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Philip Fitzsimmons
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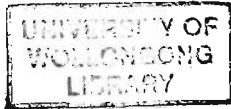
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**THE ONTOLOGY OF AUTHORITY:
A THEORY OF "LANGUAGE IN USE"
IN CLASSROOM MANAGEMENT**



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

DOCTOR OF PHILOSOPHY

from

THE UNIVERSITY OF WOLLONGONG

by

**PHILIP FITZSIMMONS
MEd Hons (Wollongong), MStudEd (Wollongong),
BEd (Wollongong)**

FACULTY OF EDUCATION

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This study is not so much the result of my labours, as it is the end product of support and encouragement provided by a group of very special people.

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To Terry, Joy, Heather, Dick and Maxine who shared not only their time, effort and classrooms but themselves.

ABSTRACT

The aims of this study were twofold. They were:

- to illuminate the nature and role of language use that five teachers employed in their particular approach to classroom management.
- as a consequence of delineating this 'language in use', to develop a 'grounded theory' of classroom management which had been honed and polished in the real world of classroom practice.

Based in the naturalistic paradigm, this study utilised the hermeneutic-dialectic process as the primary methodological mode of inquiry. Beginning initially with the classic notion of participant observation, the hermeneutic-dialectic process provided the qualitative distillation mechanism whereby the intersubjective meanings of the respondents' language use in specific contexts could be constructed, and then reconstructed to form an interrelated whole.

Grounded in the data, a theory of classroom management emerged in which language was the key instrument of classroom management for these particular teachers. This thesis describes how language use provided the means by which a genuine relationship was formed between the teachers and pupils. This process has been depicted in diagrammatic form and described in detail.

This thesis concludes with a series of implications and recommendations for teachers, teacher training institutions and school administrators based on the principles emerging from this theory.

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CHAPTER 1

INTRODUCTION

The admission of ignorance is the beginning of wisdom.

W.H. Moore (1991)

PURPOSE and PARADIGM

The purpose of this study was to develop a grounded theory of the role of language in classroom management. Because of personal discontent, the overall professional dissatisfaction with the relatively limited scope of current theories and positions (Slee 1992) and "an abiding uneasiness with quantitative methods and perhaps the empirical approach in general" (Burton 1973:180), this project used as its foundation a holistic 'grounded theory' approach. As will be described in later chapters, the key focus of this approach and purpose of investigation of this kind of research is to unearth the social understandings of the "human as instrument" (Curtis 1988:4).

In this study, the social understandings were theoretically mined by addressing the following focus question:

What is the nature of the 'language-in-use', that five experienced, and highly proficient teachers have developed to maintain both control and motivation?

In illuminating these teachers' 'language-in-use' repertoire, a series of questions formed the directional superstructure of the study. These were:

- What is the current definition of the term 'classroom management'?
- What does the classroom environment and interaction pattern of a highly proficient classroom manager look like?
- What is the nature of the educational ideology of these teachers?
- What is the nature of the relationship between ideology and language use?
- What is the aim of their use of language?
- What is the perceived or actual effect on students of their language use?
- What are the functioning components of their language use?
- What are the processes and structures which support their language use?

Evolution of the Question

An Orientation of Terms, Concepts and Processes

With a paradigm "emphasis on understanding, and faith and trust in the human as instrument" (Cambourne 1995:10) the focal question evolved through a cascading or cyclical conceptualisation process involving the interplay between the ongoing observation process, the related literature and debriefing interviews. The key terms and elements of the focal question reflect the nature of this process.

[T]he methodology of the constructivist is very different from the conventional inquirer ...[it] is iterative, interactive, hermeneutic and at times intuitive and certainly open ... [I]t makes demands of its own so heavy that anxiety and fatigue are the constructivist's most constant companions. It is a different path, one strewn with boulders, but one that leads to an extravagant and hitherto virtually unappreciated rose garden (Guba and Lincoln 1989:183).

The initial step in this "hermeneutic dialectic process" (Guba and Lincoln 1989:44) was the selection of participants who could shed light on two key questions:

- What is effective classroom management ?
- How do teachers create classroom settings that enhance, develop and manifest effective classroom management?

The teachers invited to participate in this study were chosen for five reasons: experience, reputation, my own personal contact with them, current literature definitions of effective classroom management, observation and the subsequent development of an initial operational definition of effective classroom management.

Beginning with reputation and the personal contacts I had made through my teaching career, several teachers were initially approached as possible research respondents. Those chosen were held in high esteem by the parents of students, their peers and administrators because of their apparent ability to manage children effectively, a process which Rogers (1989) insists is increasingly harder to maintain. However, after a series of interviews and brief observation, I soon realised that experience did not always equate with expertise, and the rhetoric of reputation did not fully match the reality.

What emerged from this initial experience was a personal view that there was a vast difference between authoritative teachers and authoritarian teachers. Those who were authoritative had authority but it seemed that it was based on a different set of criteria and premises than those teachers who controlled children simply through the power their position provided them. An initial literature search within the confines of current education journals and texts revealed an emphasis on teacher preparedness and organisation, and with the exception of Rogers (1990), little dealing with the actual interaction between pupil and teacher, which I had begun to suspect was the underlying power source of those teachers who I had begun to consider as being authoritative rather than authoritarian.

A subsequent wider search, beginning with the reading of primary sources, revealed that there appeared to be several layers of literature which occasionally converged, but by and large remained separate entities. It seemed that, for example, the qualitative work of Kounin (1970) and Thomas Gordon (1974) was often cited, but whose work was never

fully explored or integrated into the most recent literature concerning classroom management. These two sources, whose respective notions of 'withitness' and language use provided an interplay impetus that eventually formed the platform and direction of this study.

Thus my initial choice of teacher respondents was based on criteria that was very much grounded in an emerging belief that teacher expertise in relation to classroom control could possibly be described as a style characterised by a child centred approach, involving a high degree of teacher organisation, a high degree of quality teacher-pupil interaction, the setting of clear standards of behaviour combined with explicit expectations of self reflection and placing the needs of children and their viewpoints and opinions above the teacher's need to dominate.

However, my choice of the teacher sample for this study gradually became more refined. I began to believe that what I was perhaps seeing in classrooms that exhibited a more effective managerial approach was a style or interaction that developed a qualitatively different response in the children's reaction to the teacher's language and interaction with the class. There appeared to be a great deal of humour involved, intermingled with occasions when the teacher would chastise, punish and appear to be authoritarian. In many of the rooms I had initially begun observing, the children would react with various degrees of disdain, hostility and antagonism. In those rooms that I was beginning to consider to be characterised by more effective strategies, in the physical reactions of the children there was calm acceptance of all that occurred, including direct confrontation. I began to speculate that this was not due to fear or domination but appeared to be a product of the environment and perhaps interaction with the teacher.

This working hypothesis was to some extent bolstered by both a literature search (Rogers 1990) and an initial triangulation process involving literature from other areas. While

suffering from a similar lack of explicitness as the literature in education, the work of Dunford (1992) in the management field began to confirm my initial hypothesis and definition. In discussing the nature of ideal 'group' interaction, Dunford wrote

Knowles (1990:146) defines a group as 'a collection of people who, united by their interests and actions, strive towards the achievement of a particular goal or objective'. Similarly Buchanan and Huczynski (1985:131) refer to 'people who consider themselves to be a part of an identifiable unit, who relate to each other in a meaningful fashion and who share dispositions through their shared sense of collective identity'. Central to these definitions is the notion that for a group to exist, members must have a clear sense of belonging, of a collective identity and probably also a sense of purpose. This provides a definitional basis for differentiating a group from a mere collection of individuals such as commuters in a railway carriage or diners having a meal in a restaurant (Dunford 1992:103).

Thus the 'definitional bias' and basis for my project also was founded on the ideals of 'collective identity' and a 'sense of purpose'. Both the children and teachers in the classrooms that I had begun to observe were more than mere 'commuters in a railway carriage', both parties were immersed in what appeared to be a process of classroom management that involved pupil control within a fluid process developed and maintained by the teacher's awareness, authority and interaction. This managerial process was not dominated by the teacher, but regulated by the teacher.

Hence the following chapters describe the nature of this classroom management process as practised by the teachers who finally were chosen and who agreed to take part in this study, and who, through the cyclical design briefly outlined in the previous paragraphs helped shape the precise wording of the focus of this study. A classroom managerial approach in which experience is equated with a high degree of expertise, and classroom

control and discipline is maintained through pupil motivation and the interaction and relationship formed with the teacher. These terms will be used synonymously throughout this thesis, except in literature citations where the original term will be used.

Giving Voice to the 'Hermeneutic Dialectic' Process

Just as Elbaz (1983) and Ben-Peretz (1991) believe is the case for most teachers, the respondents in this project were also natural story tellers. Through many hours of interviews and simple informal discussion the inevitable incident and anecdote would arise. These simple but eloquent stories contained a wealth of information and produced an outline of not only their careers, but a map of pedagogical and intellectual importance. This in turn acted as a lens through which experience became process, curriculum and pedagogical model.

Running through these narratives were themes of moral issues, history and philosophy which in turn transformed the initial 'observe and converse with' model I was operating from into a more definite personal and collaborative anthropological amalgam of the 'hermeneutic dialectic process'. From the initial stages of observation, these former peers grew in my working diary into a cultural elite. Their articulation of their work was simple but contained a force and determination that was definitive, contagious and emotive. These 'powerful ways of knowing' could not be transcribed or translated into anything less than the original voice if the exploration of the context was to be kept intact (Patton 1990).

Thus through "much meditation and prayer, there arose a conviction that the best style is the one that governs least" (Copperud 1964:6). Hence this thesis has been written in a register that is more informal and personal than the traditional thesis genre.

RATIONALE

As stated in the opening paragraph, the rationale for undertaking this project arose out of both personal experience and a perceived need expressed in the literature pertaining to not only classroom management, but also teacher training and professional development.

These points are:

a) Despite decades of research and subsequent proposals, research suggests that both novice and experienced teachers alike still view classroom control and discipline as a major concern.

- Otto (1986), Reid (1989)

With ever increasing curricula expectations in the education systems of Australia, teachers can ill afford to still experience worry and stress over classroom control. This condition of continual stress and anxiety has a long history (Marsland 1970, Otto 1986, Lewis and Lovegrove 1987), that would appear has not as yet been rectified. McManus (1989:1) believes that the main cause of this teacher stress is due to the "bewildering collection of definitions" of the literature base which underpins the classroom management sphere.

b) The field has traditionally held an extremely narrow view of classroom control and discipline

- Slee (1992), Doyle (1986), Lewis and Lovegrove (1987)

Slee (1992) has reinforced Doyle's (1986) position in that while there has been a great deal of interest and research positions put forward, these have had too narrow a focus. In the day to day running of a classroom there are a great deal of varied personal interactions and processes occurring that may significantly alter any preconceived management strategies. Doyle (1986) has suggested a holistic approach may provide a more balanced model, as opposed to the typical research findings in this field which Lewis and Lovegrove (1987:173-186) describe as "dense, impractical, unenlightening and inconclusive".

c) The need for teachers to be fully aware of their own belief system, especially in the area of classroom control

- Horne (1980), Blankenship (1989)

This entire project was guided by the axiomatic position that it is necessary for teachers to develop a clear "conscience of craft" to guide their work (Green 1984 cited Pratte and Rury 1991:64).

This development of 'clear conscience' necessitates each individual teacher establishing their own professional framework through the establishment of what Polanyi (1966) terms 'tacit knowledge', a knowledge of 'what works for me'. Hence, a secondary, but no less important aim of this project was to provide a detailed description of this 'sense of craft' (Greene 1986) in action, providing a possible springboard by which novices may try to incorporate this process or approach into their performance design, re-establish items to suit their own needs and style or reject these particular skills entirely as being unsuitable for them.

Becoming a skilful teacher, a craft professional, is not simply becoming able to skilfully teach. It is also becoming able to judge one's teaching performance by the standards of good teaching and judgement about what constitutes good teaching, what might be better and what is inappropriate or unacceptable, and this ability is best cultivated in concert with other teachers (Pratte and Rury 1991:64-65).

d) Relatively little is known about the 'personal' development, evolution of teaching skills and actual teaching practice of highly experienced and highly skilled teachers.

- Carter (1990), Richardson (1990)

Education appears to have a history of recognising that optimal teacher training and induction processes into the profession can only be attained when clear definitions of what highly proficient teachers actually do in the classroom have been attained (Marsland

1970, Richardson 1990). However, as Richardson (1990) points out, teacher training is still tainted by few attempts to adequately delineate, define and understand the nature of teacher expertise, especially in the area of classroom control and management (Willower and Jones 1963).

As Willower (1969) and Spillman and Levenson (1976) have pointed out, for beginning teachers expertise is generally equated with an ability to control children effectively, a skill that they desperately desire but often lack.

e) Choice of the Naturalistic Paradigm

Taking Pratte and Rury's (1991) advice that cultivating excellence needs to be undertaken in concert with other teachers, a participant observation approach, firmly rooted in the 'naturalistic' paradigm, was deemed the best possible agency of reconnaissance and appraisal. Only this research trajectory can adequately

... reveal what constitutes reality for the participants in a given situation (ie. education), to explain how those participants came to view reality in this way and to determine what are the social consequences of their interaction (Barton and Walker 1978:38).

SITE, STAKEHOLDERS and SCHEDULE

The site for this project was initially a small primary school in the South Coast Region of New South Wales, having a pupil population of 186 children and 10 teaching staff.

After undertaking the participant selection process explained in previous paragraphs, I began this project by focussing on teachers in the school in which I was also currently working. While proximity and ease of access were considerations, the fit between my

working hypothesis and definition of effective classroom management and their teaching practice was the initial impetus for this study.

I had been working in this school for eight years prior to the commencement of this project, the last two years of which I had initiated and undertaken the development of computer education throughout the whole school. This necessitated negotiation of entry into every classroom. For most of this two year period I was granted release time from my own classroom duties several times a week to spend time teaching children how to use the computers and introducing new programs to the class, usually while their own teacher continued with their normal teaching program. It was during this time that I became acutely aware of three particular rooms, not because of teaching methodology, but because I was struck by the rapport these teachers had with their children and the ease with which the classroom operated.

When the opportunity arose to undertake this study, I approached these teachers believing that I could operate as 'participant observer' with as little disruption to normal routines as possible because of my already established presence. The teachers' acceptance of this project and my presence in the class room is reflected in some measure by their desire to be called by their first names in this document, rather than by the use of a pseudonym, which is the usual research protocol.

The teachers taking part in this primary focus were Terry, Joy and Heather. These particular initial direct observation sessions began in June 1991 and were completed in late December of the same year. However, the interview and debriefing sessions were not completed until December 1994.

However, in February 1993, circumstances provided the opportunity for this study to enter a second phase. It was at this time that I had accepted a new teaching position with a

local university. In my new role and through subsequently showing 'whole language' classrooms in action to a visiting American teacher, and participation in another research project, I was given the opportunity to enter classrooms in several distinctly diverse settings. After having sat in on a series of classes, it soon became apparent that my study could be enhanced by broadening the sample of the project through the inclusion of two teachers from two of the schools I had visited.

The first teacher I approached was Maxine. Ironically she was teaching in the school to which I had been first appointed, and had in fact taken my position after I had been transferred to another school. In the fourteen years she had been teaching at this school, she had developed a reputation regionally, nationally and internationally as a teacher of excellence. An initial interview was conducted with Maxine and then a series of videotaped sessions with accompanying debriefing interviews began in June 1993, continuing for almost twelve months.

Dick was the second teacher I approached. He was a 'head teacher' of the maths department in a local high school and had been targeted by the local cluster director as a teacher of exceptional quality. I first met Dick in March 1993, as he was one of the teachers involved in a research program which was endeavouring to illuminate the ideological beliefs and language practices of outstanding and experienced maths teachers. Dick readily agreed to also help me with my project as they both had a similar focus. Video sessions and interview sessions also continued throughout that year.

Thus the entire sample provided me with an opportunity to develop a grounded theory from a wider range of teaching systems, experience, viewpoints and teacher training backgrounds.

BACKGROUND TO THE STUDY: AN AUTOBIOGRAPHICAL UNDERTAKING

As stated previously, this project arose out of the confluence of two perspectives, a personal need and the suggestion of current literature. While not negating the importance of the research literature, the personal need was the most insistent driving force.

The initial desire to undertake this study began with my initial appointment as a teacher. Fifteen years have passed since I arrived at my first school, one which was not highly sought after. This initial experience still fills me with love and loathing. Love because the extremely diverse socio-cultural components of the school district generated an intense desire to come to grips with how language is learned, and loathing because I had my first taste of the supervision form which requires the new teacher to focus on the completely trivial elements of teaching (such as programs and registers to be written in black pen), with no actual assistance provided at any time.

My first class consisted of a group of 36 twelve year olds and was a group that the other members of staff had decided they did not want. Most were second phase E.S.L. students, with twelve distinct languages being spoken at home. Almost from their initial days in school, the whole group had been labelled as behaviour problems. I was only given this class after the first beginning teacher had failed to subdue this group and was transferred to another area. I did no better, but managed to survive the year scared and scarred.

Having had no formal training in classroom management, other than one semester of Skinnerian (1968) 'rat-psychology' (which was based on the axiom of reinforcement of positive behaviour), my first year of teaching was founded on trial and error, aggression and the ability to duck flying objects. I often joked to my fellow well-meaning but

unhelpful colleagues, that my personal teaching philosophy could be summed up by the simple phrase, 'living in fear'. In two hundred and three days of teaching my supervisor (a senior teacher assigned by the principal to oversee my teaching), had offered only two pearls of pedagogical advice, both distinctly oblique and colloquial. Both referred to class control and were:

- 1) *'Treat them mean to keep them keen.'* This referred to my supervisor's belief that children should be seen and not heard. His view of teaching excellence was measured against the teacher's ability to keep a class quiet and be totally in control through sheer force.
- 2) *'Never smile until Easter.'* Directly associated with the first platitude, this second one deals with the teaching style and demeanour that a teacher should present to a class in order to be totally in control. With the first term of the school year finishing at Easter, the inference was that I should be firm and unfriendly till then in order to let the students know who was in control.

Unfortunately he applied the same platitudes to me and so because of this initial experience I have spent most of my teaching career trying to find adequate solutions to classroom control problems. In fifteen years of teaching I have only been granted permission by administrators to attend two in-service courses dealing with class control. The first was for beginning teachers (Bowral N.S.W., 1977), which offered the advice of 'be kind, but never smile until Easter'. The second was Glasser's Ten Steps (Oak Flats, N.S.W., 1982), which provided a broad outline but generally speaking no specifics.

My main source of help came from other colleagues who were also relying on trial and error and other teachers. While I had often met highly efficient and experienced teachers throughout my career, I had never observed them in action for any extended period of time and had to rely on fleeting glimpses and the occasional chat. It was only through the undertaking of a doctoral degree and the pedagogical weight it carries that I was granted release from classroom duties to enter the rooms of highly proficient practitioners to observe and delineate their practice. I soon discovered that my experience was not unique from both the teachers I personally became involved with and the frank admissions of teachers in the literature centred on classroom theory and teaching.

Even the most cursory review of the literature reveals two basic interconnected issues which have been literally crying out as 'voices in the wilderness' for almost fifty years; the failure of staff development programs and the lack of research focussing on experienced teachers.

Firstly, despite repeated calls and demands for rectification, educators and researchers know relatively little about the development and evolution of teaching skills (Denscomb 1985, Hopkins 1987, Richardson 1990, Burden 1990). This lack of direction has occurred mainly due to the prevailing belief that teacher and staff development could be enhanced through withdrawal workshop programs run by 'experts for the novice' (Richardson 1990, Barton 1992). Despite a large volume of literature, this situation was exacerbated, as Carter (1990) candidly states, because there was only an extremely minimal amount of research in attempting to assess both the short term and long term effects of these programs. It would also appear that almost all of the research literature and actual programs were narrow in focus and practice, had a deficit view of learning, and therefore

... failed to have any impact on either teachers or students (Barton 1992:36).

Staff development in the area of classroom management failed not only because of the nature of staff development and the lack of research in the area of classroom control, but also because of a deficit in understanding in regard to the manner in which pupils and teachers communicate (Norton 1983). It was during the early 1980's that researchers investigating the conditions of 'natural' language acquisition (Cambourne 1984, Edelsky and Jilbert 1985, Teale 1980), using a 'naturalistic' or qualitative methodology, began to illuminate and capture the essence of teacher behaviour and change. In defining the elements and conditions of children 'learning how to do school' (Dyson 1984), researchers also developed a rich context-source of data concerning teachers' professional growth. It was this secondary development of teacher change and reflection on their beliefs and practices that revealed an ideology of child centred education as opposed to the teacher being the absolute focus of a classroom. This focus also provided another rich source of data for those interested in classroom control.

The second related point arising from the demands of the literature was that extremely little research had been carried out specifically dealing with how experienced teachers approached classroom management. It would seem that this situation has arisen for similar reasons as the stalling of staff development. Indeed during the mid eighties the response to this situation reached crescendo level. Berliner (1986:13) summed up the academic and pedagogic condition when he insisted that

... we need to find and study expert and experienced teachers, ... they can more than most teachers provide us with the cases, the richly detailed descriptions of instructional events that should form a part of teacher education events.

A year earlier Denscomb (1985:12) published similar demands to that of Berliner, adding that the main problem "was how to devise methods for studying how those who do maintain order actually do it".

This study sought to begin to shed light on how the more experienced teachers had developed their classroom control mechanisms and how they used the primary tool of teaching to facilitate this process.

LIMITATIONS

While time alone always imposes limitations, most certainly the factor of a limited sample size of five teachers will certainly mean that this study in itself is simply a precursor to a more involved project. I also recognise that the categories and descriptors discovered in this study are by no means fixed or exhaustive. Indeed other researchers might arrive at new or completely different results depending on viewpoint, experience and methodology. I also recognise that it is impossible to generalise these results to the wider teaching community

More specifically, the language and body language connection has not been fully explored. Because of time restrictions and the complexity of such a relationship, this aspect of teaching has also been relegated to another more focussed project.

POSITION, PLATFORM AND PREJUDICES

As previously stated in the Introduction, this project had no theoretical platform to begin with, other than a simplistic behaviouristic ideal and a rather heavy handed notion of 'the-teacher-is-in-absolute-control'. My belief of what constituted a truly competent teacher was rooted in the esoteric notion that teaching is really a 'gift'. While there were obviously many teachers, only a relative few had the genuine 'gift'.

In trying to articulate my own personal definition of what constitutes this notion, I found it almost impossible to give voice to any truly insightful account or dialogue. It lies

somewhere in the Biblical principle of 1 Corinthians 11, Sperry's (1985) 'emergent properties' of neural circuitry or Levi-Strauss' (1968:229) description of the 'Native Mind' which "totalises... tends to be holistic, multi sensory and boundless in scope".

Having thus bared my 'pedagogical ecology', with all its biases and beliefs I will now launch into the more intellectually, pedagogically and spiritually challenging waters of those who I perceive to have the 'gift'. Others' perceptions of what constitutes the nature of the 'gift' is discussed in the next chapter.

CHAPTER 2

LITERATURE REVIEW

Individuals are disposed to like those who like them.

Dale Carnegie (1952)

INTRODUCTION

Reviewing the Literature: A Responsive Approach

Charles Spurgeon once wrote, "He who does not use another man's brains, shows he has no brains at all" (Spurgeon 1871:1). While agreeing with Spurgeon in principle, this review of literature does not follow his homiletic principle of literary regurgitation. While of necessity, a review of literature must reveal to a certain extent a shopping list of others' brains, this review took shape through the interplay of the related literature combined with continual data collection and interpretation, and the concurrent need to expand and clarify the understandings unearthed.

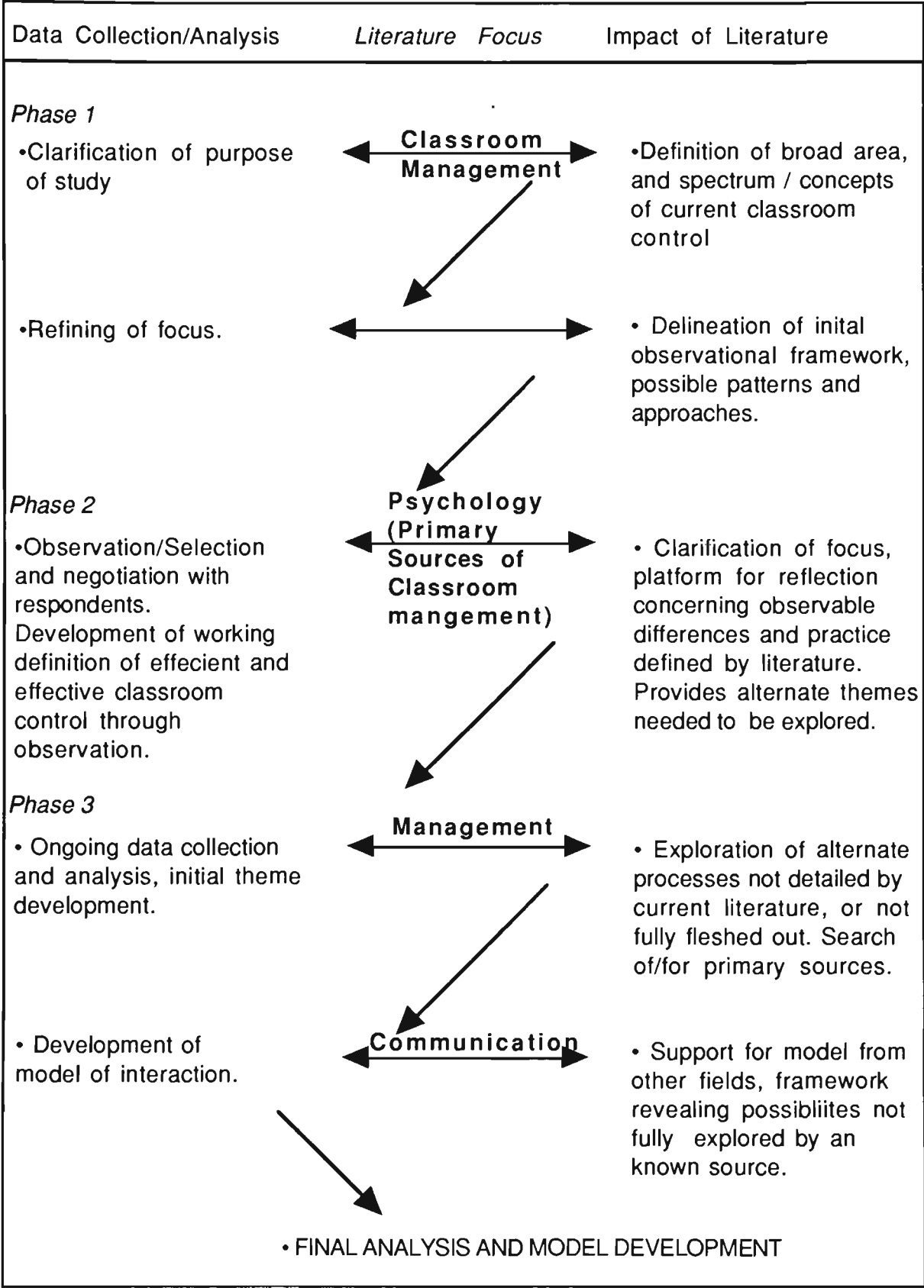
Thus, in seeking to establish the nature of the language that five experienced and efficient teachers employed in the management of their classrooms, this review became an integral foundation of the grounded theory as a whole. Through interview and observation, I was actually forced to move beyond simply knowing the field, to a series of points in the methodological outflow where I needed to thread the needle of critical argument with synthesis and interpretation. Thus this review of the literature is more than an adjunct to

this thesis demonstrating knowledge of the field, but rather is a power source in the cyclical methodological approach employed. This process is summarised in Cooley's understanding of the process of naturalistic inquiry.

The social processes of actual life can only be embraced by a mind working at large, participating through the intellect and sympathy with many currents of human force, and bringing them to an imaginative synthesis (Cooley 1926:78).

The respondents in this study had become so empowered in their teaching, of necessity I had to move "into the position of having to use the literature search to negotiate the interpretations with those involved in the study, rather than being free to impose them on the data" (Walker 1983:37). Thus the literature reviewed in this study acted as a foil, providing a framework for the refining of the research question as well as the incidental hypotheses that surfaced through continual 'massaging' of the data. The methodological design and ensuing literature review and synthesis were the enablers which gradually provided me with a *comprehension* of the field as a whole, rather than simply *knowing* about the field. The interplay between the literature and analysis process is represented in the following diagram. While not showing in minute detail the full cyclical process, it does reveal the tracking down of literature components which appeared to match the concept development established through observation.

Figure 1: The relationship between the literature and data analysis



Coming to Understand the Field

As was Turbill's experience, this process of reviewing the literature "took me into quite new realms of knowledge, which at the onset of the study I would not have considered" (Turbill 1993:35). As I immersed myself in the current literature and began observing the rooms which formed the nucleus of this study, I was led into several theoretical areas. Following a trail of common threads, as I began to investigate the many theoretical pillars upon which the field stood, I became increasingly aware that the individual traits and positions of the literature did not fully match the reality of the field I had begun to become acquainted with. I came to the same conclusion as Smith, who when using a horse race analogy wrote

... there were other runners in the field to which education might have turned
(Smith 1988:111).

Investigating the 'Other Runners': A Summary of the Review Process

As I tracked down primary sources after beginning with initial texts such as Delmont's (1976) 'Interaction in the Classroom', and more recent texts such as 'The Classroom Manager' (Turney, *et al* 1992), I came to the conclusion that there were other research perspectives that had not been fully explored. While those in the field such as Rogers (1990) suggested a paradigm shift, the more I read the more I became convinced that the literature was actually made up of a great deal of circumlocution, competition and confusion. While shifts in understanding had apparently occurred, there had been little headway made in regards to truly coming to grips with the nature of classroom interaction between pupil and teacher. Although a recognised leader in the field, Doyle (1986) describes the progress of the classroom management area as 'primitive', while Slee (1992) believes that the 'nostalgic comparisons' on which the field is based is too simplistic, and Brooks and Brooks (1993) argue that the problem lies in the long held and deep seated view that teachers hold in regard to their function.

Our position is that the mimetic approach to education is too compelling for many educators to give up. It is amenable to easily performed and widely accepted measurement, and management, and accountability procedures. This approach has long dominated educational thinking, and, therefore, policy making (Brooks and Brooks 1993:16).

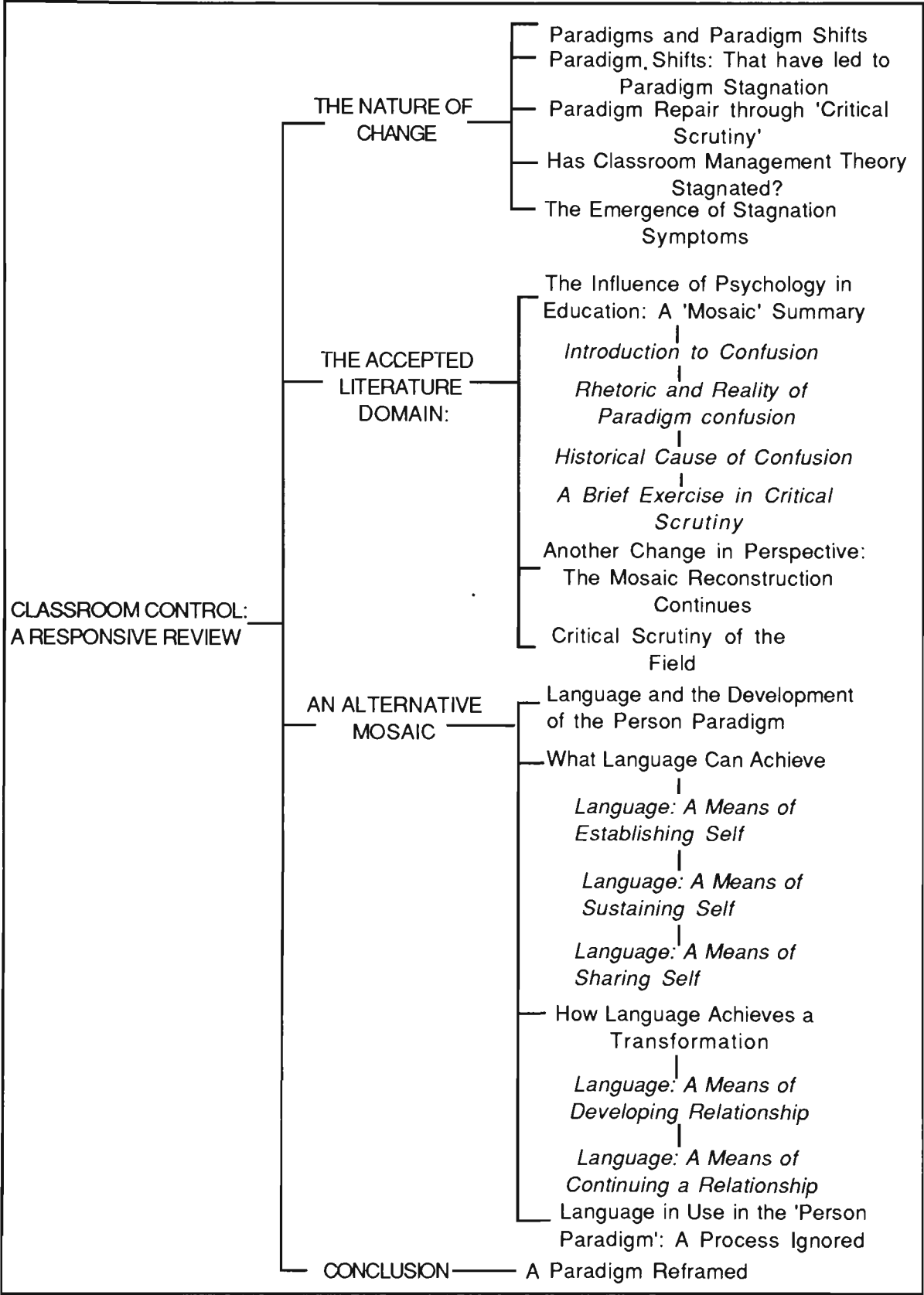
In coming to understand why this situation had occurred, I became aware of an evolving framework for this chapter. This section is therefore written within an overall historical notion of the processes involved in paradigm formation. While the literature investigation detailed in the previous diagram (figure 2.1) reveals the path of the literature search, I came to realise in the writing of this chapter I needed a framework that would help me shape the large volume of literature into a cohesive whole. In exploring possible alternatives, I also came to the conclusion that I had in fact moved beyond an investigating or illumination of the field, but rather had been following a path representing an alternate paradigm.

In using the literature to shed light on and triangulate the observation process I had been undertaking, the data had in turn been triangulating and guiding the alternate paradigm trail I had been tracing. This alternate paradigm had been moulded through the interplay of what Kaplan (1964:13) terms "intuition, logic in use and reconstructed logic".

Thus the following outline of the contents of this chapter is in effect a map of the interplay between the intuition gleamed from both the field and literature. The redefining of the concepts that are contained in the literature as a whole were filtered through the lens of personal understanding and experience of the respondents in this study. It is a plan of my struggle to understand

... the particular meaning and relevance structure for the human beings living, thinking and acting therein. They have preselected and reinterpreted this world by a series of commonsense constructs which determine their behaviour, define the goal of their actions, the means available for them - in brief, which help them find their bearings in the natural and socio-cultural environment and to come to terms with it (Schutz 1966:5-6 cited Walsh 1972:17).

Figure 2: A Concept Map of the Literature related to Classroom Management



As Pascal suggests, “one does not know how to write a piece until one has finished” (Pascal 1662 translated Krailsheimer 1967:78). This review was no different, having moved from field to field as the need to expand and then refine my knowledge base continued. Having viewed classrooms through my own eyes and then the eyes of more experienced teachers, and finally coming to the point where I needed to begin to write about this process, only then did I fully appreciate the shifts in thought that I had gone through in coming to fully illuminate the teaching process I had experienced. More importantly, only then did I fully appreciate the contrast between the teachers in this study and the stated positions of the dominant areas of literature coming out of and influencing the field.

Hence, as part of the audit trail of this study, and in order to fully value the juxtaposition of the literature along with the ensuing chapters and this document as a whole, I believe that it is essential that the nature of knowledge growth must first be briefly explored.

THE NATURE OF CHANGE

Paradigms and Paradigm Shift

The concept of a body of collective knowledge is referred to as a ‘paradigm’. Ferguson (1980:26) describes a paradigm as a

... framework of thought (from the Greek *paradigma*, a ‘pattern’)... a scheme for understanding and explaining certain aspects of reality.

Thomas Kuhn (1962), generally accepted as the “person most responsible for bringing that concept into our collective consciousness” (Guba 1990:17), understands the notion of paradigm to be the

... entire constellation of beliefs, values, techniques and so on shared by members of a given community.

Shared 'constellations of beliefs, values and techniques' rarely stay static for long. Paradigm change referred to as paradigm shift occurs as the “result of a courageous break with the past” (Covey 1992:67). Covey goes on to describe these paradigm shifts as "dramatic transformations, revolutions in thought, great leaps of understanding, and sudden liberations from old limits". Thus a new paradigm is created, only to be subsumed eventually by a new form.

Such changes, together with the controversies that almost always accompany them, are the defining characteristics of scientific revolutions (Kuhn 1962:4).

Paradigm Shifts that have led to Paradigm Stagnation

While shifts and changes in thought, procedures and "strong consensual agreement" (Walsh 1972:16) are a natural cycle of paradigm development, shifts in understanding resulting in confusion and stagnation have been documented in several discipline areas; in the theological arena (Bacchiocchi 1977, Ford 1990), in staff development in education (Turbill 1993), in managerial theory (Covey 1992), in the scientific field (Hall 1966) and psychology (Carlson 1971).

Nowhere is this phenomenon more visible, along with a corresponding antidote than in the first discipline introduced in the previous paragraph, especially in the many competing

views of eschatology. After an exhaustive personal review of the literature in which he investigated over one hundred and forty years of writing, Des Ford, a leading international theologian, researcher and writer in the field claimed that

... having now reviewed the respective systems as wholes, what counsel can be given to one who comes to the task of exegesis with the sole intent of discovering truth regardless of whether it supports truth, regardless of whether it supports or wrecks systems?

It must be said that each of the systems is right in what it affirms, and wrong in what it denies (Ford 1978:68).

What Ford discovered was that with each growth period in understanding and paradigm shift, while progress had been made in understanding, vital elements of the previous belief structure had been ignored. Elements that could have been integrated into the new belief patterns had been discarded along with scenarios and possibilities that had proved to be of no value. Thus he has successfully argued and demonstrated on several occasions that paradigm shifts within this particular sphere can only occur by going back to these neglected principles and reinterpreting them in the light of more recent understanding (Ford 1978,1980).

The old treasures must be reset in the framework of truth (White 1888 cited Ford 1980:379)

On a specific issue, the key eschatological pivot of the Old Testament book of Daniel and its relation to New Testament typology, over which much of the theological controversy centres, Ford reinforces this point in which theologians have neglected key issues, issues that had been well known in international theology circles for decades.

These conditions were set forth in the Ministry Journal nearly twenty years ago. They were incorporated years later in a manuscript set to SPA and subsequently printed. Because the original format of the sixties may still have something to say to us, and as evidence that this resolution of the Hebrew 9 problem is no 'Johnny come lately' to meet recent issues, we offer it in full (Ford 1980:285).

Ford also demonstrated another parallel condition to this fracturing of viewpoint, the condition of denying other theoretical position's legitimacy. In his critique of Goldstein's (1988) book and Arthur Ferch's (1990) article, through their own word usage, Ford demonstrated how tentative the whole position had become, reaching what he terms an "apex of uncertainty" (Ford 1990:6), yet within a framework of dogmatic adherence. By sticking vehemently to their own particular viewpoint without giving any form of thorough investigation to another system, the protagonists in this scenario had unwittingly induced confusion. In responding to this situation, Ford's (1979) book entitled 'Crisis', not only infers the nature of the apocalyptic content, but is a not so subtle jibe at the lack of direction and impact of the researchers in this paradigm.

In a similar vein, Turbill's (1993) study in the field of staff development took place in an educational atmosphere somewhat similar in many ways to the theological perspectives faced by Ford. Her research clearly demonstrated that the whole field of staff development had become bogged down in a series of competing belief structures that despite a considerable time frame of implementation had "had little or no impact" (Turbill 1993:48).

I have tried to argue that the concept of staff development needs to be viewed from a different perspective. It needs to experience a paradigm shift as,

currently, it would appear that the apparent failures of such an enterprise seems to be suffering from stagnation - from 'paradigm paralysis'."

I have suggested that a future staff development agenda needs to be driven by an explicit learning theory; one which focuses on what we know about 'natural learning' and the role that language plays in such learning (Turbill 1993:100).

Just as the problems identified by Ford and Turbill were similar, so too, the conclusions to the solution to paradigm confusion reached by these researchers had similar elements. While operating in different disciplines, they all seem to have commonalities of developing a new system in their field through a refocus of a known or already established perspective.

Paradigm Repair Through 'Critical Scrutiny'

It would seem that a vast array of disciplines are presently undergoing paradigm shifts.

The beginnings of this change, of the shift from the mechanistic to the holistic conception of reality, are already visible in all fields and are likely to dominate the present decade (Capra 1983:xviii).

For many disciplines, this change is in reality not an actual shift in practice or understanding but rather repair and restitution created by what appears to be a rediscovery of approaches and beliefs that have been known for some considerable time but for a variety of reasons subsumed by other systems. Whether it be the resurrection of workplace reforms through storytelling (Finlay and Hogan 1995), the rediscovery and modern application of Rhetorical Theory (Tompkins 1982), or the reapplication of

Harlow's (1958) views in the field of psychology (Jeeves 1976), a great many fields are finding change arising from within, often by simply applying old principles to new situations, principles that have been excluded or forgotten in the previous steps or "decisions of faith" (Kuhn 1962:157) that set in motion the previous paradigm shifts. While I am not advocating all paradigm shifts have occurred in this way, it would seem to me that a great many in recent times have. An experience in which individuals have

... suddenly awakened in a house in which they had only supposed themselves to be familiar (Mills 1959:6).

Ford has described such a single simple principle, which he demonstrated would pull all the competing systems into a more focussed whole. Using a Jewish form of 'systems thinking' rather than a Western linear mode of thought, orientation and mindset, he demonstrated that through an 'apoltelsmatic' approach or a cyclical historical view all the various belief systems could be incorporated into a new model of understanding. This 'apoltelsmatic' principle was not a new ideal, rather drawing from principles long ignored from the writers of the original eschatological movement such as White (1888) , Ford was able to develop a more holistic approach. Thus decades of theological research and progression had been circumvented because two key elements had been ignored, the need to utilise the original cultural principles and natural linguistic context.

Just as Turbill saw the need to transform educational reform through the use of "conditions that were natural and experiential in intent" (Turbill 1993:49), Stephen Covey has become an international figure in the managerial area by applying similar principles.

Our effectiveness is predicated upon certain *inviolable principles* - natural laws in the human dimension that are just as real, just as unchanging, as laws such as gravity are in the physical dimension. These principles are woven

into the fabric of every civilised society and constitute the roots of every family and institution that has endured and prospered (Covey 1992:18).

However, it would seem that this viewpoint of redefining former paradigm positions can only be activated when undertaken within a holistic perspective. Following a similar practice to Ford and the 'systems thinking' approach of Turbill, Covey derived his 'Principle Centred Leadership' approach only after taking a holistic approach to the literature and the problem of what truly constituted successful managerial action.

Writers and researchers in other fields have also been promoting a similar approach adopted by the previous researchers. Carlson (1971) has been advocating the same belief in the field which has had the greatest impact on the area of classroom control, the field of psychology.

Obviously, no single scientist, no single study, no single research tradition can possibly deal 'scientifically' with anything so complex as a whole person. But the attempt can be made collectively and cumulatively (Carlson 1971:207).

Gerard Egan has also been endorsing a similar holistic, or eclectic approach to counselling within a field that has a

... bewildering number of schools, systems, methods, and techniques, all of which propose with equal seriousness and all of which claim to lead to success (Egan 1990:13).

Egan also sees the need to use this holistic framework as an empowering force through which counsellors could incorporate new ideas into a personal approach. However, he sees this approach as more than an ad hoc or piecemeal approach to their work;

... an effective eclecticism must be more than a random borrowing of ideas and techniques from here and there. Helpers need a conceptual framework that enables them to borrow ideas, methods, and a techniques systematically from all theories, schools, and approaches and integrate them into their own theory and practice of helping (Egan 1990:13).

To summarise the paradigm repair strategies either recommended or undertaken by the previous researchers and writers, it would appear that two key processes need to be activated. They are:

- a holistic, and if necessary a historical appraisal of the paradigm
- 'critical scrutiny' (Bacchiocchi 1977:14) of all of the components and concepts that make up the paradigm

Bacchiocchi (1977:13,14) describes this dualistic appraisal process as

... an attempt to reconstruct a mosaic of factors. To re-examine accepted solutions and hypotheses, submitting them anew to critical scrutiny, is not an academic exercise, it is a duty to be performed in the service of truth.

At this point two questions need to be addressed.

- Has educational theory in the area of classroom control stagnated?
- If so, could 'critical scrutiny' reveal alternate solutions?

The following section of this review focuses on these questions.

Has Classroom Management Theory Stagnated?

While there has been a proliferation of literature in the area of classroom control, or as Glickman and Wolfgang (1979:7) state, 'a rash' of teacher-child interaction and programs, there has also been a corresponding series of dissenting voices from within the field itself. Doyle (1986), Tattum (1989) and Slee (1992) have all criticised current managerial positions for their narrowness and lack of dynamic adaptability. More specifically researchers such as Brooks and Brooks (1993), Egan (1983), Wertsch (1991) and Smith (1988) have been more forthright in their criticism believing that the dominant force underpinning this area, the field of psychology, is the cause of many of the problems in education. In arguing that education needs an educational theory as its basis, Egan (1983) has written;

If one uses a psychology theory, one will be able to ask only psychological questions and provide only psychological criteria for recognising answers to those questions.

That seems fairly simple and straight forward. But it requires that our researchers are able to distinguish an educational from a psychological theory, which in turn requires their ability to distinguish educational from psychological phenomena, which in turn requires their ability to distinguish differences between education's use and psychology's use of 'learning', or between teaching and instructing (Egan 1983:178).

Frank Smith, expressing the same sentiment, is much blunter. He simply claims

... that education has backed the wrong horse (Smith 1988:109).

Is there evidence to support the claims made by the previous writers? Researchers in other fields of education such as teacher training, teacher induction and tertiary education, who are indirectly concerned with classroom management would suggest that there are symptoms of paradigm paralysis.

The Emergence of Stagnation Symptoms

Even the most cursory glance at the literature indicates the long history of beginning teachers being inadequately prepared for the pressures of everyday classroom life (Rogers 1990). Cortis and Brent's (1970: 868) scathing comment "that much of what is learnt in college is neither conceptualised nor taught in a way that builds a bridge between theory and practice " has been reiterated by researchers and teachers for almost as long as there have been avenues for expressing dissent (Eye and Lane 1956, Denmark and Macdonald 1967, Finlayson and Cohen 1967, Lortie 1973, Hogben 1976, Evertson 1990, Rogers 1990).

Horne (1980), Lasley (1982), Putnam (1985) and Evertson (1990) suggest that the underlying reason lies in the fact that beginning teachers become adept in understanding technical aspects of new curricula, but receive little or no training in the most effective methods of classroom control. All go on to state that if beginning teachers had received training they are unable to apply this knowledge because of faulty assumptions about how these methods were to be implemented.

This situation could have arisen because of a crowded curriculum within tertiary institutions. However it seems more than likely that the root cause lies in the fact that there has been a general dissatisfaction with the 'reductionist' paradigm in general

(Burton 1973, Kantor *et al* 1981), and the awareness that there are many variables operating in a classroom that could negate a reductionist psychological paradigm (Egan 1983, Tattum 1989). More recently, Wertsch reached similar conclusions writing that

... it is ironic that the discipline of psychology seems less capable than ever of mental processes and skills, but we seem incapable of generating an overall picture of mental functioning. We can find regularities under controlled laboratory conditions, but as soon as we move to other, more natural settings these findings seem to disappear in the sea of 'real life' (Wertsch 1991:1).

After their graduation from tertiary institutions, Horne (1980) insists that many teachers then become even more confused because of the complexity and large number of theories that have been promoted in the last few decades. Consequently teachers resort to adopting and adapting strategies used by more experienced teachers, or as was Rogers' (1991) experience, develop their own 'bag of tricks' through simple trial and error.

If education has "backed the wrong horse", are there alternatives? Could the solution offered by Ford, Bacchiocchi, Turbill and Covey concerning paradigm repair provide a viable alternative for education and classroom management? These questions will be addressed beginning with Bacchiocchi's (1977) admonition that this process of paradigm examination should begin with a 'mosaic reconstruction', leading into 'critical scrutiny'.

THE ACCEPTED LITERATURE DOMAIN

The Influence of Psychology in Education: A Mosaic Summary

An Introduction to Confusion

When one reads the dominant literature base of classroom control lying under the broad umbrella of psychology, the most striking immediate characteristic is the broad spectrum of theoretical and methodological choice. In any library which services a teacher training institution, the shelves containing books which deal with this topic of classroom control contain a myriad of conceptual ideas and associated approaches. Cole and Chan (1987) believe that this situation has arisen because of the confusion that has arisen in regard to what constitutes effective classroom management

... there has been little agreement about the value of particular goals and about priorities among different categories of goals (Cole and Chan 1987:72).

Prior to this, Allport (1961) had reached similar conclusions believing that the psychology field in general had become bogged down in paradigm paralysis by a deluge of personal theoretical definitions.

All books on the philosophy of personality are at the same time books on the philosophy of the person. In most psychological texts, however, the philosophy is hidden. Only a sophisticated reader can detect it (Allport 1961:11).

Allport's strident contention is indicative of the symptoms of paradigm paralysis as briefly discussed in the introductory section. Placing Allport's statement in the broader

context from which it came, factional inter-paradigm rivalry , it is easy to see why classroom management is in the state it is. Within this field, disagreement about goals and priorities is not a new event, rather it is symptomatic of the foundational elements and paradigm from which it came.

The Historical Cause and Process of Confusion

According to Smith (1988), education took on psychology as its foundation early this century. However, prior to this, the symptoms of fragmentation and paradigm paralysis were already established. As Freud's own letters point out (Macguire 1974), combined with the critiques of Asch (1952) and Allport (1954), the field of psychology was already riddled with infighting over methodology (Murray 1938), and an apparent lack of direction or consensus (Allport 1937). While the paradigm had made great strides from its earliest days of phrenology and physiognomy, once having moved beyond these primitive forms it soon became bogged down in fractional and factional infighting, with the result that paradigms were created within paradigms.

However, in the 1930's, Skinnerian behaviourism gained the ascendancy and became the dominant force within education, especially in the area of classroom management. Wann's criticism is typical of the comments made over the past four decades. In objecting to the features of 'behaviourism', he writes that

... they offer no real explanation and stand in the way of a more effective analysis (Wann 1964:80).

Such criticism has been levelled at education in general for the past five decades (Asch 1952, Egan 1983, Smith 1988). While there has been a shift away from behaviourism in the psychological positions relating to education, and classroom management specifically,

many believe that the "fundamental insecurity", and "a methodology concerned with empirical behaviours" (Egan 1983:113) is, as Smith (1988) and Boomer (1992) believe, still the root cause of education's ills. Boomer summed up the resulting paradigm process when he wrote;

...teachers define the knowledge to be dealt with, prepare the medication, and dispense the medication according to the right dosage. Knowledge is perceived as transmittable, and the learner's mind as a passive receptacle.

... It is devilishly difficult to affect change (Boomer *et al* 1992:6,7).

In regard to classroom management, change has been "devilishly difficult" to instigate because the paradigm itself has set up "feudal structures long embedded in both schools and the system" (Boomer *et al* 1992:7). Researchers whose speciality is in the area of classroom management such as Rogers (1990), Slee (1992) and Balson (1992) all concur with Boomer.

It appears that the term 'feudal structure' is the description which most adequately represents the legacy the discipline of psychology has bequeathed to the classroom management field, and the teaching profession as a whole. It has been only a recent development which has seen a shift away from the teacher as the controlling and dominant influence in the classroom. This authoritarian approach was based more often than not on the use of corporal punishment (Balson 1992). With "control by force" (Rogers 1989:8) as the necessary ingredient, punishment was meted out not only because of what was perceived as poor behaviour, but because the teacher's power or authority was being threatened. Hence the classroom became

... an environment which responds firmly but mechanically; there is no resilience, no recognition of the individual in his unique situation (Niblett 1969:29).

While suffering constant criticism, and often subsumed and apparently made redundant by more recent literature, there is still a classroom management literature mode that firmly and unashamedly subscribes to such a viewpoint. An example of this can be seen in the writings of Madsen, Becker and Thomas (1968), Madsen (1970) and Medland (1990).

Madsen firmly believes the teacher's role as one of controller of both the child and the environment. This control is firmly entrenched in the ideal of conditioning appropriate behaviour through use of rewards and punishments.

If the teacher wants a child to behave in a certain way, the teacher must structure the student's external world (ie. control his environment) to ensure the desired outcome (Madsen 1970:7).

Madsen in fact advocates an extremely aggressive stance in the dealings with the children. He firmly recommends that the teacher refrain from any form of search for the reason for misbehaviour or indeed any form of empathy or sympathy for the child who does misbehave.

Revolutionary for its time, three decades ago Friedenberg qualitatively expressed the outcome in American high schools of this behaviourist paradigm subsequent strategies and teachers' attitudes. He saw the teachers as being

... problem orientated, and the feelings of and needs for growth of their captive and unenfranchised clientele are the least of their problems.

...Many students like high school; others loathe and fear it. But if even the latter do not object to it on principle; the school effectively obstructs their learning of the principles on which objection might be based; though these are among the principles that, we boast, distinguish us from totalitarian societies (Friedenberg 1969:379).

Susan Hyde's (1992) attempt to change student's thinking in one high school in Australia revealed just how ingrained this paradigm is. In her attempt to introduce a 'negotiated curriculum', she describes the student reactions as "amazed, suspicious, dismayed and contemptuous" (Hyde 1992; 54). Her description of the experience is strikingly similar to that of Waller's, who believed that teaching in his day had become

... the 'didactic voice'. The voice of authority and the voice of the ennui. There is in it no emotion, no wonder, no question and no argument. It imparts facts. There enters likewise into the classroom voice the voice of command. This voice goes with a formalisation of all social relationships and a stereotyping of the words of command (Waller 1965:10).

In a similar vein to Masden, Clarizio (1986) suggests the conditioning process perhaps has a two-way connection in that student behaviour or misbehaviour is related closely to teacher behaviour. However, he does not fully elaborate on this belief, suggesting in fact that the secret to classroom management is the degree to which a teacher is prepared. In fact many commentators such as Rinne (1984), Fontanna (1985), McMannus (1989) and Medland (1990) concur, stating, however that this is only a small part of the total

process. They then proceed to regurgitate the same behaviourist recipe with no extra ingredients or substantial modifications.

The Rhetoric and the Reality of Paradigm Confusion

In response to sociopolitical change in which classroom control characterised by corporal punishment, the authoritarian mode of schools was, according to Balson (1992), transformed into what Boomer (1992) terms one of 'negotiation'. In other words the traditional system of teacher dominance was replaced by a more democratic model which was responsive to group and individual needs in both curriculum development and teacher-pupil interaction. While Balson (1992:4) is adamant that teachers "could no longer dominate students", and there was a shift in both classroom action and thought, Boomer (*et al* 1992) is not convinced that this new paradigm was fully implemented.

While it is problematic that in reality the authoritarian mode in classrooms was entirely subsumed by a more responsive mode, it would seem that some change was occurring. Two indicators reveal the changing understanding.

Firstly, during the late 1970's and 1980's there was at least a shift in teacher's conceptualisation of what classroom management should incorporate in this new atmosphere of understanding. Emmer (1987) believed that teachers began to view the more authoritarian approach as being unsuitable for modern classrooms. As a result, the traditional definition of equating discipline with punishment was replaced in the literature by a terminology that included references to interaction, relationships and influence. Slee (1992), however, makes an important criticism in that the large number of programs teachers now had to choose from, described by Glickman and Wolfgang (1979:7) as "a

rash of models", were narrow in focus and still based in the field of psychology of the reductionist paradigm variety.

The most popular models in this time period centred around the research and writings of Glasser (1965), Canter and Canter (1976), and to a lesser extent Gordon's (1974) Teacher Effectiveness Training. While there were other models in the literature such as Gary Dinkmeyer's (1980) 'Systematic Training for Effective Teaching', as pointed out by Popkin (1983), these were taken up by those working in the field of parental guidance and training.

In another apparent attempt to simplify this complex situation, Wolfgang and Glickman (1980) categorised the various positions of an enormous theoretical field into a continuum with three broad components. The titles given to these positions reflect the various classroom structures and mode of interaction. These were:

a) Non-interventionists. As the name suggest, those theorists who were placed in this group by Wolfgang and Glickman, such as Carl Rogers (1961) and Thomas Gordan (1974), believed strongly that behaviour is symptomatic of inner thought processes. These researchers saw the teacher's role as one of developing a process of empathising and accepting the children in their care.

b) Interventionists. Encompassing behaviourism, Wolfgang and Glickman viewed this position exemplified by the belief systems of Canter and Canter (1976) and Skinner (1968). The understanding of proponents of this group is that behaviour can only be determined by instituting a set of conditions that serve as positive reinforcers.

c) Interactionists. Such a viewpoint, held (according to Wolfgang and Glickman) by Dreikurs (1968), Glasser (1965) and Kounin (1974), see the child's behaviour in the

classroom as being understood only in the context of the whole environment. This environmental view also incorporates the belief structures that the child holds.

The following summary of this literature is based on the review provided by Wolfgang and Glickman (1980), who believed that these scenarios reflected a striation of ideological thought. The work of Thomas Gordon (1974) has been deliberately left out of this section because his work falls into a section that is not based in the psychology field and it will be discussed in a later section. As suggested by Lewis (1991), the extremities of this continuum became the dominant focal areas.

This polarised continuum reflected the contention that these models were based on the power structures that could be set up in a classroom.

At one end the child has most control of his or her behaviour. At the other end, the teacher subsumes the child's power (Wolfgang and Glickman 1980:80).

A Continuum of Classroom Control: Creating Confusion or Clarity

The Child in Control: A Focus on Responsibility

In the early eighties, the belief system and writings of the psycho-analyst William Glasser (1969), founder of Reality Therapy, was introduced to many of the schools in the New South Wales system. Having rejected mainstream psychiatry and totally rejecting the notion of mental illness of any kind, Glasser adapted and transliterated a behaviouristic attitude of behaviour modification into a much simpler form of group counselling, and then began to focus on education.

As practiced in psychiatry, the themes of 'Reality Therapy' still continued in their application to education. The dominant philosophical point being that teachers should aim at aligning their children's behaviour and focus with the demands of society, school or the teacher's perspective, by emphasising the present operational conditions and the need for an individual to change behaviour patterns.

Working in the present and towards the future, we do not get involved with the patient's history because we can neither change what happened to him nor accept the fact that he is limited by his past (Glasser 1965:14).

Glasser's (1965, 1977) former 'Gestalt therapy' emphasis on what Perls (1969:29) terms "the immediacy of the moment" had become modified to some degree. His initial concept that conventional psychiatry wastes time "arguing over how many diagnoses can dance at the end of a case history, time better spent treating the ever present problem of 'irresponsibility'" (Glasser 1965:49), has been superimposed by an educational philosophy that in dealing with the here and now frustrations, children need to develop a more patient outlook.

The difference between frustrated students and frustrated adults is that responsible adults have learned that patience has the advantage of giving them more time to find a more effective behaviour. The world will eventually change enough so that they will no longer be frustrated (Glasser 1986:55).

As can be seen from the two previous quotations, responsibility was a key aspect to Glasser's approach. Transferring this notion from his views on adult group therapy, he takes the position that children are extremely rational, capable of making distinct choices on whether to be co-operative or non-cooperative in most aspects of classroom activity. In order to facilitate a change in behaviour, Glasser developed a process in which

behaviour is modified through a process which is strikingly similar to the approach of 'self directed behaviour and change' advocated by Rose (1977). This plan includes;

- 1) Focussing on behaviour
- 2) Clearly and explicitly defining the goals
- 3) Defining the specific procedures for treatment
- 4) Evaluation of the outcomes

Rose (1977:162)

Similarly, it would seem that Glasser has based his change process on a scheme which included similar strategies and steps. It would also seem that he had incorporated some of the strategies advocated by other therapists. These include establishing behaviour that needs to be changed (Rose 1977), developing strategies to change this behaviour (Cormier and Cormier 1979) and formulating a plan or contract (Krumboltz and Thorenson 1976).

His 'Ten Step' approach to classroom control was thus a simple translation of behaviour modification principles into a simple mode of step by step procedures suitable for educational practice. As practised and demonstrated by Robinson (1983) these steps were;

- 1) The teacher must become aware of the current approach they are taking now in regards to classroom management, by asking the question, 'What action am I taking now?'
- 2) Evaluation of the current approach, 'Is it working?'
- 3) Plan ahead, give positive feedback to the children, demonstrating care.

- 4) When problems arise, ask the offender 'What are you doing now?' This is to be done quickly and concisely, showing no anger or blame. The request to stop the behaviour is to be made.
- 5) If steps 1-4 are not working, then they are to be repeated. Point out the rules that have been made in a firm but warm and supportive manner.
- 6) If the problem still continues, then the child has to be confronted with the statement, 'We have to work this out'. A plan of action is then worked out.
- 7) Should the problem still continue then the child is given 'time out' in the classroom. This removal to a 'time out' point is not to be construed by the child to be punishment and is to be a comfortable position.
- 8) The next stage involves the removal of the child to a predetermined position in the school. The principal's office is recommended, or an area close by. This is to be seen as an 'in school suspension'.
- 9) Out of School suspension
- 10) The aid of the community and parents is elicited

Not only did these steps have their roots in 'behaviour modification theory', but as Lewis (1991:10) suggests, these progressive steps also "reveal many of the recommendations made by Dreikhurs", who also adapted psychoanalytic principles into an educational design. Apparently combining Driekurs view with his own experience, it would appear that Glasser has developed the notion of responsibility for one's own actions into a more highly developed plan for teachers in the hope that they may reveal to children the notion that every action has a direct consequence. While focussing on the individual, this approach also took into account the right of others to learn. It is therefore founded on

... the ability to fulfil one's needs, and to do so in a way that does not deprive others of the ability to fulfil their needs (Glasser 1965:13).

As Glasser sees it, to ensure that each individual's right to learn is not endangered, teachers should enforce these rules almost to the point of inflexibility. He advocated that teachers insist on high standards without any excuse from pupils and despite any mitigating circumstances.

Underpinning this process of teacher control is the process of teacher-pupil interaction through regular meetings and one to one conferences. These meetings also have strict guidelines in that fault finding and name calling were strictly forbidden and were to be a focus of reaching amicable solutions to problems and instances of misbehaviour. The axiomatic belief system behind these conferences is the notion that the teacher is the mode through which pupils can be led to make the most correct choices in identifying inappropriate behaviour, applying a value judgement concerning that behaviour and then applying a solution and commitment to more appropriate behaviour.

Glasser (1965,1969,1976) has also maintained that a vital key to this behaviour modification and change in children within the classroom was linked to a personal involvement with the child (or client). This personal involvement is designed to be facilitated within an atmosphere of acceptance and support, what he terms a “non-self critical therapeutic milieu” (Glasser 1976:151).

As stated previously, Wolfgang and Glickman (1980) believe that at the opposite end of the classroom management continuum and the position taken by Glasser is the position of Canter and Canter (1976).

Controlling Behaviour through Assertive Discipline

Canter and Canter's (1976) 'Assertive Discipline' approach also arose from within the Behaviour Therapy discipline. Cangelosi (1988) correctly asserts that Canter and Canter's beliefs are a direct consequence of the research of the psycho-analysts Salter (1949), and Wolpe and Lazarus (1966). This form of therapy was summarised by Wolpe (1969:vii) when he wrote;

Behaviour therapy, or conditioning therapy is the use of experimentally established principles of learning for the purpose of changing unadaptive behaviour.

Although having common roots with Glasser (1965), Canter and Canter (1976) have emphasised the needs and rights of teachers. This line of thinking emphasises the right of the teacher to operate a successful and smooth running classroom. In order for teachers to get their needs met Canter and Canter believed it is essential to communicate these needs to the children within a framework or network of 'verbal limits' and 'follow through'.

While setting specific, direct and unambiguous behavioural expectations, teachers should also use corresponding assertive non-verbal gestures. In this context the total response style is neither passive or hostile, but must signal that the expected behaviour be completed. As Wragg (1992) believes, they must, if necessary, sound and act like a broken record.

Teachers operating in this mode pay specific attention to appropriate behaviour through compliments and feedback expressing satisfaction with good behaviour. According to Wragg (1992), a teacher who subscribes to this style of classroom control expresses

clearly and firmly what feelings and wants he or she has; they are prepared to back up what they say with actions.

These 'follow through' actions entail the clear specification of acceptable behaviours with a corresponding plan for the encouragement of on task behaviour and the discouragement of off task behaviour. This plan of pre-determined consequences based on the notion that actions speak louder than words is then followed through without deviation.

The 'Assertive Steps' plan prescribed by this mode of classroom control theory are:

- 1) The teacher decides on what aspects of classroom behaviour are in fact 'misbehaviour'. A set of classroom rules are then determined.
- 2) In line with these rules, a set of positive or negative consequences are developed.
- 3) The teacher communicates to the class his or her expectations and the related consequences of adhering or not adhering to the rules.
- 4) Any misbehaviour is followed through according to the consequences.

A Brief Exercise in Critical Scrutiny

While the literature outlined in the previous section apparently suggests a shift in perspective away from the authoritarian principles which had preceded these new models of classroom management, Lewis (1991) believes that this was not the case. He is of the opinion that to a large extent that classroom management in this period of time failed to have a full impact in schools because teachers naturally fall into a punishment mode, and the procedural steps were not given in the spirit they were intended for. If Lewis is right, then the warnings of Wolpe (1969), that practitioners of this approach in psychotherapy

have the tendency to appear cold and impersonal, may have reached fruition in the education sphere.

The main concern for many researchers was that the paradigm had simply changed in appearance rather than a fundamental change in direction. Brooks and Brooks (1993), Dinkmeyer (*et al* 1980), Slee (1992) and Boomer (1992) all believe that in reality the field of classroom management was, and still is, dominated by a particular psychological viewpoint. While teachers now had a choice between behaviourism and Individual Psychology (Dinkmeyer *et al* 1980), and could choose the model and strategies that suited them as individuals, the epistemological foundations had not changed at all. The basic foundations were still 'reductionist', which viewed children in classrooms in isolation from their peers, saw children's behaviour from a deficit viewpoint, locked teacher interaction into a series of procedural steps and negated the principles of genuine interaction which were the original precepts of the paradigm.

As Rogoff (1990 cited Wertsch 1991:3) states this has been the emphasis for decades. Boomer has been much more virulent in his criticism.

The dominant paradigm of education has not changed for one hundred years
(Boomer 1992:280).

Almost two decades before Boomer's blunt statement, Delamont (1976) had also argued for a shift in paradigm. It would seem that his reasoning, concerning the failure of researchers in education to make any real progress in changing classrooms was because they were still suffering from hangovers from the 'Golden Age ' of empirical

psychology. He goes on to write that even with an apparent shift towards discovering what

...expert practitioners actually did in the classroom through observation, one might parody Neil Armstrong and call the decision one small step for man, but one giant step for psychologists. Extroverts went in and scores for programmed maths came out. Delamont (1976:45).

Delamont has not been alone in crying out for change. Many have echoed similar sentiments and argued for a shift in paradigm (Smith 1988). Even members of their own ranks admit that psychology has suffered from the 'ostrich' syndrome. Berry (1990:672), reviewing Sternberg's (1990) book "Wisdom Nature: Origins and Development" not only panned Sternberg's work as lacking any real depth, but the field of psychology in general when he wrote;

Academic psychologists have increasingly in recent years been emerging blinking from their labs to study real life in the shape of topics of mindless importance like the credibility of witnesses, design of tax forms and the terror of using electric plugs.

While these management programs were reaching the ascendancy over the more behaviourist approach, Blumberg (1977) was warning that psychology in general was impractical in helping schools with problems because as Trist (1977:268) was also claiming, school and classroom management was based on

... technocratic bureaucracy, ...and the validity of this is open to serious question.

As stated previously, the main reason this form of classroom management was open to serious question, as Slee (1992) pointed out, was that focus of teacher perception and subsequent strategies were too narrow. The epistemological basis of the whole field led to a short term or 'quick fix' mentality in those who undertook to implement such strategies. This narrow focus, combined with teachers' natural tendency towards an authoritarian approach (Lewis 1991), ultimately led teachers to revert to what Sizer (1984) terms images of a coach, or Jackson's (1968) analogy of teachers acting as supply sergeants, time keepers and traffic cops.

The classroom management paradigm appears to still have been focussed, or was perceived to have been focussed, on the notion of discipline. The strategies offered by researchers were still firmly entrenched in dealing with misbehaviour after the event had occurred and remained firmly focussed on individual children. Maintaining a classroom atmosphere that supported the children and created a set of positive dynamics in which misbehaviour was quashed or negated before it began was not a part of any strategy.

Another Change in Perspective: The Mosaic Reconstruction Continues

During the 1980's another direction surfaced in the literature which appeared to steer away from the former narrow strategies into a broader managerial focus. The term discipline was replaced by order, maintenance and control, as researchers in the field began to focus on those elements in teaching which develop and maximise teacher-pupil harmony through managerial actions at the whole class level (Emmer 1987, Calderhead 1984). Doyle captured this change when he wrote;

... defining the management function in terms of handling misbehaviour or eliciting and sustaining engagement tends to emphasise individual students as

the target of the teachers thinking and action and does not always capture the group dimensions of the classroom (Doyle 1986:395).

The initial emphasis for this change in direction began with the research of Jacob Kounin (1970). Beginning in the 1950's and continuing for almost two decades, Kounin provided the field with a definite break from the old paradigm, leading psychological research into a 'naturalistic' path. While his work has always been acknowledged as crucial, the full impact and importance of his findings would appear to have been subsumed by the more experimental versions of the psychological movement.

Entering classrooms from the elementary to tertiary level, Kounin became convinced that the most successful teachers, based on the notion of their ability to keep a class working and hence under control, were those who had developed certain 'dimensions of style'.

Group mastery techniques enable a teacher to be free from concern about management (Kounin 1970:145).

These 'elements of style' were smoothness and momentum, group alerting and accountability, valence and challenge arousal. The key to this agenda was the almost sixth sense of awareness or ability to be everywhere at once, which he coined 'withitness' (Kounin 1970:144). Kounin also believed that it was imperative that a teacher who possessed this ability to keep tabs on the students by having 'eyes in the back of their head', should actively transmit this ability to their students. More importantly, he also saw in the rooms that he had observed, students also actively using this 'withitness' ability in two highly functional ways.

Firstly, Kounin believed that students judged teachers by their ability to be 'with it'. The layers of student judgement were highly integrated in a tripartite observational approach. Students initially judged their teachers by their ability to stop any form of trouble or non-focussed behaviour before these even arose or got out of control. Students also understood the fact that a teacher's ability to do this prevented the infectious spread of undesirable behaviour, further enhancing the teacher's reputation of 'withitness'. Integrally tied in with this ability to defuse situations before they began, was the students' perception that if discipline problems did occur, the teacher had the ability to signal out those students that were causing trouble, and was able to do this consistently. Should several problems arise simultaneously, the students also came to respect the teacher even more if they were able to very quickly prioritise problems and deal with the more serious ones first.

A second flow on from this concept and application of a teacher's perceived 'withitness' was the students' reaction to misbehaviour. Kounin believed that when a teacher responded to a problem and the students saw that the behaviour was unacceptable, others in the class were unlikely to exhibit the same behaviour.

Tied in with this notion of being able to tap into being 'attuned' to the students' behaviour within the classroom is Kounin's belief that a teacher's effectiveness is also bolstered by an ability to move smoothly through the teaching episodes of a normal teaching day. The binding which also helped to mould the class into a functional unit was the necessity to reduce boredom, and hence increase engagement with the task at hand. This goal was achieved by the introduction of a set threefold strategic plan. This included the necessity to be highly explicit about what the students were achieving as each lesson progressed, setting up highly stimulating stages within each lesson and using a variety of approaches with each learning episode.

During the late 1970's and early 1980's, parts of Kounin's seminal work appeared to be substantiated by a wide range of researchers (Evertson and Emmer 1982, Sanford *et al* 1983, Doyle 1986, Good and Brophy 1987, Conoley 1988, Brophy 1988, Evertson 1990). In looking to the wider teacher established environment, Evertson (1989:87) saw the aim of the classroom as being "a task orientated environment" which centres on "organisation and planning" (Evertson 1990:82). As Evertson and Emmer had previously concluded, this organisation and planning needed to be explicitly detailed and explained to the students;

...the better managers established routines and procedures to guide student behaviour in a variety of classroom activities and take considerable care in teaching the system to the students (Evertson and Emmer 1982:10).

Concurring with the previous researchers, Good and Brophy (1987) detailed their perception of competent management by adding another factor. They believed that what the teacher deems as misbehaviour is prevented by the institution of a whole class management system, but this system needs to also concentrate on the hour by hour episodes of the teaching day, "eliciting student co-operation and involvement in assigned work" (Good and Brophy 1987:219).

Brophy and Good (1986), Paine (1989) and Shulman (1989) have also believed that it is a firmly established management system of pre-planning strategies, rules, guidelines, lesson plans and sequence of activities that are the key ingredients of not only teacher expertise, but also effective classroom discipline. Shulman adds another key injection into this view believing the key element of an effective classroom as the teacher's ability to transform curriculum knowledge into a work plan suited for individual abilities. Similar to the point made by Good and Brophy (1987), this would ensure maximum student involvement with their work.

In a similar vein, Leinhardt and Greeno (1986), have concurred with the previously mentioned writers, describing the main characteristic of an effective room manager as the teacher's ability to plan an agenda for the year, each day and each lesson component. Likewise, after a long term qualitative study Evertson and Emmer (1982) saw this agenda as a series of phases in which it is possible to incorporate this preparedness perspective across the total educational range of educational experience, from the earliest years through to secondary school.

It would seem that the sequential content of planning for all these researchers begins with the teacher having to establish their behavioural objectives and expectations before the school year begins. After having delineated their priorities, the teacher must then translate these into a set of rules and subsequent consequences. The rules and consequences must always be highly explicit and the teacher's action must always be consistent (Calderhead 1984, Emmer 1990).

The next phase in this agenda is an overlapping set of application and monitoring strategies. This phase is initiated in the first contact the pupils have with their teacher. Rules, consequences and guidelines are established after having entered the room for the first time. These systems of functioning are reiterated continually and are adhered to, stringently combined with a continual monitoring of the children's work and behaviour (Anderson 1986, Brophy and Good 1986). The aim of this phase is for the children to understand the process of accountability and that all their actions have direct consequences.

Departures from expected behaviour are dealt with promptly so that the students receive feedback, and the consequences are clear and consistent. The teacher monitors behaviour carefully and, thus is aware of small problems before they become big ones (Evertson and Emmer 1982:10).

Bennet (1987) and Brophy and Good (1986), believe that this managerial process maximises not only work time for the students, but enhances classroom control as routines are developed, rules established and an overall focus on the physical events maximises the time the teacher can

... monitor and comprehend events, interpret instructional strategies and offer solutions for the problems identified (Saber, Cushing and Berliner 1991:84).

Towards the end of the 1980s, the literature base in this area of strategic management revealed another change in direction. The work of Rogers (1989, 1990) and Balson (1992) had at its heart the need for self control as opposed to the former emphasis on the teacher. They also moved from beyond the set plan devised to counteract misbehaviour, to a position in which there were also strategies in place to counteract any interruption to the classroom that might arise;

...we seek to lead, direct, manage, or confront a student about their behaviour that disrupts the rights of others (Rogers 1990:1).

Another consideration which also significantly expanded these researchers' points of view was the growing view that classroom management was also seen to be affected by the larger school environment (Rogers 1990). Other teachers, the school's philosophy and use of parental intercession had begun to become a part of the total managerial structure.

Rogers (1990) views positive classroom management and discipline as a convergence of three forms of discipline. The first he terms 'preventative', which consists of establishing and setting rules. He believes that this process has to be a collaborative venture between the teacher and pupils. The second form he terms 'corrective'. Very much communication based, this form of discipline centres on the use of a set of hierarchical corrective strategies. Rogers (1989:19) details these tactical strategies as ignoring what he terms low level misbehaviour, gradually rising the level of teacher intervention, to the use of non-verbal cues, simple directions, restating rules, through to time out procedures and 'exit procedures' or removal from the class. Rogers saw the third form of discipline as being 'supportive'. Essentially a follow up phase, this form consists of setting contracts, or if need be direct parental involvement.

Highly explicit in regard to what he deems the appropriate format and approach to discipline, Rogers (1990:11) sees the goals which underpin the previous discipline types as being 'self control and self discipline'. To meet these goals, Rogers has listed a set of sub facets which feed the major focus. As listed by Rogers(1990:11) these are:

- keeping the children on task and developing self-esteem
- accountability
- respect for others
- promote values
- affirm co-operation
- enable rational conflict resolution.

An innovative recommendation not fully appreciated in this sphere of classroom management is the impact a teacher's language can have on students.

A teacher's voice is the dominant working tool. Words are things, they do something, they are instrumental (Rogers 1990:168).

Rogers continually emphasises the point that there is a direct link between the total elements of both verbal and non verbal language that a teacher uses, and a child's self-esteem. His "concern for human dignity" (Wragg 1992:1) is reflected in his constant reference to the need for the teacher to be "firm and assertive, but not aggressive" (Rogers 1990:181), while maintaining and continually developing "respectful discipline, in a climate of choice" (Rogers 1990:15).

The language of 'respectful discipline' is comprised of elements found in Rogers' Discipline Protocol. The elements teachers should consider are the need to "minimise embarrassment and hostility, maximise student choice over their behaviour, develop and maintain respect and be aware that our expectations affect behaviour in the class" (Rogers 1989:55). He also believes that to meet these goals teachers should plan a verbal repertoire, keeping in mind that the teacher also has to be assertive. The language facilitators of such an assertive mould being maintenance of eye contact, a respectful voice tone, close contact with the children and maintenance of a sense of humour.

In a similar shift of emphasis expressed by Rogers, Balson also takes the theoretical stance that successful classroom management lies not in coercion mechanisms, but in the establishment of self regulatory behaviour by the children themselves. Similar to the

work of Kozol (1967), Balson (1992), draws heavily on the principles of Alfred Adler and Rudolf Dreikurs . The essence of these two theorists is that all human beings seek to belong and be accepted.

Children want to be fondled (ie. to be touched) loved and praised (ie to be looked at). They have a tendency to cuddle up, and always remain close to loved persons, and to want to be taken into the bed with them (Adler 1908:40).

Translating this principle into the classroom position, Balson (1992:15) writes that;

If a child has a conviction that he belongs and has a firm place in the class, his efforts will be to contribute to the group and to co-operate with the requirements of the situation.

Conversely should a child believe themselves to be isolated in anyway their activities will become self directed and self centred, giving rise to discipline problems in the class. Thus a corollary of this belief is that a child's misbehaviour stems from discouragement and a faulty belief system concerning what it means to belong and how to achieve belonging. Therefore Balson, drawing on Adler's (1908) 'Individual Psychology', believes that a child's behaviour can only be understood in light of the social context.

The social environment provides the reference for point for understanding behaviour, as the actions of an individual are influenced by their experiences encountered in the social environment (Balson 1992:16).

For Balson, the environment not only includes what the teacher does to influence behaviour but also the influence of other children in the class. He believes peer group

pressure in the class can exert a tremendous weight of influence for a misbehaving child to conform. Thus the class as a whole must form an integral part in the strategies leading to effective classroom management.

In Balson's view, the aim of classroom management should be the establishment of a co-operative and cohesive classroom founded on self discipline.

The teacher's role is now that of group leader who assists the class in making decisions which affect the group and the individuals who comprise it.

The class is not only the value and decision making unit but is also the judiciary unit (Balson 1992:139).

Balson also advocates that teachers must understand that the nature of all student behaviour is in reality truly purposeful. Drawing on the work of Dreikurs (1968), Balson believes that unsatisfactory student behaviour is related to either one of four goals. These are attracting attention to self, power demonstrations, behaviour motivated by revenge and escape through withdrawal. Believing these goals are not always apparent, Balson is of the opinion that teachers often inadvertently reinforce misbehaviour by reacting to the child in inappropriate ways, usually through punishment. He advocates that teachers not only need to become aware of the reason behind inappropriate behaviour, but refuse to react to, or engage in power struggles with the child.

Drawing on the work of Glasser (1969) and Dreikurs (1968), Balson (1992:98) moves on to list the attributes which will develop within the child meaningful decision making. These strategies are:

- accept and have faith in the individual as he is not his potential.

- expect him to handle his tasks and show this by your actions.
- when confronted with misbehaviour, separate the deed from the doer.
- confirm the fact that mistakes, defeat or failures are common to life and not catastrophic.
- emphasise the joy of doing and the satisfaction in accomplishment rather than evaluations of how one is doing.
- recognise progress and provide ample encouragement for genuine effort.
- show confidence in the child's ability to be competent and avoid comparisons with others.
- allow for differences such as rate of learning, patience, neatness or interest.
- never give up on the child, no matter how persistently he/she tries to defeat the encouragement process. (Balson 1992:1948)

As stated previously, underpinning this framework of developing a teamwork approach is the Adlerian notion that children want to naturally belong to a group and make active and positive contributions to that group. It would seem then that if a teacher can institute a set of conditions in the classroom in which encouragement is the norm and strengths are emphasised, then the student's role and status is significantly enhanced possessing

... a right to determine and direct their own behaviour (Balson 1992:115).

This view is a continuation of Adler's (1929) perspective in regard to the establishment of self-esteem in children. He believed that when children are given opportunities to belong and participate in a supportive and nurturing framework they develop a qualitatively different outlook,

... he thinks and feels himself superior to the difficulties of the present
because he has in mind his success of the future (Adler 1929:2).

In more recent times, Glasser has continued to modify this view of developing and enhancing self responsibility in the classroom, into what he now terms 'Control Theory' (Glasser 1986). Within this theoretical framework, Glasser has continued the Adlerian theme that motivation comes from within, or "want of social feeling" (Adler 1964:110). Glasser's new position is that all problems in the classroom stem from the fact that a child has not had his or her needs met.

Control Theory is all about payoff, about what we need as human beings to
be satisfied (Glasser 1986:10).

The basis of this new shift is the belief that if a child does not find school work satisfying or challenging, and if there is no perceived reward or goal then the child simply turns off. Thus Glasser argues that school should be a challenging environment, that promotes thought and experiment and an ultimate goal or achievement. Believing that schools are still dominated by a behaviourist viewpoint, Glasser has continued another Adlerian theme, that of viewing the child in a holistic sense. Poor or disruptive behaviour, Glasser contends, must be seen from the viewpoint of all the facets that make up behaviour, not just the visible and recognisable components. Because school has been, and is still, orientated to a stimulus-response approach, Glasser feels that most classroom problems arise because the teacher reacts without thinking to the more overt behaviours, and seek to control the child rather than understand.

A key element in Glasser's point of view is the need to respond to situations through a specific use of language. He feels that both teachers and pupils must be trained to refocus their thoughts so as to refocus their reactions. He is of the opinion that in refocussing the

language of thought, all the other components of thought and physiological reaction, can be viewed in an entirely different light.

To attempt to show that what we feel (or any other component) is not separate from the other components, we use the awkward (until you get used to it), but more accurate, verb form instead of the usual, but less accurate, noun or adjective. If I were rejected by someone I loved, now, having learned control theory, I would not say 'I am depressed'. I would say 'I am depressing', or 'I am choosing to depress'.

...it makes you more aware of the other components (Glasser 1986:46).

Thus this approach reiterates the Adlerian concept of respect for others and the need for interpersonal ties and

... the necessity for a human being to preserve life and to further life in the environment in which he finds himself.

... To see with the eyes of another, to hear with the ears of another, to feel with the heart of another (Adler 1956:133,135).

With these strategies and plans at their disposal, one could assume that teachers have a greater focus in classroom management than ever before. However, as Slee (1992) has pointed out, this does not seem to be the case. Hence Smith's (1988) assertion will now be revisited.

Critical Scrutiny of the Field

With such a large array of detailed plans and strategies available to teachers, why is it that Otto (1986), Reid (1989), Blankenship (1989) and Lewis (1991) still believe that

classroom control is a major concern of teachers? Reconfirming the research of Turner (1970), Gorton (1973) and Spillman and Levenson (1976), Blankenship contends that classroom management still

... poses difficulties for both new and experienced teachers. Surveys of teachers' concerns commonly rank discipline at the top of the list. Interest in learning more effective ways of managing classroom behaviour is apparent by the frequency with which teachers request additional training on this topic (Blankenship 1989:27).

Why have teachers, in lieu of using established psychological principles, instead drawn on what Buchman (1987) terms 'folkways', or personally developed patterns of action and interpretations? Why is it that acknowledged leaders in the area of teacher training and induction such as Carter (1990) and Richardson (1990), also believe that the lack of understanding in this area needs addressing? Indeed it would seem then that 'education has backed the wrong horse.' I believe that several elements are responsible for this situation described by Lewis (1991) as a discipline dilemma. These are:

- the belief that traditional reductionist psychology underpins all classroom management strategies.
- the attempt to simplify the many viewpoints in the field by ordering or locating them along a continuum of power relationships.
- the almost total neglect of the field to recognise the importance of interpersonal relationships.

These points will now be elaborated.

While Brophy (1987) candidly admits that most of this research material is in the form of simple generalities, the most important reason for the perceived failure of even the most detailed plans of Rogers and Balson is the perception that psychology is the basis of all the strategies that are available to teachers. While psychology has been the dominant force in modern education as a whole, there has been a shift away from the mainstream psychological thought into a managerial form. However, it would seem that there is still a general perception that even the most up to date research recommendations still lie in this field. It would appear then that because the shift has not been sufficiently clear cut, the research of Balson and Rogers suffers from the general dissatisfaction with the paradigm as whole. The following quotation by Konza gives some insight into this.

There are difficulties fitting in more recent researchers such as Rogers (1989, 1990) because it is unclear as to which point of the continuum they fit, or even if they fit within the psychology field at all (Konza 1994- interview).

Konza's statement reveals three important details. These include, as mentioned in the previous paragraph, a perception that the most up to date research is still part of the psychology field. Secondly, there is still a great deal of confusion, and thirdly there is a persistent belief that all belief systems must be reduced to a continuum. This insistence in classifying and graduating philosophic points in a linear mode of practice, has in other areas led to not only a gross misrepresentation of practice, but confusion and rejection of any of the ideals represented.

Davis and Salem (1984 cited Astor and Chinkin 1992), in critiquing continuums in relation to power relationships in managerial mediation and litigation processes, came to the conclusion that

... the notion of continuum along these parameters distorts the reality of the internal diversity within each of the processes (Davis and Salem cited Astor and Chinkin 1992:108).

They suggest that organising power relationships in a linear mode of possibilities does not provide clarity, because the specific terminology and precepts of the various positions is omitted. This they believe sets in train the distinct possibility of the importation of unsound value judgements which tend to lean towards consensual agreements becoming the preferred option. Thus the main thrusts of the various positions become negated, watered down into a single eclectic position which possesses no real value. This situation is typified in the classroom management field by comments such as offered by Cangelosi (1988) and Lewis (1991). Certainly, this has become the recommendations of Lewis (1991), who has not only reduced classroom management to a continuum but recommends an eclectic approach.

After careful consideration, Astor and Chinkin suggest that a more adequate definition of power relationships should be an interlocking model based on a holistic approach. Kyriacou (1986) and Doyle (1986) have both stated that no model has as yet been devised by researchers to fully describe the intricate nature of the interaction necessary to maintain classroom control.

Another key notion missing from the majority of models is the importance of the teacher developing a genuine relationship with not only individuals, but with the class as a whole. This involves a whole range of skills that not all teachers possess or seem to want to develop (Jones 1968, Waller 1965). While lip service is paid to this idea in the work of Glasser (1965) and Canter and Canter (1976), and given more definition in the research

recommendations of Balson and Rogers, I believe that the overall influence of all the current research points of view is to reduce the classroom management to a set of rules (Doyle 1986). Jones' (1968) comment that most classrooms are affectional deserts, and Stenhouse's (1969:126) observation that "teachers are more authoritarian than they realise" would appear to have a modicum of support.

Cazden offers a solution to this dilemma, although in itself it is still very general.

The feelings and motives behind a teacher's behaviour are undoubtedly complex. Harder to infer is the contribution this style makes in creating with her children a very peaceful and orderly classroom world. I believe that it makes an important contribution, and that the challenge to every teacher is to find a personal style that is equivalent in contributing to a strong and positive sense of community with each year's one group of learners (Cazden 1988:180).

While providing theoretical backgrounds, detailed plans, and specific focal items, the managerial positions in this field fail to provide a detailed model to handle the consistently shifting interaction between teacher and pupil that contributes to the formation of a 'strong and positive atmosphere'. Emmer and Ausikker (1990:146) believe that these systems do not

... address the day to day classroom management skills needed to engage students in productive activities and prevent minor problems in becoming major ones.

What Emmer and Ausikker seem to be suggesting is the need for a comprehensive approach that will provide a detailed description of strategies that could induce a dynamic

which has children focussed on their work, but yet be powered by a motive other than that the teacher demands it. A set of practice guidelines that when followed will move beyond the wider aspects of the previous literature, into a more personal approach. An approach that will no longer produce a classroom in which

... order is often a protracted struggle (Doyle 1986:424).

While there is a large body of literature that focuses on the style of teacher-pupil interaction (Heath 1983), the nature and role of questions (Barnes and Todd 1977) and the power structure evident in general talk (Bernstein 1971), little research has focussed on the communicative messages teachers provide when developing personal relationships. While teachers have always been acknowledged as a power source, for too long this has produced a negative effect in classrooms as they have assumed a dominant authoritarian role because schools were seen as "people processing institutions" (Williamson 1974:74). However, Hunt has provided an alternative and another dimension to the lopsided power relationships often found in classrooms;

... both the environment and personal characteristics and attributes are power determinants of human behaviour (Hunt 1975:209).

While Balson (1992), Rogers (1990) and Glasser (1988) have all suggested that language and the formation of relationships are the fundamental elements that create the optimal environment in which harmony between teacher and pupil can be created, the missing element from their recommendations is the fact that for this to occur what is needed is not just a change of focus, strategies, methods or procedures of introducing such an ideal, but rather a person or personality.

Teachers undoubtedly are trained to be highly skilled professionals, but this training often takes the form of curriculum knowledge without any regard to the notion that in order to effectively implement such curricula, what is needed is a "people paradigm, ... where students are engaged with the teacher" (Covey 1992:263,309).

Drawing from the seminal research of Anderson (1946) and Wilson (1962), who reached a similar conclusion in regard to teacher-pupil interaction, it would seem that a teacher may follow the previous managerial systems and still fail because the implementation was mechanical, sterile and devoid of any emotion. Any teaching function needs the infusion of personal qualities. If it is to succeed, the teacher must

... be in a position to foster a sustained relationship with the child. He must occupy a place in the child's scheme of things, which makes the transmission of values, standards and attitudes of mind one which can occur easily and naturally. Such relationships can not be prescribed by any blueprint of institutional organisation: they can not be written into a contract. They must occur in a favourable climate where the teacher can cultivate children in this way (Wilson 1962:31).

In my own personal experience, those teachers whose words and actions still linger in my memory are the ones who became involved beyond the norm of the classroom. Those teachers who were dynamic, child centred as opposed to learning centred and who possessed what Weber (1964:358) calls "charisma, someone with exceptional qualities." These teachers had a personal magnetism that was a part of everyday school life.

Could it be possible to redefine the paradigm of classroom management through the demonstration and revealing of personal characteristics, attributes and charisma? This

would mean a revealing of self, an engendering of emotion and the creation of an environment conducive to the undertaking of these risk taking activities. This opening up of self, is an undertaking that teachers are totally unaccustomed to (Boomer 1992).

In 1963, Coombs and Komisar presented a paper in which they put forward the view that teaching ought be based on the notion of 'fittingness', or an equality or sharing of power in the classroom through the development of a genuine relationship. Except for the work of Glasser (1988) and A.S. Neill (1966), little or no research appears to have been undertaken in this direction. The following section deals with this possibility.

AN ALTERNATIVE MOSAIC

Language and the Development of the 'Person Paradigm'

Several decades ago A.S Neill (1967) was advocating a radical change in education and classroom management. While ultimately engendering change through a process that emphasised the child, he asked a key question that is pertinent to this study and provided an answer that is also relevant.

But what is teaching anyway? When I was younger I was more than once called a brilliant teacher.

..... I was nothing of the kind. I was doing all the work instead of letting the class do it. I was Billy Grahamming it and the poor unsaved boobs were hearkening to my gospel when they should have been telling me about it (Neill 1966:33).

I believe that this simple quotation contains the basic elements of the 'person paradigm'; the need of a responsible 'Billy Graham' charisma, the need to listen to children within a framework of support and encouragement. While Neill and more recently Glasser (1988) have moved into this area, certainly the part language plays in developing this framework to form this paradigm has been well documented in other disciplines.

What Language Can Achieve

A common historical element in all educational literature from the earliest commentaries to the present is the proposition that teachers have always tended to seek to 'control' their pupils. Whether through a discovery mode (Baldwin 1963), or through an authoritarian view that "if they sin they suffer" (Wilson 1962:16), control is a theme that has constantly been in the vocabulary of the literature. Believing this to be the case, Onore (1992) insists, that it is through what she terms 'presentational language' that many teachers continue their dominance in the classroom.

Language in its presentational function is concerned with satisfying the teacher's criteria. It is abbreviated, it serves the purpose of educational control and brings pupils' statements into line with the teacher's frame of reference (Barnes 1986:73 cited Onore 1992:190).

Such teaching, she claims, stifles engagement with the teacher, and engagement and ownership over learning "creating an illusion of harmony and design" (Onore 1992:190). When contrasted with the full weight of literature in this field, this understanding of the connection between language, pupil interaction and classroom management is a relatively new concept in this field. With the exception of only a few researchers such as Rogers (1990), Boomer (1992) and Brookes and Brookes (1993), this point has been neglected in both the research and rhetoric. This key point of classroom management has been

dormant in the literature despite the fact that the importance of language for teaching practice connection has been touted by writers and researchers for some considerable time (Cazden *et al* 1972, Mishler 1972, Sinclair and Coulthard 1975).

In respect to classroom control within educational spheres, research into what language actually does in regards to classroom management and its effects on students has been at best incomplete. While Glasser (1988) has realised that language is a key element in the relationship forming process between teacher and pupil impacting directly on classroom control, he has failed to fully appreciate the Adlerian concepts out of which his propositions arise. For Adler (1964), the forming of a relationship meant having the ability to fully empathise with others.

However there is a broad body of literature that deals with language, communication, and relates to classroom management in a large pool research foci in other discipline areas. The first is derived from the loosely knit field of 'Social Psychology'. Like the pools of knowledge described in previous sections, this discipline area also suffers from confusion. It is loosely knit because this field is actually the merger of sociology and psychology. Symptoms of paradigm confusion abound in this discipline as well as there is no actual agreement as to what actually constitutes the nature of this field. Indeed House (1977) talks about the three faces of social psychology, the boundaries of which remain hazy to this day.

The other sources of research material have been extracted from the research fields of linguistics, semiotics and the body of research which has directly focussed on classroom language and interaction. This broad body of literature sees language as a social process of cultural learning.

Learning is, above all, a social process; and the environment in which educational learning takes place is that of a social institution.

...Knowledge is transmitted in social contexts, through relationships.

...one that has been the most neglected in discussions of language in education (Halliday and Hassan 1985:5).

The following is a discussion on the function of language in establishing a relationship.

Language: A Means of Establishing 'Self'

The literature in this discipline has a long history of argument that, while not actually focussing on, is related directly to classroom control. Adam Smith (1759) argued that communication within the 'looking glass', was the key to understanding the human mind. This theme of 'self scrutiny' through the behaviour and attitude of others in the development of self control has by and large survived to this point in time.

From this basic tenet, Cooley (1926), Mead (1934) and to a certain extent Dewey (1940) drew on these notions of language and relationships believing that these elements were the substance of individual personality growth and individual and societal behaviour. Rather than responding to stimuli from within the environment, through language and the ensuing relationships among individuals, the environment as a whole becomes the stimulus for the whole course of human activity.

While some researchers in other areas have to some extent seen language as the key ingredient, researchers in this field have viewed language in a qualitatively different way. With the possible exception of Thomas Gordon, researchers in psychology, those

working in the area of classroom management, and some educators, still suffer from the transmission or lineal movement of verbal discourse belief. Researchers in this field have emphasised language as more an instrument of relationship formation, an elaborate co-joining of gesture and symbols. Mead's (1934) view of language, as being able to take the 'role of the other', still forms part of the basis for much of this brand of the psychological movement. 'Taking the role of the other' involves the development of self through the interaction with others. Language is the mode through which we reflect on the nature of 'self' and the role we play in each social setting. In other words, an individuals' views of their self worth and behaviour is very much determined by their language interaction between themselves and those who they come in contact with.

As Mead (1934) saw it, language use through social interaction was the means through which individuals could reflect and almost externally visualise the nature of their true status and self worth. Language interaction with others could become

... that which could be an object to itself (Mead 1934:67).

Mead believed that use of language and its role in the development of self begins initially in early childhood through play and later a game stage. Through play and language use, children initiate role taking and respond to certain language cues, which with maturation initiates the self reflection cycle. For Mead, a child's self arises from this interaction within groups.

While challenged in the ensuing years through the research of Boorman and White (1978) and McPhail and Rexroat (1979), Mead's central hypothesis that self and communication are inextricably linked have never been controverted. The processes and applications may have changed with time, but the essential language and self link has not. Indeed an array

of theoretical positions and propositions has arisen around this central belief, especially in the area of the development of interpersonal relationships within the confines of the family (Burgess 1926, Waller 1938, Foote 1951).

This view of language as developing an image of self has important implications for the classroom. It would seem a logical conclusion that a teacher's language impacts directly on a child's development of self and self worth. While not negating the complexity of such a view, it would seem reasonable to assume that a teacher's use of language is an integral component of not only a child's view of self, but if consistent in application perhaps a child, or group of children could see that protection of their deep seated self is a primary concern of their teacher and respond with a genuine commitment to that teacher. A response could be in the form of an emotion not found in the literature, a response of genuine love. A response that springs from the

... spontaneous affirmation of others, as the union of the individual with others on the basis of preservation of the individual self. The dynamic quality of love lies in this very polarity: that springs from the need of overcoming separateness, that leads to oneness - and yet that individuality is not eliminated (Fromm 1941:260).

However according to Mead this could develop into a reflective cycle, a cycle of interpreting and reinventing and determining 'self'.

Language: A Means of Sustaining 'Self'

One does not have to scrutinise the literature in this field for too long to realise that several constants have remained over the years. While there are interpretations and variations concerning the actual nature of these processes, I believe that they have

remained stable throughout the literature. Central to this field's theoretical development, whether it be Kuhn's (1964) Role theory, Goffman's (1969,1971) strategies of interaction or Turner's (1978) Role Theory, these key elements relate directly to education and especially classroom control. These elements are:

- All human beings use and create symbols to communicate and these interactions are the basis of society. (Turner 1978)
- Through this communication process, social meanings are created.(Meltzer, Petras and Reynolds 1975)
- These social meanings are mediated through an interpretative process.(McCall 1977)
- We interpret, identify and assign roles to others through the communication process.(Stryker 1980)
- We manoeuvre through the communication process and social situations in general through a process of 'negotiation'. (Strauss 1978)
- The negotiation process is undertaken in the form of revealing and communicating to others perceived individual roles through gestures. (Turner 1978)
- In a stable environment, individuals seek to inform others of the 'merger' between the perceived role and the actual 'self'. (Turner 1978)
- Group cohesion and individual self actualisation can be achieved through a process in which perceived 'significant others' reveal personal aspects of their own lives. (Mayeroff 1971, Yalom 1975, Hansen, Warner and Smith 1980, Egan 1990).

The implications for education of these conditions are enormous. Applying these conditions to a classroom it would appear that while communication is happening in a

barrage of constant and apparent confusion, there are roles being enacted, formed and exchanged between both pupil and teacher. Bellack (*et al* 1966) describes this process almost in terms that would apply to a football game. For Bellack the teacher

... sets the ground rules and acts therefore as player, coach and referee (Bellack 1966 *et al*:238).

The majority of literature which has focussed on teacher talk has seen the teacher as the dominant force, the key player who instigates the talk, turn taking and questioning (Barnes 1986). Stubbs (1976) is of the view that the language patterns in the classroom reveal to the children the nature of the teacher-pupil role leading to the dominance of the teacher. However, without expanding on their exact nature, Stubbs (1976) suggests that in reality much of the turn taking and dominance of teacher talk contains a great deal of hidden or metacommunicative messages.

Thus, through the hubbub of every day language, the negotiation process between pupil and teacher possibly allows each to view each other in highly specific ways that reach beyond the surface of the language being used. Personalities, identities and roles are constantly being evaluated, refined and moulded (Dale 1972, Grace 1972, Corsaro 1979a). This is perhaps the specific process of the interaction between pupils and the artistic teacher (Rubins 1985), or the expert teachers as postulated (without explanation) by Saber, Cushing and Berliner (1991).

It would seem then that a teacher's everyday linguistic response to individual children, and the class in general has consequences which reach below the managerial level of keeping a class occupied. The language interaction it would seem has the effect of either producing positive or negative feelings concerning children's self worth. To control a

class without regard to this may on the surface produce an apparently stable environment, but without becoming a 'significant other' in a child's life, by not revealing realistic and accurate perceptions of a child's self worth, the teacher may simply become a part of the pessimistic warning given by Jenkins (1969:292) almost two decades ago.

It is clear that many of our young people, including the most able, find that they are so frustrated in so many ways in their dealings with an anonymous society and authority with whom they apparently can not communicate that they see the only answer to their problem in periodic and perhaps more permanent states of anarchy.

Language: A Means of Sharing 'Self'

As I see it, the crux of the 'discipline dilemma' has been the use of language as a means of either gaining "power and domination, or influence" (Weber 1978:72) or not understanding the role of language in the classroom. The experimental and often highly structured work of several researchers working in the Reference Group Theory field have shed some light on this notion of the application of power or influence.

The work of Rogers (1958), Siegel and Siegel (1957), and Fisher and Andrews (1976) has revealed a high degree of correlation between an individual's perception of self worth, value and attitudes, and the group to which that individual belongs. Fisher and Andrews (1976), expanding on the field experimentation of Siegel and Siegel (1957), demonstrated that conformity, membership and allegiance to a group was enhanced when the individual members saw the group as being a positive form. It would seem then a logical conclusion, that a teacher who develops a positive group atmosphere, who engages in a meaningful way with their pupils, not only enhances self-esteem amongst

his or her pupils, but also sets in motion the development of collegiality amongst the members of that class.

If a teacher can be seen as the 'significant other', one who genuinely cares and is truly interested in his or her pupils, it may be possible therefore to set in motion a train of personal experiences in which the individual pupils and class as a whole develop and actively engage in the idea of community in which

... there evolves a group spirit, a common feeling of belonging which now pervades the group as a whole. Under such circumstances one can hear increasing reference of the students to themselves as 'we' and 'our class'. Insofar as the group is capable of satisfying the cardinal needs and interests of these children, it assumes an ever greater meaning and importance to each individual. This in turn enhances the stability and the motivational strength of the group (Scheidlinger 1952:184).

Although having a distinctly different orientation, Role Theory crosses the theoretical boundary into Reference Theory. While a great deal of confusion and polemical argument appears to be present in this area, nonetheless both areas focus on the nature of roles taken during social interaction. Writing about the positions taken, Coulson (1972:108) summarises the polemical argument in the following way.

Sometimes role is used to refer to social position, sometimes to the behaviour associated with the position. Alternatively, role is used to denote individual behaviour or to refer to typical behaviour.

When comparing the 'Structuralist' or 'Interactionist' perspectives, the common elements of each revolve around the ideal that the roles assumed in any social setting can be

variable and intrinsically linked to the notion that the expectations individuals hold about themselves are the cogent social influences at the time. Believing this to be the case, Merton (1957) takes the viewpoint that people will adopt role-sets according to expectations placed upon them.

To debate the polemical elements of each position does not fall into the realms of this review. However certain key elements do cast light on the role teachers and pupils may assume. Both Hewitt (1976) and Turner (1962) stridently believe that “there is a tendency to create and modify conceptions of self and other roles” (Turner 1962:23) in any social interaction. In relation to institutionalised conditions, such as the army or any forms of bureaucracy, Turner believes that role making is virtually curtailed.

This has important implications for teachers and for those theorists who see the necessity for the teacher to be firmly in control. An alternate possibility is the creation of a classroom environment in which both pupils and teacher can interact in meaningful ways so that each can have the freedom to fully explore their roles, make their true identities known and develop the social mechanisms (Merton 1957), through which teachers can achieve Holt’s confession and realisation.

I am horrified to realise how much I myself use fear and anxiety as instruments of control. I think, or at least I hope, that the kids in my class are somewhat free of fear than they have been in previous classes, or that most children are in most classes. I try to use a minium of controls or pressures (Holt 1965:76).

Another consideration for teaching is Turner's (1978) presumption that social roles can merge. That is, a role or set of behaviours can be so important to an individual that he or

she actually assumes another's roles, or transfers the characteristic of another to various situations. Taking into account Rogers' (1959:226) belief that "experiences that are in accord with conditions of worth are perceived, symbolised accurately in awareness", could it be possible for children in a classroom to become not only extremely attuned to a caring teacher, but begin to take on their characteristics?

Especially if the teacher is one who

... places greater stress upon the emotional elements, the feelings of the situation, than upon the intellectual aspects.

...who lays great stress upon the therapeutic relationship itself as a growth experience (Rogers 1942:30).

Should this be possible then the classroom would become a place in which the

... individual learns to understand himself; to make significant independent choices, to relate himself successfully to another person in a more adult fashion (Rogers 1942:30).

Researchers in the field of linguistics and communication in general have argued and attempted to demonstrate the nature of the language interaction that forms roles and responsibilities.

How Language Achieves a Transformation

In a classroom, the enormous complexity of language use soon becomes apparent. But rather than being a chaotic cube of resonance, researchers have long recognised that the

language interactions between teacher and pupils are highly structured if for no other reason than it is context centred. Bellack (*et al* 1966), Kliebard (1966), Stubbs (1976) and Evans and Carr (1984) suggest that language in any context is more than verbal transmission, but an incredibly complex mixture and pattern of verbal and gestural language, which when analysed in detail reveals "how different kinds of knowledge are accomplished, that is transmitted, produced or displayed" (Heap 1985:263).

While many language models of interaction are linear in form, researchers from many disciplines such as Waller (1965), Austin (1962), Goffman (1974) and Bremme and Erickson (1977) concur with Heap (1985), suggesting that language is more than simply the transmission of knowledge or instructions, but each utterance carries with it a great deal of sociological and psychological information. "Many such messages are transmitted to pupils, but rarely transmitted in the context of what the teacher says" (Stubbs 1976: 94). Thus language use is much more than a series of operational commands but an elaborate channelling of cultural, personal and social messages.

Wertsch (1991), when citing the work of Reddy (1979), discusses vital theoretical positions but misses the main point of Reddy's argument. Nowhere is this more evident than when arguing the case for Reddy's (1979) 'conduit metaphor', Wertsch omits the fact that the climax of this chapter occurs when Reddy (1979:296) makes the crucial observation that the "real question here is to what extent language can influence the thought processes".

Language: The Means of Developing a Relationship

Thomas Gordon (1974) has developed a teacher training program based on this notion that language is the key to influencing the thought processes of a class and hence

establish a classroom that is based on a meaningful relationship. He believes that it is through language that a teacher can become a genuine change agent in classroom life, through language that is vocalised and demonstrated in the body movements of the teacher.

Children are remarkably sensitive to non verbal messages they send. They learn to read muscle tenseness, tightness around the mouth, facial expressions and body movements (Gordon 1974:35).

Gordon also believes that children in some way compare the body language of teachers with their verbal utterances. If the two are not in harmony, that is, what the teacher is saying is not in harmony with what he or she is expressing, then the teacher is seen as being insincere and confusion arises. If Gordon’s belief is sustainable, then in order to avoid such a situation in the classroom a teacher must therefore be totally honest with their students in regard to how he or she feels about them.

It is almost impossible to pull off the task of being untrue to one’s feelings.
The real feelings will ultimately come through (Gordon 1974:35).

This is perhaps the reason why Gordon concentrates so much of his ‘Teacher Effective Training’ on enlarging on what not to do with language, as opposed to relatively little on what to say, and more importantly how to say it. In his book, ‘Teacher Effective Training’ Gordon (1974:48) delineates twelve forms of communication that he terms ‘roadblocks’. These communication forms, he feels communicate to the child or the class messages of unacceptance. As can be seen from the following table, he has grouped these ‘messages ‘ into five basic categories.

Specific Communication Form

Group 1 - Unacceptance

- 1) ordering, commanding, directing
- 2) warning, threatening
- 3) moralising, preaching
- 4) advising, offering solutions
- 5) teaching, lecturing

Group 2 - Judgements, Evaluation, Put Downs

- 6) judging, criticising
- 7) name calling, labelling
- 8) interpreting, analysing, diagnosing

Group 3- Making Students Feel Better

- 9) praising , agreeing
- 10) consoling

Group 4) - Solving Student's Problems

- 11) questioning, probing, interrogating

Group 5 - Changing the Subject

- 12) withdrawing, sarcasm, humouring, diverting

Many of the communication attributes may seem at first to be a natural aspect of day to day teaching. It is the manner and mode of delivery that is Gordon's main consideration rather than the specific wording or language. To this point, believing that language carries more than one message, he reiterates his prior concept of the messages within language.

The message of today is self concept tomorrow (Gordon 1974:51).

After carefully delineating what messages teachers should not be sending, Gordon then moves on to demonstrate what he considers are the more positive aspects of language, the language that engenders a relationship.

The key to getting students to adopt values is to maintain a good relationship with them (Gordon 1974:300).

He is of the understanding that the basis of the teacher-pupil relationship is the need for teachers to transmit, and actually be, totally genuine and accepting in the manner in which they not only speak to the children but also act. Gordon sees the four main elements in demonstrating a genuine and accepting nature as "using active listening frequently, putting aside digressions, using 'I' messages and avoiding evaluation" (Gordon 1974:270). The essence of such an approach is to create a 'no lose' situation for the children, ensuring their dignity is maintained. Thus the power structure in the classroom is shifted, being diffused among the children.

Language: A Means of Continuing the Relationship

In a departure from the normal study of classroom language, Woods (1976), reflected on the forms and nature of humour within classrooms. While reaching similar conclusions to

Gordon concerning the use of humour as simply sarcasm, certainly there were more positive aspects to humour.

The key element which further enhances Gordon's view of language as the means by which an effective relationship could be forged, was the view held by Woods that humour had the potential to remove tension among all participants in the room and had the possibility of revealing the relationships in the room. This included the relationship between pupil and teacher. While not included in Payne and Hustler's (1980) work concerning the nature of 'Cohorting' or the ability of a teacher to pull the class into a collective whole, research in other fields indicate that it would seem that teachers who had the ability to use humour effectively had at their disposal a powerful tool for negating boredom (Glasser 1986), relieving tension (Riesman 1961), and possibly developing the child as a whole (Shechtman 1989).

Such teachers could possibly transform the classroom into a place of true enjoyment for their students.

That is in the sense in which work is 'fun', with an irresistible appeal to man's love of difficulties conquered, a pleasure altogether different from that for which educators have turned school subjects into activities and play. Under the habit of play, drudgery, when it comes, remains drudgery, instead of an accepted purgatory close to the heaven of work (Barzun 1959:125).

There are many linguists and semioticians who would support this view of the possibility of language being a courier of a teacher's intentions, beliefs, emotions and subsequent 'genuine' practice.

Language does not consist of sentences; it consists of text or discourse -the exchange of meanings in interpersonal contexts of one kind or another.
(Halliday 1978:3).

Rather than being a secondary incidental, Kliebard (1966), Smith and Geoffrey (1968) and Wells (1986) argue that these messages form the bulk of the 'hidden curriculum' of language use, and are by far the most potent psychologically and cognitively enactive force. Becker (1974), in a similar fashion to Turner (1976), is quite adamant that language as a whole provides social definition. In line with this concept, Wheeler (1987), Trick and Katz (1986) and MacCormac (1986) believe that this social definition is achieved through the language, but language not in terms of words or sentences. Rather language is the means through which we transmit an affective dimension, "not readily transcribed into literal terms" (Cohen and Younger 1983:175). Reik (1948), MacCormac (1986) and Perrin (1987) subscribe to Cohen and Younger's concept, believing that language is in fact the "suggestive language of metaphor" (MacCormac 1986:175). The definition of metaphor in these terms being the encapsulation of "all our ideas, thoughts and behaviour" (Wheeler 1987:224).

With this view of 'language as metaphor', Goodenough (1980) adds that it is important that children especially be 'culturalised' to a common metaphor. That through this 'acculturalisation' process they can not only tap into the true meaning of words and actions, but attain the ability to determine roles, expectations, norms and obligations of the classroom in which they find themselves.

In regard to the micro-levels of school life, and in relation to classroom control, Halliday's comments are particularly relevant.

Bernstein has shown that educational failure is often, in a very general and rather deep sense, a language failure.

... In order to be taught successfully, it is necessary to know how to use language to learn; and also, how to use language to participate *as an individual* in the learning situation. It is not, that is to say a question of which words and structures the child knows or uses, but of their functional significance and interpretation (Halliday 1969:12).

Every expression carries with it both a private and public layer. Austin (1962) and Goffman (1974) argue that within the framework of vocalised language there are hidden layers or strata of meaning occurring simultaneously, providing a depth of textual arrangement from which communication becomes a meeting of minds rather than a transaction of words.

It would seem that even when engaged in the process of giving simple commands, the teacher is providing one of the most potent tools that children have of gauging social definition and a personal understanding of how their teachers view them as individuals (Bandura 1977). More importantly Halliday adds a potent condition in respect to how language, and the often hidden intents in language use in the classroom as a whole, may affect a child's experience.

Certain ways of organising experience through language, and of participating and interacting with people and things, are necessary for success in school. The child who is not predisposed to this type of verbal exploration in this type of experiential and interpersonal context 'is not at home in the educational world', as Bernstein puts it (Halliday 1978:26).

Turner (1978) and Evans and Carr (1984) believe that the shared attention and understanding of any speech act is in reality a window to the layers of belief systems and emotional components of those participating in the interaction. Leading sociologists, McCall (1977) and Stryker (1980) are of a similar opinion, but extend this view, believing one of the key principles of any human interaction is the need to understand and protect 'self', and hence the deliberate and active seeking out of others' beliefs, perceptions and feelings and through the language interaction (Austin 1964).

Turner's (1978) axiomatic extension to Role Theory has as its basis the notion that initially humans take each other at face value, interacting with others as if each is playing an identifiable role. However, as the interaction or association continues, a testing or evaluation of gestures occurs checking on the validity of the intentions presented. In these social encounters, the communicative processes are happening at not only a frightening speed but in a complexity that is impossible to untangle. An element common to the many disciplines is Maus' (1975) contention that the sociological role exchanges and interplays found even in the most primitive societies is based on the exchange of benefits.

Taking a similar position although using different terms, Barth (1964), Caplow (1968), Emmerson (1976) and Cook and Emmerson (1978) enhance the anthropological viewpoint of Maus, believing that the basis of human interaction is the need for, and the active searching out of reciprocal understanding. This notion of reciprocal understanding has important implications for teachers in that as Mead (1934) and Corsaro (1979b) suggest, children actually outgrow their initial egocentricity developing an emergent desire for empathy. A driving process of sentiment evaluation through which they constantly try to evaluate others' belief systems in the hope of developing a positive self image and a sharing of social situation, culture and experience (Cooley 1962, Hoffman 1979).

This searching for 'self' in others is, I believe, not only accomplished through vocalised language but is also to a large extent influenced through the 'body language'. Research in both managerial interaction and style (England 1967, Chusmir and Duranol 1988, Bedeian and Armenakis 1976), and in the field of 'body language' (Argyle and Dean 1965, Dosey and Meisels 1969, Cook 1970 and Patterson 1973) all suggest that an individual's ideology is "demonstrated in both behaviour and conversation" (Meighan 1981:155). Hunt (1975) expands this notion to include the environment in which individual's interact as being 'power determinants' of human behaviour.

Argyle and Dean (1965) and Patterson (1973) have postulated from their research into what they term Equilibrium Theory, that in any communication individuals seek to actively reach a 'comfortable intimacy' within any interaction through eye contact, physical proximity, facial expressions combined with the actual vocalic expressions. Argyle and Dean (1965) believe that there are subtle forms of social pressure within language interactions. With the initial contact there is an appraisal made as to whether an individual is approachable or needs to be avoided. This pressure can be relieved by adjustments made in the body language signals by the introduction of intimate behaviours. Breed (1972), Cook (1970) and Goffman (1963), expanding this point of relieving 'interpersonal pressure', believe that not only does it occur but that it can produce reciprocal behaviour in others.

To a large degree the notion of reaction to others through a contra-reaction has been demonstrated by a wide range of research in the fields of psychology and social psychology. Varczower and Daruns (1982) noted that when someone disliked entered a room, children reacted through a dramatic decrease in body movements and vocalisation. Using a similar experimental field approach, Dabbs and Clower (1973) found that once the individuals were then glared at, movements and interaction decreased even further.

In an opposite vein which reveals the reciprocity principle, Jorgenson (1978) discovered that when smiled at, people were more likely to smile in return producing an apparent corresponding arousal of interest and reciprocation. Aronson and Linder (1968), and Berg (1984) assert that people are attracted to those who are pleasant to them, or who are associated with pleasant experiences.

It would appear that in relation to classroom communication, the nature of this form of communication or indeed the nature of the communication process as a whole has not been fully explored. While there has been a great deal of literature on the communication process within classrooms (Flanders 1970, Handsford and Neidhart 1977, Hurt, Scott and McCroskey 1978, Goodlad 1984, Hurt 1984, Woods 1980, Norton 1983, Hansford 1988), there has been a tendency to concentrate on amounts, frequencies and language specifics, rather than the manner in which teachers and pupils communicate. I would argue that what is needed, as Wilcox (1982:467) suggests is

... an ethnography of communication in the classroom, not simply a study of child's grammar or even verbal behaviour, which can illuminate areas of mutual understanding and frustration and the accompanying cessation of learning.

'Language in Use' in the 'Person Paradigm': A Process Ignored

Drawing from the literature as a collective whole it would seem reasonable then to assume that Mead's (1934) assertion that children gradually learn to regard themselves from the standpoint of other people is accomplished through the quality of the communicative interactions they undertake with 'significant others'. Communication with others is the medium through which this growth of self understanding is increased or hindered. Both Cooley (1964) and Hoffman (1976) add two significant conditions to this process. The

first being that play is the starting point from which children begin to emerge into the empathetic play mode and recognition of themselves as an identity, and secondly Cooley's (1964) assertion that the intimacy of the home with its 'sharing of minds' is the seedbed for further development.

While not advocating that schools simply become focused on play, most certainly the conditions which surround and attend such activity could in themselves become useful tools and strategies for classroom practitioners. These conditions could include allowing the children to take some degree of control over their learning situations, providing an atmosphere that is characterised by a great deal of interaction, openness, problem solving and most of all promote the idea that school is a place to enjoy oneself, where there is a system of rewards as opposed to control. Perhaps when entering a classroom with the expectation that "they already have an ally in the child" (Hoffman 1979:962), educators would produce an entirely different face in respect to their managerial style and the language they used.

To some extent such a climate has been demonstrated to work effectively as seen in Wager's (1993) description of the change which took place in her school. After substituting the 'battle against barbarism' and a school based on chaos control with a culture that had as its basis shared morals, traditional beliefs and an appreciation of children in a positive light she came to the realisation that a truly ethical culture can permit the educational process to continue.

We were unprepared for the notion that strong incentives with strong disincentives could dramatically influence children's behaviour and win the ardent support of parents.

It was only the educators, guided by several generations of educational theorists, who had not known it (Wager 1993:37).

CONCLUSION

A Paradigm Reframed

The literature that pertains to this area can be compared to the sign found nailed above the blacksmith's shop of days gone by, 'Much twisting and turning done here'. As McManus (1989:1) states the literature in this area

... offers a bewildering collection of definitions, estimates of prevalence, claims about trends, historical evidence and speculation upon causes and cures.

This managerial syndrome has not been limited to those theoretical aspects relating to the psychology of classroom management. In the push to focus more on what teachers actually do to manage classrooms as opposed to overlaying the environment with a psychological based plan, researchers such as Brophy (1993), Cohen and Lotan (1990) and Evertson (1989,1990) still have as their focus a classroom discipline approach founded on a managerial approach. An approach which is based on careful preparation, establishing rules and routines and effective use of time.

While I do not suggest that these conditions are not important or are not conducive to effective classroom management, I do believe that Evertson's (1990:82) own lament that "the problem of translating principle into practice remains" is due to the fact that researchers have missed the most fundamental element of teaching and effective classroom control. The most crucial element of teaching is the fact that language is the key to not only mobilise others (Bordieu 1977), but sets up a series of highly developed interpersonal relationships (De Vito 1986). The problem for classrooms teachers is that

both the institutions in which they complete their training, and the institutions in which they work have not traditionally promoted these features as being viable alternatives to the psychological based methods.

Psychology is only complete when you know someone intimately, teachers rarely do this (Hurt, Scott and McCroskey 1978:15).

Hence I would argue that there is a need for change of research focus. I am not advocating that there needs to be a 'throwing out of the baby with the bath water'. Rather I believe that what is needed is more a research 'metanoia'. As Senge (1990:13) says this term is a religious principle which means 'a lifting of the vision', which in the case of classroom management means the creation of a new paradigm by broadening the research perspective and vision.

The new paradigm for teacher professionalism synthesizes the forces of moral purpose and change agency (Fullan 1993:17).

A description of such educators is found in chapter four.

CHAPTER 3

METHODOLOGY

*Research is not a question of mathematizing the forms, but of developing
a typology of fullnesses. Plessner (1953)*

INTRODUCTION

The purpose of this study was to understand, through the development of grounded theory, the nature of the language control modalities that five experienced teachers had acquired and developed throughout their years of service. This aim was achieved by the establishment of a "sophisticated level of consensus" (Guba and Lincoln 1989:149).

This 'level of consensus' grew out of the activation of a form of 'constructivist' methodology (Guba and Lincoln 1989), which has a research design founded in the "hermeneutic dialectic" (Guba and Lincoln 1989:44 and 149) process. A research design that seeks to establish

... pattern theories or webs of mutual and plausible influence, webs that reflect a hermeneutic intertwinement of part and whole and a view of knowledge that is more 'circular' or 'amoeba' like than hierarchic and pyramid like (Greene 1990:235).

RATIONALE

In seeking to illuminate the subtle artistry of teaching and the simultaneous motivation and control of children through what had been described as intangibles (Rubins 1970), I became convinced that only a 'naturalistic' study firmly planted in the notion of 'grounded theory' (Glasser and Strauss 1967) would provide the necessary framework to describe

... the experience individuals are having and the meaning their actions are having for others (Eisner 1981:6).

The only other alternative was the use of some form of rationalistic 'hypothetico-inductive' model which would necessitate artificial control over the setting, reductionism and stripping of context,

... features that lead 'variable analysis' (sic. quantitative research) to gloss over the character of the real operating factors in group life, and the real operating interaction and relations between such factors (Blumer 1956:689).

The process of illuminating 'real operating factors in group life' is an approach that requires "educational connoisseurship and educational criticism" (Eisner 1978:345). This form of research does not seek to create or recreate universal laws that can be applied to all classrooms, but endeavours to provide a compendium of ideals, beliefs and practices that those engaged in education "may improve their ability to see and think about what they do" (Eisner 1978:346). The basis of such a research paradigm is empowerment and the improvement of schools (Eisner 1990).

Thus in order to fully appreciate classroom complexity and savour the "patterns, principles and conduct of everyday life" (Erickson 1986:121), this study was grounded

in the classic notion of 'participant observation' leading into case study development. The theoretical nexus for such a study as this are the principles that qualitative research is conducted using a holistic approach which generates information from a design that is emergent rather than preordinate or fixed. This emergent design generates theory that is 'grounded' in the socio-cultural milieu in focus, rather than trying to prove theory.

The approach is cascading in style in that it cannot be stated *a priori* the precise nature of questions to be asked, the subsequent nature of the qualities revealed or the direction or depth of the participant involvement.

What one seeks is not the creation of a code that abides to publicly codified rules, but the creation of an evocative form whose meaning is embedded in the shape of what is expressed (Eisner 1981:6).

This cascading approach utilises a simultaneous data collection and data analysis approach. It involves a cyclical co-operative bonding between researcher and the 'gatekeepers', of observation, sharing, checking, confirming, amending or extending the information gleaned from the setting. The 'triangulation' elements of this paradigm are therefore an inbuilt component of the study as a whole.

This process allows the

... reader to experience vicariously the settings described and to confront instances of key assertions and analytic constraints, to survey the full range of evidence on which the author's interpretive analysis is based and to consider the theoretical and personal grounds of the author's perspective as it changed during the course of the study (Erickson 1986:145).

AN OVERVIEW OF THE ‘CHANGING PERSPECTIVE’

In other research projects I had undertaken, I had sought to embellish principles and enlarge on already established positions within the theoretical concept of Whole Language. However in this study, in regards to understanding the field in any real way, I was a conceptual novice. As established in chapter one, I knew little in regard to what I did in the classroom to manage children effectively, and absolutely nothing about what more experienced teachers did.

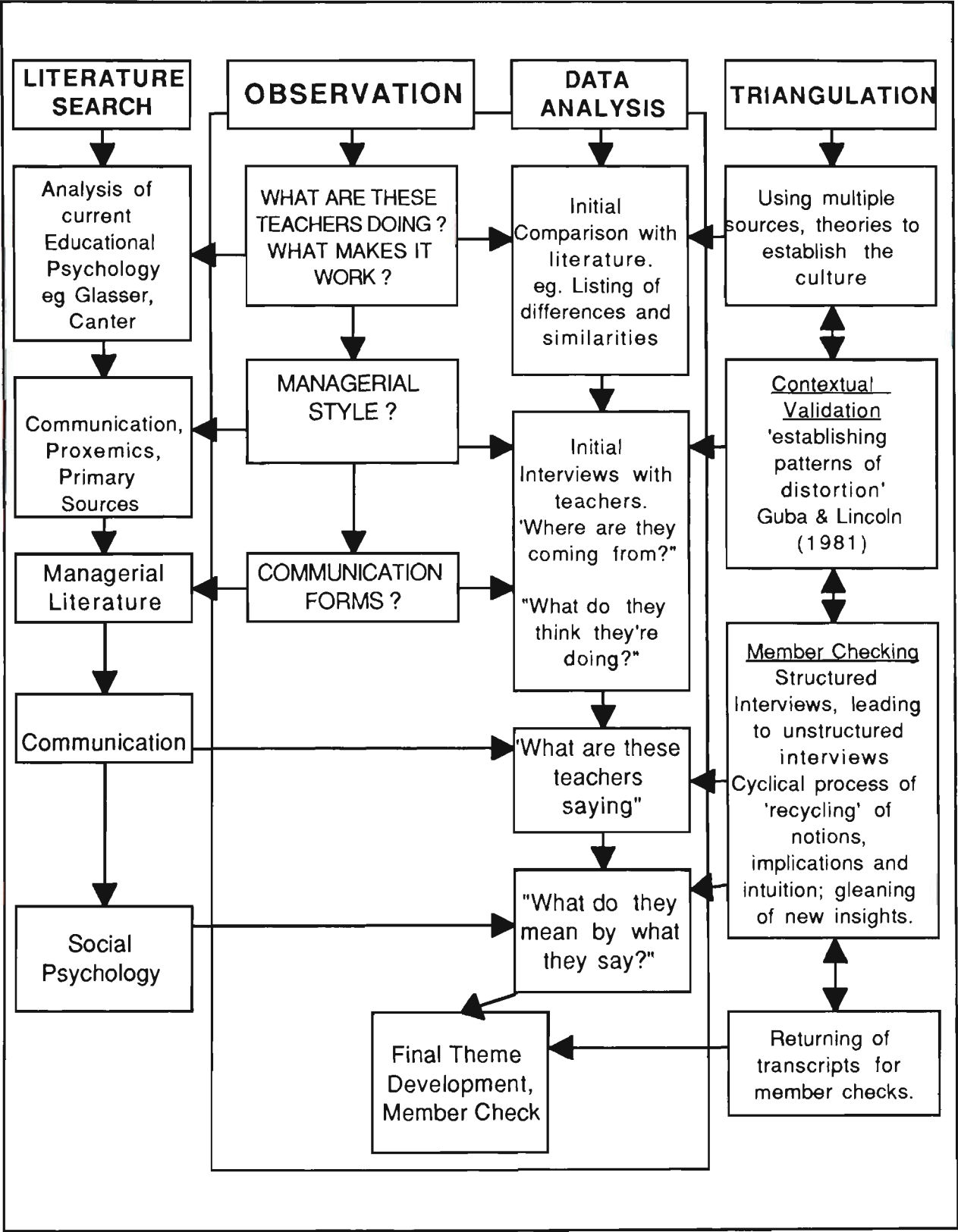
In having to actually start this investigation, I literally began with Denny’s somewhat limited platitude.

Beyond the shibboleths of getting good sleep, keeping a sharp eye moving around to change perspectives and looking for a way to make sense of your data, I have no advice” (Denny 1983:4).

Thus observational elements of this project began on a dual front in June 1991. Two and half years later with one hundred and two hours of video tape, a month’s worth of intense field notes without the use of videotape, sixteen major interviews, countless ‘off the cuff’ discussions, a filing cabinet’s worth of reading and two interviews with ‘experts’ in the field, a grounded theory had emerged. This grounded theory went through a second process of examination in the writing up phase, because in the process of making it make sense, areas that had been unclear became crystallised.

The following diagram is an overview of this process of gestation that gave birth to this grounded theory. A process of ‘keeping the eyes moving and changing perspectives’.

Figure 3: The Interrelated Processes Involved in Developing a Grounded Theory



DATA COLLECTION

An Emergent Design of Appropriateness

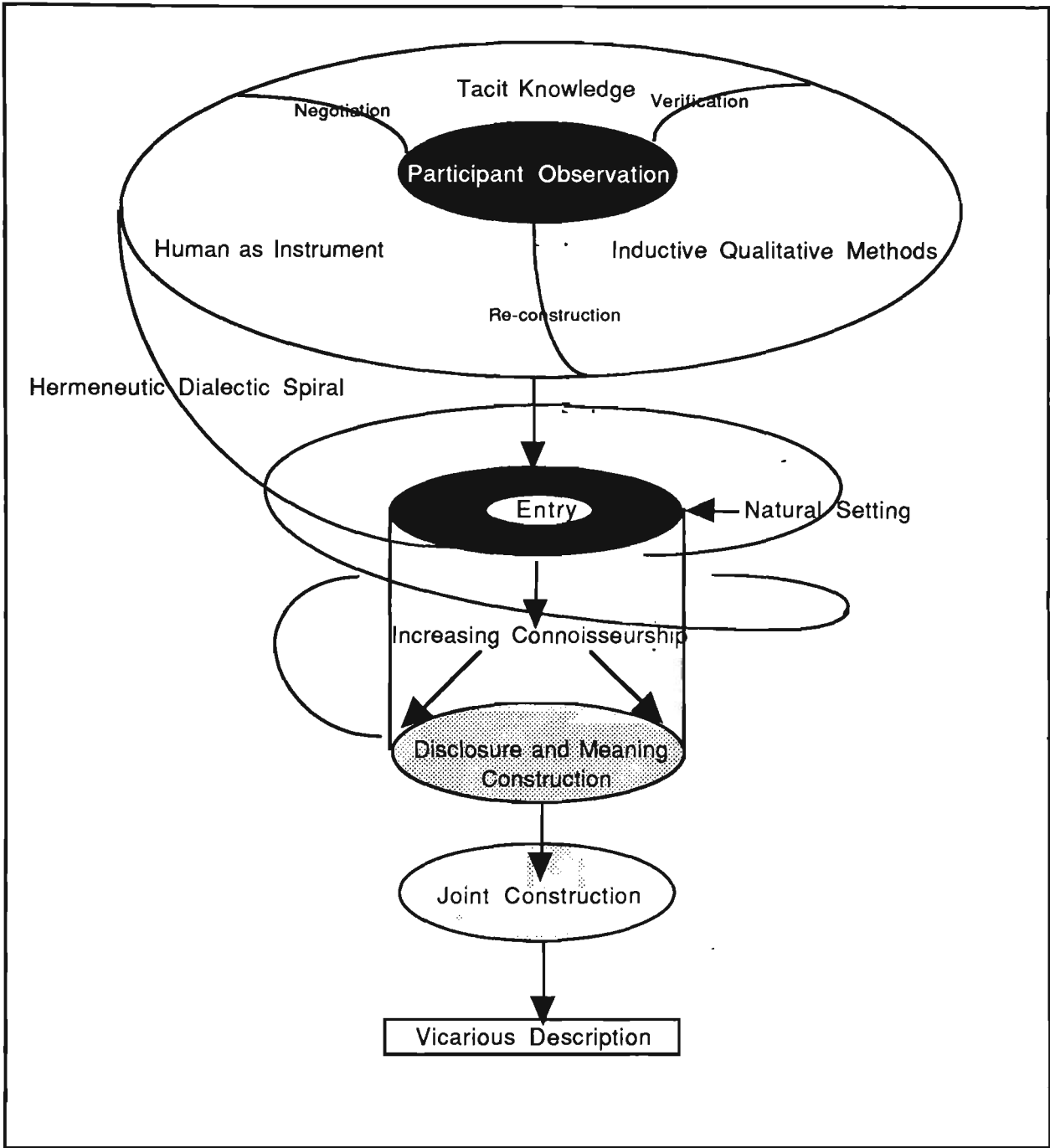
The distillation agent within this study was the concept of choice, "where procedure is opportunistic " (Blumer 1931:525). Rather than a stock standard ladder development investigative procedure, constant decision making was an inbuilt procedural component. This required constant "suspension and reflection about my own interpretative competencies" (Kovaloff 1975:34), evaluation of subsequent data collection and re-evaluation of emerging concepts (Erickson 1984, Wilson 1977).

In essence this study was based on Patton's (1990) axiom of 'methodological appropriateness' at both the paradigm and procedural level. This involves making "sensible method decisions given the purpose of the inquiry" (Patton 1990:39). As can be seen by table 3.1, a key ingredient in the initial data collection and analysis period was the literature which pertained to this study. Not only did it mould the theme development, the literature also acted as an initial major scaffold in understanding which provided a springboard from which to launch this inquiry.

The Dynamics of the Process

As shown in the following diagram, a micro view of the 'on site' inquiry process, the data collection design in this study became an integration of Eisner's (1978) notion of 'Connoisseurship', and Guba and Lincoln's (1985,1989) models of the 'Flow of Naturalistic Inquiry' and 'Methodology of Constructivist Inquiry'.

Figure 4: The Integrated Investigative Process of this Study



This investigative emulsion developed because the former provided a focus and philosophy pertaining to my own personal philosophy of 'illumination', while Guba and Lincoln's models have the same axiomatic foundations but contain specific directional and functional elements essential to the successful completion of this particular study.

The methodological locus of these three positions is the development of grounded theory through observation of 'human instruments' in 'natural settings', while simultaneously combining all the conditions the hermeneutic process requires (Guba and Lincoln 1989).

For this study, these conditions included:

- 1) a commitment to integrity
- 2) meaningful criticism of the constructions developed
- 3) a sharing of power
- 4) a willingness to change
- 5) a willingness of all parties to reconsider value positions
- 6) a willingness to make commitments to time and energy

(Guba and Lincoln 1989:149-150)

ACTIVATION OF THE PROCESS: DATA COLLECTION AND ANALYSIS

As stated in the introductory paragraphs, this study was based on the assumption that the best method of understanding the rich complexity of classroom life is the 'naturalistic' paradigm utilising a process of connoisseurship and criticism. As can be seen from the previous diagram this process while distinct, was also overlapping.

The notion of connoisseurship according to Eisner (1978:346) is the

... art of perception that makes the appreciation of such complexity possible.

Connoisseurship is an appreciative art. Appreciation in this context means not necessarily liking or preference for what one has encountered, but rather an awareness of its characteristics and qualities.

My first step in understanding the 'characteristics and qualities' was to begin an intense period of reading all the associated literature. Like Whyte's (1943:299) experience in his

study, 'Street Corner Society', I needed to "get a thorough knowledge of present conditions, and then work from present to past". Understanding present theoretical positions could only be grasped by an historical literature search. This process of reading rapidly developed into an integral component throughout the whole study, providing not only a constantly evolving theoretical basis, but a developmental paradigm foil which was the foundation of the cyclical development of the grounded theory.

The second process which operated in this study was that of criticism, which is "the art of disclosure... [the] rendering in linguistic terms of what it is he or she has encountered so that others not possessing his level of connoisseurship can also enter into the work" (Eisner 1978:347). This process is not a mechanistic appraisal of cause and effect but views the nature of research in a completely different light. It seeks to "increase the quality of teacher's deliberations" (Eisner 1990:98).

Thus, through the process of 'rich description' the researcher reveals a linguistic tableau of the culture in focus, providing researchers with an 'audit trail', revealing an "explanation of constructs which can be checked for internal logic" (Hage 1972:39). It is hoped that from this raw material of teacher action, others may hone and sculpt a personal teaching methodology. In order to achieve these objectives, the aim is to "tell a story with a point" (Feyerabend 1981:6).

Translation of Perspective into Process

The process by which the perspective of connoisseurship was translated into process can be likened to the use of a 'microtome' in biological research. This instrument consists of an extremely thin blade, which slices through tissue which has been embedded in resin. This thin slice of tissue is then placed under a microscope for detailed observation and analysis.

In this project the power source of this methodological microtome was the use of participant observation. The cutting edge which sliced thin portions of the natural setting was an analytical and explanatory hermeneutic-dialectic blade consisting of three cyclical 'constructivist' forces: tacit knowledge, human as instrument and the use of qualitative methods. The forces which kept the investigative blade rotating were negotiation, reconstruction and verification. These driving forces of inquiry were both centrifugal and centripetal in nature in that while they forced the investigation through the tissue of a 'natural setting', they were also recursive, drawing data back into the blade of discovery so as to continue the spiral of illumination. While placed into discrete sections in the diagram, these segments were in fact overlapping units, merging, flowing and co-operating depending on the context of the individual investigative process.

Each slice of context was carefully scrutinised because of the driving forces which over an extended period of time gave rise to multiple constructions and a final multiple linguistic birth of joint construction and vicarious description. Each component of this investigative microtome will now be discussed in detail.

The Inquiry 'Blade'

Participant Observation

As stated previously, having been a co-teacher in the rooms in the initial focus for an extended period of time prior to the commencement of this study, I entered as a participant observer. Participant in the sense that my presence was totally accepted and my new role very quickly came to be viewed as normal routine. While undertaking this project in a passive role, I was still seen daily operating in the school as a normal member of the teaching faculty by the children and staff, and although now having a different role within these rooms, I was still viewed as simply a 'part of the furniture'. They knew I was there but my presence gradually faded into almost total oblivion. Indeed Heather on

the 14/7/91, asked her children if they had noticed me in the room that morning. Only two children indicated that they had.

While the use of a video recorder created a great deal of interest in the initial stages, this disquiet rapidly diminished and by the end of the third day, in each room, had totally disappeared.

In line with the statements of Ogbu (1981) and Wilson (1977), participant observation in this study provided a continuous record of the

... ecological settings, language and communication, social organisation (including age grading, voluntary association, social stratification, etc), economy, political organisation, belief systems, folklore, education and socialisation, change and so on (Ogbu 1981:5).

The on-site familiarity provided a much quicker transition into the actual study than might otherwise have occurred. This familiarity and the acceptance of my presence as a matter of routine by the children and teacher allowed me complete and unimpeded access to ongoing events, classroom transactions of all kinds, an indepth focus on all the minute details of interaction between teacher and pupils that occur often without notice and the interpersonal interactions operating in the rooms.

However, more importantly the personal relationships built up before entry as a researcher paved the way for an even greater indepth probe into, and use of the 'human as instrument', than would ever have been accomplished by an unknown person. Another vital factor which provided a great deal of information was the fact that as well as being a researcher in the school, I was also a full time member of staff which yielded a great deal of opportunity for further discussion, negotiation and feedback. In fact at several points throughout the study, the whole staff became embroiled in the discussions

relating to the observations and insights gleamed from the rooms in focus. Rather than a hindrance or sidetracking elements, these lunchtime and 'ad-hoc' discussions, often self igniting, provided a wealth of data and background information vital to the overall progression of the study. Personal belief systems of classroom management often surfaced which may not otherwise have been divulged in such a frank manner, or within such a supporting climate of open debate.

Inductive Qualitative Methods

While participant observation itself is a primary inductive method, in this instance it has been separated from the process because it was the primary vehicle through which the data were collected and then reconstructed. It was the 'metaphorical eye' that placed the jigsaw pieces of context into position, after having been scooped up by the 'methodological hands' of video tape and written reflections. This literal manipulative processing of the data, discussed later in the chapter, began as the events occurred through the use of the following operations.

Use of Field Notes

A log book of field notes was kept even though video footage was taken (See appendix A-1). These field notes enabled *in situ* reactions, intuitions and cognitive feelers to be developed, enhancing subsequent viewing of the tapes and establishing leading questions for the initial interviews which took place immediately after the observation and video sessions.

Fieldnotes: Maxine
Date:2/11/93 - Melbourne Cup Day
Time: 9.00-11.00 am

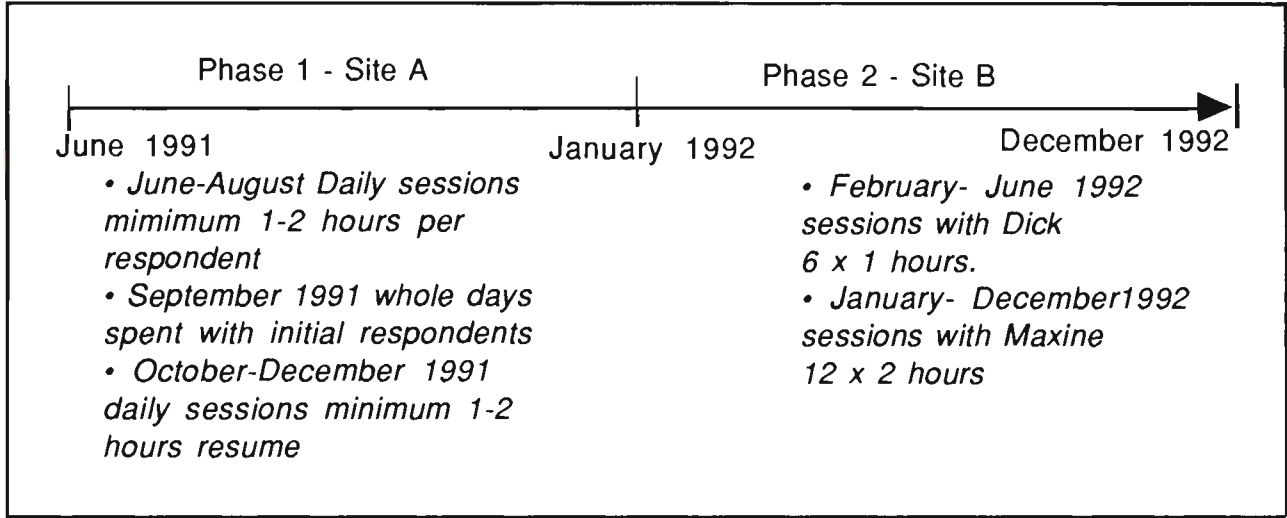
- 9.00 Bell has rung for morning assembly, whole school has assembled in the playground, Maxine's class is at the left rear of the group, principal asks for quiet, gives brief introduction to the activities of the day, why teachers dressed up, Melbourne Cup lunch.
- 9.12 Classes move to rooms, all classes except Maxine's (& Jim's) move on in straight lines, several teachers request quiet and straight lines. Maxine wearing large black & white hat, white & black dress, immaculate nothing out of place. Walks with group of girls at rear of class, Her class moves in small groups, chatting very quietly. Kids move into corridor, get things out of bags, move into room and organise themselves, sit and talk quietly.
- 9.15 Max enters room, sits in front of class, immediately, collects lunch money/orders child takes to canteen (?), camp money by class list, child takes to office,
- Maxine leaves room (1 minute) several children wander to other children and quietly talk.
 - begins discussion when enters room Asks children to sit on the floor, children still organising themselves but become focussed and begin to move when hear Max speak, Max looks at child still wearing school cap, child compared to River Phoenix (children giggle) new school cap, first time worn. Comments, "Looks lovely Alex, almost as good as mine"
- 'Who's first'
- Comments as children sit on the floor, children cease speaking,
- "I'd take mine off, but my hair would go all squishy' children laugh.

Use of Video Tapes

The use of video in this study was an invaluable data retrieval tool. Not only did it provide the source for continual reconstruction and interpretation of the context over time, but when viewed by the teachers through the interview process provided an inductive tool that fleshed out in emic terms the values, judgements, multiple realities and the setting as whole.

The following diagram shows the volume of video data collected.

Figure 5: Data Collection Time Line



Use of Interviews

In this study there were three kinds of interviews. Firstly, most of the initial interviews were of a structured kind, through which I needed to know specific answers (see appendix A-3). The information I need included a brief personal history, background to their teacher training, their initial experiences in the classroom and any influences that may have guided or impacted on their professional development. It was during this initial scheduled interview phase that several commonalities arose. These were:

- a) No specific classroom management strategies had been given during their teacher training period. It would seem that for almost three decades, across a wide variety

of teacher training institutions and courses, no classroom management techniques had been provided in the major universities, colleges of advanced education or teachers colleges in the state of New South Wales.

- b) The teachers in this study had decided to embark on a course of professional development based on trial and error, and support from their peers.
- c) This trial and error process began with their own personal experiences such as home and parental influences.

The interview approach then rapidly grew into a semi structured kind (see appendix A-4), leading finally into open-ended discussion sessions (see appendix A-5). In these sessions I had a general plan of what I wanted to illuminate or define but would allow the stakeholders to ask questions, explain other pedagogical positions and generally chat.

Beginning with an illumination of the source of these teachers' trial and error program, gradually these sessions evolved into a more refined process in which specifics of the study were discussed in detail. The areas that were discussed in these sessions included the process through which they fine tuned their teaching style and approach, how they believed they translated their philosophy into practice, their use of language in certain teaching episodes and interaction with specific children, how and why they used humour, reasons for direct intervention or non- intervention in certain situations and how they believed their approach impacted on the children.

As the study evolved, the respondents, having reflected on what we had discussed previously, often reintroduced a topic and a spontaneously focussed session would begin (see appendix A-6). While always focussed in that there was a core issue, the respondent was free to detour and meander around the topic. My questions were used as probes and as a means of 'keeping on track'.

The third form of interview that evolved in this study was the 'spontaneous debriefing' kind in which the teachers took complete control of the interview session. This inevitably occurred after a video or observation period had just finished (see appendix A-2). After leaving the classrooms, the teacher in focus would begin to discuss what had occurred in the classroom. This information became increasingly more focussed, and hence more valuable, as the teachers became more aware of the purpose of the study and immediately leaving the room began to reflect on what had occurred. In fact it was these interviews that became the most powerful tools, the content of which they could recall some time later.

Use of a Reflective Journal

While video footage and field notes provided a first-hand account of the entire context, the most potent analytic tool was the use of a reflective journal. At the completion of each taping period, interview session or reading of a related article or journal, I would record an intuitive response. These often took a narrative form in which I would record questions that needed to be answered, directions that should be explored or a simple 'gut reaction'.

During the on-going thematising and coding process, these self addressed notes acted as a catalyst where recurring themes and patterns needed to be isolated in the total data pool, as well as acting as an escalation device for the follow up interviews. These simple hypothetical jottings crystallised into cathartic thought towards the end of the study, especially when key decisions and assertions needed to be finalised.

Thus the analytic processes was set on an explicit interactive path of continually evolving 'grounded theory'. An example of this reflective process in action can be seen in the following extract. It relates to the field notes taken in Maxine's room and was written immediately after a two hour morning observation session.

Reflective Journal

Date: 17/2/93

Maxine's Class, Language episode, 9.00am-11.00am

Time: 11.15

Several key issues arose today, mainly revolving around the difference between an intrusive teacher and an enactive/empowering teacher. I think Max is both. Will have to redefine intrusive for her next time. Has no negative connotations as she thought it had.

Couldn't help but scribble into the diagram from Max's last discussion what I thought was happening. Into the environment she has created she deliberately intrudes, yet this intrusion appears to be natural, nothing artificial (Why?)

So far Max works at several layers, all interactive (?)

- the environment first, teacher part of this environment, not distinct, key component

- language key point of entry into this environment, but as a reflector or revealer of her self. What does she think she reveals about herself?

But her language is more than words, children see/expect her to teach, but she refocusses them into a socialisation process in which she is the enabler not the enforcer (?) Does she see it this way?

Noticed children's looks today, way they spoke. classroom control through affective domain ? or relationships, but still has enormous persuasive power, even when not in room, not afraid to leave the room why?. Children still behave even when not present. Admiration or what ??? makes them behave this way (get her to fill in the synonym) My initial diagrams do not reflect the interactive process, too flat.

- Does the dress sense really impact in anyway?

Tacit Knowledge

This form of knowing is according to Guba and Lincoln (1989:176), "all that we know minus all that we can say - the latter is propositional knowledge". This knowledge, often known but unable to be set in language, is gained through experience and interaction with the stakeholders and the context in which the study is located. It is a gleaning process founded in the building of insights, rumination over intuition and the building of hypotheses.

It has to be done in the slow and tedious manner of developing a rich and intimate familiarity with the kind of conduct that is being studied and in employing what ever relevant imagination observers may possess (Blumer 1940:719).

Obviously these built up insights can not remain at the tacit level but must be converted to the communicative and propositional level. This project was fuelled through a desire to come to grips with the knowledge that others possess. The tacit knowledge built up through the course of the study was transfused into propositional knowledge through a cyclical process of data collection, hypothesising, sharing and mutual renegotiation of the data observed.

Human as Instrument

'Naturalistic' methodology views the use of the human mind and psyche as the key instrument in the data collection process. It is the human mind, with all of its subjective elements, that make it uniquely able to undertake social explanation because of the ability of the human instrument to move through the process of 'sympathetic introspection' (Cooley 1964). Only the human instrumentality has the ability to use empathy, sympathy and reflection to imagine things as others imagine them. Dewey (1922, cited Sherman and Webb 1988:4) takes up this unique ability stating that

... the artist makes perceptible individual responses and thus displays a new phase of human nature evoked in new situations. In putting the case visibly and dramatically he reveals vital actualities.

These actualities are a result of the interaction between the researcher context and stakeholders being 'made' rather than just being 'played' (McCall 1977). This unfolding of real life drama is only able to be fully explored by the human mind because of the unique capabilities it possesses. According to Guba and Lincoln (1981:129-138) these characteristics are :

- i) Responsiveness to the cues within a field by which the nature and dimensions of the context may be divulged.
- ii) Adaptability refers to the ability to collect and sample multiple factors at multiple levels.
- iii) A Holistic picture is developed through the ability to grasp the 'confusion' in a singular framework.
- iv) Processual Immediacy is the ability to process data on the spot and through the immediate interaction with the context and gate keepers involved, generate, test and regenerate intuitive responses and hypotheses.
- v) Clarification and Summarisation Opportunities occur through the ability of the human researcher to explore, clarify, amplify and correct data as soon as it becomes available.
- vi) Atypical and Idiosyncratic Responses can be analysed and clarified on the spot and retained within the context of the study rather than be discarded or ignored.

In this study these processes were not discrete units but rather acted in a completely synergistic fashion within the confines of three broad sensitising approaches: negotiation, reconstruction and verification.

As each contextual slice was experienced (and later recaptured through the use of video replay and interview), I negotiated the context as a ship's captain would enter uncharted waters. Propelled through the contextual seas of human interaction with my hands on the tiller of 'constructivist inquiry' (Guba and Lincoln 1989), I needed to be responsive to the hidden shoals of changing and emerging cues, adapting direction and focus according to the multiple variables of the ship's course. Changes in sailing conditions would necessitate the immediate introduction of the use of a processual compass, which would in turn allow for a 'tack' giving opportunities for clarification and summary. As the new map was created, the totally unexpected idiosyncratic events could be chartered and the ship's methodological direction and speed altered accordingly.

While it may appear that this process was hierarchical in methodology, in practice it was completely synergistic. One feature may have risen to temporary dominance but would then be subsumed by the total process.

The Development of Grounded Theory Through the Hermeneutic Dialectic Spiral

As Guba and Lincoln (1989) and Guba (1990) state, this methodology is 'hermeneutic and dialectic', hermeneutic in that it is aimed towards developing improved joint constructions. The usage follows the traditional meaning of the term to denote the process of evolving successively more informed and sophisticated interpretations of historical or sacred writings. It is dialectic in that it involves the juxtaposition of conflicting ideas, forcing reconsideration and reconstruction of previous positions.

The whole process of perception and appreciation within this inquiry was interlocked so that the findings were holistically sculptured, literally created by the inquiry process. As the methodological blade sliced off neat sections of contextual tissue, firstly through the use of video tape, field notes were also taken which allowed the recording of not only

the session in total, but the noting of specific instances which at an intuitive level were related to the focus of the study or needed clarification. Through the use of a tape counter these initial reactions, which later developed into key thematic points, were matched with the actual instance (see appendix B-3). These assertions, along with a corresponding number were then transferred onto the video case for later referral.

As soon as possible after each teaching session had been taped, a reactive narrative of the session was written. This narrative, along with questions and points needing clarification were then discussed with the teacher in question. These initial debriefing sessions were initially planned to be recorded on micro cassette , but the teachers made it clear that the video taping of the sessions was invasive enough, and so the interview sessions were transcribed manually. This in fact proved a blessing in disguise in that my colleagues often had to wait a few minutes while I wrote which added to their reflections, producing further valuable information and joint dialogue.

The video tape of each session, along with transcription of the subsequent interview was then further scrutinised and analysed in private. The inferences drawn from this secondary review, along with specific instances of video tape, was then presented at another interview/debriefing session. The assertions I made were then either verified, negotiated or negated by the teachers in focus, while intense discussion and review of the video tapes allowed for reconstruction of events, flow of ideas and operating principles.

This process of joint construction continued throughout the course of the study as a continual investigative spiral. Multiple scenes of the context were played out and replayed until the meanings and principles within each classroom had sufficiently surfaced.

The theory is not just discovered but verified, because of the provisional character of the linkages, of answers and hypotheses concerning them,

which get checked out during the succeeding phases of the inquiry, with new data and new coding (Strauss 1987:17).

Coding the Data

The Ongoing Process of Theme Development: At the Macro level

As mentioned throughout, data analysis and data collection operated as a kind of syllogistic synthesis. Each slice of the hermeneutic spiral was the result of the interplay between the intuitive hypotheses concepts I developed, which were then sieved through the conceptual understanding of the teachers in focus. This 'systematic working out' is described by Guba and Lincoln (1985:187,188) as

... successive iterations of four elements, purposive sampling, inductive analysis, of the data obtained from the sample, development of grounded theory based on the inductive analysis and the projection of the next steps in a constantly emerging design.

In trying to understand the complexity of the teacher behaviour I had become immersed in, for each slice of the context I had encased on video and in writing, I needed to reduce this reality by "chopping it up in a very systematic way into more manageable bits" (Cambourne and Fleet 1989:1). However, these 'units' needed to be rearranged so as to remove the chaos that was still apparent by reducing the data to the patterns and relationships which underpinned the human context, while still retaining the original focus.

However, even in the most recent work written on how to actually code qualitative data, little is stated on how the process actually operates. Guba and Lincoln (1985:195) candidly admit that "it is not possible to describe or explain everything that one knows in language form. Some things must be experienced to be understood". Strauss and Corbin

(1990) devote a large section in their book to the coding process, but in describing their process contradict the quotation they use to preface their work.

If the artist does not perfect a new vision in his process of doing, he acts mechanically and repeats some old model fixed like a blueprint in his mind
(Dewey 1935:50 cited Strauss and Corbin 1990:6).

In this study the coding definitions developed through the gradual cyclical process of viewing tapes and writing narratives. Beginning with intuition I began to label the obvious instances of classroom control. These were points where the teacher needed to assume control, but at this point the video I was watching revealed a process that was very different to the style to which I was accustomed. It was at this point that I began an in-depth series of interviews with each teacher in regards to the basic tenets of what it means to be a teacher, how learning actually occurs and how they think they transfer these beliefs into practice. After viewing several sections of tape, I asked them questions as to why they proceeded to act in the way they did and what were the functions of the language they were using.

Using Terry's classroom practice as an example of how the theme development occurred, it can be seen from the following transcript and accompanying notation that this initial questioning revealed a process of thought and philosophical understanding that was highly organised and clearly articulated by the teacher. Through this recall and recount of their teaching I was able to piece together the relationship between their belief system and the manner in which they interacted with the children.

It should be noted that this is not the full transcript of either the classroom interaction or full content of the interview. The classroom dialogue represents the first fifteen minutes of an afternoon session, while the associated commentary is a summary of the interview

that took place the following day. The summary represents succinct highlights of the ensuing discussion.

Transcript of Terry's class

Date: 18/9/91

Time: 2.00pm

Terry: You are quiet folks

(quiet tone, rising pitch)

I'll get this working!

(angry tone, organising computer

for small group)

Ben will you move to a more beneficial place.

(boy moves to back of the room, class quietens)

5T (quiet monotone, children stop talking)

I've got this theory that if you sit with your

friends in the afternoon, well. (voice trails off)

Boy 1: What happened to the computer screen?

Terry: \$1500 of computer is about to hit the carpet.

Boy 2: 'Sam' did it.

Terry: Did you?

Sam: (nods head, eyes fixed on Terry, look of

contrition on his face)

Terry: (quiet monotone, Sam, your

responsibility level is zero, get your act together

or it will be out of my hands.

Summary of Interview

Date: 19/9/91

What was running through your mind here?

I was getting frustrated and angry. I could see I was getting nowhere, Ben was annoying me, so I moved him.

You gave him minimal instructions?

He knew what I meant and what to do, they all did, that

I was getting annoyed

How did they know?

Kids know what you're like. They know I respect them.

That when I do things , it's for them. Even when I'm

annoyed

He's new, still trying to figure what's happening

here, it just takes time, he'll fit in. I'll confront

today, he looked at me,) him when I have to,

but he's on the way.

Before he'd deny it, but even today, he looked at

me, didn't say anything, but it was a big jump.

He's been here long to see what's happening. It's

You've copped two detentions from the discipline committee, the result of other teachers	<i>a slow process. I'll pull him into line, but I still have to reassure him that he's ok. It's just his</i>
Your behaviour in class is woeful. Come and see me after class. We'll see if we need	<i>behaviour that's lousy.</i>
to tell mum or dad. I'm not victimising you	<u><i>Why call in his parents?</i></u>
Sam, but if the standards slip, well...	<i>It's not a threat, just my next step. Teaching involves</i>
Sam: (nods head)	<i>the whole system, you need a big picture to be effective</i>
Terry; Ok this thing has gone wacko, so you guys	<u><i>Why talk to me in this instance?</i></u>
join the group and we'll move on. Technology	<i>Why not, you're part of the room. I'll use you, we're</i>
at its best Mr Fitz. (class giggles). Ok folks,	<i>about inclusion in here, keeping every one part of it.</i>
we'll keep going with the Netsilik study.	
So move onto the floor with your gear	<u><i>Why did you sit on the floor?</i></u>
and we'll start.	<i>That's just me, I like to get down with them, Its</i>
(Children move onto the floor and	<i>part of the accessibility thing, you know, I'm here with</i>
form a circle).	<i>you. 'Im interested,. I'm having a go, so should you.</i>
Terry moves into the circle and sits down	
with the children, has a large box, balloons	<u><i>How does this fit in with classroom control?</i></u>
and scissors)	<i>Discipline is more than control, I do that, I set limits,</i>
Lots of children don't have their equipment	<i>but my rules are simple, and after a while you don't</i>
ready. From now on we're going to have to	<i>need them. Then kids know you and the whole thing ask</i>
you to get all your things first thing in	<i>runs itself. I'll step in but, it runs on who you are.</i>
the morning. (a few children are still at their desks	
talking loudly).It's a little crazy (firm tone,	
but quiet pitch)	
Girl 1: (talks in soft voice, inaudible)	
Terry: What's that darling?	<u><i>Why use darling?</i></u>
Girl 1: (repeats, also inaudible)	<i>That's just me. They're great kids, I'll talk to t</i>
	<i>themI care for them.</i>

Terry: We're going to look at the stone weir, it's

role, roles of the different people.

We're going to make a balloon out of a duck's You use a lot of humour and then can move on, how?

intestine. Sort of toy Mr, Fitz gives his kids *Hey, we're deadly serious in here, but you can still*

every Christmas.

enjoy yourself. It shows them I'm real. They can tell

(whole class laughs and look at me).

when to open up and laugh, and then when to go on.

Mmm, very popular down at Bellambi

(whole class laughs).

Why talk about Bellambi, that where you live?

Ok let's share some ideas from yesterday

They know that, and that it's not the greatest suburb.

(no response). Come on guys have go.

in the world.

Remember the mother, she had her hair

plaited between two sticks? She had that for

a purpose?

Come on guys, open up a little. She didn't

want them to fall in the fish guts?

(class breaks into laughter)

I have way with words sometimes.

Boy 3: Oh yer!

As can be seen from Terry's responses, several issues arose that needed not only clarification at the point of discussion, but also needed further follow up and more intense observation. These key points included such items as his use of humour, and associated language, drawing in non class members and non participants into the conversation, confronting children, sitting with children on the floor and his understanding of 'accessibility'. Through discussions and interview, this term was 'fleshed out'. Believing it was the key element of his approach, this notion also became the key which eventually provided the key to the whole coding process.

Through the many brief ‘off the cuff’ spontaneous discussions after the event had taken place, and several in depth interviews had occurred, I was obviously beginning to form a picture of what I thought was occurring in Terry’s room, and in the other classes. Each summary point was then cross referenced to a point of interest which needed clarification in an interview, out of which a pattern of classroom management emerged. This was verified through member checks with the teachers in focus. As can be seen in Appendix A-5, the final member check interviews had evolved into an interactive informal chat that was still "situationally responsive, appropriate, credible and useful" (Patton 1990:346).

From this process I was able to throw a thematic net over not only Terry’s transcripts but all of the data. Using the previous transcript as an example, this thematic net is shown in part in the following extract.

<u>Transcript</u>	<u>Categories and Themes</u>
Terry: You are quiet folks (quiet tone, rising pitch) I'll get this working! (angry tone, organising computer for small group) Ben will you move to a more beneficial place.	<ul style="list-style-type: none">• confrontation• self disclosure• respect/confrontation

Successive interviews clarified these themes which I thought were emerging from both observation and video tape replays, finally ending with an open ended discussion in which the key issues and themes were readdressed. As seen in the previous examples and in the appendices, the themes of respect for the children, the building of relationships, the use of humour and self disclosure and confronting children emerged continually.

Through this in-depth inquiry I came to understand the processes they thought to be essential in the everyday operation of a classroom, and by using their explanation and descriptions, I was able to begin to piece together the actions and interactions being played out in real life and on video tape.

This cyclical refining process of sharing and comparing, as previously summarised in Terry's case, became an integral component of the thematising process. A draft joint construction was finally completed, but the final writing up was postponed because I had a nagging doubt that I was still suffering from the 'eye of the beholder' syndrome. Hence I set up a dual process of reviewing the data, from a personal point and through the use of a 'blind' coder.

Theme Development at the Micro Level

I have separated this section from the previous one not because the process was divorced in any way from the overall methodological perspective, but because the actual process of coding the data necessitated a new operational lens. The perceptual filter which governed the overall coding construction process had elements that were very 'objective'. Not in a 'positivistic' sense, but in the idea that the process focussed on real people in the real world. It was a joint construction process which magnified social elements and real processes operating in the classrooms in focus.

However, in pulling these to the surface of teacher consciousness and rendering them fully visible, I was aware that the process of coding the data took on truly subjective facets. In the transaction between what I observed and what the teachers were able to provide through interviews, the coding process was filtered through subjective filters. While using the stakeholder's tacit knowledge as the initial building blocks in interpreting the data, I realised that the study began to reveal elements that simply needed naming or describing. In many instances these were highlighted when the stakeholders knew

precisely what they thought, or conversely became lost for words or were unable to continue with their own elaborations. Therefore, by necessity I often reinstituted another literature search or wrote a descriptive comment which served as a marker until a more succinct definition or title could be applied.

The initial 'cut up' of the data saw three large groups of 'language in use' emerge from the transcripts. These were;

- *the language of teaching* - the language in this form involved actual teaching, and organising the classroom.
- *the language of control* - this form had components such as managing incidents, discipline, intervention to regain children's focus and specific directions and instructions to individual children.
- *the language of response* - While similar in many ways to individual elements in the previous sections, there were distinct interactions between teachers and pupils that were qualitatively different. These included instances of humour and interaction initiated by the teacher that elicited a personal response from the students.

These three broad categories eventually were then further divided into more discreet entities through a process of division based on continually refining the nature of the three broad categories forming the initial 'cut'. This process of refining and defining was undertaken through the use of "intuitive 'look-alikeness' or 'feel-alikeness' judgements" (Lincoln and Guba 1985:342), continual literature searches and embellishment by the teachers directly involved in this study

How I actually gave names to the themes becoming evident in this study is extremely difficult to describe. I believe that it may have something to do with Wilson's notion of 'Biophilia'. A leading entomologist, Wilson believes that all humans have an inherent desire to create close knit bonds of deep understanding with each other and all life forms.

He feels that when humans come into close contact with members of the same species, or other forms of life, close proximity leads to surges of familiarity or spontaneous bursts of knowing. So deeply are we imbued with this spirit, Wilson (1984:324) wrote;

... to explore and affiliate with life is a deep and complicated process in mental development. Our existence depends on this propensity, our spirit is woven from it, hope rises on its currents.

In completing this study and coding the data within it, I have come to identify, in some measure, with this almost 'spiritual' experience. Through prolonged engagement and the forming of friendships, I came to know these people in very intimate ways. There were many times when they shared their inner most thoughts, hopes and fears. Hence I believe that in coming to know them extremely well, when I spoke with them and read through the data they had given me, a certain resonance began to develop. Hence when it came time to actually name the themes I believe were running through their classrooms, I believe I provided accurate descriptors because the codes not only 'felt' like it was them, their actual terms were used.

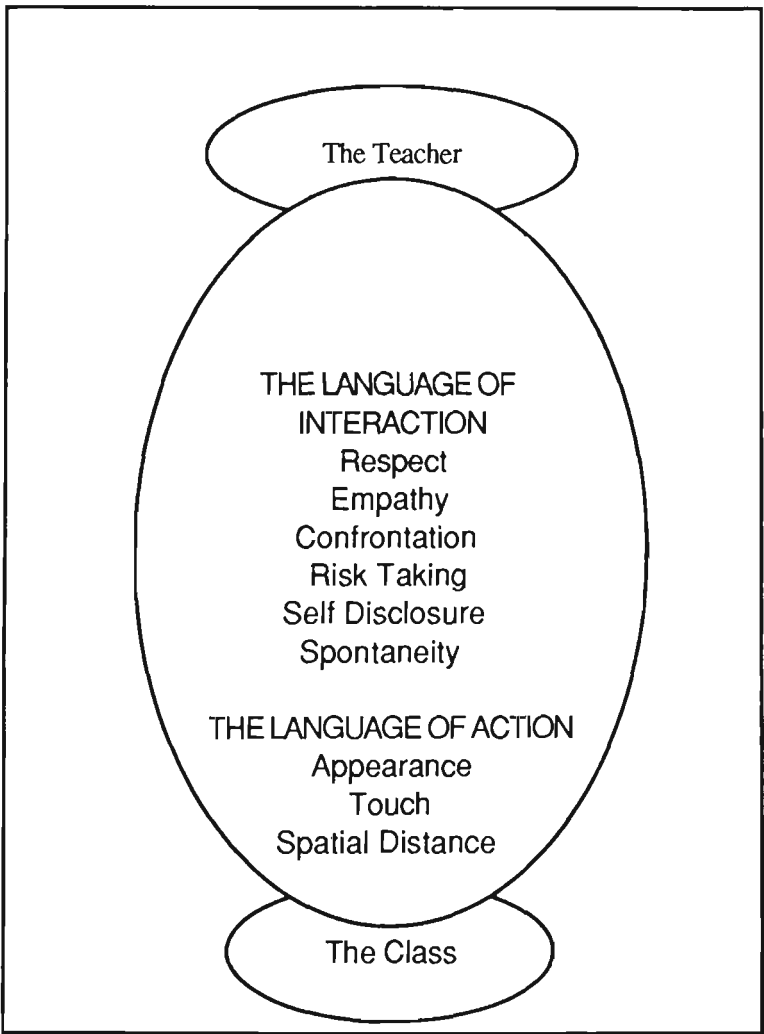
It should be noted however that in Dick's case, the thematic net did not fit exactly over all of Dick's classroom transcripts. I believe that this is because of the nature of the secondary school environment, a culture that does not allow for as intimate interaction as in the earlier school years. However, Dick did subscribe to the basic ideas that resulted from this theory development process.

When the process was completed I had a feeling of familiarity and reverence. It was akin to trying to fit a round peg into a square hole, and finally finding the round one.

The Elements of Expertise: A Summary of a Grounded Theory of Classroom Management

For these teachers, classroom management had become a philosophy and a way of life, as opposed to someone else's system transplanted into a classroom. Their approach was to present themselves as openly and honestly as they could. This projection of honesty and openness was undertaken in an attempt to form a meaningful relationship and bond, rather than a series of strategies or line of thought trying to be translated into a process of action. Unadulterated by pretence, this presentation of 'self' was manifested through their use of language. The components of their language use which were instrumental in forming a relationship, that promoted learning and maximum student participation are shown in the following diagram.

Figure 6: Themes Generated in this Study



The intent of this diagram is to represent the process of language interaction that precipitates the drawing in of the whole class and individuals into a collective whole. This process works very much like osmosis. It takes time and is founded on the three P's of 'perceive, practice and persevere'. The large 'language ellipse' representing the language environment of the classroom environment gradually envelopes the class as they come to understand the particular culture that is being developed by the teachers. Thus this process of 'acclimatisation' strives to not only create harmony in the room but because of the beliefs of the teachers also seeks to provide a reciprocal power sharing arrangement in the room. The teacher is the dominant influence of power in the room, not because they seek to control the children, but because the dynamics of the relationship are such that the children recognise that the teacher is truly 'for them' and that they have the capacity to reciprocate in style and interaction. Language is the vehicle through which this reciprocal interaction takes place. Thus the children want to conform, or rather interact with a genuine non confrontational attitude because they come to recognise that maintaining the relationship with the teacher and their peers creates an environment that is not only stimulating, but one in which they too can be themselves.

The language elements that facilitate such a dynamic classroom approach to not only classroom management, but teaching in general are:

- Empathy - As the name implies, this language function reveals the teacher's ability to fully appreciate an understanding of a child's situation, feelings and thoughts. This form springs from the teacher's genuine caring approach and determination to appreciate every child as an individual.
- Respect - Very much related to the 'empathy' category, this feature of language use ties in the notion that true care for children necessitates a valuing of each individual. Thus not only are each individual's positive attributes encouraged and highlighted, but the class as a whole is also constantly affirmed and encouraged.

- **Confrontation** - While often seen in a negative light, the connotations of this theme in this study had positive overtones. Because of the particular nature of the relationship set up in the classroom, the teachers in this study saw as their responsibility the need to intervene in a direct and often an abrupt way, when they considered the situation warranted such action. They were able to do this because they constantly were highly explicit in the role as caregiver, concerning their genuine regard for the students and thus the need for them to foster an environment in which they could reveal to children particular problems. These situations were never 'soul destroying' or self retarding, but rather were instances in which the child was confronted with a person who at all times in the encounter had their best interests at heart.

- **Risk Taking** - While many teachers would encourage children to have a go at anything the teacher provides, these teachers most certainly went beyond curriculum requirements in that they actively sought and encouraged the children to respond in kind to certain aspects of the teacher's behaviour such as humour, personal inquiry and response to teacher questions and inquiries.

- **Self Disclosure** - Very much related to the previous forms, the teachers in this study revealed to a high degree personal elements of their life, in the hope that the children would also take a risk and respond by revealing personal aspects of their own life. The aim of this self divulgence was to form a classroom atmosphere which fostered and encouraged openness and acceptance.

- **Spontaneity** - A key element of the daily repertoire of these teachers was their constant interjection into the daily routine, of spontaneous directional dialogue with students and changes or instances not normally associated with the traditional mode of teaching. The overwhelming majority of these cases were humorous retorts or responses to students.

While the main focus of this study was to examine the actual language elements that these teachers used in their rooms, most certainly a key element of their management domain was their use of non-verbal language forms. Their use of touch and predetermined plan to get physically close to their pupils was the contact element which gave credibility to the language they used. These 'body language' forms translated their message of 'I genuinely care' into a tangible process of interaction and desire to form a meaningful relationship.

The Process of Final Review

A Personal Review

This process of reviewing all the data and coding operation was underpinned by an intuitive need to briefly distance myself from all that had gone before, to ensure that no stone had been left unturned. The following is a brief description of that analysis process.

1) Careful selection of 'naturally' occurring text.

At the completion of the data gathering cycle I truly understood the term of data. Over the course of this study I had collected a little over one hundred hours of video tape and reams of field notes and interview records. While these had been reduced to a manageable size through the course of the study, I felt that to ensure that nothing had been omitted, the full data pool needed to be fully revised.

Based on Blumer's (1969) notion of 'commonsensisms', I began to reduce the video data by using my reflective journal and field note log. By comparing what I had seen with what I had initially given a descriptor and then viewing the corresponding tape, I managed to refine the data pool down to select a representative sample. Each teacher having a series of tapes that I believed provided the full representation of their control repertoire.

2) Category Construction

Each tape was then carefully inspected as a whole and then viewed with repeated pauses at sections where I perceived the teacher was initiating control mechanisms. Brief anecdotal notes were made about the context and phenomena that were occurring and the following consequences. All the video tapes were then reviewed to ensure that no actions relating to the focus had been overlooked. At this point, several instances were deleted from the tape and more accurate considerations were redubbed. Another tape, named 'possible inclusions' was kept, containing instances of control that could not be clearly defined. As the coding cycle progressed, these instances were either deleted because they were of no consequence, or became more definitive examples in the main body of the data.

3) Reapplication of Descriptors

The tape for each individual teacher was then presented to them and discussed in detail with them. My previous descriptors were presented and were either kept or altered after lengthy discussion and replay of the tapes. Some categories were renamed or replaced by a series of subcategories. The 'possible inclusions' tape was also presented with sections of tape discussed as to their suitability for inclusion, either replacing existing footage or representing a new category.

Use of a Co-researcher

At this stage of the analysis process I decided to enlist the help of a friend in the capacity of a 'blind coder'. Having no vested interest in the study other than being a self confessed 'professional student', 'John' was a qualified teacher with a degree in sociology. He also had classroom experience in three Australian states. He had left teaching five years prior to the commencement of this study to undertake a law degree, which he was just about to complete.

After each tape had been presented to the individual teachers, they were then given to John. He was fully briefed about the aim of the project and his aim was to provide both his impressions of the teaching styles and belief systems he viewed, and the main features he thought emerged in relation to this study.

Several days after he had viewed each tape we met for a debriefing session. Initially there was some disagreement between the two of us, mainly due to a difference in descriptors and paradigm perspective. It soon came to light that he was also confusing overall teaching methodology with control. While recognising the validity of his point that overall teaching methodology influences classroom climate, he also recognised that there was a considerable age difference between the teachers in question and therefore a different philosophical point of view because of their training, and experience in and out of the classroom. Taking this into account we managed to reach considerable agreement.

Rigour Audit: An Accumulation of Adequacy

Establishing the rigour of a study such as this has been traditionally underscored by the judgemental criteria of 'trustworthiness' and 'validity'. In this particular study, which has at its core a grounded theory or inductive methodological approach, under a 'constructivist' umbrella a parallel set of criteria operate. This is in line with the basic principles of constructivism (Guba 1990) in that the discourse of this approach

... needs to be the language of trust, sharing, co-operation, teaching and learning, ... where the practitioners tell what is important, legitimate and reasonable (Patton 1975:9).

Walker (1983:55) is more forthright stating outright that "proof is rarely obtainable in case study research", and that cross checking combined with the actual verbal expressions used by the respondents is the essence of validation. Through continual negotiation the case study researcher collects the multiplicity of truths held by those in the

social setting involved in the study. The researcher "becomes a collector of definitions of situations" (Walker 1983:59).

In this particular study the key operant was the hermeneutic dialectic process which by its very nature establishes 'trustworthiness and validity' through the construction of an informed and sophisticated world point of view through the establishment of continual triangulation and member checking dialogue. The hermeneutic dialectic process in itself is a process of establishing and verifying internal judgements through constant negotiation at the site leading to the establishment of more significant interpretations (Guba 1990).

The internal judgements utilised in this study follow the 'authenticity criteria' as described by Guba and Lincoln (1989;245-250). These are:

- Fairness - As the name suggests this criteria deals with the establishment of 'fair play' in what is being reported and jointly constructed. This criteria not only seeks to identify and describe fairly the multiple realities and constructions within the confines of the study, but also simultaneously keep open the lines of communication so that constructions are continuously improved. Patton (1990) believes this criteria is a key element in that it seeks to remove the remoteness and passive voice often placed between researcher and the researched. This remoteness is removed through the continual interplay of purposive sampling, and honest negotiation and reconstruction.

- Ontological Authenticity - The previous criteria directly impinges on this criteria in that the function of this form is to establish the degree to which the participants' constructions have been sufficiently illuminated so as to become an empowering agent. The actual reality has been so effectively divulged that in its new mature form of explanation and clarity it actually becomes even more sophisticated and expanded in form.

- **Educative Authenticity** - With the previous two criteria in place this criterion comes into play in that all the participants are able to reach a consensus of appreciation for all the multiple realities operating within the study.

Guba and Lincoln (1989) cite two more categories of 'authenticity' which deal with the extent that the stakeholders were stimulated into further action, but as this study was not an evaluation of an educational program as such, I have chosen not to incorporate an explanation of the personal growth and self understanding that the stakeholders developed throughout the study. The respondents in this undertaking were continually growing and evolving before the commencement of this study, and so the following chapters represents a 'snapshot'¹ of the process of educational growth.

What was needed in this project was a joint construction methodology that would systematically "recreate a public photograph of the memory of a total stranger, a total stranger who has shouted 'Look' at the event recorded (Berger 1978 cited Goodson and Walker 1983:25).

The following chapter is the public photograph developed not in a dark room, but in the fully focussed light of explanation and interpretation, using the ingredients of trust, extended time and openness.

¹ For security and ethical reasons, all data has been locked in Associate Professor Brian Cambourne's office.

CHAPTER 4

RESULTS OF THE STUDY

As he thinketh in his heart, so he is. Proverbs 23:7

INTRODUCTION

The Nature of the Chapter

The following is a description and subsequent synthesis of the data collected in seeking to understand the peculiar social understandings of long term teaching experience and 'know how'. Specifically, the aim of this chapter is to “allow the reader to experience vicariously the setting described and to confront instances of key assertions and analytic constructs” (Erickson 1986:145), in the illumination of the nature of language use, within the managerial repertoire of five experienced and efficient teachers.

In fulfilling the aim of the chapter and the project as a whole, the structure of this section has been designed so as to fully reveal

... the experience individuals are having and meaning their actions are having for others (Eisner 1981:6).

The Organisation of the Chapter

This chapter is divided into two sections. Firstly, section one contains a series of brief descriptive vignettes of the five teachers involved in the study. These accounts are an aggregated description of each teacher's classroom culture, captured through prolonged observation and then coalesced into a snapshot form.

While some statements in the description sections of this particular episode may seem to be at times value laden, they are in fact the result of long term first hand observation and the ensuing formation of a strong relationship with each teacher in focus. In essence this section is the result of Perinbanayagam's (1974) notion of psychological and social mobility, the ability to move in and out of different people's roles and values. This can only come about through long term understanding. Though fraught with pitfalls, the possibility of bias and falling into the "eye of the beholder syndrome", this forming of relationships with the stakeholders is the only way to

... discern the character and qualities constituting the object or event - this is necessary but insufficient condition for criticism - the critic also aims at providing a rendering in linguistic terms of what it is that he or she has encountered so that others not possessing his level of connoisseurship can also enter into the work (Eisner 1978:347).

Section two is a synthesis of the five case studies into a grounded theory of classroom management. Recognising Miller's (1965) admonition that language is exceedingly complicated, and the possibility of having to unpack an infinite regression of factors, processes and understandings, this study seeks to paint a picture of language more as an "experience, rather than an object for definition and analysis" (Nash 1979:9). In other words the language dynamics and subsequent ensuing systems will be delineated rather than minute details of frequencies or grammatical functions.

These systems of belief are usually seen as 'the way things really are' by the groups holding them, and they become the 'taken for granted' way of making sense of the world (Meighan 1981:155).

Hence this section will be constrained to the description of the broader concepts which are related to schools and teachers not as "people processing institutions" but as "agents of cultural transmission" (Williamson 1974:4), a transmission of values which has the potential to mobilise and motivate (Bordieu 1977).

To fully develop an understanding of this 'language mass', the various layers which form this whole have been described cumulatively and collectively, as though they were separate entities with each descriptive section leading to the final formation of a unified model of understanding

SECTION 1 - THE SITES AND STAKEHOLDERS

Site A

The initial site in this project was a small primary school (kindergarten-year 6) of approximately 289 children. At this stage of the project three teachers were the focus of intense observation and interview. They were Terry, Joy and Heather.

Situated underneath the escarpment of the local mountain range, the school services a socio-economic population ranging from middle to upper class. Roughly speaking the school is the dividing point between these groups. It is surrounded by large ultra modern homes to the west, while those to the east are generally smaller in size. Although located in the middle of the suburb it services, the school has exceptional bush and sea aspects. While located in a suburb of a city with a population of 300 000, as soon as I was appointed to the school I realised that the community prided itself on its village atmosphere. According to local historian Arthur Murray (1991), this is a carry over from its original inception as a village servicing a local coalmine. Historically speaking the local hotel and the school have always been, and still are the main focus of the community. While this study was being undertaken, several retired ex-pupils built a mining museum in the school, which has become a focus of interest for schools and the community in the entire region. During the ten years that I taught in the school it was evident that pride in attending this school was fostered from all sections of the local community.

Because of the unique qualities of the school, its location within the very heart of the community, its historical prominence and the apparent value placed on education, most families support the school both financially and through an active interest in their children's education. Because of the historical nature of the school and relatively small size, the eleven teachers on staff actively engage with the parent population on a daily basis. Most teachers at this school have tended to stay for extended periods possibly because of the positive working atmosphere, general setting and central location of the school within the larger community. While the communal nature of this site is not without its problems, it does provide for close interaction among and a high degree of interdependence for all the teachers.

During the course of this study, a change in principal and a change in Education Department principles resulted in a much higher degree of emphasis on teaching expertise, transparency of policy and group decision making. While the principal believed very strongly in allowing teachers to take responsibility for the running of the school and utilising individual expertise, most certainly new departmental initiatives such as 'global budgeting' (where the school determined its financial direction), school based professional development and the mandatory involvement of parent participation through the inception of school councils, saw the teaching staff take a firmer grip on the day to day running of the school.

The Participants

As stated in the introduction, the participants in this phase were Terry, Joy and Heather. Through a cycle of observation, interview and collaboration in the writing of these case studies, the following vignettes represent interpretation that is moulded by total immersion in

this particular school culture. It is therefore more than description based on participant observation, rather it is an understanding founded on pure 'participant absorption'.

1) Terry

An Introductory Profile

Yeah, I've made lots of mistakes in my life, choosing education to earn a living was one of them, ... only joking ! (3/8/90)

At the time this study was undertaken, Terry was a relatively new arrival having taken up the position in the previous year. He brought to the school a fresh approach to all aspects of the curriculum. To the sporting field he brought both zeal and expertise in many different areas, especially soccer. His fresh views on how to cater for those not especially talented in the sporting area engendered an enthusiasm throughout the school. This new perspective involved the introduction of specific skill training sessions as well as the inclusion of parents in various roles and responsibilities. The main aim in this sporting context was to engender enjoyment first and foremost, leading to increased participation and perhaps greater intrinsic motivation from the children to increase their skill level.

In the academic sphere he introduced new approaches in most curriculum areas, especially in the language curriculum. Very passionate about the need to implement 'Cambourne's Conditions of Learning' (1988), and a literature based program, Terry was able to share his views in practical ways at staff meetings and curriculum development sessions. His unique

interpretation of how to program a Whole Language syllabus was used by other schools in their 'in-house' professional development.

Terry has a peculiar sense of humour, one he readily admits he possesses. As can be seen from the following extract of dialogue with one child in particular, and his class in general, Terry is unconcerned with using seemingly totally unconventional humour for the classroom.

Date: 19/9/92

Context: Terry has been introducing a 'Clarinet' song to the class, part of the Music Aviva Music program he has been co-ordinating for the whole school. A small girl 'Kay' has been talking throughout the whole session. After ten minutes Terry stops, stares at 'Kay' and raises his eyebrows.

Terry: 'Kay', you're a dag. You know what that means?

‘Kay’: A sheep's bottom.

Terry: No

‘Kay’: Tail ?

Terry: It's, we'll talk in scientific terms. It's a poo ball, that sticks to the wool.

(Whole class erupts into hysterical laughter)

He delivers jibes and jokes at the most unexpected times, quips that carry not only a laugh but more often than not a strange mixture of wit, social comment and a pungent sense of self evaluation. Always ready with a gag, he has a powerful vocabulary and turn of phrase. His comments often contain traces of a sixth sense of anticipation, that leaves the recipients with a smile and an after taste of personal reflection. This was evident in the staff room immediately following the previous incident, when a female member of staff was discussing a very personal problem concerning her daughter's morals. Terry was fiddling with a clarinet he had been showing the class, and at a very emotive moment piped up with

“I practise safe sax!” (25/9/92)

After completing high school, Terry had initially decided to undertake a law degree, but decided on teaching instead believing that it would be more personally rewarding. While he believes this most certainly proved to be the case, when he finally graduated with a Diploma of Education, he found that the course he had undertaken was virtually of no use to his classroom management practice or his own personal ideology. In regard to classroom control, it seems that apart from a little behaviouristic psychology and sociology, no substantive help was provided. As far as he is concerned, it was getting out in the classroom that provided the stimulus to put into practice his own views on teaching.

It wasn't until I got into the real classroom that I learnt anything. (2/9/90)

Not that this was without trauma, because most of the transition from theory into practice came through trial and error learning.

College gave me no help in the dynamics of doing it. Only a small bit of the process and product of curriculum. I simply had to do it myself. I had to come up with the goods. I made lots of mistakes, but you know I had fun doing it. It was just me, that was the secret, just being me. (3/8/90)

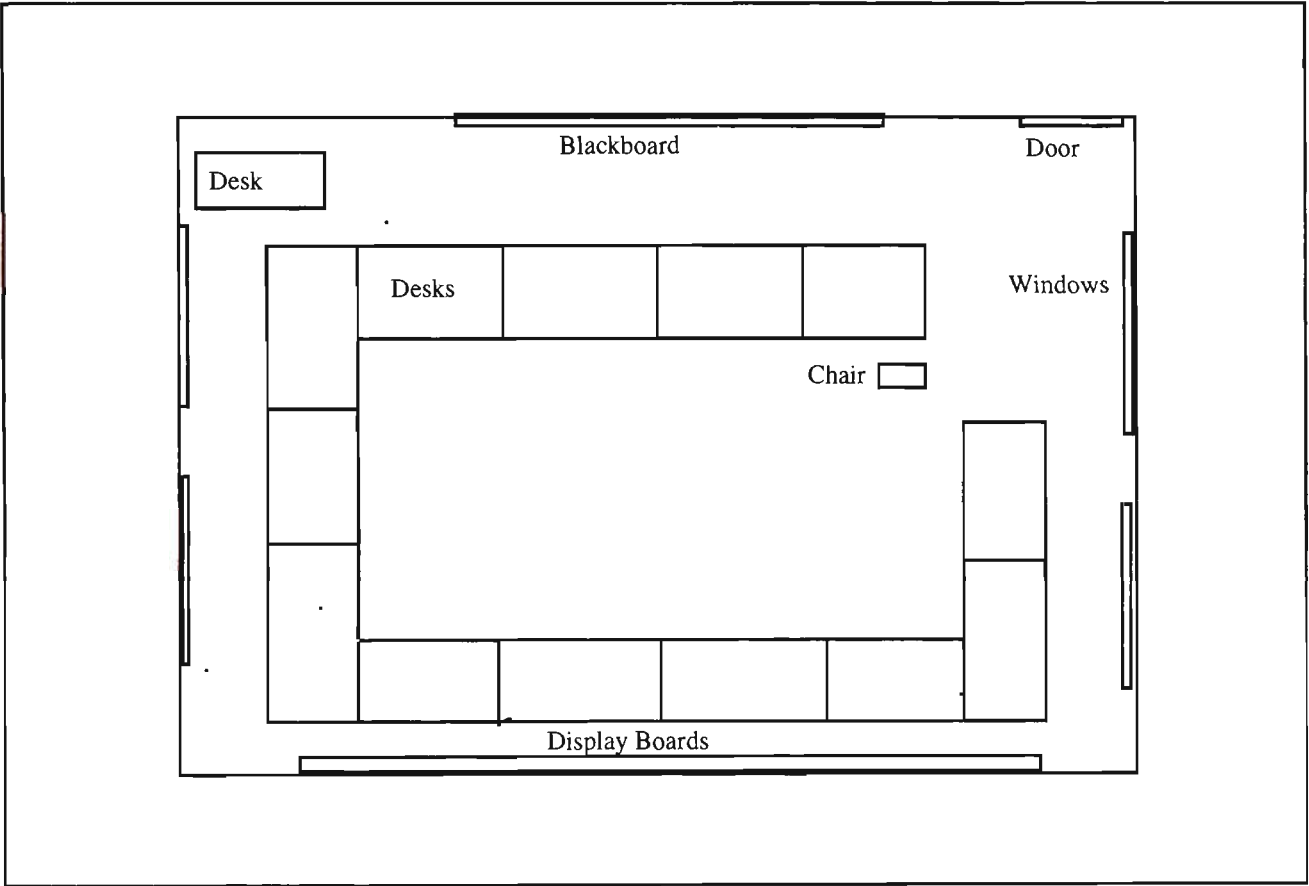
Constantly reflecting on his teaching, the driving force in this personal learning cycle of trial and error was as he openly admits, because of the negative experiences he had in school. Throughout his career he has been reflecting on

... what didn't work. You had your lessons with the chalk and talk, and half the teachers wouldn't know you by the end of the year. (3/4/94)

Terry completed his training in 1978 as a 'student of distinction', and hence his first appointment was to a local demonstration school. This school catered to the local university whereby teacher trainees enter classrooms on a regular basis to observe teaching excellence. This appointment proved to be the catalyst for the extension of Terry's professional development in that while virtually left to find his own way with his kindergarten class, he had a network of highly trained and experienced professionals from whom he could gain valuable insights, and on whom he could lean for all manner of support. While the teachers in this institution have all gone their separate professional ways, the bond of friendship and professional collegiality still exists for Terry today. Whether by mail, telephone or sharing of educational resources, these teachers have set up an informal network of professional development and sharing of ideas, programs and resources.

Class Set Up and Organisation

Figure 7: Layout of Terry’s Room



The formal school day for Terry starts very informally. As soon as the first bell sounds at 9.00 am, the children line up for morning assembly. Terry mingles with them freely talking, laughing and joking. More often than not he is still talking to them, or to other teachers when he too should be listening to the morning announcements.

Date: 23/9/92

Context: Morning Assembly, 9.00 am

Terry: Hey, Kylie listen to what Mr R' has got to say.

Mr Fitz and I are having a deep philosophical discussion.

Kylie: Ok Mr Mac (whole class snickers).

After this brief assembly the children move into class. Terry does not insist on regimented movement in straight lines as others do, rather the children move in a large group with Terry somewhere in amongst them continuing to talk and joke. At the bottom of the stairs leading to his room, the children line up and settle down, sometimes with a little prompting from Terry. These prompts take the form of simply a name being called, a joke and sometimes a little witticism which is all taken in good humour by the whole class.

Date: 24/9/92

Context: The class has moved from the assembly to the bottom of the stairs.

Terry is standing on the bottom step waiting for the class to settle, but is talking to 'Roy' in the front of the line. (The initial section of the conversation was inaudible)

Terry: Do you know what I'm talking about?

'Roy': An oasis?

Terry: This is not even an intellectual oasis. (all the class bursts into laughter).

Not even a modicum of intellect. I'm not sure what a modicum is but I like it. (Whole class giggles)

'Naomi': Isn't an oasis a computer program ?

Terry; Oh no!

'Naomi': Rats !

Terry: Thankyou 'Naomi' for stating the obvious. Up you go, we might get some sensible answers upstairs. Roy before all this I thought you were intelligent. (Whole class, including 'Roy', giggles)

The children then move off up the stairs relatively settled and enter the classroom after taking out their books and writing implements. Terry usually enters the room after a few have gone in, gets the class register and the book he is currently reading to the class, and seats himself on a chair at the front. After organising their desks the children move to the floor and sit in front of him.

Because of his belief in a Whole Language approach to the teaching of literacy, Terry begins everyday by reading to the class. Nearly always fiction, as he reads he asks questions, makes

pertinent comments and then usually finishes this episode with a related activity. While the whole class is working he moves around the room talking to the children and helping them with problems, which more often than not involves related laughter. At the end of this episode there is always a sharing session which centres on information gained, answers given or emotional responses.

While he has a timetable which is generally followed, this is not always the case. After this reading focus he then moves into a small group decision making activity or a writing demonstration. This is often followed by a sustained writing period, which also ends in a sharing session. This concludes the first session of the day.

After recess, movement back into the classroom is almost a carbon copy of the morning. Depending on the day, after recess is usually devoted to maths which is treated in much the same way as language. The session starts off with a whole class demonstration, then moves into a group activity finally finishing with the children working on a whole class work sheet or activity. After lunch time is devoted to the arts, humanities and physical education subjects.

Believing in the Whole Language principle of 'Immersion' and possessing a naturally artistic flair, the walls in Terry's room were covered in print of all kinds along with specific curriculum foci and copious amounts of artwork. Every square centimetre of wall space is utilised and while the walls are awash with both the children's work and Terry's artefacts and memorabilia, it does not appear messy or cluttered. Everything is arranged so as to blend and

merge creating the impression of order. All of the work is of the highest standard, with even the children's written work full of colour and vitality.

Personal Philosophy

Phil, kids are the best judges of everything that happens in the classroom. You have to be real and everything you do has to be real. You have a product to sell, and it's got to be real to turn the kids onto it! (3/8/90)

Terry's personal philosophy is extremely simple. As far as he is concerned,

... classroom environment is the key for me. (3/4/94)

In developing this classroom atmosphere, he instigates several distinct strategies. As he states in the opening quotation, his view of teaching demands the need to be completely open, honest and sincere in every aspect of classroom life. This view gives rise to not only the revealing of all the positive qualities he possesses, but also he is not afraid to reveal all those emotional qualities that are often viewed as negative. In taking a group of undergraduate students into his class on the 7/10/93, to observe his approach into the teaching of reading, he shocked them by admitting to me that during the previous day he had become very angry and had "thrown an all time teacher whammy". When questioned about this and how the children responded, he replied,

I don't always know how some kids think. I always sit down at the end and kind of talk and try to explain what I was feeling when I did something. (3/4/94)

It would seem that while being open and revealing all that he is feeling and experiencing, he sees a corresponding need to explain himself and establish the notion that it is all right to express these feelings. He also believes how to cope and deal with them needs to be clarified as well. This appears to be part of Terry's "chatting about reality" belief (7/8/92), in which he sees the need to show the children that teachers are human. He feels that is especially important when dealing with younger children because in his opinion;

They think you're God, these little guys. (3/4/94)

In opening himself up to the class in this way, he hopes to facilitate a channel of communication in which the children will reciprocate and open up to him as well.

I think kids almost eliminate teachers from their experience if they don't open up.

Kids like it. You get much more from them, they start to open up to you as well.

(7/8/90)

In developing this 'opening up of self' aspect even further, he believes that a teacher's role must extend beyond the classroom. Hence he spends a great deal of time in the playground with the children, talking to them, playing with them and simply wandering around.

I found that it goes beyond the classroom. So I spend a lot of time with the kids in the playground. In the morning, in the afternoon, developing a relationship, showing you care, you're approachable. Just trying to open it up with the kids.

You bring them in. (3/4/94)

As Terry sees it, he believes that as the year progresses and the children see first hand the openness of the teacher and the gradual unfolding of the relationships formed, each individual and the class as a whole open up more and more. All his classroom management strategies are focussed on developing an atmosphere and classroom climate that engenders this opening up. Motivation for both the individual and the class to engage in a relationship is formed and enhanced through an intrinsic rather than an imposed philosophy of control.

Motivation is being with the kids and being for the kids. (3/8/90)

In further pursuing this aim of establishing a harmonious working atmosphere through the developing of relationships based on this notion of 'self divulgence', are a set of managerial strategies which are both deliberate and aimed at recruiting the child to be a part of the collective whole.

The first strategy is related to Terry's personal appearance. Always immaculately dressed, he admits that he is totally committed to a sense of perfection and projection of self image. His external appearance plays a major role in projecting not only care about dress standards, but confidence and a sense of pride. In essence this emphasis on the external is the facade for the expectations and general classroom atmosphere that he is seeking to engender.

I'm really into image. It's simply an aspect of me. I guess it's part of my perfectionist streak, my personal theory. I really believe that the image you project, kind of bounces back, in the way the kids behave, you know, in everything. (3/9/92)

In demanding perfection of himself, in all aspects of the classroom, he believes that this ideal will be infused into the children as well. He insists that high standards in dress, work product and attitude to work must first emanate from him. By projecting himself and these high demands, he feels that these qualities will become almost contagious. He is of the opinion that the entire image he projects both physically and ideologically will bounce back in a mirror image of behaviour and attitude from the children.

Further applying this projection principle into practice, Terry believes he has instinctively instituted in his classroom repertoire a natural tendency to touch and get physically close to his students, believing that “there are lots of messages in that experience” (3/4/94). He sees the physical contact between teacher and pupil as a bonding mechanism. A strategy he employs automatically and instinctively, he sees the touching of students as a means of drawing them in, “making them a part of you” (3/4/94).

The mechanism of the touch is therefore a reciprocal experience , in that it is part of a cyclical form of sharing a relationship. It appears that this allows an opening up of interaction between himself and his children, as well as develop rapport between the students.

Intrinsically linked to this ideal of touch, is the most important aspect of Terry's managerial style, his language use.

In using language, that's your primary tool in anything you're doing, it's like mental gymnastics. (3/4/94)

Terry believes that he uses several forms of language in his classrooms. All could be considered as part of what he calls the 'language of genuine care' (7/8/92). While having three overall levels, each was connected through a genuine concern for the children's well-being and the need for them to feel safe and comfortable. Terry actually believes that children are very conscious of what he terms 'genuine involvement'. Teachers who have this trait are "willing to get their hands dirty, reach out and touch the kids, meeting them at their level" (6/11/92). Conversely, he feels very strongly that if children can not detect this air of involvement, then they often deliberately choose not to develop any lasting or true relationship, with either the teacher or the class as a whole.

The cutting edge of Terry's classroom is the language he uses for formal instruction. While often interspersing the treatment of new concepts with touches of humour, he believes he must constantly manipulate his language so as to ensure that all of the children have understood. Therefore much of the formal language in his classroom moves through cycles of re-phrasing. However, during these re-phrasing cycles, Terry admits to putting subtle pressure on the children, providing them with the opportunity to clarify new concepts for themselves through their own verbalisation. While admitting that it is very difficult to determine the types of questions he asked during these re-clarifying sessions, he believes that each question asked carries with it an understanding (and often an explicit instruction) of, "experiment, take a risk, put it in your own words, have a go" (7/8/92).

Date: 6/8/92

Context: Discussion on Netsilik Eskimo's values and beliefs

Terry: Sam, What's a taboo ?

Sam; Dunno

Terry: Have a go ! Live dangerously !

Sam: Is it a picture with I love you mum on it?

Terry: Yeah almost, that's a tattoo

An integral part of Terry's formal classroom practice is a second form of language he uses which is very casual and relaxed, what he terms 'chatting about reality' (7/8/92). This too has several sub-forms. He believes he consciously tries to always be honest and open with his pupils, using language that reveals any emotion he may feel including anger, frustration or affection. He is also not afraid to divulge personal or familial experiences that he deems relevant to the situation in which he finds himself.

Date: 21/9/92

Context: Whole class sharing session after 'author's circle'. Discussion of initial drafting and character development in the children's writing.

.....

Terry: Yeah, Keith, the first draft is simply the beginning. It's not like when I was at school. You had to knock the teacher's socks off first time. It was very difficult because the nuns all wore stockings.

Another conscious form of casual language is the type that occurs between lessons. During the various lesson stages or segments, Terry consciously takes a break from the more formal requirements of the classroom by deliberately introducing a more relaxed atmosphere, what he terms 'bringing in the human touch'. During these episodes, humour plays a large role in what Terry calls 'bringing it all together'.

Date 18/9/92

Context: I've entered the room for an observation session. Terry is concluding a lesson on the study of Netsilik Eskimos. The class is working in groups on the floor.

.....

'Erin': Hi Mr Fitz.

Phil: Hi 'Erin', what's that you've got?

Terry: She's making a balloon out of duck's intestine. It's the sort of thing that Mr Fitz gives his kids every Christmas. (whole class laughs). Ok, kids pack up please.

While often lasting only a few moments, for Terry these are the most important aspects of his day. It is during these sessions that he believes that both teacher and pupil open up, revealing themselves in a highly personal way to each other. As far as Terry is concerned these instances are what tie the whole classroom experience into a cohesive whole, by simply loosening the formality. He believes in that doing this he is meshing children's expectations of school with the demands of the curriculum and the need to make school a place they want to come to.

College stressed correct steps to take, cycles and all sorts of stuff, there was a 'correctness' about it. It always seemed to me that as long as you looked good in the classroom, kept the kids quiet, you were seen to be an ok teacher. The reality in that kind of classroom isn't pretty! Nothing happens! (7/8/90)

The total aim of this personal philosophy is to break down the barriers that may exist, forcing the student to take steps towards the conclusion that Terry is totally approachable, and that each student is also free to open up and reveal themselves to him as well. In his opinion, anything less than such a commitment leads the children to view the teacher as being totally

removed from their sphere, which leads to the setting up of communication barriers and the ultimate rejection of the teacher by the pupil.

2) Joy

An Introductory Profile

The biggest fear I have is that children no longer matter ! (19/2/90)

At the time this study was undertaken Joy had been teaching at this school for eight years. She was held in high esteem by the parents, and absolutely adored by the children. Constantly throughout this study, former students, even those kids who had become hardened streetwise adolescents, went out of their way to visit and speak to her, always with a laugh and a great deal of affection.

Even Matt L will drop by and say hi. You know what he's like Phil, I always ask him if he's behaving himself. I know he's not, he just smiles. (28/9/92)

During the course of this project, because of falling enrolments, one of the staff members had to be forced to transfer to another school. Because of her perceived professionalism and ability to cope, Joy became the teacher chosen to move. When the parent body discovered she was the one to move, they were outraged. A petition and letters to the principal protesting about this 'forced transfer' came thick and fast. Soon after, a rapid increase in pupil numbers negated the forced move, much to the relief of the parents.

Phil, it was a real relief to hear that Joy wasn't going. All 'K' has wanted since the kids started here, was to be in her class. Lynn (Parent interview 30/7/92)

Anytime she was on playground duty she would inevitably be surrounded by children all wanting to hold her hand or talk to her. Children from all grades, even the 'tough guys' spoke to Joy with affection.

Date: 15/9/94

Context: Playground supervision, group of four boys pass several metres away. Although only in fourth class have the reputation for being very streetwise.

.....

BJ: Hi Mrs M

Joy: Hi BJ. How's your mum?

BJ: Great. How are you Mrs M? Were you sick last week?

Joy: I'm ok now. How's 'L' Street going? You still in charge?

BJ: (laughing) Yeah, we've been having fun.

Joy is fully convinced within herself that what she gives to the children in way of respect and concern for their well-being will be fully reciprocated.

I love them all. I'm only getting back what I give. If you really love them, it doesn't matter what they're like, they'll respond. (30/7/90)

Living in the area and having children of primary school age bought her in constant contact with the local community through sporting and social engagements. Through this constant contact, she was able to keep an extremely accurate sociological perspective on what the children felt, experienced and believed about the school. This information was always kept in the strictest confidence, but made available if she felt certain decisions made by the school or staff would adversely affect the children.

Petite and quietly spoken, Joy has a keen sense of humour and an ever present smile. However she is always ready to speak her mind and defend a position. This she does with a great deal of poise.

Phil you saw me walk across that day to have a go at 'J'. That's why you called out to me. You've been in my room long enough to know me. You knew I was angry, it was about what he said. You would have been proud. I didn't even raise my voice. I just told him straight. He had to admit he was wrong. (15/9/94)

No 'door mat' she has a presence that forces one to consider their words carefully before making rash or unsubstantiated statements. While these personal qualities in themselves make

her a staff member that is both accessible and reliable, perhaps the greatest asset that she possesses is loyalty, loyal to the school, staff and children. Even if they are in the wrong, she will defend any of the previous three groups from outside attack. Then in a quiet moment have a subtle word with the person or persons involved. Alternatively, she too is always willing to take advice, especially in regards to her work in the classroom.

While she considers herself an old fashioned teacher, especially in her approach to the teaching of literacy, she is always willing to listen and take on board new concepts. While she may not employ them, she is at least willing to listen.

Phil, I'm not always confident that I'm up to date, but I'm willing to change.

(30/7/90)

At the commencement of this study Joy had been teaching for twenty four years. Her first appointment was to a small country school in an area called the 'Highlands'. As demonstrated by the following quotation her first introduction to teaching was not what it should have been.

My first supervisor was a real pig. On the first day he stood me up in front of the school, and yelled, "Year one stand up , SIT! Year two stand up, SIT! Year three stand up, SIT! They're yours !" And left the room. (19/2/91)

Although she was ecstatic about her first appointment, she was extremely close to her family and having to live away from home combined with the negative attitude of her principal brought about a degree of unhappiness.

Coming from a very close family and being relatively naive, she initially “simply did what she was told” (19/2/93). No professional help was given at all in any curriculum area or in any other section of the teaching field.

There was absolutely no help given about anything. (19/2/91)

Having to teach a large group of children and having no classroom management techniques provided in her training, she decided to do it her way. Through trial and error, which she still uses to this day, she gradually developed a rapport with these children. She described the experience as

... having two lovely years of lots of cuddles. (9/2/91)

In order to overcome her lack of professional development, she had decided to utilise her own family experience and translate this into an overall philosophy and methodology. To use her own words;

... my classroom control was based on love and care. (19/2/91)

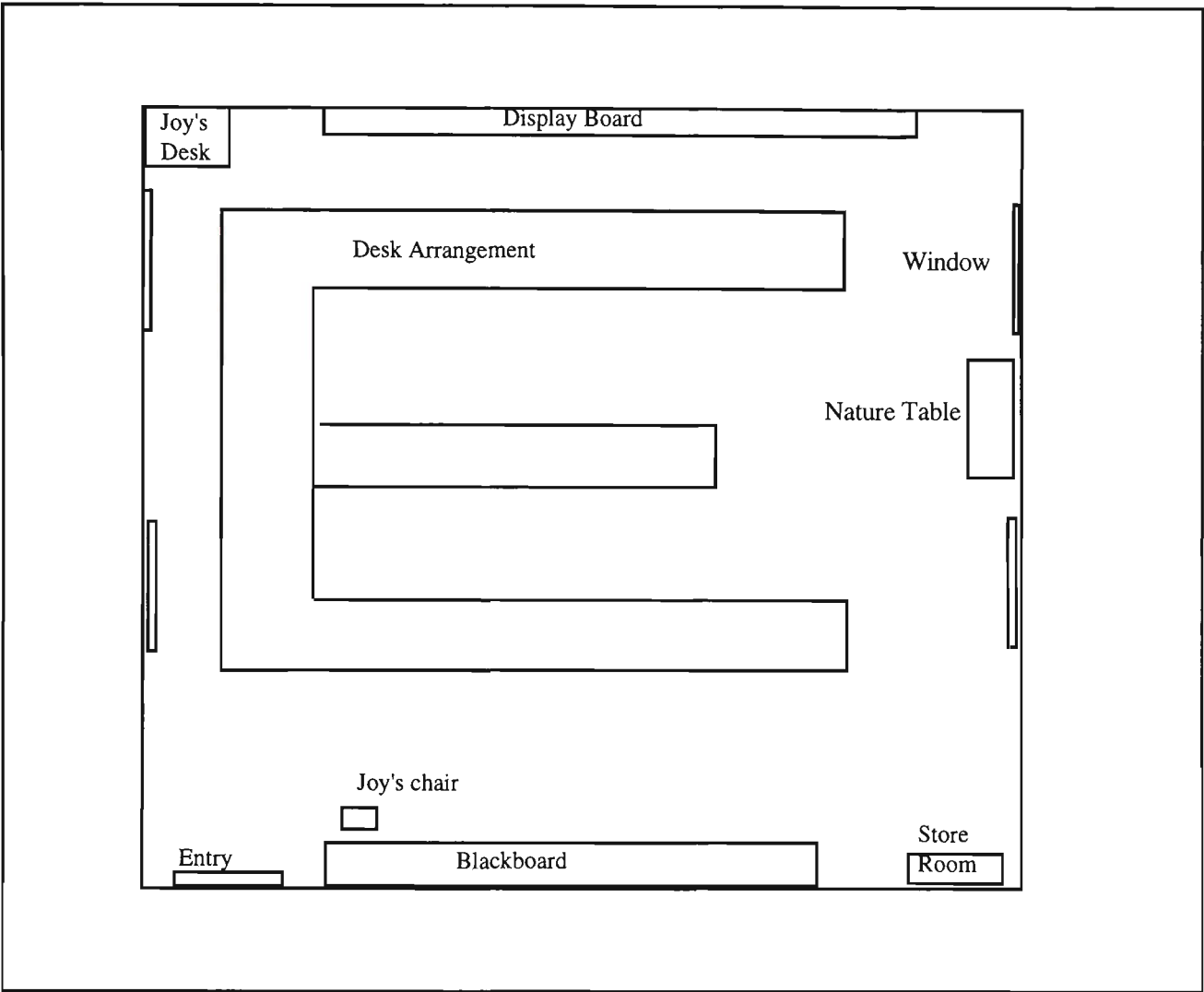
While the initial experience was traumatic, overall it was the catalyst which she believes transformed her approach to teaching. Left to her own devices she had the freedom to explore for herself, developing a teaching style she felt comfortable with. More importantly it left her with a continuing thirst for self improvement which has continued throughout her career.

Two years later she transferred to another small school in a suburb next to where her family lived. Her new supervisor was a “tough German woman, very tough” (19/2/91), but one who absolutely loved children. Once again feeling slightly intimidated she began the school year at this new site doing what she was told. However, this time the professional atmosphere was much more supportive. The other teachers in this school were all highly supportive in all aspects of teaching. In Joy’s words “there was a smorgasbord of teaching styles” (19/2/91). These teachers were always willing to share ideas about what worked for them. Through their support Joy developed even further her notion of teaching through care and love.

It’s simple really. If you love kids, if you’re for them and they know it, they’ll respect you. I always consciously think in class, how can I get my message across ? How can I say it? I want them to know that they’re fully accepted. I want them to come to school. (31/7/90)

Classroom Set Up and Organisation

Figure 8: Layout of Joy’s Room



Like Terry, Joy’s class lines up for a whole school assembly. Joy is always punctual at this assembly quietly talking to the children and helping them line up. For Joy this is the beginning of the settling down period in which the children begin to focus on the school day ahead.

When moving into the classroom Joy insists that they remain quiet and in their lines. Before entering the room the children quietly place their bags in a small 'hat room' area, remove what they need and then move into the room placing their equipment on their desks before sitting on the floor in front of Joy.

The usual routine from this point on is the taking of the roll and news items. Each child is rostered on to present an item of interest to the class. After this initial beginning the children usually complete a whole class reading activity.

Personal Philosophy

All I do is love them, I love them till it hurts. (27/9/92)

Joy's response to my initial question concerning her personal philosophy was immediate. In elaborating on this she became somewhat misty eyed, because her deliberate plan of action with every class is to "mould them into a family" (3/7/92) similar to the family relationship she enjoys now, and had as a young girl. All her belief systems concerning teaching, including the notions of discipline stem from the values she acquired from her own home life and childhood.

It all comes from mum and the things she taught us. You have to dress decently, the idea of discipline, do an honest day's work for an honest day's pay. It all comes from the self sacrifice she made. (30/7/92)

She actually tells the children that she will be their 'school mother' and that she will treat them like her own children. Believing this deliberate course of action focusses on developing in the children a belief that they are accepted and is in essence a set of self esteem strategies that set out to

... build a bridge of trust and a sense that the children can lean on me and talk openly to me. I want the children to want to come to school, to feel safe.

(19/2/91)

Joy is of the opinion that the present day structure of the education system she teaches in has become money and power orientated, rather than child orientated. This belief, plus rapid changes in many curriculum has left her with the feeling that the 'powers that be' have lost sight of the fact that it is children that teachers are dealing with, not a production line.

All I want is to close my door and be left alone. Then I'd be happy as Larry.

(30/7/90)

She is always willing to share and let visitors into the room. The preceding statement in no way reveals a desire to become a teaching recluse, but rather her intense desire to be with her children in the class, talking, sharing and simply being together. This being together involves the forming of a bond that goes beyond the normal teacher-pupil relationship, but rather involves the building of an enjoyment of simply being in each other's company. For Joy this is an almost universal generalisation. She believes that if you truly love kids then you can like them in any place, time or circumstance.

They love me, I love them, they know I really care. Discipline comes from within the child. It's drawn out by the teacher truly caring. (19/2/91)

Joy has translated this caring ideal into a series of personal techniques, all of which are deliberate strategies aimed at engendering and fostering a truly personal relationship. One of the most potent strategies she employs is the notion of touch. A strategy actively discouraged by the educational authorities and teacher unions, Joy uses the 'personal touch' to great effect. Believing it an essential element in gaining their trust by revealing to the students that she "practises what she preaches" (30/7/92). She deliberately sets out to build confidence by actively and deliberately moving into the children's personal space and gradually through the casual touch when entering the room or in the playground. She is of the opinion that a reciprocal bond is developed through this interaction. This non-verbal communication is not a short term practice, but rather Joy is most emphatic that it takes time to build this rapport and acceptance.

The effectiveness of this strategy was extremely evident in the previous year. Prior to entering her year one class, 'John' had been a deeply emotionally disturbed child in one of the kindergarten classes. Described as 'feral' by some staff members, he was virtually uncontrollable. He was unable to work at a desk preferring to crawl around on his hands and knees making animal sounds. His teacher, a highly trained practitioner, had not been able to change his behaviour throughout the year. Although receiving constant help from the school counsellor and administrators at the highest level, he had remained in the class because of parental demands, while gaining no social or educational skills at all.

When he was placed into Joy's class the next year she was naturally apprehensive, but nevertheless determined to succeed. Beginning with constant encouragement and the gradual introduction of the casual touch, she gained his confidence over several months. Slowly the touch became an arm around his shoulder at every chance she could. At the end of the year a complete transformation had taken place. 'John' was able to participate normally in class and proved to be an intelligent child. The most stunning indication of his change became evident to parents and staff alike at the end of year whole school picnic. 'John' rarely let go of Joy's hand throughout the whole day. When he did go off to play he would soon return for a cuddle and an intimate chat.

The key to Joy's teaching is she believes the fact that she is always totally herself. Everything she says and does is a reflection of her true self.

How you teach must reflect your personality. You can't act all the time or consistently. (19/2/91)

This revealing of self is manifested in several ways. She believes her external appearance is a vital element in the total process of teaching. Always immaculately dressed, this is a key strategy in her teaching repertoire. While she personally likes to be well groomed, most certainly she believes that the children also expect her to be well dressed. Thus through catering to her expectations and the children's expectations, the first rung on the ladder of mutual understanding and co-joining of expectations is reached. In fact she likes the children to comment on her attire and general appearance feeling that it not only "gives her a lift" (19/2/91) but is an integral part of the familial bonding process. Just as 'real' families provide

feedback to each other and ask each other's advice, so this feeling is continued into the classroom.

A key element for Joy is the belief that she must do "an honest day's work for an honest day's dollar" (19/2/91). This belief structure entails "walking the second mile", or as she also puts it, "a lot of self sacrifice" (19/2/91). This entails not only working constantly and consistently but a great deal of "self revelation" (30/7/92). Always willing to express her emotions openly, Joy tells the children quite openly how she is feeling at the present time for better or worse. She is also quite open about her family affairs, what her children are doing, what the family are planning to do and the occasional problem they are facing. In doing so, she believes that they will reciprocate and open up to her.

The key which enables children to open up is for Joy the use of humour. In her own words, "once they can laugh with you, you've got them", not got them in the sense of "being under the thumb" (30/7/92), but rather they are truly listening to you in everything you say, for good and bad. This too is a deliberate strategy that becomes an integral part the language environment of her classroom as the year goes on. In regards to some children it becomes an exceptionally deliberate strategy in an attempt to get them out of themselves and open up.

3) Heather

An Introductory Profile

I just tell the kids, I'm not a baby sitter. (25/9/91)

Growing up in a small country town, Heather attended a 'central school', a school relatively small in number of pupils catering for both primary and secondary grades. At that time and in that particular rural culture it was not expected that she complete her secondary education or even undertake tertiary education. Her brothers chose to remain on the family farm while she completed her teacher training after graduating from high school.

Heather was the Assistant Principal at the time this study was undertaken. She began her career in September 1961 after completing two years of teacher training. She too had no formal instruction in classroom management and found her first appointment to be a class that she described as 'absolute terrors' (17/2/92). Thus by necessity and sheer survival she embarked on a course of professional development based on expanding her own tacit knowledge.

My whole approach has developed through simple trial and error over the years. I

guess much of my teaching is an extension of me just me. (17/2/92)

Teaching in several schools in the region in which this study was undertaken, she completed several inspection phases allowing her to move through the promotion ranks. However she failed in the last inspection necessary for her to become a principal. Still a contentious issue

for her, she believes she was unsuccessful because the school inspector who undertook "the three day interrogation" had a point to prove. "It was his first appointment, he had to show that he was tough. I was one of his first victims" (17/2/92).

While it was still possible for her to go through this final promotion process at a later stage, she never did. It was at this point she made a conscious decision to remain a classroom teacher who still had a high degree of administrative duties. This provided her with considerable say in the running of a school while still having contact with the children.

Teaching isn't chalk and talk, it's being with the kids. (28/9/91)

Having taught for almost fifteen years at this school, she had become firmly entrenched in the culture of the site. At the commencement of this project she had only six years till she retired, and was now teaching the children of past pupils. This was a source of pride for her because it left her with a sense that she had done a good job. Meeting past pupils, now parents in their own right, gave her the feeling that she had been a positive influence in the process of them growing up.

Phil, I believe that teaching extends out of the classroom, out into the playground. and beyond. I'm now teaching the kids of former pupils. When they come back and talk about their kids, I know the relationship worked. It makes me feel good. (28/9/92)

However she was also now looking forward to her retirement. Not particularly liking the changes that recent decades had brought, because she believes that the administration had lost

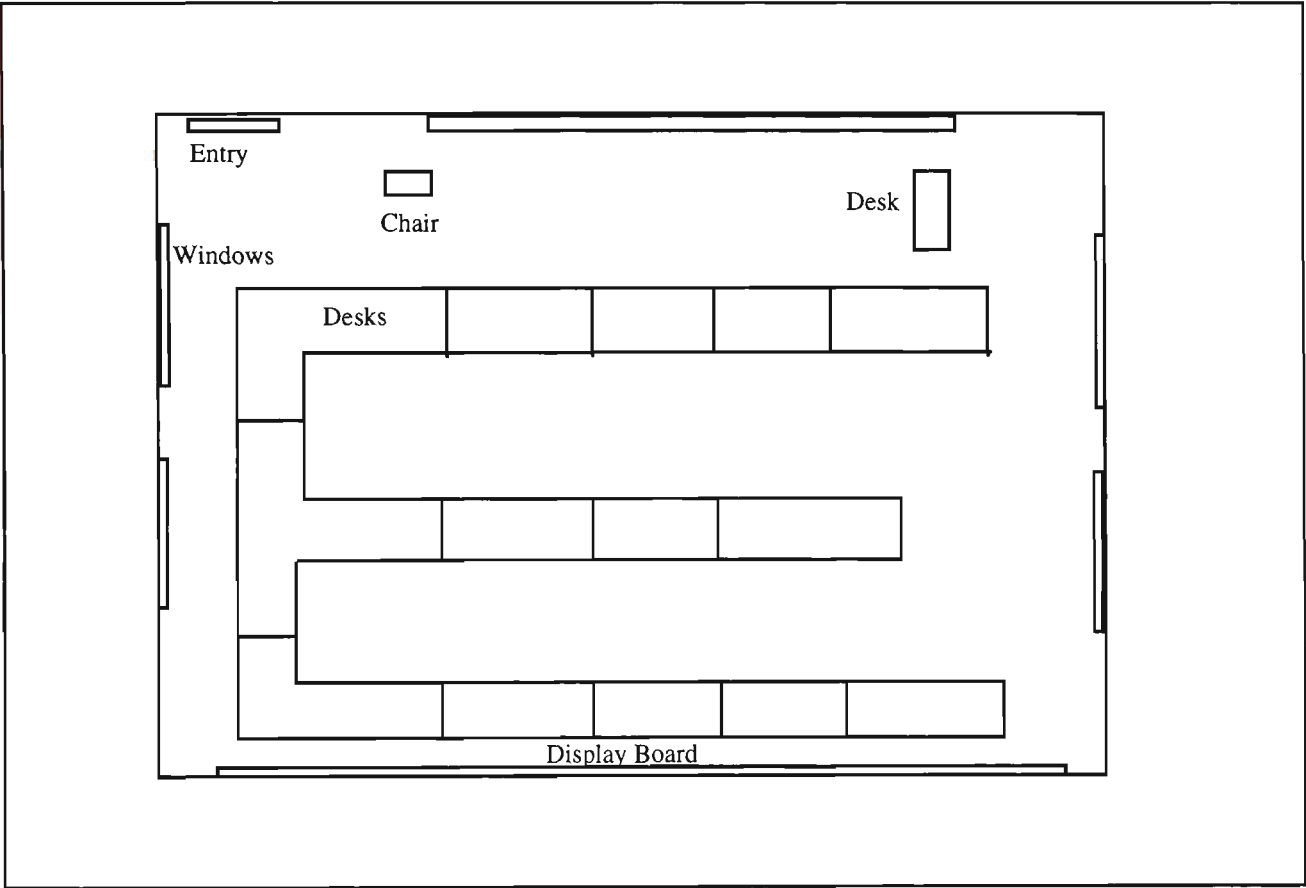
sight of the true focus of education, namely children. She commented that she was looking forward to a time when she could put her feet up, where her time was her own.

Education is no longer about kids, the care seems to have gone. (19/7/92)

While in many cases teachers in her position might be tempted to take it easy, Heather was just as involved in the school as ever. Serving on several committees, her most important function at this time had been the setting up of the school's 'discipline committee' and a subsequent need to write up an accompanying policy. This took a great deal of time and effort. Meetings with the staff, surveying the parent body in regard to their beliefs about student welfare and the actual writing of the document took several months to complete. As she says, she had "put her heart and soul into the running of this committee" (5/3/94), and was always on the look out for change in order to facilitate its smooth running and implementation.

Class Set Up and Organisation

Figure 9: Layout Of Heather’s Room



Being one of the senior assistant principals at this school, Heather is usually one of the first teachers to arrive at the morning assembly. She makes sure that her class is lined up and quiet, and then moves through the class lines quietening down the other classes as the other teachers arrive moments later.

The way the children move into class is important to Heather as she believes it sets the tone for the whole day. Thus while the children are encouraged to move into class in an orderly fashion and in relative silence, because of her belief that children “must feel good about school” (28/9/4), she provides leeway in the manner in which they move into school. While she sees this small section of the day as settling down time, she is also conscious of the need to provide opportunities for the children to feel relaxed.

Date: 2/9/90

Context: After the conclusion of the morning assembly (9.00am), the children begin to walk into school. Gradually they bunch up into a very tight line and begin to march, clumping extremely loudly. Heather walks to the front of the lines and with a huge grin growls at the top of her voice at them. The class breaks into hysterical laughter. They continue to move into school with the majority a little more subdued. Some children continue to clump.

The occasional child is also sometimes singled out to talk to, or a joke is shared. She also talks very quietly to other teachers, often including a passing child in the conversation through a comment or joke. While formally organised, this movement into the room has an informal tone about it.

Once having entered the building, the children place their bags in an outside room and move onto the floor at the front of their classroom. Heather usually enters last and seats herself at the chair in the front. The formal day begins with several children standing in front of the class and sharing a ‘news’ item with the rest of the class. Each child has a particular day to share. Heather often joins in this sharing session, often talking about her family especially her daughter.

Date: 2/9/90

Context: 9.20 am, Conclusion of the ‘news session’.

.....

Heather: Lisa played two games of netball on Saturday.

Child 1: Did she score any goals?

Heather: Fourteen I think. I did a lot of talking in the first game. (kids laugh)

Child 2: Was she hungry when she came home?

Heather: I wasn’t there when she came home, but the fridge seemed a lot more empty.

If Heather has a visitor or has to attend to a message, the children take over the running of this episode. Heather always manages to keep one ear open to the item and always asks the child questions at the conclusion of the segment.

The most usual pattern is to then issue a reading worksheet. After explaining this to the children she makes sure they all understand and then sets them to work. Moving around the room she helps individual children. At the conclusion to this teaching episode the children move into a spelling activity. Using the Quota Spelling system, the children all know which activity is next and move quietly and efficiently into the activity. At this point Heather usually sits at her desk and calls children to see her for individual attention. The final session leading up to the first break is a writing session. She begins with discussion on the previous day's work, and after being given further instructions the children set off to work. Heather once again returns to her desk where individual children come to her for individual attention. During the course of this session, Heather keeps a constant eye on the class.

Date: 2/9/90

Context: In the work session in which children come to Heather for individual attention, one of the boys becomes very disruptive, Heather stops what she's doing, leans forward until his eyes catch hers. With his eyes now riveted on hers, he stops what he's doing and very deliberately resumes work.

The children who come to her desk stand extremely close and the almost inaudible chat while beginning with the task at hand, inevitably leads to a giggle or an intimate discussion.

Date: 10/9/90

Context: Individual conference with Heather

.....

Heather: I hear that Grandpa isn't very good.

Child: (burrowing her head on Heather's shoulder, initial response inaudible)

Doesn't look like he's going to live.

Heather: (with arm around the child, initial reply inaudible)

Stop and think, he's had a long good life. It will be sad for you

(continued response inaudible

Between recess and lunch is the maths period. The format for this episode usually involves a whole group discussion and demonstration followed by a group activity. The afternoons are most often devoted to the humanities subjects.

Personal Philosophy

I tell the kids I'm tough but I'm fair. They know what the boundaries are, they know where they stand. (28/9/91)

Believing that her two years of training gave only a rudimentary understanding of the then curriculum practices, she had to begin her teaching career through what she terms “trial and error learning”(17/2/91). In fact she had to begin this approach to her teaching immediately, as her first appointment came about "because the teacher first appointed to her class resigned as the children were considered uncontrollable" (19/7/91). With no resources or assistance from other teachers, Heather made a conscious decision to fall back on her own family experience. Thus she began to incorporate a similar style to that applied by her parents.

Being the only girl in a large family of boys provided me with a natural selection from which to choose. (28/9/91)

These strategies include the need to set clear guidelines, withdrawing privileges, ignoring inappropriate behaviour and removal of the child from her immediate vicinity for a mutual ‘cooling off’. This last strategy involves the child being placed for a short period of time into another classroom. While Heather feels that many teachers would see this as a form of delegating authority, as a supervisor of other teachers she aims at developing a collegial form of teaching and consequently a sharing of all aspects of classroom activities. It is in essence a strategy that seeks to include the student in a wider sphere rather than exclude the child from the classroom. The underlying philosophy which Heather hopes to engender is that by removing the child for a short period of time enables her and the child to cool down as well,

so as to “feel comfortable in each other's territory“ (17/9/91) when a discussion next takes place.

Every aspect of her teaching revolves around this notion of being comfortable in each other's presence and the development of a family atmosphere. Heather makes this aim very explicit to the children. At the beginning of every school year she tells the children that she is

... their school mum, and that this room is yours as well as mine. (28/9/91)

Implicit in this statement is an ideal that has a two fold approach in design and application. Throughout the whole year she tries to develop the twin notions of unity and inclusion. These twin notions appear to be intrinsically linked. She strives to create an atmosphere in which no child ever believes that he or she is excluded from the ‘family’. Even though there may be temporary lapses when the child does not conform to expectations necessitating a reprimand or discipline, Heather strives to show that the child is still accepted in the family fold.

While this family framework is the mechanism which underpins all that Heather attempts in the room, she also makes it clear that she has other responsibilities as well. She makes it abundantly clear that while the children can get close to her, she also has a different function. She insists that every year she also tells the children that while she is their classroom mother there will be times when the situation will change slightly in function and purpose. In telling the children that “I wear several hats, a mother's hat , a wife’s hat and a class teacher's cap” (17/9/91), she believes she is on the path to establishing a relationship in

which the children can detect the subtle changes of operation in the classroom while not losing the family feel. Just as parents in the home move through changes in responsibility and function, so she believes that she too can operate in a similar fashion.

Heather fully believes that the children gradually learn to pick up on these mood, function and operational changes through subtle body language indicators, through the changes in facial expression and voice mannerisms. Even to the point that they can predict these changes well before she articulates them. She believes that the children can

.... read her like a book. (28/9/91)

She also makes her feeling very explicit as well and is never afraid to reveal her true emotional state. Although she feels the children can detect her feelings, if annoyed she will make sure that the situation does not become inflamed in any way by giving such directives as, "I need five minutes to calm down, please give me some space" (17/2/92).

This is not a 'quick fix' outlook but one which takes time and patience. In trying to develop the whole child, she deliberately endeavours to extend her influence beyond the reaches of the classroom. This is accomplished she believes by developing a network of influence throughout her department and by getting out into the playground and talking to her children. Through these simple practices she develops an intimate knowledge of the children she teaches. However more importantly she feels that they are then free to open up to her becoming

... straight forward and being able to talk to the point without any fear. If you want kids to be friendly you have to be a friend as well. (5/3/94)

Through what she terms "caring procedures and genuine concern" (17/9/91), she feels that she is providing not only an environment in which optimal learning can take place, but creating a condition in which the children are able to

... absorb these, I guess you'd call them reflections and understandings, and they reflect them back. They know you're doing your best for them. They may not always agree or like what is going on, but they understand. Your whole being, gets into them. When you talk like this and really mean it, I think it appeals to their self awareness and pools up into a knowledge of general social acceptability. (19/7/92)

Site B

The suburb this high school was located in was originally a small out of the way rural village nestled under the escarpment of the local mountain range. However, because the main city, twenty kilometres to the north, had in fact run out of land suitable for housing, the farm sites around the school were now rapidly being transformed into housing developments.

Although in close proximity to mountain areas, federal government wildlife parks, a large lake and many pristine beaches, the housing development sites were relatively cheap because it was seen to be too far from any major retail centres. Because of the nature of the environment and the low cost of housing, the influx of new residents tended to be young

families. Because of the rapid growth, local government authorities had in many instances been unprepared. Hence enormous pressure had been placed on both government and private entities to cater for the rapid influx of new residents.

Situated in the middle of this rapidly growing area, the site for this aspect of the study was a large secondary school accommodating approximately twelve hundred students. Because the school was designed to cater for only eight hundred students, enormous strain had been placed on students, staff, administrators and the physical facilities.

The Participant

Dick

An Introductory Profile

I might be a strange person but I enjoy my job. (2/4/93)

At primary school, Dick always felt he was good at school and particularly strong at maths. In fact he became dux of his year and subsequently entered a selective high school. These secondary schools catered for gifted students. While not fully satisfied with his personal direction in life, after completing high school he began an engineering degree, but after completing three years realised that he was no longer motivated to finish and so left university. After working for a year he still felt he was at a loose end until a friend of his deceased father suggested that he should try teaching. After some consideration he decided to

apply, with his immediate choice being maths as he saw it as his “own strength and understanding” (2/4/93).

He completed a one year ‘Diploma of Teaching’ at Sydney University but was still unsure as to whether teaching was really for him.

I didn't see a great future for it, it was just an alternative occupation. In those days there wasn't the situation as there is now, employment wise, you could sort of pick your own, as it were. (2/4/93)

To his surprise his first appointment to a small high school on the far north coast of NSW proved to be a totally enjoyable experience. Being the only maths teacher on staff he soon realised that his one year of training had left him virtually unprepared for teaching, to the point he did not know that he had to complete a register of attendance or even how to fill it out correctly.

And he (the principal) didn't have a lot of hair, but he virtually tore out what he did have, and said, “What did they teach you at college? (10/9/93)

It would seem that Dick's training had given him only a content or curriculum orientated approach to teaching.

And I also remember a course that I was trained to do, both maths and science, and it was more content etc, rather than specifically talking about how you control a class, how you might present certain topics and the content of them and so on,

rather than just do something specifically about something vague called classroom control. (10/9/93)

However, he describes his initial teaching experience as 'terrific'. Because of the small size of the school, he was left to sort out his teaching practice for himself which he feels has directly impacted on his teaching philosophy to this day. As he was the only maths teacher on staff and having no specific training to fall back on, he decided to use his own personal beliefs as the basic structure of classroom management. He feels that he developed his teaching strategies very rapidly, simply because he had no other choice.

Immediately after he began teaching, Dick also resumed part time study in order to complete a degree. While partly due to a personal drive, he undertook this study in an effort to further develop his teaching practice. While finding this form of study particularly demanding, it was an experience he felt was invaluable.

Dick describes himself as an 'old hand'. At the time of this study he had been the head teacher of the maths department for seventeen years, a position in which he had to supervise twelve other teachers as well as undertake administrative duties such as complete the timetable. Because of the lack of facilities and the large number of students, Dick had undertaken a radical departure from the normal timetable by experimenting with a ten period day instead the usual eight period day. This meant the introduction of a flexi plan in which both students and teachers had an extra day off once a fortnight. This was such a radical departure from the usual timetable for most schools. Dick had been regularly invited to other schools to help them set up similar innovations.

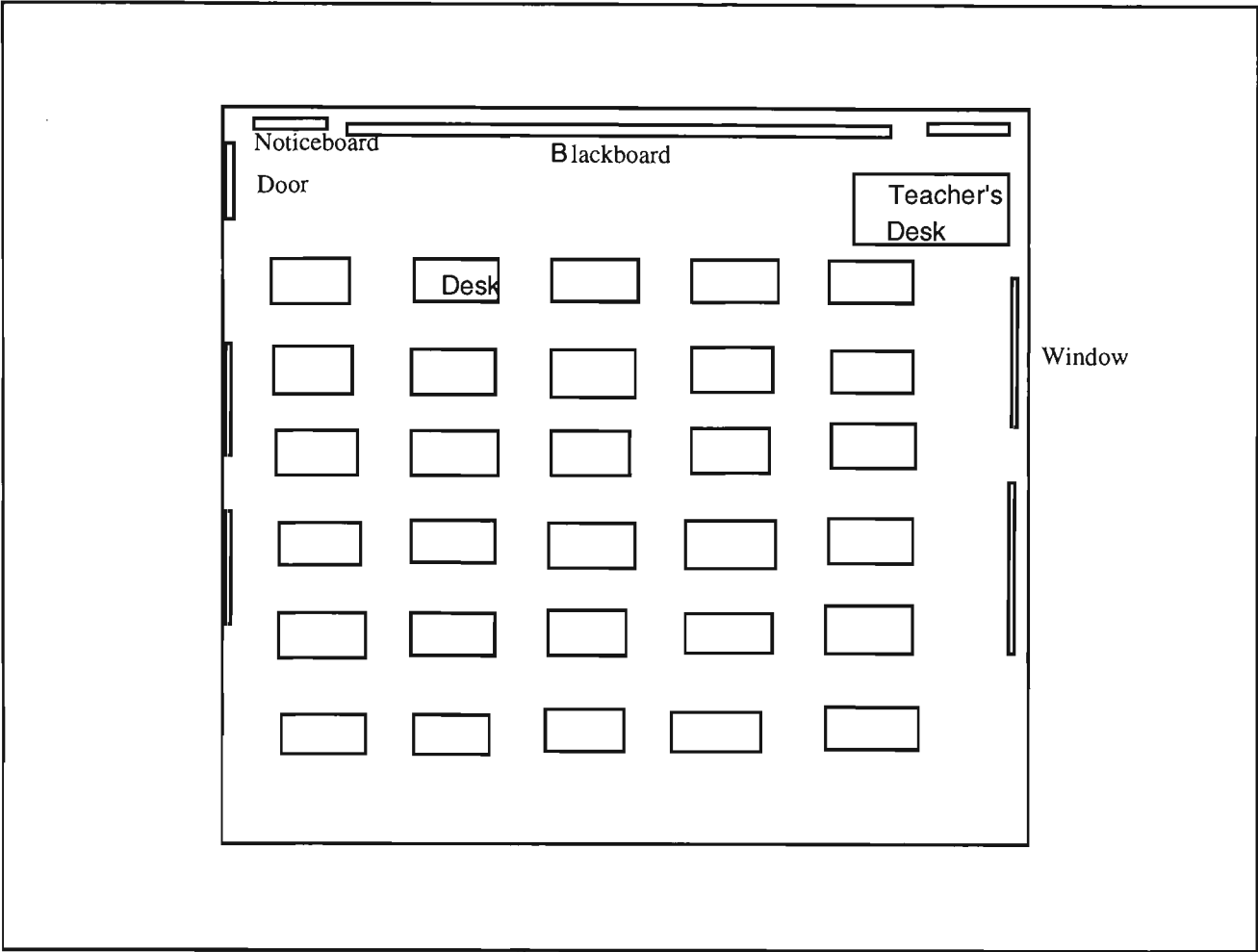
Always on the lookout for new ideas, Dick tends to be eclectic in his outlook. At the present time he has reverted to a practice of letting the children in his maths classes write what they have learned in that particular lesson in the back of their books. This learning log has proved particularly successful. It would seem that the children derive a great deal of benefit from the exercise allowing them to not only react directly to each lesson but have concrete evidence of their progress and needs. At least one member of Dick's group has also taken on the learning log as part of their evaluation procedure.

Dick believes that self analysis and reflection is also a valuable tool in his teaching arsenal. He contends that this practice has been an invaluable aid to his own professional development.

Class Set Up and Organisation

Being a high school teacher, Dick has several rooms in which he teaches. The room in which Dick was observed was identical to all others in the school. The set up is one in which all the desks are simply arranged in rows, as can be seen in the following diagram.

Figure 10: Layout of Dick's Room



The room in which Dick was observed teaching was relatively stark. The walls were constructed of 'common' bricks with the ceiling coated in textured white paint. On the front walls were a series of formulas written on large sheets of cardboard, and a few examples of work strung across the two front corners. Most of the print on the sheets was too small to be read easily. Because the classroom was on the bottom story of a three story building it was always dark, which necessitated the florescent lights having to be on even in the middle of

the day. Because of the construction, the slightest noise outside tended to reverberate throughout the room.

At the beginning of each class Dick stands at the entrance to the room, talking to the students as they enter. This takes the form of a few brief quips, comments or a joke. Humour is an integral part of the interaction he undertakes with his students.

Date: 3/9/93

Class: Year 10 Advanced

Context: Dick is moving around the room checking the student's attempts at the introductory activities

.....

Dick: Where's your homework?

Student: I was doing my homework

Dick: Do I need to go over and see your mother in the canteen and get your wrists smacked? (Student, Dick and class laugh)

As the last student moves through the door, Dick enters and begins to prepare for the lesson. Each period lasts for approximately forty minutes. The initial phase of the lesson begins with the students completing a set of ten to fifteen short questions that Dick has written on the board. These questions usually focus on work that has been done previously or a quick

introduction to the work that will be demonstrated in that session. The aim of this introductory episode is to get the students focussed on maths. Quite often Dick intersperses his initial dialogue with his dry humour as well.

Date: 3/9/93

Context: Dick has entered the room after the class has moved in.

Dick: Ok, let's get started. Just put your heading and today's date. Could you start those questions there please, just those six. You will notice that question six has got an asterix on it. It's not a Mars Bar question because the fellow who put these Mars Bar questions hasn't honoured his debts yet has he?

Class make comments, giggle and laugh while they begin to work.

(Dick has been using Mars Bars as a system of rewards)

After this initial work has been marked and an explanation has been given, Dick then moves into the main body of the period. This consists of a series of cyclical episodes, which typically begin with Dick providing a demonstration on the blackboard followed by series of questions that elicit understanding from the students. Dick moves across the front of the room questioning, probing and challenging the pupils. He then gives an example or series of examples for the students to complete. While they are working, he moves from student to student giving individual help and attention. With each individual discussion, Dick smiles

and appears to quite often interact in a highly personal and informal way. Each interaction seems to end with both the teacher and pupil smiling and making a comment.

When the first few students have finished he asks them to complete an extension activity from a text book or begin to undertake a homework activity. When he feels that sufficient students have completed their work, the class is then refocussed and the activities are corrected. In this process of correction, the interaction between the whole class and individuals giving responses is punctuated by humour and personal interaction that for a few seconds shifts focus from the work at hand.

Date: 3/9/93

Context: Marking of class work questions. In responding to 'Ray's' continued guessing at an answer by giving an a continual answer of 'two'.

.....

Dick: Ray's pattern is going well. What has he got, another two? Ray has got a theory here, if he writes down enough two's he reckons he might have to get a couple right. Is that right? It was like watching Lotto last night when the fifty and fifty two came out and I said to my wife, "Well now those big numbers have come out, so suppose forty one and forty three will now come out and they did. I wish I was psychic like that, it would have counted.

Student makes a comment to his partner

Dick: Not psycho thank you. Get your language right Steven. Alright, what do you reckon about Ray's theory?

When questioned as to the reason for this form of highly personal interaction, his response was immediate.

My presentation on the on board for example was quite haphazard at times, purposely, because I was down to their level in that I wasn't trying to formalise the lesson and turn the kids off by saying "Oh well you have got to know the exact definition or you are not going to get a word in edge ways. (6/5/93)

The series of probing questions which direct the student responses and flow of the lesson are also highly personal in nature and allow for individualised language on the part of the students. Dick actively encourages the students to give answers in their own words. All answers are valued and all students are drawn into the overall conversation.

Personal Philosophy

This is very personal and it is my own philosophy and my own beliefs. To get kids to have success in mathematics, you have to find where their knowledge is up to, or their recognition is up to, because if you don't get down to that base level you can't build on it. (2/4/93)

Dick has a cascading belief system in his approach to the teaching of maths. This preceding statement is in effect a summary of this belief system that he is able to articulate to a high degree and reveals the essence of his subsequent practice.

Firstly, Dick believes very strongly that success in maths comes through building on what has been demonstrated and internalised in the maths classes in prior years. Believing in a building block approach to the teaching of maths, he feels that this is a subject that involves drawing on a total knowledge or experiential base. It may be that even the tiniest detail or earliest maths experience may be a trigger that when recalled could help the student refocus and gain new insight into the problem at hand.

It just has to be built on and built on. (2/4/93)

Thus he believes that he needs to build on this total foundation understanding when seeking to establish new concepts by drawing continually on this prior knowledge base, even if necessary by returning to the most basic concepts. With this belief continually in mind, he actively seeks to provide experiential connectors between what they know and the new concept in focus

It's a matter of trying to put something there that they recognise and they begin, I think, in their processes to see some patterns that they vaguely remember because they have experienced it before. (2/4/93)

He fully subscribes to the notion that recognition and remembering of mathematical concepts is made easier because maths is very black or white. The answers are either right or wrong, the approximations students make in attempting to conceptualise new strands of work are either on the right track or they are not. Dick actively encourages the students to simply have a go for this reason. If the answers they provide are right, no matter how simplistic, then they are continually building up their base of knowledge which will eventually lead to full understanding. As Dick says,

It's either white or black and that little area in between you have to break down.
(2/4/93)

In other words, this 'grey' area where a connection in understanding is missing is the area that Dick concentrates on. By calling into focus the work of previous sessions, no matter how far back, the void in conceptualisation can be filled. However, he believes that the student must first be willing to have a go, or as Dick constantly asks his students "to simply take a risk" (30/4/93). By taking a risk he feels that the students are forced to draw on past knowledge while simultaneously having to extend this knowledge further into a new area. Thus he believes that students actually become more attuned to the right answer by making approximations.

... One of my beliefs is that if the kids have a go at giving an answer, they are a little bit more switched on or they are a little bit more receptive to the right answer. (5/8/93)

Thus Dick strives to create a classroom atmosphere in which the children feel comfortable in taking risks without fear of ridicule;

So I suppose I am trying to build up an environment where they feel free to have a go and they are not going to be chastised because they get something wrong. (2/4/93)

In setting up a risk taking environment, Dick has initiated a series of supporting strategies. One of the most important he believes in is that when the students actively participate in 'simply having a go' they must also actively share these new insights. Thus Dick consistently encourages the children to write down what they think and then he moves into a teaching episode in which he actively encourages the class to verbalise and share the conclusions they arrived at.

During the sharing of these approximations, Dick believes that it is essential that the teacher actively recognise the student's effort. Thus, Dick believes the students will be further encouraged to take greater risks.

Another reciprocal aspect tied in with this approximation response is what Dick termed the 'role of the practical situation',

... it is easy to give a practical example and I believe a teacher should do that.

(5/8/93)

Dick agreed that one of his beliefs is that by giving students an example of a practical application of mathematics, they are more able to see relevance in their learning which in turn reinforces the construction of their knowledge.

This process of risk taking, sharing and practical application leads the children to take ever increasing responsibility for their learning. His aim is to allow the students to make decisions totally for themselves in the manner they think they should follow, believing the ensuing outcome of such a learning environment is success. He is of the opinion that this begins a snowballing form of motivation. By taking risks, seeing that these are valued and that their responses are in fact movement to full understanding, Dick believes that the class will begin to take ever increasing risks. Thus the total process becomes a self fulfilling process of success.

Motivation thrives on success I believe, for many students. (2/4/93)

Dick sees language as being the link which runs through all that he does as a teacher. It is the force through which he not only transmits the knowledge he possesses, but is also the medium through which his students translate the concepts he demonstrates. Thus he consciously uses language that he feels is appropriate to their level. As stated previously, he

also actively encourages them to approximate and restate new concepts in their own terms. He then further enhances and embellishes these approximations through other students' contributions or through his own language use. While Dick sees the language he uses as a tool for translating mathematical concepts and symbols into a language they can understand, he also sees language as the vehicle through which his students are able to take responsibility for their own learning.

If they can do that independent of what I have said, I believe that they have learned something. (5/8/93)

However Dick sees language as more than simply teacher-pupil interaction or a student verbalising concepts on an individual level. Rather he sees learning and language use as an integral social process whereby children need to interact with each other to foster a deeper level of understanding.

One of my beliefs about learning is that they can pass on that learning, using their appropriate language, to the next person. (5/8/93)

SITE C

Site C was a primary school with a pupil population of approximately six hundred children. Situated on a ridge in one of the southern suburbs in the major regional city, to the south it had a commanding view of a large lake and the ocean. Immediately to the north was the country's largest steelworks. Pollution and air quality were of major concern to residents and community leaders alike. While no health study had been undertaken at this school, a similar school a few kilometres to the east had become the focus of a long term research project because of suspected high levels of blood lead content in the children in the area. Most

certainly this suburb was seen by the community at large as being an undesirable place to live because of the industrial environment.

While generally thought to be a low socio-economic area, the suburb was gradually changing with many new large homes being built in the vicinity of the school. The local business community was also changing with building of a large supermarket in the area.

Recognised by the state Department of School Education as a centre of excellence in the teaching of language, the school was also recognised as one of the most multicultural schools in the state. The ethnic mix included children from Macedonia, Croatia, Serbia, Turkey, Portugal, Italy, Greece, Cambodia and Vietnam. Because of the cultural diversity, English as a Second Language and Language Other Than English programs were pivotal curricula thrusts.

The reason for this diverse cultural background was because the school was located in the suburb adjoining the country's largest steelworks. Hence, because of the suburb's access to a ready source of employment, new immigrants tended to initially settle in the area.

The school had a teaching staff of sixteen who had gained a reputation in the region for innovative practices, especially in the area of Whole Language teaching. Several staff members had gained international reputations having had papers published in international journals and presented papers at international conferences. Many had been the focus of research projects and were quite at home in having researchers from both the local university and overseas educators visit their classrooms.

The Participant

Maxine

An Introductory Profile

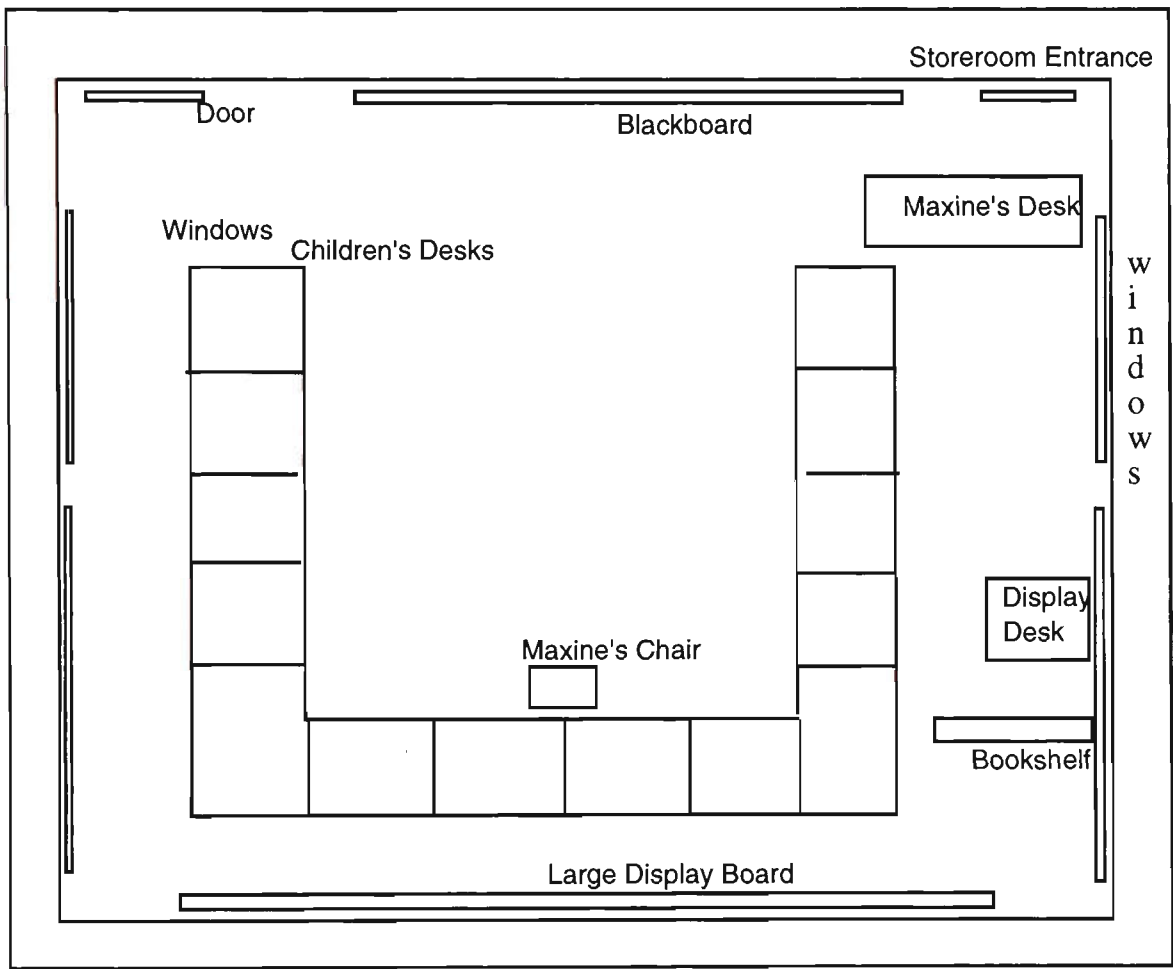
As I said, there's no pretence. My teaching is just me. (18/2/93)

The participant in this section of the study was Maxine. After completing a Bachelor of Arts degree, Maxine undertook a one year Diploma of Teaching and was subsequently appointed to this school. She had been teaching at this site for sixteen years at the time this section of the study had commenced. It had been the only school she had taught at.

In the years that she has taught at this site, she has developed a regional, state, national and international profile. While her expertise lies in the area of whole language, during the course of this study she had become a sought after speaker at teacher conferences in the area of co-operative learning, and very much involved in the Disadvantaged Schools program, a state program designed to redress the socio-economic imbalance between schools.

Class Set Up and Organisation

Figure 11: Layout of Maxine's Room



Class begins each day with a morning assembly at nine o'clock in the morning. At the conclusion to the assembly, Maxine's class moves off in small groups who chatter and talk quietly amongst themselves. Other classes move in an orderly fashion keeping in their lines, but Maxine's class simply amble off in the direction of their room. Inevitably Maxine has been called off on some form of school business and is not present when the class moves into the room. The children, however, do not take advantage of this situation but rather move into the room with a minimum fuss. Once in the room they organise themselves quickly and take a seat or mill around the room talking.

When Maxine arrives she quietly asks for order. This initial episode is very informal and has a friendly feel.

Date13/11/93

Context: The class walked unsupervised from the 9.00am assembly to the
 classroom. They sat down quietly and waited for Maxine to arrive.

.....

Maxine: How have they been Phil ? (reference to the class)

Phil: Great

Maxine: They'd want to or they'd get thumped. (Kids snicker, Maxine smiles at
the class)

Sorry I'm late but I had a D.S.P. meeting to go to as some of you know. Move
on to the floor please, I'll fill you in.

The children move to the centre of the room where they immediately sit down on the floor facing Maxine who has seated herself on a chair. When all the children have organised themselves and settled on the floor, often with the result of a small prompt or a look from Maxine, the class register is filled in. Maxine often begins this introductory session with some form of informal discussion or 'friendly chat'.

Date: 15/7/93

Context: 9.12 am, beginning of morning session, I have just entered the room.

.....

Maxine: Say Hi to Phil Kids

Class: Hi Phil

Phil: G'day kids

Maxine: Sonny will be coming in today as well (a visiting teacher from Thailand).

He's got five thousand boys in his school. Imagine five thousand boys, brrr
(children laugh)

Child 1: What about the school photo? (Class laughs)

Child 2: What about the playground ?

Maxine: Nowhere to run, good name for a song. (class laughs)

Nowhere to hide (sings these words, class laughs)

After this initial section the plan for the day is laid out very explicitly for the children. At the conclusion of this episode, Maxine often introduces a little banter of some form, before launching into the serial fiction the class is focussing on. This book is read to the class for approximately twenty minutes which concludes with a discussion on some aspect of the plot, character development or some general comments. After this has been fully explored the direction is given that Uninterrupted Sustained Silent Reading is about to begin. The children are given several minutes to organise themselves by selecting a book that will keep their attention for about a further twenty minutes. Maxine always gives signals such as verbal directions or a look to signal that the children must now begin to settle and begin to read.

Date: 24/6/94

Context: 9.45 am, silent reading period

Maxine: (drinking coffee, children are selecting books)

Child: (sneezes)

Maxine: Bless you (majority of whole class turns to look, lowers her head, looks at children with eyebrow raised, and smiles with an up turned grin as she sweeps the room with this look. Children hurry and move to their reading positions)

As the children begin to focus on their reading, Maxine moves very slowly around the room, occasionally whispering and acknowledging a child with a nod or a smile. After she has circled the room once or twice, she picks up her own reading material and commences to read herself. To conclude this episode, Maxine asks the children to put their books away and either asks the class to move back onto the floor or focus on her while remaining seated.

At this point there is usually a writing or group activity of some kind introduced and discussed. The children generally remain alert and attentive, with any child not focussed quickly pulled into line. When the directions have been finalised, the class moves to their desks and commence work. This episode usually lasts for a further twenty or thirty minutes and is concluded by a session in which the work is marked and discussed in great detail. Children's opinions are actively sought and encouraged. Recess begins at eleven o'clock. Maths usually begins after this break and begins with a demonstration of some concept which involves a great deal of discussion and elaboration.

Generally speaking maths continues until lunchtime, except for those days in which the children have to undertake some form of religious instruction, library or computer studies. After lunch, time is generally devoted to sport, physical education and the humanities.

Personal Philosophy

The bottom line for me is that we value each other. (13/12/93)

Maxine's teaching was originally guided by her own personal belief system. Having had no pre-service training in classroom management, except for the "odd psychology lecture" (15/7/93), she believed she had no recourse but to initially implement a classroom

management philosophy based on her own intuition. This belief structure was based on two key elements. Firstly her notion of 'family', and secondly of simply 'being herself'.

I've always taught this way, even from the beginning. I'm just me, I think it comes from my own family. (18/2/93)

Her approach to teaching was further developed through observing and interacting with other teachers. Through trialling her approaches and strategies and incorporating her peers' approaches, her own managerial style began to evolve. One though which is still growing and changing.

Both the elements of her approach, family and being herself, had an aim that was directed towards the need to develop and establish a supportive climate. Such a climate she believes comes from how the teacher presents herself to the children and the kind of physical environment the teacher creates. Hence Maxine strives to develop and maintain a classroom that is rich with displays of children's work that is bright and cheerful. Seeing herself as an integral part of this environment, she believes that her own physical appearance is a vital key within the framework of the overall supportive climate.

If you compare an individual to the room that's part of the physical environment. So if you show respect for yourself, you brush up when you need too. I think if you present yourself well you feel well. So the same goes for the kids. (9/6/94)

By establishing a regular high degree of attention to how she looks, she believes that she is actually demonstrating to the class a measure of self respect that they will in turn begin to reflect back. Respect for each other is the most important feature of her classroom. It is this quality which engenders the nature and feel of the classroom atmosphere. In Maxine's case she sees the development of 'respect for each' as the glue that not only binds all those involved in the room, but the single most powerful motivational feature. Maxine believes respect could be defined as valuing and supporting each other.

That's the bottom line. A classroom should be a place that cares for and supports each other. (9/6/94)

As well as revealing and displaying respect through her physical appearance, this valuing and support for each other is also demonstrated through her language use. She describes her language use as one of 'familiarity', similar to the mechanisms used in family circles.

Well you are family when you're at school, you are a family, and I often say to the kids we are a big family here. (9/6/94)

Just as family relationships are not always harmonious, so classrooms can have similar instances of unrest. However, while this happens in her classroom, the feature of Maxine's room is that everyone still supports each other. In order to develop and maintain this ideal, Maxine believes that she uses language that is aimed at the children's level, language that is specifically focussed at developing a relationship

... that establishes some sort of means between us. (9/6/94)

However, this does not mean that she uses language that is not grammatically correct or that does not reflect a professional attitude. Rather, she believes her language use is in many instances multi layered. Always relevant, explicit and seeking to engage the children in the lesson content and with her self on a personal level, she also believes she continually adjusts her terminology, directions and explanations so as to provide the children with a scaffold for understanding. This adjustment of her language, she feels, relates to the children's expectations of her as a teacher and her own interactive approach in which she strives to provide moment by moment support.

A specific example she discussed in relation to this notion of language support was the discussion I observed in which she began to explain to the class her belief about how language works, and the connections between oral language and written language. To clarify her position, and how she would be approaching her teaching, she believes it was necessary to introduce the term, 'language data pool'. A concept that would not always be introduced into a primary classroom, but nonetheless the children appeared to cope readily with the notion. She also has introduced the term 'negotiation of consensus'. This explicit nature of language use is she believes, necessary to develop the concepts that are the foundations of her teaching.

Without the language necessary, they can't develop the concepts. (9/6/54)

In conjunction with her 'teaching language', the 'familiarity' concept is also further demonstrated through several other channels. Maxine believes very strongly in the necessity of undertaking a high degree of personal sharing.

I like to be honest with them so that they'll be honest with me. Because with the honesty comes trust. I mean they're safe and so are you. (9/6/94)

All around Maxine's room are personal effects which include personal photographs and personal items. Her personal disclosure however goes much further than the display of personal items. She is only too willing to explicitly discuss how she is feeling, events that occurred during her holidays and people that she has met. She often weaves these personal incidents into her lesson formats. She is also highly explicit about her role in the school. Much of her disclosure is through humour.

Having a laugh is just me (18/2/94),

... that is my personality and I don't reckon you're living unless you're laughing. But that doesn't mean that you don't take what you do seriously, but taking what you do seriously does not mean that you can't find humour in what you do. Because life is about humour. (22/6/94)

Her honest and open approach is further demonstrated through her belief that human beings are touch orientated. She insists that for the majority of families this is a means by which intimacy is developed with the ensuing outcomes of trust, acceptance and safety also engendered. Hence she is more than willing to get physically close to the children and if she deems that they are willing, actually hug the children,

... that might be the only hug that the kids gets from week to week. (9/6/94)

Maxine believes these strategies are not something introduced into a classroom overnight, but developed over time. This necessitates the development of a relationship long before the children arrive in her class. Thus she strives to talk to the younger children, and in fact all children when she is on playground duty.

They'll have a bit of a chat and you'll have a bit of a chat back. They'll say something nice and you'll say something nice back. It's valuing them as people and they can feel good about themselves. (9/6/94)

These ideals of being herself and developing an open, caring environment are not soft options in the domain of establishing and maintaining discipline. Establishing a set of class rules based on the notion that “we are here to learn” (9/6/94) is an integral part of the developing relationship between herself and the students. She sees these rules as rather simplistic and part of the responsibility to “provide a safe and fair environment for others” (9/6/94). Hence there is a subtle shift in focus. The rules are not imposed but rather are a key element in the developmental process of developing mutual understanding and respect.

SECTION 2 - INTERPRETATION: TOWARDS A GROUNDED THEORY

This section has been titled in such a way to reflect the nature of the participants’ belief systems. For the five teachers in this study, the one common thread running through their individual philosophies was their belief that learning about their teaching was as much an element of the job as was standing in front of a class. For all of them, professional growth and change was virtually a daily process. For these teachers, theory and practice are

interwoven into a lifelong evolutionary process. The theory they carry and continually hone is the derivative of

... a heart made sweet by hunger and by thirst. (Gibran 1967:2)

For these teachers, professional growth is a ‘hunger and thirst’ relieved and sweetened by constant reflection and self examination. While they all had an extremely active life outside of work, teaching had become more than just a job or the transmission of information. The most important aspect of their work was as Terry states;

I don’t teach, I educate. And there is a big difference. (3/4/94)

This attitude to their work and ability to reflect on their work for the most part allowed them to make their teaching ideology and methodology extremely explicit. While Heather repeatedly claimed that she didn’t know how she taught, it took a minimal amount of questioning to draw out her personal belief system and consequent practice.

This ability to freely discuss their belief systems without trauma of any kind falls into line with the findings of Cambourne (1991:11), who found that for some of the teachers in his project, making their philosophy explicit was “painful and agonising”. In contrast, as was the case with the teachers in this study, for those who could articulate their philosophy clearly and easily there was

... a relationship between the personal sense of confidence and empowerment that exploring, reflecting upon and possibly confronting the ideological strata which underpinned their theory and practice. Cambourne (1991:11)

Through reflection on their teaching methodology, the classroom control approach for each of the teachers in this study had become a holistic swirling constellation of ideology, theory and practice. It could be compared to the cohesive force of a 'Magnetic Mirror'.

In the containment of plasma in controlled nuclear experiments, regions of high field strength at the end of an externally generated magnetic field, reverse the direction of ions entering these regions of high field strength. Reflect and reverse their direction and return them to the plasma in which they become trapped. (Uvarov, Chapman and Isaacs 1964:180)

In this instance the teachers are the 'Magnetic Mirrors', the children are the free ions and the plasma is the classroom. The components of this collective whole, will now be unpacked in detail.

Classroom Control: The Magnetic Mirror in Action

The Magnetic Core - The Revealing of 'Who I Am'

While there were several distinctive differences in teaching style, beliefs about how children learn and hence a difference in instructional methodology, at the time this study was undertaken the teachers in this project had all developed a form of language use in their

classroom control that was characterised by distinct similarities. These similarities arose because each had an ideology of classroom practice that was based on the notion of what the primary teachers termed ‘family’.

It should be noted that Dick did not actually use this term, but most certainly his ideological approach to teaching and language use was congruent with the belief structure and practice of the primary teachers. His subsequent language use also had subsequently similar characteristics. Because of the nature and culture of high schools, and the age and type of children he deals with, he did not articulate the same fundamental belief of family, but as stated previously the characteristics of his ideology bore a striking resemblance to that of the four primary teachers.

This ideology was not a passive underlying structure in any way. Rather it was viewed by these teachers as a 'communicable being ' in its own right. Very much like an iceberg with a small visible and tangible tip, resting on a large semiotic submerged base.

Language could also be called a stereophony.

... by that I mean it is a space, it puts thoughts and feelings into place according to different volumes and distances. (Barthes 1985:104)

Through this driving magnetic power source of language both articulated and implied, the teachers hoped they would be able to draw their students into a symbiotic relationship. By this I mean that both teachers and students would be drawn into a relationship in which both sides would obtain mutually satisfying benefits. This is similar to Pearl’s (1981) description

of the optimal climate of security often sought by adolescents. A climate free from psychological and physical harm as opposed to the creation of a “feudal estate with a landlord” (White 1988:317).

Rather than the development of a power structure in which the teacher was dominant and the students submissive, a new power structure could be developed in which teachers and pupils share an environment in which the teacher was still the controlling force , but an environment based on a sharing of belief systems. In essence a highly specific classroom culture was created in which the students became an integral part of the norms, roles and social fabric as opposed to one in which they were coerced or forced to comply with the teacher's demands. The result of this shared belief system is that the children are drawn into a genuine relationship with the teacher. While not without conflict or problems, the structure set up by the teacher would produce harmonious benefits, drawing both teacher and pupils into a deeper relationship.

This transmitted ideology had several interconnected features. Firstly the actual 'generator' of this ideology was a process which they believed was very simple, namely 'simply being themselves' as they would in their family situation. Thus simply being transparent, being totally open and honest as to who they were as a people as family members tend to do, was the core element which ran through the dynamics of their classrooms. As can be seen from the following dialogue with several of Joy's former students, this was a characteristic that was plainly visible.

Date: 19/7/91

Time: 12.45 pm

Context: Due to inclement weather my class is having lunch inside. I am
down loading a video tape and making notes as I go.

Donna: Are you still video taping Mr Fitz?

Phil: Sure am Donna.

Kylie: Hey that's Mrs M, she's unreal

Donna: Yer

Phil: Why Donna?

Donna: Dunno, I guess because she... she's.....just herself

Kylie: You know, you can go and talk to her and stuff. She'll listen. She's
like real. You can talk to her about anything.

These teachers were adamant that they could not operate in any other fashion, but by being who they were. Thus a set of two secondary characteristics were automatically set in train. These characteristics were the overriding field of magnetic force which were not only transmitted to the children, but were an active 'drawing in' and transformation force. These two forces were what Terry calls 'Genuine Care' and 'Openness'

There is, thus a way of looking at socialisation from what one might call a 'policeman's point of view'; that is, socialisation can be viewed primarily as the imposition of control from without, supported by a system of rewards and punishments. There is another, if you will, more benign way of looking at the same phenomenon, namely, one can look upon socialisation as a process of

initiation in which the child is permitted to develop and expand into a world available to him (Berger and Berger 1981:63).

While these messages of care and trust were transmitted to the class and individuals, most certainly I believe there was another layer of meaning. In radiating this twin message of who they were as people, they were in effect transforming this communication into a more subtle form of, 'you can trust me, let's start to trust each other, open up. I'm someone you can rely on'.

By actively transmitting this ideology, these teachers believed that the children in turn would respond through a reciprocal sharing of who they were. More importantly, these teachers believed that given time, the children, while keeping their individual identities, would respond by actually taking on similar beliefs and attributes of the teacher.

As Terry says, it is in essence a 'drawing in' or magnetic process whereby the teacher acts as a foil by which the children take on the attributes and values of the teacher.

They reflect what I am. (Terry 11/9/91)

Heather actually believes that what she is as a person actually

... gets it into them. (Heather 28/9/91)

This a joint sharing of beliefs creates a shift in the power structure of the classroom and an atmosphere in which problems could be dealt with in a qualitatively different way. As can be seen from the following brief interview with 'Melanie', a former student of both Heather and Joy, it is these qualittites that form the basis of enduring positive memories.

Date: 12/11/94

Context: Triangulation Interview with former student

.....

Mel: It's been a long time since I left primary Phil, almost seven years.

Phil: Ok, but is there any thing you can remember?

Mel: Yer, some things. I didn't have Mr M (Terry), I think he arrived the year after I left. But Mrs T (Heather) and Mrs M (Joy), I remember the way they dressed, always perfect, the ultimate professionals.

Phil: You're doing an economics degree, what do you know about teacher professionalism?

Mel:No I'm doing a management degree, they certainly dressed better than you did! They way they looked and acted was a cut above all the other teachers I've had, especially in high school. But it was more the way they treated the kids that I remember. You could always talk to them, about anything. They used to tell us about themselves, what they liked and did. They used to stick up for us.

Phil; What do you mean stick up for you?

Mel: They were tough, especially Mrs T (Heather), but you knew where you stood, and they used to be there for you. No matter what. You could talk to them about anything and you knew that they would keep it close. They wouldn't repeat it to anyone. I still sometimes go up and say hi. They will still give you a cuddle. Just like in the room, they would talk and share and if you did something wrong, I remember that they ... If I had done something wrong, it hurt them, and I wanted to be back in there with them. All the kids felt like that I think. They would sometimes raise their voice, but you knew that they were still there for you. That's what I remember the most about those years, the way we all formed a bond. My brother used to say that Mrs M (Joy) had sucked me in. But I didn't care. It was true.

The description of Heather and Joy in the previous extract is similar to the sentiments expressed by Maxine when she said that she did not want to become

... she who must be obeyed. (Maxine 9/6/94)

A former principal of Maxine's school, Mr Roy Williams (20/2/92) described her approach to classroom management in the following way.

Roy: Phil, Maxine doesn't have to control kids, she hypnotises them.

Phil: What do you mean hypnotises them?

Roy: She just keeps drawing them closer and closer

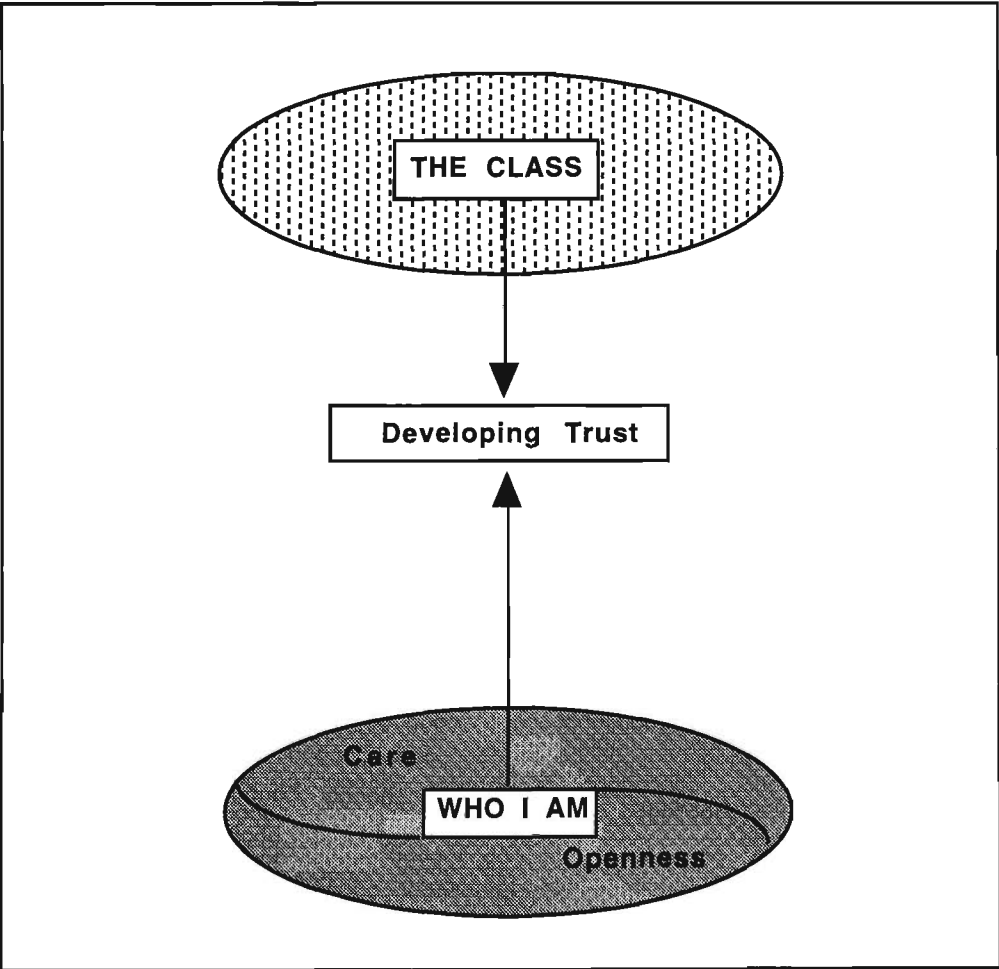
For these teachers, this radiation and almost mesmeric sharing process does not meet with instantaneous success. It appears that the teacher must first of all prove that they can be trusted. By observing, participating in the classroom activities, interacting with the teacher and seeing that teacher is reaching out through their language and actual demonstrations, the individual child begins to reciprocate. With each individual action of reaching out by the teacher, it would appear that other class members are observing these individual sharing sessions and as a collective whole begin to feel free to enter into this relationship. Thus with a small coterie of individual relationships, the teacher is able to gradually expand this out to include the whole class. The initial engagement with a few individuals gradually exudes out and takes in the whole class.

Nothing is imposed on the class or individuals except a minimal set of initial classroom behavioural expectations, which are in the form of explicit classroom rules. These classroom rules are there to set the boundary in which the children are invited to join in a circle of sharing, which gradually makes the rules virtually redundant. Very much like osmosis in function, this whole process continually validates the children's perspectives, ideals and emotions. It is the initial process in validating them as people. Because the teacher initiates and continually demonstrates this process they gain a status and power source greatly

exceeding the power structure of a classroom in which the teacher remains aloof from the children.

Thus using the metaphor of the 'Magnetic Mirror', in its most simplest form this belief system could be represented by the following diagram:

Figure 12: The 'Magnetic Mirror' of Classroom Control



This total process, or 'getting in' experience is similar to the 'metaphysical penetration' described by Yalom (1975), and Hansen, Warner and Smith (1980), Mayeroff (1971) and Egan (1990). These researchers view this as the key ingredient of group encounter therapy, in which the leader or leaders of the group seek to initiate psychological and emotional healing by promoting group cohesion through an unveiling of themselves.

While there were similarities to the emotional healing described by the previous writers, there were several major differences. The most important was the time factor involved. For all of the teachers in this project it took considerable time for the group to become fully involved in the reciprocal sharing process. Dick believes this process may take years of patience to complete.

Another major difference was that for all these teachers establishing relationships which are central to their classroom control also extended well beyond the classroom walls. The 'metaphysical penetration' only reached its most potent level when the 'care and openness' was extended out beyond the four walls of the classroom. It would seem that one could not simply practise and preach this message in the confines of a class. It had to be fully activated by student accessibility to the teacher in the world outside the classroom,

... providing a unique place where people can truly be involved with one another.

(Dinkmeyer and Muro 1979:284)

The Magnetic Force of Cohesion: The Revealing of 'What I Am' and the 'Way I Am'

Viewing their classrooms through the ideological lens of 'Care and Openness' had a direct impact on the language these teachers used. In unveiling 'Who they Were' as a person, these teachers initiated two more strata of language. A verbalised language that revealed 'What they were as a person' , and a demonstrated language that revealed the 'Way they Were'.

Although not clear as to the precise nature of their language use, most certainly these teachers were aware that it was a powerful tool and were conscious of its potential.

Like the sculptor tools on soft clay, so our words, our tone of voice shape the sense of self. (McHay and Fanning 1992:252)

These two systems' subsequent language forms were not mutually exclusive in relation to each other, or the ideology from which these two arose. Rather they were integrated into a holistic scenario of practice. These teachers were not hiding behind a facade of language but as stated previously rather were revealing their true selves. They were actually what they said they were. Their language shaped their whole classroom.

This language use was the result of deliberate action. These teachers saw their particular use of language as the vehicle whereby they were able to directly involve themselves in the formation of a synergistic class group. Creating a body of people that could be measured in more than a simple head count. Rather the dynamics of each room became such that a new

creature was gradually moulded with each teacher-pupil interaction into a form that had a tangible atmosphere that was immediately recognisable as being different from the norm.

Through their actively demonstrated language use, these teachers actively sought to create an atmosphere by giving voice to the belief structure that they carried in their heads. Through active demonstration of this belief system, the teachers gave further reassurance that they could be trusted and that they wanted to enter in definitive relationships with the classes and the individuals in them. By further elaborating on the twin motif of openness and care, the teacher became an integral component of the group, rather than an outsider. This does not mean that teacher was on an equal footing with the children in the power structure of the room, rather these teachers initiated a different stance in the dissemination of power. One in which they assumed greater control but attained this power in a more suffusive manner. This was achieved through a deliberate posture and position in the relationship similar to a genuine loving parent. Just a parent who genuinely cares about their children will show genuine affection, reveal themselves in intimate ways and provide an atmosphere of understanding, but still negotiate certain attitudes and conditions as a more powerful figure, so too these teachers set up similar conditions.

Terry believes that not every child naturally will open up and begin the reciprocal process of trust building, rather it is a process that takes time. These teachers have a greater vision than simply the time they spend with the children in their care. Rather they have a much broader vision of classroom life which incorporates the school as a whole. It would seem that in taking the children's care as their primary focus, they see themselves as simply a link in a chain of change. All the teachers in this project saw discipline and class control extending well beyond the classroom into all spheres of school life with classroom management being a

responsibility which extended for the whole term the children spent at school rather than the period spent in their classrooms. Thus the self revelation process was something that was a part of all the activities they undertook in school.

The interaction with both class and individual students within each class was not superficial, but an initiating of a disclosure process demonstrating that their classrooms were safe places. In these rooms there were no hidden agendas, emotions or processes.

The Language Revealing 'What I Am'

The language features these teachers used to reveal 'What I Am' as people, and draw the children into a reciprocal sharing process was, as previously stated, related to these teachers' ideological framework of family interaction and how family members present themselves to each other. Each of the following features was related to their belief that this was the way family members view and support each other. Therefore there were language features which literally gave voice to their belief concerning the necessity of 'Openness', and a cluster of language types which resonated their understanding of family care. These overt language features were:

- The Language of 'Openness'

Self Disclosure

All the teachers in this project subscribed to the belief that if genuine communication was to occur in the classroom, then they in turn had to initiate the opening of communication channels by being themselves, which automatically entailed a great amount of self-disclosure.

This language type appears to be the initial form used by the primary teachers. It is essentially a language of ‘intimacy’.

With the primary teachers this took an initial form of inviting the children to become a ‘family member’. This carries with it a high degree of sharing of their own family life and personal experiences within their family life. The belief is that in opening up and disclosing intimate details of their own lives the children will follow suit. Thus an atmosphere of trust and acceptance of each other will manifest itself in a relationship of acceptance. It seems that in setting the classroom up as a vehicle for communication similar to a family situation, a series of associated language functions is also set in motion.

For the primary teachers it was extremely focussed. They immediately sought to develop trust by establishing a direct connection between themselves and the children by initiating a family relationship. Heather begins this process by explicitly stating

I’m your school mother. (Heather 6/8/91)

By establishing this direction and ideal for the year, rather than a more formal teacher- pupil power structure, these teachers sought to begin breaking down barriers and the preconceived ideas of the children. While actively promoting the children to take a risk with their school work, the teachers in this study also initiate a deliberate strategy closely related to the previous form. An integral form of ‘risk taking’ is a result of their conscious decision to reveal intimate details about their family lives. Terry also insists that he reveals his thoughts and experiences when he deems that will produce extra impetus in certain curriculum areas

such as writing. With the exception of Dick, all agree that they are completely confident in revealing their emotions, accompanied by a great deal of discussion on what they are thinking and why they are acting in this way.

While this disclosure appears to be much more than the average teacher would be prepared to divulge, these teachers also set a limit on the extent to which they unmask themselves. There are certain extremely intimate elements of their lives that they do not discuss, but generally, they strive to be as open and responsive as possible.

Joy's comment that she can't help but be herself, falls in line with Egan's (1990:69) viewpoint, that "genuine communicators do not hide behind roles. They are spontaneous, are consistent and demonstrate openness by making themselves open to others". Indeed this comment sums up these teachers exactly. These teachers had no qualms in disclosing relatively intimate details about their personal lives.

Because of his teaching role in a high school, Dick did not disclose as much personal detail about himself as the others. However the other teachers most certainly fell into line with Rogers' (1957) and Egan's (1990) belief concerning effective facilitators by placing relatively few filters between their inner personal lives and what they express to the children in their care.

Similar to the condition which Rogers (1957) suggests is the sign of experience, these teachers did not verbalise every aspect of their personal life to their pupils. However, most

certainly “being open and capable of deeper levels of self disclosure“ (Egan 1990:71) would appear to facilitate the communication process.

Spontaneity

This form of language use was based on humour. I have termed it Spontaneity because I believe it is an element that is often missing in classrooms. Too often classrooms can become instruments of rigidity and total predicability. These teachers certainly had routines, but it was their use of humour which became the key inserts in the teaching episodes of the classrooms which had a profound effect on the children. This effect on the children had a threefold aspect to it.

Firstly, these teachers had a single predictable characteristic. It was the fact that they were unpredictable. Their use of humour was the element that threw the mundane elements of classroom life out of kilter. Thus it was humour that became the linkages between the more formal teaching episodes, or elements of surprise that interspersed teaching points, creating an atmosphere in which the children not only enjoyed themselves but were kept focussed. Thus the risk of student disruption was minimised because as Canfield and Wells (1976:23) state;

The teacher as a person is more important than the teacher as a technician.

The second aspect of the use of humour is its use as a tool (Terry 19/9/92) of not only easing classroom tension, but a tool that draws the children into a relationship through a sharing of a moment. It provides a framework in which the teacher changes intense learning moments into

situations in which glimpses and transactions of true self are evident. The episodes of humour in all of these classrooms were typified not by an individual quip or joke (although these were evident), rather the interchange was more often than not a two way affair. In other words the teachers in this study allowed their students to respond in kind to the humour to which they themselves used. The foundation of these changes not only appeared to enhance the relationship between the teacher and the pupils, but also seemed to provide an atmosphere in which the children felt extremely comfortable with themselves.

Thus the use of humour became a definite tool of enhancing self esteem.

Nothing is a greater impediment to being on good terms with others than being ill at ease with yourself. (Elkins 1976:13)

Risk Taking

In order to create an atmosphere of trust, the teachers in this study actively sought to engender an attitude of trust by actively encouraging the children to 'take a risk' in all aspects of the curriculum. In fact it could be stated that this is perhaps the cornerstone of the whole theoretical model they carry in their heads. It appears that when the children see they can 'simply have a go' without fear of ridicule or rejection, they become assertive in their own right. Recognising that they can be their own person, possessing a position within the group that has particular thoughts, feelings and emotions which are unique.

I believe that this atmosphere and freedom to take a risk, answer questions and attempt all manner of school requirement forms the basis of acceptance within the group that promotes

group cohesion. When the majority of children can feel free to take risks with impunity, a group sense of belonging has begun. An atmosphere and sense of belonging to a community has been created wherein everybody has become coalesced into joint involvement and purpose (Dinkmeyer and Muro 1979).

- The Language of 'Care'

Empathy

Closely related to the previous form of 'Risk Taking', this structure has a dual application and function. Firstly this language strategy or form implies that the teacher is able to identify with children in being able to reveal to the children that they are capable of 'getting inside their head', and then being able to communicate or mirroring back this understanding. Thus the fostering of the relationship between the teacher and the children is further enhanced in that the children, believing they are understood and cared for begin to reveal more of themselves as individuals. Thus they actually embark on a path of self exploration. Feeling free to interact with a teacher in a highly personal way, the children are able to find who they are, how they think and how they can form other relationships within the class.

This self exploration sets in train the second function, the initiating of the cyclical linking of the two halves of the "What I am" demonstrations. Because the children feel comfortable, accepted and understood, they in turn begin taking risks in not only in their school work, but begin disclosing more of themselves and engaging in spontaneous outbursts of humour.

The environment created is similar to the optimum counselling environment described by Carkuff (1969) and Egan (1977), who believe that empathetic understanding is the key to challenging people to display a reciprocal quality. It is more than verbalising feelings and emotions but is in essence a continuum of action, sending

... a message of respect, encouraging dialogue and collaboration in the helping process (Egan 1990:135).

Confrontation

While the teachers in this project could be described as person-centred, they were by no means soft, or seen as 'pushovers' when it came to classroom discipline. Indeed, if not viewed in the context of the previous conditions of language use, these teachers could be seen to be at times aggressive or highly confrontational. However, when observed through the lens of 'genuine care and openness', their behaviour and language use when dealing with their classes and individuals within those classes becomes transformed into a challenge. In the light of the process involved in revealing 'Who They Are' as people, this confrontation occurs only when there is a direct need. In these classrooms the children are given some leeway in the hour to hour running of the rooms. However, the most important aspect of their classroom control is the fact that these teachers have earned the right to control. If a situation occurs in which a child needs to be 'pulled into line', then this happens and happens effectively, not primarily as a consequence of what the teacher has said or the consequences of what may occur but because of the relationship that has been built up.

For these teachers, an integral part of 'simply being themselves' is the need to show and reveal their emotions. When they feel angry or annoyed with the class or an individual, these teachers simply say so. The confrontation is not an attack on the child but is rather an attempt to readjust the relationship. It would seem that the children respond because they understand that the teacher is responding to a situation not because they want to specifically assert their authority, rather they are interceding from a standpoint of genuiness. What the teacher says and what the child experiences are totally congruent. If the teachers are pleased then they are not hiding behind professional rhetoric; the children realise that they are not subject to any form of pretence or judgement of them as people. The teacher's behaviour is not designed to hide behind a professional language script.

Respect

The language of 'respect' is a multi faceted form. While it is language verbalised, it is also language demonstrated. This form of language use is the bridge between 'care and openness' expressed and 'care and openness' physically actuated. It has elements of empathy combined with affirmations that each individual in the class is unique and valued. Underpinning this type is the language of warmth and encouragement.

The collective force of this form lies in the teacher being able to provide positive affirmation to the student that 'I am for you'. This ideal is expressed at the beginning of each year by these teachers. Their usual introduction is to express the desire that

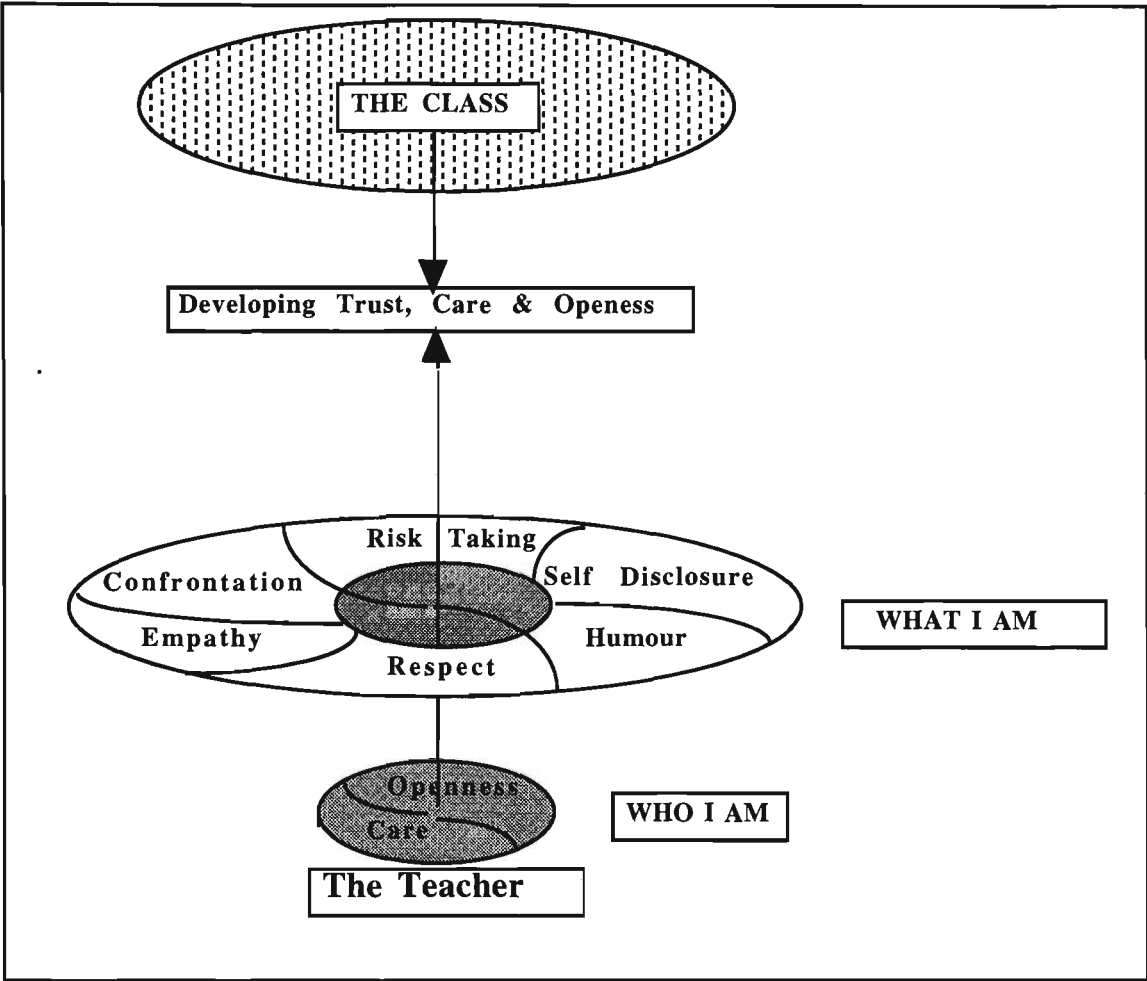
we can all work together, to create a place where we can all feel free, and safe.

(Heather 28/9/91)

As revealed by these teachers, ‘being for an individual’ and ‘for a class’ as whole means a genuine willingness to work with the students. To not only teach the children from the front of the classroom but to ‘get their hands dirty’ as it were, to mix with the children in regard to time and space. This form of interaction not only necessitates language produced, but also language received. To adequately demonstrate respect, these teachers listened by really listening and then responding by revealing they had understood the child on both a conceptual and experiential level.

Thus the model of language that these teachers base their day to day working life on can be seen in the following diagram.

Figure 13: Model of Language Use



However, these elements are not sufficient to fully establish a harmonious relationship with either a class or an individual. While it is possible to speak with respect to students, the glue that holds the verbalised language together is the accompanying teacher action. In the classroom setting, the glue that gives substance to the language is the physical demonstration of respect, warmth and care. This language form is the launching pad for the following layer of teacher interaction.

The Language Revealing the Way I Am

This final form of communication that these teachers used was ‘body language’. The study's focus did not originally intend to take in these factors, indeed the complexity of each individual point is such that to fully explain each would become a doctoral dissertation in itself. However this language form is such an integral component of these teachers' language use, it must be included in the findings of this study, albeit in summary form. The total interaction pattern and more fuller explanation of this overall component is a project for future exploration.

These proxemic and kinesic cueing systems were the transaction points between what the teacher said and the way the teacher acted. While the types of body language cues were the same as described by a myriad of previous researchers such as Argyle (1975) and Knapp (1978), their role was more difficult to define. While all the teachers acknowledged their use and could give a simplistic definition of usage and role, the definitions and descriptions that I have assigned are problematic. They have been based on the twin notions of these teachers’ perspective, and the ideal that

... if men define situations as real then they are real in their consequences. (Thomas and Thomas 1928:567)

Proxemic and Kinesic Types

For these teachers the meta-communicative ‘Who I Am’ messages and the more overt ‘What I Am’ messages coalesced into a more potent communicative form through a series of physically demonstrated cueing systems. These are:

Personal Appearance

All the teachers in this project were at all times immaculately dressed. While for them it was natural to dress in this way, more importantly they realised the power of their appearance. These teachers believed that the manner in which they dressed created a powerful communicative force in itself. As Joy states,

Both you & the kids have to take a risk and trust each other. It begins with how you look and dress. It says I take pride in the way I look. I can be trusted. It's more than neatness or pride, it's about being genuine. (Joy 24/9/94)

By dressing to such a standard not only did it communicate personal self respect, but it also served to give physical voice to the notion that 'If I care about the way I dress, it's because I have self respect and I respect you in the same way'. It was a mechanism of reinforcing the relationship formed between the student and pupil. It was not intended that the children imitate the teacher by dressing to such a code, rather through demonstrating self respect in such a way, it was a means of demonstrating a clearcut well defined message about who they were. It served to reinforce the message that there was nothing fuzzy or ill defined in their self image, and that it was not ill-defined in the relationship with the class. Secord and Jourard (1953) believe that there is a great deal of empirical research to suggest that people with a low degree of cathexis, poor body process image, are anxious and insecure, giving off a low self esteem image .

It would seem that these teachers have deliberately designed to reveal the opposite conditions. In other words the message they were intending to create was one of positive self-image and

the behavioural implication of security and well-being. Maxine believes that her physical appearance is part of the total classroom atmosphere and would therefore simply reinforce the language and communicative messages of care, trust and openness by adding the feelings of security and control to the general tone of the room. Thus, for the children, the notion of being free to take a risk and open up would be greatly enhanced.

Territory

For the teachers in this study, the physical appearance of their rooms was as much an ingredient in their communication pattern as was their vocalised language. The way they presented themselves everyday to their students was always within the framework of the physical appearance of their classrooms. The face to face teaching and communication in every classroom always begins at an extended distance. Every day the children enter a classroom, the first encounter with the teacher begins with the physical entity of the room. These teachers have recognised this and use the room as an extension of themselves. Thus the physical environment plays a crucial role in the framing of the everyday episodes of teaching. In the constant movement and linguistic encounters, the physical setting forms the backdrop and frames the entire 'scenes' of teacher as actor. For Barker (1968) the 'Ecological Psychology' of any environment impacts on all aspects of the environment. Indeed for these teachers to enter the realm of their classroom was to be immediately drawn into this 'theatre'. Not as an outsider but as one of the family. No matter who the person or their role, all were made to feel not only welcome but made to feel completely at home. Thus the language of Who I am and What I Am is given a demonstrative backdrop by which the teacher's sincerity and genuiness is not only publicly displayed but fully activated.

Interpersonal Interaction

Often discussed in terms of 'space', within the context of this study the term interpersonal interaction has been coined to reveal the true quality of the spatial relationships the teachers in this study developed in order to fully develop the concept of who they were as people. In the literature in this area the term refers to the actual measurement of the distance between people as they interact. Because of the nature of the profession teachers usually establish a repertoire of teaching style that relies on separation between themselves and their pupils that can be expressed in terms of public or social consultative distance. In other words teachers keep some kind of distance between themselves and the pupils they are working with. In Hall's (1968) terms, this distance could vary between four to seven feet. Because of the demands of the job in which teachers have to occasionally provide individual attention this distance of separation could be reduced to the personal distance of less than two feet. More importantly not only do these teachers impinge highly into personal space, they actually physically touch the students as well.

While recognising an individual's right to their own comfort zone of teacher-pupil interaction, these teachers all consciously move into and try to establish a spatial relationship with each pupil, believing that

... there are lots of messages in that experience. For me, when you get touched or someone impinges on your space it means someone cares. You're special enough to make that contact. It's a physical bond. You're one with the kids when you're doing that. (Terry 3/4/94)

Thus the personal barriers that they have been trying to project through their language is further focussed by breaking down and through individual's immediate, and highly personal spatial territories and boundaries.

This I believe breaks down resistance to the teacher's expectations and demands. As Sommer (1966:61) suggests, a person or group in their own "territory is almost undefeatable", then by intruding in this personal space, these teachers are breaking down the barriers of resistance and allowing the messages of trust and concern to filter into the child's understanding. While the child may initially experience a crowding effect, it would seem that these teachers persist until the barriers are brought down, or they realise to persist may impinge too much on the child's space, resulting in an increase in resistance.

The 'Mutual Glance'

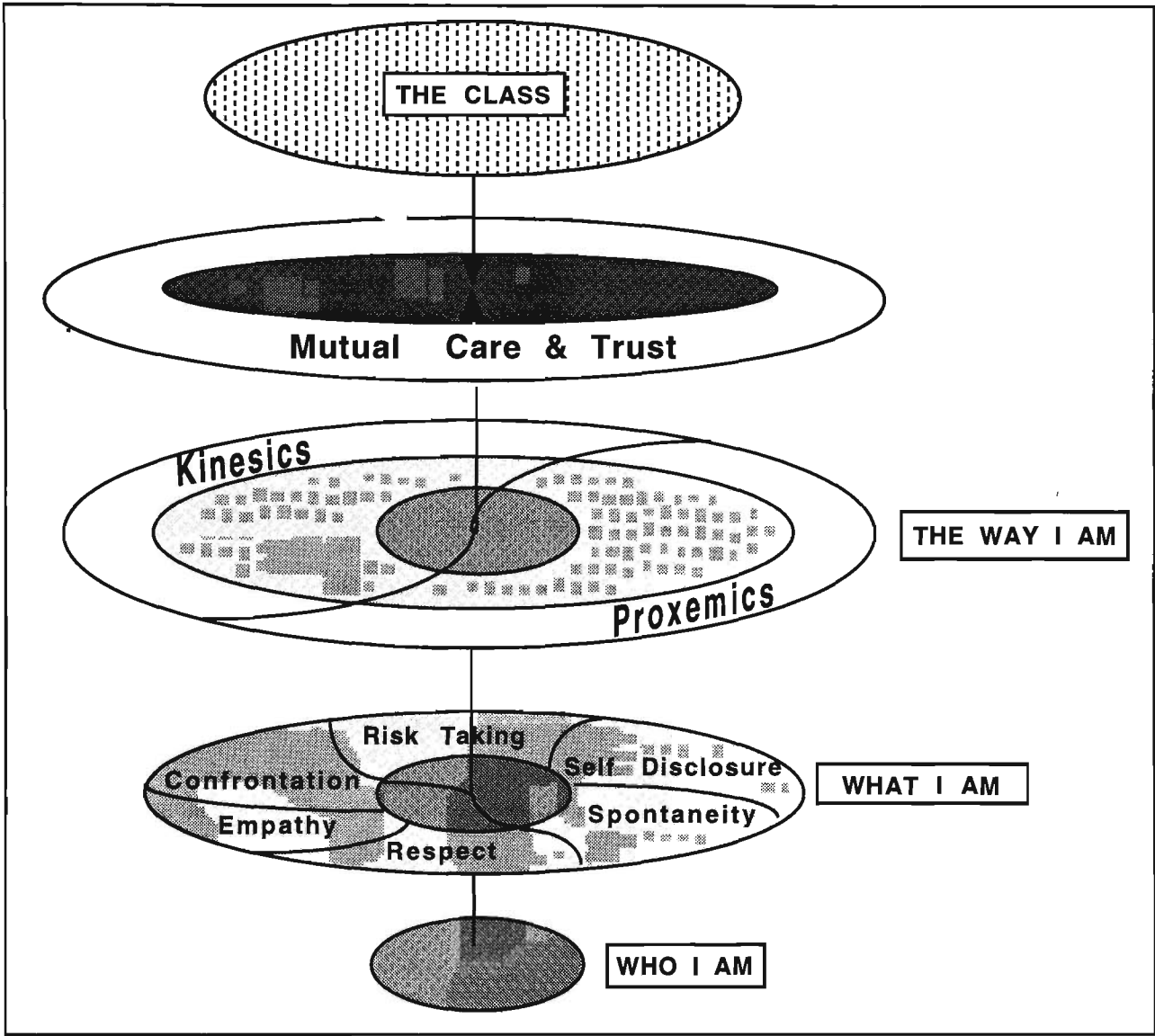
The elements of touch and impinging of personal space are not done in isolation. Rather it would appear that long term contact and interaction with the teacher provides for the development of an interactive predicting process that interacts with the oral forms of language. Indeed the teachers in this study adamantly believed that the children could read them like a book. "They look into my eyes" (Heather 28/9/91).

I do not believe it is the eyes alone which consolidate a teacher's intention, rather it is a series, and combination of facial and total body cues that provide children with prediction mechanisms regarding the teacher's intention. I also believe that it is not so much a teacher's intention or behavioural directive that is transmitted, rather it is more an affective display. It

would appear that through prolonged interaction with a teacher the children can interpret instruction from affective facial and bodily displays. The oral instructions and interactions literally give voice to the teacher’s true nature and regard for the student. Thus the student is more likely to accede to the teacher, not because they have to, but because they want to.

The overall pattern of language interaction can be illustrated by the following diagram:

Figure 14: The Language Interaction Pattern



The Language Magnet: Creating the Zone of Engagement

This reaching out to students appears to take some time with some of them, as can be seen with Terry's comments concerning the students in his current class. It would seem that as the teacher implements the strategies designed to draw the students into a cohesive whole, the reflective process gradually takes hold succeeding in revealing to the students that they have

limits in which they can operate, but they still have the ability to act spontaneously and creatively providing they do not exceed the classroom expectations. For some children this may be the first time they are able to act in such a way.

However, in line with Libo's (1977) belief that change within a group only occurs when the leader puts into practice their desired response, it appears that the children are drawn deeper and deeper into a relationship with the teacher, or a time zone of engagement, until they act as the teacher does. Or rather they reflect the teacher's beliefs and practice. Gradually individuals are drawn one by one into this engagement zone, which expands out until the whole class is operating within this zone. This by no means suggests that there is a utopian experience in action, rather this creation of a zone of 'mutual care, trust and openness' ensures that problems arising are dealt with in such a way that the flow of communication and understanding is not impeded in any way. Rather the channels of communication are such that the teacher and the children can reach mutual understanding and an

ability to fulfil one's needs, and do so in a way that does not deprive others of the ability to fulfil their needs (Glasser 1965:13).

CONCLUDING SUMMARY

While having its foundations firmly set within a subjective framework, after countless hours of observation there were many objective elements arising from the interaction between these teachers and the pupils they taught. These classrooms were more than educational sites, they were areas of action and change. Children began to express their feelings, laugh and

joke, form relationships with others, become more open, develop insights into their characters, reflect deeply, change attitudes and take pride in their work.

All this occurred not through a plan devised from various aspects of the psychology continuum, but through the teacher's desire to form a true relationship with children. Rather than looking through the objective lens of “cognitive classroom management,” and imposing “systematic planning” (Turney et al 1992:63), these teachers viewed their classroom practice through the subjective focus of the children they taught. Their emphasis was on being themselves, not planning an agenda or plan of action but being totally open and genuine so as to fully focus on what the children were saying and doing. Judgement and condemnation were absent, replaced by a communication network that was caring and uncontaminated with conditions of false stipulations.

The message that underpinned this communication network was the subliminal message of unconditional acceptance. Teacher approval was present, but subsumed by the notion of ‘self acceptance’, not acceptance when certain constraints and conditions had been met. Their classroom control language was not a technique or trick of the trade but rather a genuine expression of care and openness.

For these teachers

... family was a verb, not a noun (Craig 1994:6).

CHAPTER FIVE

CONCLUSIONS

World is the structure of meaningful relationships in which a person exists and in the design of which he participates.

...to be aware of one's world means at the same time to be designing it.

May (1958)

INTRODUCTION

Drawing from the review of the literature and the data provided by the respondents, the aim of this final section is therefore to coalesce from these two sources, a response to the question posed in chapter one:

What is the nature of the 'language in use', that five experienced teachers have developed to maintain both control and motivation ?

However, this chapter is more than a simple summary or pulling together of the literature and research threads, rather it is an ending which projects into the future. The ideology and practice illuminated in this project have major repercussions for all levels of teaching, in that it represents a different view of teacher authority. A misunderstanding in regard to the nature of authority and how authority is transformed into practice in a classroom has I believe, been responsible for many experienced and beginning teachers to continue to translate classroom management into rules and regimentation.

In an orchestra, the first violinist obeys the conductor because he/she is keen on a good performance as the conductor is. The private who jumps to attention does not care as a rule about the efficiency of the army. School discipline can be of the orchestra type when the teachers are good. Too often it is of the army type (Neill 1960:19).

Hence to fully appreciate the orchestral classroom management approach undertaken by the respondents in this study, and the implications this practice has for teachers and teacher educators, their practice and beliefs have been sieved through another filter of understanding. This filter which gives greater clarity, focus and definition to the grounded theory of this thesis is Burke's (1945) notion of a 'Grammar of Motives'. While realising that this process of describing the grounded theory of this study has already been undertaken in the previous chapter, in doing so succinctly again, it is hoped that the "distinctive role set of the status of the teacher" (Merton 1957:110), which has plagued and stagnated teaching for almost a century will begin to be broken.

While, as previously stated, this conceptual framework has already been discussed in Chapter 4, and in some degree illuminated in the literature review, I believe it is necessary to once again reiterate this ideology, viewing it through another lens in order to establish the truly different nature of the paradigm these teachers put into practice on a daily basis. Pushing the teaching practice I observed through another filter and ending with the implications this practice has for the profession as a whole is an attempt to provide a final triangulation process which may lead to the empowerment of others.

Theorise in such a way so that what is true in any region of mental life can be verified to be so (Allport 1968:23).

Therefore this chapter unfolds through the following focal points: A New Agenda for Classroom Management, A Grammar of Motives and The Implications for a New Direction.

A NEW AGENDA FOR CLASSROOM CONTROL

Burke's (1945) concept that the human experience is a dramatic portrayal of a 'Grammar of Motives', is no less true than it was five decades ago. In teaching, whether through planned action or unwitting response, teachers' motives are being constantly demonstrated through their language use and associated physical movements (Aspey and Roebuck 1977, Bem 1962, Epps 1970, Gray 1982). Having never had the benefit of any formal teacher training in classroom management, the teachers in this study have developed a management system based on the translation of their own belief system into a highly personal approach, an approach which had their language use as its basis.

This translation of thought into action will now be summarised using Burke's (1945:x) five principles by which an investigation into the 'Grammar of Motives' may be carried out. These are couched in terms usually applicable to the theatre and revolves around a response to the principles of 'Act (what was done), Scene (when or where it was done), Agent (who did it), Agency (how it was done) and Purpose (why it was done)'.

'A GRAMMAR OF MOTIVES' IN CLASSROOM CONTROL

The Perception of Motive

A critic reviewing a theatrical performance must firstly rely on the subjective elements of understanding which are based on countless hours of observation and conceptualisation. These understandings and critical responses are then made public. The underlying assumption being that the rankings, critique and comments that are made are based on the

critic's past experience and expertise. A critique which has input and a response from the actual performers as a crucial component of the review, is unheard of.

I believe that much of the most recent observational research into effective classroom management is of the theatrical critique genre. While it represents a positive shift in theoretical outlook, it is only pseudo-ethnographic in nature. Such a position offers only a half view which sees the researcher as the 'expert' and the teachers in focus as the 'guinea pig'. While subtle in nature, this study took a different perspective. In this project, the teachers' views subsumed my own. The 'grounded theory' was truly that, grounded in what the teachers were thinking at the time of professional impact and how they understood this to be a part of their overall classroom practice, with my response being rendered through their continual response and reflection. The end product may be my words, but it is their concepts which surfaced.

Their concept and understanding of classroom control is indeed a 'grammar of motives'. A highly personal drama which draws the audience into the set so they may fully appreciate, participate in and finally become crucial actors themselves. However these teachers do not simply act or pretend, for them school life is real life.

The Enactment of Motive and Purpose

Act

'Why have classroom control?' may seem to be a trivial question to ask of teachers. Most would give a response based on the concepts that 'no learning would take place', or 'children must learn how to behave'. While the teachers in this study would agree with these sentiments, their motivation was much more deep seated. Classroom control for these teachers was more than the discipline of an individual child and much more than effective whole class management.

While the classroom management strategies of these teachers certainly took into consideration these aims, for them classroom management was concerned with the development of children's self-worth, not the curriculum or a set of psychologically based recommendations and strategies.

These hypothetical causal agents bear only a tenuous relationship to external stimuli, or even the symptoms that they supposedly produce (Bandura 1969:10).

The teachers were primarily concerned with an education process designed to build up self-esteem based on the formation of genuine relationships. This involved setting in train a course of risk-taking ventures. Firstly the teachers begin by establishing a pattern of revealing who they were as people. While having to 'wear several hats' which includes the teacher as disciplinarian, these teachers reveal details about their personal life and experiences. This is undertaken in the hope that a reciprocal response would be undertaken by the child. This whole process is based on the notion of being oneself, of being open, of risk taking. To adapt and paraphrase Rogers (1969), this highly personal psychology involves

... the dropping of false fronts, or the masks, or the roles with which we face life. It appears to be trying to discover something more basic, something truly personal (Rogers 1961:109).

The aim of this process is to provide a climate in which children can feel comfortable in simply being themselves, similar to a home atmosphere in which there is a lack of psychological or physical threat. This whole enactive process is an enabling and empowering structure of taking a chance, daring to be 'oneself', daring to establish a relationship and daring to embark on a course that was unknown and often confrontational.

This form of classroom management is fluid, responsive and value laden as opposed to the schemes described in the research literature which tried to manage children based on the 'playing' of parts within a fixed scheme or plan. The teachers which formed the focus of this study saw classroom management as something to be experienced and integrated, rather than being imposed.

This traditional approach of imposing of plans and strategies is a view which results from a cultural perspective of teaching which I believe has become outmoded. Balson (1991) was most certainly right when he claimed that social conditions had changed to the point where the old methods of classroom control need to change. What he did not take into consideration, as did Boomer, was the full extent of teacher understanding that is now needed to fully activate, motivate and control a class.

To know 'what is going on', or even wonder what might be going on, means having an all encompassing fish eye lens taking in backgrounds, capabilities and aspirations of the learners and their parents, knowing structures, habits and values of the school, reading the wider politics of the system and society (particularly its economics), and understanding the ebb and flow of interactions and struggles in the arenas of gender, ethnicity and class (Boomer *et al* 1992:281).

A 'top heavy' school culture which imposes curricula and methods, reflected in a similar attitude in teachers towards their classrooms has, as Boomer (1992) claims, dominated education for over a century. The teachers in this study sought to counteract this situation by developing a culture based on their experience, almost a counter culture. Their rooms were places of inclusion, safety havens where every one was drawn into the experience, in which the child could feel at home and safe. The norms in these rooms were not always those of the school system in general or the other teachers operating in the schools.

The teachers in this study were also concerned with developing individuals and a class that performed in accordance with who they were as a people rather than simply 'playing a role', a role that was determined by the teacher. In doing this, these teachers often broke all the norms and conventions that are usually associated with teacher behaviour, while simultaneously fitting into the typical teacher and school structure. They looked like true professionals, participated in all the usual school activities, but in the classroom their personal interaction was different. They sought to draw the children into a culture of care, rather than force them into a mould of conformity.

Scene

While the classroom control strategies of these teachers focussed on the actual classroom, they had a broader vision of classroom management. They did not wait to develop a relationship with children when they arrived in their room, rather this process of developing a culture based on a relationship began in some cases a considerable time before the children walked through their door. Roles and relationships extended out into the playground with these teachers taking every opportunity to talk and interact with all the children in the school whenever possible. Thus their status and role as a teacher shifted from the usual mould, into a person who could be approached and trusted. Thus these teachers became a 'caretaker' in more than name only. By expanding their management structure beyond the walls of their room, they were actually, I believe, changing the structure of the school in both a physical and emotional sense.

Typical of most schools, the institutions these teachers worked in were arranged around the traditional design of secretary's office, the principal's office, the staffroom offering maximum privacy for the staff and detached classrooms, arranged in a square formation around the centralised unit of power. The physical layout of the schools and access to staff only served to reinforce the distance in relationship between pupils and staff. This traditional

layout also reinforced the traditional cultural environment as well. It would seem these teachers sought to actively break down the barriers creating an environment in which there was a breaking down of the roles to a large extent, from the predictable curriculum orientated mode to one in which the teacher redefined his or her role to one akin to a more natural family style

Such a broadening of the experience and the site created an environment in which the roles for both pupil and teacher not only became more rewarding but set in train self satisfaction and self-awareness. Thus the traditional system dominated by reward and punishment was subsumed into an atmosphere in which these were present but the relationship with the teacher was the behavioural constraint. Caring instead of scrutinisation became the glue which created harmony. The teacher became an included 'agent', becoming the activator instead of an

... antagonistic force, balanced in that ever fickle equilibrium which is discipline

(Waller 1965:10).

Agent

Whether traditional in outlook, experienced or a novice, all teachers have and present a personal front as part of their teaching. Some may not be aware of it, and still others may pretend. Many teachers try their best to eliminate this from their teaching, thus ensuring at best mediocrity and at worst rejection by the students. After working with the teachers in this study, it would appear that the degree to which a teacher injects a personal charisma will determine the degree to which the students engage with the teacher, their studies and their peers.

In an extreme example, the activating force of personal charisma may be seen in groups such the Nazi movement and in the cultural revolution of Mao Tse Tung. To a large extent the

populace in these times responded to personal magnetism, imparting to their state loyalty while simultaneously gaining emotional and psychological benefits. It would seem that the teachers in this study had developed such a charisma or magnetism that rather than imposing themselves on their students they sought rather to infuse themselves among their classes in the hope that the children would respond to them as people. An image was deliberately created so that the qualities that they constantly demonstrate through their language would be a magnet promoting stability and security. This image and personal charisma was developed through trial and error and was an integral part of their own philosophy of risk taking. I believe that to impose a predetermined plan of any kind, whether curricula in nature or interactional, without the infusion of a personalised self will lead to sterility in teaching style and complete inflexibility in delivery.

Simply because of the age and nature of the younger students, the primary teachers were better able to create this image. However, to a large degree Dick was also able to accomplish this in a secondary environment. The exercise of disseminating and revealing a personalised 'self' was more powerful in these classes than any authoritative approach that he could have legitimately imposed in his position as head teacher.

Those personal qualities which make up a charismatic teacher have in the past been difficult to define. In this case, these characteristics were their high standard of dress, strength of determination, their ability to undertake and engage in spontaneous mental gymnastics, 'genuineness' and sincerity. These characteristics were coalesced into an even more powerful force through the language they used. This language use was dynamic, deliberate and sought to break down the barriers or the emotional hurdles that often inhibit genuine teacher-pupil relationships.

Authority for these teachers rested more on their flexibility and ability to translate their genuine concern into a tangible teaching component. This came about as a result of persistent and determined effort to establish a foundation of reliability and consensus of outlook.

Agency

The main transmission agent of this 'charismatic' approach was in these teachers' use of language. Through their use of body and verbal language these teachers sought to exert a very subtle, yet deliberate pressure on the children in their class to accept the values of openness and 'genuineness' that these teachers believed were essential to the effective running and maintenance of harmony in the room. Rather than enforce these values, they undertook to expose these characteristics through their language. While rules were laid down and emphasised, these were very much subordinate to the natural constraints and obligations that a truly meaningful relationship engenders.

Thus these teacher sought to develop a psychology of satisfaction and enjoyment, which still ran effectively when disciplinary action occurred. They had redefined the teacher-pupil relationship. Through their initial experience these teachers had gradually exchanged the playing of a role for a more genuine form of interaction. Through this transformation the status of the teacher grew and they actually became a more authoritative person, not in the sense of 'one who must be obeyed' but in the form of one who is obeyed because it is worthwhile.

Thus a pattern of spontaneity was built up as the rapport between the teachers and the class was established and more clearly defined. Risk raking was an integral process in this whole cultural development, with each interaction being a stepping stone to not only developing individual notions of self, but a redefining of the class focus towards an ability to accept as a whole authority when it is exercised without creating power struggles.

Purpose

On the surface, the purpose of all that has been described and summarised before is about control. The concept of control has long had negative overtones of an ability to forcibly manage, strictly guide and be totally in charge. For many researchers and teachers, it would seem that student revolt is bubbling beneath the surface and it is the teachers' job to keep this possible eruption under 'tight wraps'. However with the teachers in this project, while control was an integral part of their teaching, it was engendered through a different paradigm.

Risk taking was the key focus of their control. One only has to read any dictionary definition to realise that 'risk' is always defined in negative terms as well. The classrooms and teachers that formed the basis of this study had redefined this notion of risk and control into a new and more powerful set of outcomes. Rather than ridicule or sarcasm which have often characterised classrooms, the outcomes for the students who formed the backdrop to this study were enjoyment, satisfaction and self realisation.

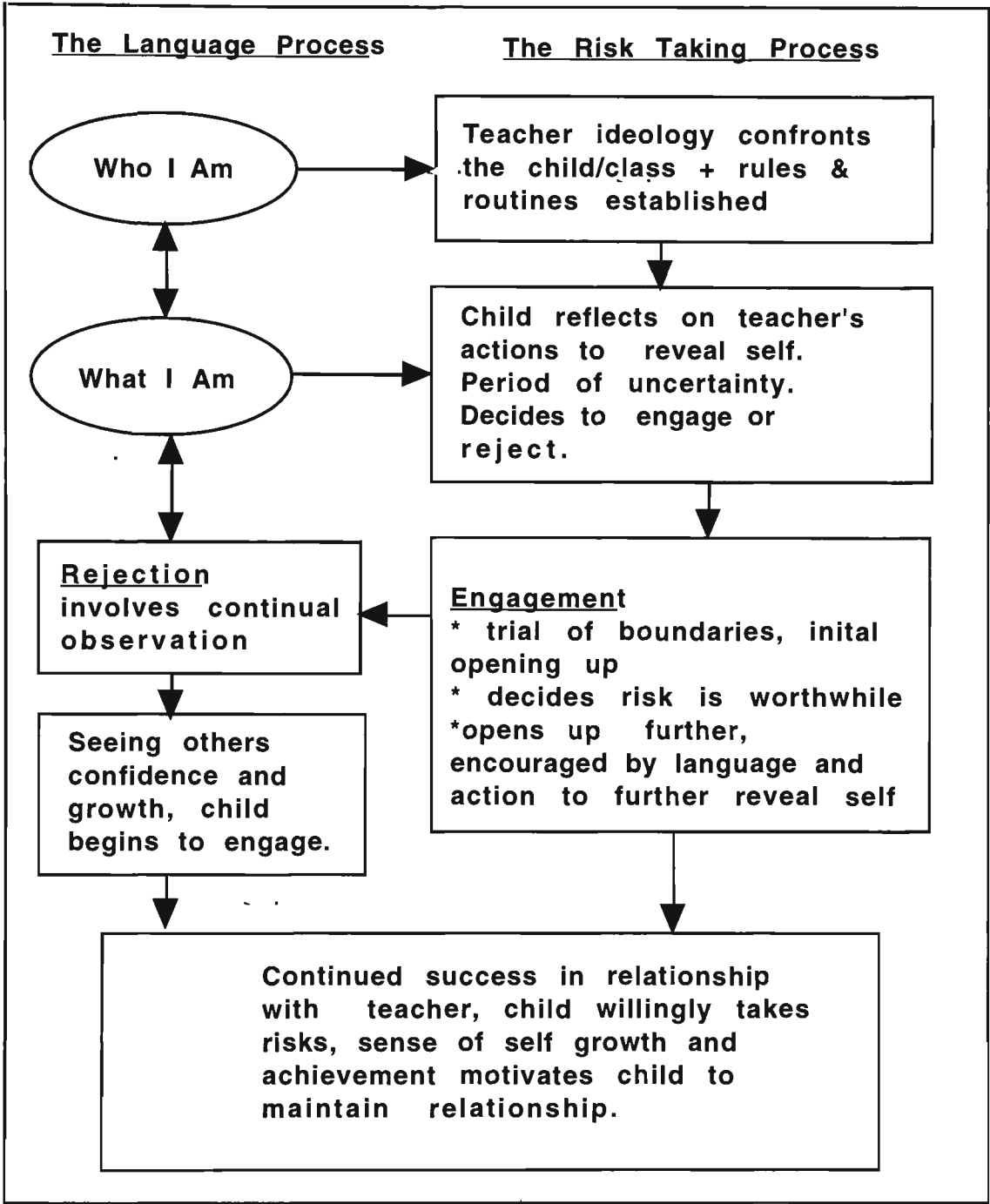
Taking a risk runs contrary to much of the literature that deals with self evaluation and self fulfilment. Whether it be Maslow's (1971) '*Hierarchy of Needs*' or any of the classroom control theories, risk taking is not a concept that would appear to be supported or even mentioned. The implications of this study reveal that in order to fully develop classroom control, both teachers and students must learn to take a risk to fully develop a sense of security in which both may build a stress free environment.

It would seem that in order to effectively control a class the teacher must take off the masks we all wear, take risks and share more than just time and space with children. Teachers must lose their security shield of forcing obedience and take a chance of being ridiculed by establishing a communicative community whereby belonging and valuing form the discourse

pattern instead of hostility and power struggles which often develop. I have come to believe that risk taking is the medium through which children ultimately develop a sense of identity and social awareness. Language is the tool through which a teacher can develop not classroom control, but rather establish the management of support, security and safety.

The following diagram, I believe, represents the risk taking process which establishes effective classroom management.

Figure 15: The Risk Taking Process



IMPLICATIONS AND RECOMMENDATIONS FOR TEACHER PRACTICE

Drawing from the previous brief summary and the model which evolved during the course of this study, the implications and ramifications arising from this dissertation are far reaching for both teacher practice, school administration, teacher induction practices and those engaged in teacher training. While these may seem to be the delineation of the obvious, the simplistic and the familiar, the model of teaching ideology teased out during the course of this study represents a radical departure from the traditional model of classroom management which, despite a growth in understanding, still leaves the children as simply 'victim-spectators' (Allport 1955). Conversely the approach adopted by the teachers in this study had transformed classroom management into 'interexperience' (Laing 1967), a transaction of relationship, regard and respect between both teacher and pupil.

The recommendations and implications arising from such a view impact directly on all aspects of teaching. These include:

Implications for Teachers

- *Teaching is a life long learning process.*

The linking and empowering factor which underpins all that these teachers undertook in their classrooms was the result of a belief that teaching was a learning process that was ongoing throughout their entire professional lives. While for many other professions, this is simply a fact of life which is taken for granted, in teaching, this viewpoint has in reality existed only in the rhetoric of the literature (Fullan 1991). While many teachers understand that to meet changing demands, both curricular and social, they must continually change their methodology and approaches. However, in general, life long professional learning has neither been a cultural or institutional aspect of teaching (Turbill 1994). Only when this aspect of teaching becomes an accepted form of work ethic, extending beyond the typical

narrow staff development programs, will institutional and individual change become the powerful, fluid and adaptable form that it should be.

- *Teachers must change the way in which they view themselves and the profession.*

The most fundamental shift in understanding suggested by this study is that teachers need to see themselves no longer as the dominant force in the classroom because of their supposed status or role. This would appear to be the key philosophical element in determining a teacher's success in relation to the management of classrooms. I believe that the success the teachers in this study enjoyed arose because they saw themselves more as facilitators rather than transmitters of knowledge, and understood their role in classroom management to be one

... characterised by an outgoing, candid, and accommodating nature that adapts easily to a given situation, quickly forms attachments, and, setting aside any misgivings, will often venture forth with careless confidence into unknown situations (Jung 1917:44).

It seems that a teacher's status is enhanced if they indeed provide mechanisms through which the children can interact in such a way so as to negotiate and share through highly personal means in the classroom discourse, which in turn diffuses the rigidity of the perceived role of the teacher.

It would appear that strict enforcement of rules only in turn creates rigidity and resentment in the children. Through the model implanted in their classrooms, these teachers began a process of relationship forming, which creates an almost paradoxical situation. It would seem that if this process, based on negotiation, listening and responding effectively, is fully implemented then the very processes that teachers set out to achieve through enforcing rules, are attained through the opposite process of providing responsibility and freedom for the

children. Being open and caring, it would seem, is an encouragement to commit to a similar viewpoint, whereby adherence to rules and regulations become a natural but secondary outcome.

The primary outcome of this commitment is the development of responsibility and self determination, both in an individual sense and within the class as a community. As stated by Waller (1965) and Jones (1968), this letting go is extremely difficult for teachers to do. Yielding responsibility to students it would appear is much easier than guarding status, but runs contrary to the general perception that teachers hold.

- *Explicit language use is the key element of this relationship development, and the basis of effective discipline.*

While these teachers were not afraid to discipline and confront children, the key element was their use of language. Operating, in many respects, with elements suggested by Canter (1976), Glasser (1965) and Rogers (1989, 1990), for these teachers, explicit language use was more than just an element of classroom control, it was the quintessential element of classroom management which incorporated the control patterns of previous researchers. These components, defining boundaries before they are enforced, responding to children confidently and decisively, using 'withitness' specifically and immediately, distinguishing between defiance and spontaneity quickly and efficiently, reassuring the children before, during and after confrontation, were all elements of the communicative process they employed. Language was the controlling factor in their classroom management process as opposed to being an isolated element. Language was the vehicle which created a classroom environment in which the children were

... helped, protected, taken care of, guided (Horney 1946:51).

Developing a rapport with the children in their care was the primary aim of their language use, with all other elements following in the wake of this process. I believe that the elements traditionally associated with classroom discipline, rules, careful planning and reprimands can all be accepted without duress and are seen by the children as a natural element if the language support mechanisms of trust, openness and respect are present.

- *Teachers must become aware of their own ideology*

Simplistic though it may be, the development of teaching practice in regard to classroom management in this study suggests that in order to make fully informed choices teachers must be aware of the ideology that they carry in their heads. It would seem that not to be aware of the philosophy they have constructed, or not even aware that they have constructed a personal philosophy can only create an ad hoc approach in both the way the teacher interacts with the children and the manner in which the curriculum is constructed in the room.

- *Reflection must become an integral component of staff development*

The telling factor in the development of these teachers' ideological framework was their ability to reflect on what they believed constituted the pattern of student interaction that they wished to follow. While the circumstances under which they were initially forced to confront their belief system was far from ideal, their experiences reveal that when forced to make their ideology explicitly detailed, a teacher's practice becomes more finely tuned.

- *Teachers must be given time and opportunity to allow them to make their ideology explicit.*

Time to reflect on teaching practice would possibly be seen as a waste of time to many teachers and administrators, yet it is this reflection practice which is essential to the formulation of personal direction and practice. Providing time, opportunity and the personnel necessary to complete these reflection opportunities will necessitate a change in the fundamental ways schools conduct the traditional scheduling of face to face teaching time, in service practices

and communication principles within schools. However, the possible outcomes could be a resulting fundamental shift into more positive teaching practices, more effective pupil-teacher interaction and the realisation of the fundamental goals of education.

Implications for Administrators

The implications arising from this study shed a great deal of light on the inadequacy of the current induction process beginning teachers face. These implications and recommendations arising from this study are:

- *Beginning teachers must be given ample opportunity to develop their own ideological understanding*

For the beginning teacher, it would seem that the more quickly and efficiently opportunities are provided for the beginning teacher to establish their philosophic viewpoint, the more likely they will be able to begin to implement strategies that they intellectually own, as opposed to the implementation of strategies that have come from external sources. It would seem that it is only when new teachers have a clearly defined understanding of their own belief structure, that they engage in and with teaching practices that they believe are truly meaningful.

Thus it is incumbent on school administrators to provide opportunities in which the supervising teachers of these new professionals not only view the teachers' artefacts such as teaching programs, but also provide opportunities in which there is discussion, clarification, and debriefing. This process could allow the teacher to begin to formulate and articulate not only what they believe, but also begin to make connections between personal theory and actual practice.

In turn, it would appear that supervision of teachers must involve observation sessions of actual teaching so that the both parties can participate in genuine dialogue and greater

specificity in debriefing sessions. Thus supervision of teachers could perhaps be optimised by the process becoming one of co-learning. Beginning teachers may possess new techniques and approaches that could benefit even highly experienced practitioners.

In a highly practical sense, this study clearly showed that even for the more experienced practitioners, the videotaping of lessons combined with debriefing interviews, provided a definite springboard for teacher reflection and individual professional growth.

- *Successful teaching practice can be expedited by sustained interaction with more experienced teachers*

Rather than leaving beginning teachers to wallow in the 'sink or swim' process that still appears to be the norm in regard to classroom management, in conjunction with the closer observational approach to supervision, time should be provided for beginning teachers to view first hand and for extended periods, more experienced teachers as they practise their craft. In conjunction with this, time for debriefing and intense discussion should also become an integral part of not only the induction process but the total span of teacher experience and the approach to the profession.

- *The core focus of classroom management must become the development of relationships*

The most important implication for teaching practice is the need for teachers to be acutely aware that in the constant interaction in a classroom is more than noise and talk. With every interaction, either verbal or non-verbal, language is the tool through which children not only learn about the world they live in but where they fit into the world.

I am presumably what they are describing, but not their description. I am the territory, what they say I am is their map of me (Laing 1967:24).

Thus by ensuring that a genuine rapport is developed and maintained, perhaps many of the problems which have traditionally plagued teachers in the management of their rooms would disappear.

Implications for Teacher Training Institutions

All of the previous implications impact directly on the way teachers should be trained and the understanding of the profession they bring to the classroom. These represent another fundamental shift in the approach that tertiary institutions should adopt in their training and preparation of students for teaching service. They include:

- *Language needs to become the central focus of trainee teacher education.*

It is clear from this study, and from the literature both past and present, that language is the element upon which not only the curriculum is based, but all the elements associated with teaching. To ignore this, tertiary institutions run the risk of continuing the trend of producing teachers who not only feel inadequate in their initial years of service, but continue to follow self developed professional paths which may not specifically meet the needs of the children they teach.

More specifically, in the area of classroom control, it would seem that unless the underlying principles of classroom management are fully developed in teacher training organisations, the continuing malaise of coping with models that do not produce any form of real change or interaction between pupil and teacher will continue to produce a socialisation of teachers dominated by yearly regression of enthusiasm and idealism (Willower 1969).

- *Trainee teachers need explicit experience in classroom management*

While I believe that language is the key to classroom control, and the model created during the course of this study is an effective means of classroom management, I am not advocating

that the specific elements of this model are a general panacea to the long term lack of direct assistance that classroom teachers have been seeking. Rather, I believe that these elements are starting points that could be a springboard from which students could begin to formulate their own teaching practice and understandings by translating these practices into their own set of working ideals.

For this process of working out 'what works for them', student teachers will need more direct contact with children in real situations. Rather than the minimal periods of 'practice teaching' per annum students currently spend in actual classrooms in our school systems, an approach based on 'apprenticeship' or adoption by a mentor for extended periods would be more conducive to developing more productive teaching skills. In other words, the students could spend extended time in schools and then return to a training institution for specific study and reflection on their experience for a short period.

I believe this period of reflection should be based on a cyclical approach combining several areas of related focus. Designed to facilitate the process of developing a higher degree of understanding and personal understanding of all areas of classroom life and in particular classroom control, these cyclical focal strategies could be:

- exploration of current research in the area
- reflection, discussion and comparison, combining this research with actual interaction experiences with children
- the undertaking of a reflection/ problem solving mode in which the individual students explore their cumulative experience, defining their own positions and beliefs
- return to the school site to begin the cycle again .

RECOMMENDATIONS FOR FURTHER RESEARCH

The following set of questions represent the Pandora's Box of theoretical propositions arising from the course of this study. I believe education must answer these questions if it is to meet the needs of its clientele as we move into the next century. In many instances these questions represent those which have been asked by teachers, administrators and researchers, in some instances for several decades.

These questions are:

- What other mechanisms and conditions, besides the ones discussed in this study, have produced teachers of excellence?
- Is there a single set of conditions that will engender and promote positive teacher learning?
- Is there a personality type or learning style which could be best suited to teaching?
- Could the notion of risk taking and development of relationships be transferred in any way to managerial theory, applicable to industry or business management principles?
- What is the precise nature, sequence or form of the body language cues which enable children (or adults) to predict another's motivation or thought processes?
- Are there any other forms of interactional style that could promote and engender pupil-teacher relationships?
- What is the precise impact of humour in classrooms?
- What is the total impact of the traditional physical school layout and design on student morale and behaviour?

PERSONAL IMPLICATIONS: A SUMMATIVE CONCLUSION

On a personal level, this study was both cathartic and caustic. Cathartic because I was finally able to realise a dream that had arisen in the earliest days of my own teaching career, which

has resulted in a change in the direction in the way I now teach. Caustic because I have realised the deficit nature of my own teaching and how institutionalised I have become in both my thinking and practice. My main fear is that I am not alone in this institutionalised conditioning.

Simplistic though it may be it would seem that many teachers, like myself, have not realised that it may not be the children at fault when there is a clash or conflict between pupil and teacher. As I failed to see and am striving to overcome, it could be that the teachers have failed to recognise that language is more than communication or transmission of knowledge, and that despite the best of intentions their language use has transformed the child into

... the driven instead of the driver (Horney 1951:159).

Because of my own tertiary experience I failed to see that genuine communication in the classroom is more than curriculum, it is the development of child's 'self'. Whether it be through indifference or design, teachers are constantly transforming children's views of who they are as individuals and developing a genuine communicative process, or as I had created only a facsimile of communication.

Thus teachers may need to reconsider the way they interact with their pupils. For many teachers this may necessitate a changing of not only the seemingly trivial interactions, but the broader communicative processes which form the total dimensions of classroom discourse. The major implication in this area is that teachers may have to begin to drop the mask of the role that they wear, and begin to develop a communicative experience and interaction in which they no longer play teacher but become a person who is able to interact in highly personal ways. Rather than the mechanical approach to communication I employed, teachers may have to experiment and take risks in order to find that communicative path which

subsumes the transmission mode of interaction, and promotes the development of a shared culture of understanding.

For the respondents in this study, this culture was created partially by their use of humour. Like myself, not every teacher may possess humour to the degree that these teachers possessed, but most certainly allowing children to interact in such a way that spontaneity and enthusiasm are the norm can only enhance what Rogers (1959:226) terms, "a child's condition of worth". It would seem that spontaneity provides opportunities for children to break free from the 'cattle gate syndrome' so that they learn to direct their behaviour in an attempt to maintain a teacher's positive outlook and respect towards them.

While I am not suggesting that classrooms become continual and uncontrolled outbreaks of spontaneous uproar, most certainly I was not as responsive as I should have been to moments when humour or spontaneous communicative events could have taken precedence over the precision and pressure that can often pervade classrooms.

Having finally arrived at the end of this project, the most profound and potent understanding that I have formed is that change in the way teachers manage classrooms will only come about when educators

... understand that the solutions to their problems will not be found in sources
external to themselves but, rather, inside their own heads
(Wager 1993:37).

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APPENDIX A

EXAMPLES OF DATA COLLECTION PROCEDURES AND

INTERVIEWS

Appendix - A 1

Sample Excerpt of Field Notes

Maxine 28/9/93

9.05 Children move into classroom from assembly, Max walks quietly with them chatting as they go.

Laughter (very quiet)

Children not in lines but move in small groups no loud noise very animated, but not disruptive. Max waits outside with me as the kids move into the room. Very informal, talking quietly amongst themselves, no pushing, very orderly. Get themselves organised, give notes of some kind to Max.

Max instructs the kids to sit on the floor. (Can we sit on the floor, ok?)

Maxine sits on a chair at the front, kids immediately quieten down and move, pay full attention, absolute silence.

Asks for windows to be opened, several children begin to move, but then sit. Very softly spoken, pleasant tones, slight smile.

Chats to girls on the right side middle, giggle together, other children listen (?).

Ask girl in middle right about mothers operation, little louder, all children listening. (Go well?). Chats about child's first visit. (Looking better)

Child says mother now feeling better has had first shower.

Normal matter of fact tone, friendly leaning forward, direct eye contact, all class paying full attention to conversation. All seem concerned (?)

Introduces me. (Kids this is Phil you remember him.) Joke, all kids look and smile, some wave.

Whole class (on cue) says Hi. Big smiles, some begin to look to front.

Begins to mark the role, several children away. All begin immediately to quieten down.

Children talk about girl who is away, Max checks to see if any one has been to see her or not, if she is ok. Girl on left back says has seen her in supermarket yesterday. A few others tell of seeing her playing in front yard. Max looks at role, taps pen.

Kids settle into silence immediately.

Turns to boy who has been absent(?)

(How are you Alex?, I wasn't sick. Having a flexi eh) Kids all laugh including Alex.

Cousins from Melbourne had been visiting was showing them around the town & country side.

Raises eyebrows immediately children quieten down, visibly stiffen.

Begins to discuss the science fun day (held day before), some children drop there heads. Children had been misbehaving. Maxine obviously not impressed.

Tells children that if in future misbehaviour occurs will there will be detentions a letter from the school.

(Why is Miss Green saying this, because kids in this class are going over the top) tells children because its the end of the year has noticed that a several children have the attitude that its the end of the year, schools nearly finished. has had complaints from various teachers. Tells them they been a cooperative class, the best ever. Doesn't want that to change. No more warnings, no second chances.

Very firm voice but softly spoken, every eye riveted on Max.

Sending note to every teacher asking that if there is any trouble, to let her know.

Ask if any one thinks she's being unfair.

No hands, but quite a few heads shake, Questions girl by name (You're supporting me why?)

9.20 'A' replies (it's for our own good), very matter of fact tone

Max tells children that (Nobody own this place, we're all a part of it)

Jokes that (If any one owns it, it's me!)

Children giggle, shuffle a little (apparent lightening up?). Max smiles leans foreword and tells children that she's the longest serving one here now, now Mr W has retired.

Children smile, giggle squirm a little.

(I'm the old bag) Children all snicker. Max leans back.

Turns to me with smile on her face? Explains to children that she took my place when I left this school. Explains how long she has been here.

Immediate change into house keeping mode, collects money for camping excursion, raffle ticket money. A few children whisper a little.

Then explains that today class will be changing 'learning buddies' & exchanging library books.

(I'll zip a and over your books) Children giggle

9.23 Explains that she has to go next door to explain to all of the above to the children next door (other year 6). Gets children ready for work. Writing in their personal journals. As leaves the room instructs children (Right get started), stands in doorway A few kids move around the room & ask each other questions, a little chatter but working very quietly.(You make sure your working hard), leaves room.

Reflective Journal Summary

Sample of Discussion with Terry, Immediately After Video Session

7/8/91

Walking back to staff room and entering staffroom, Terry asked me what I thought I had seen. Replied that it had begun very formally, talking about the concepts to be treated, very explicitly. Terry replied that he thought it was very much like formal conversation, asked what he meant. Stated that it was a two street, believed, perceived that the class had not understood and so began part of the re-phrasing cycle, putting pressure on kids, he presents one way and then another, manipulating the language. When questioned about pressure, claimed that he always was putting pressure on them, but that they took it for granted and that it was not always in the form of heavy teacher talk, but through subtle means, a look, a joke, just by knowing him. When questioned how he does this, replied that it is always, usually casual. Will move through cycles, when children don't understand, or there is tension in the room will back off. Take a break and relax the atmosphere, bring in humour. When questioned how this fits into his classroom management believes that this relieving of pressure ties it all together, spoke in terms of planes, moving through planes, manipulating the planes. Believes that moving through planes means pulling the children into how he thinks, tuning them to how the classroom works. Communication is entertaining and learning. I asked how to pick the difference, believes that its hard to pick, keeps it deliberately that way. Part of the deliberate plan, language is the way to teach and experiment with, to demonstrate and encourage risk taking. Through language he lets the formality go but introduces another level in which formal teaching and control happens but a natural consequence of 'the thing' that then happens between the children and the teacher. He draws the children into a more realistic classroom climate. mentioned a term 'chatting about reality'. Believes that this is language use that is natural, including reprimands laughter and relationship building. When asked how learnt about this, developed this laughed and said it wasn't college. Believed that college stressed steps, cycles, that it had a 'correctness about it.' Looks good, professional, but a false reality. Nothing really happens but a reality that looks

successful in respect to teaching the way parents often want it. When asked what his reality was, stated that it was about genuine care, getting in touch with kids. Believes that his genuineness is about 'conscious involvement', that kids can pick it. Final quote, had to get him to restate it,

"I think kids almost eliminate teachers from their experience if they don't open up. I think that kids come to really appreciate and like it. You get more out of them if they start to open up, and as you open up."

Sample of Structured Interview

Dick, 2/4/93

Interview with Dick F - 2/4/93

- I: I'll just read through the questions first. Have a think about them. See what you would like to answer. The first one being: What is effective maths teaching and what is effective maths learning? Fairly general questions.
- I: What makes a good maths student?
What do you think the attributes are?
How do kids learn maths and how do kids best learn maths? What is the importance of teaching maths, like is it essential to learn maths or can we do without it?
How do you think maths works as a whole subject?
Is it a building up or is it a general big picture, that sort of thing.
How important is language in teaching mathematics?
How do you use language to teach maths?
What do we use maths knowledge for once it is acquired.
That is very similar to the question about the importance of teaching maths. That's about it.
- T: I might attack the last one first, which is what again?
- I: What do we do with maths knowledge once it is acquired.
- T: That is really a philosophical question. I suppose you could substitute any that are in there at all. What do we do with any sort of knowledge once it is acquired. The nature of mathematics learning is such that I believe there is a structured and sequential approach to that learning, so I believe it teaches anyone to handle a situation where they have got to have some form of sequential learning, not necessarily with mathematics but with any sort of thing at all.
- T: I used to answer kids' questions about what are we doing this part of maths for and I would answer it by saying, "it's a little bit like Darin Clarke preparing for the four hundred metres for the Olympics". He just doesn't run four hundred metre race after four hundred metre race in competition or in training. Probably he has a time line of many years in which he is looking at things like diet, his own welfare, mentally, physically, building up all sorts of strengths using certain weight training, whatever it may be and I try and explain to the kids that the final product they see when Darin Clarke runs four hundred metres is not just the fact that he has been doing four hundred metre races all the time but it's an overall preparation and that's the way I look at education; that little Billy might finish up being Manager of Macdonalds.
- T: He might say "now why have I been studying algebra and history and tech drawing and things" because of that, because it's been a chance for his mind or his brain to think in different ways and so that he can handle different situations through life. Now I just see mathematics as being part of that, so when you say how maths.....what was it?
- I: How to use maths knowledge and what is required.
- T: Maths knowledge is such that I believe it has been the skill a person has been able to use to attain that knowledge that perhaps is more useful rather than just knowing that the surplus.....(inaudible).....or something like that. It's the skills inbuilt and developed in the mind as they develop over various different types of mathematics.
- I: Different types of skills.

- T: Well in mathematics yes, first of all, whether irrespective of what level mathematics they are doing there is some form of abstract thinking as soon as they start handling, for want of a better word, doing algebra, there is abstract thinking. As soon as they do any work with space in geometry etc. there is some sort of spatial training. As to whether that training is reading something first of all and recognising that on the sheet or the blackboard or the overhead or whatever or whether they are able to reproduce it themselves. Some people can look at things on the board and see it, whereas they can't draw it. Other kids can draw it very well and yet sometimes they have trouble picking it up themselves, so there is a spatial perception.
- T: If you like the everyday manipulative work with number, whether it's tied in with any aspect or branch of mathematics like trigonometry, geometry, algebra or whatever it is, but the basic everyday manipulation of number, they are some of the areas I can think of.
- I: So you are saying that different kids have different reading styles.
- T: Yes. Maths to me, the learning of mathematics to me is very much a black or white area. There is very little shade of grey in between. A kid either knows how to do a question or understand mathematics or he or she doesn't know. There's very little area in between. Every kid will tell you whether they are really strong mathematicians or whether they are very weak mathematicians. You will hear them say from time to time, this is easy, because they have suddenly realised how to do the questions and they have got some understanding and they are getting success.
- T: Now particularly with weak students, either they know how to do the question or they don't know how to do the question and it's that area in between which I believe is a narrow area that the teacher has got to attack or has got to address as far as trying to put that kid on the track to do that question, because I believe that once that little area is broken down, then the student can go and do the question and as soon as they can do the question and they understand what they are doing, they say it's easy.
- I: What strategies do you put into place? Different kids have different learning styles and different kids will learn things in different ways. How do you bridge that narrow gap. Do you have any conscious strategies or do you try with different kids at different times. What do you actually do to bridge that gap?
- T: If I am working individually which is about the best I can answer as I'm standing in front of thirty kids in a classroom, but if a kid says to me "I can't do such and such" I believe I have to go back and find out what knowledge they do have of any mathematical steps that apply to that particular problem or question or exercise. I have to go back as far as I can to find what the kid knows that can be built on then by me, drawing on other bits of knowledge he may have to get to solving that particular question. So I have really got to go back and find out what he knows or she knows. Then I have to draw on as I say knowledge and facts that the person might know and doesn't realise apply to this problem and try and build it up that way. Mathematics being very sequential there was a question we had earlier, I forget what it was, something about the nature of mathematics learning or something like that. Mathematics learning is very sequential. I look upon it as having that strong base that starts wherever you first encounter number and space etc. and it just has to be built on and built on.
- T: Now that's not answering your question about different types of learning is it? But that's the way I'm approaching it. Now that kid might do very well in a situation where they are listening to me or it may be through peer tutoring or if something similar happens like that or it might be through group work or something like that and I'm talking about different styles of learning within the classroom. But I believe if I am going to do any work individually I've really got to find where the student is up to, what they know, and then how I can call in other pieces of mathematics which I believe they have seen and build it up so that they can attack that particular question.
- I: What if a child is resistant?
- T: What if a child is resistant? I haven't struck one on a one to one basis. When you say if a child is resistant I believe I can encourage the child to say well we're not getting very far here, do you want some help and I don't think I have had anybody say no.
- I: What do you actually do to encourage them?

- T: Well it's not quite as simplistic as saying well you are in the classroom, you have got to get on with the job and that kid says "well I can't do this". It's not quite that simple. I don't want to make a mountain out of it either. It's just an encouragement for the kid to be able to have a chance to get through the work, to be able to have some form of success. I've got to try and get the kid interested enough in the question or the problem or whatever it is to then take it on board for themselves, to feel that they can have a go and not feel threatened. Not feel that if they make a mess of things that I am going to jump on them like a ton of bricks or something like that. I have always encouraged kids to be, if you like, risk takers.
- T: In the current Year Ten class that I have got at the moment, I have even got kids answering back to me at one stage and saying to me "is this one of these questions sir where you want us to take a risk"? That sort of thing. I encourage the kids to have a go and this goes right down to the bottom to the lower kids too. They are not going to be chastigated just because they give the wrong answer. Even when we are doing oral questions in the classroom, I will certainly say that and I'll say look if you have got a wrong answer I'm not going to jump on you or anything like that.
- T: So I suppose I am trying to build up an environment where they feel free to have a go and they are not going to be chastised because they get something wrong. And I suppose that's a type of learning too, a style of learning too that some kids are prepared to have a go, get something wrong and then build on their mistakes and then other kids are a bit worried about that.
- T: So I think that's another area where I have got to work at and say well look I want you to have a go, whether or not it's on a one to one basis or the whole classroom and if I notice anything that anybody likes to react because little Billy gave a silly answer I'll very nicely say, well you have had a go, your hand wasn't up or something like that, so that they don't feel embarrassed about participating orally or in writing or whatever it may be.
- T: Quite often I will get kids to write down, I might ask them to write down a description or what they feel or what they know about a particular piece of mathematics and I'll say to them, well I won't be able to ask all thirty of you, but I'll see them all writing something down and then I'll pick out a few and try and get the kids to pick out something or words in their own language. And that is touching on language.
- I: (inaudible)
- T: The resistance would be there in a group situation, in a class of thirty I would think. It would be up to me to isolate the kid and say look we are having trouble here etc. etc. and then I would probably go to a one on one or a one on two or one on the group or whatever it may be.
- T: I think I am mindful of the fact that if a kid is probably resistant because they really can't do it. I think that would be the majority of cases that I can think of, that if a kid is resistant or has a behaviour problem or something like that, it is one of two things probably. Either they are completely out of their tree with boredom in which case I am not reaching them as far as difficulty is concerned or at the other end of the scale which I think they are mostly, they are kids who really can't do it and if they really can't do it, it gets back to this black and white idea of either they can or they can't and if they really can't do it, then they will find any excuse to do anything etc.
- I: If they really can't do it can you make them say they can or are there just some kids who can't do mathematics?
- T: I would like to think that there is something. Well let's take an example of Year Eight at the moment are doing some work on percentages. Now it may be that they have no idea of the concept of percentage but by writing things down and trying to work out some answers and showing them the patterns that are there with the use of numbers and perhaps they can understand those patterns and begin to get into some sort of framework as to how they can then use the percentages at least in whatever application may be; let's find the percentage of something or whether it's expressing the percentage of something else. I'm just trying to create in their minds the number patterns that are there.

Example of Semi Structured Interview

Dick, 6/5/93

Interview with Dick 'F' - 6.5.93

Researcher: Phil Fitzsimmons

T: I had to draw on and find what knowledge they did have. When you talk about control I suppose I was down to their level because I wasn't asking for formal language but I was asking for ideas. My presentation on the board for example was quite haphazard at times because I wasn't trying to formalize the lesson in terms of(inaudible)..... and I also tried to encourage them to have as much response as I could because I wanted to find out where they were at.

(continuing discourse is inaudible)

R: What I have done is summarised our initial interview and I ... that's your copy. When you get a chance have a read through it and comment, you know there are things in there which you will find probably that aren't exactly what you meant. Just feel free to scribble, write notes. We have got a transcript of the interview we did just today, I've got to read through that, I'll get a copy also for you.

T: Is that the one we did over in the Library.

R: Yes.

T: What is this one here?

R: That is a summary of the points that I got out. I'll get a copy of that to you as well. I've got to go through that and also there are going to be things in there that I can add to the summary. From that video we did I took a few field notes the same as Phil and there's a few questions we need to ask. I'll just go from the beginning.

T: Interesting what you ask because I, no I won't preempt you, go on.

R: What do you do to keep such class control? You seem to be in total control of the situation.

T: Thankyou for that, I don't know whether I was or not. As I said I think at the beginning of the video, that lesson was a sort of an unusual thing in that I am working with a new group. I want, we're behind and I wanted to pick up on a new topic which really wasn't new to the extent of what they didn't know, but I had to draw on them and try and find what knowledge they did have so when you talk about control, I suppose I was down to their level in that I wasn't asking for formal language, I was asking for ideas. My presentation on the board for example was quite haphazard at times, purposely, because I wasn't trying to formalise the lesson and turn kids off by saying Oh well you have got to know the exact definition or you are not going to get a word in edgeways here. And I also tried to encourage them to have as much response as I could because I wanted to find out where they were at because as I say they came from all different backgrounds. Those kids actually had come from four different classes and they made new classes at the beginning of term 2. So pretty quickly, even though they've done common work in years 7 and 8 they had had a term where they had come from four

different classes in year 9 and I had to find out from them quickly where they were at in a number of ways: one, what basic concepts or spatial concepts they had with geometry, with just ordinary shape. two, the level of language they knew, I remember saying once, Oh that wasn't the response I was after and I was sort of half saying it to myself and half saying it for here, being conscious of the fact that you could play it back because I was digging a bit to see if I could get certain words and there were a few things that kids said. I can remember something I wrote up on the left hand corner of the board, something that some had said that the language for was quite wrong, but there was an idea or a concept in that I had to try and develop. And the lesson was an unusual one in that it was almost sort of teacher oriented for the whole lesson because I was trying to spend the thirty five minutes or whatever it was trying to find out what they knew and also trying to establish the fact that if they were going to give a response I wasn't going to go crook at them or something like that, so going back to control.

Sample of Open Ended Interview, Terry 3/4/94

Phil Are you aware of the language you use in the classroom ?

Terry In what way?

Phil Well, what would you describe your language style as, the way you use language?

Terry Well I'm stuck already aren't I. You're talking about what we've been doing.

Phil Yeah, just the language you use all the time.

Terry As in a means to an end, in particular ?

Phil Yes, well for example you use a lot of humour, Why do you use humour? I know its your natural self.

Terry No I'm a very serious person.

Phil I can tell.

Terry I'm not laughing. Its classrooms themselves, I don't know. It's probably not a good philosophy. Classroom environment is the key to learning for me. I place big stuff on actually having a nice physical environment, making kids want to come to school, thinking. A sort of positive environment, because I like to believe you can't sit there and lecture, especially to young kids. So you use humour to an end. You know I find this year you have to,... with seniors that worked. I'm totally readjusting, finding out what works for little guys, what sucks them in well.

Phil Were you really in the staff room with the kids looking in the fridge?

Terry Yep

- Phil The whole class in the staffroom looking in the fridge?
- Terry Yeah, Its not my class. I was on relief, so I found them wandering across the playground, & so I dragged them in.
- Phil Did they understand the jokes & the mucking around?
- Terry No, but they had fun
- Phil Right.
- Terry So we all went around sat around the table & had an informal staff meeting with them. They were more co-operative than this staff, more intelligent & we went through the lunches in the fridge & analysed who they might belong to. We figured out like that the sandwiches in the foil obviously belonged to someone who didn't have fillings. They were very happy little kids, they went up •to class with smiles on their faces. Its got to be a plus. & so it's the same in the classroom. If you're •joking around with the kids & keeping them interested in what your doing, but with an aim behind it Like me its being a clown or Mr. 'nice guy', & achieving nothing, which would be easy to do, So in using humour as a tool to get across what you want,... to win the kids in.
- Phil Is that part of the negotiation thing you've been telling me about?
- Terry If you were to hone in on one of the kids where I might be aiming humour at them, they'd be some interesting things happening going on. In their reactions, & their responses, & their willingness to contribute to discussions. Not only would it be happening between one or two of you, it would be happening with the whole class.
- Phil The whole class on the tapes is smiling & laughing & mucking around, but then you can, well, almost automatically bring them, transfer to a more serious mode.
- Terry Mm
- Phil So does the humour help them tune in?

- Terry No, it's only one part. You go through a real establishment process with a new group of kids. Then it helps tune them in
- Phil How do you do that?
- Terry I think its the learning, if you like the working out, between each other with words. Finding out what doesn't work, how they respond. Cause I'm responding to them all the time a much as they're responding to me. It's not a controlled situation, where I set the standard & they react to. I've got to respond to what they're doing. I always find it stems that way in each class. You're figuring out individuals, what works, who you can do what with. How you can best get a response from them, or aims you're setting for yourself.
- Phil Now that's what I'm interested in, the language you use to do that. What other things do you use to do that?
- Terry Relationships are a big part of it.
- Phil As I was waking out on the 9/9/92,
- Terry A beautiful day.
- Phil Heather walked out with me & said "What have you found so far?" I didn't want to answer the question specifically then so I said, I generalised. "You all are strikingly similar, fundamentally different ideas, but lots of strikingly similar ways in which you control your kids. She said straight away, "That's because we care". As if there's a difference between teachers who do & teachers who don't.
- Terry Absolutely, absolutely.
- Phil That makes the difference?
- Terry Absolutely. That's not to say teachers who take things seriously don't care.
- Phil But what is stunningly similar is humour, plus I tend to think that its the language you use which develop this relationship.

Terry Right.

Phil I don't want to put words in your mouth. I'm trying to drag it out of you.

Terry Right, (leaning into the tape) and you're doing a great job too.

Phil Tell me about the language of relationships, what is it? What do you do that you are consciously aware of?

Terry I found if you can't cut it beyond the classroom then nothing ever happens, it extends beyond the classroom, so I spend a lot of time with the kids in the playground. In the morning, in the afternoon, mm, developing a relationship, showing you care, you're approachable. Just trying to open it up to the kids. You bring them in. Like I've got one kid in the class at the moment, very young. Very, very quiet, comes across as insecure. But little 'K' & I've been trying to figure since I got into the classroom, how to do you get his little guy to start. talking. He sits there & watches & concentrates all day. But he's a really young little fella & just doesn't say anything, even with his peers.. He's very quiet & retiring & so we started mucking around the other day. He reacts to humour with me & he'll break into a big smile. So all the kids were swimming & I had a small group left. I had others from other classes come in. So we did a magic act. I said "We'll get 'K' out here, he's a really great magician. Bet you didn't know that, & a smile appears on his face. We're going to make 'K' disappear. 'K' stood there & his eyes lit up. We're going around making sure there's no strings attached. Kids testing the floor under him, & he stands there. I say "Right here we go. Say the magic word", & they all said "Abra Cadabra". "K get out of here" & he walks out the room. "K get back in here", & in he comes. "Hey kids we made him reappear". We kept doing this, & he's rolling on the floor. He thought this was the greatest thing ever. But since I've done that with him, & next day we do it. Like it's this repetition, & the grin appears on him. He's started to come more into himself in the classroom. Now wanting to answer questions, & he's talking more in the one to one situation, & like that 's taken me five weeks to figure out a connection with him. I believe that straight teachers can do it just as effectively.

Phil Why don't they?

Terry I think they do. I've been in some very straight classrooms, where there's a wonderful spirit. I think again that the kids are picking up that the person there cares. There's a caring quality. Go into classroom & in five minutes you can pick a tone. Some classrooms you come out of & you feel like its been a cold experience. There might be all the technically right things happening. The chalk & talk, the nice book work, what ever. Things that are pleasing to outsiders, but there's something not there too. Its a hard aspect to put up. In using language, that's your primary tool in anything your doing. It's like mental gymnastics, a lot of the time I reckon, trying to use language. It's interesting. I find with me, because I often step over boundaries & so there's humour, & suddenly its stopped. Then kids pick up cues from you, what your saying & the way your responding It might be in just expression or the physical things your doing. They say, all right it's time. Now it's work time.

Phil What are those physical cues that you use ?

Terry I think its part of the language I use, just the tone of language. Like going from & combining facial expressions." Oh now I want you to settle down'. Getting guidelines from & so on. There's very clear messages being sent. You can pick it up in the response in the kids. Kids in lots of ways mirror what your giving to them. If you have set up some good lines, & if you've communicated well to the kids how you function. Then you can see the mirroring. But if your tuned in you go from mirroring, a real jovial situation to something , suddenly, "Oh now were now going to settle down". I find something I put on kids is this concept of responsibility, try to pump them up for. I'll give you an example. We're going to do some book work and it was in some publishing of some work. So they got this new book & the first stories they did. I typed it up for them Then they did the picture. We were trying to get across this has to be special book. We were talking about why & trying to lift this book into a show piece for some reason. The thing I was trying to communicate to the kids is the this concept of pride, standards, whatever, has a place. We were just talking about it & so I said "What do you really want to do?" I wanted to get across, ok your making a decision to publish . you're going to let others read it. It's got to be something special. Would you want someone to see things that aren't right? You can see this attitude developing in the kid, that it's important. Its important because

Mr M thinks its important, but its also coming from them. I want it to be to be good, I want it to be a part of this class. That this experience is really good. But it's certainly a different world with the younger ones.

Phil So what your saying is you want to draw everyone in?

Terry Yeah, everyone is welcome. We had, like, John R is up a lot.

Phil Was he worried?

Terry No just fending off the charges so I can get off. No I'll often invite him up. John wants a classroom., so we use him as a tool. Like last year with the seniors, we did a lot of stuff, he come up & talks trivia. Like, "Can anyone tell me the mountain range of ...?" That sort of stuff. I think he has a belief that kids today don't necessarily have a good general knowledge. So we turned this into a big challenge thing. For homework we have to beat Mr R, get the questions. So we'd have kids turning up with huge lists of questions. You know, the favourite to eat him was the ,... the full name of K2. That sort of thing. Just absolute trivia that you could slam him, & then we'd have the height. That was a really good experience cause the kids were seeing that knowledge could be fun. This guy, who was the principal of the school, could be fun. Part of it was that he was obviously intelligent & sometimes they got the hang of it, hey I'm intelligent too, through dragging in some one & using them as a tool. With these little guys in the first week , we went down & voted on who was the handsomest teacher in the school. Mr R one , poor demented little kids. So we went down & he was in the storeroom doing some work. I'd mentioned it to him in the staffroom, so all the kids went into his office, & they were in his office. They were sitting on his desk, on his chair & what not. He comes in & so they give him the big clap, a proper clap & one stands up, " Mr R, on behalf of 1M, we'd like to congratulate you on being the handsomest teacher in n the school". In the first few weeks of school we'd dragged him into that family. We encourage the little blind kid at school. She'll often drift in & that's not just a case of...., she's been taught to move around. Its not a case of look whose here, Its sort of "What are you doing here?' She'll go" Oh Morning Mr M". It's kind of your nothing special , but your a part of our group. You can do that with most teachers.

Some you can , some you can't. Some come in & can't respond. If you get someone like 'P', he can't respond to that . The kids like him & that, but that's not his scene. He's not comfortable with that looseness. He needs something more structured. But I find that when I drop into his room that it disrupts him. He can't cope. He's happy when he sees me getting out.

Phil What's this thing with the family? Where did that come from?

Terry It's just the way I've always been, looked at it. Someone said to me once , it's because I'm single.

Phil Really?

Terry I said that's crap. I said that with all good teachers, I think the kids can become that friendly. When we start, that's the big thing I push with them. When they come in I say to them, "You'll see kids coming back that I've taught before. Those people were in my class & now they're friends of mine. They earned that, & I earned their respect. So, you haven't got that yet. As the year goes on a lot of you will start looking at me as a friend. We'll really enjoy being here". I said, "That can happen for all of you. The one rule we have in the class is that we look after each other. That's the only real rule we have because it can cover everything". The kids I hone in on the most are the ones who are the most socially unacceptable. I've got 'M' in the class, who copped a bagging last year as far as I can figure it. I don't think cruelly or anything, but that's not 'L's sort of kid. You know I got cranky with her the other day. She talked about 'K' the other day. I said that I'm going over to talk to Mrs 'H'. She said she wouldn't bother talking to her, they're pigs. I got cranky with her. & said they're as good as anyone else around here. Its just a different approach to people. I think that makes a difference. A lot of people want to stand back & impose all this stuff.

Phil But in your room your telling me that your open & share dragging everybody in.

Terry I think it's hard for people sometimes to figure out what's happening, cause the kids go home telling all this stuff. I'll sit & talk about my life. Anything, especially in something like writing where we're siting down & generating ideas, things come out. I'll say that's how felt. I

try not to avoid things. Parents I think sometimes sit there & say what's going on in this room. Because you know there's a lot of crazy things going on. But by opening it up, you know you break down a lot of the barriers that are kind of destructive in the classroom.

Phil Let's remember last year when I brought those students into the room, & you said that you had chucked an all time teacher whammy. How did they cope with that?

Terry I don't know ? I don't know how some kids think at first. I always sit down at the end & kind of talk & try to explain what I was feeling when I did something. A lot of teachers are reserved, play teacher games. I had a big session this week. It's been ongoing in lessons where I intentionally don't know things, which isn't hard for me to do, Phil let me tell you. But even for these little guys, to get across the idea teachers don't know everything. Because they think your God, these little guys. Even with the older ones I'll tell them, "Look, I don't have all the answers. I'm as interested as you. If you can find out, teach me something about it". But all these little things kind of knit together as far as a teacher's persona goes. To me its effective. Ok for me coming through a private system where you sat there. You had your lessons given to you with your chalk & talk, & half the teachers wouldn't know you by the end of the it. Anyway, just sent me a big message about what I want to implement in the room.

Phil So you actually developed your teaching from your past?

Terry I think it played a big part. I'm just taking what didn't work . Why aren't my experiences of my schooling as fond as the experiences a lot of the kids have today?

Phil Why do so many of the kids that you taught still come back & talk to you?

Terry Like I was sitting out waiting for the NRMA yesterday when the car had broken down & Nadina B crossed the road & came & sat in the gutter with me, & just sat there chatting. That's a pleasure. That tells you something positive happened. That's four or five year since I taught her. That's kind of where you think there's nothing really special there. But they still perceive you as someone they can come to. I had kid last year that got caught up with some kind of things with the family & some guy she was with & what not. I hadn't seen her for so long, but she lobbed

down to my place at night. She said that "You're the only one I could think of to come & talk to".

Phil That's great.

Terry And that 's like you know seven years since I'd taught her. Seven years since I had seen her & she looked me up in the phone book. There's something positive going on in the classroom if those associations are made, & they're strong. I know any teacher can say that there were kids that I got along especially well with. But they're not necessarily kids that I had a special thing happen. So you know I think it's important because I'm not just about teaching, I'm about education. And there's a big difference.

Phil What is the difference?

Terry Any one can go in & deliver the stencil or whatever. Anyone can get parents on side by having the pretty book work, the 'right' things happening, the focus on spelling, the testing each week, the results going home to parents, that sort of thing. Then they think you're right on the ball. But to me that isn't a hard skill. As you know I still strongly argue with anyone coming out into teaching,... that the best students,... that's why I get cranky when we get targeted grad's based on academic results, because in my experience that plays no part in being a good teacher. Good teachers often aren't tremendous academics. They just have the feel for it, a commitment to it. It's just the sort of job you can't do unless you have the feeling for it. It's a big part of it.

Phil When you have problems in the classroom, what's the plan of action? Do you have problems in the classroom?

Terry About every minute

Phil So what's your immediate reaction?

Terry To the problem?

Phil To the problem.

Terry As a whole, probably identify the problem. Because it s very easy to let things go & think they're not problems. Thinking out strategies, I don't know, approaches.

Phil What sort of approaches do you take?

Terry Well that depends on what the problem is. A lot of teachers think that problem means discipline, & that's not always a problem for me. A problem might be getting a kid to open up, like little 'K'. Like finding a tap to open up a bit. A problem might be going back enough , it might be a social problem, family problem. They're more important to me. Disciplines not a big problem. I worry about teachers who say I have problems keeping the kids under control, or what ever, because no matter what mix of kids you've got if you set guidelines & be firm with it, so that the kids know what's expected, when its expected, & that there's really no lee way there, then they'll deliver it. The hardest problem for teachers as far as the discipline thing is inconsistency. Kids want to know exactly where they stand. It doesn't matter that spelling starts at 9.10 & maths at 9.30 or whatever. I've never had a timetable. I jump where I feel you've got to. It's just in knowing how you're going to respond, what's expected, what you've got to deliver, & kids feel comfortable with that. So I don't find most of my problems are discipline at all. They're more trying to move kids through steps that you've mapped out & think are important, and the language use to tell them. Like 'C' at the moment, you know she has problems. Even with the testing she comes within normal limits in lots of branches. But in attention & her ability to maintain a flow of thought, she dips out. She's got testing to see if there's physical reasons for that. That's a part of the problem identification. I'm pushing her parents now to eventually do that. But when I sat down with them in the first few weeks I was trying to figure what I was about. She wants your attention all the time. She wants ..., she'll break into the biggest smile, 'Gee that was good'. Obviously there's a definite gap in her life. She doesn't get that sort of response. She wants to belong & feel good about herself. How I talk to her tells that she's ok.

Phil Do you give her encouragement rather than praise, you said that once?

- Terry Yeah, that's the problem. How to get around a kid like 'C'. I sat down with her parents in the first week & said "Surely you're realistic about what her abilities are, so your not going to sit there & think a miracle is going to happen?" I see my approach will simply to make her a happy kid. One who wants to come to school & feel good about her self.
- Phil What did they say?
- Terry Great, they felt that's what she been missing out on all along, 'cause she was always in trouble. She seeks your attention so much that I understand someone saying ' Don't talk, don't talk al the time' You can't keep sending that message to someone all the time, especially as they get older.
- Phil So you're wiling to let her do that?
- Terry She's got to. That's interesting. She's got a seat by herself near where I sit out in front of the room. So when she doing activities, she has trouble following instructions, I'll often sit with her, & shell start doing some cutting and I'll say "Yeah that's pretty good". I'll straighten it up for her. If she's gluing, I'll give her a hand to glue it in. That sort of thing. Sometimes you do get angry with her, she can be so frustrating. But interestingly today, I had a little bloke who's struggling, & today for some reason I said drop over next to 'C'. He couldn't see the board. He hasn't moved since then. He likes being with her. When we finished a lesson today I looked across & he's moved his things. He's physically moving his things under his desk. He had a really good session. He got a sticker 'Monster Effort', & he actually followed what we were doing. He's just the happiest kid in the world. She just sat there & said, "I like helping 'J', he's a good boy", patting him on the shoulder. Now there's a nice chemistry happening there. Where a lot of teachers would've said, "You get back to your seat". But you couldn't break up that relationship. It was interesting watching it develop. So something positive is coming out there. You saw the kids go out. She said at the end of the day, "Was I good today ?" She asks that every day. Now there's a message in there. A kid asking was I good today?' I said you were very good. She said "Was I very , very good?" So I gave her a hug & she had a big smile on her face. I said "You go home & tell mum you were real good today". She was the happiest kid in the world. So that's something with that guy in mind, that's something that will stay with her.

Phil You're not afraid to touch?

Terry No, I hope the courts don't get this tape. It's something I talked about with the boss the other day. I told him I'll leave teaching the day I can't put my arm around a kid. Because it's a big part. If you were filming, & jut filming the physical contact, it would be happening every minute.

Phil I actually turned the sound off.

Terry In my room? If you really honed in on that, as I move around in the room, with in any lesson there would be a chance that fifty percent of the kids would be..., had a hand on their shoulder.

Phil In one of the tapes with that class, you went to small groups & them sent them back to individual work, you actually went around & touched every kid. Everyone got a touch of some sort.

Terry Good

Phil In today's world that's almost a no-no.

Terry Sad isn't it, if you got to feel guilty.

Phil What's in that touch?

Terry Lots of messages to kids in that experience. When you get touched it means someone cares. You're special enough to make that contact. It's a physical bond. You're one when doing that with kids. It sends messages even if it's when you're actually rebuking them for something. I might have my hand on their shoulder. "You promised me today you weren't going to break the rule. Was that your best?" No. Then you bring it round. "You can do better". When they go away you squeeze their shoulder. 'I knew you could do better for me'. That sends a very positive message you know. 'I can do better, I want to do better'. That's important. A kid came up this afternoon & she was in tears. Had a fall & a bit of a scab on her face. I was walking down past the ladies in the canteen taking her to the office. I had the arm around he, talking away to her. The lady came out after & said, "Gee that was nice. She's so little & your so big. You had your

arm around her". A lot of people wouldn't look at it that way. A lot of people would think that's not on. I watched a program tonight on TV on discipline in schools. They were arguing philosophies, approaches & everything, but they weren't actually hitting on it. One of the kids, one of the problem ones,, turned around only when he felt someone cared & they were interested in him. That he was special. He made a decision to turn around. I think a lot of the time you do get these negative messages. He was talking about being isolated for weeks on end in these rooms. I think that can happen in a normal classroom, where the teacher doesn't pay you attention. Doesn't draw you in to the conversation. It might be because you don't have a lot of ability or your socially unacceptable. Or you don't fit into their image of what a good student is. You can be ostracised in a room that way. You can go a whole year without a teacher really talking to you. Or making any physical contact with you. Just by making that physical contact you've drawn that kid in there, a part of you. They can't escape that later on. When you've had a good time, laughed , mucked around, had a bit of a giggle, touched them. Later on when they let you down, they're going to feel that, because you had a relationship with them. It's not just Mr M'. Touch is real big part of it.

(Tape ends)

Example of 'Spontaneous Discussion'

Reflective Journal

Joy, 24/3/94

1.50 pm I walked into the playground & spotted Joy talking to two girls. I was there taking a class of first year undergraduates to visit Joys room. Two girls were talking to Joy, were in fifth class, I recognised both of them from the previous years of teaching there. As I approached them it was obvious that the conversation was of a serious nature. No one minded that I stood with them & listened. 'L' was explaining to Joy that her father had been hitting her quite violently on the upper leg & buttocks. Joy asked if she had been misbehaving & perhaps deserved to be smacked. 'L' explained that she hadn't done anything wrong & that the belting went beyond normal discipline. Joy explained to 'L' that she could not ignore what she had been told & that she need to go & tell the principal right away, & that perhaps he would want to talk to he as well. She also explained that the school counsellor might want to talk to her a well. 'L' agreed. Joy asked me to take over her playground duty for her, she went & talked to the principle.

2.10 Joy returned. As the students talked to Joy children we wandered from group to group. The conversation turned to my thesis & the need for me to continue talking about Joys classroom practice.

Joy explained that her whole teaching style, philosophy & teaching practice boiled down to a v ery simple position. (Tape turned on). It all has to do with trust. They trust you & you trust them. Both you & the kids have to take a risk & trust each other. She went on to elaborate.

Joy As I told you before It s all about love. I love them.

Phil I know I've asked this before but what's this love involve?

Joy Its all about being intimate with the kids, not in a sexual way , but really getting to know them. The building of a relationship.

Phil Joy we've talked about negotiation of this relationship. It seems like it's a negotiation of intimacy. You each reveal more & more about yourself. Touching is an integral part of this process? .

Joy You have to get close. That 's right. Even the parents appreciate it. They've told me that they like the way the kids come home & tell them what Mrs M did when she was a kid, or what he kids have done, that she gave me a cuddle. You know the sort of stuff. How I got in trouble for being a sneak when I was kid the consequences. It makes you seem more real. It lets them know that I make mistakes, & its ok for them to make mistakes too. It's a real friendship thing. I tell them isn't it wonderful that I can trust you. To me its very simple. To be an effective teacher you have to have a real depth of feeling. You can't truly teach without it.

The kids know me like an open book. They pick up on the slightest facial expression piece of body language. They me so well that they can pick up on whether I'm annoyed, joking or what ever. Its in my language, my eyes..... or something.

You have to be free & easy. You have to give off the expectation that you care & know each individual child. You have to know how to push them as well. Disciplining them as well is a part of that. When they know that they have upset me, their heads hang down, they know that they have let me down. They want that relationship, they all want acceptance. As long as you are consistent & fair. The aim is to get them to want to belong to the family. When we have to make a decision in here the kids now call for a family vote. They want to belong to the family.

Phil It seems to me to be a negotiation thing all the way down the line.

Joy Sure is, in everything that you do.

(Bell rings, interview ceases)

Appendix A - 6

Copy of Letter of Consent Signed by All Participants

..... School,
Dear.....,

Thankyou for agreeing to take part in this study. After our discussion on the, this consent memo is the first step in the 'member checking' process. As you now understand the focus of this study (language 'in use' in classroom management), the interview and observation process, I will begin providing you with all the data I collect for you to check. As we discussed you will have complete control over the data I use, and you will be able to withdraw from this project at any time.

Please don't hesitate to bring to my attention any instances in which I have not represented you or your classrooms accurately, or any instances of bias or prejudice that you think have coloured that data. I am grateful that you have consented to take part in this checking procedure, which may appear daunting, but this process of constantly carrying out such checks on all the data is one of the steps which reduces the possibility of researchers either intentionally 'cheating' or unintentionally being influenced by unconscious biases.

I would also like to thankyou for allowing me to use your first name instead of a pseudonym. Once again I wish to assure you that all the data collected, analysed and stored will be treated with the utmost care and confidentiality.

Yours Sincerely,

Phil Fitzsimmons

Permission to use the information

I am aware of the focus and nature of the data collection process of the project, Language 'in use' in classroom management, in which I will be a respondent. I agree for my name to be used in the body of the text and that all direct quotes can be used. I understand that I have control over the material and details that may be cited and that I may withdraw from the project at any time.

Name: Date:

APPENDIX B
SAMPLES FROM EARLY CODING PROCESS IN DATA
ANALYSIS

Sample of Initial Emerging Themes

Summary of Interview with Joy 19/7/91

- origin of her classroom management

- need basis, no formal training
- forced to use own 'tacit' knowledge
- arose from family background
- evolved through trial and error

- beliefs about classroom management

- not a separate entity in itself, integral part of the room
- she has minimal problems, virtually none, never really has
- based on notion of 'family' and family values
- stems from the teacher, who they are as a person
- has to be real, 'teacher can't act all day long'
- teachers are transparent despite what they may say
- children can see through an act
- language plus teacher interaction provides the means by which children judge what the teacher really means
- rules are important but act as initial guidelines only
- loving children and showing you love them is more important than rules
- all children are deserving of being loved.
- learning should be fun, minimises problems
- learning is sometimes a challenge, should be seen as a challenge, not a problem

- Practice of classroom control

- begin with explaining and maintaining rules
- continual demonstration of how she feels about the class
- language helps gain their trust
- use touch and cuddles to enforce this language use

• At a subsequent member check interview, Joy (20/2/92) added humour and "getting close to the kids" to this initial list. She stated that the "list was too heavy, you probably haven't seen a good example yet, but we have a good laugh in this room. They're real cards. You've already seen that we also get on really well already. You have to form a bond with kids or you lose them."

Categories Which Emerged from the Data

Excerpt of Open Ended Discussion While Replaying Video with Dick

Lesson on Quadrilaterals (30.4.93)

(Dick was asked to respond to what he thought were major episodes or points and what he meant by this language, using Dick's words in emerging themes in bold type)

Dick: They are having a go at intermediate level maths which is the intermediate level as you may know. I'm trying to encourage as many of them to see this level as possible and they know that if it doesn't work out then they will be changing levels.

(Directed to us sitting at back, all children all look, Dick in centre of room)

Need to be explicit, encouraging, open, challenging all wrapped up in one.

"Kids know I'm open and honest, creates less hassles in the room and promotes learning."

Dick: We also realise that this class background is a little behind and that they have come from different classes and we are a bit behind and I said that while we have been doing algebra recently but I would start off with some geometry this morning and a part of what I have to do is to learn or to recognise the skills of the people and where they are up to and I expect quite a few diverse answers this morning.

Risk taking challenge language, empathy, allowing approximations.

"I want to interact with kids, not just chalk and talk. I want them to respond, I want to get to know them, and them know me. How I think, what I want from them."

Dick: So you people when you are writing down an answer to something, you write down what you want to write down as far as use of words that concern with some description or whatever it may be to do with the figure I am going to draw on the board. I'm just going to draw one figure, I'll put a name to it and I want you to write down three or four things that get prompted by what I have drawn

on the board. Now you just use your imagination Vanessa as to what we might write down.

Vanessa needed to be pulled in, attention waning, leaning over and whispering.

Confrontational, caring, focussing of whole class through use of Vanessa, letting the class know I was on the ball

Dick: Okay here is the figure. These are the words to go with it. Now can you write down three or four things that you recognise have something to do with that figure or is it something to do with that word. I don't necessarily want you to draw anything but if you do that is up to you.

Dick: Now I won't be able to ask all of you as I can't go around all twenty-four of you and I won't get a response from everybody but I'll just put out a few things and we'll list them in a moment.

Dick: What is your response to seeing that diagram and/or that word and remember we are drawing on different backgrounds and different experiences you have had. Anything at all that you can write down as a result of that. Just watch your response to seeing either that figure or the other. Anything you have written down so far David, have you got anything?

Just chalk and talk stuff. Its vital for learning, but flows easily if the kids are hooked in. 'Hooked in' related to the children's consistent attention and constant tuning to the expectations of the teacher.

S: A four sided figure.

Dick: I'll just write a few down and that might just give you a couple of hints if you are a bit of a slow self-starter. Luke you have written something down, what did you write down?

S: (inaudible)

Dick: Thank you for judging my diagram like that. Did anybody write down a four sided figure? Who said something? Monika? Everybody so far has talked about sides. Come on you tell me one thing. Take a risk, I won't go crook if you are wrong. Andrew, what did you do? You didn't look at the word did you, you looked at the shape.

Risk taking, challenging, letting Andrew I knew he wasn't focussed, had to confront him, he knows that I do it to challenge him and push him. Having a joke, a bit of a laugh lets off a bit of steam.

S: Yes.

Dick: Why did you write Shellharbour Square?

S: It reminded me of a square.

Dick: It reminded you of a square and you picked on another shape too, the quadrangle, which did you mean? The compact one out here? You have been collecting the poor architecture of the school buildings or are you just reminded by that?

Lets the kids use their own concepts, their own language, draw them in, let them know that I'll accept them as they are and where they're at. I think that's a vital element of classroom management.

S: Yes, just reminded by that.

Dick: Charmaine what did you write?

S: I just put the background.

Dick: Haven't you written anything else? Ok, who can answer what we have got here? Whatever you have done. Kylie?

Confronted Charmaine, whole class was watching, letting them know that I've got eyes in the back of my head, but also lets them no that I won't let them slip back, that I care what they do and that they learn. I don't go crook, I challenge. They know that.

S: (inaudible)

Dick: Can anybody go a bit further than that?

I always push the kids that little bit further. Not over the top, but they've come to expect that I hope.

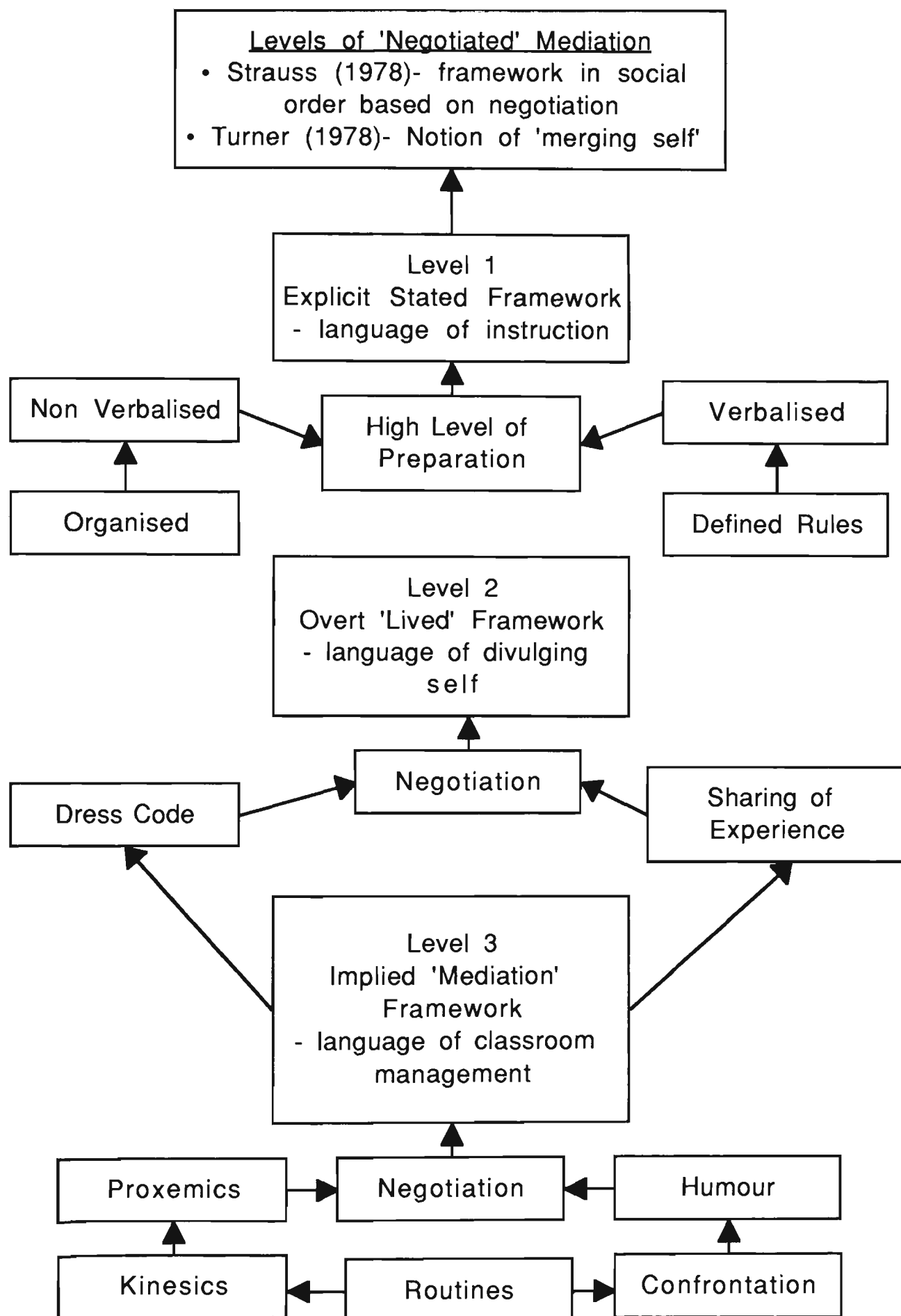
W. H. Green (Keweenaw, same then as the same (??))
 7/24/1911 is the day a / Regent ↗

want. Hopefully they'll want it too.

No.	TAPE SUMMARY	INTERVIEW	CONNECTION
1302	Moves during task, leans forward to child, child stops	It's all a whole other thing. You pull them either them, by a look, a touch, what you say. They know what you mean, you don't have to say a word.	<ul style="list-style-type: none"> - he/she approach - consistent - Sumner (again) - she 'know' Tony - in their side (c. matching?)
1370	'Start command' (chm laugh) (very quiet) If you're talking instead of observing, we'll stop here. Focus on work.	A joke always breaks it up, a laugh can be just as effective as any comment you can see and these responses are immediate. I'm not saying it to be heavy, it's what I expect & I stick to it like I said they know that no matter what the directive or wrong choice of words, that it's for them.	<ul style="list-style-type: none"> - discipline replaced by engagement - very serious child but forming of a community feeling - each other
1695	Sumner's 'Kids laugh' → 'I'm: Don't fall on me I, I wouldn't do that' Chm refers immediately	I like to think it's more than praise its encouragement, the budding artist bit was directed to him and the whole class, when I told to me it really is the whole.	<ul style="list-style-type: none"> - "in order" the form, then react with consistent open - openness
1775	Really good guys, are you enjoying yourselves? Budding artists here	They were mutilating those muscles it was like but they knew I was serious.	<ul style="list-style-type: none"> - all strongly drawn from engagement with teacher - then to be yourself - approach(?)
2040	Researcher not murderers.		
2208	oh matches something someone has on now		
2408	I don't know	you have to be open honest	

No.	TAPE SUMMARY	INTERVIEW	CONNECTION
2589	'Small this' (from child) does, changes lesson from discusses 'blue snuffing'.	You run with them, it keeps them on their toes. They watch & listen to what you're saying, but they listening to you or another level too. Working for you more somewhere else or what you're thinking Like I've said, human is a cry part, I always do it, & tell when the kids are watching, it's got disruption, it's a continuity factor	• much lagored • expect to control • expect engaged • when we surprised on children • management not an adjustment but the bottom line of the whole process(?)
2599	'Michelle used to eat wood'. glue, would get her into sticky situation (clean grease)		

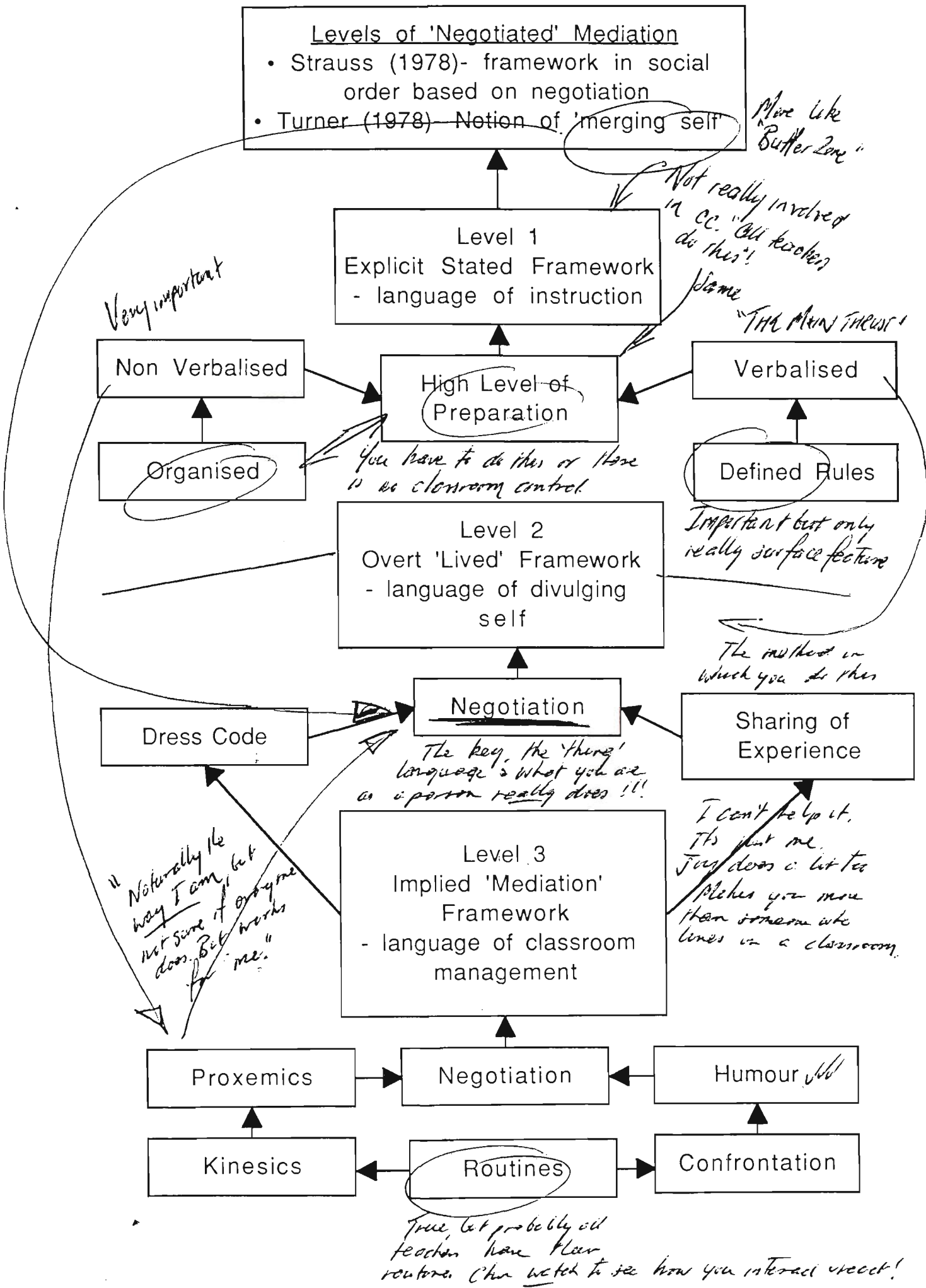
Initial Model of Emerging Themes



Member Check Interview and Model Reorganisation

Heather 12/4/94

Having presented Heather with a copy of a transcript of the previous week's interview (5/4/94), she asked to see an updated summary, model or diagram of what I thought I had observed happening in her room thus far. After having shown and described to her the previous model, using her comments as a guide we constructed a possible alternative structure.



Explanation of Theory Through Model Development

Acknowledging the comments made by my external examiner, Dr. Royce Holliday, in regard to the distinction between my presentation of theory through model development and his view that "a theory has a set of propositions embedded in it and arising out of it", I believe this distinction to be problematic. After considerable discussion with my supervisor, Dr. Brian Cambourne, I have come to believe that our interpretation is equally correct.

This model and display of the outcomes of this study is in direct response to the axiomatic methodological propositions which underpinned this study. These were 'methodological appropriateness' (Patton 1990) and the nature and process of executing the 'hermeneutic dialectic' spiral (Guba and Lincoln 1989).

Thus this thesis became an ontological discussion and description. The theory arose from observing 'what these teachers do with what they know'. Both these components were described and discussed rigorously. The model that arose is a map of how they operate a theoretical and practical level. For these teachers there is no distinction between theory and practice.

The use of models to explain theory is common in the language area (also acknowledged by Dr. Holliday). The 'state of the art' theoretical research processes and subsequent discussion papers in this area describe theory through model development. My model was developed in direct response to the current literature in the area of classroom management which suggests that a model is desperately needed.