The project's primary strength was achieved in the actual development of
the code as a result of the continuous examination of the literature and analysis
of data to inform the emergent design. The final code presents application rules
(Table 5.2) relating to twenty five literacy messages across five main themes
(Literacy Acts; Ways to Do Literacy; Ways to Make Meaning; Support to Do
Literacy; Rationale for Literacy). The rules related to three different levels of
description and interpretation as well as the wide range of code categories are in
response to the complex nature of literacy (Figure 5.1). I applied the final code
to three sets of data in order to demonstrate its descriptive and interpretative qualities as seen in Chapter 5, Appendix N and Appendix O.

The nature of this final code is perhaps most appropriately described as having both closed and open aspects (Weade & Evertson 1991). The code is closed in the sense that, in its final form, it has predetermined categories with which to identify and categorise data in the first and second levels of analysis. I have achieved this through developing and refining the code rules to apply to data to identify message, subtheme and theme descriptions and interpretations (Table 5.2). However, the code is open in the sense, that actual behaviours, events and items are recorded in the third level of analysis, where the meaning of the teacher's literacy message is clearly embedded in the key words. As a result, the meaning remains within the data.

The code developed in this project, best fits the definition of a descriptive observation system as defined by Weade & Evertson (1991) in an abridgement of Evertson and Green (1986). Descriptive systems are those which are descriptively structured and analytical. The system is open but may have some predetermined categories. Behaviour and incidents are processed within their natural settings and the meaning remains context specific. The observer uses verbal symbols or transcription with some technical assistance to record selected behaviour or incidents. The observer's purpose is to procure thorough descriptions of observed behaviour or developing events and identify generic principles from the specific context. The code developed in this project contains these qualities and as such represents a significant and original accomplishment in literacy education.

6.3.1.2 Application of the Code

Another major strength of the project is the formation of case studies (Case Study B, Case Study C and Case Study D) through the application of the code to data. Case Study B is presented in full (Chapter 5) while reports on Case Study C (Appendix N) and Case Study D (Appendix O) summarise the main findings. They demonstrate the code's high degree of close description and interpretation of teacher initiated literacy messages. Case Study B demonstrates the "thick description" possible in terms of teacher initiated literacy messages. I have "accounted for" what I have "given account of" (Eisner 1991:35).
The code, however, provides the flexible means to examine literacy messages within each episode within the literacy session or across the whole literacy session. Individual messages can be scrutinised or themes of messages can be considered. The code enables the researcher to consider the relationships existing between the presence or absence of various messages or themes of messages.

I will discuss, in what follows, some of the patterns identified by the code across the three whole literacy sessions. Although Case Study B (Chapter 5), Case Study C (Appendix N) and Case Study D (Appendix O) present revealing patterns in the literacy messages identified and interpreted in various episodes, their exhaustive examination is not within the boundaries of this project. However these patterns offer some interesting data for further inquiry. Although aspects of these sessions present similar patterns in some respects (Case Study C; Case Study D), the code can describe and interpret the actual differences. For instance, SUPPORT FOR DOING LITERACY, MEANING MAKING and WAYS TO DO LITERACY are all important themes and they are prevalent in that order across Case Study C and Case Study D. In addition to some differences to the numbers of messages, once the keywords are examined, the types of messages are clearly different. For convenience of the reader, I have used the following coding system: MESSAGE THEME - bold capitals; SUBTHEMES - capitals; Message - underlining; Keyword - helvitica.

In Case Study B, the patterns include an abundance of MEANING MAKING messages. These included the following messages with the associated keywords: Meaning Focus (text; open), Meaning Development (discuss; interpret), Meaning Expression (objects; pictures), Meaning Connections (children; own life). Many of these MEANING MAKING messages occurred in the "Show and Tell" episode, rather than the shared book episode which is usually seen as "more likely" literacy experience. In this literacy session, there were many SUPPORT FOR DOING LITERACY messages in the form of Group (whole group; individual) and Responses (involving; accepting; rejecting) during the shared book time. There was a noted absence of teacher literacy messages related to Emotional Development within the SUPPORT FOR DOING LITERACY theme of messages, such as those messages promoting risk taking, decision making, independence and the like. Other message themes (LITERACY ACTS, WAYS OF DOING LITERACY, RATIONALE FOR
DOING LITERACY) were not prevalent in this particular session (See Section 5.4.5 for more detail).

In contrast, in Case Study C (Appendix N) the greatest concentration of messages were in the SUPPORT TO DO LITERACY theme, most of which related to HUMAN RESOURCES subthemes and in particular, Grouping messages (whole group; individuals) then Preferred Behaviours (possession of equipment; turn taking; hand signals) and Responses (involving students). MAKING MEANING messages were next prevalent, especially in regard to Meaning Focus (text; word; open) and Meaning Development (interpret; refine; discuss). Some messages about WAYS TO DO LITERACY, mainly Procedure (layout; spelling) and Product (layout; product; procedure) whilst few messages about ACTS FOR LITERACY and RATIONALE FOR LITERACY were conveyed.

Case Study D (Appendix O) seems to presents a similar picture to Case Study C. However attention to the keywords reveals otherwise. Most messages were in the SUPPORT FOR DOING LITERACY theme. These related to the HUMAN RESOURCES subtheme and most were concerned with Grouping (whole group, small group and individual) and Responses (involving and praising). MEANING MAKING messages were next prevalent, with most concentrating on Meaning Focus (text; word), Meaning Development (discuss) and Meaning Connections (children; teacher). WAYS TO DO LITERACY messages were concerned with mainly Knowledge (book), Process (writing; predicting) and Procedure (contracts; small group activity). LITERACY ACTS and RATIONALE messages were minimal.

These patterns from the case studies illustrate some aspects of the results in applying the code. They demonstrate how it is flexible enough to respond to actual differences and apparent similarities and record this across the three levels of analysis.

In light of the background to this project (Section 1.3) where teachers are coming to terms with shifting and refining models and theories of literacy, the previously mentioned qualities of the code could be potentially useful to teachers. The code can describe and interpret teacher's literacy messages that relate to either"inside-out" or "outside-in" models of literacy, or combinations of both. This is suggested by the differing outcomes of Case Study B (Chapter 5),
Case Study C (Appendix N) and Case Study D (Appendix O). There were no value judgments, the code simply described and interpreted teacher behaviour for that teacher. This may enable teachers to become more aware of their own approach to teaching literacy.

Another strength of the code application is its potential use in professional development. As previously discussed, the code is both open ended and descriptive, so it is suitable for the diversity of teachers regardless of experiences, interests, styles of providing learning experiences and models of literacy. The feedback (description and interpretation) that the code provides is individual and relevant to that teacher about that specific literacy session. This need for individual and relevant professional development was discussed in 1.3.

In conclusion, the primary strength of the project centres on the achievement of a descriptive observational code which has both closed and open aspects and because it processes behaviour within its setting, meaning retains its specific context. Other important strengths include: the resolution of conceptual and methodological problems identified in literature through the development of the code and the closely detailed description and interpretation of literacy messages as exemplified in the case studies. Other strengths include relevance of the code for individual teachers regardless of their models of literacy, experience and interests. This project clearly establishes new grounds in two directions, namely, a code for inquiry and the identification of teacher initiated literacy messages.

6.3.2 Limitations of the Project

6.3.2.1 Development of the Code

Time demands were a major problem during the development of the code. Many months were taken transcribing tapes to develop transcripts of the observed literacy sessions. There are not many ways around this problem, since time and dollar costs for transcription are high. Many months were taken coding and revising the coding systems, as demonstrated in the emergent design (Section 4.5.1) Simple data base systems were used throughout this project. More complex and appropriate software such as NUDIST (Richards & Richards 1987) would make handling the data more manageable, immediate and time efficient. This project presents early research and development of the code, which with further refinement would be easier to use to closely examine such patterns within teacher initiated literacy messages.
6.3.2.2 Application of the Code

The main limitation of the project concerns the restricted application of
the code reported in this thesis. I applied the code to three literacy sessions, one
of which is fully reported in the form of a case study (Chapter 5). Case Study C
Report and Case Study D Report (Appendix N and Appendix O) are shorter
reports from the two other case studies. They offer some limited insights into
how the code describes and interprets differing patterns of teacher literacy
messages. More thorough evidence of the application of the code could be
achieved through the presentation of other full case studies.

The code could also be applied more widely to demonstrate its
robustness. This could include applying the code:

i) with the same teacher over the course of the term;

ii) with the same teacher over other areas of the curriculum;

iii) with a greater number of teachers and adults;

iv) across a wider range of settings.
These aspects are examined further in Section 6.4.

Other minor concerns related to the application of the code include: a
small number of issues from literature; time constraints; availability of credible
observers; and "user friendly" procedures for using the code.

As previously stated (Section 6.3.1.1) literature related to observation
and documentation of teachers' behaviours has shifted to qualitative
documentation. I have incorporated all features other than Feature three in the
application of the code. Feature three concerns interpretation check with
participants (Lincoln & Guba 1985, Eisner 1991). This feature could reveal its
usefulness and significance when the code, once it is refined further, is used by a
teacher in reflecting on her/his own practice. It is possible teachers could self
assess the congruence between their own models and theories of literacy
learning with their daily classroom practices.

The huge time taken to process the data is a problem. Presently the
procedure is far from practical. Field notes can readily be recorded and filled
out. However as transcription of two hour literacy sessions takes some time, it
is difficult to quickly include verbatim quotes (Fetterman 1989) in the field notes. This means the data is not immediately ready for the teacher's confirmation. Once all data are recorded (triangulated field notes and transcripts), computer coding, as previously discussed, would hasten the categorisation of data and facilitate the identification of subthemes and themes of message categories and reduce delay. Time is of the essence here as the teacher's relatively immediate access to the described and interpreted session would improve the code's usefulness.

Utilisation of an integrated computer program could assist the whole process of data categorisation and presentation of data description and interpretation at all levels of the code. Programs mentioned before such as NUDIST have the potential to do this. However a specific program could be developed for the application of the code to data.

The quality of the description, and consequently the interpretation of each literacy session, is related to the availability and skills of the observer, as well as their guiding presuppositions (about literacy, teachers' literacy behaviour and observation). However the value and worth of observation is fundamental to teachers', staff developers' and teacher educators' growing awareness of literacy behaviour, together with the skilled use of observation tools (field notes, transcripts, coding systems and the like). Availability of trusted and skilled observers is a problem. The observer needs to be acceptable and credible to the classroom teacher. Creative responses to this limitation could include focused and guided observation sessions where teachers share with peers and others their observations of videos of particular literacy sessions. This may assist teachers to develop their own observation skills.

The context and the purpose for which the code is used has specific use at the moment: teacher messages only are considered. The literacy messages that students interpret in the classroom are outside the boundaries of this present project. However, in future development, the relationships between the teacher initiated literacy messages and student interpretation of these messages will be worth investigating.
6.4 Further Research

Further research in these areas would necessitate the refining code procedure to be "user friendly" so that teachers and researchers could readily use it. As previously signalled in this section, immediacy of processing of data and feedback to the teacher is crucial here. With such procedural improvements, I would envision the code being used easily by a teacher in a self-assessment context. In a partnership approach, peers may observe each other and possibly reflect on the description and interpretation of their own literacy messages.

The code has marked potential for providing rich and revealing information about teaching literacy *in situ*, a need that was identified in the rationale for the project (Section 1.4). As previously mentioned, researchers could use the code to build up descriptions and interpretations of literacy messages which a teacher conveys to a class over a period of time and across different areas of the curriculum. As well, researchers could combine these data with data relating to students' literacy development. In this way, researchers would be attempting to describe and interpret the meanings that students have gained from the teachers' literacy messages. Techniques to assess students' literacy development may include retellings, running records/miscue analysis, sample analysis, interviews, and surveys.

The code could also be used for inquiry into other aspects of literacy teaching and learning. These include investigating different teacher/student interactional styles, different ways of presenting literacy programs, for instance, through integrated unit programs as well as identifying different literacy learning opportunities in various literacy episodes and across all curriculum areas in the classroom.

Another use of the code could be its application to observations taken in a range of different settings outside primary schools, which are not usually associated with literacy learning. Settings such as long day care centres, preschools, secondary schools, T.A.F.E. colleges, universities and Saturday language schools are all sites where adults will be conveying literacy messages. This would make for interesting inquiry into the dimensions of literacy teaching within educational settings in the community as a whole. Similarly using the code on observations taken in cross cultural settings, such as bilingual families, rural families, inner city families, remote Aboriginal and Torres Strait communities and the like could extend inquiry into the adult's role in family literacy learning.
6.5 Conclusions

In this project, I have documented the processes taken and the concepts examined in the development and application of a code to describe and interpret teacher initiated literacy messages. Various issues which arose in the literature, relating to notions as well as methodologies employed, have also been discussed. The application of the code in three case studies has illustrated the descriptive and interpretive powers of the code. The application of the code to a limited range of observations, does, however, indicate that the code is able to closely describe and interpret differences in teachers' literacy messages.

However, the intent of the development of the code, together with the purposes for which the code can be used, are closely connected. Both sit within the larger context where the agenda is to promote inquiry into literacy teaching and learning, where teachers, staff developers, researchers, teacher educators as well as families learn more about literacy teaching and learning. As Eisner (1991:8) stated:

Educational inquiry will become more complete and informative as we increase the range of ways in which we describe, interpret and evaluate the educational world.

The code developed in this project offers one way to do just this, by describing and interpreting aspects of the teacher's role in teaching literacy in classroom contexts. Furthermore, it offers a foundation for continued inquiry into all environments where teachers and adults teach and children learn, develop and refine literacy.
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APPENDICES
APPENDIX A

FIELD NOTES
All children and teachers, K-2, assemble outside the building. The children are carrying their bags. Class by class they move to the assembly hall. One teacher is sitting at the piano but, before she commences playing, the Assistant Principal asks all the children who are going to Year 3 to stand. She then asks all the girls to go to the back door, then all the boys to go to the back door.

The children stand at the door. Carole, the Year 3 teacher, walks to the door. She tells the children they are going to the assembly area.

As the children walk down the corridor, they talk excitedly. Once they come to the bend in the corridor, Carole stops and reminds them they are in Primary now, and they need to behave accordingly when walking down the corridor. They need to be quieter than they were being, but it is O.K. to whisper. They also need to remember to stay on the left-hand side of the corridor always, so they don't bump into others coming the other way.

They walk out to the assembly area and sit in two lines with Years 4-6. Ron Muller speaks first about the playground areas available. Years K-2 and 3-6 are to play together so children, especially older children, need to take care when playing. Children are reminded not to come to school too early.

9.15 a.m.

Bob corrects the information about actual areas available for playing. He welcomes Year 3 to the assembly and asks the children what is their plan for the year. He mentions that he will be coming around the classes today to talk with the children and he hopes that
some children will be able to tell him what their plan is. He reminds children to listen as teachers call out their names for the classes. This will be a test to see how well they listen. Children whose names are left out need to see the teachers after. Various teachers then begin to call children's names and ask them to sit in nominated spots. One class leaves almost immediately as there are no changes to it.

Year 3 children sit quietly, then some begin to chat as the classes are called out.

Carole walks back with Year 3 through the building to the playground side. The Infants toilets are pointed out as the ones which children need to use, then the two seats near the stairs for bags before school. The children turn in their lines and walk back to the building. Carole reminds them to keep to the left and they need to walk quietly so they won't disturb Mr. Muller. They stop outside the classes. She points out how Year 4 bags are on hooks and neatly alongside each other on the floor. Carole demonstrates how this takes up very little space, by picking up a bag and turning it in different directions. Carole asks the children if they have their names on their bags. She shows a tag that is on a bag, and suggests it is a good idea. She also speaks about stickers being useful to immediately identify bags. Carole tells the children about her travelling experiences and how her luggage has a funny flower sticker which makes it much easier to identify her luggage when it comes on the luggage conveyor. That makes it much easier to find and pick out.

Carole moves to the door of the classroom, opens it and says, "This is our classroom." The children follow her in and sit on the floor at the front, under the chalkboard.
Carole reminds the children to move up a bit so all the children can fit on the carpet at the front.

Carole asks the children what she has forgotten to ask them to bring in from their bags. She asks the children to think of the things they might need. Some children, especially Jack, ask if they can go and get things from their bags.

Carole reminds children about the 'hands up' rule for talking.

Children suggest pencils, coloured pencils as things they might need.

Carole asks, "What else?" "What do you think we might need?" One child says, "Textas." Carole replies that textas are not really needed.

The children begin to chatter quietly as Bob arrives with a new child. The children on the carpet look all around the room and talk to each other. Carole moves out the door to speak to Bob.

A couple of minutes later Carole comes back into the room and asks Narelle if she can be Tessa's special friend. Carole asks Narelle if she has other friends who can help. Narelle replies, "Katerina" after some time. Carole then suggests Tessa sit near Narelle.

Carole says she doesn't know anyone else's name except Narelle, her sister because she was in this class last year. She comments "I don't know anyone else. Well, I'll just have to get to get to know you."

Carole asks what other things are needed. One child suggests a sharpener, to which Carole responds, "Good idea." and asks which kind is best. A child replies, "The one with the bottom." Sonya tells everyone she has one like that in her bag.
Carole then speaks about the need for glues. She says the old-fashioned paste has secure lids.

Betty says she has one in her bag. Carole suggests that, if Mum hasn't bought any yet, to buy paste instead of glue, as several children last year had problems when the glue made a mess of their bags. She says paste is not really expensive and it is really good.

A child gets a paste container out of their bag and Carole shows it to the children. She says it is called Perkin's Paste and that there is one thing wrong with the one she is holding.

A child says about the container not having a name on it and Carole points out there is space on the white label for a name. Sonya tells Carole, "I've got one of those and my name is on it."

Carole speaks about the special name cards she has made for the children and says they should stand up on their tables.

Carole tells the children that she will tell them about herself. She says she has been at the school for two years and that she has two daughters, one aged 16 and the other aged 13 years. She also has a cat and a dog.

Garry asks a question about whether the dog chases the cat. Carole speaks about this and that she has to have the cat on one side of her and the dog on the other. What she gives to one, she has to give to the other.

David makes the comment that cats are very strong. Carole asks the children about what sort of weapons a cat can use to get their message across. The children put their hands up to reply. They suggest growling. Carole asks what the cat does to make sure she doesn't get pushed around.
Carole comments that the dog knows when it is doing the wrong thing.

Carole then asks the children to tell her a little about themselves - about their favourite hobbies, even what they like doing at school, and reminds them of the rule - one person talking at a time. Carole reads the names from the list and the children respond. Rodd speaks about?

Rachael says she has two cats. Carole replies, "Very nice" and asks if she has any brothers and sister.

Rose

Carole ticks the children on her class list as they speak.

Belinda speaks about her cats, Tiger and Tinko. She tells that, in March last year, Tinko arrived. Carole comments, "They sort of adopted you."

Dianna speaks about her family and mentions that her Dad had an animal, but it died. Carole responds, "Right, thank you."

Stephen talks about his two brothers and one sister and mentions that his brother is starting school tomorrow.

Eunice speaks about her pets and mentions that one has died. Carole responds that that was too bad, although they don't live too long.

Don speaks about her four brothers and one sister. She says she likes swimming and that the most exciting thing of all is that she has eleven dogs.

Carole comments on the number, and Don says how one had babies. Carole asks how many babies the dog has and says that perhaps she would have lots of friends and visitors now. Don replies that one dog has seven babies.
I speaks about having one dog and two birds and one cat. Donna says that she has two sisters and that she used to have a cat but it ran away.

Chloe says that she did have animals, but they died. Carole responds, "Thank you, Chloe. Good."

Betty talks about having one brother and that her family might be getting a pool later on. Carole responds that that will be exciting.

The next person whose name Carole reads out is not present, and she suggests that maybe on Monday they might be at school.

Martin speaks about his dogs called 'Harry' and 'Ben' and that he has two sisters and one brother. Carole responds, "Right" and thanks Michael.

As Carole reads Teena's name on the list, she notices a different spelling -Teenna- and mentions the misspelling to her.

Carole says, "Excuse me!" to Martin. After Martin replies, she says that maybe the person next to Martin doesn't remember that one person speaks at a time.

Sonya speaks about her family. "I've got a sister and a dog and lots of birds." Carole smiles at her.

Keiran speaks about his dog, fish, bird and a brother and a swimming pool.

Garry speaks about his two sisters, nine fish, dog, cat and ... He says the little fish are all colourful and that the cat and dog play. Carole says that the cat must be gentle. Garry replies that sometimes the cat and dog fight.
Susan talks about having a dog and three fish and a brother and that they are going to get a bird.

R speaks about swimming.

Danny speaks about having two birds and one sister and a mother and a nan and a granny.

Carole asks the children why Melany is away. They reply. Carole says she will put her down as absent.

Casey Curtin says he has a grandmother and four brothers. Two of his brothers live in Queensland and the other one lives with him. Carole asks if he lives with his grandma. Casey replies, "No." Carole asks if he lives with his mum and dad, and he says, "Yes."

Jack says he likes to play Lego and he has a new container of it and that it doesn't fit back in, and now it is all over the place. Carole responds about the mess he must have. Jack continues that he has a cat and eighteen birds and five. Carole responds with, "Right. Good."

Danny speaks about having having two dogs but one died. Carole responds with, "Oh!" David talks about his dogs - one is Melora and one is called Lady. He also has two lizards, one rabbit, one brother and some fish, three of which are axolotyls. He talks about the rabbit getting out and that his dog ate one of the lizards, one of which was a blue tongue.

Tessa says that she has two brothers and that she likes swimming.

Carole says that it is quite a large class and that yesterday she had to get some extra tables.
Carole says that, before the children go to their desks, she wants to do something else. She turns to the chalkboard and draws a rectangle with lines across it. She says that the children have told her about what they like and about themselves, but she has a poor memory. She asks the children to write their names in the right-hand corner. She asks Susan to show where that is on the diagram on the board. Susan does this. Carole makes a cross on the line below and says this is where she wants the children to tell her about themselves. She says, "I can keep a file and I know what Jack likes."

Betty asks a question about whose name to write. Carole demonstrates by writing Garry's name on the top right-hand line.

Carole mentions to the children that it is easier to write on a line then leave a line. She says to the children, "This is what I prefer you to do."

Carole asks the children what to do about spelling. Rodd says, "To try to spell it." Carole says to sound it out and give it a try. She writes 'kitin' on the chalkboard and draws a circle around it. She says, "If you put a circle around a word, I know you have had a try." She says that 'kitin' is not the correct spelling and rubs it out. She writes 'kitten', and then says that the circle isn't needed anymore.

Carole tells the children to get their pencils from their bags as she will put the name cards on the tables.

Chris and Jack see a pencil case under a desk and tell Carole. She says she will see if she can find the name and get it to the owner from last year.

A child asks whether they can have Bitty Bins to hold their pencils. Carole says it won't fit under the table. She says the style of the one
from under the table is good because a lot can be fitted into it and it will fit under the desk.

Carole puts the name cards on the desks. She says the names as she does this, and the child named goes to their bag if necessary to get their pencils, and then sits at their table.

Carole then says to write their name in the top right hand corner and then to write sentences about what they like.

Casey is talking to Jack and Carole asks him if he has a problem. He says he doesn't have a pencil. Carole asks if he didn't hear her say to help themselves to pencils out the front. Casey walks to the front of the room to get a pencil.

Keiran asks about what to do. Carole tells him to look at the chalkboard and to make a decision about what to do. She says, "There's not much point in discussing with your neighbour. This is about you."

The children sit quietly at their tables, writing.
Carole walks around the room and looks at the children's writing. She says to the class that she can see that Eunice is having a try with her spelling.

Carole tells Jack, "It's hard for Casey to work if you disturb him." Jack says something and Carole says, "Well, it's hard for Jack to work if you disturb him, Casey."

Carole tells the class to write just one or two sentences about themselves - what they like to do, even what they most like to do at school.

Carole walks out of the room to open windows in the corridor. Children write at their tables. She comes back into the room and says to a child, "Your name card's facing you. It's better if it's facing me."

Betty asks a question about rubbers. Carole says it is all right to use rubbers.

Carole walks around the room. Betty asks a question. Carole says, "No."

The children write quietly. Carole walks to the front of the room and picks up the class list from a cupboard at the front. She reads it and walks to her table and puts it there. She reads over children's shoulders as she walks across the back of the room. She says to Alice, "Very good, Alice."

Danny asks how to spell 'other'. Carole says to him that he should give it a try. Danny asks another question about how to spell it and Carole says to "have a go at it."

Sonya asks about whether to draw a line before drawing a picture. Carole says to just do an illustration or picture.
Carole walks to the front of the room, near the door, and picks up Garry's name card and turns it around.

Garry asks whether to draw on the back or the front of the paper. Carole says she would prefer it on the front.

A child comes in from another class with a message. Carole chats to her, reads the note and writes something down.

Casey asks a question about once you're finished one sentence, do you leave a line? Carole walks over to him and speaks to him.

Carole then walks past Samantha and asks her whether she likes to be called 'Sam' or 'Samantha'.

Danny calls out if he could do his picture.

Tessa asks if she can use textas. Carole says she would prefer coloured pencils. Tessa says she doesn't have any. Carole gives her a sheet of paper from the cupboard at the front of the room to put under her page.

Year 2? children come in with three grey folders. They say to Carole, "More things from last year." Carole repeats this, takes the folders and puts them on her desk.

Carole walks to the front of the room, then around the room. She talks to Danny about whether he has pencils and another child agrees to share some with him.

Carole asks the children to put their hand up if they are on their picture.

David then asks a question about textas.

Carole says to the class, "Everybody drop your pencils and look at me right now."
Carole walks to an open cupboard in the middle of the back of the room and picks up some computer paper. She speaks about the white paper being computer paper with perforations for tearing into pages. She tells the children to get some whenever they use textas on their tables because she wants them to keep the tables clean. She tells the children to "go ahead and finish" and says to anyone else who is using texta to make sure they get some computer paper. Carole then gives some paper to a child.

Carole says she knows some people aren't finished, but she wants them to come to the floor. The children go to the front of the room. Carole says that a child has fixed their chair up before they came to the floor. Some children push their chairs in.

Carole says she wants to explain about the play area. She says to use the Infants playground and the Infants toilets from last year. She says to line up at the bench outside after play lunch, because she is often in the classroom and that is closer. If the children aren't sure where this bench is, she will take them there.

Carole asks the children what is the first thing that they did. Betty says, to eat play lunch. Carole says the first thing is to go to the toilet, then to the grass area.

Carole takes the children down the stairs and outside the building to the benches for lining up after play lunch. Then the children go back inside to get their play lunch and then out for play lunch.
The children walk into the room. Some sit on the floor and some sit at their tables and colour in, draw or write on their papers from the previous session. Most children move to their tables and work on their paper.

Carole walks into the room and says about how she likes the children who are working at their tables. She asks who is finished; she then asks the children, in table groups, to come to the floor with their papers.

Carole collects the papers from the children, who then sit on the floor at the front of the room. Carole sits on a small red chair. She asks the children to sit closer because the book she has, "The Sly Old Wardrobe", has small illustrations.

She asks the children what she is talking about when she says illustrations. Keiran answers with 'pictures' and Carole asks the children what is the special name again.

One child answers, "Illustrations".

Carole points to the illustrator's name on the title page. She turns to the front of the book and talks about the dust jacket.

Jack says that the book is like a person - it has a jacket.

Carole says there are two phrases for that - 'dust jacket' or 'dust cover'. Carole asks Damien to move closer to Jesse.

Carole reads "The Sly Old Wardrobe". She asks, "What's 'sly'?" "What's a wardrobe?" The children and Carole discuss who has or hasn't a wardrobe.
Betty says that sometimes you leave wardrobes in houses because they are too heavy to move.

Many children say they have built-in wardrobes, or those with sliding doors.

Betty complains about her sore knee getting knocked.

Carole starts to talk about the author and the illustrator - What did he do? The children answer, "He drew the pictures." Carole shows some pages. Some are black and white, and some are colourful as she turns the pages.

Carole asks, "What did the sign in the illustration say?" Chloe reads it and Carole repeats it. Carole reads the page, then she talks about wardrobes.

Jack and Betty speak about wardrobes. Carole asks them if they had their hands up? Jack shakes his head. Betty says, "Yes."

Carole speaks about old wardrobes maybe being antiques.

Keiran says his wardrobe has sliding doors.

Jack says his is built-in.

Carole asks the children if their wardrobe is built into the house. About half the class put up their hands.

Carole asks the children if they have separate wardrobes. About half the class put up their hands.

Carole says, "I hope you don't have a wardrobe like this. It's sly."

Betty asks, "What's sly?"

Carole says about learning to put your hand up, to Betty.
Garry says he has seen a toilet in a cupboard.

Carole asks the children if they know about things like that, and tells them they are called 'en-suites'.

Betty puts up her hand and asks, "What does sly mean?"

Carole asks the children, "Does anyone know what sly is?" She says it is thinking about an animal which Garry guessed, "A Sly Fox."

Carole reads the first two pages with the book alongside her. Carole reads and points to contents in the book. The children fill in the gap.
Carole then discusses with the children why the old lady wants to get rid of the wardrobe.

One child says, "It swung out and hit her."

Carole reads the next page. She says, "I wonder if you are like him?"

Carole reads the phrase: "... lived in a garden with a house in it." She then pauses. Jack reacts to this with a chuckle.

She reads the next page. Carole says, "I wonder why she's so upset. Susan?" She reads the next page, then asks, "What's his problem now? What does Tom have to do?" Garry puts his hand up and says, "His clothes might stink."

Carole says, "Remember earlier it said anything else?"

Betty says, "Maybe he could use it for a cubby." Carole tells her that is a "terrific idea", but she needs to put her hand up.

Jack says he could put his toys in it. Garry says. ?

David puts his hand up and says, "The old clothes could go there." Carole reminds him about putting his hand up and asks what would Mum do with small clothes? David says the clothes could be given to the small children and they could be stored in a plastic bag. Carole says that is a good use.

Martin says, "The boy could clean the wardrobe out." Carole says that is a good idea.

Narelle suggests making it into something. Carole says that is the same as Martin's idea.

Carole reads more pages.
Keiran says, "He's cleaning it out." Carole shows the picture carefully. Carole says, "He used some powders to clean it."

Carole reads more pages.

Carole says, "Oh dear, she is a bit unreasonable."

Jack mentions the boy going to all that trouble.

Carole reads more. She then asks, "Do you think his mother might be unreasonable?" and points out the rats in the illustration.

David talks about having two rats in his toy box.

Carole says that rats carry germs and you could get sick.

David says you have to wash everything well and Carole says there is a special word - 'disinfectant'.

Carole says, "Tom's got a big problem, so I wonder what he's going to do."

Betty says he could clean it out and make it useful by using it for storage.

Carole shows the picture above her head and in front of her face and asks, "What time ...?"

The children read "5 o'clock" (from the book).

Carole reads two pages.

Carole says, "Must be a pretty big wardrobe."

Jack, Sonya and Betty make comments.

Carole reads another page. She asks, "What did the little girl mean by 'dark shadows'?"

The children say "ghost".
Carole reads the next page.

Betty says, "I yell out."

Carole shows the next page which has no written text. The illustration is of the boy trying to put furniture against the wardrobe doors.

Betty says he was scared and Carole asks her if she had a hand. Carole says about the illustration giving an idea about how the boy is feeling.

Carole reads the next page and asks, "Why did he stay awake all night?"

Carole reads the next two pages, and asks, "What did she say and what's Grandma going to say?"

Betty says something and Carole says about 'hands up', and Betty says, "I would like that cupboard."

Susan says, "What are you doing with that?"

Sonya says, "That's a lovely wardrobe. I'll give you a dollar for it."

Carole says what clever people they are, and she reads the next two pages. She asks what 'afterwards' means.

David says, "About eight years."

The children put their hands up. Carole asks, "What's she going to do for Tom?"

Chloe says that she could give Tom another wardrobe.

Carole says, "She might; she probably would," and she asks several children
Carole reads the page, then she asks Sally what happened to the Sly Old Wardrobe.

Betty says, "I've been looking for years and years and years and years, and that means four years."

Carole says it means years more.

Garry says it just means more and Carole says she agrees with Garry.

Carole then asks the children if they know how to play the game of 'Squiggles'.

Keiran explains.
APPENDIX B

TRANSCRIPT
First class session starting about 10.20

Carole: Have we got room for everyone?

Chn: chatter

Banging metal.

Carole: No I haven't talked about taking anything. Excuse me. Taking anything out of your bag, this morning. I didn't say a thing about that at all. I wonder if I should have. What do you suppose you're going to need?

*Child: yes.

*Child: and Pencils

*Child: coloured pencils

Carole: Yes. That's right. OK. So normally when you put your bag there in the morning, when you come in the morning, not now, when you normally come in the morning of course you automatically take out your pencils because you need them for school. MMMM I wonder what kind of pencils you'll need.

Hammering

C://

C://

Carole: I like the way you put up your hand Susan. Yes, lead pencils. Anything else do you suppose you might need? Yes?

C: coloured pencils

Carole: yes Coloured pencils would be handy. What else? ... Lead pencils, coloured pencils. Do you think you might need anything else at all?

Child: Textas.

Carole: Well...I think textas aren't really something we need. mmm. I know sometimes your pencil case gets so loaded when you've got coloured pencils in and regular pencils that...
there's not really room for textas too are there? So you
don't really need textas. Coloured pencils - yes you do.
Good Morning.

Bob: Good Morning Can I see you for a moment please.

Carole: Certainly.

Carole speaks to the principal about new child. Children
talk very quietly-indistinct. 4 minutes.

Carole: Narelle. Where are you please Narelle? Good I know
you because I had your sister last year. Would you like to
come and sit here next to Tessa?.

Break in tape/

Carole: All pencils down please. And as I sit up here at the
front. I can see which group is ready to come first. Ohhhh.
Danny I did say all pencils down. You're spoiling your group
and your group 's spoiling all? I think the middle section
here is ready. Oh. No I think Alice's row is ready. Alice's
row would you bring your paper with you.? and come and sit
up here in front of my red chair please. Bring your paper
that you wrote about yourself with you. And the next row
ready is. I think that I could probably say that the row that
Samantha sits in is ready. Would you bring your papers
please and come up to me. Thankyou. Thankyou. And which
other group is ready? Oh yes I can certainly see that the
people sitting in Susan's row are ready now. Could you
please tidy up your chairs and bring your papers up to me.
Sit right here. Jack Can you move thankyou.? Right .You'll
have to sit closer because there are people behind you.
Thank you David... Good. Thankyou....Good Nice and close so
there's room for the others behind. And . Yes I can
certainly see that the people sitting along Narelles row are
ready now and so are Keiran's row. Could you please bring
your's to me up now? Good thank you.Thankyou. Move up nice
and close please. Move up a wee bit.

Child: ////

Carole: oh did you? Thankyou. I didn't realise that Belinda.
Thankyou very much. Good thankyou. Good.. Oh I like some of
these illustrations. Very good. Thankyou Betty. Good.
Thankyou. Thankyou. Thankyou. Now the

{Carole: illustrations in my book..
Carole: the illustrations that I have here in my book aren't that large. So if you want to see you move up close. So Rodd you're a little bit far back now aren't you? can you move up a wee. No Its not Rodd, its Rhett isnt it? Can you move up just a wee bit more thanks. Squeeze in Susan move up closer please.

Carole: There's loads of room there so if you just move up a little bit. Good. That's better. And Jesse Jesse why dont you come up here behind, you're sitting next to Keiran is it? Sitting next to Keiran there. Thankyou. And then you'll see the illustrations too. What am I talking about when I'm talking about illustrations, I want you up close so you see the illustrations. What am I refering to? Keiran?

Keiran: The drawings.

Carole: Yes that's right. The drawings or the pictures or the illustrations aren't they? What's the name of the person that do we call the person who does the drawings for the book? That will test you. See how well you've been listening to Mrs Carter.

Carole: What's the special name we give to someone who draws pictures for a book? Narelle?

Narelle: illustrator.

D: The illustrator, that's right. The illustrator and the person who drew the pictures in the book that I choose today. It tells us that person's name on the title page. I'll turn to the title page. Oh there's the cover. That's called a jacket by the way because that's an extra cover. You probably know that anyway.

Carole: That's right. It's another thing over you isn't it? So the book has a jacket.

Carole: Sometimes it's called a dust cover Right and its called a jacket too. And I'll turn to the title page and
there's the title page. Oh dear I think you might be in the
wrong position here. Right? Do you think perhaps, maybe over
next to Florian would be the best place for you because
you're not going to be able to see the illustrations.

Ch: There's room here.

Child: There's one here.

Carole: There's plenty of room by Jesse. I'm sure he'll make

Child: Teacher C.

Carole: Good. OK. the name of the book is "Sly.. Old..
Wardrobe". How can a wardrobe be sly? "Sly Old Wardrobe".
What's a wardrobe?

Child:///// 

Carole: What is a wardrobe? Dianna?

Dianna: ///// A place where you put clothes.

Carole: That's right. It's a kind of old fashioned thing
isn't it because in most homes now you don't have to buy a
wardrobe to put in your bedroom.

C:/// 

Carole: Yes it has one built in.

Betty: or if it's too heavy to move and no-one to help move
it they leave it there for the other people to use.

Carole: Yes. That sometimes does happen . Yes,///// 

C: ///// People keep going like that to me.///

Carole: Oh dear, well just make sure you have your legs
tucked in front of you and I don't think anyone will be
touching you. Right, so this story is called "Sly Old
Wardrobe" and it's written by a man called Ivan Southwall.
And it's illustrated ... by a man called Ted Greenwood. Now
he's the one who is the illustrator. What did he do? Ted
Greenwoood who is the illustrator , what did he do? /////?

C: He did the pictures.

Carole: He did the pictures. Right. And the pictures vary.
Some of them are just little black and white sketches like that. But, some of the pictures are very colourful too. Oh I can see a sign on that wardrobe. Can anyone see that it's very small and that's why I want you to sit up close. What does that sign say?

Cn: sigh.

Carole: Put up your hand if ///// please What does that sign say? Chloe?

Chloe: Bargain $ 10.


Carole: Reading: This is the story of a very old wardrobe.

Carole: I think all wardrobes are pretty old. They don't really make too many these days because as I said most houses ahve what we call built ins and that means

C:////stop it?

Carole: it's built into your bedroom wall

C: and

Carole: doesn't it ?

C: I've got a built in.

Carole: ah

Carole: Did you have your hand up?

C: And now.

Carole: Did you have your hand up?

Betty: Yes.


Betty: Now I've seen some of the olden day wardrobes put in bedrooms to make it nice and everything instead of new ones. There's more of the old ones.

Carole: Sometimes the ones that are very old and special and are very good quality we call antiques. Some people like to
have them in their houses.

C: My father///

Carole: Yes Keiran?

Keiran: I've got one and its made with a sliding door. //

Carole: That's right, that's the usual type of wardrobe people like to have these days. Yes///?

Jack: You can't move mine because mine's a built in.

Carole: Yes. You can't move yours. That's right. Its part of the room, isn't it?

Jack: And all of mine and my sisters, my two sisters and my mum, all of us have got a built in.

Carole: Right, put up your hand if you're got a built in wardrobe in your room, if you don't have a separate one like this, if you have a built in one. Right, quite a few people. Put up your hand if you've got a separate wardrobe like that, because lots of homes still have those. Good. Right. Well I hope you haven't got a wardrobe like this one because it's a sly old wardrobe.

Betty: What's sly mean?

Carole: (sigh) What did you forget again young lady? You're going to have to remember/// Yes?

C: My cousin/// wardrobe that's built in and you walk into it and you open it and there's a toilet in there.

Carole: Oh that's interesting. Does anyone know what that's called? When you have a wardrobe and a toilet and everything as part of the bedroom? Does anyone know what that's called?

C:////

Carole: Do you know the name?

C: No.

Carole: No right, it's called an ensuite when you have it as part of your bedroom. Sometimes there's a walk in wardrobe or a dressing area and then they've got a toilet and perhaps a shower too. All attached to just the bedroom. And that's not called your own special room. It's called an ensuite.
Yes Jesse?

Jesse: ///// And there's clothes in the wardrobe and when you open up one side of the wardrobe you can walk into the bathroom.

Carole: That's right. That's exactly what we would be talking about. Yes Betty?

Betty: What's...

Carole: Excuse me Jack. I don't think it's your turn to chat. Sorry.

Betty: What does sly mean?

Carole: Sly? Does anyone know what sly means? ///// There's an animal that we usually say is sly. He's got a bushy red tail and pointed ears and what animal is usually referred to as being sly because he's very clever and cunning. ///// What does sly mean? ///// sneaky clever, slimey, these animals are usually Garry?

Garry: A sly fox.


Carole: This is the story of a very old wardrobe. And it looked very old and it smelt very old and and deep dark shadows inside it. No one wanted it.

Long ago an old English gentleman in a top hat sold it for fifty one guineas to an American lady with gold rimmed glasses and she sold it to a big game hunter for one hundred dollars and he sold it to an African chief for two mountains and a river and the African chief sold it to an Egyptian on a camel for three shillings and twopence and he sold it for a trooper's hat to a nice young man who told it to Australia. But he could sell it to noone because noone would buy it.

So he gave it to the lady in the Opportunity shop who never paid anything because her money went to charity.

and This was a sad beginning to a story because everytime she walked past it swung open a door and hit her. " Horrible, sly old wardrobe. Monster. Spoiling the look of my charming shop. Out you go! Marked down to a ...........
Carole: She wasn't going to charge ten dollars for it anymore. She marked it down to how much? David?

David: One dollar.

Carole: One dollar. She thought I'm going to get rid of you. Why did she want to get rid of it so much? What was the reason for wanting to get rid of it?

C: Because everytime she walked past it it

Carole: mmmmm. Almost like it had a life of its own. Right. She

C: She might have hated it.

Carole: thought I'm not putting up with this anymore.

D R: Well Tom's Grandma gave hom a dollar to spend for his birthday.

Carole: Now, I wonder if you are like Tom. He's the sort of person that wants as much as he can get for his money. So

D R: Nothing was as big for his dollar as the horrible, sly old wardrobe.

Carole: he couldn't get anything bigger than that for a dollar. What did he want?

Chn: Sly old wardrobe.

Carole:R: And Now Tom lived in a garden with a house in it.

Jack: A house and a garden?

Carole:R: and when mother came home from afternoon tea with the ladies, she screeched, " ohhh Horrible old smelly sly oldwardrobe spoiling the look of our charming house. Out!out! Take it out of my sight!" And Tom cried and cried. When father came home from work, he said, " Silly little boy to waste Grandma's dollar; the first dollar you've had to call your own. Whatever will Grandma say?" And Tom cried and cried.

Carole: I wonder why he was so upset? ... I wonder why he felt that way? Rachael?
Rachael: Because he loved it.

Carole: mmmm He thought he was getting a tremendous bargain. I mean how could anyone get anything bigger than a dollar? and..

Betty: My mum would buy it.

Carole: He was feeling really good about it. Right. His parents don't feel very good about it do they? mmmm.

Carole: R: Then father said, " But because we love you very much you may keep it - if you put it to a use that pleases your mother."

Carole: What's his problem now? What's Tom's problem now? What does he do have to do? He's got to find a solution first. What does he have to do?

C: Put clothes in it.

Carole: Thats an idea. That would be putting it to a good use, wouldn't it?

C: ///

Carole: mmmm What was that again.? I didn't see your hand first. Put up your hand and then tell us. Yes.

C: A clothes might stink basket?

Carole: mmm Thats a possibility isn't it? You could remember that it said earlier that it smelt terrible, musty old wardrobe. mmm Well. That's a good idea though. It might be used for clothes and you might need it for clothes. Anything else else you use it for?

C: A cubby?

Carole: That was a terrific idea but.. would you please learn to use your .... Thankyou. I know you might not be used to that but that's one thing I want in my class. Alright? A cubby?///// That's a good idea too. yes Jack?

Jack: You could put your toys in.

Carole: That's an idea.

Jack: So you don't leave them all over the place.
Carole: That's right, because sometimes wardrobes have hanging space and sometimes they have drawers in them ///

C: Sometimes they////

Carole: mmmm yes

Jack: ///

Carole: I suppose sometimes your toys, if they get a smell about them you don't really like that either though do you? But that's a good idea. Bringing toys in. Anyone else?

C: What about, what about..

Carole: Yes . I like the way you put up your hand first. You tell.

David: What about your old very yukky clothes? old clothes.

C: Your small clothes.

Carole: The only thing is mmm What does your mum usually do with your small clothes that you've grown out of? Yes?

C: She gives it to the children, the poor children.

Carole: Yes . That's right. So that's a kind of waste storing it in the wardrobe. Right.

C: She might (whisper).

Carole: You had your hand up earlier. Yes?

C: Well. You got your old clothes and you got to give them to the old children, children, well you could put it in a plastic bag and put it in the . . . drawer the wardrobe. and wait over till next time.

Carole: So this is a storage place temporarily is it?

C: Yes.

Carole: That's a good idea. Yes Jesse?

Jesse: //////

Carole: Well that's a good idea Jesse. Well let's see what Tom thinks of doing then because He's got to find a solutions
doesn't he? Yes. Did you have an idea Narelle?

Narelle: /// try and make some.

Carole: That kind of thing might please Jesse. That's a good thought. Ok Lets see what he's done.

Carole: R: "No," said Mother, "you cannot put your books in it. Beetles and worms lurk in every crack. They'll eat the words and chew the pictures and I will not stand for that."

Carole: Oh so Tom thought he could use it to stoke his books which is kind of a good idea but mum says...

Chn: NO!

Carole: R:"No," said Mother, "you cannot put your clothes in it. It's much too dirty and smelly for that."

Carole: Oh dear.

C: ///

Carole: Looks like he's thinking of all the things you thought of eh? Really working hard isn't he? Getting right into it. He's got all the cleaning rags and all the cleaning gear that he needs.

C: So he's got, he's got his toothpaste in there.

Carole: Oh I think that they are some of the cleaning equipment, like some of the powder that Mum uses when she

C: It looks something like a toothpaste.

Carole: Yes it does it looks like its from the same containers doesn't it? But He's got all sorts of things trying to clean it up.

Carole: R:"No, no,no," said Mother, "you may scrub and polish, you may spray and dust, but I will not agree to this."

Carole: Oh dear. She is a bit unreasonable, isn't she?

C: What's he gonna do?

Carole: After all he worked really hard. He's scrubbed it out and she's said nope. You still can't use it.
Jack: He's going to a lot of trouble to try to put it in.

Carole: mmmmm

Carole: R: "No-one knows where it came from before it reached the opportunity shop. It might have been in a rubbish tip or a tumble down house swarming with rats, I will not have your toys in it or your books, or your clothes. The use you make of it must be other than that."

And Tom thought and thought and thought.

Carole: Gosh some of the ideas he's come up with so far I think have been pretty good but his mum's not satisfied. I wonder.

C: ///

Carole: Do you think do you think his mum's been really reasonable?

Chn: Yes.

Carole: Could she not be right about rats? I mean/// mightn't she?

Chn: sigh in agreement.

C: She might see dead rats now.

Carole: Yes rats are spreaders of diseases because they leave their droppings and then of course diseases.

David: Yes. I had my toy box and it was a very big toy box and two rats got in it.

Carole: mmmmm

Child: Oh, yuk.

David: And they...

Carole: But the thing is it means that when you touch the toys after that, they could have germs on them.

David: Yes they did. I washed them when I just got down and when I was just in the shed I just got the toys down and washed them.
Carole: Yes. You have to use what we call disinfectant on them to kill the germs.

David: Yes I did.

Carole: Good. That's excellent.

Child:

Child: Excuse me.

Carole: Someone's got a big problem. So I wonder what he's going to do? Yes Betty?

Betty: mmm If you wanted to keep a wardrobe and you wanted to make it useful.

Carole: Excuse me little lady are you listening to what Betty has to say? I hope so. Sorry. Go right ahead.

Betty: If all the people... you could probably like not move it you could make another wardrobe with the same wood or something and or you could clean it put.

Carole: He's tried cleaning it out but that doesn't make his mum happy.

C: I know.

Child: //://

Betty: If you wanted to make it useful and you had like your toys that were all thrown over the floor that you couldn't put anywhere and you could put some toys in it and some not and lots of different things in it.

Carole: That sounds reasonable to me after you've cleaned it up but his mum's not happy so..

Carole: R: Tom told his friends about it ...

Carole: That's for thinking isn't it?

Child: mmmm.

Carole: R: and invited them home to see it on Friday at 5 o'clock, hoping for their advice.
Carole: What does that mean- that it says he's hoping for their advice? Yes.

Child: It means when someone doesn't know what to do, they ask other people.

Carole: That's right and the other people will....

Child: tell them.

Carole: tell them and help them or offer suggestions. You're right. So he's asking all of his friends well his friends arrived... when When does it say they were coming?

Chn: 5 o'clock Friday.

Carole: Friday at 5 o'clock, so there they all are. And their first comment is.

Carole: R: "It's empty" they said. " If I cannot find a use for it," Tom said, "I'll have to take it back. But the lady must keep my Grandma dollar because it's a charity shop." And The music teacher said. "You could put your violin in it." And The parson said," Or your Sunday suit." Tom sadly shook his head. " I have thought of all of those things. I have thought and thought".

Child:////

Carole: R: And the jockey said," You could stable a horse in it."

Children laugh quietly.

Carole: R:And The butcher said, Or a year's supply of meat."

Carole: It must be a pretty big wardrobe.

Carole: R: And the sailor said and why not make a boat of it?"

Chn: laugh.

Carole: And the train driver said ,

Child: make a train of it.

Carole: R: " Or you could put wheels on it and run nonstop to Perth."
Carole: Well Tom hasn't thought of those thing has he?

Child: A horse thing

Child: But the horse wouldn't///

Carole: R: "Ohhh," said Tom, down at the mouth. "You're only teasing me." But a little girl said, "Horrible, smellly, scary, sly old wardrobe. Its so full of deep, dark shadows there's no room left in it for anything else. So many deep, dark shadows that even the door won't stay shut. Aren't you afraid the shadows won't rush out and gobble you up?" "No," said Tom. "How silly can little girls get?"

Chn: Real silly.
   Real silly.

Carole: What did the little girl say might be in it?

Child: Shadows.

Child: Shadows.

Carole: Yes.

Child: A ghost.

Carole: Quite so. Let's see. ghost

Carole: R: So Tom says no, that's....

Chn: rubbish.

Carole: That's silly, that's rubbish.

Carole: R: "Afraid? Ha, ha, ha. Deep, dark shadows? What a laugh, rushing out to gobble me up!"

Child: I'd yell out there.

Child: ///</

Child: He was really sacred there.

Carole: ///</ohh but Betty doesn't have // What do you thinks
going through Tom's mind there? Ted Greenwood, the illustrator has given us some idea. What's going through his head? Deanne is it? What's going through his head there?

Deanne: /////

Carole: MMMmmm. I mean when the little girl said he/// he said thats rubbish, ha, ha, ha. But the little girl put an idea in his mind and now how's he feeling?

C: Scarey.

C: Scared.

Carole: mmmm.

Child: /////

Carole: R: The deep dark shadows slept soundly the whole night through, but Tom stayed awake until the sun came up.

Child: It would be better when the sun comes up.

Carole: Why did he stay awake all night?

Chn: /////

Carole: Ahhh. Hands please thankyou. Why did he stay wake all night David?

David: Because the shadows were evil.

Carole: That's right. Now he is worried and in the morning he says..

Carole: R: " Horrible, smelly, scareym useless, sly old wardrobe. First thing today you go back to the opportunity shop." "Now I've nothing for my dollar," said Tom "except the miseries". " My goodness,my goodness, my goodness" cried Grandma, who often called on her way on a Saturday morning for an hour or two.

Carole: ///// I wonder what she said?

Child: I know.

Carole: Grandma came to call the next morning, Tom had this terrible night ,Friday night, he didn't sleep a wink, he was worried about some dark shadows coming out of a dark wardrobe.
C: to gobble him up.

Carole: and he didn't sleep at all and now Grandma comes to visit on Saturday morning what does she say? .... What do you think she says Betty. I like the way you had your hand up.

Betty: I'd like that cupboard.

Carole: You think she says that? Oh what do you think Susan?

Susan: I think she said that what are you doing with that wardrobe?///

Carole: mmmm What do you think?

Child: I think the same as Betty.

Carole: What do you think?

Child: ////

Carole: What do you think?

Child: ////

Carole: Oh, well I wonder what she does think. Yes.

Child: I think she says that's a lovely wardrobe and I'll give it to you give you another dollar and I'll have that wardrobe.

Carole: What a clever lot you are.

Carole: R: "what a beautiful, beautiful wardrobe. I've been looking for a wardrobe like it for years and years and years." ..... "Afterwards," said Grandma, "we'll have lemonade and lamingtons and icecream and strawberries for tea."

Carole: Afterwards, after what...

Betty: After...

Carole: What did you say Betty?

Betty: After when she gets the cupboard, she'll make all the
stuff for him.

Carole: Right She's going to take the wardrobe to her home because she's been looking for one for how long? think she

B: mmm

Child: a hundred years.

Child: two years.

Carole: Not quite one hundred years because she doesn't look quite that old. But..

Child: years and years and years

Carole: years and years and years.

Child: What about eight years?

Carole: Yes, that would qualify wouldn't it? For years and years and years. Right. So after that what's she going to do?

Child: ///

Carole: She sounds like a terrific Grandma, what's she going to do after she gets the wardrobe home? Who was listening?

Child: sighs.

Carole: What was she going to do? Narelle?

Narelle: She going to ....

Carole: Yes for when she uses it, but what's she going to do for Tom? Oh She sounds like a top Grandma. AAAAAA. Hands thankyou. Right.

Child: She's going to give him another dollar.

Carole: Ohhhhhh, well she didn't say that but she might. She probably would knowing the kind of GGrandma she is. But she didn't say that. What did she say she was going to do? I read it and you were listening. Jesse?

Jesse: She said she was going to get icecream, lemonade,

Carole: Good fellow. What a good listener you are. Icecream and...
Child: Lemonade
Carole: and
Child: Lamingtons.
Child: Strawberries.
Carole: And strawberries.
Child: And icecream.
Carole: Right. She said she was going to give him all those things for tea.
Betty: You know how she ...
Carole: R: But nothing was nicer than Grandma's smile: it was worth much more than the dollar.
Carole: Right, so what happened to that sly old wardrobe?
Child:// sold it
Carole: Susan what happened to it?
Susan: ummmumm the grandma got it.
Carole: Well she didn't really ...oh did you say she bought it?
Susan: She took it.
Carole: She took it. That's right. She'd make good use of it.//
Betty: You know when she said I've been looking for one for years and years and years and years. If you count that it could be four years cos she said it for years and years and years and years.
Carole: Yes but years means more than one. So if it's years
Betty: ///
C:////
Carole: I think I'd probably agree with Garry.
End of tape. Side A Class Tape 1.
APPENDIX C

INITIAL REACTION FIELD NOTES
T spent much time on developing children's concepts about items from long ago and things that their grandparents and great grand parents had. T showed and talked about items. Interest shown by ch'n. Not seen as so important by T? -she says something like, we'll have to stop all this and get on with our work.

Session - swimming notes
- Great Grandma Remembers -Shared Book
- Show and Tell Items
- TV
- Billy Goats Gruff - Shared Book
- Billy Goats Gruff - Drama

T comments to stress - how to say/read text for different characters - Billy Goats Gruff.

T does lots of reading for chn. Chn join in sometimes

T comments on meaning constantly - bloodshot eyes, morality of story.

Ch'n participate with enjoyment and enthusiasm in drama of Billy Goats Gruff.

T uses some tag questions for agreement, OK?

T often repeats and expands children's talk.

Ch'n - altogether - no mention of Year 1 and Year 2.

Ch'n - individual within large group learning experiences.
Large group organisation of class for show and tell time and big book and drama session. Most of session in whole group.

Shared book time - teacher reads, points out text features - bold type, directs children's attention to the pictures, stresses meaning through questions at the end and the drama and storytelling of the book. Child participation is encouraged through participating in the refrains.

Children were more interactive through drama.

Time with texts - not majority of session time.

Children did not appear to be into writing down own discoveries about reading and writing - Garry.
Session - Housekeeping - names on newspapers
- Investigation Task - Family Tree Demonstration - T at chalkboard.
- Handwriting - Year 1 / Year 2
- T.V.
- T.V. Discussion
- Writing - Final Copy - Olden Days.

Literacy event - name on newspaper

Meaning stressed - discussion about family tree, write your name in full

Demonstration - T's family tree drawn on chalkboard, then rubbed off.

Demonstration of Handwriting and filling in pages of the textbook. Year 1 and Year 2 different pages/levels of the textbook, any difference in the actual letters? - size, number expected etc?

Betty aware of difference - told to write the same as the book, no explanation of possible reasons for differences.

Writing - some ch'n share stories - T's reaction Thankyou comment, no comment on the meaning.

Writing time, T explains the format - slate, write, colour and draw in that order, no writing unless checked.

Issue with few names on pages - year 2 people? unaware of names? why collected?

Ch'n talk about spellings, no mention of what they have written about.
INITIAL REACTIONS 1988 DAY 2 - TAPE - RADIO - CLASSROOM B

Handwriting session has, like other sessions, no explicit purpose, is unrelated to other aspects of literacy.

Year 2 and Year 1 are treated differently.

Many oral directions in handwriting.

"I don't want to see"

"Do it as it is in the book"

Jack: "you don't have a book."

Same amount of time allowed.

Preparation for television.
INITIAL REACTION 1988 DAY 2 - RADIO TAPE - CLASSROOM B - WRITING SESSION - KEIRAN

Much rereading and vocalising as Keiran writes.

Keiran spells with sounding out strategies - chopped off, had, leg.

Keiran asks peers for help - how to spell died and shares his writing - reads grandfather part to peers.

Turns over and rewrites when confused.

Other children - Garry and Danny say they aren't going to help - part of do it yourself ethic??

Gerry - Ok not to have correct spelling - rough copy.

Danny tries to give appearance he can spell.

Rubbing out episode - T encourages Danny not to worry about rubber.

T encourages Danny to share about the antique ring - selfesteem and confidence.

Danny - mixture of letters and sounds when referring to writing.

Format - linecards, reading with teacher, frames, important.
T used "allow" - for use of textas, no reasons given.

In writing there was much teacher and child talk and effort on guidelines. Jack complains about not getting his straight, T reminds ch'n to use one.

T conveys the notion of writing being marked and spelling corrected before ch'n write their final copy of writing.

T gives children choice of format - across or sideways.

T talks about the order of what is to be done - write (copy) story first then do the picture.

Ch'n offer T a rubber. T tells ch'n not to rub out themselves.
Session - News
- Reading - Year 1 - T - outside
  - Year 2 - Researcher - inside
  - TV
  - Contractions - putting into sentences.
  - Handwriting book if finished early.

Year 2 - Round Robin Reading. Ch'n found it difficult to get away from Round Robin, to predict. Researcher was told how to do it, "You normally pick, you go round the circle and you pick ?? best readers?" Predictions ch'n gave were fine, story did not give much room for prediction.

Stuck chn - told to "spell it out" - transcript.

Ch'n did not immediately understand how to read silently.

With T and whole group- Contractions - will/won't etc caused confusion when T asked what are the two words? Mechanical exercise - no links but " don't get into silly long sentences-" which may have focused some coherent meaning into experience.

Little coherence to whole literacy programme - fragmented parts and various foci - meaning, grammar etc.
INITIAL REACTIONS 1988 DAY 3 - TAPE - CLASSROOM B

News - formule type questions

Jack seemed to tell a story, others showed items

Reading:

T and Year 1 & 2 - different books, Year 2 were told by T they had harder books, assured that they will be able to "cope with it".

T told ch'n - "only reading the first story" - limited access

Levels of various books.

Researcher & Year 2s - PSSDR difficult - Round Robin was what children expected, best reader selected. Problems with text - "People We Know." questions - good interpretations and predictions by ch'n.

Sometimes read for me, sometimes read for us

When stuck (Sonya) a child said a few times - spell it out of Burke Interviews.

T does demonstration and writing.

Words out of context and chn didn't understand two words - won't.

Pronounciation of mustard raised by ch'n.

Number of sentences stressed by T.

T stressed format - capital letters, fullstops, question marks emphasised, can fit two words in one sentence.

Notion of busy book.

T conveys message - finish the work and do handwriting page.

Year 1 & 2 do different number of pages - Che asks why?

David talks about "Frog and Toad" stories.

Ch'n write quietly, but with some talk and interaction.
INITIAL REACTIONS 1988 DAY 4 - FIELD NOTES - CLASSROOM B

Session - News
  - Shared Book - "Great Grandma Remembers"
  - Chalkboard Cloze - "Great Grandma Remembers"
  - T.V.
  - Reading - Year 1 - "Little Red Riding Hood" Stencil
    - Year 2 - "Marbles" Poem, "Pat's Picture"

&

Stencil

Some common and some different experiences for Year 1 and Year 2.

Stencil - "Pat's Picture" - time concepts not understood by all ch'n.

Cloze - sometimes exact replacements looked for
  - was this preparation for the test?
  - how does T feel about cloze now?
  - how useful was Cloze as a test and as a performance indicator?
  - degree of difficulty of cloze - number and kind of replacements?
  - Why did T decide on these particular ones?

Shared Book - ch'n made one - creating own literacy texts, based on a model?, how did ch'n respond to making own texts?

360 Readers - ch'n didn't seem very engaged

Focus on meaning - T discusses marbles and xrays with ch'n.

Whole group - same learning experiences, what was done for ch'n with greater development and lesser development.

How much of Reading Scheme used - stencils? How effective did T find this?

Garry's notion of a good writer - write light, neat copy in book (initial ob. notes).

Sonya says if you can't read it, you can just look at the pictures (notes).

Any follow up later in the week for TV, any literacy opportunities?
News literacy events not utilised - Mandy and book, she wanted to read.

Closed/ open passages - cloze??? Confusion for ch'n.

Ch'n concerned about being marked for incorrect spelling in cloze passage.

TV not mentioned in class.

Write names only on cloze sheet, no other writing.

Some replacements, very easy and some difficult.

T said: You know exactly what the answers are.

"Thinking means not talking."

Much individual conferencing during cloze.

Sharing of cloze replacements without using pencils.

Mention of use of cloze for a test in future weeks.

T emphasised alternate replacements/ other times exact.

T tells ch'n they should know the answers.

Some ch'n found it very difficult.
Primary and Infants grouping of the ch'n to begin the year. Year 2 physically taken to Primary Assembly area. Comment from T as they talk excitedly where they are going, that they are Primary now - need to be quieter, and walk on the left hand side of the corridor.

Assembly - primary and infants play areas together, need to watch out for younger chn.

Outside room, T talks about bag storage and effective ways to label bags with names and stickers, T talks about flower sticker on her travel luggage.

Inside classroom, ch'n and T talk about themselves. T asks about which equipment would be needed.

Layout of writing demonstrated - top right hand corner, write anx and circle symbol for leaving a line, have a go spelling with a circle also demonstrated.

Issue of equipment - pencil cases and bitty bins arises

T puts prepared name cards on table to help her remember their names. Ch'n write at tables. Some ch'n still ask how to spell. Issues of equipment - use of rubber, one child does not have a pencil, some ch'n uses textas which need paper underneath.

Some talk about doing a picture to go with the writing, not seen as integral part of meaning making.

Ch'n reminded to work quietly and independently.

After recess ch'n write for a short time and then T shares the picture book, "Sly Old Wardrobe". They talk about illustrations and parts of the book, - dust jacket etc. Much prediction of meaning by ch'n encouraged by T.

This first day has left me with the impressions
- ch'n are seen as individuals
- ch'n's experiences are valued.
- primary is different for these ch'n
- equipment is important
- set ways of doing things - layout, pencil cases, paste
- writing - find out about ch'n - observation/assessment
- story is important
- real reasons for doing things - labels on bags, infor for T on file,
- ch'n awed by being in primary cf interviews, but it wasn't as bad as they thought.
INITIAL REACTIONS 1989 DAY 1 -TAPES - CLASSROOM C

Equipment - first thing talked about in the classroom - kind of pencils, not textas,

Book presented - The Sly Old Wardrobe - much discussion about the illustrator and the meanings - wardrobes, links to chns lives and experiences. , frequent interaction with chn and what they think will happen, links to their lives,

Code of acceptable behaviour -Carole - hand up procedure

Writing - special,place for name, no interaction with peer, independent spelling acknowledged and commented upon., draw picture at the bottom of writing about self - recap of info told to T when chn came into the room., some problems with spacing, procedure for getting paper to use underpaper when textas are used.

Areas of playground and toilets for recess

Game of Squiggle - David very anxious

Radio tapes - chn tell about themselves.- any literacy messages- procedure for where to write name etc when telling T about themselves on paper. David confused about where to write.

Danny and the bitty bins, -equipment, zip pencil case

Namecards used?

Use of crayons, pencils and pencil sharpeners,

Names to be put on pencils etc.
INITIAL REACTIONS 1989 DAY 2 - FIELD NOTES - CLASSROOM C.

Ch'ns' squiggle pictures and writing from previous day developed by T into a class spelling list - starting from the ch'ns' interests, and needs in literacy, no readers given to ch'n as yet by T.

Meaning of words, multiple meanings and spellings and some talk of pronunciation and parts of speech are discussed by T. Does T believe in teaching formal aspects of grammar etc?

What is Teacher's concept of spelling? - sounds of letter in the words. What about what the word looks like?

Neunmonics of remembering certain spellings are discussed - promoting responsibility for individual learning - work out your own ways of remembering.

All ch'n share squiggle pictures - observation time, all ch'n happy to share and to listen. T manages to involve ch'n constantly and get them listening, much positive feedback - "That's excellent!" - lots of selfesteem experiences.

Concept dev't - word webbing ??? for "The Lion, Witch and the Wardrobe" before reading part of it. Ch'n work in groups to create their own lists after Teacher's demonstration - Does T believe in the benefits of group work and interaction between ch'n?

Ch'n creat lists and share as T adds to classroom list

Social occasion - Dianna's birthday cake.

After recess, T talks about and read the first chapter - "Lion, Witch and Wardrobe" - straight into real and engaging books. Teacher's experience as a librarian showing here, no messing around with lesser books. T read with great expression, almost all chn immersed in the experience. As story being read -teacher discussed with chn. Teacher checked ch'ns' response -whether they liked it and wanted to continue then moved onto a maths time.
INITIAL REACTIONS 1989 DAY 2 - TAPES - CLASSROOM C

T asks about equipment ch'n have organised.

Ch' - ready - "Sitting beautifully"

List of words from ch'ns' squiggle picture and writing from previous day - discussion of what chn drew and aspects of the words - eg silent H in ghost, and mostly the meaning of the word, Neumonics for remembering how to spell a word eg caterPILLar, no pressure for written sentence, tell something if not done yesterday. Spelling talk - neumonics, concepts, talk about letters.

Much positive response from T

Ch'n anxious to contribute in discussions.

Will this become part of predictable procedure for morning session - rollcall, USSR, etc check later in term.

Sharing of all ch'ns' squiggle pictures. All ch'n read/ tell about their pictures.

Dev't of word bank for selected words from ch'ns' writing.

Introduction of Book - "The Lion, the Witch & the Wardrobe". T. develops word bank for words in the title - meaning conceptual awareness, story immersion.

Ch'n in groups develop own list of words and share with the main group - joint compiling of words. negotiating of where words will go, metacognition - categories - carpet, T. stresses ch'n's experiences and she values this a lot, - real talk time, not news, joint talk about a topic. Commonsense - carpet.

T reads "L,W & W" - talks about the setting in detail and the ch'n, makes links to ch'n's ages in class., explaining - bluebottle.

Explanation of expected posture for listening and sitting.

Selection of ch'n on posture criteria for bids in talking.

Social experiences of ch'n incorporated into the classroom - eg birthday cake.
Issue of equipment - T checks if ch'n are getting it - not able to do literacy without it. Sharing, borrowing - is this part of the individual nature of work. You need your own tools???

Word bank created with ch'n - different coloured text to make it look attractive. Work bank involves ch'n in making meaning and making links between their experiences and those of the book to be read but not mentioned at this stage. Involvement of ch'n in deciding where words should go - categories. Ch'n engaged in checking for missing words between lists.

Names of ch'n recalled from yesterday - "L, W & W." and written in particular order, ch'n asked why in that order. T asks questions of recall L, W & W. Then she reads Chapter 2. Some stopping and discussing of the story and showing of the black and white line drawings. T checks if ch'n want to continue - checking for ch'n's response and likes. Would T have stopped if ch'n indicated dislike?? Whole group focus.

Ch'n involved in placing words on alphabet - word bank under the chalkboard.

Diagram - layout of word shape task - on the chalkboard, ch'n involved in trying out various words. Position & size of letters mentioned. Other processes - fold, name, and date and leaving a line.

Ch'n write and T reminds them about silent letters

Danny finds the procedure too much. He doesn't seem to know what to do. Garry has problems with the spacing. Some ch'n get stuck with the procedure.

Spelling words - linked to ch'n - words from squiggle pictures. (interesting experiences) - shape of the words - several words can fit. Immersion in story and associated concepts.
INITIAL REACTIONS 1989 DAY 3 - TAPES - CLASSROOM C

Tape 3a

Posture - ready to listen etc.

Talk about equipment, no borrowing, names, rubbers, textas,

Sitting on florr for concentrtrted time with T - categorising
words from "L,W & W", written in different colours, on
chartpaper - permanent in room, meanings and categorisation
of words focused upon.

T and ch'n - joint construction of wordbank, scaffolding -
organisers - columns.

Intro into book - names of ch'n, nicknames, meaning of the
chapter title - "What Lucy found there" - PSSDR, reading and
explanation discussion - Daughter of Eve. etc.

Tape 3b

Reading "L,W & W" - pause for consequences to sink in, gauge
reaction by hands up for continuing story at another time.
Story read with much dramatic expression, engagement of ch'n
with regular questions, - food, why? etc.

Lesson break - exercises - active engagment - game, movement.

Ch'n need to focus eyes on T to be ready for words from
squiggle pictures. Need to meet on floor to see.

Empty word bank on tackboard below chalkboard.
Ch'n read words and then pin word on in appropriate place.
Alien - tough word says T. Use of words from word bank
discussed.

Layout, folded paper, leave a line procedure for the spelling
shape of words exercise - words from spelling, spaces
mentioned more than appropriate words in shapes. Rubbers -
perfect copy expected????

Procedure - many mini conferences, constant feedback to ch'n
questions to ch'n, "Hovering Hawke"??

Betty's involvement. Notion of following instructions
mentioned several times.

Acknowledgement of ch'n who are ready.
INITIAL REACTIONS 1989 DAY 4 - FIELD NOTES - CLASSROOM C

Demonstration of real purposes by T for ch’n- counting money and ticking off names for the swimming carnival - promoting independence - "Count it yourself."

Ch’n into the routine of reading SSR - each morning - usually read without much talk. Ch’n change books when needed. Use of book mark to lay claim to a particular book from the class library. Ch’n seem interested in the books that are available.

Equipment - T asks if ch’n are getting what equipment they need. Name / initials on pencils explored - real reason to write your name.

T gave definite directions about what to have on desk whilst working - pencil, rubber and paper. David does not comply so readily. Danny and T talk about bitty bins (which were promoted last year).

T discusses date and pronounciation of February - bru not roo as she writes it on chalkboard.

Behaviour - Narelle - T talks about Third grade behaviour expected-no talking to each other on the floor.

Floor organisation of ch’n similar to year 2, similar to Year 4?

T demonstrates diary and writes an entry - her dog and a walk. T demonstrated editing.

Keiran wants to share what he will write about. T tells him to share in writing - what about the opportunity to revise and refine and rehearse what he will write. - part of individual work ethic??

T demonstrates spacing in book - did ch’n have lines books in Year 2?

David says he feels sick - part of stress???

T writes what ch’n are to do when they finish on the chalkboard - part of the notion of following instructions - how much choice and variety is there?

Silence promoted constantly by T, - read with lips closed, don't talk/ interrupt others., apologise to ch'n that you interrupt.
T checks if ch'n need a note for the swimming carnival for their mother to sign. (Real reasons!!)

Ch'n share with each other in small groups - conflict between small groups and the individual work ethic.

David's group - After reading the diary entries, ch'n spend much time on process of voting.

Teacher selected ch'n read to the class.

T says that sometimes difficult to have something to write about all the time. Each Monday write in their diary - talking about process after the event - would this have helped David? Once a week writing - how often did they write the rest of the week? Did T write back to them? Was the time delay an issue? How interested were ch'n in writing in the diary as opposed to the other writing that they do? Did they edit the writing before T reads it? Was this a successful writing time?
INITIAL REACTION 1989 DAY 4 - TAPES - CLASSROOM C

Ch'n's responsibility for swimming money and note - T expects them to check the amount, open up note for pile etc.

Conflict between seating arrangement and the provision for, or chn's uses of literacy resources.

Pencils are expected to be used.

Role of illustration different - not as highly regarded by T in ch'n's writing as in picture book reading - "Sly Old Wardrobe".

Need to compare total processes of Reading & Writing against literacy messages.

Conferences with ch'n, T focuses on form not meaning. T has many short conferences with ch'n as they write.

T does not see drawing as part of meaning making.

Elementary procedure suggested for spelling words which chn get stuck with.

Topics are suggested to ch'n who get stuck.

Interaction Year2/Y3

Literacy messages and procedures - ch'n need to find the acceptable way of doing things - usually one way to do things. eg format for writing X symbols.

Ch'n asked to vote for most interesting writing - peer assessment?

Diary writing - chn's difficulty in something to say is recognised by the T, chn's social events are recognised and valued-not just trips to the moon or other random topics selected by the teacher.

Chn selected to participate in class literacy events based on their posture and behaviour, not their need????
Housekeeping literacy - notes for the canteen and lunch orders. - part of daily routine.

Word bank of swimming carnival words - ch'n suggest, T puts in a sentence or comments on them and writes them up - draw from chns experiences - dev't into literacy experiences.

Role of reporter to do this piece of writing - local papers - purpose - actually done?? - publicised in the local paper???
Talk about layout - title, name, second lines???

Other T and T discuss and fill in text book orders - literacy event, any reading/writing texts???? - writing and social studies

T doesn't write many more words requested by the ch'n, tells them to try. Ch'n reminded to work quietly. T busy between conferencing with ch'n and doing own literacy tasks - marking, writing in day book etc. Ch'n who finished early asked to tidy book case.

Group sharing of diary entries - some ch'n read to the class.

Positive feedback to the ch'n who read to the class - sometimes rationale for feedback given.

TV to be watched after recess - how much do they watch? any literacy programs?
I'm really interested in... in class sharing time, meaning stressed as well, - fix up the meaning - which teams came last and second last.

Caity commented that one child always ??? wrote good stories. Caity said earlier that there has to be a good story in the writing. Cf what Caity thinks is a good story.

Role of tv in the morning session - Caity asked early. After recess chn were to watch tv, selected from the programme, - science show.- How often did chn watch tv, basis for selection, to support units of work in the rest of the programme.

One child asked about when to start library visits, new library.

Drawing not integrated with the writing in making meaning.
Drawing fragmented till later in the day - did ch'n do art? - large pieces of paper mentioned, any other reading and writing about swimming during the week.
Teacher moved from a shared common experience which the ch'n and her had engaged in the previous day. With the ch'n, she made a word bank. T then gave the task to the ch'n of writing a report for a local newspaper. (Did this really get published?). One child asked how the piece would be chosen. Ch'n had no choice as to whether they were writing on this topic or not. T said about lines left for adding words and editing. She also promoted the use of a rubber to erase mistakes.

Dramatic demonstration - role play - "You're a reporter for various local papers." Ch'n seemed to take on role. T often spoke of them as reporters.

Ch'n did not seem aware of types of info needed in the article, they were aware of the process - stamps, address, in sending it to the paper etc.

Caity aware of expression needed to inform the reader.

T spoke about the newspaper people considering whether their readers would be interested and understand the pieces of work.

Writing time was silent.

When another T came into the room, ch'n talked to their friends.

T comments about spelling, layout, as she moved around the ch'n.

T said - "Swimming Carnival is the title of the story", not caption, Newspaper is a mixed genre - stories / information etc??? Title talked about and demonstrated through ch'ns' writing that was shared with the whole class.

Sharing time was noisy - not transcribed. The process of voting was new to ch'n, not voting for self, did ch'n consider qualities of the writing or vote for their friends. This did provide an audience for their writing though. Ch'n getting familiar with procedures of sharing in a small group without the teacher. Move towards child responsibility for their behaviour.

Teacher constantly conferencing with ch'n? Check with field notes - she was doing lots of things in the classroom.
Teacher D uses "teacher" focused phrases eg "for me". "OK, Right!"

Teacher D says she doesn't know things eg how to pronounce the word for butterfly mouth. Easily asks chn if they know.

Several joint constructions during the session eg demonstration how to make the class book on frogs.

All children in class were actively involved most of the time.

Literacy Experiences seem grounded in children's contexts, their experiences and their lives eg frogs, jokes, plays etc.

Children seemed aware of the schedule for the day, familiar with routines and resources, where and how to get them themselves.

Children interacted as they read and wrote their own selected experiences on a contract system. Teacher D seemed to know here the children were up to as she conferenced with them.

Program appears highly individualised with much choice and decisionmaking for the children - ie emotional development. Child initiates more, selects which experiences to do. There appears to be a lot of support for children to do literacy.
7/4/90
- Printing off TAPES 89

4/4/90
Themes.
- Discarded effects - manuscripts

10/1/90
- Required panic
- Equus
- Behande needed
- Holy reading
- Extension of meaning
- Positive response

P/I
Perhaps '89 themes were focused

88 Day:
- Literacy service needed - educational
- Literacy initiative for reading - cross curric -
- Literacy events - 7 eaches active, in all 30.
- Expected behaviour
- Expansion of meaning
Day 2 1988

- functional literacy events
- fragmentation
- procedure
- read for T, T = C
- teach content
- form groups - spelling vs meaning
- meaning central events

Literacy messages
- signs within the context
- concerned with (R/W) that is about
- a topic, issue
- language
- artifacts
- emphasis - unit, context, structure
- behavior

Chapter 1 - Intro. - Rationale
Chapter 2 - Lit. Review
Chapter 3 - Methodology
- Interviews with teachers mandatory
- In interview.
- Break?
- Can you help me look for clues of messages from the signs.
- Also considering teachers' choices perhaps can be looked at whilst interviewing.
- Perhaps listen to other tapes to see if words transcribe.
- You considered - how and if these teachers cared for kids?
- Look for literary events.
- Look for major parts within literary events.
- Look for chapters messages.
- Look for context messages.
- Look for teacher think learning process.
- Codes for categories into one.
- Area - differences between beliefs about learning.
- Learning literacy?
- Or beliefs about literacy learning.
- Beliefs about learning experiences.

Hallyday - signs, semiotics.

Text - (work proceeds).

---

It is argued that in

A semantic style is a style of

the semantic style characteristic of a culture

with the role keeping under

prevail. semantic style

p.124 above Halliday & Hasan Book
Difficulty in developing message (see my messages are too micro-level, maybe needs to listen to tapes and add another pp. which modifies the message — so one)

How much modification of reading
-as in USSR

Test - needs to be differentiated
- written test
- include illustrations
- written print print
- meaning in text <drawings

behaviour — explicitly discussed
- etc by teacher
- other ways of ensuring to ensure behaviour but little explicit mention would have to be used.

13/4 Tranquilized Tapes a Sign from Field Notes

23/4 Developed a preferred set of categories with subcategories

- functional literacy
- literacy learning experiences - type, variety, subject & choice of relevance
- time
- part of ch.
- critical interpretation of literature
Depending on the literacy experience

The focus for the messages changes

- conflict - words letters vs story

89 Data categories complete

Messages - mainly clean

- Rewrite capital into questions?
- Fax to Rome
- Phone here about them?

14/6/90 simplistic tests 88

NB quality of test what is read to the child

NB links between time constraints & total
class participation.

15/6/90 revised messages 1-18 =

115 -

- rough numerical pattern
- few consistent trends

- more literacy act 73
- more accuracy of expression 72
- resources 13
- more social conventions 13
- do any simple statistics?
L.S. Events

- context
- conversation
- practice
- public
- know BIP

Expression of meaning

References

Problems with the system

+ responses R, IC EM MR

information not always immediate

Response to meaning refinement
expression of meaning
change in change knowledge

where is choice/contracts found
for meaning / respond that extends

much more about process
- prediction / ongoing
- teacher as learner
- knowledge areas to investigate more

NB. No comparisons

with non-narrative text

5/7 Reaction to tape

- write into mechanics
- markers of change - purpose, content
- signalled by T: purpose
- content / purpose = listener

keep 2 message where story

1. what is it about
2. message
3. where falls onto other cues
Trial all themes

with SH  \checkmark - not revised version

1988 \checkmark 01

1989 \checkmark

Reuse themes \checkmark

11 12/7/90

13/7/90

- responses - part of S/E patterns?

- Do I need to reduce key words - 1 and 2

Check (5)?

INCIDENTAL LITERACY ACTS:

- outside program  \rightarrow \text{DEFINITION}

- acts of literacy
- administration
- class management
- participatory behavior

KEYWORDS
LITERACY ACTS
- within program
- literacy acts in r. & w.

KEYWORDS - within program
- literacy acts

207/20
Reflection on activity, piece.
1. Length of data item - discussed
   - beyond one sentence
   - or part of sentence.
   - perhaps stick within one sentence
   - with multiple shorter messages
   - change of message - break a sentence
   - etc - such as kernel sentence.
   - Be aware 'simple conjunction'
   - Intents [575]

2. Start from...
   A) This is what literacy is
   B) This is how you do it
   C) This is what will help you do it

3. Discussion of themes
   - problems with readings
     - convention / convention - why
     - resource - human / non human

4. Narrow meaning - Cultural Conventions
   - Context

5. Need to describe in prose what I mean
   - need to make very explicit
   - to get all my tacit knowledge as
   - to get all my assumptions out
Need to get assumptions out grown
three major themes
N.B. Q. format
What is literacy?
How do you do literacy?
What do you need to do literacy?

Need to interview teachers
Trial - Learn?
Set of questions
Piloting & to focus on belief system
Now & their perspective

Literacy Outcome?

Assessment

Focus

Jan Wright
- Interview
Protocol Analysis
- Sum
- Reflective Listening
- Role Question & complete

Rules + regulations

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APPENDIX E

MEMBER CHECK
MEMBER CHECK OF FIELD NOTES 1988 DAY 1 CLASSROOM B BY
TEACHER B

14.10.1988

9.30

The children move into the room and sit on the floor at the front of the room. Barbara follows the children into the room and walks to her desk. She picks up the roll and a pen. She sits at the front of the room on a chair and calls the roll. Barbara then closes the roll and asks if any one has any swimming notes. Some children put their hands up. Barbara asks them to get the notes from their cases. These children leave the room. Barbara then asks if everyone has homework. Most children put up their hands. Barbara nods. The children with the swimming notes return to the room and give Barbara the notes. Barbara asks children if they brought any olden day things. Several children put up their hands. Barbara says then "First of all we might read through our book about the olden days. We're not going to stop and talk about it. We'll just read through it. Barbara gets the big book Great Grandma Remembers and puts it on the stand beside her chair at the front of the room. Barbara starts reading the book. She points to the words as she reads. Barbara stops at the word cracked. She points to the picture and says "What's this? A child says to make the car start. Barbara keeps reading and stops at the word threemence. Barbara says "I know there's some people who have brought the things that are in this book. Barbara reads book till the end. Barbara asks if anyone is going to the Bicentennial Airshow. Some children put up their hands. Barbara says that they might see some old planes. She points to a plane on the last page of the book.

Barbara gets some things from her desk and returns to her chair at the front of the room. Barbara says "I'll show you some of my old things that my aunty made. She's nearly one hundred now. They were made by hand." Barbara holds up a crocheted milk jug cover. She says "Now there's this thing that isn't a hat. Its got a hat on one side and crocheted on the other and there's shells all around it." Barbara turns it around in her hands. A child comes into the room with the enrolment folder. Barbara writes some numbers. Some children put up their hands. Some children call out what they think Barbara has. One child says something indistinct.
The first child holds up money and says that he's got lots of money. The second child asks to show their old fashioned things. Barbara says, "Arianna, well we'll just show some of them." The child says, "These are the half pennies. My mum and dad gave them to me." Barbara says, "Look, how small they are! Remember, what do people use to do with these at Christmas time?"

John asks, "Why did you find the money in the bank?" Barbara answers, "Well, I just found the money."

"Christmas pudding and hope than to find some money in it. They would get a little bit because they used to have a little bit of money in the olden days people would take their money and put them in puddings and barbecue. "Hopefully not," usually, they swallow them."

Barbara says, "Look, how small that is. Remember, what do people use to do with these at Christmas time?"

John asks, "How did you find the money in the bank?" Barbara answers, "Well, I just found the money."
Barbara shakes her head. One child says a coaster. Barbara shakes her head. One child says a hat. Barbara shakes her head. Barbara says about milk now being in a carton or a thing with a blue top. She says about milk being bought in a bucket or something else from farms and that there were problems with flies and that's why there is a hat to go over the top. Barbara asks the children "Why do you think the shells are on top of it?" One child says to weigh it down. One child says to keep it on.

Barbara shows the children a cake plate. She says about it having old fashioned pictures on it and that when people had parties they would put cakes on the plate to offer to guests.

Barbara shows the children two half pennies and asks the children "How many of these would make a penny?" One child says two. Barbara nods. Barbara then show the children sugar tongs. She asks the children what it might be? One child says a knife for butter. Barbara says its for picking up things and now its tarnished. Barbara says about modern cutlery being all perfect. She says that old fashioned cutlery being not exactly the same as it isn't machine made like modern cutlery.
would have lost it.

The next child shows a brooch and says it was her
grandmama's brooch that was worn in the war.

One child says that it had the king's crown on it.
Barbara says that it's very old as she looks at it.

The next child shows old books and said her mum let her have
this book.
Barbara reads "Nineteen hundred and nineteen" and says" Wow
that's old" The child says "It's really old. It's scrapped off
the top." She looks closely at the top of the book. She
holds up another book. Barbara looks at the book and says
that it's over seventy years old.

The child shows another book.

Barbara reads "The Warlord of Mars. Probably the same age
is it? Written by the same...That's a year older. That's
nineteen twenty."

The child says" And that one got a //////"

Barbara says "this one's called ... you can tell it's old can't
you? See how the pages have all gone brown. And it's easy to
tear too."

The child says something.

Barbara says "That's not quite as old. Nineteen twenty eight.
And it's called... Maid of Mars. Are they all written by the
same person? Who did these books used to belong to?

The child says "My Grans" She then picks takes a wooden stick
out of a box. She says that her aunt used to use this and
did anyone know what it was?

Keiran says that it's a wooden leg.
The child shakes her head.
Barbara says "Good try"
Bonny says that it's a Rolling pin.
The child says no and Barbara says that's what she thought it
might have been. Bonny says you roll it on your cheek. The
child says No but you can roll it on your bottom. Barbara
asks "Do you?" Children ask the child if its like exercises. Barbara reads the print on the box. She says "Let's see what it says on the box. The robot roller just be for not less than five minutes twice a day. The children laugh. Barbara reads "Roll up and down and across. You can do it on the shoulders on the stomach on your back and on your hips." The children laugh. Barbara says "It's supposed to roll the fat away. I don't know if it would have worked. Do You?"

Barbara says she wonders if it worked on the girl's greatgreat aunty. She reads the box and says it cost 14/6. Barbara says "We might get you to try it over the next few months and see if it works."

Some children say yes, why don't you to the girl.

Barbara says to the children "Right before we start the next person, I'll have everyone listening. We won't get through all this if anyone is silly."

Sonya gets her pennies and photos ready to show. Sonya shows her five pennies one by one.
Barbara reads the date - nineteen twenty. She asks "That's how many years ago?" Barbara says about the queen's picture being on the coins. She says to Sonya about the old photo of her grandfather. Barbara says" Is he still alive?" Sonya nods.
Barbara says "Do you know how old he is now? Sonya shakes her head. Barbara looks at the back of the photo and says sixty six

Garry picks up his thing to show.
Barbara says" Next person is Garry. Now Garry's got something that I thought was very interesting this morning. This is something we saw in our books. We were talking about this the other day. Everyone can tell what it is. " One child says" I know" One child says a stove. Barbara asks Garry where he got it from. Garry says from his great great grandma.
Barbara says "Great Great Grandma ? And your mum had this at home and Garry's mum doesn't use this as an iron, she uses this as something else. What does she use it as? Garry says "a book holder" Barbara says " A book holder or a bookend on the bookshelf because its so heavy and holds the books up. I wont give everyone a hold of it now. Everyone can have a turn later."

The next child shows a camera.
Casey says "Well my great, great grandma she had this
camera." Barbara asked if he knew what sort of a camera it was? Casey says "No." Barbara says "It's called a box, a box Brownie camera. It looks very old fashioned doesn't it?" Barbara asks Casey to show the children how it works. Casey says that he can't and that his grandma said it's stuck. Barbara and Casey talk about how it used to work. Casey says that his mum got it when she was six. Casey then shows a knife and says "When my great, great great grandfather was in the war, but it wasn't a world war, this was a knife. It says here but I can't read it." Barbara reads 1945 and asks what sort of a knife was it? Casey says the blade was a like a plane and made from a bullet. He shows a ring to the children. Casey says that it has a B M and a crown on it.

Casey shows some coins and says that's the picture of the queen's grandfather. Barbara holds up the money and reaches close to the children and she talks about the year on the coins and what the coins are.

The next child Kerry shows a book. She has it open at a particular page with a book mark. Barbara says "We'll look at yours very quickly Kerry." Kerry shows the page and says "Old fashioned cars." She points to one picture and says "Very old fashioned car factory. Here they are making them." She points to another picture and says "And there they are finished." Barbara says about the book being old -1936 and that was a long time ago. The children start talking. Barbara says "We are going to have to stop and get on with our work."

Barbara asks the children to line up at the door for television - program - For the Juniors in the assembly hall.

After the program children return to the room and sit on the floor.

Barbara had a big book on the stand - Billy Goats Gruff. She says to the children "If you can see it you can read along with me." Barbara then says "Actually what I think we might do is I read and when we get up to the trip trap bit then we can all help. OK?" Barbara asks Kieran to sit down.

Barbara reads : Once upon a time there were three Billy Goats Gruff. There was a little Billy Goat Gruff and middle sized Billy Goat Gruff and a great big Billy Goat Gruff.

Barbara asks "Why were they called Gruff? Year 2 should
know. Susan?" Susan says "Because that's their last name. Like your last name is Thomson."

Barbara says "Good. Gruff was their last name."

Barbara reads : The three billy goats gruff lived on a hillside but they did not have enough to eat.

Barbara says "How about everybody sitting down. Because people can't see past you."

Barbara reads : Over the bridge on another hill the grass was green and sweet but under the bridge lived a bad tempered troll. The troll would not let the goats cross the bridge. Three billy goats Gruff grew hungrier and hungrier.

Barbara asks "Why are those two words written like that? Jack?"

Jack says "So it tells you should say it loud because its saying that ////////// you should say it out loud."

Barbara says "They want you to say it out loud."

Barbara says "Why is that one written like that? That one in capital and that one in small letters. What the difference in those two Bonny?"

Bonny says something.

Barbara says "You say that one louder than you say the rest. But this ones even louder still. And look at the troll. OHHHHH. Imagine meeting him on a black night."

One child says "Look at his eyes."

One child says "Look at his clothes"

Children start to talk amongst themselves.

Barbara says "teeth. He has awful bloodshot eyes. "

Barbara reads : One day they were so hungry they decided to cross the bridge. Little billy Goat went first. Barbara says "You know he's little so we'll say it in a little voice. "
Barbara and children read: Trip, trap, trip, trap, trap over the bridge. / who's that walking over my bridge?/ indistinct.

Barbara says: Let's say it how he'd say it.

Barbara and children read: WHO'S THAT WALKING OVER MY BRIDGE? said the troll.

Barbara says "I wonder how the little billy goat would have felt".

One child says something indistinct.

Barbara says: Would he have felt frightened?"

Children say yes,

Barbara reads: Tis only I

Barbara says: Say it 'in his voice'

Barbara and children read: Tis only I the littlest billy goat gruff called the first billy goat gruff. "I'M GOING TO COME AND EAT YOU UP" roared the troll.

Barbara reads: Oh please don't eat me up. Wait for my brother the middle sized billy goat gruff. He's much bigger than I am. cried the little billy goat gruff.

Barbara says: He's very clever isn't he? What he trying to do the troll? "

Casey says: Trick him."

Barbara says Good, he's trying to trick him.

She goes on to say " He's trying to trick him so he will let him cross the bridge. Does he really want him to eat his little brother?"

One child says no.

Barbara says: "Here we go."

Barbara and children read: OH VERY WELL BE OFF WITH YOU, said the troll. The little billy goat ran away and ate the sweet green grass.

Barbara says: "So he's safe and he's over the hill."
Barbara reads: Middle sized billy goat went in a middle sized voice.

Barbara and children read: Trip, trap, trip trap. Over the bridge.

Barbara says "The troll isn't shouting it out. He's not roaring- 'there's the troll' and when you say roar/// said the troll.so it's quite as loud, not roar.

Barbara points to the words and phrases as she talks about this.

Barbara says to the children to start reading.

Barbara and children: WHO'S THAT CROSSING MY BRIDGE? said the troll.

Betty asks "How come the pages are like that?"

One child says because.

Barbara says she doesn't know and asks the children to start reading.

Barbara and children read: Tis only I the middle sized billy goat gruff called the second billy goat gruff.

Barbara asks the children what the troll is doing.

The children say roars.

Barbara agrees and starts reading.

Barbara and children read: I'M GOING TO EAT YOU UP roared the troll. Oh please don't eat me up, wait for my brother, the great big billy goat gruff. He's much bigger than I am, replied the middle sized billy goat gruff. Oh very well be off with you said the troll. The middle sized billy goat ran away and ate the sweet green grass.

Barbara asks: What kinds of expressions did he have on his face?"

The children and Barbara talk about the happy expression on his face because he's tricked the troll.
Barbara reads: Then the great big billy goat gruff began to cross the bridge. He was big and mean and .......hungry . TRIP TRAP TRIP TRAP over the bridge. Who's that crossing over my bridge said the troll.

Barbara says about how the great big billy goat gruff " Its not a shout, just a loud deep voice."

Barbara and children read: TIS I THE GREAT BIG BILLY GOAT GRUFF shouted the third billy goat gruff. I'M GOING TO COME AND EAT YOU UP roared the troll. He climbed up onto the bridge .

Barbara says " Oh Look at him, he's pretty big."

One child says " And ugly"
One child says " Look at his orange hair."

They look closer at the drawing of the face of the troll and talk about it .

Barbara says" What do you call it when there are all those little red things...? Barbara points to the little red marks on the trolls face.

One child says " Blood blisters."
Barbara says " Not Blood blisters."
One child says "Blood stream ."
Barbara says " Not blood stream. Blood something.. when people have eyes like..."
One child says "Blood vessels."
BARBARA SAYS "Yes there are blood vessels, but they're not called that. We say his eyes are blood shot. Right when they have all those little lines."

Jack starts talking about a trip to the zoo once and he knew what to call the troll. " one eye, one hand flying purple people eater."

The children start talking amongst them selves

Barbara says" I'll have to wait until you're ready." to the children. She says to Jack "He can't be a one eyed flying
purple people eater because he's got two eyes."

Barbara says "Off we go!"

Barbara and children read: The great big billy goat gruff stopped still. Down went his horns and he rushed at the troll who butted him once, twice, three times. The troll tumbled off the bridge, DOWN DOWN down into the deep water under the bridge.

The children look at each other and laugh.
The children talk to each other.

Barbara reads: The great big billy goat gruff went TRIP TRAP TRIP TRAP over the bridge and up the hill. Soon he was eating the sweet green grass.

The three billy goats gruff were happy ever after. They always had plenty to eat and no-one has ever seen the troll again. The end.

One child says" Are we going to do the story?"

Barbara asks the children to think carefully about whether the billy goats did the right or the wrong thing. They talked about whether the goats had to really eat that grass on the hill. Barbara says they might have been a bit greedy. Barbara says" Sometimes in stories they don't give you all the information, do they? They just tell you some things and they might... the troll he might not have been a mean troll all the time. He might have just been annoyed that they wanted to go over his bridge. Some children agree with Barbara and she talks about how they might not like people going up their driveway to eat their grass. Barbara says" Sometimes we have just got to stop and think that maybe they aren't always the good ones and the other ones always the bad ones."

Barbara then asks the children to move and to help her move the furniture to get some space.

Barbara tells Bronwyn that they are doing a drama of the story. Barbara asks the children to sit in a circle.

Barbara moves a desk into the centre of the circle. Barbara chooses children to be the troll, the little, middle sized and big billy goat then she asks the children if they are ready. Barbara says" I'll tell the story until we get up
to the part where the goat or the troll has to do their bit. OK?"

Barbara retells the story with the children joining in on their lines. The children in the circle applaud spontaneously. Barbara thanks the children for participating and select new children for the parts - Betty, Garry, Narelle, Casey. Barbara asks Bonny to be the storyteller. Bonny tells the story and the children act out the parts. At the end the class laugh and applaud. Barbara thanks the children for a good try. Barbara then asks the children to play the change game before going to recess.
APPENDIX F

YEAR 2/3 TRANSITION INTERVIEWS
1. What do you think Year 3 will be like? How do you know?

(If they mention a person - ask how does that person know?)

2. How will it be different to Year 2?

3. How do you feel about going into Year 3? How do you feel about leaving Year 2 /infants? (depending on words they use)

4. What did your mum or dad or grandma or grandpa or sister brother say to you this morning as you left?

5. How have you got ready for Year 3?

6. What have you brought to school today for Year 3?

7. Did you have these things for Year 2?

8. How do you think the teacher will be? What kinds of things will she do? What kinds of things will she say? How do you think she will be different to Mrs Thompson?

9. How do you think you will do reading and writing in Year 3? What kinds of things do you think you will do in reading and writing in Year 3?

10. How do you think the classroom will look? Where might you sit? Draw what you think it will look like. Draw the things that you think will be in the room.
Children talking indistinctly.

R: What did you think about it?

Betty: It's annoying and I'm just going to drop and go every day.

Garry: My other sister's gonna ...

R: What do you. Lets get back. They're starting a new part of schooling aren't they? And so you are. How do you think it will be different to Year 2?

Betty: You have to do harder work.

Sonya: Yes.

R: How do you know?

Betty: because and///

R: Right. I couldn't hear you Betty.

Betty: ?I havent thought about it yet???

R: Right and how do you think it will be different Sonya?

Sonya: Well you get harder work.and you ///// too hard.

R: How do you know?

Sonya: Because I've seen all the books and that.

R: Right.

Sonya: It's harder work.

R: Right. Keiran?

Keiran: You need heaps of books I think.

R: Beg your pardon.

Keiran: You need heaps of books I think.

R: Right.

Keiran: Because its a different...

R: You think they will make it harder.

Keiran: Yes.

Keiran: Because you keep looking for your books.
R: Betty.

Keiran: and because...

Betty: We've got to do a lot of stories like when they were in third class we used to walk past and there were all these stories and pictures put up on the wall.

R: Like last year?

Betty: yes.

R: Right. Do you think you are going not the same classroom?

Betty: Maybe.

R: What do you think Garry? How do you think it will be different to Year 2?

Garry: Well you do harder homework and harder stuff in the classroom.

R: Right. I want to ask you how you feel about going into Year 3? One or two words about the way you feel.

Betty: glad.

R: Yes. Sonya.

Sonya: Happy because I get to see what happens in all these classrooms.

R: Right.

Keiran: Happy.

R: Right. How do you feel about leaving Year 2? Betty?

Betty: Sort of sad.

R: Sort of sad. Tell me more.

Betty: Well I probably miss Teacher B but we'll get someone else.

R: Yes. //That's right. Sonya?

Sonya: I feel sad because I'm leaving Teacher B and Teacher A.

R: Right.

Garry: Only Teacher B.
Keiran: I feel a little bit sad as well.

R: Right. You don't feel a lot sad, just a little bit?

Keiran: Only a little bit.

R: Right.

C:///// 

Keiran: Because Teacher B always used to make jokes and that teach you how to play games.

R: Yes? Garry?

{Garry:Not looking\\\\
{C:///// 

R: Beg your pardon.

Garry: /////

R: Right. What makes you feel a bit sad.

Garry: Because you don't\\\\ and you .\\\\

R: Think about when you left home this morning. What did your mum or dad or grandma or grandpa or sister or brother say to you this morning as you left?

Garry: Are you nervous?

R: Who said that?

Garry: My big sister who's going to high school.

R: Why do you think she said that?

Garry: I don't know. But I'm not.

R: But you're not nervous? No? Right. Keiran?

Keiran: My brother said .......\\\\ Its real hard and my mother said Do you like going to third grade? and I said yes. Alright.

R: Sonya?

Sonya: My mum said "Good Luck". and my dad said //

R: Right. Lovely isn't it?

Keiran:///// My mum said you get to do harder work.
R: Right.
C: /////
R: Beg your pardon? Garry?
Garry: /////
Everyone laughs.
C: any more ... enough?
C: There's very much work.
R: Right. I want to ask you how have you got ready for Year 3?
Betty: I've got a bag/ ///// /////
R: What?
Betty: Textas new/// brother and he didn't get any. He's found out I had my textas because I told him and mum said that he'd use them /////
R: Right.
Betty: So I better hide it /////
R: And did you have all those things for Year 2?
Betty: Year 3.
R: Year 3.
Betty: But in Year 2 I /////
R: I see. Sonya, How did you get ready for Year 3.
Sonya: I packed my bag and we put, I got a new school bag and ///// and I got a new pencil case and pencils and that. And I packed all the bag and/// pencil sharpener. Mum gave me a homework book.
R: Right.
Sonya: Because she thought that would be useful and that.
C: /////
Garry: I need a homework book, I haven't got one of them.
R: Oh do you need a homework book?
Betty: I've got stacks of homework books. I got to ask the teacher if I can use them.
R: Keiran, how did you get ready for school?

Keiran: My mum, she bought me one of those things called /// and she got me textas, pencils and she's still going to get me a rubber and sharpener.

Betty: I've got a rubber.

Keiran: and

Betty: I've got stacks. I've got///

Keiran: I got a ruler and some books.

R: Have you people got time for some more?///

Keiran: I got four notebooks.

R: Fine.

K: I got four notebooks. But one's for my homework and

R: What about the other ones?

K://

R: What are the others for?

K: I don't know.

R: Right.

Sonya: Ms Beecher I got a rubber and a /// for when you start to learn how to do the new writing

R: Right. What do you think your teacher, how do you think your teacher will be?

Sonya: Nice.

Betty: Because I think I'm gonna get Teacher C.

R: What kinds of things will she do?

Sonya: She will give us homework. And she will!

Betty: She will give us lots of work, that's good.

R: What kinds of things will she say? What kind of things will she say Betty?

Betty: umm things like behaving things maybe.
Betty: And that you do hard work and like she might say stuff like you have to learn something.

R: How do you think she will be different from Teacher B?

Garry: She will make us do harder work and sometimes she might not give us hard work ///

R: Pardon.

Keiran: She'll just give you a little bit harder the first and a little bit harder and harder and harder each day or something. She might.

R: Betty?

Betty: She's different because she does different things to Mrs Thompson.

R: Right. Just a sec. What do you think. How do you think you will do reading and writing in Year 3?

Keiran: In Year 3 you will do running writing probably. That kind of running writing and learn how to do it.

R: Right. How do you think the classroom will look?

Keiran: Nice.

Betty: Nice because we've already been in there.

R: Where might you sit?///

{C://
{Betty: I hope I sit near Sonya.///

Sonya: I hope I'm at the front.

R: Why do you hope you're at the front?

Sonya: Because you hear much more and you can complain if you don't hear it. You don't get to hear it again.

R: Right.

Betty: Yeah you can. ///

R: I want you to draw me a picture of what you think the room might look like and all the things in it. I'll just have to go and get some pencils.

Betty: We're gonna miss the school. Oh, we're gonna miss///
R: I'll just check out the window to see what they're up too.

C:///// 

Betty: There's the classroom. Laughter.

Betty: ///// 

R: No I haven't got very many so I'll just have to give you what I've got.

R: You can start now. Quick. Laughter.

C: I'm going to draw my classroom.

Betty: It looks like Sonya. laughter. You haven't got...

Child:///

Betty: Mine's going to be pretty messy because I haven't got a ruler.

C: Ummm that's the carpet.

R: Don't worry, just draw it.

Betty: That's the floor. Oh:/// 

Betty: They'll be all the pictures of what we've done.

15 secs later 

Betty: chalkboard.

25 secs later.

R: Put X where you're sitting. Draw an X.

Chn: ///// quietly.

Betty: I don't know where to put/// 

R: Just have a think. Put the cross there.

Betty: I'm sitting with Sonya.

R: Now draw the things you think will be in the room.

Betty:///

C:///// 

Betty: Now an X. That's where I put my self.
C:///// Sonya.

R: Ok could you just write your name on your name on your page.

Chn:///// 

R: And I think we'll go and join the children.

Betty: I want to throw mine away.///// 

Children leave pictures on table.
Focus children at recess were very excited as well as relieved about Year 3. David said it was "Great" and Keiran agreed that it was "Heaps good".

The children then focused on the differences. Betty commented on being "allowed" to use rubbers and pens and being able to "store junk" like sunglasses under her desk. Garry talked about equipment that they were now allowed to use: glues, sticky tape. Sonya commented that it was easier than she expected. The children were now able to go to the canteen freely, play on the bars and to share things.

In terms of literacy experiences, David responded that it was really hard, but there were lots of things to do, like the Aboriginal things they saw in the hall and the animals with moving limbs.

Betty noticed that Barbara, Teacher B speaks differently and that she could be American.
R. What did you tell the people in your house about yesterday?

Betty: Nothing.

R: Didn't you tell them anything Betty?

Betty: No. I just hung around for ... only me and my mum. I couldn't. She asked Lee but I didn't get asked//???

David: I got asked but I didn't tell them say anything.

R: Oh. What did you say Keiran?

Keiran: My mum just said How was school? and I said It was good and she got a, laughed at me and said Oh Yeah and I said I want to stay there all night.

R: And what did you like best about it?

Keiran: When we played the games.

R: Right what did you say yesterday Sonya when someone asked you?

Sonya: Well my mum asked me what teacher I had and where was my classroom and all that and she said did I have good fun? and I said yes and I said I never went to go to sleep because I always want to go back to school.

R: Isn't that interesting.? What was different to Year 2 yesterday? What was the difference?

Betty: Year 2 was sort of like you had to do stick around until the first class people were and stuff and ///

R: What did you think that was different Keiran?

Keiran: Because all the tables, we had to wait for year 1 to do their work and then we did our work and then they'd do their work like that.

R: Sonya what did you think was different?

Sonya: mm We don't because the people who don't do they talked a lot and you're not allowed to talk and you don't have to help //that you have to do.
R: How is your teacher different from Teacher B?

Betty: Sometimes Teacher B would get very cross and she'd yell real loud. cos when two boys got into trouble and Jack and she yelled at the whole class and we though " oh no." and went like this.

R: What did you think?

Betty: She yells so loud that////.

R: What did you think was different? Keiran?

Keiran: mmm It's better because I haven't changed all my friends and all my other friends usually went up because I repeated.

R: Yes, but how is your teacher different to Teacher B?

Keiran: I don't know.

R: Sonya?

Sonya: She's different because she doesn't have to yell at Year 1 and Year 2. But now I'm in third class she just yells at ///Teacher B had to spend most of her time with year 1 instead of Year 2. and now Teacher C spends all her time with us.

R: How is Writing and Reading different to Year 2?

Chn: several Betty: Well I think we'll have to do more.

R: But how do you know?

Betty: Because we're getting older.

R: Yes but did you do anything in writing and reading yesterday that was different?

Betty: yeah, umm, we've got this reading bookshelf. and then all these books, different kinds of books. and we've got to pick a book and read it. and its called SSSR or something. Yeah. SSR.

R: Right.

Betty: Well I'm.. so it's silence, silent reading.

R: So is that different to Year 2?

Betty: Yes because we've just had silent reading. and now ///
R: Right. Anything different about writing to Year 2?

Betty: We haven't started to write yet. Not proper writing for stories, we've just been mucking around.

R: Mucking around?

Betty: Yeah.

R: Like what?

Betty: Like we've been mucking around with stories and writing we haven't done our best, our best writing.

R: What do you mean by our best writing?

Betty: We haven't done our best writing.

Child: Yeah.

Betty: Like you have a rough copy and you have words wrong and stuff like that so.

R: Right.

Sonya: And we're allowed to use rubbers when we're writing and stuff.

R: Right, so that's different?

Sonya: That's different because we weren't allowed to use rubbers in second class.

R: Right so I see. Yesterday you were worried about homework. Are you still worried about homework?

Sonya: No.

R: Why aren't you worried about homework?

Sonya: Because you don't get as much homework as I thought.

R: Right. What homework did you have to do?

Sonya: I think we have to do spelling words and sentences and stuff like that.

R: Mmm.

Betty: And you might get homework and Sonya said ////////// that she could other people said that you don't get much homework so if we do most of our school work at school we don't have to do much homework.
Sonya: But if we do.

Keiran: Ms Beecher, and last night we didn't have to do homework and I think writing's gonna be hard because I think we've got to do running writing.

R: Thats handwriting?

Keiran: Yes.

R: So is that what you're saying.

Keiran: Yes

R: Right.

Sonya: I said to Betty and everyone I said to Betty // that I said if you do a lot of work at school, you don't get much homework. But if you do not much at school, you get a lot of homework then sometimes you get heaps of schoolwork at school you don't homework.

R: mmmm Well you people are telling me a lot of things about reading and writing aren't you? Lots and lots of things.

I might see if I can find a little log book so on the days I'm not here when you think about something thats different about how you're doing reading and writing. If you could just make a note of it. Would you like to do that?

Chn: yes. Because I won't be here every day. and I don't. Do you think your memory's good enough to remember or would you like a book to jog your memory?

Sonya: Jog my memory.

Betty: I can remember.

R: Do you want to write it down on a little bit of paper. Because I have lists everywhere. look at my lists.. OK. Well I'll see what I can do about finding those books. OK.

Sonya://///

Betty: No. No. I want to get to the classroom.

R: You're anxious to get there aren't you?

Betty: I want to go.////

Betty: begged/

R: begged what?
Betty: begged that we wouldn’t have to come here.

R: Do you mind talking to me?

Betty: No.

R: Because you tell me lots of very very interesting things I think it’s really great to talk to you because I wouldn’t know those things because you are the best people to tell me aren’t you. You’re really good little experts. Ok.
APPENDIX G

CODING OF DATA FOR STUDENT AND TEACHER SIGNS
The children move into the room and sit on the floor at the front of the room. Barbara follows the children into the room and walks to her desk. She picks up the roll and a pen. She sits at the front of the room on a chair and calls the roll. Barbara then closes the roll and asks if anyone has any swimming notes. Some children put their hands up. Barbara asks them to get the notes from their cases. These children leave the room. Barbara then asks if everyone has homework. Most children put up their hands. Barbara nods. The children with the swimming notes return to the room and give Barbara the notes. Barbara asks children if they brought any olden day things. Several children put up their hands. Barbara says then, "First of all we might read through our book about the olden days. We're not going to stop and talk about it. We'll just read through it. Barbara gets the big book Great Grandma Remembers and puts it on the stand beside her chair at the front of the room. Barbara starts reading the book. She points to the words as she reads. Barbara stops at the word crank. She points to the picture and says "What's this? A child says to make the car start. Barbara keeps reading and stops at the word threepence. Barbara says "I know there's some people who have brought the things that are in this book. Barbara reads book till the end. Barbara asks if anyone is going to the Bicentennial Airshow. Some children put up their hands. Barbara says that they might see some old planes. She points to a plane on the last page of the book.

Barbara gets some things from her desk and returns to her chair at the front of the room. Barbara says "I'll show you some of my old things that my aunty made. She's nearly one hundred now. They were made by hand." Barbara holds up a crocheted milk jug cover. She says "Now there's this thing that isn't a hat. It's got a net on one side and crochet on the other and there's shells all around it." Barbara turns it around in her hands. A child comes into the room with the enrollment folder. Barbara writes some numbers. Some children put up their hands. Some children call out what they think Barbara has. One child says something indistinct.
Barbara shakes her head. One child says a coaster. Barbara shakes her head. One child says a hat. Barbara shakes her head. Barbara says about milk now being in a carton or a thing with a blue top. She says about milk being bought in a bucket or something else from farms and that there were problems with flies and that's why there is a net to go over the top. Barbara asks the children "Why do you think the shells are on top of it?" One child says to weigh it down. One child says to keep it on.

Barbara shows the children a cake plate. She says about having old fashioned pictures on it and that when people had parties they would put cakes on the plate to offer to guests.

Barbara shows the children two half pennies and asks the children "How many of these would make a penny?" One child says two. Barbara nods. Barbara then show the children sugar tongs. She asks the children what it might be? One child says a knife for butter. Barbara says its for picking up things and now its tarnished. Barbara says about modern cutlery being all perfect. She says that old fashioned cutlery being not exactly the same as it isn't machine made like modern cutlery.

Barbara asks the children to show their old fashioned things. Several children got up, picked up their things from the front table and stood beside Barbara.

The first child holds up money and says that he's got lots of half pennies. Barbara says "Alright well we'll just show some of them. Ok? These are the half pennies." The child says "Mum, she has lots of old coins and she has/// and she gave them to me." Barbara says "Look how small that is. Remember... What do you think people used to do with these at Christmas time? One child says "Put them in puddings." Barbara says "Put them in puddings. And...///" One child asks "Couldn't somebody swallow them?" Barbara says "Hopefully not. Usually they find them because in the olden days people would take their Christmas Pudding and hope then to find some money in it. Because they used to have a little bit and while they were eating it they found the money in it. They would get a lovely surprise and remember in our book, about the book we have just read Grandma remembers each time they went to town the little girl was given threepence to buy some lollies and this is how big threepence was and she would have had to have been very careful wouldn't she or else she
would have lost it."

The next child shows a brooch and says it was her grandmama's brooch that was worn in the war.

One child says that it had the king's crown on it. Barbara says that it's very old as she looks at it.

The next child shows old books and said her mum let her have this book. Barbara reads "Nineteen hundred and nineteen" and says "Wow that's old!" The child says "It's really old. It's scrapped off the top." She looks closely at the top of the book. She holds up another book. Barbara looks at the book and says that it's over seventy years old.

The child shows another book. Barbara reads "The Warlord of Mars. Probably the same age is it? Written by the same... That's a year older. That's nineteen twenty."

The child says "And that one's got a . . . . "

Barbara says "this one's called ... you can tell it's old can't you? See how the pages have all gone brown. And it's easy to tear too."

The child says something.

Barbara says "That's not quite as old. Nineteen twenty eight. And it's called... Maid of Mars. Are they all written by the same person? Who did these books used to belong to?"

The child says "My Grans." She then picks takes a wooden stick out of a box. She says that her aunt used to use this and did anyone know what it was?

Keiran says that it's a wooden leg.

The child shakes her head. Barbara says "Good try."

Bonny says that it's a Rolling pin. The child says no and Barbara says that's what she thought it might have been. Bonny says you roll it on your cheek. The child says No but you can roll it on your bottom. Barbara
asks "Do you?" Children ask the child if its like exercises. Barbara reads the print on the box. She says "Let's see what it says on the box. The robot roller just be for not less than five minutes twice a day. The children laugh. Barbara reads "Roll up and down and across. You can do it on the shoulders on the stomach on your back and on your hips." The children laugh. Barbara says "Its supposed to roll the fat away. I don't know if it would have worked. Do You?"

Barbara says she wonders if it worked on the girl's greatgreat aunty. She reads the box and says it cost 14/6. Barbara says "We might get you to try it over the next few months and see if it works."

Some children say yes, why don you to the girl.

Barbara says to the children "Right before we start the next person, I'll have everyone listening, We won't get through all this if anyone is silly."

Sonya gets her pennies and photos ready to show. Sonya shows her five pennies one by one. Barbara reads the date - nineteen twenty. She asks "That's how many years ago?" Barbara says about the queen's picture being on the coins. She says to Sonya about the old photo of her grandfather. Barbara says "Is he still alive?" Sonya nods. Barbara says "Do you know how old he is now? Sonya shakes her head. Barbara looks at the back of the photo and says sixty six.

Garry picks up his thing to show. Barbara says "Next person is Garry. Now Garry's got something that I thought was very interesting this morning. This is something we saw in our books. We were talking about this the other day. Everyone can tell what it is. " One child says "I know" One child says a stove. Barbara asks Garry where he got it from. Garry says from his great great grandma. Barbara says "Great Great Grandpa." And your mum had this at home and Garry's mum doesn't use this as an iron, she uses this as something else. What does she use it as? Garry says "a book holder." Barbara says "A book holder or a bookend on the bookshelf because its so heavy and holds the books up. I wont give everyone a hold of it now. Everyone can have a turn later."

The next child shows a camera. Casey says "Well my great, great grandma she had this
camera. Barbara asked if he knew what sort of a camera it was? Casey says "No." Barbara says "It's called a box, a box brownie camera. It looks very old fashioned, doesn't it?"

Barbara asks Casey to show the children how it works. Casey says that he can't and that his grandma said it's stuck.

Barbara and Casey talk about how it used to work. Casey says that his mum got it when she was six. Casey then shows a knife and says, "When my great, great great grandfather was in the war, but it wasn't a world war, this was a knife. It says here but I can't read it." Barbara reads 1945 and asks what sort of a knife was it? Casey says the blade was like a plane and made from a bullet. He shows a ring to the children. Casey says that it has a P H and a crown on it.

Casey shows some coins and says that's the picture of the queen's grandfather. Barbara holds up the money and reaches close to the children and she talks about the year on the coins and what the coins are.

The next child Kerry shows a book. She has it open at a particular page with a book mark. Barbara says "We'll look at yours very quickly Kerry." Kerry shows the page and says "Old fashioned cars." She points to one picture and says "Very old fashioned car factory. Here they are making them." She points to another picture and says "And there they are finished." Barbara says about the book being old - 1946 and that was a long time ago. The children start talking.

Barbara says "We are going to have to stop and get on with our work!"

Barbara asks the children to line up at the door for television. -program - For the Juniors in the assembly hall.

After the program children return to the room and sit on the floor.

Barbara had a big book on the stand - Billy Goats Gruff. She says to the children "If you can see it you can read along with me." Barbara then says "Actually what I think we might do is I read and when we get up to the trip-trap bit then we can all help. OK?" Barbara asks Keiran to sit down.

Barbara reads: Once upon a time there were three Billy Goats Gruff. There was a little Billy Goat Gruff and middle sized Billy Goat Gruff and a great big Billy Goat Gruff.

Barbara asks "Why were they called Gruff? Year 2 should
know. Susan? Susan says "Because that's their last name. Like your last name is Thomson."

Barbara says "Good. Gruff was their last name."

Barbara reads: The three billy goats gruff lived on a hillside but they did not have enough to eat.

Barbara says "How about everybody sitting down. Because people can't see past you."

Barbara reads: Over the bridge on another hill the grass was green and sweet but under the bridge lived a bad tempered troll. The troll would not let the goats cross the bridge. Three billy goats Gruff grew hungrier and hungrier.

Barbara asks "Why are those two words written like that? Jack?"

Jack says "So it tells you should say it loud because its saying that / / / / / / / / / / you should say it out loud."

Barbara says "They want you to say it out loud."

Barbara says "Why is that one written like that? That one in capital and that one in small letters. What the difference in those two Bonny?"

Bonny says something.

Barbara says "You say that one louder than you say the rest. But this ones even louder still. And look at the troll. UHHHHH. Imagine meeting him on a black night."

One child says "Look at his eyes."

One child says "Look at his clothes"

Children start to talk amongst themselves.

Barbara says "teeth. He has awful bloodshot eyes."

Barbara reads: One day they were so hungry they decided to cross the bridge. Little billy Goat went first.

Barbara says "You know he's little so we'll say it in a little voice."
Barbara and children read: Trip, trap, trip, trap, trip, trap over the bridge. / Who's that walking over my bridge? said the troll.

Barbara says" Let's say it how he'd say it.
Barbara and children read: WHO'S THAT WALKING OVER MY BRIDGE? said the troll.

Barbara says "I wonder how the little billy goat would have felt"

One child says something indistinct.

Barbara says" Would he have felt frightened?"

Children say yes

Barbara reads: Tis only I.

Barbara says" Say it in his voice."

Barbara and children read: Tis only I the littlest billy goat gruff called the first billy goat gruff. I'M GONNA TO COME AND EAT YOU UP roared the troll.

Barbara reads: Oh please don't eat me up. Wait for my brother, the middle sized billy goat gruff, he's much bigger than I am, cried the little billy goat gruff.

Barbara says " He's very clever Isn't he? What he trying to do the troll? "

Casey says" Trick him."

Barbara says Good, he's trying to trick him.
She goes on to say " He's trying to trick him so he will let him cross the bridge. Does he really want him to eat his little brother?"

One child says no.

Barbara says " Here we go."

Barbara and children read: OH VERY WELL BE OFF WITH YOU, said the troll. The little billy goat ran away and ate the sweet green grass.

Barbara says" So he's safe and he's over the hill."
"Next one"

Barbara reads: Middle sized billy goat went in a middle sized voice.

Barbara and children read: Trip, trap, trip trap. Over the Bridge.

Barbara says "The troll isn't shouting it out. He's not roaring.
'there's the troll" and when you say roar/// said the troll so its quite as loud, not roar.

Barbara points to the words and phrases as she talks about this.

Barbara says to the children to start reading.

Barbara and children: WHO'S THAT CROSSING MY BRIDGE? said the troll.

Betty asks " How come the pages are like that?"

One child says because.

Barbara says she doesn't know and asks the children to start reading.

Barbara and children read: Tis only I the middle sized billy goat gruff called the second billy goat gruff.

Barbara asks the children what the troll is doing.

The children say roars.

Barbara agrees and starts reading.

Barbara and children read: I'M GOING TO EAT YOU UP roared the troll. Oh please don't eat me up, wait for my brother, the great big billy goat gruff. He's much bigger than I am

Barbara heard the middle sized billy goat gruff. Oh very well be off with you said the troll. The middle sized billy goat ran away and ate the sweet green grass.

Barbara asks" What kinds of expressions did he have on his face?"

The children and Barbara talk about the happy expression on his face because he's tricked the troll.
Barbara reads: Then the great big billy goat gruff began to cross the bridge. He was big and mean and .......hungry. TRIP TRAP TRIP TRAP over the bridge. Who's that crossing over my bridge said the troll.

Barbara says about now the great big billy goat gruff " It's not a shout, just a loud deep voice."

Barbara and children read: TIS I THE GREAT BIG BILLY GOAT GRUFF abouted the third billy goat gruff. I'M GOING TO COME AND EAT YOU UP roared the troll. He climbed up onto the bridge.

Barbara says " Oh Look at him. He's pretty big."

One child says " And ugly"
One child says " Look at his orange hair."

They look closer at the drawing of the face of the troll and talk about it.

Barbara says" What do you call it when there are all those little red things...? Barbara points to the little red marks on the trolls face.

One child says " Blood blisters."
Barbara says " Not Blood blisters."

One child says "Blood stream."
Barbara says " Not blood stream. Blood something when people have eyes like...."

One child says "Blood vessels."
Barbara says " Yes there are blood vessels, but they're not called that. We say his eyes are blood shot. Right when they have all those little lines."

Jack starts talking about a trip to the zoo once and he knew what to call the troll. " one eye, one hand flying purple people eater."

The children start talking amongst them selves

Barbara says" I'll have to wait until you're ready." to the children. She says to Jack " He can't be a one eyed flying
purple people eater because he's got two eyes."

Barbara says "Off we go"

Barbara and children read: The great big billy goat gruff stopped still. Down went his horns and he rushed at the troll who butted him once, twice, three times. The troll tumbled off the bridge. DOWN DOWN down into the deep water under the bridge.

The children look at each other and laugh. The children talk to each other.

Barbara reads: The great big billy goat gruff went TRIP TRAP TRIP TRAP over the bridge and up the hill. Soon he was eating the sweet green grass.

The three billy goats gruff were happy ever after. They always had plenty to eat and no-one has ever seen the troll again. The end.

One child says" Are we going to do the story?"

Barbara asks the children to think carefully about whether the billy goats did the right or the wrong thing. They talked about whether the goats had to really eat that grass on the hill. Barbara says they might have been a bit greedy. Barbara says" Sometimes in stories they don't give you all the information , do they? They just tell you some things and the y might... the troll he might not have been a mean troll all the time. He might have just been annoyed that they wanted to go over his bridge. Some children agree with Barbara and she talks about how they might not like people going up their driveway to eat their grass. Barbara says" Sometimes we have just got to stop and think that maybe they aren't always the good ones and the other ones always the bad ones."

Barbara then asks the children to move and to help her move the furniture to get some space.

Barbara tells Bronwyn that they are doing a drama of the story. Barbara asks the children to sit in a circle.

Barbara moves a desk into the centre of the circle. Barbara chooses children to be the troll, the little, middle sized and big billy goat then she asks the children if they are ready. Barbara says" I'll tell the story until we get up
Then

...change game before going to recess.

a good try. Barbara asks the children to play the
the class laugh and applaud. Barbara thanks the children for
the story. And the children act out the parts. At the end
Casey. Barbara asks Benny to be the storyteller. Benny tells the
and selects new children for the parts: Betty, Barry, Mary, and
spontaneously. Barbara thanks the children for participating
their times. The children in the circle applaud
Barbara repeats the story with the children joining in on

the part where the goat of the front has to do this

The...
APPENDIX H

CODING OF DATA FOR TEACHER TALK AND TEACHER BEHAVIOUR
FOR TEACHER TALK AND TEACHER BEHAVIOUR

CODING OF FIELD NOTES 1999 DAY 1 CLASSROOM C
Summary C.O. 1. 31/1/89

Teacher Talk:

Behaviour C.C.
P reminds chs to listen to T.
T. had to get extra (tables).
T. says what to do by this.
T. asks chs to write names RH corner.
T. asks GS where RH on diagram.
T. says this is where she wants chs to tell about.
T. says she can keep a file to know what John likes.
T. says easier to write on line - leave a line.
T. says - leave a line - prefer them to do.
T. asks what to do about spelling.
T. says sound it out + give it a try.
T. says - if you put a circle I know you have a try.
T. says ruler not correct spelling - explicit for inc.
Teaches 
T. says she will try to find name of pencil case.
T. says to write names RH corner, write sentences.
T. tells C5 to look at chalkboard + decide.
T. says not to discuss with neighbors.
T. says to ask C9 to try out spelling.
T. says that it is hard for others if he disturbs.
T. says to C7 that it is hard if he disturbs.
T. asks chs to write 1/2 sentences about self.
T. tells chs to use computer paper with dictation.
T. tells chs to go ahead + finish.

T. says likes chs working at their tables.
Teacher Talk

I ask who is finished & asks cin to come to
floor.
I says what clever people they are. (R)
I asks cin if they know how to
play the game of squiggles.
resources

T asks what equipment needed
T asks what other things needed
T asks which kind of eraser best
T talks about need for glue
T talks about paste preferred over glue
T says & wrong with paste container
T talks about name cards
(T had to get extra) (table)
T tells class to get pencils from boxes & T put out new
T says ballet shoes won't fit under the desk
T says zip pencil case - good style - fits better
   can fit under desk.
T asks if child didn't hear about spare pencils
   out the front.

T says name cards facing chin.
T says it's more cards better facing her.
Cij asks to use eraser
T says & C29 she would prefer coloured pencil
T talks to C6 whether he has pencils.
T says to class - everyone drop your pencils
   look at me right now.

T talks about computer paper having perforation

T asks chi to sit closer) has book 500 with small
illustrations
T talks about adult jacket (turns to front of led
Task #1 if names on bags.
Task #2 - stickers to identify bags.
Task #3 talks about different spelling - Tanya.
Task #4 says she will put Melany down as absent.
Task #5 says work (writing) is about you (not replace).
Task #6 says to C6 to try spelling.
Task #7 says to C6 to have a go.
Task #8 says to C7 just do an illustration or picture and not do a line.
Task #9 says to C7 about leaving a line after sere.

Task #10 what is she talking about - illut.
Task #11 asks what the special name is again.
Task #12 says 2 phrases - dust jacket, dust oven.
Task #13 asks what sky? What a wardrobe?
Task #14 asks about author - illustrator.
Task #15 asks what did sign in illustration say?
Task #16 asks what line (shows to picture)
Task #17 asks "What did the little girl mean by dark shadows?"
Task #18 says illustration giving an idea and how the boy is feeling.
Task #19 asks "Why did he stay awake all night?"
Task #20 asks "What did the boy say - what's grandma going to say?" (T reads next 2 pp)
Task #21 asks what afterwards means.
Task #22 asks what she going to do for Tom?
Task #23 asks C8 what happened so SOW. (read pp)
explicit links to Chris's views.

possible meanings from text

extension of meaning from actual example

T. asks Chris, 'Who has a wardrobe?
T. talks about wardrobes.
T. says about wardrobes being antiques.
T. asks Chris if there is a separate wardrobe.
T. says I hope you don't have a wardrobe like this.
T. asks Chris if they know about wardrobes.
T. asks 'Does anyone know what this is?'
T. says about a sly animal.
T. discusses why Larry wants to get rid of wardrobe.
T. asks 'I wonder if you are like him?'
T. asks Chris 'I wonder why he is so upset.'
T. asks 'What is his problem now?'
T. asks 'What does Tom have to do?''
T. says 'Remember earlier it said something else.'
T. asks what men would do with small things.
T. says 'a good idea.'
T. says same as C 20's idea.
T. says 'He used some powder to clean it.'
T. says 'The clean she is a bit unreasonable.'
T. asks 'Do you think his mother might be unreasonable (rall)?'
T. says rats carry germs.
T. says special word - disinfectant.
T. says 'Tom's got a big problem so I wonder what he's going to do.'
extension of meaning from actual example.

It says 'the night' she probably used a she acts several cls.

It says it means years more.
T says to C15 "Very good, C15"
T says to C1 they'd prefer drawings on the front of
T repeats 'more things from last year'
T asks C1 if they are in their picture
T tells C19 that is a terrific idea.
Demonstrations, Specific Instructions, Explicit literacy concepts
T: spare for name or label
T: make this new
T: writes Chris's name off class list as they speak.
T: draws rectangle lines or chalkboard.
T: draws cross on line below.
T: writes gallus name T.R.C.
T: writes letter on board, draws circle around.
T: draws out letter from chalkboard.
T: writes letter.
T: reads class list & puts it on her table.
T: collects papers from her
T: points to illustrations, name on little page.
T: turns to front of the ( + talks about dust jacket)
T: shows some pages. (I illustrate)
T: turns some pages. (I illustrate)
T: (reads) points to ... in the book.
T: (reads) "lives in a garden with a house ."
T: shows picture carefully.
T: shows picture above head. ( + asks what ..
Combine with demonstrations

Teaches read names from lists:
- T reads / shares a log or a bag.
- T reads names from list in class.
- T reads Tang's name on list.
- T reads other child's shoulders.
- T reads note (other class) & writes a response.

T reads title "Sky Old Wardrobe"
- T reads p. 5 OW. (then talks about e -)
- T reads 2 pp SOW with block behind ks.
- T reads (I points to ... in the block)
- T reads next page.

T reads: (lived in a garden with a house in it)
- T reads (next page) (after bold)
- T reads next page (problem now)
- T reads more pp.
- T reads more pp.
- T reads more.
- T reads 2 pp.
- T reads page.
- T reads next page.
- T shows next page (no rest)

T reads next page (asks why awake all night)
- T reads rest 2 pp. (asks what's grandma say)
- T reads 2 pp (and what several people they are)
- T reads page (asks & SOW)
Resources

T shows a child's paste container. ( unreasonable note)

T pulls name cards on the chis desk

T picks up C's name card and turns it around

T gives C 29 a sheet of paper to put under

T picks up some computer paper

T gives computer paper to a child

T points to cards. ( unreasonable note)
T looks at class roster
T picks up class list
T slides folders in put them on her desk

Extension of meaning from actual examples
APPENDIX I

LITERACY SIGN IDENTIFICATION IN DATA
LITERACY SIGN IDENTIFICATION IN FIELD NOTES 1988 DAY 1

CLASSROOM B

LITERACY SIGN:

1. T. picks up a roll and a pen. She calls the roll. T. then closes the roll.

... and asks if any one has any swimming notes.

1. T. asks them to get the notes from their cases.

1. T. asks them to leave the room.

1. T. then asks if everyone has homework.

1. T. asks them to put up their hands.

1. T. needs...

7. [Marked with the swimming note number so the man can give the note...

WHY A SIGN?

1. T. refers to T.

1. T. refers to W.

LP - F

1. T. refers to T.

LP - F

1. T. refers to T.

LP - F

1. T. refers to T.

LP - F

1. T. refers to T.

LP - F

WHATS THE MESSAGE?

Record of R less useful function.

LP - F

Record of R important.

LP - F

Green agreement.

LP - F

Written to complete tasks at home.

SP - ELE

LP - F

T. approval of who completes the task.

SP - ELE

LP - F

Want is important.

SP - ELE

LP - F

WANTS THE MESSAGE?
1. T. asks chi if they brought their older day things. 

2. T. ask them if they brought their hands. 

3. T. says then "First of all we might read through our book about the older days."

4. We're not going to stop and talk about it. We'll just read through it.

5. I get the big book great grandma remembers and puts it on the stand beside her chair at the front of the room.

6. I. starts reading the book. She points to the words as she reads.

7. Refers to topic of text.

8. LE: R

9. LP: P/R

10. Refers to likely act of reading text.

11. CF: MF: R

12. Connecting O&N.

13. LP: MF

14. Reading needs to be done without interruptions or discussion.

15. Teacher control of Social Convention.

16. Book needs to be visible for shared reading.

17. LP: P/R

18. SP: E

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'A-A* ^AXXCLA-Ay
-A ^ctsr\jA * '•

l_ G -

^ ^

-CT


1. A child comes into the room with

the enrollment folder.

1. T. writes some

numbers.

1. Someone put up

their hands.

1. Someone call out

what they think

T. has

1. T. shakes her

head.

1. A child says

a coaster

1. T. shakes her

head.

References to

text.

Refers to

ask of writing

LE: WV

LP: F

Refers to

response to

dlen - topic

- text

Response to

identifiable

then - topic

of text

LP: MF: RM

Refers to

response to

identifiable

- topic - text

Refers to

identifiable

then - topic

text

LP: MF: RM

T. have

messages to R & W

(who aware of

function??)

LE: F

T. writes info.

LE / LA

hit is functional

LP-F

LE-W

Behavior for

participating

LC | SC

Behavior for

participating

(- unsolicited)

LC | SC

LP-MF-CI

You haven't got CI

Rejection of

the right meaning;

suggestions of

meaning / lang

label to identify

dlen

LLC / SC

Possible meaning

label / lang

to identify
dlen.

You haven't got CI

Rejection of

right meaning

suggestions of

meaning / lang

label to

identify dlen

LLC | SC

LP-MF-CI? CI?
APPENDIX J

PEER DEBRIEFING APRIL 1990
Purpose: To trial the robustness of the categories of the code and the clarity and completeness of the associated rules for assigning data to certain categories.

Procedure: I would explain the code (CODE April A overleaf) to a group of fellow Masters students. After explaining the range of categories possible and the rules I was using, I would give peers a small sample of data to categorise, using the discussed rules.

Outcomes: Peers challenged the clarity of some rules for sorting data into categories. Firstly they found it difficult to get an understanding of the extent of patterns within the code. The presentation of possible categories in verbal and written form did not facilitate their understanding. This pointed out the need for visual presentation of the overall patterns.

They identified overlaps of focus in some categories, for instance, 4 CRITICAL INTERPRETATION was not seen as different to 9 MEANING REFINEMENT. I took this response into consideration when I next revised the code (See overleaf CODE April A).

Overlaps between 7 MEANING & CHILDREN AND THEIR KNOWLEDGE and 8 MEANING & CONCRETE EXPERIENCES were identified. From this discussion I agreed with peers' response.

Peers when identifying 10 MEANING AND TEACHERS; KNOWLEDGE, asked about CHILDRENS' KNOWLEDGE OF BOOKS AND PRINT which was to become category 10 A in this version of the code. In the next revision, this became 8 KNOWLEDGE OF PRINT & BOOKS (See Overleaf CODE April B).

The fairness of 15 INITIATION /CONCLUSION and 16 SELECTION /TURNTAKING as categories was raised by peers. They argued that since teachers have large numbers of children to interact with and function under extreme time constraints, perhaps there is no choice in how teachers behave. However, some observations, namely in Teacher D's (Dianna) classroom had shown the diversity of ways teachers can organise the environment to facilitate children's literacy learning,
including small groups and child initiated learning experiences. These categories were kept.

Evaluation arose as a concern among peers. They asked whether the teachers evaluated children’s learning as they were interacting with the children. From my knowledge of the field notes, I knew this did happen, so included it as a category in the next code revision.

Peers were satisfied with the identification of many other categories. These included: 1 FUNCTIONALITY; 2 LITERACY ACTS; 3 CONVENTIONALITY; 5 MEANINGFULNESS; 6 RANGE OF EXPRESSIONS OF MEANING; 10 MEANING & TEACHER’S KNOWLEDGE; 11 MEANING FOCUS; 12 EQUIPMENT; 13 SOCIAL CONVENTIONS; 14 RESPONSES; 17 EXPECTATIONS Y2/3.

One colleague asked whether conferencing was included in 14 RESPONSES and another asked whether focus on graphophonics was included in 11 MEANING FOCUS. In future conferencing data was coded according to its focus and graphophonics became part of 8 KNOWLEDGE OF PRINT & BOOKS (CODE April B).

Since much discussion occurred in the peer debriefing as the code and rules were explained, there was not time for peers to code the data. However the session raised for me the need to further clarify the categories and explicitly clarify the statement of rules. This peer debriefing showed that they were too general.

The original code used in the peer debriefing is overleaf (CODE April A). Taking into account, peer feedback and questions, I revised the code (copy overleaf CODE April B). A further revision is included (CODE June C & Examples) which presents examples of the categories from several different sets of field notes.
MESSAGE THEMES
LITERACY EVENTS
1. FUNCTIONALITY
Does print achieve a purpose?
2. LITERACY ACTS
Does the teacher demonstrate writing or reading?
LITERACY CONVENTIONS
3. CONVENTIONALITY
Are there required ways for reading and writing? (process or product)
4. CRITICAL INTERPRETATION
Does the meaning of reading / writing need careful interpretation?
5. MEANINGFULNESS
Are the texts made meaningful to the chln?
6. RANGE OF EXPRESSIONS OF MEANING
Is meaning conveyed through illustrations, symbols, expressive oral reading, discussions, drama as well as print?
7. MEANING & CHN'S KNOWLEDGE
Are meanings related to chn's assumed background experiences?
8. MEANING & CONCRETE EXPERIENCES
Is meaning connected to chn's concrete experiences or items?
9. MEANING REFINEMENT
Is the meaning refined by discussion or referral to other sources of information? (including substantiation)
10. MEANING & TEACHERS KNOWLEDGE
10A. CHN'S L-BOOK & KNOWLEDGE?
11. FOCUS LEVEL
Is meaning focusing at total text, part text, sentence or word level? 
or focus on patterns of graphophones?

LITERACY LEARNING CONTEXT

12. EQUIPMENT
Is required equipment, text, artefacts necessary of literacy events?

13. SOCIAL CONVENTIONS
Is there a requirement for certain social behaviour for chns to participate in literacy experiences?

14. RESPONSES
Including Conference

Is there indications of teacher feedback to chns participation in literacy events?

15. INITIATION/ CONCLUSION

Does the teacher initiate or conclude literacy sessions?

16. SELECTION / TURNING TAKING

Does the teacher select chn for turntaking in classroom literacy sessions?

17. EXPECTATIONS Y2/Y3

Does the teacher refer to any expectations of chn’s literacy/ other behaviour based on the grade they are in?

EVALUATION?
- walking around room, checking

TIME? CONSTRAINTS
MESSAGE THEMES

LITERACY EVENTS

1. FUNCTIONALITY
Does print achieve a purpose?

2. LITERACY ACTS
Does the teacher demonstrate writing or reading?

LITERACY CONVENTIONS

3. CONVENTIONALITY
Are there required ways of reading and writing? (process or product)

4. RANGE OF EXPRESSIONS OF MEANING
Is meaning conveyed through illustrations, symbols, expressive oral reading, discussions, drama as well as print?

5. MEANING & CHN'S KNOWLEDGE
Are meanings related to chn's assumed background experiences and chn's concrete experiences?

6. MEANING REFINEMENT
Is the meaning extended, reflected upon or refined by questions, predictions, discussions or referral to other sources of information? (including substantiation and critical interpretation)

7. MEANING & TEACHERS KNOWLEDGE
Is meaning extended by teachers background experiences?

8. KNOWLEDGE OF PRINT & BOOKS
Is there focus on chn's knowledge of book knowledge, print awareness, graphophonic relationships?
LITERACY LEARNING CONTEXT

RESOURCES:

9. EQUIPMENT

Is required equipment, text, artefacts necessary for literacy events?

10. SOCIAL CONVENTIONS

Is there a requirement for certain social behaviour for chn to participate in literacy experiences?

11. RESPONSES / COMMENTS (including conferencing)

Is there indications of teacher feedback to chns participation in literacy events? Including conferencing?

12. INITIATION / CONCLUSION

Does the teacher initiate or conclude literacy experiences or foci?

13. SELECTION / TURN TAKING

Does the teacher select chn for turn taking in classroom literacy sessions?

14. EXPECTATIONS Y2/Y3

Does the teacher refer to any expectations of chn's literacy/ other behaviour based on the grade they are in?

15. EVALUATION

Does the teacher give any evidence of evaluation of chn's literacy processes or products? or 'tasks' that they have been given to do?

COMMENTS:

'hard' 'easy' 'got it'
MESSAGE THEMES

This section will list and explain the message themes that have been identified.

The message themes centre on three main areas

- literacy events
- literacy conventions
- literacy learning contexts

Within each area there are various messages. In the following pages, the main areas and associated messages will be nominated. A brief description of the rule used to identify the message is expressed along with selected signs from the field note data. The potential message from the selected sign will be stated.

LITERACY EVENTS

1. FUNCTIONALITY

Does print achieve a purpose?

Sign in Data (Field Notes): Various teachers then begin to call out children's names (and ask them to sit in nominated spots) Day 1 1989.

Potential Message: Important information (concerning which class child will be in) has been written down and now is being read out - the function of the print is achieved.

2. LITERACY ACTS

Does the teacher demonstrate writing or reading to chn?

Sign in Data (Field Notes): T reads the first two pages with the book alongside her. Day 1 1989.

Potential Message: Teacher considers reading picture books important.

CODE: 2

KEY WORDS: within program.
LITERACY CONVENTIONS

3. CONVENTIONALITY

Are there required ways to do reading and writing? (re: process or procedure or product) - Why do code this?

Sign in Data (Field Notes): .. then she says" This morning I've made you a stencil of Great Grandma Remembers. Who remembers what we call these types of stories when there are some words missing?" Day 5 1988

Potential Message: Cloze is the procedure you will need to know about for this learning experience

Sign in Data (Field Notes) T says "No, don't tell me the answers you think of them in your head." Day 5 1988

Potential Message: You need to think about the cloze replacements silently and independently.

Sign In Data (Field Notes) T says " The paper has a frame around the outside to look like a slate. T shows the chn a piece of art paper which she has drawn lines on to make a border. The border is coloured brown to represent wood and the centre is coloured green to represent the slate... for the chn to write their Olden Day story Day 2 1988

Potential Message: This is the required format to use for your final copy of the written product.

4. RANGE OF EXPRESSIONS OF MEANING

Is meaning conveyed through illustrations, storytelling, symbols, expressive oral reading, discussions, drama as well as print?

Sign in Data (Field Notes): T says "What do you call it when there are all those little red things...? T points to the little red marks on the trolls face. (in the picture) Day 1 1988

Potential Messages: Meaning can be conveyed within an
illustration. Meaning can be extended with use of specialised vocabulary which can be seen in the illustrations.

Sign in Data: (Field Notes) T says I'll tell the story until we get up to the part where the goat or the troll do their bit. OK? Day 1 1988

Potential Message: Meaning can be expressed through story-telling and dramatic play.

5. MEANING & CHN'S KNOWLEDGE

Are meanings related to chn's assumed background experiences and chn's concrete experiences?

Sign in Data (Field Notes): T asks if anyone is going to the Bicentennial Airshow... T says they might see some old planes. (She points to a plane on the last page of the book.) Day 1 1988

Potential Message: Connections are made between children's intended experiences of attending the Airshow and the illustration in the text.

Sign in Data: (Field Notes) T asks the children to show their old fashioned things. Day 1 1988

Potential Message: The children's viewing and discussion about their concrete items (olden days) are part of exploring the meaning of the text Great Grandma Remembers.

6. MEANING REFINEMENT

Is the meaning varied, extended, reflected upon or refined by questions, predictions, discussions or referral to other sources of information? (including substantiation and critical interpretations of the text)

Sign in Data (Field Notes): T asks the children to think carefully about whether the billy goats did the right or the wrong thing. Day 1 1988

Potential Message: Chn need to reflect critically on the text.
Potential Message: Reflection of text is required

Sign in Data (Field Notes): (As T writes sparkling,) she asks why did I think of that word?" Day 5 1989

Potential Message: Chn need to consider the rationalisation or logic of source of word teacher selected is focused upon.

Sign in Data: (Field Notes) T says it isn’t their name. Day 5

Potential Message: Chn need to refine and get the details appropriate.

Sign in Data: (Field Notes) T says "What was the date of our swimming carnival?" Day 5 1989

Potential Message: More precision is needed

Sign in Data: (Field Notes): T stops reading to ask S, "Why did he want to laugh?" Day 2 1988

Potential Message: Interpretation of characters behaviour is needed

Sign in Data (Field Notes): T asks does anyone know what a radio is? B? Day 2 1989

Potential Message: Need to know what this word means

7. MEANING & TEACHERS KNOWLEDGE

Is meaning extended by teachers background experiences?

Sign in Data (Field Notes) T says, "It’s rather a long one (book) and tells them that it happened thirty years ago and that it is fiction...... You may remember your parents telling you about World War 2." She says that Germany, France, Britain and USA were involved..." Day 1 1989

Potential Meaning: Knowledge of the social and political context of the book will assist the children’s understanding the meaning of the book.

Sign In data (Field Notes): T explains about mothballs being
little white things we use to keep the moths away. Day 2 1989

Potential meaning: Knowledge of this word will assist the understanding of this book.

8. KNOWLEDGE OF PRINT & BOOKS.
Is there focus on children's understandings of book knowledge, print awareness, graphophonic relationships?

Sign in Data: (Field Notes) T asks the children what 'Fiction' means: "What do I mean by 'fiction'?"

Potential Message: Children need to understand broad categories of books - Fiction & Nonfiction.

Sign in Data: T asks her to make up a sentence. Day 2 1989

Potential Message: Children are expected to be able to develop texts for their pictures into sentences.

Sign in Data (Field Notes): T says she is thinking of a describing word. Day 2 1989

Potential Message: Knowledge of categories of words is important.

Sign in Data (Field Notes): T says the first letter (of ghost) is the same as 'goose'...She says ghost has a silent 'h'. Day 2 1989

Potential Message: Knowledge of letter/sound relationships is important.

LITERACY LEARNING CONTEXT

9. RESOURCES

Is required equipment, text, artefacts necessary or focussed upon in literacy events?

Sign in Data (Field Notes): She asks the children to think of all of the things they might need. Day 1 1989

Potential Message: Certain equipment are required in this classroom.
I say "Good!"

Pictures and writing.

Sign in the data (Field Notes): During sharing of squares.

Participants in the literacy event:
Teacher feedback (including conferences) to chair.
Is there indication of positive, negative, neutral etc. of interaction?

1. Responses

In class discussions is a hand strong
Potential message: A requirement of making a bid to interact

... time, Day 1: 1989
... and reminds them of the rule - one person talking at a time.

Hands up rule for talking.

Sign in the data (Field Notes): I reminds the children about the

To participate in literacy experience.
Is there a requirement for certain social behavior for chin
Potential Message: Equipment needs to be used in a certain manner.

Child's Day 1989

She says: she says the old fashioned pasta has become trendy. Day 1989.

1. Social Conventions

Potential Message: Teacher needs to check/monitor the child.
Potential Messages Positive acceptance of child's work.
T says it is an interesting idea.
Potential Messages Positive acceptance of child's work.
T says "I can see that you have written an excellent story."
Potential Messages Positive acceptance of child's work.
All messages positive and accepting but not constructive.
All data from Day 2 1989

12. INITIATION/ CONCLUSION ????????

Does the teacher initiate or conclude literacy experiences or foci?

Sign in Data (Field Notes) T asks the children to put their squiggle pictures in their bag to take home. Day 2 1989

Potential Messages Putting away of artefacts means the literacy sharing session is over and this is determined by the teacher.

13. SELECTION /TURNING TAKING ??????

Does the teacher select child/chn/class for turntaking in classroom literacy sessions?

???? weaker messages?

14. EXPECTATIONS Y2/Y3

Does the teacher refer to any expectations of chn's literacy/other behaviour based on the grade they are in?

Sign in Data (Field Notes): T stops and reminds them they are in Primary now, and they need to behave accordingly when walking down the corridor Day 1 1989

Potential Messages Different behaviour is expected of chn now they are in Year 3.
15. EVALUATION

Does the teacher give any evidence of evaluation of literacy experiences, the chn's literacy processes or products?

Sign in Data (Field Notes): T writes young in and asks if everyone got that? (Class sharing of cloze replacements)
Week 5 Term 4 1988

Potential Message: T needs to check the replacements that chn used. - exact replacement / range of acceptable replacements.
APPENDIX K

PHASE 6 CODE REVISIONS
EVENTS
1. LITERACY ACTS
   - outside literacy program
   - administration
   - other programs
   - organization of self
   - activity purpose
2. LITERACY ACTS
   - within literacy program
   - with chn
   - without chn

CONVENTIONS
3. CONVENTIONS
   - process
   - product
   - procedure
   - knowledge of books & print
4. EXPRESSION
   of MEANING
   - variety
   - eg story telling
   - drama, illustration
   - objects, discussion
   - symbols, photos
5. MEANING & CHN'S KNOWLEDGE
   - telling, asking
   - connections to chn's lives & experiences
6. MEANING & LITERARY REFINEMENT
   - comments, questions
   - discuss
   - critical interpretation discussing
   - extend chn's statements
   - refine vocab
   - previous text
7. MEANING & TEACHERS KNOWLEDGE
   - extends with talk

CONTENT
9. RESOURCES
   - space
   - furniture
   - texts
10. SOCIAL CONVENTIONS
    - quietness
    - ready
    - sitting down
    - silly
    - work
    - make-taking
11. RESPONSES
    - thank
    - extend
    - agrees
    - repeats
    - accepts
    - rejects
12. START/STOP CONTINUE
    - re reading
    - extending
13. SELECTION
    - individuals
    - group
14. REFERENCES
15. EVALUATION

---

Look at types of questions to assess understanding.
LITERACY ACTS
CONTEXT
LITERACY ACTS
CONVENTIONS
RESOURCES
PROCESS
PRODUCT
IMPLEMENTATION
FUNCTIONALITY
EVENTS
MEANING
CHN'S KNOWLEDGE
- connect to
- observing
- predicting meaning
- extending
meaning
- connections
- looking for
meaning
- developing meaning

RESPONSES
- thanks
- approving
- repeating

REFINEMENT
- comments
- questions
- discussing
- refining
meaning
- interpreting
- providing
meaning
- responses
- interpreting

CONVENTIONS
-EUROPE
- without
- CHN

MEANING
- exploring
- discussing
- experiencing
- illustrating
- reflecting
- modeling
- interpreting
- working

SELECTION
- individuals
- groups
- whole class
EVENTS

1. LITERACY ACTS
   - outside literacy program
   - administration
   - other programs
   - organisation of self
   - functionality

2. LITERACY ACTS
   - within literacy program

CONVENTIONS

3. CONVENTIONS
   - process
   - product
   - procedure includ. L.E.
   - knowledge of books & print
   - assessment of above

4. EXPRESSION
   of MEANING
   - variety eg retelling
   - story telling
   - drama, illustration
   - objects, discussion
   - symbols, photos
   - including What's your story about?

5. MEANING DEVELOPMENT
   - connections to chn's lives
   - experiences.
   - cognitive & affective comments, question, discuss, purpose
   - critical interpretation
   - refine vocabulary/text
   - predict meaning
   - extend statements
   - revisit previous text
   - teachers' knowledge to extend understanding
   - assessment of understanding
   - recall meaning

6. RESOURCES
   - space
   - furniture
   - books
   - artefacts
   - equipment
   - time

7. SOCIAL/EMOTIONAL CONVENTIONS
   - literacy exp
   - start, stop
   - continue, change
   - choice/decision making
   - demonstrating
   - sharing
   - interacting
   - responsibility
   - independent
   - individual ownership
   - individual
   - small group
   - pair
   - whole group
   - turn taking
   - participating beha
   - verbal signals
   - assessment of above

8. RESPONSES
   - thank
   - appraise, praise
   - agrees
   - repeats
   - accepts
   - rejects
   - seeks acknowledgment

TO REFERS TO GRADE

- text - word level
- sentence level
- total text level.
CONVENTIONS

3. CONVENTIONS
- process
- product
- procedure includ. L.E.
- knowledge of
  - books & print
  - assessment of above

EVENTS

1. LITERACY ACTS
- outside literacy program
- administration
- other programs
- organisation of self
- functionality

2. LITERACY ACTS
- within literacy program

5. MEANING
- development
- discuss
- recall
- refine
- extend
- interpret
- focus
  - vocabulary
  - text
  - open ended
- connections
  - child
  - teacher
  - past texts
- overt assessment of understanding

ENVIRONMENT

6. RESOURCES
- space
- furniture
- texts
- artefacts
- equipment
- time

7. SOCIAL/EMOTIONAL CONVENTIONS
- grouping
- participating
- Behaviour
- orchestration
  - of literacy episodes
  - social events
  - emotional development
  - overt assessment of above

8. RESPONSES
- accept
- praise
- agree
- repeat
- rejects
- seeks chns
  - involvement

9. REFERS
TO GRADE
1. INCIDENTAL LITERACY ACTS
   - outside literacy program
   - administration
   - other programs
   - organization
   - self-functionality

2. LITERACY ACTS within literacy program

3. CONVENTIONS
   - process
   - product
   - procedure included
   - knowledge of books & print
   - overt assessment of above

4. MAKING MEANING
   - variety of expression
     eg retelling
     story telling
     drama, illustration
     objects, symbols, photos
   - development
     - discuss
     - recall
     - refine
     - extend
     - interpret
   - focus
     - vocabulary
     - text
     - open/beyond text
   - connections
     (knowledge & experience)
     - child
     - teacher
     - past texts
   - overt assessment of understanding

5. RESOURCES
   - space
   - furniture
   - texts
   - artefacts
   - equipment
   - time
   - supplies

6. SOCIAL EMOTIONS
   - grouping
   - participating
   - behaviour
   - orchestration
     of literacy episodes
   - social events
   - emotional development
   - overt assessment of above

7. RESPONSES
   - accept
   - praise
   - agree
   - repeat
   - reject
   - seek clarification
   - involvement

7 REFS TO GRADE
1. LITE
- acts
- outside literacy
- administration
- class management
- functionality

PROGRAMMED
- within literacy
- act of literacy

MESSAGE THEMES: 20/7/90
WAYS TO DO LITERAC

4. SUPPORT TO DO LITERAC ENVIRONMENT
5. RESOURCES
- distribution
- use

6. SOCIAL/EMOTIONAL CONTEXT
- grouping
- participating
- behavior
- orchestrated
of literacy
- episodes
- events
- emotional development
- overt assessment
of above
- response
- acceptance
- agree, repeat
- reject, seeks
- change
- involvement

7. GRADE REFERENCE
- refers to grade

MEANING MAKING LITERACY MEANINGFUL

- a variety of expression
  - retelling
  - story telling
  - drama, illustration
  - objects, symbols, photos

- development
  - list
  - discuss
  - recall
  - refine
  - extend
  - interpret

- focus
  - vocabulary
  - text
  - open/beyond text

- connections
  (knowledge & experience)
  - child
  - teacher
  - past texts

- overt assessment of understanding

messy categories
MESSAGE THEMES - CODING GUIDELINES - 20/7/90

* LITERACY ACTS

1. INCIDENTAL LITERACY ACTS.
   - acts of literacy which are outside the regular literacy program
   - often to do with school administration, class management, and other areas of the curriculum
   - functionality is a factor of these acts.

2. LITERACY ACTS.
   - acts of literacy within the literacy program
   - acts of reading and writing

* LITERACY CONVENTIONS

3. CONVENTIONS
   - required ways of doing literacy in the classroom
   - may relate to:
     - process of reading / writing
     - procedure of reading and writing (including literacy experiences/tasks in the classroom)
     - products of reading and writing
     - knowledge of books and print
     - overt assessment of above

4. MAKING MEANING
   - how meaning is regarded in the classroom
   - variety of expression of meaning ie retelling, storytelling, drama, illustration, objects, symbols, photos.
   - development of meaning through opportunity to:
     - discuss
     - recall
     - refine
     - extend
     - interpret

* focus of the meaning making
  - vocabulary
  - text
  - open / beyond the text

* connections - of knowledge and experiences between current meaning making and
  - child
  - teacher
- past texts

* overt assessment of understanding

**LITERACY ENVIRONMENT**

5. RESOURCES

including space, furniture, texts, artefacts (child and teacher made), equipment - eg pencils, supplies - eg paper, time

* distribution
* use*

6. SOCIAL EMOTIONAL CONTEXT

* grouping - forms used - individual, pairs, small groups, whole group.

- participating behaviour - eg togetherness, hand signals, look, pay attention, seating positions, turntaking etc.
- orchestrating - stopping, starting, continuing literacy experiences.

* social events - demonstrating, sharing, conferencing, relates to major literacy experiences

* emotional aspects - originality, individuality, ownership, decision making, risktaking etc

* overt assessment of above.

* response - praise, accepts, agrees, repeats, rejects, seeks chns involvement

7. GRADE REFERENCE

* any reference to grade
APPENDIX L

CATEGORY CHECKS
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<thead>
<tr>
<th>No</th>
<th>Incidental Literacy Acts</th>
<th>Outside Program</th>
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<td>outside program</td>
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<tr>
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**KEY WORDS**

99 convention-procedure / participating behaviour
98 convention - process of replacements - process of reading?
97 conventions - book knowledge / meaning devt - refine, vocab
96 conventions - book knowledge / meaning - devt, vocab
95 conventions - knowledge of books
94 conventions - knowledge of books
93 convention - procedure / resource - supplies /use of
189 participating behaviour
183 participating behaviour
164 emotional aspects/participating behaviour
162 accepts, praise
160 participating behaviour
159 participating behaviour
158 participating behaviour
132 participating behaviour
130 participating behaviour / meaning - variety
14 participating behaviour/ expression
112 orchestration/time/grouping
111 participating behaviour
110 participating behaviour/ furniture
107 orchestration/grouping
104 orchestration
100 orchestration/ ?
99 participating behaviour/process
79 participating behaviour
78 participating behaviour
75 participating behaviour
74 participating behaviour
72 participating behaviour/ equipment use
69 grouping
65 grouping/outside program
48 orchestration
45 participating behaviour
44 participating behaviour
37 participating behaviour
22 participating behaviour
14 participating behaviour
11 participating behaviour/outside program
5 participating behaviour/grade reference
4 participating behaviour/refers to grade

194 accept
190 accepts, praise
162 accepts, praise
158 accepts, praise
126 accepts, repeats
87 accepts, praise
27 accepts, praise
25 reject/equipment

192 grade reference/space
15 grade reference/equipment
13 grade reference/space/equipment
12 grade reference
7 reference to grade/space
6 reference to grade/space
3 reference to grade/participating behaviour
2 reference to grade/space
1 reference to grade/space
APPENDIX M

DEVELOPING THEMES IN MESSAGE CATEGORIES
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<th>b. LITERACY CONVENTIONS</th>
<th>c. LITERACY ENVIRONMENT</th>
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<td>6. SOCIAL / EMOTIONAL ROUTINES</td>
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THEMES IN DESCRIPTION OF LITERACY MESSAGES

LITERACY SESSIONS

EPISODES

SIGNS & MESSAGES

THEMES

THIS IS LITERACY

THIS IS HOW YOU DO LITERACY

THIS IS HOW YOU MAKE MEANING

THIS IS WHAT WILL SUPPORT YOU TO DO LITERACY
THIS IS WHAT LITERACY IS

1. INCIDENTAL LITERACY ACTS.
   - acts of reading and writing which are outside the regular literacy program
   - often to do with school administration, class management, and other areas of the curriculum
   - functionality is a factor of these acts.

2. PLANNED LITERACY ACTS.
   - acts of literacy within the literacy program
   - acts of reading and writing

THIS IS HOW YOU DO LITERACY

3. WAYS OF DOING LITERACY
   - required ways of doing literacy in the classroom
   - may relate to 'process of reading/writing
   - procedure of reading and writing
   - including literacy experiences/tasks in the classroom
   - products of reading and writing
   - knowledge of books and print and language
   - overt assessment of above

THIS IS HOW YOU MAKE MEANING

4. WAYS OF MAKING MEANING
   - how meaning is regarded in the classroom
A variety of expression of meaning, ie retelling, storytelling, drama, illustration, objects, symbols, photos.

Development of meaning through opportunity to:
- discuss
- recall
- refine
- extend
- interpret

Focus of the meaning making:
- vocabulary
- text
- open / beyond the text

Connections of knowledge and experiences between current meaning making and:
- child
- teacher
- past texts

Verbal assessment of understanding

This is what will support you to do literacy

Material resources:
Including space, furniture, texts, artefacts (child and teacher made), equipment - eg pencils, supplies - eg paper, like

Distribution
Use

Human resources:
Grouping - forms used - individual, pairs, small groups, die group,
Preferred behaviour - eg togetherness, hand signals, look, attention, seating positions, turn taking, possession, individual rates, selection of children.
control - stopping, starting, continuing literacy experiences.

social events - sharing, conferencing, relates to major literacy experiences

emotional aspects - originality, individuality, ownership, decision making, risktaking, affective responses

response - praise, accepts, agrees, repeats, rejects, seeks

7. GRADE REFERENCE

any reference to grade
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### 3. WAYS OF DOING LITERACY
- A process
- B procedure
- C product
- D knowledge of books, print, language, gene
- E overt assessment of above

### 4. WAYS OF MAKING MEANING
- A variety of expression:
  - eg retelling, genre, story telling, illustrations, drama, objects, symbols, etc.
  - C diagrams, etc.
- B meaning development:
  - discuss
  - recall
  - refine
  - extend
  - interpret
- C focus:
  - word
  - text
  - open beyond text
- D connections (knowledge & experience):
  - child
  - teacher
  - past texts
- E overt assessment of above

### 5. MATERIAL RESOURCES
- A distribution
- B use

### 6. HUMAN RESOURCES
- A grouping
- B preferred behaviour
- C control of literacy experience

### 7. GRADE REFERENCE
- A refers to grade

### RATIONALE

- **WHY??**
  - A FUNCTION
  - B PLEASURE
APPENDIX N

CASE STUDY C REPORT
i) Description of Literacy Session C

This classroom observation was taken on the first day of Term 1 - the children's first day in Year 3. There were 28 children in the class. The classroom was located in a long building which also contained K-2 classes and Year 4. Carole's initial teacher education was completed in Canada and she had spent several years as a primary school librarian before becoming a primary class teacher. She has taught at this school for two years.

The day of the observation was the first day of school for the year and as such time is spent on allocation of children to classes and orientation to their new classroom. These episodes were selected for application of the code due to the fact that there are many variations to the Primary school day, that is, an unusual day may be the one with no variations.

This particular morning literacy session had eleven episodes - eight before recess and three after recess.

ii) Thick Description: Literacy Session C

The children lined up in their old lines from the previous year when the bell rang. Teachers came and escorted them to the assembly hall. Teachers spoke a little about being quiet. The Year 2 children going to Year 3 needed to go to the Year 3-6 section of the school. Carole walked the children down the corridor, past their new room to the 3-6 assembly area of the school. She spoke about which toilets to use and which playgrounds to use and which buildings were K-2 and 3-6. The teacher's purpose was to gather the children into their new class for the year and take them to the 3-6 assembly area. This episode is called "Transition from K-2" (Episode 1).

The year 2 children were escorted to the area where 3-6 children and teachers were gathered and forming new class groups. Teacher read out lists of children to form each class. Children were reminded to listen so they knew which class they went to. The teachers' purpose in this episode were to group the children into classes. This episode is labelled "Primary Assembly" (Episode 2).
Carole gathered the whole group of third class children and walked with them to the classroom. She reminded them to walk quietly and not to disturb other children who were already in class working. Carole's purpose was to take the group of children to the classroom. This episode is called "Getting to the Year 3 Classroom" (Episode 3).

Carole introduced the children to their new room. She talked and drew attention to the need for stickers and labels on the children's cases and bags. She told about how she identifies her luggage for travelling so she can easily find it at airports. She also discussed with the class about how and where to store their bags. Her purpose was to familiarise the children with the classroom and the routines of where to store bags and to label the bags. This episode is called "This is the Year 3 Room" (Episode 4).

The children went inside and sat on the floor. Carole asked about the things which the children will need for their day at school. A new child comes to the room with the principal. They talk more about things they will need like sharpeners, paste. One child says she already has her name on her paste. Carole spoke a lot to individual children as she tried to engage them in the discussion. Carole's purpose was to discuss equipment that was needed with the children. This episode is called "Classroom Equipment" (Episode 5).

Carole says about the namecards she has made for their tables and that they should stand up on the tables. Carole tells the children about herself and her family. They talk about her pets. Carole
encouraged the children to talk about themselves and their interests. Carole emphasised that the children were to be quiet, listen to each other and turntake. Carole reads names from her list and that child shares about their interests, which is mainly their pets. Carole spoke a lot to individual children as she guided the whole group discussion. Carole did a lot of reading of children names from her lists as she got to know the children. Carole's purpose in this session was to get to know the children. The episode is called "All about Me" (Episode 6).

Carole next did some writing on the board. She drew a page and put her name in the right hand corner. She then showed the children where to write about what they like because she wants to keep a file. She also wanted them to write on every second line and to have a go with their spelling. Children went to their tables and were encouraged to write quietly and independently. The teacher's purpose was to asks the children to do some writing so she could collect a sample. The episode is called "Writing about Me" (Episode 7).

Carole then told the children about recess time and reminded them which playground and toilets to use. Her purpose was transition of the group to recess. The episode is called "Going to Recess" (Episode 8).

After recess the children came into the room, some wrote, some drew, some talked at their tables and some sat and talked on the floor. Carole said how she likes the children who were working at their tables. The teacher's purpose was to promote appropriate behaviour when she isn't there. The
episode is called "Coming Back After Recess" (Episode 9).

Carole asks the children in table groups to come to the floor. She shows a book "Sly Old Wardrobe" and says to sit close because the illustrations are small. She talks about parts of the book, what various words mean and what the story means. She asks many questions of the children about wardrobes etc and what's going to happen next etc as she reads the book. Carole's purpose is to share a book with the children and to explore what it means with them and to promote the process of reading. The episode is called "Sly Old Wardrobe" (Episode 10).

Carole then asks the children if they know how to play the game squiggle. Carole's purpose is to demonstrate how to play the game on paper. The episode is called "Squiggle" (Episode 11).
iii) Code Application - Level Two: Message, Subtheme, Theme with Literacy Session C

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Messages in Literacy Session C
Themes in Literacy Messages in Literacy Session C

THEMES IN LITERACY MESSAGES - TEACHER B

LITERACY ACTS
WAYS OF MAKING SUPPORT TO RATIONALE
DOING MEANING HELP YOU FOR
LITERACY
36 136 275
65 21
iv) Code Application - Level Three: Nature of Themes in Case Study C.

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APPENDIX O

CASE STUDY D REPORT
i) Description of Literacy Session D.

This classroom observation was taken in Term 3. There were 29 children in a composite Year 2/3 class. The classroom was in a demontable block which contained other K - Year 2 classes. Dianna had been at the school for two years. She was experienced in Whole Language Approaches to literacy learning.

The day of the observation was a "regular" day in Term 3. The observations on this day were selected for application of the code since the teacher was experienced in implementing a child centred, active learning approach to literacy learning.

This morning literacy session had nine episodes.

ii) Thick Description of Literacy Session D

In Housekeeping Dianna asked the children for swimming notes. She spoke to the class as a whole group and individuals, as she collected swimming notes and looked at a draft writing book which a child had brought in. The purpose of the teacher's behaviour was administration as she collected swimming notes and reminded children of their importance. This episode can be called "Housekeeping" within the literacy session (Episode 1).

Dianna then told the children that Bronwyn had come to see how they read and write and that Garry had a microphone on so they could talk as usual. When Dianna asked the children to share, one child showed pictures about cats and dogs. Dianna extended with a description of how to do acrostic poems to which the child responded by presenting examples of poems, which she had done the
previous night. Dianna spoke to the group as a whole about
the items being shared as well as a few comments to
individual children about talking to friends, sharing with
others, hand signals to talk in whole group etc. The
teacher's purpose in this episode was to facilitate the
children sharing interesting things they had done. This
episode can be called "Sharing 1" (Episode 2).

Dianna then discussed and read an
informational text, "The Life Cycle of the Butterfly" with
the whole class joining in. Dianna spoke several times
about the meaning of the text and the pictures. She
extended what the children had said and make references to
her own experiences, the children experiences and to other
texts the children had read in this classroom. As the
children read this book with Dianna she often commented on
how the book was organised. When Dianna read the big book,
she often stopped and discussed some aspect before she
proceeded - usually something about the text organisation
or the meaning of the text - eg Do Butterflies have bones?
etc. Dianna asked several questions like Who notices the
little heading at the top of the page etc. She asked
several questions about what the texts was about from
looking at the pictures and the subheadings. Dianna's
purpose in this episode was to demonstrate how to read
factual texts. This episode can be called Shared Book
Episode (Episode 3).
Next Dianna gave the children each a text or picture on cardboard. She spoke to the children as a whole group and as individuals. As she spoke with the children, Dianna attempted to involve the children in talking about and reconstructing the informational text with all the pieces of cardboard. As the children were active in assembling the text, Dianna spoke about matching the subheading and the text, and described children making decisions regarding where to put text. During this discussion she spoke about the diagrams, pictures, subheadings and the sentences the children had on their pieces of cardboard. She sometimes explored the meaning with the children as she dramatized a freezing frog and asked the children was that what cold blooded meant. Sometimes she asked did they know words like tympanum. Dianna spoke about getting organised to organise information, and asked the children what did she have to do to get them organised to make the class text. The teacher's purpose was to engage the children in a co-operative text construction so they could see how the text is constructed. This episode can be labelled "Facts on Frogs Co-operative Text" (Episode 4).

Dianna then asked the children to get their books to read and children went to their tables or areas of the room to read. Dianna spoke and conferenced with individuals and small groups of children as they read. The children asked questions as she conferenced with them. She spoke about what did the children think the book was about
and how they could work out what it is. She said things like: "What's going to happen? Have a guess, Could be ..." This episode is called "Readingtime" (Episode 5).

Dianna then moved the children into their work on contracts, by saying they could continue what they were doing or take up with their contracts. She spoke to the class, as a whole group and to individuals about contracts and how she expected the children to behave. Dianna's purpose was to promote the children's independent reading and writing in a contract situation. This episode can be called "Contracts 1 " (Episode 6).

Dianna took a small group of children aside for the Sixty six and Ninety nine experience. It was a small group activity whilst the rest of the class was doing contracts. She spoke about how to do the experience. After reading and discussing direct speech in two big books, the children in the small group were given an enlarged page of writing and sets of punctuation marks to paste in appropriate spots. She spoke to the children about other books they had read and what punctuation marks they had used. The teacher's purpose was to focus the small group of children's attention on why and how to use punctuation marks. This episode can be "Sixtysix and Ninetynine Exercise" (Episode 7).

After Dianna conferenced with the small group of children about the completion of their Sixty Six
and Ninety Nine work, they continued with their contracts like the rest of the class. Dianna moved around the room and spoke mainly to individuals and small groups as she moved throughout the room. She made only a few comments to the children as a whole group. When Dianna interacted with the children however, she was concerned with the contracts the children needed to decide about and do. She also made statements referring to the children who were having trouble getting started, children who didn't complete their work from the previous day. In doing so Dianna encouraged and assisted these children to make decisions about what they were trying to do and to accept their responsibilities for decision making themselves. Another aspect of this interaction with children was completion of activities etc. Dianna was assessing work in progress, as a part of the day's teaching/learning experiences. Dianna then gave the children a five minute warning to get ready for sharing. Dianna's purpose was to promote the children working on literacy contracts and to assess their progress during the contracts. This episode could be called Contracts 2 (Episode 8).

As the some children offered to share their reading and writing Dianna made several comments directed at individuals and some comments to the whole class. As individual children and small groups of children shared their morning's work, Dianna discussed The text Mocking Bird. She talked about the children's own experiences and her own experiences about how it could be expressed or
sung. The children were then asked to pack away and get ready for recess. Dianna's purpose was to invite interested children to share what they had done and to make the transition to recess time. This episode can be called "Sharing2" (Episode 9).
iii) Code Application - Level Two: Message, Subtheme, Theme with Literacy Session D

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iv) Code Application - Level Three: Nature of Themes in Case Study D.

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