APPROVAL

Name: Roni Maureen Haggarty
Degree: Master of Arts (Education)
Title of Project: A Profile of Teachers' Perceptions Using the Human Relations Incident: A Case Study

Examining Committee:
Chairman: Bernice L. Wong

C. Mamchur
Senior Supervisor

M. Wideen
Associate Professor

M. Mark Wasicsko
3600 Kell Street
Fort Worth, Texas
76109
External Reader

Date Approved 07/29/88
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Title of Thesis/Project/Extended Essay

A Profile of Teachers' Perceptions Using the Human Relations Incident:
A Case Study

Author:
Roni Maureen Haggarty

(date)
ABSTRACT

The purpose of this study was to examine, using a case study approach, the perceptual orientations and teaching behaviours of classroom teachers, in order to compare classroom practice to predicted practice as indicated by scores on the Human Relations Incident (HRI), an instrument that identifies the perceptions indicative of effective and ineffective teachers.

The HRI is developed from the work of two people, Arthur W. Combs and M. Mark Wasicsko. Combs' perceptual research indicates that effective and ineffective teachers have quite different beliefs and attitudes (perceptual orientations) and that effective teachers' perceptions fall into four main categories: perceptions of themselves as adequate, along with an ability to identify well with others, perceptions of others as able to solve their own problems in a dependable, responsible manner, perceptions of the broader importance of teaching goals, and perceptions concerning a "frame of reference" that is people-oriented.

Using these criteria for effective teaching, Wasicsko designed the Human Relations Incident, an instrument to measure and quantify the individual's perceptual orientations.

The method used in this case study, to investigate the teacher's
perceptions, was a case-comparison of the attitudes, behaviours and perceptions of teachers in the classroom, with their student-teaching HRI scores, obtained three years earlier. Two teachers, one identified as a "high scorer" and one identified as a "low scorer" on the HRI were the subjects of this case study.

Data collected over a five week period consisted of tape-recorded classroom observations, daily log notes of observed events and final interviews. A second HRI sample was obtained at this time.

The data were analyzed to correlate the teachers' perceptions of their satisfaction and success with the original HRI scores, and using Teacher Profiles, to compare Combs' criteria of the beliefs and attitudes descriptive of effective teaching, with observed behaviours and teachers' self-reported perceptions.

Results indicate that in these two instances, the HRI score is consistent over time, and within the limits of this study is an accurate assessment of a teacher's behaviours and perceptions according to the criteria established by Combs.

Results also suggest appropriateness of the use of the HRI instrument as a potential tool for designing programs for the purpose of developing the specific needs of low scoring student teachers. Such needs include the enhancement of self-concept and the development of improved interpersonal skills.
DEDICATION

You cannot teach a person anything.
You only help him to find it for himself.
Galileo Galilei, 1600

A teacher can have a powerful impact on the life of a child. In a small school in Northern British Columbia, over twenty years ago, a teacher began a lifelong process of learning that would profoundly affect this writer's self-concept and attitudes to learning and life.

His positive outlook, his consideration for others, his commitment to children and the larger goals of education, his ability to relate meaningfully to the many different students under his care, and his stimulating approach to teaching, inspired the students in his class to achieve and to earn his respect. In the eyes of his students he was, and is, a great teacher.

One of his students eventually became a teacher herself. The skills learned in his class helped inspire her through two university degrees, a teacher training program, and through her, the process has continued to influence the nine hundred students she has taught in the last five years. Whenever she is called on to describe an effective teacher, he is the example she uses, for the memories of the excitement of learning in his class remain vividly in her mind. This study is part of the learning process that began in his classroom, and is dedicated with respect and appreciation to that teacher.

Thank you, Mr. Stewart.
"I believe that it still remains within the power of every teacher to meet his challenge with grace, to respond to the 'perceptual part of his thinking' to know himself, to have the courage to step outside his old suit of armour, to be vulnerable, to offer his imaginative vision, that child-like vision which lies in the eye of the beholder -- the teacher, the learner, the survivor."

James, Jan-Elizabeth

"The eye of the beholder: Perceptions of a classroom teacher", p. 15

Teacher Education, 1986
ACKNOWLEDGEMENTS

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A special thank you goes to Dr. Carolyn Mamchur for her inspiration, support and patience.

A very special thank you also goes to Doug for his constant support, and to my parents for always believing in me.

I would like to thank the two teachers who participated in this study. Without them, and other teachers like them, we would make no progress in our search for ways to enrich the lives and improve the learning of our young people.

My final thanks go to my high school students for taking an interest in my study, and for encouraging me to continue. A very special thank you also goes to Shirley Heap whose professional approach and invaluable help was greatly appreciated.
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CHAPTER I

Introduction

Background to the Study

This study was undertaken to compare the suggested teaching behaviours of two student teachers as indicated by their scores on the Human Relations Incident, an instrument used to determine perceptual orientations, with their actual classroom behaviour, attitudes and perceptions as practising teachers two years later.

Day after day teachers influence students. Their decisions influence students' thinking, their ability to deal with various situations, their behaviour in the classroom, and consequently, their learning. Establishing descriptive criteria of the effective or successful teacher, however, remains a research problem both challenging and elusive to educators.

Research on effective teaching traditionally tends to emphasize certain thinking skills or behaviors, using process/product measures of evaluation. These behaviours or competencies are usually correlated to students' achievement on standardized reading and math tests (Rosenshine, 1971). Unfortunately, the longlasting, more subtle, complex influences of the aspects of good teaching are frequently overlooked or underestimated.

Teachers' perceptual orientations or beliefs may be at the core of their effectiveness in the classroom. Combs' studies (1962, 1964, 1982) found that teachers who were more effective had consistently
different belief systems from those who were not (Combs, Avila, & Purkey, 1978; Combs, Soper, Gooding, Benton, Dickman, & Usher, 1969; Koffman, 1975; O'Roark, 1974; Wascisko, 1977). According to this view, the teacher's attitudes and beliefs are crucial variables affecting student learning and the quality of classroom interactions.

Process/product instruments cannot measure the personality of the teacher. The classroom is a complex setting. There are so many situational factors operating simultaneously during the teacher's lesson. Traditional, low-inference systematic observation instruments cannot accurately describe life in the classroom (Zumwalt, 1982) or uncover the belief system that, according to perceptual psychologists, most affects teacher effectiveness. Their purpose on the other hand is to report observable, on the surface behaviours only.

A pressing need to researchers in this area of perception has been the development of a reliable instrument to determine the individual's perceptual orientations. A high inference instrument designed by Wascisko (1977), reveals the belief systems of teachers.

The Human Relations Incident measures teachers' perceptions in four categories: a) perceptions of self, b) perceptions of others, c) perceptions of task, and d) perceptions of educational purpose.

The purpose of this instrument is to identify those teachers with the characteristics most likely to succeed, and to identify early in the student teacher's training their aptitude for teaching. Results may provide counselling information for teacher training institutions, and present educators with a new method for evaluating teacher
effectiveness.

Along with a new instrument for evaluating and assessing teacher performance comes the need for research in the area of perceptual orientations, and for trained raters to infer these orientations using the perceptual rating scale (Wasicsko, 1977).

The teacher/learner relationship is a multi-dimensional phenomenon and perhaps the most powerful influence in the classroom on this phenomenon is the effect of the teachers' attitudes and personality. Combs (1982) points to the need to examine the teacher's perceptions, attitudes and values for the key to the perceptual criteria which affect profoundly the ability to teach effectively.

Research is needed that points to a more holistic, perceptual view of teacher effectiveness away from the traditional emphasis on methodology, teacher knowledge and grade point average. A reliable instrument is needed to obtain the teachers' perceptual orientations prior to professional practice, in order to improve teacher selection policy and promote individualized instruction and training for teachers. It is the role of teacher education programs to provide our children with teachers who have the most effective interpersonal skills so as to set the highest possible standards for learning and instruction in our schools.

**Purpose of the Study**

It was the purpose of this study to examine, using a case study a) the relationship between two student teachers' perceptual scores on
the Human Relations Incident and their perceptions as classroom teachers after three years teaching experience, b) to compare these teachers' first HRI score with a follow up score at this time, and c) to compare the HRI scores with Combs' criteria for the adequate, effective teacher.

As Combs (1982) says, the key to describing a successful teacher lies not only in the area of external observable behaviour such as organized lesson plans and methodology, or in other isolated behaviours that will continue to vary between teachers, but also in the unique beliefs and attitudes held by the individual teacher that have a long-term effect on students' learning.

Methodology must be designed to meet the complex nature of those teachers' attitudes and beliefs which reflect their own individualistic and personal approach in the classroom. The approach flexible enough to meet these needs is the case study, as recommended by other studies of teachers' perceptions (Mamchur & Nelson, 1983; Wasicsko, 1977, 1981).

An in depth study of a high and low scorer may provide the necessary data to relate the original HRI score to the teacher's characteristic perceptions. This may provide more information for educators designing evaluation guidelines.

Perceptual psychologists say that the critical challenge to education is the examination of the teacher's beliefs and attitudes that affect her goals and expectations, and which in turn, influence the development and fulfillment of the potential of the citizens of
tomorrow. "The world we live in needs such people as never before, and it is the task of education to provide them" (Combs, 1962, p. 2).

Perceptual researchers have provided descriptions of effective teachers' perceptions. The task that remains is to confirm the ability of this perceptual instrument to identify and predict the qualities of those teachers most likely to be adequate and effective.

This case study focused on profiles of a high and low scorer using the HRI instrument in an attempt to provide insight into a) the role perceptions play on teachers' behaviours and attitudes in the classroom and b) the ability of this instrument to predict, using Combs' criteria, a teacher's effectiveness, and c) the key differences between a high and low scorer.

The need for a follow-up study of teachers who had previously taken part in the HRI pilot study as student teachers, in order to compare their original scores with their performance as full-time practising professionals, provided the rationale for this study.

Definitions

The following terms are used throughout the body of this work:

1. Human Relations Incident

A self-report instrument that determines teacher perceptions based on the research of Combs and Soper (1963) which indicates effective teachers have characteristic perceptions of themselves, others, the task at hand, and the overall educational purpose of
2. Inference

High inference instruments are used by researchers to explore the teachers' affective domains, particularly their perceptions, attitudes, beliefs, and personality. High inference instruments require a trained rater with the expertise to make a subjective judgement based usually on classroom observations.

Low inference instruments, often used in systematic observation studies, requires observers to record specific observations, such as the number of times a teacher smiles, praises a child or moves to a certain part of the room. It is a precise count of easily recorded, clearly defined behaviour that lends itself to statistical treatment. It is assumed the rater can be objective in the process.

3. Teacher Effectiveness

For the purposes of this study, an effective teacher is a teacher with certain beliefs and attitudes (perceptual orientations) about people. An effective teacher has "empathic qualities" or the ability to look at a situation from another person's point of view. She has a "positive self-concept" and believes others are "able, trustworthy" and "friendly". She also has "open, facilitating purposes" that are mainly "process-oriented". An effective teacher is an "authentic" and "genuine" human being concerned with the beliefs and feelings of others, rather than with the management of affairs and the rules and
regulations in a situation.

Assumptions

1. Teachers' behaviours reflect characteristic perceptions.
2. Teacher effectiveness in the classroom is determined by these characteristic perceptions, beliefs, and values.
3. Effective and ineffective teachers have quite different perceptions.
4. The HRI instrument accurately describes effective teaching as outlined by Combs and Soper's (1963) perceptual categories of self, others, purpose and frame of reference.

Delimitations

This study is subject to the following delimitations, regarding generalizability:

1. The study was limited to a sample of two.
2. All qualitative data was collected by the researcher.
3. A high level of inference is required not only to score the HRI, but to collect, draw parameters around and analyze collected data.
4. Collection and analysis of data may be influenced if researcher is aware of teachers' HRI scores.
CHAPTER II
Review of the Literature

The literature review of this study will focus on three main areas: (1) teacher effectiveness, (2) perceptual psychology, and (3) case study methodology.

The concept of the effective teacher is an elusive phenomenon whose competencies defy description despite years of systematic research by educators: "Research in teacher effectiveness has spent 289 years in a vain attempt to identify this imaginary set of competencies" (Medley, 1977, p. 73). Process/product studies have traditionally attempted to correlate a teachers' behaviours, skills and competencies with their pupils' achievement on standardized tests (Dunkin & Biddle, 1974; Medley & Mitzel, 1959; Rosenshine, 1971; Rosenshine & Furst, 1973). According to Dunkin and Biddle (1974), inadequate research methods and varying criteria for effective behaviour weaken these systematic observation studies, thus producing few consistent results (Medley, 1979). It seems the complexity of the teacher/learner relationship makes classroom observations using traditional means of data collection difficult, resulting in this lack of agreement as to what constitutes an effective teaching performance (Brophy & Evertson, 1976; Evans, 1976; Medley, 1977). Consequently, some researchers have shifted their behavioural definitions of effective teaching to an examination of a teacher's personal
characteristics such as attitudes, beliefs and values. A teacher's perceptions of himself and of the world seem to profoundly influence students' learning (Combs, 1982; Combs, Richards, & Richards, 1976; Combs & Soper, 1963). These perceptual orientations have been measured using a high inference instrument known as the "Human Relations Incident" (Mamchur, 1982; Wasicsko, 1977). Using qualitative research methods (Miles & Huberman, 1984b), a description of the teachers' perceptions in the classroom, and a follow up comparison of these perceptions with their original HRI scores can be obtained by means of a case study method.

**Teacher Effectiveness**

The best teacher is one who, through establishing a personal relation, frees the student to learn. The learning can only take place in the student, and the teacher can only create the conditions for learning. The atmosphere created by a good interpersonal relationship is the major condition for learning. (Patterson, 1973, p. 98)

Educators' attempts to identify and describe the effective teacher have resulted in a considerable body of knowledge over the years. Following is an outline of the early work in this field, the research strategies of process/product studies, and the current trend toward the individual teacher as the key to effective learning.

Assumptions guiding today's researcher have their roots in early effectiveness studies. According to Medley (1982), one assumption was that anyone could determine a teacher's effectiveness on the basis of
a few minutes observation. The other was that certain qualities like "honesty" and "magnetism" could not be taught; practising teachers either were born with them or were not.

The method of evaluation in these early studies (Charters & Waples, 1929; Hart, 1936; Kratz, 1986), reflected these underlying beliefs; using rating scales (Boyce, 1915), pupils described the teachers they liked best. Little attempt was made however, to validate the results with pupil learning. Later validation studies (Barr, 1935; Medley & Mitzel, 1959), produced no correlations between pupil or supervisor rating, and pupil achievement. Today, educational decisions are often based on "obsolete" and "invalid results" that "have penetrated to the very core of beliefs of educational decision makers and affected them accordingly" (Medley, 1982, p. 1894).

Over the last 30 years, as researchers attempt to describe the effective teacher and determine what constitutes criteria for effective teaching, a more empirical approach has developed with an emphasis primarily on what is known as process/product research (Cronbach & Snow, 1977; Gage, 1963; Mitzel, 1960; Rosenshine, 1971).

Process criteria for teacher evaluation refers to the specific performance or instructional behaviours of the teacher in the classroom. Researchers concentrate on methods and strategies of teaching (types of assignments used and organization of learning materials), teacher behaviour (smiling, demonstrating enthusiasm, giving directions), and transactions between pupils and teachers.
(pupil involvement, teacher praise, positive reinforcement).

Product criteria refers to the overall impact a teacher has upon student learning. The end product (achievement gains, attitudes toward school, intellectual growth) or final result of teaching, is the focus. Teachers are observed a number of times and certain behaviours are identified; these are in turn correlated to pupil achievement or other specific changes in attitude or behaviour that can be attributed to the effects of the teacher.

Process/product methods have provided an important body of knowledge on teaching, and on correlating process criteria (teacher performance) with product criteria (teacher effectiveness). The most typical methods of data collection include rating scales, and systematic observation instruments that focus on specific aspects of classroom behaviour. Sometimes inferences concerning the teacher's overall performance are included. Pupil test scores are then correlated to teacher behaviours (Brophy, 1979; Gage, 1963; Medley, 1977).

Medley's (1977) review of process/product research findings reveals studies were however, limited to elementary pupils from low socio-economic backgrounds. Despite this limited context, significant correlations resulted in the identification of several key variables being related to student achievement. These variables included a well managed but not too rigid learning environment along with more teacher praise than criticism (Brophy, 1979), more teacher-directed
instruction to the whole class, and regular teacher supervision (Fisher et al., 1980). They also included lower, rather than higher, cognitive level questions during discussions, with less attention being given to pupil questions than to teacher questions (Rosenshine, 1971).

In a review of the studies correlating teacher behaviours with students' learning, Rosenshine and Furst (1973) conclude that specific skills or measurable behaviours do improve instruction. These behaviours include "clear verbal communication", "enthusiasm", "direct instruction" as opposed to group instruction, and lack of harsh teacher criticism. In his study of elementary students' achievement on a standardized reading and mathematics tests, Rosenshine identified key variables that he found improved children's test scores.

Rosenshine's (1973) model of classroom instruction known as "direct instruction", is based on these findings, and teachers are now being trained to develop proficiency in the use of these variables. Studies show that within this limited context the achievement gains of pupils increases (Anderson, Evertson & Drophy; Good & Grouws, 1979).

The complex nature of classroom interactions makes evaluation difficult at the best of times and caution must be used when drawing conclusions from this research. Complications arise due to both philosophical and technical difficulties. Different theories of learning among observers for example, or disagreement over what teacher behaviours to record during systematic observation, or what
pupil changes to observe, may be a reflection of the hidden biases, values and opinions of the evaluators who believe their rating is objective (Soar, Soar, & Ragosta, 1975).

Technical difficulties also occur in the process/product method. How to evaluate pupils across subjects and grades, how to observe teachers who don't control all instructional variables but who are assessed on the basis of a few classroom visits or less, and how to account for the varying levels of student achievement when taught by the same teacher are technical problems that must be overcome. Another major weakness is that the long term effects of teachers on pupils' learning cannot be measured over one term or course, or with one instrument (Good, Biddle & Brophy, 1975; Medley, 1979).

Using the process/product method of data collection, a researcher often overlooks changes or improvements in the individual pupil. Just as the individual pupils are lost in the study, so are the individual changes in performance by the teacher. If a teacher changes his questioning strategies or changes his grouping to incorporate new skills into his instructional methods, the process/product paradigm will not pick up these variations. "Any intentional variations that a teacher introduces to adapt his or her behaviour to different purposes are treated as errors of measurement" (Medley, 1982, p. 1898).

These research weaknesses limit conclusions and generalizability affecting interpretation of the correlations found between student achievement and key teacher behaviours. Few teacher behaviours have
actually been linked causally with higher achievement in students. According to Evans (1976), we can only discuss these correlations in terms of describing "relationships" as "teacher behaviours and student achievement gains go together, but researchers haven't been able to prove teacher behaviours cause higher achievement" (p. 89). As Glass (1974) also notes, tests do not "reveal the variety of ways in which teaching and learning can be creative, favorably opportunistic, and uniquely meaningful" (p. 14).

Other questions facing researchers conducting this type of research are a) how to measure student gain in non-cognitive domains; b) how to separate the effect of one teacher from another on a child's learning, and (c) how to measure the larger goals of education that cannot be measured by standardized means. For example, one's contribution to society, one's happiness in later life, and one's love of literature are difficult to assess. A fourth problem facing researchers is how to measure the effects of learning over time. According to Medley (1979), the "stability" of teacher effectiveness, over time, is the only effect worthy of being called effective.

When a child's achievement on a standardized test becomes the chief criterion for teacher effectiveness, schools often resort to defining teacher success as the ability to teach children those basic skills that fall within these limited, short term parameters. As Evertson, Anderson and Brophy (1978) conclude, standardized tests are inadequate as measures of effective overall learning.
Critics of the process-product approach to studying effective teaching point to the need for research that includes a variety of teaching situations and contexts. Studies indicate that effective teaching is a complex interaction of such variables as course content, student characteristics, and teacher behaviours (Soar & Soar, 1978). Efforts to identify or describe effective teaching behaviours indicate that teacher competencies such as the interaction of such factors as instructional content, knowledge of subject matter, attitude toward students, the use of single behaviours such as praise or group size, learning goals and objectives, and other factors such as the characteristics of the students themselves, all combine to create a complicated contextual situation.

Despite this evidence, "findings about teacher behaviour/pupil achievement relationships are limited to particular instructional contexts," for instance female, white, middle class, suburban, single grade level classrooms (Dunkin & Biddle, 1974, p. 360). As Zumwalt (1982) says, the classroom is too complex and "contextual" to produce generalizations regarding teacher effectiveness using process/product methods.

Brophy and Evertson (1976), also describe the teaching arena as "contextual", and stress that a technique that works effectively in one classroom is not necessarily effective in another. While studying second and third-graders, they found no strong correlations between a teacher's behaviours in one class and her behaviours in later classes
(Campbell, 1972; Shavelson & Dempsey, 1975). They found that good teachers change their teaching style to fit the situation, and that a particular way of teaching is not always appropriate for every student or class. "Few if any specific teaching behaviours are appropriate in all contexts" (Brophy, 1979, p. 35).

Researchers are now pointing to the personality or attitudes of the teacher as a critical factor in students' learning. Although a pattern of behaviour seems to be more important than a single behaviour in the classroom (Good & Grouws, 1975; McDonald, 1975), it too varies according to the context of the learning situation (Good, Ebmeier & Beckerman, 1978). Different subjects and objectives may require different patterns of teaching, and the most effective teacher may be the individual capable of changing his teaching to incorporate particular groups of students, or to suit the context of the situation.

The most effective teacher is a person with certain values, beliefs and attitudes (Combs, 1977). She uses her perceptions to make responsible decisions in a variety of situations. The most important factor in a teacher's performance may be an inner voice of reason that the teacher automatically calls on when adjusting, often instantaneously, to multiple classroom variables. As Medley (1982) says, "the wisdom a teacher shows in making such changes may well be a major determiner of how effective the teacher is. This important element in teacher performance has been almost completely ignored in
process-product studies" (p. 1899).

Another important area of study concerns itself with presage criteria for effectiveness, or characteristics the teacher brings into teacher training. These include variables such as personality, attitude and perceptions. Although classroom teaching requires such skills as curriculum planning, knowledge of subject, efficient management techniques and instructional strategies, these skills are not enough. It seems some teachers have the ability to use certain strategies and methods in a more effective way than others, depending on their ability to make intelligent, wise and perceptive decisions.

"A simple but profound truism about teaching is that 'good' teaching is not done in one specific way with one specific kind of methodology" (Hamachek, 1985, p. 3). Not only is there no one effective way to teach according to this view, but the effective teacher has a "charisma" which stems from "wise choices for one's own repertoire of behaviours, and the philosophical knowledge to manage one's own professional growth" (p. 238). At the core of effective teaching are the beliefs of that individual person called teacher who runs the class (Good & Brophy, 1973).

Agreement among researchers remains limited to the premise that teachers do make a difference in the classroom learning, they do have an impact on student attitudes and student achievement, but they do not all act the same (Borich & Fenton, 1977; Good, Biddle & Brophy, 1975). Graphs, charts, and tables may outline the competencies of
"good" teachers, yet no consistent description of the effective teacher exists among educational researchers, and the criteria to use to evaluate effective teaching remains a debated issue.

Improved assessment of teacher effectiveness is critical if we are to provide excellence in instruction and learning. Long term studies must take into account the contextual nature of the classroom, and use more diverse methods of data collection with more consistent instrumentation. The teacher's personal characteristics must be examined. Among these characteristics are: how he "uses" certain effective skills, how he "uses" transactions to increase learning, how his effectiveness changes over time, how his attitudes and beliefs affect his role in the classroom and influence students to achieve and learn beyond the immediate goal of the standardized test for that unit or course. The question of how to identify and provide standards of effectiveness to describe and evaluate teachers remains largely unanswered.

A less widely studied criteria of research employs perceptual criteria to meet the need to measure effectiveness more holistically and over a longer period of time. Instead of the traditional emphasis on methods of practise that will result in students achieving higher test scores, a broader focus captures areas missed by systematic observation and process/product methods of evaluation. These areas include the teacher's attitudes, beliefs and perceptions that may most influence students' learning.
Perceptual Psychology

Whether the individual will be an effective teacher depends on the nature of his private world of perceptions. (Combs, 1965, p. 19)

Perceptual psychology is a research tradition stemming from the early work of psychologists seeking to understand what motivates human behaviour. Freud's (1927) emphasis on "the ego and the id", and Skinner's (1953) emphasis on the external forces influencing peoples' actions are rejected by these researchers in favour of a more dynamic view of human behaviour, that emphasizes the growth and development of humans (Allport, 1937; Kelly, 1963; Rogers, 1973).

Phenomenological, interactional, and existential approaches to psychology developed from this search for the key to the internal life of the individual, and for the unique feelings, attitudes and values that cause him to act in characteristic ways. Perceptual psychology, another approach to studying behaviour that has emerged in recent years, offers particularly important implications for education (Bloom, 1980; Lecky, 1945; Powers, 1973; Purkey, 1970).

Perceptual psychologists focus on examining and understanding the individual from her own point of view; from her internal, unique way of perceiving the world which in turn causes her to behave the way she does, thus affecting and developing her wants, desires, feelings, and values. These researchers have an underlying point of view, or frame of reference called the "perceptual" approach, an approach with
significant implications for research on teaching.

Snygg and Combs first presented their theory of perception in 1949 with their book, Individual behaviour. Revised in 1959 by Combs and Snygg, and by Combs, Richards, and Richards in 1976, it has been applied to teacher education and other helping professions, becoming a "practitioner's" psychology (Combs, 1982; Combs, Blume, Newman & Wass, 1974; Combs et al., 1971). These researchers define psychology as the "study of mental states and processes", stating that the study of behaviour alone is too limited a definition of human actions (Combs, 1977).

Research in the area of perceptual psychology is based on fundamental assumptions about human behaviour (Combs et al., 1971). The belief is that beneath observable behaviours are the perceptions, attitudes, or beliefs we consider most important. Our behaviour then, is the result of the way we feel or see a situation at the moment of action (Combs, 1982; Giorgi, 1970; Kranz, Weber and Fishell, 1970; Wasicsko, 1977).

According to Combs (1962), if we believe certain things, or have a characteristic way of perceiving ourselves and others, for instance, then our behaviour will reflect these beliefs, in turn affecting our relationships with people. It will also affect teachers' objectives and goals, thereby affecting students' behaviours.

The second assumption is that "much of a person's behaviour is a result of a conception of self", and that these perceptions of self
have been learned through past experiences. From this research tradition current theories of self-concept have been developed. The theory is that behaviour is only a symptom of what is really going on within the individual. According to Purkey (1984), "self perceptions are the basic ingredients in human behaviour". Certain subjective perceptions determine our behaviour, are learned, and finally "serve as organizing filters for making sense of the world" (p. 24).

1. Perceptual Orientations of "Helpers"

The perceptual view is that perceptions of self and the world, referred to as one's perceptual orientation, are key factors in determining the ability to help or to teach. When faced with solving a problem, or making a decision, both the effective and ineffective helper respond according to individual and characteristic perceptual orientations.

Certain perceptual characteristics or orientations, are descriptive of effective "helpers" in social occupations such as counselling, the ministry, and teaching (Combs, 1964; Combs & Soper, 1963; Combs et al., 1969; Gooding, 1965; O’Roark, 1974). Based on an examination of helpers' perceptions, Combs found that good helping is not just the "practitioner's" experience, or the use of the right methods and strategies, or an advanced knowledge of their subject area, but the result of certain perceptions or helpful beliefs they hold. Studies of teachers support these findings (Barr, 1961; Ellena,
Behaviours and attitudes found to be consistently effective in the classroom have also been identified, indicating that effective and ineffective teachers differ primarily in the way they perceive (Combs, 1969).

Teachers' behaviours according to Combs (1971), are a reflection of their attitudes toward themselves, and their expectations of both their own and their students' performances. The good teacher is not necessarily a result of knowledge or methods, but of "how a teacher has learned to use his self" (p. 70). This has resulted in applying the descriptions of the "healthy and adequate" professional helper to teachers in the classroom.

2. The Adequate Person

According to the perceptual view, effective helpers have certain perceptions that make them productive, self-confident and successful; they deal with their careers in an "adequate" way, by developing and growing in their field. Combs (1978) describes these so-called 'effective' teachers as 'healthy, adequate and self-actualizing persons'. The theory of the adequate person is derived from another assumption relevant to this study: 'all people have a basic drive to health and actualization'.

Combs (1962) believes it is the task of education to provide such people for the complex, everchanging and demanding world we live in--
people who will be fully functioning individuals. Developing the adequate personality according to this view is a critical challenge to education. "The teacher's beliefs affect the teachers' goals and in turn their expectations of how students will best accomplish their potential" (p. 1). The teacher's perceptual system is at the core of the process of good teaching and "When we know his meaning, how he feels at a moment of action (behaviour) then ... we can describe the truly adequate, self-actualizing person in terms of his characteristic way of seeing himself and the world" (Combs, 1978, p. 561).

Descriptions of the attitudes and beliefs held by effective and adequate teachers, of their characteristic behaviour and personality traits, and of the categories we can use to identify these individuals needs further research.

3. Perceptual Orientations of Effective Teachers

Beginning with the general field of the helping professions, followed by studies of specific teachers in classrooms across the United States, the perceptions underlying the behaviour of the effective teacher were narrowed down to the following four categories: a) perceptions of self, b) perceptions of others, c) perceptions of purpose and goals, and d) overall frame of reference. Descriptions of the adequate self actualizing person in terms of his characteristic way of seeing herself and the world follow.

The first category of effective helpers concerns perceptions of
"self". A positive self-image or self-concept affects the ability to identify with different people in a positive way, and to view oneself as adequate to solve problems and make decisions. Studies by Hamke (1971), and Noad (1979), relate effectiveness to teacher self-image. In addition, Aspy and Buhler's (1975) study reveals a connection between pupil achievement on standardized tests and teacher self-image.

The second category of perceptions held by effective professional helpers concern beliefs about "others"; these helpers have positive expectations of other people and a belief that others are able to deal adequately with their own problems. Studies by Good, Biddle and Brophy (1975), Good and Brophy (1987), Aspy (1969), and Aspy and Roebuck (1973), show student learning is affected positively by teachers' appreciation of their uniqueness and special qualities. Teachers, on the other hand, who believe children are unable give up trying to make a difference, believing it doesn't matter.

Perceptions of appropriate "purpose and goals", the third category held by effective helpers, can be described as: the ability to attend to goals beyond the immediate task, with particular concern for the larger issues and future plans of other people. Individuals with these perceptions are both responsible and flexible enough to adjust easily to different situations, for the overall process of learning is their goal. Studies show that teachers' beliefs about how students learn has an important effect on those students' learning
Finally, effective helpers also have a characteristic view of educational purpose: an emphasis on a "people" approach to teaching that demonstrates a concern for the feelings and well-being of other people. These helpers place students, not a system or organization, first. Larger, overall issues are the focus, and they use methods as a means of carrying out educational purposes for people. They are well-informed, and their observations and judgements reflect empathy, or an ability to view the problem from the point of view of the other person.

These helpers use a process of helping others or teaching children that seeks personal meaning in the events around them, and traditional systematic observation and process/product observation instruments cannot adequately measure these underlying beliefs and perceptions. Low inference instruments are not suitable for teacher observation and evaluation due to the complexity of the classroom and the interplay of variables (Zumwalt, 1982). Thus a challenge to researching perceptions has been the development of a reliable instrument to identify and quantify the perceptual organization of effective teachers.

Using Combs' criteria for the effective perceptual orientations of "adequate" helpers and teachers above, Wasicsko (1977), developed an instrument called the Human Relations Incident (HRI), to measure a teacher's perceptual orientations (Appendix A).
4. The Human Relations Incident

The purpose of the HRI in this study was to provide an instrument to measure and quantify teachers' perceptual fields during their practicums and as practising teachers later. Other effectiveness constructs do not offer the scope of this particular instrument, which measures personality as defined by perceptual researchers above. Using this high-inference instrument it is hypothesized, researchers will uncover those beliefs and perceptions beneath the observed behaviour enabling them to predict the "effective" qualities and characteristics of good teaching. Wasicsko (1977) developed such an instrument to assist universities to identify practising teachers with the best chances of professional success.

The HRI requires teachers to write a description of a helping or teaching situation they have experienced. This experience must have significant meaning for them. They are to express their feelings about the incident, and offer any changes to the situation they would like to have made. Subjects are given unlimited time to respond. Data is quantified using a rating scale. Wasicsko's study suggests a strong link exists between student teachers' scores on the HRI and their teaching success (Wasicsko, 1977).

5. Predicting Teacher Effectiveness Using the HRI

In a pilot study examining the predictive power of Wasicsko's instrument, Mamchur (1983) collected HRI's from 1250 students enrolled
in teacher training programs at three British Columbia universities. This study employed a proper linear regression model in a search for correlations between HRI scores of student teachers and their level of success immediately following graduation as measured by Wassermann and Eggert's (1973) assessment measures of teacher effectiveness (Teacher Competencies Profile).

HRI's were scored by trained raters, resulting in an inter-rater reliability correlation of .83. Reliability checks by three raters on randomly selected HRI samples showed an agreement within plus or minus one point at 91 percent. Using a process of rational selection (Good, Biddle & Brophy, 1975), the data were reduced to an "n" of 500 and separated into groups of high and low scorers.

In a follow-up study (Mamchur & Nelson, 1983), it was found high scorers are more concerned with people rather than things, and concentrated on larger goals emphasizing student reactions and involvement. Low scorers were more concerned with the immediate lesson plan and appeared less flexible. Conclusions are tentative however, due to the problem of inadequate observation instruments to correlate HRI scores with teacher behaviour in the classroom and subject attrition reducing teachers available for observations. The latter was due largely to provincial government funding cuts at the time of the study, resulting in few teachers obtaining employment in the public school system. These results are generally comparable however, to those of studies by perceptual researchers above.
Another study has correlated the HRI scores with the success of the teachers during teacher training (Wahl, 1984). Results indicate that more teachers who score high on the HRI during teacher training obtain jobs, yet no correlation was found between the HRI score and the student teachers' final grades. It seems that those qualities that make them desirable to employers may not necessarily be reflected in their grades, but may be exhibited as effective qualities during interviews or through verbal descriptions on reports and letters of recommendation.

Limited results point to the need for further research, for the need to study the high and low scorers perceptual fields later in teachers' careers (Mamchur & Nelson, 1983; Wasicsko, 1977), from the point of view of the teacher as an adequate person. This requires a research design that focuses on exploring the teacher's perceptions as the underlying cause of behaviour and consequently their effectiveness.

According to Wasicsko (1977) a closer examination of the everyday situations teachers deal with in their professional practice will reveal a larger sample of behaviour from which to infer characteristic attributes or perceptions. He points to the need for a methodological approach to "uncover" these perceptual attitudes, and recommends interviews and classroom observations to research personal beliefs.

Further observations over time will provide more evidence to evaluate teachers' perceptual beliefs and ways of seeing the world. A
case study of a high and low scorer can explore what Purkey (1984) calls "the silent language, the language of behaviour" (p. 39), and relate this behaviour to the original HRI criteria of effective teaching. Researchers in education are now "turning to the perspective of the person through the growing use and refinement of qualitative research methods to investigate perceptions" (Bogdan & Biklen, 1982, p. 22).

The Case Study Method

Truth in the fields of human affairs is better approximated by statements that are rich with the sense of human encounter: To speak not of underlying attributes, objective observables, and universal forces, but of perceptions and understanding that come from immersion in and holistic regard for the phenomena. (Stake, 1978, p. 6)

1. Qualitative Research

Qualitative research refers to the analysis of situations in a holistic descriptive manner, over a period of time, in contrast to quantitative research which is primarily concerned with traditional systematic observation studies and statistical analysis of data. The term qualitative is related to ethnography which stresses a similar method of data collection, and is often referred to as an artistic process.

Eisner (1981) says "all empirical research must of necessity pay attention to qualities" that are either "scientific" or "artistic"; but the "paradigmatic use of qualitative inquiry is found in the arts"
(Eisner, 1979, p. 190). According to Wilson (1979), qualitative data often takes the form of literature (quotes, metaphors, analogies, descriptions, images) to document the studies' findings; this may be presented informally or formally by means of charts and narratives.

Miles and Huberman (1984a) have observed a recent shift from an emphasis on quantitative research in education to the use of more qualitative methods: "the more hard-nosed quantitatively-oriented approaches to construct and external validity have shifted substantially toward the endorsement of context-embedded, qualitative, more interpretive inquiry" (p. 20). This new trend in educational research stresses a closer examination of the real-life situations that teachers deal with using a more personal, insightful examination of the classroom context over time.

A set of rules or guidelines for researchers to follow is needed, not only for practical, organized methods of planning, data collection and analysis, but for researchers to share results in order to draw more valid interpretations from their data. The case study, a qualitative method of research, lends itself to this sort of examination. The case method is essentially a social process designed to generate or test a theory and to intensively explore many characteristics of a single case be it person, school or community.

2. Case Study Method

The case method is a research strategy that attempts to examine,
investigate, and record a real-life situation or context. As empirical research it involves the collection and interpretation of data, with information presentation taking the form of narration, quotes, illustrations, allusions and metaphors. According to Stake (1978), the case study design helps portray a situation in all its personal and "social complexity" and comes close to simulating the way people know and understand in real life.

Yin (1982) defines the case study in the following way: "As a research strategy, the distinguishing characteristic of the case study is that it attempts to examine: (a) a contemporary phenomenon in its real-life context, especially when (b) the boundaries between phenomenon and context are not clearly evident" (p. 168).

He further argues that the distinguishing factor between case studies and other types of research in education, is one of focus rather than method. Researchers using case study methods often employ structured and systematic forms of inquiry such as qualitative analysis of interviews and narrative reports. The focus, however, is on a single situation or case, in a natural setting so as to understand the dynamic, complex nature of the teacher in the classroom.

Researchers have a wealth of data collection methods available that may be used alone or in combination with each other: verbal reports, observations, records, participant observation, interviews, and fieldwork. Gross, Giacquinta, and Bernstein (1971) used several
different data collection methods for a case study in organizational research. They successfully combined qualitative and quantitative methods.

Researchers emphasize the need for more indepth studies of teachers over time as provided by the case study, but critics often point to weaknesses in inference, reporting practises, and generalizability of results; they say case study reports lack clear, systematic information on data analysis and that bulky, hard-to-read reports often leave the reader at a loss when drawing conclusions or inferring generalizations from the data (Kennedy, 1979; Miles, 1979; Yin, 1982).

Miles (1979) in his earlier work, also pointed to the "attractive nuisance" of qualitative methods, the case study in particular, for weaknesses in data analysis and reporting. Fortunately, the result of this concern has been both an increase in the defense of the method and a more systematic approach to the use of research methods (Kennedy, 1979; Miles & Huberman, 1984; Yin, 1982).

Researchers now believe that the weaknesses cited above in the area of inference, reporting and generalizability have been for the most part corrected, and suggest the greatest improvement in data collection methods and presentation of material are when the strengths of qualitative research and quantitative research are blended (Miles & Huberman, 1984b).
3. Qualitative Data Analysis

Yin (1982) says the problem with analysis of one case in the past has been the massive, tedious task of categorizing and coding qualitative data. One of the techniques he suggests to reduce these problems is to organize such data as interviews, meetings, observations and notes around key topics, avoiding unstructured open ended narratives. Although a "rigid conceptual framework" should be avoided at the beginning to reduce bias as much as possible, organizing topics can be developed and adjusted as research progresses to make coding simpler and more efficient.

Another technique deals with tabulating quantitative data. Coding categories if kept to a minimum, and used only after the study has been structured for analysis, must be organized around and 'reflect meaningful events', as the investigator attempts to provide answers to or relate data to research questions.

Going beyond one case to two or more can complicate the process further, but systematic methods of analysis make it manageable. Two ways to analyze data from more than one case are the case-survey approach, and the case-comparison approach. The case-survey approach (Miles, 1979; Yin & Heald, 1975) requires several cases, and is best used when one or two critical, specific questions require examination as the broad numbers of variables confuses and complicates analysis and comparisons.

The case-comparison approach (Derthick, 1972; Yin, 1981) offers
promise for analyzing between cases. Yin uses the metaphor of the researcher as a detective, reporting on similar cases, constantly seeking for patterns to emerge that will shed light on his theory. He decides what evidence to use, follows up on clues, investigates patterns, and finally describes the scene and offers explanations. According to Yin "the case-comparison approach is relatively new but is likely to prove more fruitful for cross-case analysis" (p. 172) than case-surveys. Work is needed in this field to continue to improve guidelines and provide frameworks for appropriate research methods of analysis and reporting.

An important aspect of case study reporting is assisting the reader to understand the results or to have him "identify and relate" says Stake (1978). "One of the more effective means of adding to understanding for all readers will be by approximating through the words and illustrations of our reports, the natural experience acquired in ordinary personal involvement" (p. 5).

Generalizability has also concerned researchers. In 1979, Miles was concerned about weak generalizations resulting from cross-case studies. More recently he has expressed confidence in the exploration of single cases: "understanding and portraying the unique individual case may be more important than 'generalizations' and 'variables'" (Miles & Huberman, 1984, p. 23). Kennedy (1979) agrees, "a wider range of generalization is not necessarily achieved by increasing sample size" (p. 665).
Although they emphasize the advantages of the qualitative approach as a search for "knowledge, important truths and for increasing one's understanding of a situation", Miles and Huberman (1984), on what they refer to as "middle ground", also point to the need for a set of verifiable methods for recording social relationships, for systematic inquiry and for step-by-step procedures from data collection through to reporting, that other researchers will consider dependable and accurate. Once this is established, they state, the researchers' own 'vision of purpose' will guide his decisions regarding what is meaningful data.

This chapter has reviewed the literature of teacher effectiveness, perceptual psychology and case study methodology. There is a need for an examination of the teacher's perceptual orientations for the key to the concept of teacher effectiveness. The effective teacher, according to Combs and Soper (1963), is a unique individual with a) a positive sense of self, b) a belief in the adequacy of others, c) an ability to attend to the overall goals of learning, and d) a concern for the feelings and well-being of other people over the organization or systems he works within. The Human Relations Incident is used to obtain teachers' perceptual orientations, and a perceptual rating scale (Wasicsko, 1977) is used to infer a score on the teacher's self-reported perceptions that indicates effective or ineffective perceptions. The case study used to explore two teachers' perceptual orientations is described in the following chapter.
CHAPTER III
Designs and Procedures

This chapter will outline the design of the case study and the methods used to collect and analyze the data. The following procedures will be described: the selection process, preliminary fieldwork, classroom observations, interviews and instrumentation.

The purpose of this study was to conduct a follow-up study of teachers whose perceptual tendencies were obtained and quantified (Mamchur, 1982) using the HRI and the HRI rating scale, during teacher training. The investigator observed the classroom behaviours of two teachers and obtained data relating to their perceptions. Interviews and classroom observations were used to determine whether the teachers' perceptions, attitudes and beliefs were consistently evident over the three years that had elapsed since teacher training.

According to Yin (1982) case studies are able to deal with a critical problem plaguing researchers. Since too many variables exist for the number of observations required to capture everything in the classroom, standard experimental and survey designs are ineffective. With this in mind, a case-comparison approach to case studies was employed based on Miles and Huberman's (1984) model for qualitative data collection and analysis.

This method emphasizes flexibility of research planning. It aims to provide the opportunity to refine and redirect the research design
as the study progresses. It is believed excessive "prefocussing", or imposing too rigid and narrow a structure when designing the study, can bias the researcher as to what data to collect and pertinent information may be overlooked.

Some systematic controls were however, built into the design to enhance reliability, such as focussing the interview questions on specific dimensions of behaviour from the HRI, using follow-up discussions with the teachers to clarify data collected, and formulating key questions to guide the data collection process. The framework for the study that emerged in conjunction with the observations and interviews follows.

**The Selection of Subjects**

Subjects were selected from the group of student teachers who had volunteered for the pilot study (Mamchur, 1983) described previously in Chapter II. Prior to selection the subjects had written the HRI and a trained rater had scored it inferring a score ranging from 4 (low) to 28 (high) that indicated their potential for possessing the perceptual qualities associated with effectiveness in teaching.

**Writing the HRI**

The process for writing the HRI, as described in Chapter II is as follows. Student teachers are asked to write about a helping or teaching incident they have experienced. Instructions for writing the instrument are as follows:
Human Relations Incident

I would like you to think of a significant past event which involved yourself in a teaching* role, and one or more other persons. That is, from a human relations standpoint, this event had special meaning for you. In writing about this event, please use the following format:

First: Describe the situation as it occurred at the time.

Second: What did you do in the particular situation?

Third: How did you feel about the situation at the time you were experiencing it?

Fourth: How do you feel about the situation now? Would you wish to change any part of it?

*Note: "helping" role is substituted when subjects have had no teaching experience.

Scoring the HRI. After teachers complete the HRI it is analyzed by trained personnel who infer the teachers' perceptions according to Wasicsko's perceptual rating scale (Appendix A). Using the seven point rating scale, the trained rater reads the data and infers from the described incident how the teacher perceives in terms of four
polarized categories: perceptions of self, perceptions of others, perceptions of purpose, and perceptions of overall frame of reference. These categories are described in detailed in the previous chapter.

Raters study the HRI for evidence of perceptions and infer a numerical score reflecting the teacher's perceptual orientations. The highest possible score is 28; the lowest is 4. High scores are classified into the 18 to 28 range, characteristic of the effective teacher as determined by Combs' criteria; low scores fall into the 4-14 range, and are considered characteristic of the ineffective teacher.

Trained raters are required to reduce the possibility of a personal evaluation that may reflect their own philosophical values and beliefs, rather than an accurate perceptual score. Wasicsko (1977) has developed a training manual to increase rater reliability for this high inference scoring process. According to Wasicsko, perceptual evaluation involves (a) empathic skill, (b) specific categories as guidelines, and (c) a proficiency in inferring scores that can be improved over time. Since inference scores will vary among raters, three or more raters must agree within one point, (plus or minus), at least 80% of the time. This indicates a high degree of inference agreement (Wasicsko, 1977).

Selection of teachers. From an "n" of 30 teachers who were part of Mamchur's (1983) pilot study ten student teachers were randomly
selected by the Supervisor of this study: five from available low scorers and five from available high scorers.

From these two groups, those students who had obtained teaching jobs, were willing to be part of the study during their first two years of teaching, and were geographically accessible to the investigator, were selected for follow-up observations and contacted by phone.

Two teachers, each with three years experience, agreed to be part of the study: one, a female, senior-secondary teacher, and the other, a male, elementary teacher with a grade 4/5 split class. At this time it was unknown to the investigator whether one was a high scorer, the other a low scorer or if both teachers' scores fell into the same category. So as to reduce any observer bias, the investigator was not informed of their perceptual scores. Materials used in the selection process are located in Appendix A.

**General Procedures**

Observations took place over a five week period from May to June 1985. Teacher #1 was observed first, followed by Teacher #2. Data collection was primarily qualitative, and included preliminary fieldwork noted above, a socialization process and the use of the following methods: tape recorded classroom observations directed and undirected by the researcher, daily log notes of on-site observations of events and conversations, summaries of individual meetings, and of
informal conferencing and discussions following observations, unrecorded classroom visits, anecdotal reports, memoing, and a final tape-recorded interview. The text of this data is located in Appendices B, C, D and E. In addition, extracts from teacher training documents, and a post-HRI sample was collected from each teacher.

Preliminary Fieldwork

The participants, hereafter referred to as Teacher A and Teacher B to preserve their anonymity, were contacted by phone and a preliminary meeting was set up prior to data collection to provide an opportunity to meet each other, to discuss the purpose of the study and to explain the methods of data collection. The consent form (Appendix A), giving permission to the researcher to conduct the study in the teacher's class was signed at this time.

The date for the first observation was also established. Another important function of preliminary fieldwork is to provide an overall framework for the initial socialization period; casual observation, and an opportunity to develop a rapport and atmosphere of trust was the investigator's goal. It was also the investigator's belief that a positive relationship would be critical in determining the mutual reactions of respondent and researcher to the interview and observation process.

Summaries of the conversation during the casual meeting were compiled in the form of an anecdotal record. Information gathering
included subjects and grades taught, timetabling, and any general comments made relating to their role as a teacher. In addition, the investigator spent a session participating in each teacher's class, was shown around the teaching area by the teacher, and was introduced to the students who were given an explanation by their teacher of the investigator's role in their class.

**Anticipatory Data Collection**

Key areas were addressed for "anticipatory data reduction". This included the development of questions to guide the direction of the data collection (Table 1). Questions were based on Combs' criteria for teacher effectiveness as outlined in Chapter II of this study: (a) perceptions of self, (b) perceptions of others, (c) perceptions of task, and (d) perceptions of overall purpose.

Although a rigid conceptual framework was avoided at the outset, key questions were developed to help the researcher keep within the boundaries and to focus on what was important data for this study. Miles and Huberman (1984) emphasize the importance of such research questions to make explicit the direction of the study and to provide a loose framework so that note-taking, selection of information, and eventually, data "reduction" or analysis will be centered on specific topics.

Key questions centered around the following concerns:
### TABLE 1

Tentative Framework of Questions to Guide Data Collection

<table>
<thead>
<tr>
<th>QUESTIONS</th>
<th>METHOD</th>
<th>DISPLAY</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Does the HRI change over time?</td>
<td>Teachers rewrite the HRI based on a teaching experience a few years later.</td>
<td>Compare and tabulate</td>
</tr>
<tr>
<td>2. How does a low/high scorer handle stressful situations?</td>
<td>Observation Interviews</td>
<td>Quotations</td>
</tr>
<tr>
<td>3. What teaching methods are used, i.e. planning and preparation?</td>
<td>Observations Interviews</td>
<td>Charts Quotations</td>
</tr>
<tr>
<td>4. Philosophy of education: what do the teachers say regarding the role of education in society and their purpose for entering the profession?</td>
<td>Interviews</td>
<td>Quotations</td>
</tr>
<tr>
<td>5. Perceptions of students?</td>
<td>Interviews</td>
<td>Quotations</td>
</tr>
<tr>
<td>6. Perceptions of school system/other teachers?</td>
<td>Interviews</td>
<td>Quotations</td>
</tr>
<tr>
<td>7. Self-perception of their role as teacher?</td>
<td>Self-Evaluation Report Interview</td>
<td>Compare and tabulate</td>
</tr>
</tbody>
</table>
A. Perceptions of self.
   - What are the teacher's perceptions of himself as a teacher?

B. Perceptions of others.
   - What are the teacher's perceptions of students, parents and colleagues?

C. Perceptions of task (purpose).
   - What are the teacher's perceptions of the classroom and the task of teaching? Is the teaching style congruent with the way she perceives the process of teaching and learning?

D. Perceptions of overall purpose of education (frame of reference).
   - What are the teacher's perceptions of the overall purpose of education and how does this relate to the way she interacts with students, and the day to day life in the classroom?

Classroom Observations

Over a five week period, the two teachers were each observed seven times. The purpose of the observations was to record the behaviour of the teacher and to relate these observations to their behaviours, to their beliefs, to their perceptions and to their HRI scores. Classroom observations were taperecorded and accompanied by a
log of observed events. Informal interviewing and discussion followed each observation, after the teacher had had the opportunity to have access to and comment on the data collected on the previous visit.

Observations were scheduled at the convenience of the teacher and were conducted during classes of their choice. Each observation consisted of approximately one hour of tape-recorded classroom instruction. In-class observations consisted of a full tape-recording of the class activities. The tape-recorder was the responsibility of the teacher being observed in terms of where he or she felt most comfortable with its presence.

Both teachers volunteered to be responsible for turning the recorder off when they had completed their lessons. Recorded conversations were typed verbatim, and returned to the teacher along with the Daily Transcription of Log Notes for their comments and reactions (Appendices B and D).

Log Notes

Daily log notes were kept in a small notebook. These consisted of two columns of observations: a record of teacher actions with the corresponding time at which they occurred, along with a column for investigator reactions and thoughts and questions. Using the form "daily transcription of notes", transcripts were typed from the log notes and made available to the teacher for comment).
Interim Data Collection

Interim data collection consisted of summaries of visits on Contact Summary Sheets (Table 2), coding schemes, memoing, summary reviews of the data and formulation of new questions to guide data collection. According to Miles and Huberman (1984) both the collection and the analysis or "reduction" of data are an ongoing process at this stage of the case study.

Follow Up Discussions

Following each observation, a Contact Summary Sheet was completed by the researcher, and a focus if necessary, was identified for the next observation. Conferences were scheduled with the teachers, allowing for a reasonable time for them to: (a) receive the transcripts of the observation and log notes, and (b) read and write comments on the transcripts provided. In this way, teachers were given the opportunity to respond to each observation, and to keep copies of the transcripts. Concerns or questions were clarified or discussed immediately after the observation, at the next meeting, or at a later date when the comments were relevant for an issue that was raised in the classroom or in subsequent observations. Follow up discussions provided feedback for the investigator and teachers' comments were noted in the log book by the researcher, and by the teachers on their copies of the transcripts.
<table>
<thead>
<tr>
<th>Date:</th>
</tr>
</thead>
<tbody>
<tr>
<td>People Involved:</td>
</tr>
<tr>
<td>MAJOR EVENT(S) (situATION):</td>
</tr>
<tr>
<td>ISSUES/THMES:</td>
</tr>
<tr>
<td>RESEARCH QUESTIONS ADDRESSED:</td>
</tr>
<tr>
<td>NEW HYPOTHESES, SPECULATIONS</td>
</tr>
<tr>
<td>FOLLOW UP/ FOCUS FOR NEXT VISIT</td>
</tr>
</tbody>
</table>
If there were no appropriate moments to record these conversations during the follow-up discussion, they were recorded immediately following, and clarified by the researcher and teacher in later discussions.

**Interviews**

Upon completion of classroom observations, teachers were given an Interview Guideline: a set of sample questions on which the interview would be based (Table 3). Teachers chose a time and place where there would be a minimum chance of interruption. The interview format was open-ended and teachers were encouraged to discuss any topics of concern to them, or any issues that had developed from the overall investigation.

Near the end of the interview the tape recorder was stopped and the interview questions were reviewed with the teacher so as not to forget any of the crucial issues of the study. Questions were read back to the respondents. They were given the opportunity to add to, change or qualify any aspects of the interview. Both interviews were each approximately two hours in length.

Teachers were also asked at this time to think about, and recount verbally, another Human Relations Incident, so as to test the teachers' perceptual fields in the form of a follow up HRI. The investigator clarified the responses and structured the questions according to the HRI instrument. Interviews were taperecorded, and
Dear Teacher:

Our interview has been scheduled for ________________.

To help you prepare, I have outlined the general categories that our discussion will be concerned with. Please feel free to call and discuss any of these topics with me before we meet.

**General Questions:**

1. **Attitudes towards self (self)**

   What are your attitudes, beliefs or opinions concerning your role as a teacher? How satisfying is your career? What do you enjoy most about teaching? What strengths or aspects of your personality, or personal beliefs, are found to most influence the way you teach? Is a comfortable rapport with students important to you?

2. **Attitudes towards the student/colleagues (others)**

   Describe relationships with your students, other teachers, and parents. Why did you become a teacher and what was your teacher training like? How do you prefer to deal with certain problems that may arise?

3. **Attitudes to specific teaching situations (task)**

   What is the job like on a day to day basis for you? How do you feel about the teacher's role as planner, manager, and organizer of both classroom activities and extracurricular activities?

4. **Attitudes to overall learning situation and teaching profession (frame of reference)**

   In your opinion what are the qualities that describe the effective teacher? How would you describe yourself in terms of teaching style? What are the drawbacks and benefits of being a classroom teacher at the present time? In the future? What are your plans in terms of a teaching career?
typed onto transcripts (Appendix E).

The interviews explored the teachers' beliefs about their own roles in the classroom, their attitudes toward their students and colleagues, and the overall attitudes towards education and their future as teachers. Data was compared to Combs' perceptual criteria for effective teaching used by Wasicsko in the development of the HRI instrument and perceptual rating scale. The interviews were then coded for similar topics, and tables were drawn up comparing teachers' responses.

Dominant issues or themes that arose during classroom observations and the interviews, were coded and analyzed to create (a) a profile of a teacher who had scored in the high category on the HRI, (b) a profile of a teacher who had scored in the low category on the HRI, and (c) to provide a detailed comparison of the perceptual orientations assumed to be originally descriptive of the effective student teacher (high HRI score), as opposed to those assumed to be originally descriptive of the ineffective teacher (low HRI score). When the interviews were complete the original scores were revealed to the investigator.

In this chapter, the design of the case study, the preliminary fieldwork, the observation process and interview format, and the methods of data collection have been described. Case studies of each teacher, and an analysis of the data are presented in the following chapter.
CHAPTER IV
A Case Comparison: Teacher Profiles

The purpose of this case study was to examine and compare the classroom behaviours, perceptions, attitudes and beliefs of experienced teachers with their scores as student teachers on the Human Relations Incident, an instrument that identifies effective teachers' perceptual orientations.

Classroom behaviours, attitudes and beliefs were determined by analyzing 1) HRI's, 2) observations, and 3) interviews according to these HRI categories: perceptions of self, perceptions of others, perceptions of purpose, and frame of reference.

The categories of the HRI stem from research by Combs and Soper (1963) in the area of perceptual psychology. They were developed by Wasicsko (1977) to identify and describe the perceptual orientations of student teachers. The underlying assumption is that the beliefs and attitudes (perceptual orientations) of teachers are reflected in their behaviour, and thus indicate levels of teaching effectiveness.

Analysis also consisted of a comparison of the perceptual categories of the two teachers observed, and a comparison of the teachers' pre-HRI data obtained during teacher training with the post-HRI data obtained during the case study. Qualitative data is presented in the form of two case studies: a Teacher Profile A, and a Teacher Profile B. Each study includes descriptions of the teacher's
behaviours based on classroom observations and interview summaries.

Data Analysis

This case study consisted of observations in the classrooms of two teachers, one who had scored high on the HRI, and one who had scored low on the HRI during their teacher training.

Observations were designed to get a feel for the overall context in which the teacher operated and lived on a day to day basis in the classroom, and included memos, contact summary sheets, tape recorded classroom observations, log notes by observer and an interview with each teacher. The condensed text of the classroom observations for Teacher A is located in Appendix B and for Teacher B in Appendix D.

The questions for the interviews (Interview Guideline, Appendix B) were designed around the key categories of the Perceptual Rating Scale in order to obtain teacher attitudes in each of the four perceptual categories. Interviews were summarized according to topics discussed or raised by the teacher. The Comparison Categories for the interview along with the full text of the interview for Teacher A are in Appendix C and for Teacher B in Appendix E.
Data Display

Data Display, according to Miles and Huberman (1984a) consists of an "organized assembly of information that permits conclusion drawing and action taking" (p. 24). The findings regarding this case study fall into summaries in the following areas:

1) Overall frequency
   - Frequency of responses by perceptual category for Teacher A and Teacher B.

2) HRI's.
   - A comparison of Teacher A's HRI obtained during teacher training (pre-HRI) with the HRI obtained during the case study (post-HRI).
   - A comparison of Teacher B's HRI obtained during teacher training (pre-HRI) with the HRI obtained during the case study (post-HRI).

3) Profiles.
   - A case study profile of Teacher A and of Teacher B, consisting of descriptions, incidents, and examples based on the four perceptual categories: perceptions of self, perceptions of others, perceptions of purpose, and frame of reference. The profiles are drawn from the following data:
     A) classroom observations
     B) interviews.

An outline of the data display presented in this chapter is located in Table 4, to be used as a guide for the reader when studying the tables that follow.
TABLE 4

Data Analysis Framework

DATA DISPLAY

1. Overall Frequency
   Frequency of Responses
   by Perceptual Category

2. HRI's
Comparisons of Pre-HRI
(Teacher Training)
with Post-HRI
(Interview)

3. Teacher Profiles

Section I

PROFILE TEACHER A

A. IN THE CLASSROOM:
   Observations
   a. "Self"
   b. "Others"
   c. "Purpose"
   d. "Frame of Reference"

B. THE TEACHER:
   Interview
   a. "Self"
   b. "Others"
   c. "Purpose"
   d. "Frame of Reference"

Section II

PROFILE TEACHER B

A. IN THE CLASSROOM:
   Observations
   a. "Self"
   b. "Others"
   c. "Purpose"
   d. "Frame of Reference"

B. THE TEACHER:
   Interview
   a. "Self"
   b. "Others"
   c. "Purpose"
   d. "Frame of Reference"
1. Overall frequency.

The overall comparison of a high scoring teacher's responses to a low scoring teacher's responses by frequency of high and low responses throughout the case study is presented in Table 5. This chart relates the overall data collection to the perceptual theory on which the HRI categories are based.

Summary of Findings:

Teacher A, for instance, demonstrated effective perceptions in the category of "self" 47 times, in the category of "others" 25 times, in the category of "purpose" 33 times and in the category of "frame of reference" 53 times, for a total of 158 effective perceptions.

Teacher B, in comparison, demonstrated effective perceptions in the category of "self" 7 times, in the category of "others" 8 times, in the category of "purpose" 12 times and in the category of "frame of reference" 0 times.

Teacher A's effective perceptions were consistently more evident than Teacher B's perceptions.

2. HRI's.

a) Pre and Post HRI scores for Teachers A and B

Teacher A:  HRI Student Teacher Score (1982) = 24

HRI Experienced Teacher Score (1985) = 26

Average HRI Score = 25
Teacher B:  HRI Student Teacher Score (1982) = 6  
HRI Experienced Teacher Score (1985) = 6  
Average HRI Score = 6

b) Teacher A

A comparison of high scoring responses from each of Teacher A's HRI's is located in Table 6 to provide the reader with specific examples of responses in each of the four perceptual categories.

Teacher A's pre-HRI (teacher training) is located in Table 7, followed by the Perceptual Rating Scale for the HRI indicating the teacher's perceptual score (24 = HIGH SCORE) according to the four perceptual categories, Table 8.

Teacher A's post-HRI (interview) is located in Table 9, followed by the Perceptual Rating Scale for the HRI indicating the teacher's perceptual score (26 = HIGH SCORE) in Table 10.

These tables provide the reader with the teacher's original self-reported perceptions, along with the corresponding perceptual rating scores in each of the four perceptual categories. Teacher A's perceptual score remained high at an average of 25.
TABLE 5

Overall Frequency of Responses

<table>
<thead>
<tr>
<th>Perceptual Categories</th>
<th>Frame of Reference</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Teacher A</strong></td>
<td><strong>Self</strong></td>
</tr>
<tr>
<td>Observations</td>
<td>16</td>
</tr>
<tr>
<td>Interview</td>
<td>31</td>
</tr>
<tr>
<td>Total</td>
<td>47</td>
</tr>
</tbody>
</table>

Overall Total: 158

<table>
<thead>
<tr>
<th>Perceptual Categories</th>
<th>Frame of Reference</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Teacher B</strong></td>
<td><strong>Self</strong></td>
</tr>
<tr>
<td>Observations</td>
<td>3</td>
</tr>
<tr>
<td>Interview</td>
<td>4</td>
</tr>
<tr>
<td>Total</td>
<td>7</td>
</tr>
</tbody>
</table>

Overall Total: 27

Low Scoring Responses

<table>
<thead>
<tr>
<th>Perceptual Categories</th>
<th>Frame of Reference</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Teacher A</strong></td>
<td><strong>Self</strong></td>
</tr>
<tr>
<td>Observations</td>
<td>0</td>
</tr>
<tr>
<td>Interview</td>
<td>2</td>
</tr>
<tr>
<td>Total</td>
<td>2</td>
</tr>
</tbody>
</table>

Overall Total: 6

<table>
<thead>
<tr>
<th>Perceptual Categories</th>
<th>Frame of Reference</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Teacher B</strong></td>
<td><strong>Self</strong></td>
</tr>
<tr>
<td>Observations</td>
<td>17</td>
</tr>
<tr>
<td>Interview</td>
<td>20</td>
</tr>
<tr>
<td>Total</td>
<td>39</td>
</tr>
</tbody>
</table>

Overall Total: 154
### TABLE 6
Comparison of HRI #1 (1982) and HRI #2 (1985)

**Teacher A**
(Examples of High Scoring Responses)

<table>
<thead>
<tr>
<th>HRI Category</th>
<th>Score HRI #1 24</th>
<th>Score HRI #2 26</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Perceptions of &quot;Self&quot;</strong></td>
<td>&quot;I offered to her my own personal experience with the disease...&quot; &quot;Of course you must modify your actions and reactions to each individual.&quot;</td>
<td>&quot;I was doing things for him, making him feel he was accepted, I guess, and that he was likeable.&quot; &quot;I think I found a connection that he likes science fiction and I started speaking to him suggesting books.&quot;</td>
</tr>
<tr>
<td><strong>Perceptions of &quot;Others&quot;</strong></td>
<td>&quot;I wanted to help her but was sometimes afraid that she would just want to be left alone. I let her know I was there, if she needed me -- at any time.&quot;</td>
<td>&quot;Maybe he's just changed on his own.&quot; &quot;I don't know if it was a conscious effort to try and help him because how much I could ever help him would be another question.&quot;</td>
</tr>
<tr>
<td><strong>Perceptions of &quot;Purpose&quot;</strong></td>
<td>&quot;Positive attitudes, I feel, combat disease more effectively than a negative attitude.&quot;</td>
<td>&quot;He was obviously very uncomfortable, and I think over the year getting him to the point where he seeks me out and talks to me, looks for excuses to talk...&quot;</td>
</tr>
<tr>
<td><strong>Frame of Reference</strong></td>
<td>&quot;I was sympathetic to my friend and her family.&quot; &quot;I made a point of asking her how she was doing.&quot;</td>
<td>&quot;He's opened up and he smiles now. He never smiled before and it lights up his whole face and he has a beautiful smile.&quot;</td>
</tr>
</tbody>
</table>
Teacher A: Pre-HRI

**Situation:** the father of a close girlfriend found out that he had cancer and died shortly afterwards.

Naturally, I was sympathetic to my friend and her family. I tried to give her as much support as I could by inquiring often not only how her father was, but how she was doing--although I did not dwell on the subject. I offered to her my own personal experience with the disease - my aunt died of cancer - and tried to encourage her in a (bright) outlook. Positive attitudes, I feel, combat disease more effectively than a negative attitude. After her father died I tried to give her all the support I could. Her parents lived in a different town, so I spoke to her on the telephone on various occasions. I make a point of asking her how she was doing. I felt slightly insecure at times because I was not sure how much to talk about the event with her - what her tolerance point was as to rationally talking about it opposed to 'dwelling' morbidly on the fact. I felt that it would be good for her to get her feelings out into the open as she was extremely close to her dad. I wanted to help her but was sometimes afraid that she would just want to be left alone. I let her know that I was there, if she needed me - at any time.

I think I would feel much the same now although more secure in how to react. Later my girlfriend told me how much help I had been in always asking her how she was and felt. Of course you must modify your actions and reactions to each individual, but I think that I would perhaps spend more time with the person - most of my contact in the above incident was at work or on the phone - but again that would depend on the person and the situation.

HRI SCORE = 24
### TABLE 8

**Teacher A (Pre-HRI)**

**Perceptual Rating Scale**

**Perceptions of Self:**

<table>
<thead>
<tr>
<th>IDENTIFIED</th>
<th>UNIDENTIFIED</th>
</tr>
</thead>
<tbody>
<tr>
<td>The teacher feels a oneness with all mankind. He perceives himself as deeply and meaningfully related to persons of every description.</td>
<td>The teacher feels generally apart from others. His feelings of oneness are restricted to those of similar beliefs.</td>
</tr>
</tbody>
</table>

```
7   6   5   4   3   2   1
```

**Perceptions of Others:**

<table>
<thead>
<tr>
<th>ABLE</th>
<th>UNABLE</th>
</tr>
</thead>
<tbody>
<tr>
<td>The teacher sees others as having capacities to deal with their problems. He believes others are basically able to find adequate solutions to events in their own lives.</td>
<td>The teacher sees others as lacking the necessary capacities to deal effectively with their problems. He doubts their ability to make their own decisions and run their own lives.</td>
</tr>
</tbody>
</table>

```
7   6   5   4   3   2   1
```

**Perceptions of Purpose:**

<table>
<thead>
<tr>
<th>LARGER</th>
<th>SMALLER</th>
</tr>
</thead>
<tbody>
<tr>
<td>The teacher views events in a broad perspective. His goals extend beyond the immediate to larger implications and contexts.</td>
<td>The teacher views events in a narrow perspective. His purposes focus on immediate and specific goals.</td>
</tr>
</tbody>
</table>

```
7   6   5   4   3   2   1
```
Frame of Reference:

PEOPLE

The teacher is concerned with the human aspects of affairs. The attitudes, feelings, beliefs, and welfare of persons are prime considerations in his thinking.

THINGS

The teacher is concerned with the impersonal aspect of affairs. Questions of order, management, mechanics, and details of things and events are prime considerations in his thinking.
DESCRIBE THE SITUATION AS IT OCCURRED AT THE TIME.

- There's that one student I was telling you about earlier, a boy who was very sullen at the beginning of the year and wouldn't talk and his eyes always shifting and when I spoke to him it was—he'd start to squirm and wouldn't want to talk or, he was obviously very uncomfortable and I think over the year getting him to the point where he seeks me out and talks to me, looks for excuses to talk and would babble on about nothing....

WHAT DID YOU DO IN THE PARTICULAR SITUATION?

- Well, you see, I don't know if I've done so much, maybe he's just changed on his own, but I think that I found a connection that he likes science fiction and I started speaking to him suggesting books,—"How do you like this?" And when he was looking for a book saying, well, "I'll find it and I'll save it for you." I was doing things for him, making him feel that he was accepted I guess and that he was likeable, because I sort of got the impression that he was probably not liked. Bit of a loner. And, you know, I would save books for him and give him special books that were new and "no one's read this, you know, you have it first" and his eyes would light up and that somebody would do something like that for him...I think is really, I mean, made him respond to me. Now I don't know what he's like with other people although he does talk to my partner as well which he wouldn't have done either before. Whether what he's like in the classroom is the same, it's hard to say.

HOW DID YOU FEEL ABOUT THE SITUATION AT THE TIME YOU WERE EXPERIENCING IT?

- A bit uncomfortable. Well, you know, I wasn't quite sure what to do with him and I hesitated to go and talk to him if he was, you know, if I, if I felt he needed help looking for something or, you know, if he was just hanging around and making a nuisance...you know with a group of kids and making noise and having to ask him to leave or things like that. I felt uncomfortable with having to approach him. But I think that finding the connection with the science fiction there was something I could talk to him about without telling him to be quiet or go away.

- It's much nicer to have someone to respond to you than, you know, look the other way and (pause) yah.
- I don't know if it was a conscious effort to try and help him because how much I could ever help him would be another question. Perhaps he had a few psychological problems that I should probably stay away from because I'd just make them worse. But I guess, I like people to be friendly and I felt he was a bit sad and alone.

**How do you feel about the situation now? Would you wish to change any part of it?**

- I feel that he's responded to me. Now as I say, whether that's a natural transition through the year it's hard to say but I feel he's opened up and he smiles now. He never smiled before and it lights up his whole face and he has a beautiful smile.

- Yah, it makes me feel really good that, you know, at least he can respond to me on that level and we can talk about science fiction. Now I can joke and laugh with him and tease him a little bit and he laughs and gets embarrassed but ah, I guess maybe it was a bit of a challenge to me whether it was subconscious or whether it was conscious but a challenge to break through some of those barriers because he had a lot of barriers up.

- I might have started sooner, than this year, or perhaps last year, but again, no, I don't think there's anything I would have changed. It has to be the right time and I wouldn't have been ready for it last year.

- And he's also helped me too. It gives me feelings of confidence and encouragement that knowing he was so obviously afraid of people or not wanting to talk to people--maybe it was just women, maybe it was librarians, maybe it was teachers; I don't know what it exactly was, maybe just adults in general, but it had also boost my confidence and I have success, that a kid will come and talk to me and laugh. So I see that as a personal success too, that I can get someone to respond.

**HRI Score = 26**
<table>
<thead>
<tr>
<th>Perceptual Rating Scale</th>
<th>IDENTIFIED</th>
<th>UNIDENTIFIED</th>
</tr>
</thead>
<tbody>
<tr>
<td>Perceptions of Self:</td>
<td>The teacher feels a oneness with all mankind. He perceives himself as deeply and meaningfully related to persons of every description.</td>
<td>The teacher feels generally apart from others. His feelings of oneness are restricted to those of similar beliefs.</td>
</tr>
<tr>
<td>7 6 5 4 3 2 1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Perceptions of Others:</td>
<td>The teacher sees others as having capacities to deal with their problems. He believes others are basically able to find adequate solutions to events in their own lives.</td>
<td>The teacher sees others as lacking the necessary capacities to deal effectively with their problems. He doubts their ability to make their own decisions and run their own lives.</td>
</tr>
<tr>
<td>7 6 5 4 3 2 1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Perceptions of Purpose:</td>
<td>The teacher views events in a broad perspective. His goals extend beyond the immediate to larger implications and contexts.</td>
<td>The teacher views events in a narrow perspective. His purposes focus on immediate and specific goals.</td>
</tr>
<tr>
<td>7 6 5 4 3 2 1</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Frame of Reference:

**PEOPLE**

The teacher is concerned with the human aspects of affairs. The attitudes, feelings, beliefs, and welfare of persons are prime considerations in his thinking.

**THINGS**

The teacher is concerned with the impersonal aspect of affairs. Questions of order, management, mechanics, and details of things and events are prime considerations in his thinking.

| 7 | 6 | 5 | 4 | 3 | 2 | 1 |
3. Teacher B

A comparison of the low scoring responses from each of Teacher B's HRI's is located in Table 11 to provide the reader with specific examples of responses in each of the four perceptual categories.

Teacher B's pre-HRI (teacher training) is located in Table 12, followed by the Perceptual Rating Scale for the HRI indicating the teacher's perceptual score (6 = LOW SCORE), in Table 13.

Teacher B's post-HRI (interview) is located in Table 14, followed by the Perceptual Rating Scale for the HRI indicating the teacher's perceptual score (6 = LOW SCORE) in Table 15.

These tables provide the reader with the teacher's original self-reported perceptions, along with the corresponding perceptual rating scores in each of the four perceptual categories. Teacher B's score remained low at 6:
### Table 11

Comparison of HRI #1 (1982) and HRI #2 (1985)

Teacher B  
(Examples of Low Scoring Responses)

<table>
<thead>
<tr>
<th>HRI Category</th>
<th>Score HRI #1</th>
<th>Score HRI #2</th>
</tr>
</thead>
</table>
| Perceptions of "Self" | "I tried to make the locating of their mother seem very innocent but my seeing them did not make my task any easier." | "I have a really low, ah, feeling..."  
"We got into a little heated discussion about what should happen to brain-damaged children. I'm quite outspoken about that." |
| Perceptions of "Others" | "At that precise time, except for me, she was very alone." | "She has some mental problems, and that's her excuse, but what's your excuse for asking her to do something like that?" |
| Perceptions of "Purpose" | "I volunteered to go to her house and do it simply as another experience."  
"I would not change a minute." | "That even surprised me more that I even had the tolerance to talk to my class." |
| Frame of Reference | "The power of this emotional dambreak was overwhelming and swept me up it." | "I worked with the class telling them about her."  
"So it was a real process." |
The incident I recall most vividly, to some people may not be construed as a helping incident. The reason for this is that the particular event involved the telling of a woman of death, that morning of her husband. I believe my help to her came at that moment of massive grief.

I was in the police force in _________. I was three days away from leaving the force and had never done a notification of N.O.K. in the four previous years I had been.

The message came from _________ and I volunteered to go to her house and do it simply as another experience. The woman, however, was not at home but her three small children were. I tried to make the locating of their mother seem very innocent but my seeing them did not make my task any easier. I eventually found the lady's place of work and called her out of the building. She knew something was wrong immediately but not until I asked her whether her husband's name was ... did she crumble emotionally before me. The power of this emotional dambreak was incredible and swept me up it. It went from anger at me to collapse and I did not leave her for a second for about a two hour period. She had three children, but at that precise time, except for me, she was very alone.

I had never felt compassion for someone to such an extent as I did then.

It enriched me then as well as any time I think about it.

I would not change a minute.

HRI SCORE = 6
TABLE 13
Teacher B (Pre-HRI)

Perceptual Rating Scale

Perceptions of Self:

<table>
<thead>
<tr>
<th>IDENTIFIED</th>
<th>UNIDENTIFIED</th>
</tr>
</thead>
<tbody>
<tr>
<td>The teacher feels a oneness with all mankind. He perceives himself as deeply and meaningfully related to persons of every description.</td>
<td>The teacher feels generally apart from others. His feelings of oneness are restricted to those of similar beliefs.</td>
</tr>
</tbody>
</table>

| 7 | 6 | 5 | 4 | 3 | 2 | 1 |

Perceptions of Others:

<table>
<thead>
<tr>
<th>ABLE</th>
<th>UNABLE</th>
</tr>
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<td>The teacher sees others as lacking the necessary capacities to deal effectively with their problems. He doubts their ability to make their own decisions and run their own lives.</td>
</tr>
</tbody>
</table>

| 7 | 6 | 5 | 4 | 3 | 2 | 1 |

Perceptions of Purpose:

<table>
<thead>
<tr>
<th>LARGER</th>
<th>SMALLER</th>
</tr>
</thead>
<tbody>
<tr>
<td>The teacher views events in a broad perspective. His goals extend beyond the immediate to larger implications and contexts.</td>
<td>The teacher views events in a narrow perspective. His purposes focus on immediate and specific goals.</td>
</tr>
</tbody>
</table>

| 7 | 6 | 5 | 4 | 3 | 2 | 1 | 2 |

69.
Frame of Reference:

**PEOPLE**

The teacher is concerned with the human aspects of affairs. The attitudes, feelings, beliefs, and welfare of persons are prime considerations in his thinking.

**THINGS**

The teacher is concerned with the impersonal aspect of affairs. Questions of order, management, mechanics, and details of things and events are prime considerations in his thinking.
TABLE 14
Teacher B: Post-HRI

DESCRIBE THE SITUATION AS IT OCCURRED AT THE TIME.

- I had a mentally handicapped girl in my classroom. She wasn't severely retarded, she was about at the grade four level and she was in grade seven because she was fourteen years old. It was through working with her and also her assistant teacher, um, I think ...(pause). It's hard because she was in a foster home but judging from what the foster parents and the group home parents said about her after she had been in my class that ... through ... through ... I guess just being around her and whatever, her self-esteem had gone up so much from when she had come from ... Now (pause).

- She was isolated in the class because she had to do a lot of one-to-one with this assistant teacher but she was in the classroom setting. She had come from ..... where she'd been in a one-on-six, which, one teacher in six. And she'd been spoiled as far as attention but, and then she demanded attention and even with this one-on-six she would bite other kids and things like that. So she was quite a handful, and then physically she was quite well developed so that's why they didn't want to have her in the grade four setting and in the lower classes like that and so she was put in my classroom.

WHAT DID YOU DO IN THE PARTICULAR SITUATION?

- I was given an assistant and I worked with my class and telling them about her, having them build up a tolerance for her and acceptance of her despite incidents that occurred. You know, she'd flip up her blouse in the library because somebody, some guy said 'do you wanna see her tits?' and things like that, and to flip up her dress and, things like that went on during the year....A lot of credit goes to my class for being able to go through my lectures about tolerance and things like that. She, I think, was a lot better person and her self-esteem had gone up a lot in her life. I think that was... it's nothing to do with actual...an actual student of mine who was, quote, unquote normal, but there really...I had a good feeling at the end of the year.

HOW DID YOU FEEL ABOUT THE SITUATION AT THE TIME YOU WERE EXPERIENCING IT?

- You never know sometimes the impact you have on, on children, whether you had any. If they're a Rhodes scholar, whether you had anything to do with that or whether you turned around their study habits, you like to think so but a lot of times it...smart kids are
gonna learn despite you, or, or because of you, you just never really know. I was happy that I could see the change in her also. And through my discussions with the group parents and the assistant teacher that was helping her, it was really maybe all of our doing, but it was just nice to see. And particularly because I have a really low, ah, feeling ... and I've talked to my sister in law who has a retarded sister whom I met for the first time before she was married to my brother and we got into a little heated discussion about what should happen to brain-damaged children--I'm quite outspoken about that, but, that even surprised me more than I even had the tolerance to talk to my class and say..."things that she does, ah, the incident in the library, she has some mental problems and that's her excuse, but what's your excuse for asking her to do something like that?" And getting them to look inwardly on themselves even though it was very isolated who did that, they really had to think about ah, okay she picks her nose and she picks her zits, let's not get hyper about it. Rather say to her, "hey, we don't like things like that"...So it was a real process and that's what, ah, I think I was most pleased about because it helped not only the girl but the class too. Teachers on staff commented on "hey, your, your kids are getting along a lot better with _____ and she seems to be..." To hear things like that, it's not really academic or anything like that but it's more...(pause), and I think that's putting education in its perspective. So what if you can't recite the Constitution. Can you interact in a group of three people without (makes choking sound) going like that or picking your nose or whatever, um, so maybe I was most happy with that. I think a lot of teachers, that's what you feel. You feel, hey, because I was able to help, but now bring on the next, you know?

HOW DO YOU FEEL ABOUT THE SITUATION NOW? WOULD YOU WISH TO CHANGE ANY PART OF IT?

- No. No. Because she did these things, resulted in me having to talk to them which resulted in them looking at themselves which resulted in the change.

HRI SCORE = 6
### TABLE 15

**Teacher B (Post-HRI)**

**Perceptual Rating Scale**

<table>
<thead>
<tr>
<th>Perceptions of Self:</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>IDENTIFIED</strong></td>
<td><strong>UNIDENTIFIED</strong></td>
</tr>
<tr>
<td>The teacher feels a oneness with all mankind. He perceives himself as deeply and meaningfully related to persons of every description.</td>
<td>The teacher feels generally apart from others. His feelings of oneness are restricted to those of similar beliefs.</td>
</tr>
</tbody>
</table>

| 7 | 6 | 5 | 4 | 3 | 2 | 1 |

<table>
<thead>
<tr>
<th>Perceptions of Others:</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
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| 7 | 6 | 5 | 4 | 3 | 2 | 1 |
Frame of Reference:

| PEOPLE                                                                 | THINGS                                                                 
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</tr>
</tbody>
</table>
3. Teacher Profiles

Introduction

a) Categories. Classroom observation transcripts and interview transcripts were coded to categorize and quantify the data by perceptual category and for ease of cross reference and analysis.

TABLE 16
Category Codes for Analyzing Data

<table>
<thead>
<tr>
<th>High Level Responses</th>
<th>Low Level Responses</th>
</tr>
</thead>
<tbody>
<tr>
<td>SELF = SE+</td>
<td>SELF = SE-</td>
</tr>
<tr>
<td>OTHERS = OTH+</td>
<td>OTHERS = OTH-</td>
</tr>
<tr>
<td>PURPOSE = PUR+</td>
<td>PURPOSE = PUR-</td>
</tr>
<tr>
<td>FRAME OF REFERENCE = FR+</td>
<td>FRAME OF REFERENCE = FR-</td>
</tr>
</tbody>
</table>

b) Codes. The Teacher Profiles below use the following codes to refer the reader to the original text of the data (Table 17).

TABLE 17
The Profile Coding Symbols

The Profile Coding Symbols Refer to Data Located in Appendices

<table>
<thead>
<tr>
<th>EXPLANATION</th>
<th>CODE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Interview, page 3</td>
<td>(INT. 3)</td>
</tr>
<tr>
<td>Observation 1, page 1</td>
<td>(Obs. 1.1)</td>
</tr>
<tr>
<td>Observation 2, Log Notes, page 3</td>
<td>(Obs. 2. LN.3)</td>
</tr>
</tbody>
</table>
c) Organization

Section I: Teacher A; Section II: Teacher B

The first section of each profile focuses on the classroom observations, or the behaviors recorded by the observer. The second section of each profile focuses on the interviews, or the behaviors, attitudes and perceptions of the teacher as self-reported by that teacher. Each 'incident' and 'example' is rated according to Wasicsko's (1981) method to evaluate effective and ineffective perceptions. An 'X' in the left hand box indicates an effective perception. One in the middle box represents mixed perceptions that are 'not so clear', due to either limited information for an assessment, or a mixture of effective and ineffective perceptions. An 'X' in the right hand box indicates an ineffective perception.

SECTION I: TEACHER PROFILE A

The following description is based on the log notes, memos and contact summary sheets used during and after each observation or visit.

Teacher A is a French teacher/librarian, in her mid-thirties, at a large, urban high school. Her responsibilities include teaching library skills (notetaking, study and research skills), establishing good public relations skills between the library and the students, and being a resource person for the French Immersion students.

She received her B.A. in French, worked in a bank for several years, completed her M.A. in Library Science and finally decided on a teacher training program. For the last three years she has had a temporary contract and is unsure of her future as a teacher.
When Teacher A greets me, I can tell she is expecting me. She turns from her seat at the desk near the turnstiles. Her face lights up with a smile, "You're Roni," she says. I am drawn to her warmth and unaffected sincere manner. She looks me in the eye and calmly, easily, extends her arm for a firm handshake. Her direct approach immediately puts me at ease.

The library she teaches in is peaceful yet interesting. Displays, artistically arranged, cover the walls. Large French and Social Studies sections are flanked by an extensive reading area for fiction along the west wall. The sign over her desk reads "To love what you do and feel that it matters, how could anything be more fun?"

The library is busier than usual now due to a shortage of staff library-assistants. Two full-time librarians work here. They rely heavily on their 100 student monitors. Teacher A describes herself as the "PR person for the kids." She attends student functions throughout the school. Her partner enjoys the more technical aspects of running a library, but Teacher A prefers to work with the kids. She calls this a "harmonious, balanced" relationship.

There is only one other teacher on temporary contract that has similar qualifications to hers, and this gives her a feeling of security. Even if she was laid off, she believes she could get a job.

The library is very crowded when I return on Friday after school for my last visit. Everyone smiles and welcomes me. The students and teacher alike seem relaxed and happy to work here. There is always a student at Teacher A's desk having a detailed conversation about life, work, and the frustrations of being a student and a teenager. She listens, asks courteous questions, and always refers back to a previous conversation they've had. The students respond almost eagerly.

She consistently shows a concern for the feelings of others. I mention to her the warm and friendly way she has with students and her final words as I pass through the turnstiles are to come back and visit because "they want you to come back too".

Overall, this is a happier year than last year when she started teaching at this school. For example, at
Christmas it was her turn to supervise the cafeteria for a week. It turned out to be fun when the students gave her candies and cards. This year, she has experienced more "joy". At the end of the fifth observation, she says, "I love these kids. I guess it shows".

A) OBSERVATIONS

All descriptions are from Wasicsko's (1977) Perceptual Rating Scale.

1. PERCEPTUAL CATEGORY: SELF (IDENTIFIED)

"The teacher feels a oneness with all mankind. He perceives himself as deeply and meaningfully related to persons of every description."

CLEAR INCIDENT 1

Situation: "Colours"

While teaching a Grade 8 ESL class she comments, "Notetaking can be kind of boring." She identifies with the students who may not find this topic interesting.

She relates the topic back to her own experience (copying from encyclopedia), and comments later on the transcript, "I try to be honest." She tries to make the lesson more interesting for them. She says, "I use colours."

CLEAR INCIDENT 2

Situation: The track meet.

In the library, she discusses students' activities on the weekend and talks about their other interests. She laughs with them. One student is unsure whether he wants to help with the elementary school track meet.
T: That'll be fun. Remember back when you were small?
S: I was never small.
T: Well, younger then. (They laugh)

(Obs. 3.2)

NOT SO CLEAR INCIDENT

Situation: Student attitudes.

With these students this year there's no hostility if you ask them to leave the library for making too much noise. They are generally "pretty good" here, compared to other schools which are tougher". These kids, on the other hand, come up and tell teachers how to teach. Some of the kids here are from wealthy homes. This might explain it, she feels. She suggests that in some areas in the city, the parents encourage a "snottiness", or a superiority over teachers and the school system. She says the worst school, one she was a student at, is located nearby.

(Obs. 5 LN.3) 

Summary

Teacher A identifies with student's interests even though she feels a different attitude may exist between herself and another group of people. Perhaps experiences attending the school have made her feel apart from wealthy people. The overall concern however is for a courteous, respectful attitude among students for the teacher and the school.

Teacher A shows a concern for relating the lesson materials to the interest level of students. She relates to students on an equal level, accepting their interpretations of situations, and their personal opinions, while maintaining her position as a teacher worthy of students' respect.

2. PERCEPTIONS OF OTHERS (ABLE)

"The teacher sees others as having capacities to deal with their problems. He believes others are basically able to find adequate solutions to events in their own lives."
CLEAR INCIDENT 1

Situation: Life Skills

In the library, a student consults her concerning his decisions over the money allotted him on a Consumer Education assignment. She takes a more personal interest in the results of the student's calculations but lets him decide what course to take.

(Obs. 3.1)

CLEAR INCIDENT 2

Situation: Colleagues

Teacher A gives credit to another teacher for the good rapport she herself demonstrates in the class. "Atmosphere in the class is an extension of the atmosphere created by regular teacher. It's fun to 'play' with the students', she comments at the end of observation 1.

(Obs. 1 LN. 5)

NOT SO CLEAR INCIDENT

Situation: "Silence, s'il vous plait!"

A substitute brings a French Immersion class into the library and attempts to bring the class to order, somewhat unsuccessfully. The class is noisy. Teacher A approaches the substitute and informs him that a student is in another section of the library. She seats herself at the desk. The noise continues. After a few minutes, she turns, and calls "Silence, s'il vous plait!" He turns and raises a paper to her. She smiles and raises her eyebrows to me. Later she tells me that he thanks her for her interjection.

(Obs. 5 LN. 1)
Summary

Although she "interjects" in another teacher's class she knows the students, and is responsible for maintaining a quiet tone in the library.

This year Teacher A says she clarifies the student's needs or requests, and assists them by doing this. She used to do more for them last year she admits, but now she realizes that directing them to an area, or facilitating and being more of a resource person works better. It is enabling to them and gives her more time to help others.

When asked if she thought she had to appeal to all students to be a good teacher, she replied, "No, I tried to be too friendly at the beginning."

3. PERCEPTIONS OF PURPOSE (LARGER)

"The teacher views events in a broad perspective. His goals extend beyond the immediate to larger implications and contexts."

CLEAR INCIDENT 1

Situation: "Dune."

A student approaches the teacher in the library and discusses at length, the plot of the book, Dune. They share an interest in Science Fiction and she's encouraged his interest over the year. "I want to read it again now," she says, smiling with the student.
CLEAR INCIDENT 2

Situation: Cathy

Cathy was sitting in the almost empty cafeteria reading the National Enquirer when the teacher and I saw her. She began an animated recap' of the final Dynasty episode. She asked if I had seen it. "You see," she said to the teacher, when I confessed I had. Teacher A commented when we left that Cathy's manner was "softening" and becoming "less abrasive" than last year when she first came to visit her in the library. She pointed out some of the problems associated with the popularity of the soap operas, especially the false role-models they present to teenagers and the unrealistic lifestyles they portray.

X (Obs. 5 LN. 5)

NOT SO CLEAR INCIDENT 3

Situation: "Good as Gold."

"O.K. We also have a visitor from SFU who you will notice in the back corner. She's here to watch me, so you can all be good as gold, (pause), as usual, because she's not here to watch you, she's here to watch me." Teacher A comments later on the transcript, "I felt a bit uncomfortable with saying this. I didn't want to, hadn't meant to. Was feeling nervous at this point."

X (Obs. 1.1)

Summary

Teacher A is concerned with the needs and interests of students and comments such as "I've inspired them to great intellectual heights" are common. Her concern for the students goes beyond the lesson plan, beyond the school, to their interests, hobbies and personal lives.

(Obs. 2 LN. 3)
4. **FRAME OF REFERENCE (PEOPLE)**

"The teacher is concerned with the human aspects of affairs. The attitudes, feelings, beliefs, and welfare of persons are prime considerations in his thinking."

CLEAR INCIDENT 1

Situation: National Hug Day.

The previous year, National Hug Day took place in the library. It was an activity to promote student/teacher relationships. It was a "free for all" in the library, warm, enthusiastic hugging by the students ensued. She was concerned that children of other races or beliefs might feel uncomfortable in this situation if it was not part of their culture.

[CLEAR INCIDENT 2

Situation: "Famous Star."

Teacher A demonstrated a good working relationship with the ESL teacher and calls him the "famous star of this class". The class approves of this title and the teachers and students smile and laugh as she jokes in this manner. During the class she refers to a list the other teacher has drawn up of their research topics and jokes "you wrote their topics down and left the list at home". Everyone seems to enjoy her personal approach and the good humour that livens up the lesson.
NOT SO CLEAR INCIDENT 3

Situation: "25 out of 25."

"I've given you a checklist so you can check them off, and make sure you've done it all. Because I want you to get 25 out of 25. That's why we're giving you those things. So you'll get 25." Earlier in the lesson, however, she mentions the importance of students' understanding the material. "That's what's important" (p. 4). The lesson is very structured to suit both the needs of ESL students and the objectives of the lesson.

Summary

Teacher A knows lots of little details about students' lives. She obviously remembers things they have told her before because she refers to previous conversations asking them how things are now? ... or what happened about ...? She consistently shows concern and respect for the feelings and beliefs of the students she works with. The majority of the teacher's comments focus on the students.
SECTION I: TEACHER PROFILE A

B) INTERVIEW

In the following examples 'T' refers to Teacher and 'R' refers to Researcher.

1. PERCEPTUAL CATEGORY: SELF (IDENTIFIED)

"The teacher feels a oneness with all mankind. He perceives himself as deeply and meaningfully related to persons of every description."

CLEAR Example 1

Situation: Birth Control

  T: For example that student who came in was asking me about birth control.
  R: Mm hm, oh yes I remember you telling me about that student.
  T: And, and I found that that was a new situation and I think she ... well she obviously was not asking for a school project.
  R: Mm hm.
  T: So in that sense she was looking for birth control for herself, and she's fifteen or sixteen, and I found that kind of situation intimidating because I wasn't sure how to respond and (pause).
  R: How you would be most helpful to her.
  T: Right. How would I be most helpful to her and also not trying to place my own views on her. Like, "Oh my God! You're way too young!"

Teacher A comments later, "Well, we do know each other. She's one of the students who does come and talk to me, so there is a rapport there."
CLEAR Example 2

Situation: Relating to the Researcher

R: Well it's really been a treat for me coming in, working with you, because I feel the same way your students must, you know. I felt relaxed and I felt accepted and I felt that you were honest with me and so I can imagine what it would be light to be a student of yours too, you know.

T: (laughs) Well, that's nice to hear.
T: I've enjoyed it, too.
R: Have you enjoyed it?
T: Yah, I've really enjoyed it. But I guess I want to spend more time talking to you sometimes (laughs) and tell the kids to bug off (laughs).
R: I never saw you do that. If you did that, it must have been pretty discreet.
T: (laughs) But no, I really enjoyed it, not just participating in the study which I felt was interesting, but I've enjoyed you personally, and you coming in, and talking back and forth and I think that you've really helped me to take certain things into perspective too, and your response on what you see, your comments on how you see the students responding are very valuable to me because there may be things I think I see, but it's having it validated by another person... (pause).

X 1

(Int. 26)

CLEAR Example 3

Situation: "I click with students."

In her teacher practicum she liked the Grade 8's the best. They were "fun, wild, and crazy with youthful exuberance." She could do "silly" things with them.

The school associate couldn't relate to the kids on a personal level. She had even called the Grade 8's
"animals" to their faces.

R: Those things that you've described to me then in terms of qualities that helped you relate to the students in your practicum and to enjoy each other—are those aspects of your personality that you've had all along?
T: Mm hm. I think, yah, I've had them all along. I don't think I've changed. I just relaxed and let myself feel free to be more myself.
R: And that makes you a better teacher you feel?
T: I do. I really do. I think that the students seem to respond to it...
T: ... that's the way I am now and I get the same kind of rapport and I click with students.

---

NOT SO CLEAR Example 4

Situation: Teacher practicum

Teacher A felt uncomfortable when teachers "peered over her shoulder." "I felt watched and always having to, you know, watch every word I said ... watch every move I make because someone was staring at me the whole time and criticising me." She eventually relaxed, and developed confidence. Looking back she reflects, "It was the first sort of inkling of the realization of my potential ... it was really exciting."

---

Summary

Teacher A has a good rapport with the students and this is very important to her. Certain students tell her their personal problems. She has both male and female "friends" and 'I feel that's a good sign for myself personally that I can relate to both girls and boys" (Int. 10)
She is also able to identify with the researcher and with "difficult" classes during her practicum. Although she did not feel at ease with supervision during her practicum, she has the ability to develop many meaningful relationships with different types of people.

2. PERCEPTUAL CATEGORY: OTHERS (ABLE)

"The teacher sees others as having capacities to deal with their problems. He believes others are basically able to find adequate solutions to events in their own lives."

CLEAR Example 1

Situation: Cathy

T: Um, I've been really fortunate that they haven't demanded too much of my time and as we were talking about the one girl who did become quite demanding, and I just had to lay it on the line and I think that she was probably used to that kind of thing too, because I'm sure she's had other people tell her the same things too. That she overdoes it, that she goes too far, and demands too much time. And it was difficult, it was very difficult to have to tell her that, because I was afraid of hurting her feelings and driving her away, but she's also a very thick-skinned child, and probably it bounced right off her, and I spent more time worrying about it than she did.

R: She has stayed your friend.

T: Yah, she has stayed my friend, and she adjusted to my time schedule and has not stayed too long and she can tell when I'm busy and she'd leave. And you know, it's worked out quite well. We've established a better working relationship than last year...

X [Int. 9]
CLEAR Example 2

Situation: "A listening board."

T: ... I guess I'm here more as a listening board—
R: Mm hm.
T: To, to talk things over with them but I try not to give too much of my opinion. I provide them with the ear to listen, to have someone listening to them and if they ask for particular advice you know I'll give it to them but I'm making sure to say that this is my personal opinion and that other opinions are different. So I guess I do ... am more conscious of the fact that they should be helping themselves, that I can help them in certain ways by being there but ultimately the change has got to come from themselves. If it's the change or whatever it is that they're doing ... but it's hard, it was a delicate thing.

(Int. 21)

CLEAR Example 3

Situation: The School Associate

During the teaching practicum, the School Associate called the Grade 8's animals to their faces. "You can't walk around telling them you hate their guts because they know that and they feel it... so ... but certain people don't like Grade 8's. I happen to love them, so ..."

(Int. 17)

NOT SO CLEAR Example 4

Situation: Perfectionism

"I don't like to be disliked and I'm somewhat of a perfectionist in that sense. And that's when I can run into trouble. I'm trying to please too many people."
Summary

Happiness or excitement in teaching is reciprocal "because you feed each other," (Int. 16) comments Teacher A. She gives students the opportunity to make decisions for themselves. She trusts their ability to cope, and doesn't pull rank. This seems to create a relaxed and cooperative atmosphere in her relationships with others, although she is working at trying not to please people as much.

3. PERCEPTUAL CATEGORY PURPOSE (LARGER)

"The teacher views events in a broad perspective. His goals extend beyond the immediate to larger implications and contexts."

CLEAR Example 1

Situation: Teacher/librarian

The students now have a broader 'perception' of her. She juggles different roles (to them) but to her it's all one: Teacher/Librarian.

T: ... the whole role does merge, it does get confusing I guess (pause). Well not confusing, I guess (pause). I guess it just changes and I fluctuate between being teacher and librarian, quite a bit. But I don't see the role as separate.

T: ... But it's just like I switch roles, turning them off and on for a situation.
CLEAR Example 2

Situation: "Someone who smiles."

She responds to "the child who is looking for friendly responses ... someone who smiles." She 'works' on students "who don't smile or talk to me at the beginning who now do."

CLEAR Example 3

Situation: "The good times."

Teacher A relates her positive experiences during her teacher training to her satisfaction as a teacher, and her ability to communicate that in turn to the students.

T: And I think that uh, I think it really--probably helped me in the long run, being more relaxed now and being more who I am because I had such positive, you know, two really positive experiences.

T: Yah, I would think so.

R: Reciprocal?

T: Right, because you feed each other. But I think you're right that realizing that, the potential that I could have is what made me make it through the rough times because I know that the, the good times would be there, and what could, what really could be done ... and so trying to find that spot again is ... requires some work, but I knew the spot could be there instead of always having negative experiences and not being able to visualize the good times.

R: You knew what you could reach.

T: Mm hm.
NOT SO CLEAR Example 4

Situation: Students' problems.

She says she's gaining confidence, learning to trust herself more, and accepting her decisions more, instead of questioning whether her responses are affecting a student's "psyche". She is less worried now about student's reactions to her responses.

Summary

As she relaxes more and learns to accept and be herself, she jokes and worries less about the immediate situation. She can respond in the open, calm, thoughtful way she would like to. She now feels more confident she's making a helpful response for individual students. Her comments indicate a concern for the future attitudes and successes of students.

4. PERCEPTUAL CATEGORY: FRAME OF REFERENCE (PEOPLE)

"The teacher is concerned with the human aspects of affairs. The attitudes, beliefs, and welfare of persons are prime considerations in his thinking."

CLEAR Example 1

Situation: Grade 10 Book Talk.

She was nervous about the book talk, especially the "technical aspect". It was her first, and she wanted it to be interesting so they would read the book. She didn't want to stumble and bore them.

T: ... But I think it went well because I followed the philosophy that I had had drilled into me at um, during my teaching year, was to be honest and that's what I did and it worked out quite well. And I had a few students who realized I was sick with nervousness
and came up and told me it was O.K. afterwards so (laughs) that was good.

CLEAR Example 2

Situation: Flexibility

T: When people are not willing to admit mistakes, or not willing to be flexible, that's when often problems arise ... I think that being a teacher it's necessary to be flexible, because it's dealing with young people and their moods change, and you know each student is so different and going through difficult times themselves, going through puberty, and their wild emotions, so if you're not flexible, I'd think you'd go crazy. (laughs)

CLEAR Example 3

Situation: PR person.

R: What do you mean by PR work with the children?
T: Well, I guess just getting to know them, who they are, their needs, um, things about them. I do a lot of chatting you know. "What did you do this weekend?" "How's your cat?" "What did you buy when you went shopping?" I know a lot about their personal lives and they know certain things about me, too.

NOT SO CLEAR Example 4

Situation: Rules and Regulations.

In the library she doesn't have to worry about rules and regulations so much. "it's a minor technical
aspect. So she's "fortunate" in this. As a general rule, what other teachers find a discipline problem is not one for her.

Summary

Teacher A believes an important part of her role as teacher/librarian is to get to know the students. Her perspective is from the point of view of the kids she works with. Her remarks are people oriented and her primary concern is to assist people rather than to deal with the events and technical details of a situation. It is difficult to assess how differently she would respond if her job emphasized this aspect of teaching. "Sometimes I think I couldn't cope as a regular classroom teacher when I think of all the marking and the technical aspect of the job, which I really find that ... being a librarian really allows me a lot of freedom ... so I think that I am really fortunate in that I see the best of the kids ... they're not rude to me or anything like that so ..."

(Int. 10)

SECTION II: TEACHER PROFILE B

The following description is based on the log notes, memos and Contact Summary sheets used during and after each observation or visit.

Teacher B is an elementary teacher, in his mid-thirties, at a small, suburban school. His responsibilities include teaching a Grade 4/5 split class.

He received his B.A. in Sociology, worked with the police force for several years, and completed his teacher training program four years ago. He has a temporary contract and is unsure of his future as a teacher.
I first meet Teacher B in the hallway. I hear "Ms. Haggarty" behind me as I look for his room. He ushers me into the room and immediately begins to prepare materials for the overhead projector. I wait for a pause in the activities to introduce myself. He acknowledges me, but does not offer his hand or look at me directly. I seat myself on the chesterfield at the back of the room.

Teacher B's room is modern with large windows and carpeted floors. Bright posters cover the walls, reminders of the teacher who taught in this class for the first few months before being replaced by the teacher before me.

He expresses a concern throughout the observations for his chances of a teaching position next year. Government cutbacks, the "unfair" seniority clauses that make temporary teachers in this district unsure of their future, and hassles with the curriculum due to changes by the government, he feels, add to the stress and pressure he deals with most of the time. He believes this makes it difficult to develop as a teacher and states "I don't know what my teaching style is."

Teacher B doesn't talk about students very much. When he does, it is usually in connection with rules or discipline. Thursdays were unsuitable for supervision for he would be "lion taming due to supervision." He chose Friday instead because, "you'll want to come in when I'm not just saying be quiet, sit here."

Teacher B believes having a former career means he has more to offer students. ("Do you know the question kids ask me the most? How many people have you shot?") Academics, by contrast, "live in a cocoon."

Both teachers and students in this class seem to view me with suspicion at first. "Why are you here, anyway?" asks one child. Another told me later in the observations, "Write down that Mr. _____ is a crummy teacher." After reading the first observation transcripts the teacher said, "You sure don't miss anything, do you?"

Overall, he says he doesn't enjoy teaching as much now as in the beginning. At one point he admits, "I
felt I was mean, sarcastic and tired of teaching." Sometimes his sarcasm hurts children. He says some students can handle it and some can't. "When tears well up I know I've gone too far and I back up."

A) OBSERVATIONS

1. PERCEPTUAL CATEGORY: SELF (UNIDENTIFIED)

"The teacher feels generally apart from others. His feelings of oneness are restricted to those of similar beliefs."

CLEAR INCIDENT 1

Situation: "Do I look surprised?"

Teacher B often uses sarcasm when responding to students. When the class begins, Susan announces that her book has fallen apart. He replies, "Do I look surprised?" He answers a question on sentence structure, with "When have we ever had to put down a whole sentence?" When a student speaks out in class, he says "Welcome back, Matthew" and the student mimics his tone with "Thank you." A student enquires about the sentence, "ice on the stream" during the "parts of speech" lesson. He asks, "is that ice on the scream?" to which the teacher replies, "Does ice on the scream make sense to you?" These comments occur within six minutes of the lesson. Later the teacher comments on the transcript: "sarcasm not intended, but rather having the student think beyond an instantaneous response."
CLEAR INCIDENT 2

Situation: Matthew

According to Teacher B, Matthew is from a "bad family" and one of his problems is his inattentiveness.

T: Matthew, put those away. I'd appreciate it if you'd listen carefully to what we're doing ... If you're not listening attentively, out you go. When you're not doing that, you're a distraction. O.K. Sit up, take that look off your face or you're gone Matthew.

S: You think I'm not listening.
T: You're sitting back, you're blowing through your little pen like that and you're not listening. O.K.?
S: Well, you're not saying anything.

Later in the lesson Matthew is sent from the room.
T: Matthew, leave the room. You're nothing but a distraction all morning.

Matthew leaves the room without saying anything this time.

During the fifth observation, (11:11 A.M.), Matthew falls off his chair. The teacher slowly swings his gaze to the boy. A student calls out, "He gets to stand."

"Yes, he does," replies the teacher.
Matthew puts the chair on the desk behind him, and stands beside his own desk waiting for the teacher to give him permission to sit down again. Later, (11:20 A.M.), Matthew is still standing. "Can I have my chair back?" he asks. "No, not yet," replies the teacher.

1X

(Obs. 4.1 LN 5.1)

NOT SO CLEAR INCIDENT 3

Situation: "I can't stand ants."

10:45 A.M.: The class plays Bus Stop, a math game. One student calls out. The teacher moves to the corner
of the board where the names for after school are written. "Hi," the student says and grins. Teacher smiles and returns back to game. "Don't crowd the other person," he says to the student who called out.

10:54 A.M.: About 10 minutes later, the same boy says loudly, "There's ants everywhere and I can't stand ants." He squirms and jumps out of his desk. The teacher quickly moves to the boy's desk. He stamps out the ant. The students groan "ooh, yech" in unison. He helps the boy but moves his desk and places it firmly away from the group so he faces the window alone.

Summary

A push pull feeling dominates these classes. The teacher appears frustrated and comments on Obs. 1 transcript "Very difficult to please everyone." He responds to the word glare carefully at first, (in transcript). He later says "it was a glare you were right" (Int. 33). The sarcasm, frustration and glaring expressions create a stressful tone. Teacher B's responses seem to set up a feeling of separateness between himself and the class.

B. PERCEPTUAL CATEGORY: OTHERS (UNABLE)

The teacher sees others as lacking the necessary capacities to deal effectively with their problems. He doubts their ability to make their own decisions and run their own lives.

CLEAR INCIDENT 1

Situation: "You're not at home now."

Teacher B begins the lesson by asking students to clear off their desks and to pay close attention.

"John, you're not at home now, so sit down and be quiet. I'd kind of like to get underway at about quarter to eleven," (the time is now ten to eleven).
"O.K. the subject is the annual page. I'm going to talk about it one more time to you, to those who just don't have a clue what (pause) we're doing."

CLEAR INCIDENT 2

Situation: "Just listen."

- "Just listen and then you'll have a better understanding of the whole thing." (Obs. 5.2)

- During the Major Mystery writing assignment, the teacher is outlining to the students how to work through the outline before writing the story.
  T: "O.K. Don't tell me all your ideas. Put them on paper. You're giving me all sorts of hypothetical situations. Hands down, hands down."
  S: "It's not a question."
  T: "I know it's a question."
  S: "No, it's not."
  S (2): "I hate this."
  S: "It's not a story."

(Nb. 5.5)

- "You listen to my answer and if your answer resembles it, great." (Ob. 4.2)

NOT SO CLEAR INCIDENT 3

Situation: Autobiography.

Students may choose what to put into their autobiography but the teacher provides a great deal of structure as to format. Students may also brainstorm alone but their constant questions limit this possibility. "I'll give you an example. Please feel free to use some of these, or dismiss them. I just want to put some ideas in your head."
Summary

The teacher attempts to encourage individual student ideas within the rigid structure of the assignment, but numerous student questions arise. A cooperative atmosphere does not exist, where students are allowed to make their own decisions.

Teacher B is concerned with controlling the situation and prefers students to fit within his guidelines most of the time, and stresses the importance of the "right" answer (his version or that of the textbook). Opportunities for students to show they are capable of coping on their own are not evident.

3. PERCEPTUAL CATEGORY: PURPOSE (SMALLER)

"The teacher views events in a narrow perspective. His purposes focus on immediate and specific goals."

CLEAR INCIDENT 1

Situation: Social Studies Lesson.

Students answer questions from a book. The topic is Canadian history. The teacher does not relate to the lesson to an overall purpose. Instead, when the lesson ends, evaluation is identified as the purpose of the lesson. "You can use this time remaining to spruce up your questions because you are responsible for them. They're for a test so they're due. If you don't want to fill them in that's your prerogative but you are responsible for them nevertheless."

(X)
CLEAR INCIDENT 2

Situation: Major Mystery Story.

The details of the instructions on the page are of the most concern in this lesson. Students are advised to follow directions. No purpose is given for the assignment. "If you don't have the four pages put your hand up and tell the people which one you're missing ... Matthew, you are not telling? So why don't you come up here and tell me or put your hand up? I don't listen to you if you don't have a hand up ... Put your hands down, please, I know you have a million questions ... What we're going to do is go through this. This is virtually an outline for a story ... We're going to go through the outline and we're going to talk about what they want and then you'll have time to fill in your outline. You're going to have to introduce characters in a story and things like that, plot ... So Leeann, put your pen down ..."

NOT SO CLEAR INCIDENT 3

Situation: Annual Page

The purpose of the activity is identified as something their former teacher can look at to remember them in the future.

"Put part of your personality on paper," he suggests. "Put yourself in their place."

But concern for time soon becomes more important, and the teacher seems to be frustrated.

"I certainly don't want to change your method or your mind on what you had as long as it fills ... the rules of the game ... that it will illustrate what you are and it will leave a space at the bottom of the right hand corner for your picture. And I'm to the
point now, if all you can think about doing is a three line poem at the top, that's what your page is going to look like ... O.K.:

\[ \text{(Obs. 1.1)} \]

Summary

Teacher B's lessons show a narrow purpose. He seems to focus on immediate tasks. Long term goals are not identified. Lessons consistently follow the question and answer format. He doesn't encourage "sharing time" and seems only to tolerate it.

Control of the immediate situation is important. How to help children with problems does not appear to be the key concern. Following Observation 3, Teacher B expressed irritation that what he calls the "logistics" of the situation were not as successful as he'd like.

4. PERCEPTUAL CATEGORY: FRAME OF REFERENCE (THINGS)

"The teacher is concerned with the impersonal aspects of affairs. Questions of order, management, mechanics, and details of things and events are prime considerations in his thinking."

CLEAR INCIDENT 1

Situation: Control

The teacher shows a concern with the technical and mechanical aspects of order and time. His frustration is revealed with remarks like "Sit down, and be quiet," When this lesson which was supposed to start at 10:30 didn't start until 10:35 he says, "I'd like to get underway about quarter to eleven" in a sarcastic tone of voice.

\[ \text{(Obs. 1.1)} \]
CLEAR INCIDENT 2

Situation: "There are specific rules."

During a "chain story" lesson, students are to exchange papers after a few minutes of writing, write a further incident on the paper they have received, and then pass the paper to another student to continue the "chain". Some students want to read the sentence they've written to others at the table. The teacher asks them not to share. "Thank you. If we could do it this way every time, people would be organized and they'd be able to think. What is the good of sharing after, if everybody has heard you reading it out loud as you read it for the first time. You've got to follow instructions to make it work. When you go out and play baseball, you don't bring out a soccer ball and run around, there are specific rules, (pause). Switch ... All right switch and close it please ... close it logically ... this is the close. Close means finish. Close means close. Grade fours. Grade fours, you have five minutes after school. As a group.

(Ed. 5.3)

NOT SO CLEAR INCIDENT 3

Situation: "You can't win for losing."

"Children seem to take a lot for granted in our society today. They have access to so much sophisticated entertainment through videos, movies and computers. A discussion with the researcher during recess shows a concern for students' attitudes and beliefs, but when a student enters the classroom to tearfully discuss friendship problems with the teacher, he responds with "You can't win for losing", and seems unwilling to talk with her.
Summary

This seems to be the dominant perceptual category that emerges. Lessons are not people oriented, and events, mechanics, organization and structure, and the details of order and management take precedent. The effects on individual students do not seem to be considered. Lessons do not relate to personally meaningful events. More emphasis is placed on the format of the autobiography page that will be sent to the teacher they had earlier in the year, than to any personal meaning this will have either for the students or the former teacher.

SECTION II: TEACHER PROFILE B

B. INTERVIEWS

1. PERCEPTUAL CATEGORY: SELF (UNIDENTIFIED)

"The teacher feels generally apart from others. His feelings of oneness are restricted to those of similar beliefs."

CLEAR EXAMPLE 1

Situation: "Goody-two-shoes."

Teacher B didn't enjoy teacher training and feels it was because he couldn't relate to the people there. It was partly because he was a mature student and partly because of the emphasis on what he saw as a need for training teachers to "share". The university program he felt was "primary oriented" and he didn't really get into interactions with the other teachers-to-be. He didn't like their 'goody-two-shoes' attitude
there.
T: Um, I think because of my age, and, and because the emphasis is on sharing and really, they seemed to be a goody-two-shoes ah, very heavily primary oriented. I really didn't enjoy it that much. I enjoyed some of the profs but a lot of it, the interaction with other teachers I really didn't get into...

CLEAR EXAMPLE 2

Situation: "You figure people are scum."

Teacher B believes that overpraise or 'gushing', by teachers is inappropriate and that being in the work force has given him a more realistic point of view.
T: ... That's a lot of what was going on up there (at the university) and I really found it hard to get into, get into that mentality and I think it was just coming out of the (previous career) and that mentality which you tend to get um, ah cynical, um, you look at the negative side a lot, you figure people are scum (laughs) the general public is scum and maybe that was part of it...

CLEAR EXAMPLE 3

Situation: Relating to the Researcher

T: ... Once I started I actually forgot you were there and it didn't really bother me at all I think, um, it's been interesting to see all the, I hate getting into words because uh, it's been different seeing my, uh, monologue for the most part in class ... Oh, the first day was ... 
R: The first day you seemed to feel uncomfortable about it.
T: Cause I knew you were right. Even in your, your assigning of a word.
R: Such as?
T: The glare ... and that's what it was, it was a glare. But that's part of teaching too ... Actually to sum it up it got better as it went along.
R: Uh huh.
T: And the fact that I stopped worrying so much about preparing a lesson on principle, I'd start it and if I'm gonna chew them out, I'm gonna chew them out. I wanna see what, you know, that's part of the day, that's the, I think you'd be, it'd make much more valid as far you're concerned ...

(Int. 32-36)

NOT SO CLEAR EXAMPLE 4

Situation: "Chewing out Johnny."

T: Yah. So I know when someone's screwin' around—I'm not gonna accept that or I'm not gonna tolerate some language. I'm not gonna, uh, hypocritically chew out Johnny when he knows I know the word—I know he knows the word, and he's just said it in the heat of the moment and the word has slipped out. You know, why, why have him do uh, five weeks of garbage duty."

(Int. 3)

Summary

Teacher B seems to identify with "Johnny" and looks beyond the situation to the effect it may have on the boy. Overall, however, he finds it hard to relate to and identify with others. Most of the incidents he describes focus on himself with little interest for the way others feel or the way they see a situation.

2. PERCEPTUAL CATEGORY: OTHERS (UNABLE)

The teacher sees others as lacking the necessary capacities to deal effectively with their own problems. He doubts their ability to make their own decisions and run their own lives.
CLEAR EXAMPLE 1

Situation: "I have no patience."

T: ... That's what it comes down to. If a kid will try I'll have no end of patience with him. It's the kid ... I don't care what, um, potential they have. If they say, "oh, this is boring", or "we've done this before, I don't wanna do this" I have no patience with them. I don't know where that comes from.

(Int. 7)

CLEAR EXAMPLE 2

Situation: "A tennis match."

T: ... I want a little bit of, a little bit of humiliation for this kid because he is, uh, I can't really think of an instance, but um, not thinking or trying to make himself look wonderful or trying to make me look bad when it's really--everybody knows that's not the case. You know... T: ... Yah, yah, 'cause a lot of times it's seeking out ... 'look at me', attracting attention, and then my remark will kind of turn tables a little bit to make them--next time, you know, let's think about it before we disrupt the class and things like that, so you, you find it hard not to be drawn into contests with them...
R: You mean like ...
T: Verbal, like tennis-
R: Like a tennis match.
T: Tennis match, yah.
R: Yah.
T: ... and I'll realize, hey, I've got the rest of the class to think about ...
R: As a tennis match then, do you feel that the majority of the time you win?
T: No. I get, well that's what cues it. I say "I can't win this." If I get made I may win the battle but I'll certainly lose the war because everybody "Ha, I got him mad".

(Int. 26)
CLEAR EXAMPLE 3

Situation: "Talk is cheap."

Students sometimes tell him he's not fair.

T: No. 'Cause life is not very democratic ... I'd rather teach responsibility and things like that. Democracy is such an overused Western term ... we're probably a lot more freer because we can state our opinion 'til you're blue in the face ... This is not a -- a lot of times when I've been teaching I said this is not a democracy and don't ever think that it is ... I get that right off the top--this is a dictatorship, but I feel that if I ever teach you anything, I'll justify a lot that I do."

(Int. 10)

NOT SO CLEAR EXAMPLE 4

Situation: "Respect has to be earned."

T: Oh yah, you, you hear that respect has to be earned and I think that's true, and um, a lot-of times I'll get out of my way and explain why I'm doing the--even though they may not ask, 'cause I don't want them to get into the--a lot of times--authority at that age, they're frightened, they don't wanna ask questions. They don't want you to think they're stupid or things like that so I'll go as far as telling them the reason why I'm doing something even though it may not seem fair to them. This is why we've got to do it.

(Int. 11)

Summary

Teacher B is the authority in the class. He makes it clear right away that it's a dictatorship situation. He would rather teach responsibility, and the 'consequences' of their behaviour. The teacher appears to doubt the students' abilities to make their own
decisions. He uses his authority to try to build a working relationship.

3. **PERCEPTUAL CATEGORY: PURPOSE (SMALLER)**

"The teacher views events in a narrow perspective. His responses focus on immediate and specific goals."

CLEAR EXAMPLE 1

Situation: "I use my voice."

R: How do you deal with conflicts or problems that arise in the classroom?
T: Unfortunately a lot of times I use my voice.
R: In what way?
T: I raise it.
R: Raise it.
T: Not yelling but just--do it in such a way where silence reigns.

| | X | (Int. 25) |

CLEAR EXAMPLE 2

Situation: "I could just strangle."

T: ... I find it awfully hard sometimes to figure out where this dislike for kids who won't try--maybe it's a natural dislike for things because you present something to them and you've got the best scenario in your mind--all the kids will love it, all the kids will work hard at it and produce wonderful things and some kid just--'what's this?' and you've put work, in not just maybe the sheet but all the follow up stuff and they say, "Ahh this is too hard, I can't do this.' Mmm. Grrrr. I could just, I could just strangle ... (pause)
R: You're really, you're really frustrated by that.
T: Yah.

| | X | (Int. 8) |
CLEAR EXAMPLE 3

Situation: "I can be cruel to kids."

T: ... And I'm gonna try to tailor my temp...my sarcasm. It, it's a problem but I fi...I can be cruel to kids. I try to be cruel to the kids who I know can stand it and can buck it 'cause I remember saying to some kid--there were two little girls standing at my desk and one kid called the other a, a bison belly. I says "Oh, are you a bison belly" And of course me saying it to her she just went--tears overflowed... and things like that and you're really ... the sensitivity in some kids ... you gotta first of all read them and then say who can, who can take a good job.

(Intermission 37)

NOT SO CLEAR EXAMPLE 4

Situation: "I almost woofed my cookies."

T: ... but even the writing process video we saw the other day showed a guy who I guess was heavily into the process and he was--every idea the kid would give he said, "Oh Billy, that's a neat idea, oh that's a really neat, that's a nifty idea." And I, you know, almost woofed my cookies, because I'm just, I'm just not that type ... I would rather say, that's good to start with, now let's not leave it there, let's take it a step further and then maybe give them a couple of ideas.

(Intermission 3)

Summary

Teacher B shows some concern (example 4) for the development of student ideas. His emphasis however, is on his own role in the situation and on the immediate task at hand. He does not seem to be concerned with the long term effects of his behaviour or the classroom
situation on the lives of his students. He expects students to adapt to his lesson plans and is very frustrated when students don't fit in with his plans.

4. PERCEPTUAL CATEGORY: FRAME OF REFERENCE (THINGS)

"The teacher is concerned with the impersonal aspects of affairs. Questions of order, management, mechanics, and details of things and events are prime considerations in his thinking."

CLEAR EXAMPLE 1

Situation: "Sharing sends shivers."

Teacher B didn't interact with other teachers because ... "this person is going to be competing with me ... maybe not directly within the same district. Why do I want to share ideas I've got with this person? And it's not a very altruistic way, but it's probably more realistic and I just, you know, the work sharing sends shivers up and down my spine because of that.

(Int. 2)

CLEAR EXAMPLE 2

Situation: Routine

Establishing a routine is important to this teacher. He finds it is frustrating when the kids keep asking questions.

R: ... What do you like the most about teaching?
T: Um, routine -- is important and the kids get into a routine... and yet I want the kids to be flexible ... I want to establish early in the year a routine so I shouldn't even have to be there."

(Int. 17)
CLEAR EXAMPLE 3

Situation: "Technical point of view."

"I'm not into teaching as much as I should be as far as the technical point of it, keeping up with the literature. I find it really hard to get enthusiastic from a technical point of view." If he had a permanent contract he could spend time focusing on a life skill like "responsibility" within a unit. Right now, it's 'ridiculous' how much preparation and organizing he does.

I X

(Int. 14-16)

NOT SO CLEAR EXAMPLE 4

Situation: The Grade 4's

T: ... so I think I feel sorry for them. Miss was saying the same. She says a lot of times you'll just forget about them. And they said today ... (pause).

R: A smaller group and younger?
R: Yah. Couldn't you read this to us? You're always over with them. I felt so bad the one kid that wanted to read a certain, he just wanted me to read a certain page 'cause he was way up there, all the kids were ahead so it wouldn't have ... it was too much to read in the time that we had so ...

I X

(Int. 36)

Summary

Being well prepared is important to this teacher, and he used to take a great deal of pleasure in planning his lessons but now he has to start from "square one" each time, due to being a temporary teacher. His summers are also wasted due to this. Teacher B expresses concern for the Grade 4's in example 4, when they want some of his time. His main
concern is not with the students in the class but with his performance and with the technical aspects of teaching such as establishing a routine and teaching children to work within a structure.
CHAPTER 5
Findings, Conclusions, Implications

The healthy, fully functioning supremely healthy self-actualizing person is our reason for being and the purpose of education ... we need to see beyond what man is. We need to know what man can become. (Combs, 1962, p. 19)

In Chapter II, studies were presented that indicate that teachers' perceptual orientations or beliefs are closely related to their effectiveness in the classroom. Studies were cited that showed effective teachers and helpers had different belief systems from ineffective teachers, and that effective, adequate, self-actualizing teachers had characteristic ways of seeing or perceiving themselves and the world.

Studies presented also provided descriptors of these attitudes and beliefs and a means of obtaining the degree of effectiveness using the Human Relations Incident, an instrument designed to determine effective teacher perceptual orientations according to the following four categories:

a) perceptions of self that are positive
b) perceptions of others as able
c) perceptions of purpose based on broad educational goals
d) a frame of reference that is people oriented.

Based upon these research findings, the purpose of this study was to meet the need for an in-depth examination of classroom teachers so
as to explore their orientations previously determined using the HRI during their teacher training.

Interviews and observations investigated the teachers' behaviours, attitudes and beliefs. Their perceptions of themselves as helpers, their perceptions of their students and their perceptions of their overall profession and role as an educator were also analyzed. These perceptions were then: a) compared to their pre-HRI score obtained during teacher training, and b) compiled into descriptive profiles of:

i) a high scorer Teacher A
ii) a low scorer Teacher B.

Yin (1982) suggests the use of brief summaries of individual cases followed by the cross-analysis where cross-case analysis is the major goal of research.

This chapter presents a discussion of the findings of this study, along with the conclusions, the implications and the suggestions for further research.

Findings

Qualitative research methods were used to collect and analyze the data. The tape-recorded observations, and the daily transcriptions of log notes and interviews, were subsequently written up as a case study based on a Profile of Teacher A and a Profile of Teacher B.

These qualitative data made it possible to obtain the small,
subtle details of classroom interactions, and to clarify and examine in depth the perceptual categories of the HRI as they apply to the individual teacher. Discussions and longer observations gave the teachers a chance to express their attitudes and beliefs across a variety of situations.

The major findings of the qualitative data were:
1. Overall frequency - a significant difference between the two teachers' behaviors was noticed during the case study. Teacher A demonstrated identification with the high scoring descriptors 158 times over the course of the study, and with the low scoring descriptors 6 times. Teacher B, on the other hand, demonstrated identification with the high scoring descriptors 27 times and with the low scoring descriptors 154 times. Each teacher responded according to their predicted characteristic perceptual orientations, suggesting the relationship between the HRI score and the criteria for effective and ineffective teachers as found in Combs' research.
2. HRI's - both teachers' HRI scores remained consistent over time. Teacher A's pre-HRI of 24 rose to a post-HRI score of 26. Teacher B's score also increased from a score of 6 to a score of 8. Teacher A remained in the 18-28 range characteristic of the effective teacher and Teacher B remained in the 4-14 range characteristic of the ineffective teacher. It is possible that the increase in score is due to a different method of HRI data collection used during the study. The pre-HRI was written by the teachers, but the post-HRI was obtained
verbally during the interview.

The interview gave the researcher the opportunity to clarify both the questions and the answers of the HRI and to encourage the teacher to explore more thoroughly their feelings, beliefs and attitudes during the incident they chose to discuss.

3. Teacher Profiles - Teacher A's behaviours and attitudes in the classroom, and her beliefs and feelings as expressed in the interview were compared with the descriptors of effective or ineffective teachers as identified by Wasicsko's (1977) Perceptual Rating Scale for assessing perceptual orientations.

High and low scoring perceptual orientations were identified in both Teacher A and Teacher B. Incidents that could fit clearly into the four perceptual categories were used for interpretation. Middle range behaviours were also included in the final analysis as 'Not So Clear Incidents' (observations) or 'Examples' (interviews).

The following section examines the data in further detail and compares it to the research presented in the literature. Teacher A demonstrated perceptions considered effective, and Teacher B demonstrated behaviours considered ineffective, according to the findings of perceptual research (Combs, 1964; Combs et al., 1969; Usher & Hanke, 1971).
Teacher A: High Scorer

It was found that during the observations, Teacher A demonstrated behaviours consistent with the perceptual criteria (Combs, 1974) for an effective teacher. This teacher also expressed effective perceptions during the interview.

1. Findings related to effective teachers' perceptions of "self".

Effective teachers have a positive self-image and an ability to relate to, feel close to, and understand, all types of people. Teacher A expressed a positive self-concept when she described herself as 'warm and caring'. She was also aware of her ability to identify with others when she said, "I try to be really accepting to other people, and their various personalities, and types of beliefs..." She said she had learned that trusting in herself and being honest, works well when working with children.

2. Findings regarding effective teachers' perceptions of "others".

Effective teachers believe other students have the ability to cope with their own lives. They perceive students as worthy of respect, and dependable. Teacher A showed respect for others by letting them make their own decisions and by being courteous to them. She said she treats them like 'equals'.
3. Findings regarding effective teachers' perceptions of 'purpose'.

   The effective teacher is interested in the long term effects of learning on children. Her goals go beyond the classroom setting to include a concern for their personal lives. Teacher A was always seen having personal discussions with her students. She frequently mentioned the effects her behaviour could have on students' lives. When a student approached her for advice on birth control she was concerned about not imposing her values on the student. Even though she was embarrassed by the girl's question she tried to see the situation from the student's point of view and her emphasis was on providing her with library material and maintaining a relationship of trust.

4. Findings related to effective teachers' "frame of reference".

   The effective teacher shows a regard for students' feelings and beliefs, and is people-oriented in her approach. She was concerned not with the order and management of the classroom as much as she was with assisting people. Teacher A saw her role as that of a PR person for the students and described her relationship with students as the most important part of her job. The management of the library, and the enforcement of rules and regulations are only a means to an end. What comes first are the students themselves.

The next section deals with the findings related to the four perceptual categories for a teacher with low scoring ineffective
perceptions.

Teacher B: Low Scorer

It was found during the observations that Teacher B demonstrated behaviours consistent with the perceptual criteria for an ineffective teacher (Combs, 1974). This teacher also expressed, during the interview, the beliefs, attitudes and feelings consistent with ineffective perceptions.

1. Findings related to ineffective teachers' perceptions of 'self'.

Ineffective teachers have a low self-image and are unsure of themselves. They have a low regard for others, generally feel alienated from people, and feel inadequate to deal with their situation or cope with problems. Teacher B showed a low regard for his students by using sarcasm, and humiliation in the class. He admitted he has a 'low feeling' for mentally handicapped children, and experiences strong feelings of frustration when students do not see a situation the way he does. He had trouble identifying with other training teachers, and has to work at relating his own experiences as a parent to the parents of his students.

2. Findings related to ineffective teachers' perceptions of 'others'.

The ineffective teacher finds it hard to trust children, and hesitates to give them a chance to make their own mistakes and solve
their own problems. He 'pulls rank' and uses his authority to take charge in a situation. Teacher B viewed other people's motives with suspicion, suspecting fellow training teachers of wanting to steal his ideas, he admitted it was difficult for him to see the good side of people, because in his former job he became 'cynical', and developed the opinion that the public was 'scum'. This made it hard for him to trust people's ability to deal adequately with their own lives and he felt it was his job to teach children responsibility and the consequences of their behaviour.

3. Findings related to ineffective teachers' perceptions of "purpose".

The ineffective teacher focuses on the specific tasks of the immediate situation and does not emphasize the larger educational perspective or the long term impact a situation may have on a student's future. Teacher B was very concerned with controlling the learning environment and told the researcher that at first, he had prepared specific situations for her to see because he was concerned with fitting into a teacher effectiveness model. His teaching style and the aspects of the specific lesson took precedence not only in his lessons with the students but in his conversations with the researcher. At times however, he did mention the importance of putting things into their educational perspective. This was the case, for instance, when he referred to 'chewing out Johnny', and when he referred to the impact the mentally handicapped girl had on his class.
He said one of the main reasons he decided to become an Elementary teacher was because he did not think he could stand teaching history all day and because he wanted to avoid the 'female distraction'. He tried to be sensitive about touching students and always waited for the child's 'flinch' as a cue to withdraw. In High School he would really have to watch himself because "you're blackmailable. And you're quite vulnerable to the cry of rape. Be unfound or not."

Teacher B's concern as a teacher was primarily with the details of the classroom and how events affected his own life.

4. Findings related to the ineffective teacher's "frame of reference".

The ineffective teacher is concerned with ordering and managing the classroom and the learning situation. The events are more important than the feelings or beliefs of the people involved. Teacher B consistently felt frustrated, as he put it, when things did not run the way he wanted them to. If students did not appreciate the lesson he has prepared, or if they did not at least try hard, a feeling of 'dislike' would come over him. He even 'tries to be cruel' to kids he know can take a 'good jab' because it makes them think about whether they will behave a certain way in the future. 'Humiliating' kids will make them think twice about trying to make him look 'bad' in the future. His sense of humour, he also felt, is not appreciated by the youngsters. He believed his 'humour was sometimes
wasted on a lower age group.'

**Summary of the findings.** During the interview the researcher asked the teacher what he enjoyed most about teaching. Having the summers off and establishing a routine early in the year were his two reasons. He had a somewhat negative outlook on his chances the following year for a permanent contract or even for a job at all. "I don't know if I love it anymore. All of a sudden it's become very sour,' he responded, expressing frustration at the layoffs and the political climate in the province at this time. As it is, he has had to 'waste summers' anyway not being sure of work the following year, and has had to "scramble around and almost get into prostituting yourself and get into French Immersion. I hate that concept. It's so elitist it's disgusting." Teacher B seems increasingly dissatisfaction with teaching.

When asked the same question by the researcher, Teacher A responded that what she liked most about teaching were her relationships with students. "I enjoy the people contact" and, she added, "I just adore them as people". She described herself as growing as a teacher, and as she accepts herself and 'realizes her potential' for success as a teacher, she feels 'excitement' and 'joy'. If she didn't get a job next year as a French teacher, she said "I'd be sad but I wouldn't fall apart." She would like to see students from her first year as a teacher, graduate. "I try not to let it
bother me because what's the point ... and I don't worry about ever having a job." Teacher A feels increasingly fulfilled as a teacher and has the confidence that gives her a positive outlook on the future.

**Conclusions**

The findings support Wasicsko's (1977) studies of effective and ineffective teachers' perceptions, and indicate that the HRI as a self report instrument is a viable means of determining the effective and ineffective perceptions of teachers according to the criteria it uses, and can, within the limits of this study, predict, using Combs' (1974) criteria of effectiveness, the characteristic perceptions of the effective and ineffective teacher.

When interpreting the data, several conclusions must be kept in mind. The teacher profiles contribute to the understanding of the unique beliefs and attitudes held by the effective teacher. Caution must be used when generalizing between the behaviour of these teachers and their scores, to larger populations. Since the study consisted of an 'n' of two, the findings describe tendencies and point to directions for follow-up research.

Wasicsko (1981), also states two other cautions that must be kept in mind when judging perceptions. Self-reports are not always accurate, and the rater must decide if it is possible to infer the teachers' perceptions from the information available. This is a skill
that requires training.

Another caution, pointed out by Wasicsko (1981), concerns the process of making a judgement about the teachers' perceptions. He stresses the importance of a rater making a 'perceptual inference' that "seeks to reveal the beliefs or perceptions producing the observed behavior", rather than a 'personal evaluation' that is based on whether they are "'like me' (they did what I would have done and so handled the situation well), or 'unlike me' (I'd never have done it that way; they handled the situation poorly)" (p. 29).

To prevent this error, it is recommended that three raters be used to determine HRI score as is recommended by Wasicsko and was done in this thesis.

**Implications**

This study has compared teachers' perceptual orientations as identified by the HRI during teacher training to their perceptions as experienced teachers. The following implications are seen to be related to the study.

1. **Teacher Selection** - this study has suggested that effective and ineffective teachers can be identified during teacher training. The effective teacher in this study expressed feelings of satisfaction with her career, but the ineffective teacher expressed dissatisfaction and frustration with his. Since it is reasonable to assume that the goal of the teacher education program is to select and prepare the best teachers possible, it may be appropriate to provide candidates
with the option to write the HRI before entering the program. This would give them an indication of their future chances of success as a teacher based on the current available research. Perhaps in this way, Teacher B's experiences could have been prevented, saving him both time and money. At the least, he could have had the option to be counselled. Any negative effects of his dissatisfaction on the students' learning and their lives could perhaps also be prevented this way.

In order for the HRI to be useful and applicable for selection officials however, trained personnel with high inference skills are needed to collect and score the data. As this case study discovered, obtaining the data verbally through an interview may provide a more thorough and accurate means of determining the student teachers' perceptions.

A factor affecting the implementation of the HRI in teacher selection, apart from the issue of whether it is to be voluntary, is the effect any prior knowledge of the instrument may have on the scores of applicants.

2. Individual Counselling during Teacher Training - the findings of this study point to the need for early identification of effective teachers. Teachers with ineffective perceptions could benefit from an individual program designed to develop their feelings of personal adequacy. The improvement of positive helping relationships and interpersonal skills could be encouraged while teachers are still within the teacher training network.
Suggestions for Further Study

As a result of this study, several suggestions can be made regarding further research. The most important is the need for an in-depth follow-up study with a larger 'n' to determine the predictive validity of the HRI. In addition three fields of research need to be explored.

1. Longitudinal, in depth studies are needed to explore the teachers' perceptions:
   a. Are perceptual orientations innate, or do they change as teachers gain more experience?
   b. Can the effective perceptions of a teacher improve through training and/or counselling within the teacher training program?
   c. Can someone score low on the HRI due to their personal interpretation of what the instrument requires and yet still be an effective helper? For instance, can cultural beliefs, which may encourage or discourage certain feelings and beliefs, affect the ability to accurately determine the teachers' score on the instrument?

2. Research is needed to continue to provide a clear definition of the perceptual orientations of effective teachers.

3. Research is also needed to study the effect of training and counselling on student teachers who have scored low on the HRI.
APPENDIX A - The Selection Process

Permission Letter

I grant permission to _________________ to have access to my final grade for the purpose of data analysis in her research project involving professional development in B.C. Universities. I understand confidentiality is guaranteed and no personal identities will be revealed in data reporting.

Signature

The directions for writing a Human Relationships Incident is as follows:

I would like you to think of a significant past event which involved yourself in a teaching* role, and one or more other persons. That is, from a human relations standpoint, this event had special meaning for you. In writing about this event, please use the following format:

First Describe the situation as it occurred at the time.

Second What did you do in the particular situation?

Third How did you feel about the situation at the time you were experiencing it?

Fourth How do you feel about the situation now? Would you wish to change any part of it?

* Note: 'helping' role is substituted when subjects have had no teaching experience.
Perceptions of Self:

**IDENTIFIED**

The teacher feels a oneness with all mankind. He perceives himself as deeply and meaningfully related to persons of every description.

**UNIDENTIFIED**

The teacher feels generally apart from others. His feelings of oneness are restricted to those of similar beliefs.

| 7 | 6 | 5 | 4 | 3 | 2 | 1 |

Perceptions of Others:

**ABLE**

The teacher sees others as having capacities to deal with their problems. He believes others are basically able to find adequate solutions to events in their own lives.

**UNABLE**

The teacher sees others as lacking the necessary capacities to deal effectively with their problems. He doubts their ability to make their own decisions and run their own lives.

| 7 | 6 | 5 | 4 | 3 | 2 | 1 |

Perceptions of Purpose:

**LARGER**

The teacher views events in a broad perspective. His goals extend beyond the immediate to larger implications and contexts.

**SMALLER**

The teacher views events in a narrow perspective. His purposes focus on immediate and specific goals.

| 7 | 6 | 5 | 4 | 3 | 2 | 1 |
Frame of Reference:

**PEOPLE**

The teacher is concerned with the human aspects of affairs. The attitudes, feelings, beliefs, and welfare of persons are prime considerations in his thinking.

**THINGS**

The teacher is concerned with the impersonal aspect of affairs. Questions of order, management, mechanics, and details of things and events are prime considerations in his thinking.

| 7 | 6 | 5 | 4 | 3 | 2 | 1 |
May 13, 1985

Ms. R. Haggarty
Faculty of Education
Simon Fraser University
Burnaby, B. C.

Dear Ms. Haggarty:

Re: Predictive Validity of the Human Relations Incident: A Case Study

This project is approved on the condition that the Teacher-Subjects in this study are under no form of coercion regarding their participation. Your method involves them being "Selected by the Supervisor", and this is of potential concern. For example, if a teacher does not wish to participate, will the Supervisor be annoyed and be in a position to comment unfavorably about the teacher in some other context. Generally, in research, it is highly desirable to have research staff totally independent from administrative figures in any institutional setting, to ensure that subjects are truly volunteering and not under employer-pressure.

Please review this aspect of your proposal and provide assurances that the genuine power associated with Supervisory status is not used to coerce teachers to volunteer in your study.

Yours sincerely,

Marilyn L. Bowman,
Chairman
University Ethics Review Committee

/dle
Dr. Marilyn Bowman  
University Ethics Committee  
Simon Fraser University  
Burnaby, B. C.  

Dear Dr. Bowman:

Re: Predictive Validity of the Human Relations Incident: A Case Study

In response to your letter of May 13, 1985 I wish to assure you that the Teacher-Subjects in this study are under no form of coercion regarding their participation. 'Selection by supervisor' involves random selection of a high and low scorer from hats so that I as researcher could not know their scores before I contacted them to discuss the study and obtain permission to observe and interview them in their classrooms.

Both teachers work independently of Simon Fraser University and the supervisor of this thesis is in no position to make unfavourable comments about the teachers in any context. Employer pressure therefore has in no way been an issue in this research and in no way has influenced their involvement. Both teachers have consented as per consent form attached to proposal.

I hope this provides assurance as to the voluntary and confidential nature of the subjects' participation.

Yours sincerely,

Roni Haggarty  
Faculty of Education  
Simon Fraser University  
Burnaby, B. C.
CONSENT FORM

NOTE: The University and those conducting this project subscribe to the ethical conduct of research and to the protection at all times of the interests, comfort, and safety of subjects. This form and the information it contains are given to you for your understanding of the procedures involved. Your signature on this form will signify that you have received the document described below regarding this project, that you have received adequate opportunity to consider the information in the document, and that you voluntarily agree to participate in the project.

I understand the procedures to be used in this study and my commitment in taking part.

I understand that I may withdraw my participation at any time.

I also understand that I may make inquiries or complaints regarding this study to [name] at [address] or to [name] at [address].

I may obtain a copy of the results of this study, upon its completion, by contacting [name].

I agree to participate by having my classes tape-recorded and observed, and by being interviewed.

I understand that the researcher will maintain in strict confidence my responses, that all transcripts of the observations and interview will be made available to me, in addition to the opportunity to discuss the accuracy of the contents with the researcher. When the study is complete, the tapes will be erased by [name]. The above procedures will be carried out at [address], during the month(s) of [date].

______________________________
Signature

______________________________
Date:_________________________
APPENDIX B

Teacher A Observations

Daily Transcription of LOG NOTES

Classroom Observation 1: ESL 8

(Observation 1 Taped at Overhead Projector)

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
<th>Notes</th>
<th>Code</th>
</tr>
</thead>
<tbody>
<tr>
<td>9:40</td>
<td>Bell, distributes folders.</td>
<td>... students crowd around the 0.H. and seat themselves, 4 or 5 to a table (6)</td>
<td></td>
</tr>
<tr>
<td>9:45</td>
<td>Introduction to the lesson, &quot;Notetaking&quot;</td>
<td>... includes expectations of behaviour when regular teacher is not in the room</td>
<td></td>
</tr>
<tr>
<td>9:47</td>
<td>Explains purpose of notetaking to group, nods to student responses, questions in a joking manner, lightly.</td>
<td>... students go right along with her approach and seem to enjoy her &quot;marks&quot; system of assigning points to their responses to questions; she matches their mood and seems very at ease, adapting herself with humour and poise.</td>
<td>FR+</td>
</tr>
<tr>
<td>9:49</td>
<td>Asks for lights turned off. Thanks student.</td>
<td>... a student immediately responds.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Goes through overhead (0.H.) with elements of good notetaking.</td>
<td>... students listen carefully; her voice is clear with good modulation.</td>
<td></td>
</tr>
<tr>
<td>9:50</td>
<td>Points to student.</td>
<td>... holds paper or card in her hand all this time. (Teacher comment: not only as a guide but as a security blanket)</td>
<td></td>
</tr>
<tr>
<td>Time</td>
<td>Activity</td>
<td>Notes</td>
<td>Code</td>
</tr>
<tr>
<td>-------</td>
<td>--------------------------------------------------------------------------</td>
<td>----------------------------------------------------------------------</td>
<td>------</td>
</tr>
<tr>
<td>9:52</td>
<td>Shh to students, quietly.</td>
<td>... finger to lips, students are quiet right away.</td>
<td></td>
</tr>
<tr>
<td>9:55</td>
<td>Reviews key points for students.</td>
<td>... uses new transparency.</td>
<td></td>
</tr>
<tr>
<td>9:55</td>
<td>Smiles directly at student. Asks a student for help distributing handout: Coureur des Bois.</td>
<td>... she smiles a lot. (Teacher Comment: I think that it is important to get students to help (and move around sometimes)</td>
<td>Fr^t</td>
</tr>
</tbody>
</table>

"Stop it!" she says with a wink to students who are leaning over to say hi near the O.H. stand are you doing this for the tape recorder? - yes

| 9:57  | Reviews with students the key words from previous handout: Coureur de Bois. | ... 'Coureur de Bois' handout now on O.H. How to apply the principals of notetaking to this handout. |      |
| 9:59  | Instructions to work on own: begins to circulate around room.            | ... also talks to other adult in the room. Substitute? They laugh together and glance over at me. (Teacher comment: (She mentioned that I had quite an audience today.) |      |
| 10:00 | Individual help to student across room.                                 | ... by leaning over desk and talking quietly to each individual (south table). |      |
| 10:01 | Helps another student.                                                   |                                                                                 |      |
| 10:02 | Taps table with her red pen.                                             | (North table); table is near me, and I can hear her now. "What is the first thing you see?" |      |
|       | Helps another two                                                        |                                                                                 |      |
Time | Activity | Notes | Code
--- | --- | --- | ---
students. | "What does it mean?" | | 
Helps a student | ... south side of room. | | 
Helps a student | ... front (west) of room. | | 
10:03 | Another adult entering room confers with her and goes to other teacher at back of room. | | 
10:04 | To student in northeast corner of room--puts hands on desk and leans over. Back to first student helped at north desk; and another student. | | 
10:05 | Back before group, questioning. | ... often uses hand gestures for emphasis with i.e. notepaper or her red pen. | 
10:06 | Points at students with pen who has responded to her question. | "Yah, settling." Teacher at back (sub) laughs when she asks if the coureur sat at home and knitted. | 
10:09 | Moves back and forth before student in fun, and smiles at him. | - Student is moving his head back and forth to see around her to the O.H. display. | 
"What is a musket?" | Students think it is a basket until she makes a gun-pointing action to demonstrate. | 
10:10 | "Did everyone get most of them?" Nods her head, smiling | ... they say "no". | ... begins notetaking, second paragraph and continues underlining the key points. |
<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
<th>Notes</th>
<th>Code</th>
</tr>
</thead>
<tbody>
<tr>
<td>10:12</td>
<td>Moves her head back and forth with student in blue shirt near overhead again.</td>
<td>Students respond in groups... call out. She doesn't seem to call on individuals that often; she does use eye contact--? I can't tell from the back of the room.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Calls a student's name.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>10:14</td>
<td>Responds to a student's question.</td>
<td>&quot;Gov't taxes.&quot;</td>
<td></td>
</tr>
<tr>
<td>10:15</td>
<td>Asks a question.</td>
<td>... student responds</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Sh! to a small group of talking students.</td>
<td>... this small group is near me and has whispered frequently. Teacher demo's a book &quot;Life in France&quot;. Key points of previous session in point form on O.H. for students to compare with their work.</td>
<td></td>
</tr>
<tr>
<td>10:17</td>
<td>Name mix-up</td>
<td>... some embarrassment? Quickly recovered. Class laughed.</td>
<td>FK4</td>
</tr>
<tr>
<td>10:20</td>
<td>Reviews work and ideas so far to group</td>
<td>... first from students, then from O.H.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Sh! to students behind her.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>10:22</td>
<td>Hands cut scrap paper for students, table by table.</td>
<td>... practise session. &quot;The Beaver&quot;</td>
<td>SE+</td>
</tr>
<tr>
<td></td>
<td>Misses a student at north desk. Sorry--and smiles.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>10:25</td>
<td>Circulating to tables.</td>
<td>&quot;No coffee break for you&quot;, she jokes to a student at the south table.</td>
<td>SE+</td>
</tr>
<tr>
<td>10:26</td>
<td>Individual help to NE table, North table, SW table.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>10:27</td>
<td>Leaves room.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
10:28 Re-enters room. ... students working. (Teacher comment: Only became aware of you when there was a lull in the activity.)

10:30 Adjusts taperecorder, looks at me and smiles.  

10:31 Circulates, SW table "Remember: in your own words."

10:35 Conversation with other 'teacher' in room -- on layout of library. ... she must not know this person. (Teacher comment: substitute)

10:36 Pack up in prep. for reading period, calls for folders. students leap up.

10:37 Asks remaining 3 students if they have books. New students wander in, and she gives instructions to them as to where they can read.

Class ends.

Note: Other adult is the substitute teacher and the other adult entering the room was another ESL teacher in the school.

(Teacher Comment: One thing I really like about ESL classes is that they not only need but really seem to enjoy individual attention -- I often feel like an intruder if I ask a non-ESL student how he/she is doing. I make a point of circulating to each student but I am also conscious (or try to be) of those students that are really uncomfortable with me peering over their shoulder.)

Atmosphere in the class is an extension of the atmosphere created by regular teacher. It's fun to "play" with the students.

I really love the ESL classes - students are so open and fun.)
Teacher A
Observation One (Taped Transcript)
ESL Class

T: Mr. ____ said to give you a beating before I even started.

S: ... a beating!

T: a beating.

T: ... so you have to be good today, because Mr. ____ told me to write your names down or send you all to the office, so you have to be nice to me, right? Right ____?

No, you have to stay here. (laughter)

O.K. we also have a visitor from S.F.U. who you will notice in the back corner. She's here to watch me, so you can all be as good as gold. (pause) as usual, because she's not here to watch you, she's here to watch me.

So how many have not finished the worksheet that we did the other day? Put your hand up ... how many have we got here ... one, two, three, O.K. Could you finish that on your own and hand it to me by the end of X block tomorrow? And if you need some of the books that we had set out come and see me because I have the list on my desk, but that you will finish by yourself, or your own time, not during this class. So just set it aside for now.

I hope you all remember the sheet that you worked on last period. Why did we work on that sheet, does anyone remember? Why did we work on that sheet?

(inaudible response)

T: ... So ... to know yourself ... around the library? What else? That's one, good. Ten points for you. Anybody else got an answer?
S: ... So we ... like ... so we ... can find ... other things?

T: Good, so we can find the other things ... other books. Why do we work the card catalogue?

S: So we know how to use it.

T: So you know how to use it ... What else is important about the card catalogue? What ...

S: In case we need some books.

T: Right, in case we need some books.

S: Thirty marks (Teacher comment: joking) (laughter)

T: What part of the card catalogue did you look at?

S: Subject ... and the call number.

T: Good, the subject and the call number. So now you know some of the subjects to look up, when you have to find a book for your topic, you know where to go, you go to the card catalogue. You know how to find a book, because we have to write the call number down, and you looked up the call number as well.

T: So you learned quite a few things the other day, and you're going to use those things you learned as well. Today, we're going to talk about ... notetaking!

Mr. _____ told you how to take notes before, hasn't he?

(Teacher comment: Important to restate what we did and what we are going to do. Last ProD lecture brought this to mind again. I often forget to do it.)

S: I'm not sure... Uh, no.

T: He told me he had, you can't fool me (joking).

S: (laughter)

T: We're going to show you another way to take notes, and this notetaking assignment will be done in the library, to be marked by myself, or Mrs. _____, so we're going to do the marking for this assignment. And the total
assignment, the worksheet you did the other day, plus the notes, will all be fifty points, twenty-five for each one.

S: Whew!

T: I know ... big marks, eh? So that's what you're going to do today: learn how to do some notetaking. I'm going to show you some things that I want you to do, we're going to go over them together, you're going to do a little sample yourself, that you will do for homework, and then hand in to me, and I'll take a look at it and we'll talk about it next time you come in, and then you'll be able to do the actual notetaking for the assignment, for the topic you've chosen, for Mr. _____. So. Notetaking.

Why do you take notes? Why do you take notes?

(Teacher Comment: Sometimes I felt like I was stumbling over my words. Reading this I am struck by the casualness of my language.)

S: Because ... Because ...

T: Because Mr. ____ said so, right? (joking)

S: Yah!

T: But you're going to ... What are you doing when you take notes?

S: Make it shorter.

T: To make it shorter, right. Yuh, good. So you don't do the whole sentence, you just pick out the main points. We've got fifty points here. (joking)

S: (laughter) fifty points!

T: Yah, you've got a major idea here, you got it right down pat. Look at the main points. O.K. so you're looking at main points. What else are you looking at? You're shortening your sentence, like ____ said that.

S: Hundred marks (laughter).

T: What else?
Symbols.

Symbols, good.

(laughter)

Symbols are another thing. What goes hand in hand with symbols? Symbols and there's something else similar to symbols, like symbols? (pause) Hm?

Oh, two thousand marks.

(laughter)

O.K. so those are some of the things I want you to do. First of all we're going to take a look at what are good notes, and I need the lights ... Thank you.

Good notes. Number one: being able to find key words. What are the key words? What do I mean by key words?

The main word.

The main word. Good. The important words. So is if an important word?

No.

The?

No.

But?

Uh, no, or and

And! You can leave out all those little words ... We only want the important words, because they are the key words, the main words. Another thing, number two: being able to find main points, and we already talked about that. Yay,
take for this assignment. You're going to find the key words, as well as the main points and the important facts. So those are some of the things we're going to look at. The type of notes that we want to do, in the library for us, first of all will be done on a card, and all have these kind of cards in your folders. This is what we want you to do your notes on. You'll probably have to add some more of your own and I can give you scrap paper. So we want your notes on these cards. What we want you to do is not write sentences. You don't go to the book and copy every sentence, word for word. Shorten it. Leave out all those little words, and use your own words. It's very important that you understand what you read and if you copy every single word sometimes you're not understanding it, just copying it.

S: That's what ____ does.

T: I did the same thing when I was in school ... go to the world book ... copy it ... word for word. Somebody asked me what I wrote about ... "I don't know" (joking)

S: (laughter)

T: You have to understand a word, so you're going to use your own words for this assignment. You'll pick out some of the key words, but you build your own notes around it, you add your own words, and you can change it into more simple language if you want.

T: That's fine, as long as you understand it. That's what's important. Another thing we're going to do, is use headings. What do I mean by headings? Titles? Yup. That's a good synonym. It's like a title. So if you were doing your topic for example, on the fur trade, that's the title, and then we can use various headings under the fur trade, for the important parts of the fur trade. What was one important part of the fur trade? Does anyone remember from Mr. ____'s lectures? Who were involved for example? Indians were involved, yes. So that's a good heading, and you can talk about the Indians that were involved. What else was involved? Four legs, furry?

S: Animals.

T: Animals, Beaver, muskrats. So those you can use as headings as well, because you're going to be writing
important points about them, about these people or the animals that were involved in the fur trade. So you use those as headings. We also want you to number your main points, number so I'll show you a little later an example. Put your numbers down, the main points, number two, or you A, B, C. Whichever you prefer, it doesn't matter, because you're numbering them, so they stand out. One two three points ... A, B, C. That type of thing. And I'll show you a little later in the sample, how I want you to do the notes, how I want them set up so that they're easy to read and clear. That's important, that you understand the subject, that you understand the words that you've read, but also when you do your notes you understand them too. And if you have them clear that makes it easier to understand. And also we want you to underline the important facts. Why would I want to underline an important fact, just to use extra ink (joking).

S: (laughter)

T: Nope, a waste of time. Yah, that might be one idea, but why would I want to underline them?

S: It's fun.

T: It's fun? That's one thing.

S: To get more marks. (laughter)

T: More marks! That's three thousand marks.

S: Oh! That's good!

T: It's fun that's one thing, which is not a bad answer because notetaking can be kind of boring. So if you underline, it adds variety to your notes, makes them more interesting to look at. I like to underline because it also gives me a break from just writing, I use colours when I do my notes. You can see that I have green here and later on multi-coloured overheads here, but colors help, but also what does underlining do? When you look at a page, and you see an underlined ...

S: It's important.

T: It shows you that's important. So if you look at a
page of writing and there's one word underlined, your
eye goes to that one word that's underlined, and it
tells you that word is important. So we want you
to underline the important fact, or you can use
capital letters. Capitals are a good way of doing
it. So those are the types of things we want you to
do for your notes. And here we have a multi-coloured
overhead. And you can see what are the important words
in those sentences. The ones I've underlined. Write
your ... Write notes, not sentences for this assignment.
That's important, no sentences ... forbidden. Number
two: use own words. Don't copy word for word.

T: Write your own words, so that you understand what you're
reading. Use headings, and number the main points,
and underline or use capital letters. And you can use
colors if you want to. That's fine. Underline in red,
draw a box around it, that's OK too. Put a little star
beside it, that's OK too. You want to make the important
points stand out, so that you eye goes to it, to see
which are the important points. So these are some of
the things we are looking for. The next time you come
in, I'll go over that again, and you each will have a
sheet that tells you exactly what you're to do ...
what you're to look for. Write your notes and go over
and see, have I done all these things. I've given you
a checklist so you can check them off, and make sure
you're done it all. Because I want you all to get 25
out of 25. That's why we're giving you these things,
so you'll get 25.

OK, I'm going to hand out some paper so each of you gets
one. (Distributed papers) And we're going to do a
paragraph on the Coureur des Bois. Good French word.
You know that. There's two sides of this paper and I
want you to look at the Coureur de Bois side.

S: Hi. Hi ____.

T: Stop that (joking). OK, we're going to take a look at
the Coureur de Bois. OK, what I'd like you to do is
to read the first paragraph. Start reading it, and
as you're reading it, decide what are the three things
we are looking for. We'll talk about that in a minute.
Now the three things we're looking for. Number one
are:

S: Titles ... key words.
T: Key words. Number two?

S: Main

T: Main points. Number three?

S: Important facts.

T: Important facts, good. Those are the things you are looking for. Underline them, put a little mark in the margin, write on this paper, and underline the key words, the ones you think are key words, important points, the main points and the important points, the facts. Three things I want you to be looking for and I want you to do that with the first paragraph. (Students work quietly.)

Now you can write on the paper, underline it, write little notes on the margin, whatever you feel you want to do. Just so you write down the key words, main points, and the important points. Work quietly.

Put little boxes around it, colours. Works with students individually.

Has anyone finished working on the first paragraph? Who hasn't finished? I'll give you another one minute, that's it.

OK, we're going to take a look at that first paragraph now. We underlined some of the important points, the key words, important facts, we underlined some of those that we found. The very first thing, the first important thing.

S: The title. Right?

T: The title, right.

S: A million marks.

T: I'm going to run out of marks here in a minute. We're already up to a million. OK, that's the important thing, the first important thing. Coureur de Bois, the subject.

T: We have to know what we're talking about. You have to write down what you're talking about, before you even write any notes, otherwise your notes might not make sense, you may not remember what your subject was. So that's important. What about the first sentence?
Did anyone come across any important words in the first sentence? What was that _____? What does lure mean? You don't know what lure means. Lure of high profits. The attraction of the high profits. These people wanted money, they didn't want to play in the dirt, they wanted money. So the lure of the high profits, so it's the high profits, are your key words. The attraction of those high profits. People wanted the money, they liked money, lots of money. That was a problem ... why was it a problem? The start of the next sentence. Why was that a problem? These people who wanted the high profits ... what were they supposed to be doing?

S: (inaudible student responses)

T: It says in the next sentence.

T: Hm? Yah they were supposed to be settling, and instead, instead of settling, and clearing the land for cultivation, instead of becoming farmers, as they were supposed to be, they went off in the woods, looking for furry animals, or Indians actually with the furry animals. So that's why there was a problem. So those are two important ideas. Who were the Coureur de Bois? Who were they?

S: French settlers.

T: Good. They were the french settlers, colonists. French colonists. What's another name for Coureur de Bois? What does it actually mean?

S: Runners of the woods.

T: Runners of the woods. And then they give us another word in here. They tell us what they were.

S: Trappers.

T: Trappers. They were trappers. So that is important too. What about their lifestyle? How did they live? Did they sit at home and knit?

S: Lived like Indians.

T: Good. They lived like the Indians. And what were ... what were some of the ways that the Indians lived that
they mention in here. There's three ways.

S: Uh.

T: There's three things that they mention were similar to the Indians.

S: Birch bark canoe

T: Good, birchbark canoe. That's one.

S: And uh ... a musket.

T: A musket. What's a musket? Who can tell me what a musket is?

S: Its ... hm ... a musket ...

T: What's a musket?

S: A bucket.

T: A bucket, no. Anybody know?

S: A basket.

T: No, not a basket. What am I doing?

S: Shooting.

T: Yah. So what's a musket?

S: A gun.

T: A gun. Yah, a musketeer has a musket. A gun. Good. And what's the third thing?

S: Knowledge of the bush.

T: Good, _____. Knowledge of the bush. What else does that mean? How else could you say that? Knowledge of the bush. Does that mean they hung around in hiding?

S: They know the woods. Where to hide.

T: Good, they know hiding, how to hide in the woods. And they know how to live in the woods. Instead of running
out ... instead of carrying all your goods with you they know what food to get in the woods, they knew how to live in the woods. So that's important too. Three important points there. There's some other adjectives they use in here. Adjectives about what type of people they were.

S: Loneliness in the woods.

T: Before that. Before the loneliness.

S: (Student voices murmuring in response. Inaudible)

T: What kind of group were they?

S: Rough and ready.

T: Good. Rough and ready. Well, rough and adventurous actually. So that's important too. And the other thing they say about their lives. What were their lives like?

S: Lonely.

T: Lonely. So those are some of the important ideas, key words. So you've all got ... Did everyone get most of them?

S: No.

T: No?

S: Yah.

T: Yah, that was easy wasn't it? So take a look at the second one. The first sentence in the second one. What kind of ... what can I write down in that sentence? Can I write down anything in that first sentence? Read that first one.

T: What are the facts in there ... Mm Hm 1578. And there's another fact in there that I would want to write down. How about ... starting this ... leave out the next sentence. Start at this one, that says the government. Read the next couple of sentences, next three sentences. What's important in those three sentences? There's very important ideas in there. Starting with the government. Read those next three sentences. What are some important ideas in that sentence? Have you
read it yet? Am I going too fast? No answer? ..... (student murmur) What's a mixed blessing? Does anyone know what a mixed blessing is? That's an interesting ... uh ...

S: (student guesses ... murmurs)

T: We're not talking about a physical blessing here, like Bless You ... not that kind, A different kind of blessing. Not a physical blessing. Nobody ... O.K. Talking about a mixed blessing here; the government began to see that the activities of these trappers, the things that they were doing was a mixed blessing, which means there were good points and there were bad points. That there were good things that these trappers did but there were also things that were not so good. Things that caused problems. What are some of the good points in the next couple of sentences? What are some things the trappers brought ... that the Coureur de Bois brought? ..... What are some of the good things? (students murmur various suggestions) (Calls on a student)

S: Open fur trade.

T: Yah. Open fur trade. That's very important. (long pause)

OK, that's important. They caused the fur trade to grow. They brought more and more furs so there were more and more profits and the trade increased and got bigger. So that's very important. That's one thing that they did. What's the other thing?

S:

T: You've got the right idea here. They brought French goods to the Indians and the Indians liked the French goods. The more that they were brought, the french goods, the more the Indians wanted, and the more they made sure that the Indians and the french remained friends. Because the Indians wanted to have the french goods. So that increased trade. That's another good point.

S: (question asked) What about the government?

T: What about ... Well the government would get taxes off that ... the goods.
S: Oh
T: O.K., remain allies of the French, friends, because they wanted to trade the goods. What's the bad thing? What is the thing that was a problem? It's further down in the next sentence. There's a problem.
S: They needed them for the farm.
T: Good. They needed them for the farm. They had skills. They could do things, that were needed on the farm. So, all these men went into the woods, they became Coureur de Bois, and they disappeared from the colony. So they didn't work on the land.
T: And the colony needed people to work on the land, to farm the land. So that's a very important point as well. So I've done some notes from these, choosing some important ideas. And I've taken it from this book. This one book that you can all use. This one is "Life in New France". Anyone doing New France? Or there's information in here on the fur trade and other sorts of information, perhaps the Indians as well. So I took it from this book, and I looked in the chapter. How do you think I found anything on Coureur de Bois? What did I do?
S: Index.
T: Index. Good. Two million points. We're really working up here. Or the table of contents. Index is the best though. You can look in both. And I found some information on the fur trade. There are two important things they talk about in here, one was the Coureur de Bois, and one was ... the beaver. So what's my heading, what's my heading here?
S: The beaver!
T: Before that even.
S: Coureur de Bois.
T: Before that even.
S: The fur trade.
T: Right. The fur trade is the title of my assignment.
Mr. made me do a research assignment on the fur trade.

S: Yay, Mr. _____

T: So, that's my title. My next heading, who are involved? Number one the beaver. That's the important part. Number two, and this is what we've looked at.

S: Coureur de Bois.

T: Coureur de bois. So number one, I numbered my points. Number one the beaver, number two, the coureur de bois. And here's the notes that I've done. Look at your sheet and look at my notes: the things that you've underlined on your sheets. This is how I've written it up. A heading, who were involved, another heading, what you call a sub-heading, coureur de bois. And this is the information that we found on the coureur de bois. The same things that we all found together. 'Runners of the woods', that's how I wrote it. What else could I use, instead of saying "coureur de bois means runners of the woods". What could I use? I need a signal, something like an and or a plus.

S: Equals

T: Good. _____ got it. Equals sign. _____ got it? _____

S: _____ ..... (boisterous laughter). ____

T: Sorry. That's because you mumbled his name. I didn't hear it right.

S: She thought you were ____!

T: Well, there you go. (Students laugh)

T: _____ got it then. Equals sign. Good. See I've written just the important words. Not too many little words, no if, and is, but, those little words. Sometimes we need them.

S: War

T: War, that's a little word that I needed. They were a
problem to the colonies. Why? Why were the coureur
de bois a problem? What have I written down in the
notes. Read your notes please.

S: Went after the money.

T: They went after the money. They did not stay. To farm
land. What did I ... How have I written down the type
of lifestyle they had?

S: They got rich.

T: But before that? Very short, key words.

S: They lived like Indians.

T: They lived like Indians. I don't have to write a big
sentence about that. And then I've written down the
three things we saw that were similar to the lifestyle
of the Indians. The same things that the Indians used
that the coureur de bois used. The canoe, yes, muskets.
What have I used instead of muskets?

S: Guns.

T: Guns. And they knew the forest. They knew how to-
live in the forest. Now the first one that I've
done, I've used this as though it was one of our
little pieces of paper, that you're going to do your
notestrip on. That's why I have the line here.
That's one notestrip, one notestrip. No. (to
student)

T: The second one. This is my second notestrip. I've
repeated the heading. I know what I'm talking about,
who're involved. Repeated the other heading, the
subheading, the coureur de bois so I know exactly what
I'm talking about; and then I've continued my notes.
What kind of life did they have? What else?

S: Risky ... and violence.

T: Right. Full of risk, often violent. I've used an
abbreviation in there. What have I used an
abbreviation for? Plus sign means and. Important
facts that we looked at: the dates, how many
coureur de bois, and also another fact that was in
there that we didn't look at. There were only
9,000 colonists. 600 of these were off in the woods. Then we looked at ... SSSSHHHHHHHHHH ... those good points. And what were those good points that we looked at? And then the bad points. And what were those good points that we looked at? And then the bad points, the problems. Can you read at the bottom? I've numbered those. I've underlined. What else have I done? What else stands out? Physically.

S: Symbols.

T: Symbols. What else have I done to make these important points stand out?

S: Capital letters.

T: Capital letter. Good. What else have I done? I've used underlining. I've used capital letters ... I've used some symbols. Color. Good. I've also used color. So you can see right away when you look at that who're involved.

T: You can see that right away. Who are involved. So remember I showed you the type of things I want your notes to look like. Remember your notes. And these are the things that I've done. Notes. There were no sentences there. I used my own words. Instead of musket I used gun. I used my own word. Headings. Who're involved? Coureur de bois. The beaver. I numbered some main points. Number one main point was who were involved. Number one was beaver. Number two was coureur de bois. Then I underlined and used capital letters and I also used colour as _____ pointed out. _____ said that. _____ said the capital letters. O.K. and you said, and they said, and then they all said. You see all these things were on my notes. So I'm going to leave my notes up here, you're not to copy them, but you can look at them, because they're so pretty. (joking)

S: Oh, really?

T: Then you're to turn the sheet over, and you have the beaver.

S: Oh.
T: This is a practice session. I will look at it. This will go towards your twenty-five marks. Four thousand marks for this exercise. (still in a light bantering tone.)

S: Oh wow. (smiling)

T: What I want you to do ... I'm giving you scrap paper. So you look at the section on the beaver. First of all read it. Underline the important facts, the main points, the key words, then I want you to do notes on this scrap paper. (Hands out the paper.) Are there any questions? Does everybody understand what they are do do? Ssshhh. Everyone understand? O.K. I'm going to come around and make sure you understand.

So if you're faking it you're in trouble. (joking) If you need more scrap paper just let me know and I'll give you a couple more of these.

S: Can I use these?

T: No. Don't use the cards in your folder. Those are for your notes for your assignment. Just use this ... ugly scrap paper for now for the practice session.

What you don't finish for me today, you do for me for homework. And bring it in next period. No, no, no, you do it now. That doesn't mean you take a break. No coffee break, for you ____.

S: Awww ... a water break?

T: If there's any words you don't understand let me know and I'll help you with them.

S: This word.

T: The first one? beaver? You don't understand beaver? (Students laugh)


S: Thank you.

T: O.K. You guys are working here?
Are you underlining the important parts? You're supposed to underline the important parts first. Then you write your name. That's good that she's done this line here. That's good. (Helps individually). You've got five more minutes before the bell rings. First of all do you all have material for reading period?

No (laughter).

You're not to be reading about the beaver during reading period.

What do we read?

You're going to say here for reading period.

All right!

But that means you have to be exceptionally quiet and this means a whole bunch. Or you can come and sit behind me. (Students laugh) (No problem. No problem) students.

Do you all have material for reading? Who does not? Ssshh.

O.K. you're not prepared? I'm disappointed. Where ... Are you going to choose a book from the library? Who wants to choose a book from the library? O.K.

Can we pack up now then?

Pack up. Quietly though. No, you're going to have to take the beaver with you. Give me the folders but take the other sheets with you.

The assignment?

If you've finished the other worksheet, hand it in to me too. Otherwise make sure you take that. _____, you didn't finish did you? Did you take the worksheet with you because you'll have to do that as well. Keep this too. That's the beaver. Do I have everyone's folder? Everyone's folder here please. Good. Be back here before the announcements please.
You've got your book. You're all prepared. Five thousand points. Or a million. A million. We were into the millions.

Do you all have books too for reading period? You're all prepared? No?

You can read in any of the carrels or behind my desk. But not in the middle. Here behind my desk, in the carrels or in the middle. Yuh, magazine chairs. End.
Teacher A

Daily Transcription of LOG NOTES

Classroom Observation 2: ESL 8

(Observation 2 Taped at Overhead Projector)

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
<th>Notes</th>
<th>Code</th>
</tr>
</thead>
<tbody>
<tr>
<td>8:40</td>
<td>Standing at overhead: checks notes from previous day. Goes around room. Then waits until student hands out folders.</td>
<td>Other teacher in room does not accept homework not done. She says is OK. Clarify this. Does she have a policy for this kind of situation maybe? (Teacher Comment: Yes, this is a problem I perhaps should have anticipated.)</td>
<td></td>
</tr>
<tr>
<td>8:45</td>
<td>Begins review of previous day's main points. She leaves the room for a couple of minutes.</td>
<td>To other teacher: &quot;This is taped&quot; Her tone different from last day. (Teacher Comment: I felt more &quot;in control&quot; the other day with the sub - more like it was my class.)</td>
<td></td>
</tr>
<tr>
<td>8:47</td>
<td>Lights out. O.K. Highlights of good notes demonstrated.</td>
<td>Refers to other teacher as &quot;famous star of this class.&quot; Students laugh.</td>
<td></td>
</tr>
<tr>
<td>8:50</td>
<td>Begins 'The Beaver' that they worked on last day: helping review key elements.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>8:56</td>
<td>Displays highlights of notes from 'Coureur de Bois' sheet.</td>
<td>Uses her hands to demonstrate.</td>
<td></td>
</tr>
<tr>
<td>8:59</td>
<td>Demonstrates 'Events' sheet on O.H. with suggestions with headings for their guidance.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Time</td>
<td>Activity</td>
<td>Notes</td>
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<td>---------------------------------------------------------------------------</td>
<td>----------------------------------------------------------------------</td>
<td>------</td>
</tr>
<tr>
<td>9:00</td>
<td>Asks a question, again, again.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>9:01</td>
<td>Demonstrates and explains checklist on O.H. Goes over them pt. by pt.</td>
<td>For them to check on their notetaking.</td>
<td></td>
</tr>
<tr>
<td>9:05</td>
<td>Jokes with students, and other teacher.</td>
<td>'2 books not 1'</td>
<td>FR+</td>
</tr>
<tr>
<td></td>
<td>Waits until students and other teacher discuss assignment and its length.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>9:09</td>
<td>'Hands up for topic chosen'</td>
<td></td>
<td></td>
</tr>
<tr>
<td>9:10</td>
<td>Moves O.H. as students go to research topic.</td>
<td>3 or 4 students stay in the room.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Student goes for help to her. Leaves after to help another student.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>She turns off the tape and asks me if the conversation was picked up</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>when she was working quietly around the room yesterday. I said no.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>2 students to her for help, with their books. Another, and another.</td>
<td>Question to ask her: Does the role of teaching involve totally</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>different roles, just because of gender?</td>
<td></td>
</tr>
<tr>
<td>9:11</td>
<td>2 more students: pioneer topic</td>
<td>Also: Observation: I'm struck by how important the relationship</td>
<td></td>
</tr>
<tr>
<td>9:14</td>
<td>2 more students for help.</td>
<td>between staff seems to be for setting atmosphere; also how</td>
<td></td>
</tr>
<tr>
<td>9:20</td>
<td>Still helping students select books, moving around the library, in</td>
<td>important the resource people, i.e. librarians role is to the</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>teachers.</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>(Teacher Comment: Yes! I</td>
<td></td>
</tr>
<tr>
<td>Time</td>
<td>Activity</td>
<td>Notes</td>
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<tr>
<td>9:30</td>
<td>Student request copies of her notes on O.H. She moves to O.H. to help him.</td>
<td>see my role as vital if I can really work with teachers.)</td>
<td>Oth+</td>
</tr>
<tr>
<td>9:31</td>
<td>Asks if everyone has sheet with headings on it.</td>
<td>A teacher enters. Teacher A comments: &quot;I've inspired them to great intellectual heights.&quot;</td>
<td>Puc+</td>
</tr>
<tr>
<td>9:31</td>
<td>Continues to help students.</td>
<td>Pace has slowed now as students look at books.</td>
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<tr>
<td>9:35</td>
<td>'Can I have your attention?' Reviews use of card. One heading per card. Helping a student. She waits while other teacher wraps up class. Bell .........................rings.</td>
<td></td>
<td>SE+</td>
</tr>
<tr>
<td></td>
<td>Students crowd around her with folders. A few request her help later in the day.</td>
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Teacher A

Daily Transcription of LGC NOTES

Classroom Observation: In the Library

(Observation 3 Taped at Teacher's Desk)

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
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<tbody>
<tr>
<td>12:15</td>
<td>Lunch hour begins! Students come to the desk for help at this time.</td>
<td>I feel I'm too close to the desk but I have to be close enough to see. So I move across from her desk. Stood up at the reference section, facing the french section.</td>
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<tr>
<td></td>
<td>This is when the tape goes on. A student comes and draws up a chair behind her desk and begins to talk to her. This is while he is sorting out his notes at the round table.</td>
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<tr>
<td>12:20</td>
<td>Other students join table and conversation ends. Other librarian comes up - smiles, jokes</td>
<td></td>
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<tr>
<td>12:25</td>
<td>3 students pass her desk to tables and one waves vigorously.</td>
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<tr>
<td>12:26</td>
<td>A blonde boy approaches her desk. She folds her arms, leans forward to talk to him. Library is filling up now.</td>
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<tr>
<td>12:28</td>
<td>He leaves and 3 more boys go to desk, asking for a magazine. She leaves, with them.</td>
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<td>Time</td>
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<tr>
<td>12:30</td>
<td>Back at desk. The blonde boy returns and asks her a question. She gets up and goes off with him. The boy approaches with a book and two magazines.</td>
<td>The french area is full now.</td>
<td></td>
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<tr>
<td>12:33</td>
<td>Moves around the french area. Sends a student off to another area to find a book.</td>
<td>She always seems friendly and approachable.</td>
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<tr>
<td>12:35</td>
<td>Returns to desk and recirculates through french area.</td>
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<tr>
<td>12:38</td>
<td>An older boy with orange juice in a tin goes by her desk. She motions him towards her, she wants to take the tin. &quot;It's empty&quot; he says. &quot;Well, out, out&quot; she waves him away with a smile. She doesn't want food in the library. Helps a girl in the indexes.</td>
<td>She comments to me, going by: I already had to kick him out for that.</td>
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<tr>
<td>12:40</td>
<td>She has gone out of vision now.</td>
<td></td>
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<tr>
<td>12:45</td>
<td>Assists a student at desk behind her. Then reads transcripts from previous day.</td>
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<tr>
<td>12:46</td>
<td>Girl goes by her desk, smiles at her and she smiles back.</td>
<td>The chairs in the library have racks underneath for books. Great idea. Why doesn't anybody use them? (Teacher Comment: Because</td>
<td></td>
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<tr>
<td>12:50</td>
<td>Bell rings. (Teacher Comment: Warning Bell.)</td>
<td>if they do they usually forget them!</td>
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<td></td>
<td>No one moves. 2 students to desk with a magazine to show her. Some movement now. She leaves the desk.</td>
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<tr>
<td>12:52</td>
<td>Then returns to desk. Jokes with students behind her desk. Sits down, student calls to her from desk behind her. Shoos a couple of people away from behind her desk.</td>
<td>FR+</td>
<td></td>
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<tr>
<td>12:53</td>
<td>Other librarian approaches and discusses noise level? of students in french area (Teacher Comment: Yes)</td>
<td>Later she tells me it sometimes gets noisy here. She jokingly says she thinks it might be because of her that the rowdies gravitate to her area.</td>
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<tr>
<td>12:54</td>
<td>Student goes by desk, she says hi to him. Another. Circulates among students in french area.</td>
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<tr>
<td>12:55</td>
<td>Lunchtime over. Student approaches her me...Is there a staff meeting. Needs time after school extension from teacher. Offers to get books for her.</td>
<td>SE+</td>
<td></td>
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<tr>
<td>1:00</td>
<td>Bell rings. &quot;It's time to go ... you're too noisy&quot;</td>
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END
Teacher A
Observation 3 (Taped Transcript)

Library

T: Too much studying. What are you working on?
S: (explains in background) ... It's pretty simple for me.
T: But you really got the money?
S: No.
T: Oh this is just for the ...
S: It's sort of like comparison shopping.
T: Oh! And all this comparison shopping you did ended up saving two hundred dollars.
S: And just make up the money.
T: M hm.
S: And that's how much we saved. (from expenses) -
T: This is the end of the year?
S: Yah.
T: That's pretty good ... two hundred dollars. That's a lot of money.
S: Well what I have to figure out is ... well I thought
They laugh.

S: So I thought I'd go buy a bike
T: Bicycle bike - motor bike? Oh yah, you can get a pretty good bike for two hundred dollars. (they discuss T-shirts)
S: "financial standing of the end of the week."
T: Well, today, yah, it's nice out today (they discuss the weather)
S: I don't know. I just find it nicer on Friday. I hate it. All the time I go to school and it's raining.

T: You could see the clouds over the island. Today there was no clouds.

And the weekend

S: And the weekend -- I just find it nicer on Friday.

S: I don't care about Monday.

T: What do you mean you don't care about Monday, it's a holiday (joking).

S: Oh, Tuesday, then.

T: Well, there's a track meet today isn't there, oh you're not in it. For the track meet on Friday where are you going ... Oh you're going to go and help. Well that'll be fun.

S: Yah

T: All the little kids. Remember back when you were that small.

S: Small. I was never small.

T: Well younger at any rate. (they laugh)

S: Well I just don't want to do ... the Gr. 6's and 7's. The younger guys.

T: Yah ... I know ... you just want to powertrip.

(They laugh.) Student goes back to school work (table behind her desk).

T: Hi what are you reading now?

S: Right now? I'm reading a book in the Dune Series.

T: I've only read the first one, and that was a long time ago. I've got them all at home. I should go and reread them. (discuss plot, barely audible)

Sort of got rid of all the responsibility you mean? (referring to a character)
S: Yah. And they say he didn't take that chance.

T: Ah. I'm going to have to read them again.

S: (Discusses at length the plot of a book) ... and then the only reason his mother

T: You mean it seems like they make up stuff.

S: Well, sort of, in a way like ... seven year old ...

T: Well now you have my interest up. I'm going to have to read them.

T: What magazine do you want? Um. Madd? Hot rod? Car and Driver? Um I know ... GQ. Which one?

S: Yah, No, No.

T: What's the latest. Probably May would be up there. Yah, could be.

T: You think! Well, I think you should probably know for sure (joking).

T: I don't expect to see you in here again with good.

S: What does this mean?

T: Huh? It means ____ in English.

T: Listen to ____ , he knows everything.

S: I don't think we need her anymore (laughing).

T: Hey! What do you mean? And someone was telling me yesterday I had to know everything in the world.

S: No! just said that.

S: No! Um! (mocks other students' hesitation)

T: What a disaster.

T: They look pretty good. Did you enjoy it? Maybe I'll teach it so you only have to do one each.

(Bell)
The most recent one? There's that one over there!

(asks question)

Oh, you want the information for Friday. What do you want to do, just take it out? I'll get you to sign it out overnight.

(asks question)

It means brat.

What does this mean again. (thumbing his nose gesture at another student. So all at table do it to each other)

Well since you ask ... but I'm not telling you. It's really bad.

Well everybody does that, everybody does.

Yah, but you know what it means? You'd better find out.

Are you guys leaving now?

Yes. Yes.

Good.

Meticulous?

OK. It's time to go, you're way too noisy. Everybody out - out - out. (Bell)

Sh.

Did the buzzer just go?

Yah, the bell rang.
Teacher A

Daily Transcription of LOG NOTES

Classroom Observation: In the Library
(Observation 5 Taped at Teacher's Desk)

T: A

OBS: 5

<table>
<thead>
<tr>
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<tbody>
<tr>
<td>8:40</td>
<td>S.S. class in library. Regular teacher away. Sub here ... they go to ss Their teacher was away. corner. &quot;Commencez a travailler s'il vous plait&quot; Class in the french section also.</td>
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<tr>
<td>8:45</td>
<td>French sub comes into the ... attempts to bring class class ... to order. She reenters room. Tells him a student is in other section. Seats herself at desk. Turns, calls &quot;Silence&quot; s'il vous plait&quot; - to students behind her. Sub turns to her, raises paper to her? Acknowledgement? it's hard to tell if he's thanking her or saying it's thanks her for her inter-ok. She smiles and raises jection. her eyebrows to me.</td>
<td></td>
<td>Oth?</td>
</tr>
<tr>
<td>8:50</td>
<td>He leaves. She circulates. &quot;get to work&quot; firmly. &quot;We are&quot;, they respond. She jokes with the sub. He comments that they talk a lot. She says &quot;Yes, they're good kids though! He responds yes but yak, yak, and he demonstrates to her with his hands.</td>
<td></td>
<td>Pur+ Fr+ Se+</td>
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<td>8:55</td>
<td>Moves into middle section, and stops to talk with students at a desk. Leaning over puts her hands on student's shoulders. He looks up, smiles, laughs. She taps him on the head. With her pen. Stays to talk a few minutes to the table.</td>
<td>(3 tables here) (He really seems to enjoy this.) More careful she says to be sensitive to touch culturally - i.e. East Indian not as open as Anglo Saxon in this matter.</td>
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<tr>
<td>8:59</td>
<td>Moves into french section. Stops at a few desks to talk.</td>
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<tr>
<td>9:00</td>
<td>Helps an individual in ESL SS section, by leaning over the table and talking to him.</td>
<td>I follow her into ss section only part way so as not to disturb the class. I can see her occasionally bending over a student.</td>
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<tr>
<td>9:04</td>
<td>Helping a girl at the back of ss section.</td>
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<tr>
<td>9:05</td>
<td>Now, another girl at that table. Leans over her shoulder with pen on student's page.</td>
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<tr>
<td>9:06</td>
<td>Helps the boys at another table.</td>
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<tr>
<td>9:10</td>
<td>Stops to chat to me about the french immersion program. Discipline: with these students this year there's no 'hostility' if you ask them to leave i.e. making too much</td>
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<td>Time</td>
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<tr>
<td>9:05</td>
<td>An ESL student stops by on his way to check out a book.</td>
<td>He wants to do homework.</td>
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<td></td>
<td>She points out that Mr. _____ doesn't want them to do homework on this topic, at this point. &quot;Oh, come on, he pleads.&quot; She teases him that she'll tell on him, but why not come in after school or lunch ... she'll help him with notes. &quot;No&quot; he says &quot;I'm a big boy now&quot; besides he'll play soccer lunch and after school. It's a great sport. He takes the book to the front and returns.</td>
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"Did you change you mind?" she asks. "No, I took it out. Are you really going to tell?" He seems pleased...
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<td>with himself, smiling widely all this time.</td>
<td>After he's gone she tells me he has trouble with his concepts, she feels.</td>
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<tr>
<td>9:24</td>
<td>3 students to her desk for help</td>
<td>We discuss joking aspect of our culture and how difficult it must, might be for other cultures to adjust.</td>
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<tr>
<td>9:26</td>
<td>Talks to table of girls at the front who have been explaining they're doing the dumbest project ever. One girl says: &quot;I'm doing ladies - very disdainfully. She gives suggestions to the girls: One way is to &quot;examine the traditional women's role. Project is &quot;Women in India&quot;</td>
<td>I can hear parts of the conversation from where I am.</td>
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<td></td>
<td></td>
<td>&quot;Their topic is Women in India, J tells me later.</td>
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<tr>
<td>9:32</td>
<td>&quot;You're a bit noisy&quot;. She calls from the back of french section. Noise lulls instantly then begins to rise a minute or two later.</td>
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<tr>
<td>9:36</td>
<td>&quot;Bell is going to ring ... Put books on back shelf. Stay in this section, in seats until them. She raises her voice as most of them keep talking but they quickly follow out the instructions. She jokes with the sub. &quot;I'm sure they heard&quot; They are very boisterous at this point. Crowding near the front ... as she goes to ss section.</td>
<td>Sub tries to keep them &quot;confined&quot;.</td>
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<td>Time</td>
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<tr>
<td></td>
<td>&quot;Mr. ____'s section stay in back. You too ____.&quot;</td>
<td></td>
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<tr>
<td></td>
<td>&quot;Who?&quot; he says. &quot;I mean ____&quot;.</td>
<td></td>
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<tr>
<td>9:37</td>
<td>&quot;Who's jacket?&quot; she calls from back of french section. No one claims it.</td>
<td>This is to ESL class that goes by.</td>
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<tr>
<td></td>
<td>&quot;Bye, see you guys tomorrow. Last period.&quot;</td>
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END

Memo Note

a) We meet in the library later. A student, Cathy, is reading the National Enquirer. We discuss the effect of soap operas on today's Youth - role models - Values. Teacher is concerned about falseness of it all. Says Cathy is "softening" and less "abrasive". "You see," says Cathy triumphantly, when I confess I'd seen Dynasty the night before also.

b) National Hug Day held last year she says, but was worried about some students feeling discomfort. She loves it she says and it was good for teacher/student relations.
Teacher A

Observation Five (Taped Transcript)
(in the library)

T: Maintenant, commencez a travailler s'il vous plait.

Student No. 1

S: I don't know how to do this part.

T: You don't know how to do the notes? OK, the important point here is that it's a small war, the size of the fighting forces rarely exceeded, which means not very often, were they over fifteen thousand men.

S: Mm Hm.

T: Good and the arms they used were the musket. Remember what the musket was? Remember the Coureur de Bois?

S: Oh ... guns.

T: Guns, right. Ok so they used guns and bayonets. What were bayonets?

S: No.

T: It's a long knife that they put on the end of the gun, so that they can shoot with the gun, and they've got this knife almost like a sword and they can also stab people with it. Great stuff! So, here's the gun here, and they would put a right on the end here, they'd put this long sword type thing. So they had swords and guns. And some Americans used rifles. And their rifles were sophisticated muskets. Those were the guns used. Britain also hired mercenaries and in there it explains what a mercenary was. Soldiers paid to fight, so this could be somebody from France or Germany who wants to get money in order to be a soldier, and they go and they fight for a particular country. They're from Germany these people and they're called mercenaries. It's just like a job to them, like going to school every day, and working as a librarian they go and fight a library ... fight a library! (laughing) fight a battle.

OK the rest of this you don't have to worry about so
there is just a few points, that this was a small war, the fighting forces were fifteen thousand men only and they used guns, and swords, and they had mercenaries, soldiers paid to fight a battle. And that's all you need to do and then you can go on to the other stuff. OK.

Student No. 2

T: OK this is Canada dash History, is your subject heading, the area that you've looked under. It says see also, and you can look under these subject headings so you look under what? Right E for explorers, look for that heading. Did you try and find the general books.

END
Categories were collected based on the frequency of the teachers' responses to the investigator's questions or as a result of the responses that emerged on the teachers' own initiative. The questions and answers were categorized with the purpose of coding similar questions and drawing out similarities in order to compare and contrast interview questions and topics covered.

QUESTION

1. Why did you decide to become a teacher?
2. What was your teacher training like?
3. What is your experience/background to date?
4. Describe your job at the present time, i.e. routine, technical, as a teacher?
5. Describe your relationship (attitudes) with the students (includes general and individual instances)
6. Describe your students
7. Incidents with students described (see also #5 and #11)
8. Self qualities the teacher describes, i.e. flexible, cynical
9. Satisfaction derived from teaching
10. How teacher has developed or changed since teacher training; also things to learn to be more successful as a teacher i.e. improvements to work on
11. Individual relationships or friendship with students
12. Dealing with stressful situations or problems, i.e. discipline
13. Description of incident from Human Relations point of view
14. How they perceive themselves as helpers or teachers overall
15. Attitude toward colleagues
16. Attitude toward parents
17. Plans for the future ... goals
18. Teacher's responses to being part of the research, reactions to
19. Sexuality, and education
20. Personal life/family
21. Feelings about employment, temp. contract
22. Teaching style, their perceptions of own
23. Technical aspects ... marks, grades, book keeping, routine tasks
   and schedules
24. Politics/Education/Government/Administration
First of all I'd like to ask you why you decided to become a teacher and what your teacher training was like. Why don't we start with teacher training?

I did my teacher training at [insert institution] and it was a very satisfactory year. As far as the learning and my mark, and everything like that. That was the year I did the best at university and that was kind of surprising and I don't know whether that had anything to do with me being a mature student or not. I suspect it did. I knew how to study at that point (laughs).

You did a degree in French to begin with.

Yah, I did my B.A. at [insert institution] and I graduated in '75. Then I went back and started my Master's in Library Science. And that was just a pure fluke. I was separated from my husband at the time and decided that I would go back to school and being a librarian sounded like a good idea at the time because I liked books. And that's how I got into it (laughs), and I had no idea what I was getting into. No idea at all. And I guess it really opened up my eyes, it was a good choice, in the end. Although I think I don't really think I ever regretted it, even going through it, the hard part was learning how to study again, after working for six years. Going back to university and trying to hit the books again, that was tough.

You think it was a good choice now that you look back.

Yah, well, because I think the work is very suited to me and my personality. And I do like books, so that helps, and I enjoy reading, and I enjoy the people contact. And I get a lot of that, whether I ended up as a public librarian or a school librarian, I would have had a lot of people contact, and I enjoy that. And people contact in a more informal manner?

Whereas I spent most of my working years for the bank doing service for people and they were demanding things of me, and ... I think it's in a different way. It wasn't ... hey! ... I owe them this work. It was being a librarian, people are asking you things like a favour, although you still owe them the work because that's your job. But I think it's a different type of thing. Perhaps just working in a school is. I've never worked in a public library so I can't really say what the atmosphere would be ... like say a Vancouver Public Library, or something like that.

How long have you been teaching now?

This is my, the end of my second year. And uh, when, to get back to your question about how I became a teacher I guess that was again sort of a
flukey thing too. And when I made it through my first year of library school I had to decide on what I was going to do. And I had a lot of friends who were teachers, and I thought working in a high school would be an appealing thing to do. But again I really didn't have much of an idea of what I was getting into. So it again was kind of eeny miny mo ... this sounds good. Maybe it was a subconscious choice ... that I knew I would enjoy it.

R: You knew though that you wanted to work with people more, in a more personal relationship than the bank had to offer.

T: And I think that uh, working with adults, as I have for ten to ... ten to twelve years, you know, through part time as well as full time ... I wanted to work with young people as well, but that idea appealed to me as well, to work with teenagers.

R: Working with teenagers ... you were saying earlier when I first met you that that was what was enjoyable about working in this library. That there were two of you: one worked as a PR person with the children and the other person enjoys the technical aspect of librarian work.

T: Yah, working more with PR.

R: What do you mean by PR work with the children?

T: Well, I guess just getting to know the, who they are, their needs, um, things about them. I do a lot of chatting, you know. What did you do this weekend? How's your cat? What did you buy when you went shopping? I know a lot about their personal lives and they know certain things about me, too.

R: I've noticed that.

T: It's more of a friendship relationship than pupil teacher, and being a librarian puts me in a unique position for that too. I don't think they think of me in terms of other teachers because they often have to say ... You know, are you a teacher? ... You know I'm a librarian, but being a librarian doesn't seem to apply to being a teacher as well.

R: What do you say to them when they ask you if you are a teacher?

T: I say, oh yah, I'm trained to teach french and that the term librarian is not used anymore, we call ourselves teacher/librarians because we're teachers first and librarians second. And they nod wisely and I'm sure they don't really know what I'm talking about (laughs).

R: A lot of the students, the ESL students would see you in a teaching role.

T: Mm hm.
R: Apart from the librarian role.

T: Mm hm.

R: Perhaps they see those two roles distinguished.

T: Yah, I think that when the students come in and do a complicated unit with the librarian, in a subject area, they see me in a different role, they see me as a teacher.

... And certainly with the french as a second language classes, the teaching that I've done with them has been really beneficial, in that they come to me for help, they come to me as a teacher. You know, can you look at my French homework, how do you say this, that kind of thing. So I think that when they see me in that teaching role, that will change their perception of me. Yet they still see me as a librarian and that implication too. But it's just like I switch roles, turning them off and on for a situation.

R: Some of your teaching would be formal, as I observed with the students, but even when you're talking with the students and working with them individually around the library, I notice that you're doing a lot of teaching, with their individual work too, in terms of helping them find things in the library.

T: Mm hm, mm hm. You mean being a librarian as well as a teacher is the same thing.

R: It's almost as though those two roles merge. You're teaching library skills?

T: Mm hm. Mm hm. Yah, that's true, that I teach them how to use the library and at the same time it's helping them with their note-taking skills or research or whatever they have to be learning at that time. But it does, the whole role does merge, it does get confusing I guess, (pause). Well not confusing, I guess, (pause). I guess it just changes and I fluctuate between being teacher and librarian, quite a bit. But I don't see the role as separate. Other people see the role as separate, but I don't and I guess that's why if I concentrate on it I can see that I am playing different roles, I'm juggling, but for me, it's all one role. I'm a teacher/librarian.

R: In what way is your job unique from other teachers in the school who are in the classroom full time?

T: Well, I think it's a lot more informal in the library, and as I say I have that kind of friendship relationship with the kids which I think being a librarian and they see me as a librarian, and not really a teacher and have no control over their marks except when they do something for us in the library. But that's a one or a two shop deal, throughout the year. So I
think that I have a more informal role with them. I'm not in such a power position. Yet that doesn't make them respect me less. They still will leave the library when they're being too noisy and they have to go. But the role, the atmosphere between us is far more relaxed. But I don't know, never having had a formal classroom of my own, not being in that situation, it's difficult to say whether my relationship with the students would be much different in the classroom as opposed to the library. But I think as a general statement that my role with them is more relaxed.

R: So you would describe your relationship with the students as a relaxed relationship.

T: Mm hm, mm hm.

R: And friendly.

T: Yah, yah, (pause).

R: How would you describe the students that come into the library?

T: Most of them are academic oriented. But a lot of them ... but then there are a lot who aren't very academic oriented but they do really enjoy reading ... but we don't get the dropouts so much in the library unless they're just reading Motor Trend magazine, or Seventeen, or putting on their make-up, or listening to their Walkman at the same time, but most of them are interested in studying.

R: Is there a certain type of student then that comes into the library that you respond to more readily than others? (pause) That appeals to you more? Does the academic student appeal to you quite a bit?

T: No, not necessarily. Although some of the ones that I can think of that are really academic don't have time for me necessarily, they're too busy studying. I guess what I respond to ... it doesn't matter what orientation the kid has as far as academics or auto or cooking or whatever ... it's the child who is looking for friendly responses and that's what I respond to. Someone who smiles. Although there have been students, over the year who don't smile or talk to me at the beginning who now do, so I have to work a little bit on them, but there are a few that I can think of that I made a special point of saying hello to and working on... if I can find an interest, for example the science fiction or fantasy ... like a particular boy that I can think of was very sullen and now comes and talks to me quite frequently.

R: You were saying in an earlier conversation that you noticed a distinction between for instance French Immersion students and the ESL students, partly in their attitudes toward work, and partly in their expectations of their teacher and that you really like, or love I think you said, the students because they're so open, and ...(pause).
Um hm.

And they really are eager to learn ...

Um hm.

Would you describe the school population as kind of, um, generally in those two groups?

No, there's more than that. They ... there's a small percentage of the population are French Immersion and I think the generalizations that you can make for French Immersion apply to only certain years ... like for example the Grade eights this year are really open and friendly and a lot of fun but the Grade eights last year were you know, some are open and friendly, but some wouldn't give you the time of day.

Why do you think that is?

It's hard to say, I think that one factor is the fact that a lot, most of them, have been together since kindergarten so you're dealing with thirty students or sixty students who've known each other since kindergarten so it's a real big family type thing. They all stick together and it's often you against them. And it's hard to deal with thirty people who've decided they're going to try to drive you crazy (laughs).

Ok, how do you mean, you against them?

Um, well, I think they're very demanding and very critical, I think they expect you to entertain them, and if you're being boring that's when they will try to create a little excitement, and I also think their family background influences that. They're all from fairly wealthy homes and I think their parents encourage like an elitist in the negative sense of the word, behaviour in them, and maybe they pick it up themselves, because they've been told by the teachers or they've been told by their parents or they've been told by whoever they they're ... special because they're in French Immersion.

I see. Perhaps they feel they are part of a privileged group.

Right. Exactly. Which tends to breed more demanding behaviour.

And you find that the ESL students on the contrary do not feel that they're part of a privileged group?

Um, no ... I guess that's never really been brought to their attention, because they're struggling to cope in a new country and a new language. And in a sense if they went back to where they were from, to Asia and to Hong Kong they might feel privileged there, but here I think they're too busy worrying about trying to learn and trying to fit in and
trying to cope with the culture shock so that they don't have time to think that they're privileged. But maybe they do appreciate very greatly the work that's being done for them, and with them, so ... but I don't think they see that as a privilege or not.

R: They seem to respond to you very well.

T: Yeah, we seem to get along (laughs).

R: There seems to be a really spontaneous, happy, friendly ...

T: Yah ...

R: relationship between you and the ESL students that I've observed in the classes with you.

T: Yah. Well I think that also comes a lot from the teacher ... their regular teacher. He plays with them a lot and it's very easy to pick up that kind of ... I mean ... because I like to play too and it's very easy for me to go in and pick up an atmosphere that's already established. It would be more difficult if--to go into an ESL class that had a very serious atmosphere and start fooling around and playing with them, because they wouldn't kind of respond whereas the teacher has taught them how to play and ...

R: I see, and so you would adapt yourself to that.

T: Uh hm.

R: You would joke with the students and they would respond.

T: Yah, I find that being a librarian and teaching in a library I do have to do a lot of adapting to a classroom atmosphere, that um, you know I have to feel it out before I get started because sometimes the jokes can fall really flat, and it gets quite embarrassing when no one laughs (laughs). So there's certain classes that I know I have to be really severe with and others that I can be more relaxed with and others that I just teach and I relax, but I don't make too many jokes and others that I can fool around with and have a good time. So there's a lot of adapting that has to be done according to the class that I'm teaching.

R: You were telling me that at one time you did a book report, for the students, they were Grade tens.

T: Yah, English ten.

R: English ten. And how nervous you were at the beginning, but how you felt different at the end of it. In terms of feeling successful and the
confidence that you had that came from it. Could you tell me a little about that?

T: Well, I guess I was nervous for two reasons. The first reason was it was the first book talk I'd ever had to do so that was ... made me nervous and I didn't want it to be boring because just sitting up there and telling about a book can be really dull especially if you give the ending away. They wouldn't want to read it and that was part of it. And secondly, I find the Grade tens the most intimidating as far as the grade levels go so I was nervous that because I find them a little more critical and they're easily bored and very interested in themselves at that stage ... that they don't want to listen to anyone else. So those were the two things that make me particularly nervous when having to do the book talk. But I think it went well because I followed the philosophy that I had had drilled into me at, um during my teaching year, was to be honest and that's what I did and it worked out quite well. And I had a few students who realized I was sick with nervousness and came up and told me it was o.k. afterwards, so (laughs), that was good.

R: In what way were you honest?

T: I told them I was scared and they responded to that I think quite well and I'm sure it was extremely obvious (laughs) because I tend to go red and my voice shakes.

R: Your lack of confidence or your nervousness was due to nervousness about the students' attitudes toward you as opposed to the ... you feel confident in other words about the material. You didn't have any lack of confidence in terms of the technical aspects of the situation? It was the people, the students themselves?

T: Well, that was probably the large part of it. No, I was nervous about the technical aspect of it, how to tell the story, how to get the story across because what it was, I was really telling a part of the story. Telling it and the technical part of it was not boring and that was making me nervous, too, I wanted to use the right words and stop at the right point and make it a bit of a cliff hanger so they would want to go and read the book.

R: To capture their interest.

T: Right and I think that that's not an easy thing to do but if I ended up stumbling over my words and humming and hawing and hesitating and losing my place it would be very boring for them because they wouldn't be ... they wouldn't pay attention. They would get confused with what I was saying. So that technical part of it made me nervous too.

R: But you found being real and honest seemed to work well.
T: Yah, yah.

R: Have you found that in most situations?

T: Yah, I think that ... Yah I try to be myself and I think that that really works. In the mornings when the students are noisy and I'm cranky I'll tell them I'm cranky, just watch out you know. And they actually respond to that. They laugh at me and I laugh. I mean I never get too cranky or too miserable, or grouchy. You know sometimes I try and tell them I'm cranky (laughs), more cranky than I really feel, and they have to be quiet, but I think as a general rule, I think honesty really works.

R: Are you happy teaching?

T: Yah, really happy, very happy.

R: You were saying a little while ago that this year you are happier than last year. Why do you think that is?

T: Well, I think the confidence thing is definitely important. Last year I had to go through the transition phase of feeling that I belonged, because I was stepping into someone else's shoes and worried you know that I would not live up to her. You know she was a very dynamic woman, who was just a whirlwind, she could do forty things at once. Well, I'm a lot more low key than that. So I was nervous about that, living up to ... to her. But I guess finding a place and building up the confidence because I still was to a certain extent afraid of the students. I didn't quite know how to deal with them. 'What do I say, oh I don't want to say the wrong thing' perhaps becoming a little bit too, um, ... egocentric is the term, but feeling that if I said the wrong thing it'd destroy their little minds, but you realize after a little while that that just doesn't happen, that you can make mistakes and I accept that ... and if you're honest about it, and I have made mistakes, and it's always worked out quite well I think. When people are not willing to admit mistakes, or not willing to be flexible, that's when often problems arise.

R: Would you describe yourself as a flexible person?

T: Yah, very flexible, and I think that I ... I think that being a teacher it's necessary to be flexible, because it's dealing with young people and their moods change, and you know each student is so different and going through difficult times themselves, going through puberty, and their wild emotions, so if you're not flexible I think you'd go crazy. (laughs)

R: And accepting?

T: I try to be, um, I don't like it when people don't accept me. And I try to be really accepting to other people, and their various personalities, and types of beliefs and ... (pause).
R: And they tell you their personal problems.

T: Certain students do, yah.

R: You have some friends that you've described to me.

T: Yah, yah. Some friends. Both males and female, which I appreciate and I feel that's a good sign for myself personally that I can relate to both girls and boys.

R: How do you keep that relationship balanced so that you have the friends but they don't demand too much of you ... of your time?

T: Um, I've been really fortunate that they haven't demanded too much of my time and as we were talking about the one girl who did become quite demanding and I just had to lay it on the line and I think that she was probably used to that kind of thing too, because I'm sure she's had other people tell her the same things too. That she overdoes it, that she goes too far, and demands too much time. And it was difficult, it was very difficult to have to tell her that because I was afraid of hurting her feelings and driving her away, but she's also a very thick-skinned child, and probably it bounced right off her, and I spent more time worrying about it than she did.

R: She has stayed your friend.

T: Yah, she has stayed my friend, and she adjusted to my time schedule and not stayed too long and she can tell when I'm busy and she'd leave. And you know, it's worked out quite well. We've established a better working relationship than last year, when it was getting to the point that she was spending all her morning time with me and coming at lunch, it was too much.

R: You've described yourself as flexible and accepting and having a good rapport with students. Now, besides those things, what other things in your personality do you think affects your teaching most?

T: I'm a very warm and caring person and I care about people and I care about the students and I care about myself so I think that that's fairly important too, to keep that in perspective too and not become hardened and just see these kids as little numbers that you, that you need to write down in your book. I think being in the library too does help create more ... well it's a different atmosphere. I don't have to mark the kids. I don't have to do attendance every day. I don't have to see them as little numbers.

R: Do you think you see the best ... of the situation where you are?
T: What do you mean?

R: Do you think you see the students .. who come to you because they are interested in the area you are in? I guess what I mean by best situation is you were mentioning that you didn't have to worry about the schedules and the attendance. Some other teachers occupy themselves with those sort of things and it takes up a lot of time. You kind of have the best situation in that you don't have those sorts of technical mechanical book keeping organizational things to look after?

T: Um hm.

R: Do you enjoy not having to look after those things?

T: Yah. Yah. (laughs). Sometimes I think I couldn't cope as a regular classroom teacher when I think of all the marking and the technical aspect of the job which I really find that ... being a librarian really allows me a lot of freedom. I mean I work longer scheduled hours but I haven't homework often to take home and I have that freedom to do what I want in the evenings so in that sense it's more a nine to five type job. And I do think that allows me to see the best in a lot of students. The one thing that we have to worry about as librarians is kids skipping out but I don't see that as a major problem here. We don't have that as a really big deal, so again that's a very minor technical aspect, so I think I am fortunate in that I see the best of the kids .. the best kids.

R: What do you mean by best?

T: Well, the ones who are getting in trouble, out smashing cars; breaking into lockers, those type of students don't tend to come into the library.

R: Do you think you have a lot of students who would fit in that category?

T: No, there's not a lot anyway. But the few that we do have don't come into the library, whereas discipline problems or students come in the library to hide or skip out but I also find as a general rule that a lot of teachers will talk about a student and how bad this student is and this and that and often I know the student and I don't get this kind of response from them. Maybe I'm just dense, I don't know (laughs), but I don't, maybe I don't pick up on his rudeness but I find with a lot of students ... that teachers will say 'Oh, I hate that kid' or he or she drives them nuts but, um, I find them acceptable, no discipline problems. They're not rude to me or anything like that, so ...

R: You don't really have any discipline problems as you describe it then, in the library?
T: Not too many. I mean there's obviously students in there doing things they're not supposed to be doing or skipping out or they don't want to use the library. You know that sort of thing. But I think that they're so minor.

R: Um hm.

T: And it's not a case of where a student is swearing and cursing at you and throwing things at you or anything like that; it's usually you know - 'How dare you throw me out of library' attitude, but they still go. So ...

R: How would you describe your approach to a situation like that where there is a problem, someone is skipping out or you find that someone is eating or making too much noise and you would like them to leave the library ... how would you approach that situation?

T: Well, it depends. But I would approach it in a fairly light-hearted manner, for example if I caught a student eating at lunch I would just say 'Caught yah! Sorry! You know the rules.' But I always smile when I'm throwing them out... (laughs), and I find that makes a difference. I found last year I would get angry or upset when there was too much noise and I'd throw them out and I'd be resenting them and they'd be resenting me and I'd be scared of them and they were probably angry at me and um, I find that if you approach it like that that you are often making or trying to make the students feel bad about themselves and I guess that's something that I saw and I can't say at what point in the year, but I guess after ... Christmas was the turning point for me, I started to relax and I realized it was not worth the hassle for me to get all upset over these kids who were just being slightly noisy and I started laughing. I'd throw them out and laugh and they'd look at me and laugh and leave and everybody felt good about themselves. They knew why they were being thrown out. I wasn't getting upset over it. They weren't getting upset over it and it seemed to work much better and I find that ... I guess I was just being more myself too instead of trying to be the disciplinarian librarian which is not a role that suits me, yet I can still discipline or correct the problem, whatever the problem may be. But I find smiling and laughing, making light hearted comments unless things are really getting carried away, I mean you really have to put your foot down, when the student really starts to argue with you or waste your time, uh but um, as a general rule they're so good, you tell them to leave and they do.

R: So then, as you have said, you let yourself be warm and caring and perhaps as time went along, rather than fitting into that role as disciplinarian-librarian you felt that you would try out maybe at the beginning. So being more yourself is perhaps why you're happier this year.

T: I think so, I think that the relaxing and the confidence and the freedom to be myself has really helped. Sometimes I have wondered if I should be
myself (laughs), but I think we all have those doubts. But I usually just go
with who I am and I find I don't have a large number of problems with the
kids.

R: What do you like most about teaching them?

T: I guess, the students. My relationship with the students, whatever it may
be, talking to them, helping them, joking with them, laughing with them,
finding stuff for them, just that helping type atmosphere but also it's very
human, kids are very human, and I think that that's where teachers or
adults will run into problems. They view kids as a different race, and I
don't. I view them as persons just like me, they just happen to be
younger and maybe that's why I have success. Because I treat them like
people just like they were my best friend type thing and um, here I'm
twice their age but I don't worry about it too much. Maybe now and then I
kind of wonder maybe I'm going the other way, becoming ... trying to
become too much of a buddy and, I don't know, that's hard to say.

R: At the end of one of the observations you mentioned to me that last year
you thought that you felt that you were trying to be too friendly?

T: Um hm.

R: And that this year you feel that you've found more of a balance there?

T: Yup, I think I have. I always have ... doubts now and then, but I do think
I've found a pretty good balance.

R: Do you feel it was because you wanted to be accepted by the students
and were concerned at first you might not be?

T: Um hm. I think that that was a large part of it, that I wanted to be accepted
and I think that that's part of my personality. I like to be accepted period,
whether it's my students or adults. I don't like to be disliked and I'm
somewhat of a perfectionist in that sense. And that's when I can run into
trouble; I'm trying to please too many people, I'm trying to please
everyone and I think this year maybe I'm just trying to please myself, and
it does happen to please most people so I'm lucky in that way.

R: It's worked out quite well then.

T: Yah, because I think I have you know, been more assertive this year than
I was last year in certain respects and I guess just finding my own niche
where I'm comfortable, and how far I'll let people go, and how far I will go,
and it's trying to find that balance. It may take a while ... I'm a Libra
always looking for balance (laughs).

R: Are you?
T: (laughs) Yah.

R: That makes you feel good, harmony and balance?

T: Yah, yah. I like things to be balanced, I don't like things when they are ... (pause).

R: Discordant?

T: Yah either way ... too noisy or too quiet. (laughs)

R: I want you to think about something that has happened when you were teaching, something that stands out in your mind, something that means something to you--that you remember--that was significant to you.

T: Well, I guess one of the most significant things and it still stands out in my mind because it wasn't that long ago was during my teaching year. That was my second practicum in _____. I was teaching French and Library so I think I taught three French classes and one Grade eight, two Grade nines and one Grade ten and I can say the entire experience, which was ... lasted four weeks, was really positive and a real turning point in my teaching career in the sense that I essentially clicked with all four classes. And we got along just famously and we had a good time...it was fun, you know, plus there was learning done (chuckle) on both sides, but I think that the feeling that came out of those four weeks of the positive atmosphere, the kids liked me, I liked them, there were no discipline problems, um, we had a lot of fun, and as I say we both learned a lot. That was, I think ... that stands out as significant in my teaching career.

R: What did you do in that situation to make it so significant to you?

T: Well, I, I, dunno (laughs). I guess I just had a really good time and I was relaxed and happy. Not totally relaxed because I was still in my practicum, trying to learn and do lesson plans and this and that and have people observing me, but I think that the relaxed, happy atmosphere in the classroom is what makes it stand out so much now. I .. it was my first real success and I think that that's what probably makes it stand out.

R: So it was ... the human relations aspect that stands out in your mind in terms of the feeling that you have between yourself and the students?

T: Exactly.

R: Could you describe your feelings at the time and how you felt?

T: Well - um, I guess I just felt very free and that was also due to the regular classroom teacher who basically said you're on your own, go for it, and I'll come and watch you now and then. So she gave me total freedom. So it would be -- classes were my classes and I could do what I wanted
with them and I had that freedom. The regular classroom teacher and my advisor -- neither were, um, negatively critical. They always criticized in a positive manner so that I was being constantly reinforced positively, which allowed me more freedom. And so I think that has allowed me to be more relaxed with the students; plus the kids were all really good, they were really happy and really fun, and they responded to me really well. Ah, we clicked, so that we were able to play back and forth and have a good time and fool around and yet do some work, and, ah, they gave me a cake at the end of the session and things like that were ... we really sort of got along well, and I think it ... it was probably that type of atmosphere was what I was ultimately aiming for.

R: They liked ... (pause).

T: They liked me and I liked them and so I think that that's why it ... I see it as a turning point because my first practicum was positive but, ah, that was my first practicum and I was more scared and more intimidated and I remember trying to teach my first lesson -- I didn't have a clue, I had to write on my lesson plans: 'smile, say hello', because I was so scared (laughs) that I wouldn't do these things. So the second one became more relaxed. So I think I see that as my first real teaching success and that's why it stands out so much in my mind.

R: So success was on, on two levels in a way -- it was the success that you felt in terms of establishing a rapport with the students and liking each other and also the um, the other teacher and the staff.

T: Mm mm, mm mm. Yah, the other teacher particularly. The rest of the staff I really didn't have much to do with.

R: Didn't have much contact -

T: But she was so positive and I think that that's probably something I didn't appreciate so much at the time and, but after my final practicum. And now I can really see how much she did for me just by not being there essentially.

R: What other qualities as a teacher did she have that you might have learned from?

T: Well she was very different than me. She was -- she was very happy and she laughed a lot but the kids didn't respond to her very well because she was very old-fashioned and there was so much of a generation gap. So I could see that, trying to keep in, ah, more in tune with the kids. Because she'd crack jokes that were too old for me.

R: Mm mm.
and the kids would -- what's she talking about? Charlie Chaplin or something - talking about Charlie Chaplin to twelve-year-olds -- they just wouldn't know.

R: Yah.

T: So -

R: She couldn't relate to the students on a personal level?

T: No, she couldn't. And actually I think the classes really didn't like her that much and they--it was really nice too that they didn't want me to leave. They liked me better than her. Particularly the Grade eights, and I guess maybe she taught me a lot of things what not to do. She couldn't stand the Grade eight class and she used to tell them that to their face and called them animals, and really hurt their feelings, so. And they would ... they had told me this and so that brought to my attention that you really have to be careful and if you do not like a class, you can't walk around telling them that you hate their guts because they know that and they feel it -- so -- but, ah, certain people don't like Grade eights. I happen to love them, so --

R: You like the Grade eights the best.

T: Yah, 'cause they're fun and wild and crazy. I mean I'm sure it would get really tedious after a whole year (laughs) but, I like that. I like that atmosphere, their youth and exuberance, and they're fun and you can do silly things and especially in French when you're essentially talking baby talk, you can ... you can really do babyish things and have a good time and fool around. But they were a very young class and I just realized that since that they were very babyish -- when looking at the Grade eights I, I've seen now -- and the Grade eights I had in my last practicum, that particular group were really babyish, so it may be even more fun because we can play.

R: So you said that you had a feeling of freedom at the time that you were experiencing this situation --

T: Mm mm.

R: Did you have any other feelings besides freedom?

T: (long pause) I guess I really gained a sense of fun that I knew that I had. That's part of me but, again, tying in with that freedom thing, the freedom to have fun, freedom to be silly and fool around, and, so that I've re-discovered a sense of fun, ah, I relaxed and I guess that was it.
R: Those, those things that you've described to me then in terms of qualities that helped you relate to the students in your practicum and to enjoy each other -- are those aspects of your personality that you've had all along?

T: Mm hm. I think, yah, I've had them all along. I don't think I changed. I just relaxed and let myself feel free to be more myself.

R: And that makes you a better teacher you feel?

T: I do. I really do. I think that the students seem to respond to it and maybe that's it -- I was able to be myself and relax with these students, which I didn't feel I had at the very beginning when I started teaching here or on my last practicum when I had a teacher peering over my shoulder every second but didn't ... I wasn't allowed to relax and be myself, or feel that I was being myself -- maybe I was still being myself but I didn't feel comfortable.

R: Mm mm.

T: I felt watched and always having to you know, watch every word I said --

R: Mm mm.

T: Watch every move I make because somebody was staring at me the whole time and criticising me and so I think that I felt like I was relaxed and had the freedom to be myself and I'm sure I'm not as re... I wasn't as relaxed then as I am now but that was my first experience ... the kind of feeling that I, I feel that I have now. So maybe that's why it sticks out in my mind so much because that's the way I am now and I get the same kind of rapport and I click with students.

R: It was the beginning of what was to come for you as a teacher perhaps?

T: I guess, yah, something I didn't realize at the time but I guess you bringing it up now and looking back at it, yah, it was the first sort of inkling of the realization of my potential.

R: That must've been exciting.

T: It was. It was really exciting.

R: You say that you weren't actually conscious of it at that time --

T: No.

R: but that, that excitement must've been there.

T: Oh it was. I didn't want to leave. I-I was having such a good time and a month is a long enough time to be a student teacher but it, you're just
almost getting into the real swing of routines and things at that point and then it was a difficult time to to leave.

R: Once you're in the rhythm of it then you have to stop.
T: Mm mm. Exactly.
R: So that must've been thrilling.
T: Yah, it was.
R: To know that you had chosen something and that your training was paying off --
T: It was. It was very positive. Very Encouraging.
R: Mm mm.
T: And I think that, uh, I think it really -- probably helped me in the long run, being more relaxed now and being more who I am because I had such positive, you know, two really positive experiences.
R: And that happiness and excitement, um, probably was communicated to the students also.
T: Yah, I would think so.
R: Reciprocal.
T: Right, because you feed each other. But I think you're right that realizing that, the potential that I could have is what made me make it through the rough times because I knew that the, the good times would be there and what really could be done ... and so trying to find that spot again is ... (pause).
R: Mm mm.
T: Requires some work, but I knew the spot could be there instead of always having negative experiences and not being able to visualize the good times.
R: You knew what you could reach.
T: Mm hm.
R: What you could achieve.
T: Mm Hm.
R: Now looking back on that situation, is there anything that you would change?

T: Well, of course I would love to have had better lesson plans (chuckle) but, no, I can't think of anything I really would have changed.

R: So perhaps the lesson plans weren't as important then?

T: No, maybe not. And I don't think they were bad lesson plans. I mean there were obvious mistakes that I made in timing and this and that, but ah, no, I can't think of, but I think that's really minor, I don't think there's any -- that -- there's something that can't be changed --

R: Mmm.

T: Because I needed the experience to be able to do it better, which I didn't have at the time.

R: Now can you think of a situation, um, in which an individual student was involved -- that stands out in your mind as a really meaningful situation to you?

T: Well I guess there's (pause) --

R: From a human relations, people point of view.

T: Right. Well I guess there's, there's, um, that one student that I was telling you about earlier, a boy who was very sullen at the beginning of the year and wouldn't talk and his eyes always shifting and when I spoke to him it was - he'd start to squirm and wouldn't want to talk or, he was obviously very uncomfortable and I think over the year getting him to the point where he seeks me out and talks to me, looks for excuses to talk and will babble on about nothing --

R: Mm mm.

T: For, you know, a certain length of time just be talking and I think that -- (pause).

R: What, what have you done over that year -- do you think to -- (pause).

T: Well you see, I don't know if I've done so much, maybe he's just changed on his own, but I think that I found a connection that he likes science fiction and I started speaking to him suggesting books -- 'how do you like this?' And when he was looking for a book saying, 'well I'll find it and I'll save it for you.' I was doing things for him, making him feel that he was accepted I guess and that he was likeable, because I sort of got the impression that he was probably not liked. Bit of a loner. And, you know, I would save books for him and give him special books that were new ...
'and no one's read this, you know, you have it first,' and his eyes would light up and that somebody would do something like that for him. I think is really, I mean, made him respond to me, now I don't know what he's like with other people although he does talk to my partner as well which he wouldn't have done before either. Whether what he's like in classroom is the same, it's hard to say.

R: When you first saw him as a sullen boy who, whose eyes didn't kind of, you know, look right at you, what kind of feeling did you have at that time?

T: Well, a, a bit uncomfortable. Well, you know, I wasn't quite sure what to do with him and I hesitated to go and talk to him if he was, you know, if I, if I felt he needed help looking for something or, you know, if he was just hanging around and making a nuisance... you know with a group of kids and making noise and having to ask him to leave or things like that, I felt uncomfortable with having to approach him because I knew he was uncomfortable by approaching him. But I think that finding that connection with the science fiction really helped. But I ignored everything else because there was something I could talk to him about without telling him to be quiet or go away.

R: You had a conscious desire to, to help him to make him feel better about himself?

T: Well, and also to make me feel (chuckle) more comfortable within -- well, that it's much nicer to have someone respond to you than you know look the other way and -- (pause) Yah.

R: That fits into what you were saying earlier about liking a harmonious relationship. So you work at that maybe not just consciously but unconsciously too, to make people feel comfortable around you so that you're mutually comfortable.

T: Mm hm. I don't know if it was a conscious effort to try and help him because how much I could ever help him would be another question. Perhaps he had a few psychological problems that I should probably stay away from because I'd just make them worse? But I guess I, I like people to be friendly and I felt he was a bit sad and alone.

R: Do you feel that you've helped him in that way?

T: Um, well I've, I just feel that he's responded to me. Now as I say whether that's a natural transition through the year it's hard to say but I feel he's opened up and he smiles now which he never smiled before and it lights up his whole face and he has a beautiful smile.

R: That makes you feel good now?
T: Yah, it makes me feel really good that, you know, at least he can respond to me on that level and we can talk about science fiction and now I can joke and laugh with him and tease him a little bit and he laughs and gets embarrassed but ah I guess maybe it was a bit of a challenge to me whether it was subconscious or whether it was conscious but a challenge to break through some of those barriers because he had a lot of barriers up.

R: Yes.

T: And (pause), I don't know much that's changed him.

R: You seem to be good at breaking down those barriers from what you've said to me.

T: Yah, I think, that when I look at it I am , (pause) I think that's maybe because I'm a warm person.

R: What could you have changed, if you could have done that over again, if you could go back now and that boy came in the way he was a year ago - - is there anything that you would've changed? Or done differently?

T: I might've started sooner -- than this year or perhaps last year but, again, no, I don't think there's really anything I would've changed. It has to be the right time and I wouldn't have been ready for it last year.

R: And what about him? What's his, his role in this -- Do you think that he's going to be able to, to carry on?

T: Well, hopefully it would make him a little more at ease with people and not quite so afraid. So maybe even if it's only just going into a library (chuckle) and not being afraid of the librarian.

R: So it's been a mutual sort of thing then. You haven't just helped him, he's also responded to you and helped himself.

T: Well and he's also helped me too. It gives me feelings of confidence and encouragement that knowing that he was so obviously afraid of people or not wanting to talk to people -- maybe it was just women, maybe it was librarians, maybe it was teachers, I don't know what it exactly was, maybe just adults in general, but it had also boost my confidence that I have success that a kid will come and talk to me and smile and laugh. So I see that as a personal success too, that I can get someone to respond.

R: Mm mm. Do you feel that the longer you teach, that you feel less of a need to help people or do you feel that, that your role is changing to helping people help themselves more?
T: Yah, that's tough because as a librarian I think instinctively, um, and also from the type of person that I am I try to do things for the kids --

R: Mm mm.

T: and you know when they say, do you have a book on -- cows, then I go find the book for them and hand it to them, which is not really the way our role is seen that these ... you should be telling the kids where to go in the card catalogue and what section to look in and how to approach it themselves, allowing them to do it themselves and helping themselves, learning themselves rather than me just giving them the book, they don't learn much if they watch me do the process.

R: Mm mm.

T: So that, from that level, I think that -- I have to watch myself because sometimes I do tend to do too much for them. But as far as a, personal (pause) -- um, I don't know, I don't know, ah, consciously how I, how I feel about that, I, I guess I feel I'm here more just as a, well a listening board --

R: Mm mm.

T: To, to talk things over with them but I try not to give too much of my opinion. I provide them with the ear to listen, to have someone listening to them and if they ask for particular advice you know I'll give it to them. But I'm making sure to say that this is my own personal opinion and that other opinions are different. So I guess I do, am more conscious of the fact that they should be helping themselves, that I can help them in certain ways by being there but ultimately the change has got to come from themselves. If it's the change or whatever it is that they're doing but it's hard, it was a very delicate thing.

R: Sometimes it's tempting to solve their problems for them.

T: Sure. Sure. But that's something that (pause) -- I, (pause) I will sometimes step in and help out a student. A student came to me one day and was in tears and she had a problem with a teacher and, you know, I gave her a late slip for her next class and she sort of cried on my shoulder, we talked about it. We talked over some solutions that could happen -- to the problem -- ways that she could solve it or get around it or you know try to help it and I don't think that I helped her come up with any particular solutions because she was just determined that this teacher would not accept her and that was it -- period. And that there would always be animosity between them and she just had to kinda suffer and that was it, but I think she appreciated me listening to her -- whatever decision she came up with wasn't that important. But I guess, you know, in that way I sort of interfered by allowing her to cut class for half an hour and then giving her a late slip, and things like that in a sense -- but I felt it
was necessary at the time, and that was really the only time it's ever happened.

R: What were your feelings at that time when she came up to you and you knew that you were going to interfere for her because she was emotionally upset? How did you feel about that whole situation?

T: Well, I guess I felt nervous because I didn't know how far my role should go, how much, you know, particularly from the administrative point of view, not so much from administration.

R: You felt nervous?

T: From the, from the adminis... I guess more from the administrative point of view how far was I expected to go, how far was I allowed to go, but I think what did make me feel at ease was the teacher whose class she was in, that I felt comfortable with that teacher who'd accept what I've done --

R: Mm.

T: and if it had've been someone else who maybe I was comfortable with who I, who from my point I felt was really right --

R: Mm.

T: Then I would've been in a bit of a bind. But I think generally the teachers here are so professional and, and are very caring that I don't think I would've had any problems with any of them saying that the student was upset and we were talking. I don't think I'd have any problems with teachers saying you know 'how dare you do that? You've got no right.'

R: That gave you more confidence.

T: Yah. So I don't -- because I didn't feel it was anything frivolous. I mean she was very upset and, you know, it's not like she was the type of person who was consistently inclined every week--even though I'd known her for a year and a half now you know--I knew that this was big stuff it wasn't just that she was trying to avoid a test or a class or something like that so I felt the situation warranted it, but I find I do often feel uncomfortable with situations where I know kids are trying to get away with things and I do have certain difficulties saying no. I'm getting better at it (chuckle), but sometimes it's hard and I do tend to give the people the benefit of the doubt, sometimes too much so -- so --

R: You trust them.

T: I do.
R: You want to trust them.

T: Yah.

R: What are your plans for the future?

T: As far as teaching goes? (laughs).

R: Yah, yah, as far as teaching goes.

T: Well, I guess I'll, it looks like I'm gonna be here again next year, and I --

R: You, you've received some word about that recently then?

T: Well, the, the grapevine has it that I'm still going to be here so, full time, so I don't anticipate any change for next year.

R: Do you feel some relief about that?

T: Oh yah, I'd hate to leave here. I'd be really unhappy.

R: You're happy here.

T: Yah, I'm really happy here. And, you know, there's so many students that are so special to me -- I'd like to see them --

R: Mm mm.

T: you know, continue on and --

R: To go from Grade eight to Grade twelve and see them grow up.

T: Yah. The only problem is there's new Grade eights this year so it's a never ending cycle. But I think the Grade nines this year, um, are very special to me because they were Grade eights, they were new when I was new.

R: Mm mm.

T: And I have a very special rapport with that group of students. I find them very special because of that fact so I would really like to see them graduate --

R: Mm mm.

T: But I can always come back if that happened (chuckle) again later on, but um, I think probably maintaining this position as a librarian for a number of years would be my pri ... priority and I, but I also think of it as a forced
priority. I can't really call any shots for moving around and I'm in a precarious position so -- (pause)

R: You feel then that you can live with the temporary contract situation as long as you stay here?

T: Mm mm. Well, rumor has it I'll be getting a continuing. That's not rumor really -- if I have a job, if I'm hired here for next year then according to the agreement they have to give me a continuing contract --

R: I see.

T: But that's just a psychological safety feature, it doesn't really mean anything because they could fire me any time they want because I still have such low seniority so you know if I could get a continuing -- that's really open to question (very soft spoken).

R: But you don't feel the frustration of not getting a continuing contract or you feel secure enough in what you have and you would like to stay in teaching then.

T: Mm mm. No and I, guess it it, I try not to let it bother me because what's the point -- and I don't worry about ever having a job --

R: Mm mm.

T: Ah, maybe it won't be a teaching job but I can always work in a bank again --

R: Mm mm.

T: You know I've never worried about being unemployed. You know if I was laid off here I'd be really sad, but it wouldn't .. but I wouldn't fall apart but I could go somewhere else ... but I wouldn't want to leave this school. But I think I would like to stay as a librarian for a while. But I would, would like to get into the classroom and teach French as a second language.

R: I see. So that's one of your goals.

T: Yah. I've wanted to do that first -- become a ... classroom teacher first and then to be a librarian -- it didn't work out that way.

R: So you're doing the reverse.

T: Mm mm, just because of the way things worked out. But I would like that classroom experience --

R: Mm mm.
T: But I don't know if I want it full time. I'd like to teach in a regular classroom part-time so that I could do the kind of job that I would really want to do. I tend to be somewhat over conscientious. I'll probably kill myself after the first three months (laughs) by teaching regularly and burn myself out but I guess that's the kind of thing teachers have to learn to adjust to.

R: Yes they do. I'm glad for you that you are happy with what you're doing, even though sometimes you might feel that it's not a set career and and that you're not going to be here forever --

T: Mm mm.

R: Which is what some people would like: the security of that. I'm really glad for you that you're happy in teaching.

T: So am I. (laughs)

R: It well, it shows.

T: Yah, I, I, I actually am quite amazed at how much I do love it and as I said to you before I think that I can get happier and happier each day, and I love the kids. I love my job. There are bad moments of course, but, ah, there's not anything to worry about too much (soft spoken).

R: And it seems to me in terms of me watching you and the students together when you talk to them or when you've taught them or when you've been supervising their, their study groups or whatever, um, they seem to ah, to almost thrive in the atmosphere that you've created in the library. They seem to be so open and relaxed themselves and quite willing to approach you.

T: mm mm.

R: ... and friendly to you and, um, courteous to you. So you seem to me to model the very things, the very behavior that they in turn give back to you again.

T: Yah, that does, that does work that way.

R: Do you notice that yourself?

T: Yah, I do (laughs). I remember I mentioned it to you once before that the, the back section in the library is always so quiet, the section behind my desk is often a bit of a zoo (laughs) and I sometimes worry that me being there (laughs) is creating this uproar and I think that's maybe what ... to say that that, that they, I joke and I laugh and tease them and, well, we fool around and play back and forth and that creates more of a riotous atmosphere and a bit more excitement.
R: There's maybe more energy around you and they respond to that.

T: By getting -- (pause).

R: With their own energy?

T: With their own energy and that's why it's sometimes noisier there because to me, logistically speaking, it just seems so odd that the quiet, the back corner where no one's looking at them is quiet and they're all working hard (laughs) and the corner where I'm staring at them all the time they're just flaunting it in my face half the time. But then I let them get away with it so I guess that's -- (pause). Yah, I think that they do seem to respond quite well and the more they respond the more confidence I get, and I'm happier with myself and my situation, and I just adore them as people.

R: Well, it's really been a treat for me coming in, working with you, because I feel the same way that your students must, you know. I felt relaxed and I felt accepted and I felt that you were honest with me and, so I can imagine what it would be like to be a student of yours too, you know.

T: (laughs) Well, that's nice to hear.

R: Thank you very much for taking the trouble and the time that you have to, um, to show me what, you know, what teaching is like for you.

T: I've enjoyed it too.

R: Have you enjoyed it?

T: Yah, I've really enjoyed it. But I guess I want to spend more time talking to you sometimes (laughs) and tell the kids to bug off (laughs).

R: I never saw you do that. If you did that, it must've been pretty discreet.

T: (laughs) But no, I really enjoyed it, not just participating in the study which I felt was interesting, but I've enjoyed you personally and you coming in and talking back and forth and I think that you've really helped me take certain things into perspective too, and your response on what you see, your comments on how you see the students responding are very valuable to me because there may be things that I think I see but its having it validated by another person -- (pause)

R: Mm mm.
T: It makes it more meaningful. And especially from someone who's an outsider?

R: Mm mm.

T: I mean they're going to come and say something (the other teachers) that well, you know, will be maybe more ... more clinical supposedly, (laughs).

R: I tried not to be too clinical. Neutral is the word -- (laughs)

T: (laughs) Neutral yah (laughs). (agreeing) That's right.

R: Um, is there anything you'd like to add, anything you can think of, um, anything in your mind that you'd like to say?

T: Mmm, can't really think of anything. I'm not very good at on-the-spot things, just have to think about them, but I don't think there's anything that, um, we haven't covered. Well the most important thing is the students and my relationship with them --

R: Mm mm.

T: and I think we've covered, covered, you know, pretty well all of that.

R: Mm mm.

T: I guess (pause). I do feel I have so much more to learn.

R: Do you?

T: And, um, I do tend to be a bit of a perfectionist and I am somewhat hard on myself sometimes, always wanting to respond perfectly to, to the situation.

R: -- You feel that you have a lot to learn?

T: Um, I think in terms of making the right responses but -- (pause).

R: In what sort of a situation?

T: Well I guess when, when students come to me for help that I'm not sure if I'm responding correctly, I do the best I can. For example, that student who came in was asking me about birth control.

R: Mm hm, oh yes, I remember you telling me about that student.

T: And, and I found that that was a new situation and I think she, well she obviously was not asking for a school project --
R: Mm mm.

T: So in that sense she was looking for birth control for herself and she's fifteen or sixteen and I found that kind of situation intimidating because I wasn't sure how to respond and -- (pause).

R: How you would be most helpful to her.

T: Right, how would I be most helpful to her and also not trying to place my own views on her. Like 'Oh my God, you're way too young!' Which -- (pause).

R: It's easy to do that sometimes.

T: Yah. So I suppose I responded in the best manner. There were other things I could've said when -- I, you know, sort of do regret a few things although whether she, she would've taken up on them or not is another question. For example the nurse has information. I probably should've directed her to the school nurse which I, I did tell her to go see the school nurse but I didn't realize that the school nurse had actual samples of all the different types of birth control -- so she could see what a diaphragm was and she could see one and I think that it might've been extra helpful to her other than just looking at diagrams in a book. Mind you, the books are so good these days that, you know (pause).

R: That's one thing you could have done.

T: Which I didn't but I didn't know that -- that -- the nurse had samples, although I did tell her to go see the nurse but it might've been more incentive if she could've gone to the nurse and actually seen what a diaphragm looked like -- if she'd known that she could've done that but I guess just, perhaps I'm just being too self-critical worrying about what I should have said. I just tried to be as factual and non-committal as possible in telling her, answering her questions in a factual manner and -- (pause)

R: For some students that's, that's a very personal and --

T: Mm mm.

R: Maybe scary, you know, thing to kind of research on their own and to go up to an adult they don't know personally and, and ask for their help and suggestions?... Which indicates that there must be perhaps some sort of trust?

T: Well, we do know each other; she's one of the students who does come and talk to me as well, so there is a rapport there.

R: Mm mm.
T: And it wasn't someone -- just anybody who'd never really spoken to me before, so there was a sense of trust there already --

R: Mm mm.

T: So I guess short of really getting hysterical on her or anything -- you know - it would have been difficult for me to break her trust, in the manner which I dealt with it --

R: Mm mm.

T: just by being factual and, but, I, I, I mean I think, I find sex a different, difficult topic to talk about and I get embarrassed, because that's the way, you know, I've been brought up. My mother never talked about it, and if I ever mentioned it she turned beet red so (laughs) you pick up on these cues --

R: Yes.

T: I did and I would like to be able to be open and factual to the students, but also to get across the point that you know, love is an important feature in it.

R: Mm mm.

T: I think that's important to discuss when discussing sex, but then you can't get into too heavy a conversation in five minutes either (laughs) so.

R: No.

T: So I guess that I do feel I have, you know, certain ... I think it would be boring ... (long pause)

R: So one of the things that you want to learn more about then is being able to maybe think more quickly of all the possibilities, um, that might be suitable for that particular question.

T: Yah I think that, yah you hit it on the head there. I don't know, I don't view myself as a quick thinker -- in a, in a crisis situation. And I don't call that a crisis but, ah, in a situation that calls for quick thinking and, um, for me to assess the situation and come up with the right choice.

R: Do you respond perhaps more emotionally?

T: Yah.

R: On a feeling level and then on a thought level after that?

T: Yah, that that's it. I usually think of the good answers later. (laughs)
R: And you respond to the person themselves first perhaps?

T: I find that, ah, I would like to be able to be maybe a little more rational rather than emotional because my mind will go blank in a situation that I feel uncomfortable with. I find that in .... perhaps a challenging situation or if someone's imposing themselves upon me, that I'm too busy worrying about the other person instead of ... You know, some guy grabs you in the (laugh) wrong spot instead of saying no, I'm too busy worrying about, um I can't be rude to this person, which is totally absurd, they've just been rude to me. So, ah, there should be some manner -- I don't have to be rude to them back but there should be some manner which I can assert myself and say no but ... I'm getting better (laughs).

R: It could also be that in those situations that what that student needs the most is a personal response from you first.

T: Well, sometimes I don't respond at all.

R: Oh, I see.

T: I freeze.

R: You freeze. And, and you feel that's one thing you're working on?

T: Mmm mm. Trying to be a little more -- (pauses)

R: Perfect?

T: Perfect (laughs) yah, assertive and calm and cool and always doing the right thing, you know, one of those kind of people (laughs).

R: Is there anything else you think that you are working on that you have to learn, um, to be more successful as a teacher?

T: Well, I guess learning about myself too, I think, you know, learning about myself and gaining confidence and to have to -- learning to trust myself. That's another thing I want. That's something that is, again, coming. You know it's better this year than it was last year but it's -- so I think that learning to trust myself will also improve my situation with the students as well -- that if I'm talking about myself and my decisions and am happier about them, then, instead of always questioning. The students haven't probably thought again about the response -- but I'm worried about how I'm affecting their psyche.

R: So you're hoping that with time responses that you've made before that you know work well in similar situations will have become a little bit more second hand. You go to respond maybe intuitively to a situation and feel confident that that's the right response.
T: Right.
R: Without having to stop and analyze it and think about it and rationalize it.
T: Yah.
R: I think that must be probably an experience that we all strive for.
T: Mm mm.
R: We all work on and it comes in time perhaps, because you know two years in this profession ...
T: It's not that long (laughs).
R: You've probably learned a lot in two years.
T: Oh I think so. I think I've really learned a lot, you know, being ... I think teaching has been real valuable to me on a personal level, you know regardless of intellectual or, or how much I've helped students or how much you know I've helped other teachers. Just personally it has helped me. So I think it's been personally rewarding just for the -- the -- benefit I personally gained myself.
R: Mm mm.
T: And then of course there's a lot of other benefits as well.
R: Mmm mm.
T: But I think that that makes it really one of the best of the benefits.
R: Well, I wish you all the best.
T: Thank you. (laughs)
END
APPENDIX D

Teacher B

Daily Transcription of Log Notes
Classroom Observation 1: Grade 4/5
(Writing Class)

T: B

OBS: 1

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
<th>Notes</th>
<th>Code</th>
</tr>
</thead>
<tbody>
<tr>
<td>10:15</td>
<td><strong>Before recess</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>- with the girl with the yellow boy - (she's ripped up something. Is he angry?)</td>
<td>Teacher seems annoyed. (Teacher Comment: Test was to be returned for safe-keeping)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Reads from a novel the class seems to be reading together. Looks at a girl in plaid, who sits by the window (a glare?) who has stood up, then sits down (Teacher Comment: Student has attitude problem - responds with frown.)</td>
<td>What has she done? Teacher is marking a grammar exercise when I enter. Teacher calls out exercises and students respond with their answers. (Is there a policy for behaviour during reading time that I don’t know about?) (Teacher Comment: Allowed to do quiet things)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Begins walking back and forth in front of the room, reading.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>&quot;Just hang on&quot; to students who get up and start to move toward door. Continues to read a minute longer.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Comments for discussion</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>&quot;Students don't like surprises&quot;</td>
<td>Teacher has set up overhead and takes transparency off before students return.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>&quot;They know you're looking&quot;</td>
<td>He says regarding student</td>
<td></td>
</tr>
</tbody>
</table>
at interpersonal relations awareness of my role.

"Children seem to take a lot for granted; in our society today. They have access to so much sophisticated entertainment thru videos, movies, computers, etc."

Student enters room and discusses friendship problems with teacher.

Other students come in and conversation ends with teacher comment. "You can't win for losing."

**After recess**

10:45 Puts hands on a girl's shoulders to hear her, and sends her to the medical room (Teacher Comment: Hit head on edge of cloak room)

Seated on stool at front of room. Student goes to him. Is she she sick or hurt? Class settling in for recess

10:50 Outlines assignment on O.H. to students, after waiting for students to enter, and to clear things off their desks.

The boy in front of me asks whether I'll be typing up everything they say. " Mostly ____ I reply."

11:00 Girl: "Isn't this stupid" she asks the teacher, to which other students respond: "No it isn't. It's for Miss ____" (Teacher Comment: Very difficult to please everyone)

Assignment is a personality profile for absent teacher.

What feelings/thoughts were running through teachers mind.

11:03 Students go to the desk where he is working. (4 or 5)

Back to regular desks to "sit with a partner and brainstorm quietly"
<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
<th>Notes</th>
<th>Code</th>
</tr>
</thead>
<tbody>
<tr>
<td>11:04</td>
<td>Envelope to ____?</td>
<td>Regarding money. What is this amount. (Teacher Comment: Hot dog money)</td>
<td></td>
</tr>
<tr>
<td>11:05</td>
<td>Working at desk.</td>
<td></td>
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<tr>
<td>11:06</td>
<td>Same two students to desk, also _____.</td>
<td>Two girls at front nearest tape giggling.</td>
<td>FR-</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Someone sings favourite song for sheet. Teacher looks back with a scowl... &quot;Who's that&quot; he mouths silently.</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>Seems initially annoyed, but ends in a joking sort of manner.</td>
<td></td>
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<tr>
<td>11:10</td>
<td>____ to front desk.</td>
<td>Teacher smiles at him as ____ discusses something with him.</td>
<td></td>
</tr>
<tr>
<td>11:11</td>
<td>____ to desk with sheet of paper. Teacher helps him, as they lean over the paper. ____ disconnects the extension cord, hanging from the ceiling, and the teacher fixes it.</td>
<td>Teacher stays mostly near the front of the room.</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>Is this extension cord a frequent problem?</td>
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<tr>
<td></td>
<td></td>
<td>Discusses with teacher later.</td>
<td></td>
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<tr>
<td>11:15</td>
<td>Helping students in center desks.</td>
<td></td>
<td></td>
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<tr>
<td>11:17</td>
<td>&quot;It's a little noisy.&quot;</td>
<td></td>
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<tr>
<td>11:18</td>
<td>To a group of boys near the door: &quot;I don't have my crying towel with me&quot;</td>
<td>A couple of students play with the overhead transparency.</td>
<td>Oth+</td>
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<tr>
<td></td>
<td>(Teacher comment: Boys were telling me of their aches and pains and why they couldn't participate.)</td>
<td>What was this incident?</td>
<td>FR-</td>
</tr>
<tr>
<td>11:20</td>
<td>Students off to run (no, to change for the fun run) 4 or 5 girls.</td>
<td></td>
<td></td>
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<tr>
<td>Time</td>
<td>Activity</td>
<td>Notes</td>
<td>Code</td>
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<tr>
<td>11:21</td>
<td>4 or 5 girls excitedly to front of room to give papers to him.</td>
<td>Signing autographs.</td>
<td></td>
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<tr>
<td>11:22</td>
<td>Teacher discusses with me the time of my next visit.</td>
<td></td>
<td></td>
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<tr>
<td>11:25</td>
<td>____ to front.</td>
<td></td>
<td></td>
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<tr>
<td>11:26</td>
<td>&quot;Sit down in desk please&quot; teacher sitting on stool in front of room.</td>
<td>By this time, girls and boys have gravitated to different sides of room. Students want to share excerpts.</td>
<td></td>
</tr>
<tr>
<td>11:27</td>
<td>Reads from novel again.</td>
<td>Is this a last minute suggestion or a regular occurrence? 3 students share something from their &quot;page&quot;.</td>
<td></td>
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<tr>
<td></td>
<td>Reads from novel again.</td>
<td>Students don't run back to the couch this time: they are the girls who are changing?</td>
<td></td>
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<tr>
<td></td>
<td>Title of Novel&quot; &quot;No Coins Please&quot;</td>
<td></td>
<td></td>
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<tr>
<td></td>
<td>Junior Tour Through Us Kids</td>
<td></td>
<td></td>
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<tr>
<td>11:29</td>
<td>Girls who were changing reenter. &quot;Shhh&quot;</td>
<td></td>
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<tr>
<td>11:30</td>
<td>____ and the incident with the chair.</td>
<td>Is she taking it back? is she a student who challenges a lot?</td>
<td></td>
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<tr>
<td>11:32</td>
<td>Ask girls to line up.</td>
<td>Girls noisy.</td>
<td></td>
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<tr>
<td></td>
<td>Ask girls to sit down.</td>
<td>Boys line up.</td>
<td></td>
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<tr>
<td></td>
<td>&quot;Boys, see if you can do a better job.&quot;</td>
<td></td>
<td></td>
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<tr>
<td></td>
<td>&quot;Well, what do you know, they can do a better job&quot;</td>
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<tr>
<td></td>
<td>Girls are asked to do a better job and try again.</td>
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<tr>
<td></td>
<td>Teacher behind desk at this time, and seems wearily resigned to getting through the participation run and accompanying trials like this.</td>
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</tbody>
</table>
11:35 Teacher and lined up students go out, to join the rest of the school in aerobics before the fun run.

Do school activities like this tend to disrupt the day's activities? Are they worth it or more trouble in the end?

A girl comes back in the room briefly, a few minutes later. She sits by ___ (the girl who spoke to him at 10:40 about friendship problems). She explains to me she cannot do aerobics because of her back.

END
Okay, clear off your desks please. Don't leave a thing on your desks. I just want you to pay close attention about what we're going to do right now.

You're not at home now so sit down, be quiet.

I'd kind of like to get under way at about quarter to eleven, uh.

Put those in your desk please.

Put those away, please.

Ok, the subject is the annual page. I'm going to talk about it one more time to you, to those who just don't have a clue what we're doing. Forget about what we planned about your story, your best piece of writing. Forget about that completely, OK? What you're going to do is put together your page. It is going to be you. Your likes, your dislikes, part of your personality, on paper. Just hold on. OK? You'll put these together in a twenty seven page booklet that you give to Miss at the end of the year. What you can do is to put yourself in Miss's place ... Yes?

Ok. (pause) ... and say a year from now if she was looking through with fond remembrances, what would you like her to remember about you? Now you know more about what went on in the year than I do. What little projects you were doing, things like that. What I've done, is I've put together an example ... mainly it gives an example to people who don't have any idea. I certainly don't want to change your method or your mind on what you had as long as it fills ... the rules of the game ... that it will be ... will illustrate what you are and it will leave a space at the bottom of the right hand corner for your picture. And I'm to the point now, if all you can think about is doing a three line poem at the top, that's what your page is going to look like ... ok? I'll give you an example ... please feel free to use some of these, or dismiss them. I just want to put some ideas in your head. ____?
S: Can we have a bunch of things out of magazines that we like?

T: That's possible' shut that ... (indicating covers to window; which student immediately shuts -- for overhead)

All right. Get to a place you can see if I'm in your way.

S: _____, _____.

T: _____. Just settle somewhere, that's fine.

All right, I'll go through it, just give us some examples, then I'll let you kind of brainstorm, and let you use partners, and kind of discuss what you want to do. Ok. First part. And I put the dual ... both genders ...

John and Jane Doe. You can use stylized print, italics, or uh ... help me ... help me,

S: Calligraphy.

T: Calligraphy, thank you. Calligraphy pens to make these very pleasing. Ok? Now, the heart I put down to mean my favorite. I love, like my favorite colour, and you put a blob of purple if that's your favourite colour, ok? You may want to put a little poem here, four or five lines. And notice it's not straight across, nicely lined up, it's on the side. Three, four lines, your favourite poem, it doesn't even have to be your own, a poem that you like. (pause). My favorite subject, a little microscope, and you put Science underneath. Ok? My favorite ... and you put little notes, my favorite song, We are the World, Ok, this is just an example. Hey my favourite song isn't that (mimics, jokingly). Ok, uh, my favourite things, drawings and cartoons, you want to trace Garfield, you want to trace whatever, your favourite cartoon character, that's fine. A little sign above it meaning good things. Weekends, waterslides, summer vacation, Pro D days, my brother. On the other side you put a cloud with rain coming down - things you don't like, too much homework, rainy days, my brother and your leaving. You leaving, meaning Miss _____. Little things like that. Uh, my favourite, this is a movie projector, my favourite movie, Rockie III. It wasn't, but uh my favourite sayings, my favourite book, that's a little book. That's the book we're reading right
now. My favourite season, spring. And my favourite activity, this year, the Mr. Men books. It fills a whole page, it's organized, but it's not organized. Ok? It's not a sterile, you know, me giving you my favourite saying is blank, my favourite place is blank. It gives you complete license to do whatever you want, and as Ms. ____ was saying, if you want to cut out pages and paste little pictures in, little balloons with their own sayings, then you can do that. But if we do that I think we might photostat the page after you've got it finished, therefore your photograph will be in black and white. Or your things wouldn't come off, they wouldn't stay over the years.

S: Can you like, say, your favourite movie is Rocky III, and you put that at the top of the page and the poem at the bottom?

T: Sure. Oh yah, this is strictly an example. Don't feel (student comment/question inaudible), uh, oh yah, that leaves lots of room. Everybody gets their own page. Ms. ____ gets the only twenty seven page booklet. As we said we're also going to put together a book of everybody's photographs that will be about four or five pages and everyone will get one of those ... as an autograph book.

S: Will we be getting some paper to do that stuff?

T: I'll be giving you some blank paper that you're going to rough out what you want to do. Then you'll be getting a white piece of paper that will be your good copy, and by that time I'll have your photograph, so I'll know exactly the measurement to leave out. It'll be a square about four or five or something. ____.

S: Are we going to get, um, are you going to leave this on so we can see it?

T: I could, Yah, because when I put the lights on you'll still be able to see it. But don't copy it item for item. I just put it on to give you some examples. You might have lots more. But it puts you in the train of thought. I want it structured to a point where you're focussed on what I want get across when Ms. ____ starts looking through these. Somebody may be thinking, well I don't want to do my best, I don't want to do my poem on the top of the page. That's not really our ...
Mr. ____ , (student asks a question)

Ok, um ..., My favourite season, spring, ok. Use colour on your ... and you don't have to use colour on your rough copy, but when you have your good one, you're certainly welcome to use felts and things like that. The only ones that I would photostat are the ones that would have attachments, glued on from magazines and things like that. If it's all drawn on to it there's no need to uh, photostat. The ones you need to photostat are the ones that come off.

What is, uh, is that where the picture goes?

Yes, that's your picture. ____ , question?

Um, what's Pro D day?

Professional development day is, I'm speaking from the point of view of the student, you guys get those days off.

We do?

Yuh, yuh, yuh.

Last Friday, or two Fridays ago. ____? Wait until it's quiet.

Isn't that kind of stupid, because we're just going to get these for ourselves. Why doesn't everyone else get one? Isn't it kind of stupid just to do them for ourselves?

No, it's not.

No, your doing this for Miss ____.

You're doing this for Miss ____.

Ok?

What's everyone getting then?

You're going to get about four or five pages with autographs with everybody's photograph and a little bit of space to write whether you had a good summer, if I never see you again have a nice life, things like that. Ok? ..... Ok, go back to your desks please. You can sit with a partner and brainstorm.
(Students move to desks)
Ok. Listen please.
You can brainstorm some ideas that you can use.
(students work together brainstorming and planning)

T: Another ten minutes and it's time to change for participation.

(students continue to work)

T: It's a little noisy.

(students continue to work)

T: _____, _____ you can go change.

T: _____, do you have to change?

(Several students leave to change)

T: Ok, any of the grade fives that have to change ... can go change.

Students request sharing time.

T: Ok, five minutes for sharing time.

(Students continue working)

T: Ok, sit down in your own desk please.

S: You guys, we're supposed to sit down.

T: _____, seat please, ____. Ok, ____ has a poem she'd like to share. And the good audience that you are, will not be noisy.

S: Ok. Someone. Someone to laugh with, someone to cry with, someone to share your thoughts with. Someone to talk to, someone to walk with, someone to share my dreams with.
(Students and teacher clap)

T: Does anyone have any ... else, not only poem but any idea that they thought of that might uh ... spice up someone else's ... _____! ____?

S: I've got my favourite saying.

T: Ok.
S: It's just two words. For sure.

T: For sure. Ok. Fer shure.

S: I have a poem ... I miss my favourite teacher, I haven't seen her yet, I wish I were her daughter, so I could say you bet. (clapping)

T: (reads from novel)

T: Ok, girls line up quietly please.

T: Girls sit down.

(Boys are asked to line up, and then the girls after them. They file out to the participation run.)

END
# Teacher B

## Daily Transcription of Log Notes

### Classroom Observation 4: Grade 4/5
(Canadian History Class)

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
<th>Notes</th>
<th>Code</th>
</tr>
</thead>
<tbody>
<tr>
<td>10:45</td>
<td>Teacher distributes handouts.</td>
<td>Discusses with me next observation time and interview.</td>
<td></td>
</tr>
<tr>
<td>10:50</td>
<td>On stool waiting for students to complete instructions he has just given (numbering page, name, date, etc., name and sentence)</td>
<td>Students ask questions: Do we have to put in whole sentence? Teacher responds &quot;When have you ever had to put down a whole sentence?&quot;</td>
<td>SFR</td>
</tr>
<tr>
<td></td>
<td>____ speaks out in response to another student and teacher puts name on board. Then again. &quot;Welcome back ____&quot; and student responds &quot;Thank you&quot; also in the same tone as teacher.</td>
<td>____ responded in what seemed a sarcastic manner.</td>
<td></td>
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<tr>
<td>10:52</td>
<td>&quot;Number one&quot; Teacher begins spelling test.</td>
<td>Students ask questions about many details: What grade level is this word; will you mark this; can I put a space here.?</td>
<td>PWC</td>
</tr>
<tr>
<td></td>
<td>&quot;Keep comments to a minimum; I'd like to finish this before noon.&quot;</td>
<td>Mix up here in words and number order. Students ask questions regarding what word has what number.</td>
<td>FFR</td>
</tr>
<tr>
<td>Time</td>
<td>Activity</td>
<td>Notes</td>
<td>Code</td>
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<td></td>
<td>Teacher explains to students how to fix up uneasy here? Is this the first time it's happened?</td>
<td></td>
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<td></td>
<td>Sentence &quot;Ice on the stream&quot; Student asks is that scream? Teacher response: Does ice on the scream make sense to you? (Teacher Comment: Sarcasm not intended but rather having the student think beyond an instantaneous response.)</td>
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<tr>
<td>10:58</td>
<td>______ asks him to come over to her desk. He fixes numbering for her, returns to stool. Warning look to ______.</td>
<td></td>
<td></td>
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<tr>
<td>11:00</td>
<td>&quot;______, just do your own, please.&quot; Student is looking at another student's paper.</td>
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<tr>
<td>11:05</td>
<td>Checking test words. Teacher reviews as student checks.</td>
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<tr>
<td>11:09</td>
<td>Students collect for their groups. Students asked to put their desks back.</td>
<td></td>
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<tr>
<td>11:10</td>
<td>Student comes to the door. Request from another teacher?</td>
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</table>

Gives instructions to Gr. 4. Gr. 5 S.S. material on Red River Settlement to be brought out. Reviewing questions.
11:12 "Conflict" with ____ again.  
(Teacher Comment: What else is new?)

11:16 Teacher circulates and grade 4's settle down.

_____ sent to library to work, as she and _____ are disturbing other grade 4's.

11:20 Grade 4 boy to teacher with a request.

_____ to teacher with request.

Girl to front with a request.

Girl returns to teacher, with an alternative answer.

3 other students now crowd around him and he asks them to sit down.

Girl returns to him a third time.  "Sit down" he says.

11:30 Students to front to sit along floor under blackboard and out into circle. Two girls sit on the table with the tape recorder and check it out. Teacher sits in center with chair.

11:33 Turn to page 41; "Girls anytime!" Teacher reads from book.

Grade 4's work quietly all this time.
<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
<th>Notes</th>
<th>Code</th>
</tr>
</thead>
<tbody>
<tr>
<td>11:38</td>
<td>Girls on table knock over plastic stackers, as they rearrange their positions to get more comfortable. Teacher &quot;Leave it, leave it, etc.&quot;</td>
<td>&quot;_____ leave the room. You're nothing but a distraction all morning.&quot;</td>
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<td></td>
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<td>_____ leave the room without saying anything this time.</td>
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END
Teacher B

Observation Four (Taped Transcript)
(Grade 4/5 Canadian History Class)

T: _____ put those away. I'd appreciate it if you'd listen carefully to what we're doing. _____, put your book away.

S: My book fell apart.

T: Do I look surprised?

If you're not listening attentively, out you go. When you're not doing that, you're a distraction. Sit up, take that look off your face or you're gone, ____.

S: You think I'm not listening.

T: You're sitting back, you're blowing through your little pen like that and you're not listening. ok?

S: Well you haven't said anything.

T: All right. Even if you have not finished your questions, you've got part of it, I want you to have the right answer down. So if you have to expand your answer a little bit write it down. Even if you have to use the back of the page. Get the total answer, because these are part of your notes and you're responsible for them ie. testing, ok? ____ read number one please. (student reads question and her answer). All right, settlement for who? ____? Who do you want to get the land for?

S: Want to get it for the settlers?

T: And they came from?

S: Scotland?

T: Right, Scotland. So this kind of incorporates what you learned in the other paper so they relate to one another. This is how he was going about getting the land for them by controlling it through the Hudson's Bay Company and they would say ok the land down here I will give to my settlers. ____.
S: (asks question)

T: Yes, is more specific, as long as you realize that you're talking about something before this and this is more specific.

S: They would buy more land for settlers?

T: Yes. ____?

(Student asks a question)

Yah, listen to my answer and read yours and if your answer resembles it, great, and if you just put settlers, put in brackets Scottish. So you'll have a complete answer by the time you're finished. OK, ____?

(student reads question and her answer)

S: That's what I put.

(Another student reads her answer)

OK, remember, Alexander MacKenzie was not going to buy anything. He assumed that his friend Selkirk was going to buy the shares and secretly sell them to Norwest Co. so there was no longer any rival with the Norwester. Don't get it confused that MacKenzie had this plan where he himself was going to buy the shares.

(Student makes a comment)

That's right as long as you understand that rival means your competitor, and the rival of the norwesters was the Hudsons Bay Co. and vice versa.

____

(Student reads her answer)

Right, there's the difference. Yes it's right as long as you understand -- don't get confused by thinking that MacKenzie had his own plans to buy the shares. That's not the case. Yes. No, no.

____ number three please.

(Student reads question and answer)
OK, give me your thumbnail sketch on those people.

(student reads answer)

OK, he was the first, the most important thing about him, he was the first governor of the Red River settlement. If you remember nothing else about him remember that.

_____?

(student reads her answer)

All right that's good. And now ____>

(student begins and stops)

In case you didn't hear her. _____, could you go to the library please. That's three times you've been talking and I told you not to. It's very disconcerting over here when you're trying to hear answers. And that may quiet _____ down also. Don't (inaudible) _____ is going to give the next part that we've now moved onto.

(student reads).

Number four, ____?

(st student reads)

T: _____, where's your book? Ok, could you get your pens off your desk and listen. Right off. Number four, ____. Specifically.

(Student reads)

Hm. ____?

(st student reads answer)

Right because the settlers were not interested in Fur Trading. And they weren't in a good fur trapping area, but what it did do was establish a civilization right in the middle of their supply route. That's what they were most concerned about. Add that. That was the main concern. Not that they were going to outtrap them. _____?
That's getting pretty broad. How did it specifically affect their fur trading. It cut their supply lines. So just put in brackets, it cut their supply lines.

(pause) So that's cutting their supply lines.

Now number five. OK, _____, five reasons the government of English did not really get that involved with the Selkirks protest, what else?

(student reads)

OK, there's probably a number in there.

Those are the five, that's fine. Now, first of all does anyone know what a Tory and a Whig are? _____?

S: Opposite parties.

T: Right

S: A Tory is um a conservative and a Whig is a liberal.

T: Right. If you put down a Tory and a Whig and you don't understand those, put down opposite political parties. That's just like if somebody is a liberal the whole government is conservative they're liable not to get handouts from the government. _____?

Ok, read it loud please.

(student reads her answer.)

Ok so there was a monopoly, and it was unpopular because it was a monopoly, and the government could say hands off.

Communications were atrocious anyway, they didn't have telephones so it took a long time to get there, they wanted to just leave it alone not to make waves. The Norwest company was a very influential company, they had a lot of money and a lot of connections, so the government had people whispering in its ears, and of course the fact that they were opposite political parties, there were political leanings. So they didn't want to help because they were liberal and the government was conservative.

T: Number six. Now listen please, a lot of them I see blank pages, so listen.
(a student reads his answer)

Ok, more than important because it was in the northwest, ____ ... What was the importance, why was it important because of the location?

S: Because it was the headquarters

T: Right because it was the headquarters of the Northwest Fur Trading Company. That was its significance. William MacGillivray. _____.

(student reads her answer). ____

S: (asks a question)

T: Well that wasn't the question; the question was, was William important? And then, who was in charge?

S: William MacGillivray.

T: Yuh, William MacGillivray, and the fact that that was an important fort for him to attack was that it was the headquarters for the Norwest Co. If they were going to attack anyone that was probably the most important one. Number seven. Why did Selkirk think it was necessary to find evidence against the killers, and what evidence did he find? (pause) The first question you ask yourself is why is it important in any investigation to get evidence? (student reads his answer)

It is on ... If you've put down what you're supposed to have looked up on page 22 the far right hand paragraph it starts, Lord Selkirk had found some evidence. So you can look those up, there's about three or four things, and the reason he wanted evidence? He wanted to be able to come forward in front of the court and say here I found these things. Rather than just coming ... because he knew he was up against a lot of opposition, from not only without Canada, in Britain but within Canada the Canadian government as well, so he wanted to collect as much evidence as he could so he'd have an iron clad case. _____.

(student asks question)
T: Well ... because the guy was the governor that kind of spurred him on to search for the evidence but that really wasn't why he went after the evidence. He wanted to establish the fact that these people X Y Z did participate in the killing of Semple.

(student reads her answer)

T: That's the evidence part but you've got to make sure it's clear in your mind why he's after the evidence. If you're not clear in your first statement, it doesn't sound like what I'm saying, you just add a little thing at the end, copy it. Because he felt if he went to court he would have to have evidence rather than just saying these people. (students write)

At this point when you're writing things down, make sure it's in note form. Make sure you put down that he felt that evidence was necessary to present a good case in court.

(student asks a question re. format)

Yes. (students write)

The last question, is not really with a black and white answer anywhere in that booklet or reading. And really no one knows. They have some ideas why MacGillivray didn't put up a fight because he outnumbered the attackers three to one. I just wanted you after you've read that section on Fort William and the surrounding circumstances why you thought he didn't put up a fight. _____.

(student gives her opinion)

So you didn't think it was any point losing any lives. Yes.

(student gives his opinion)

Yes. _____?

(student reads her answer)

It was a confusing situation because each group had a number of people that were capable of arresting one
another. So you can just picture the scene. They were placing hands on each other's shoulders.

(student reads answer)

That's a possibility as well. These people inside the fort were not soldiers and yet Selkirk had mustered, people that were better fighters, and he thought it wasn't worth it. They may have gotten wind of what Selkirk was coming from. I told you to quit that!

Now how many people by holding them up have this book, "Builders of the West."

Two, four, five ok six seven, no the book itself, not the reader.

OK, I just want you to come up front please. Sit down and make sure you're next to someone with a book.

(students move up front)

No, I said I don't want those people with a book, or three people sitting together. Give up your book, so that every person has someone to look off of. Take care of the books please.

T: Ok, Excuse me, if you could move over a little bit?

S: Do we have to do any writing, ___?

T: No.

Ok, turn to page 41 please.

Are you ready?

S: Sh!

T: Girls! Anytime!

Gabriel Dumont and the Northwest Rebellion of 1885. Who was Gabriel Dumont and what sort of person was he? What was the northwest rebellion and what was his part in it? This chapter will tell you. It's much easier to ask these questions than to answer them. Although we
know quite a lot about the northwest rebellion we know little about the Metis general, Gabriel Dumont. Why is it so difficult to get a clear picture of this man? Look at the following suggestions. Gabriel Dumont was illiterate. And a question to ask, what is illiterate? Someone know was illiterate means?

S: I know!

T: ______.

S: Does it mean he didn't really tell many people about it.

T: More than that. It's part of that. It's a result of being illiterate. He could communicate, but he couldn't read and write. He helped to lead the rebellion against Canada. And he didn't really like governmental interference, or government laws, they had laws of their own. And the other leader of the Metis rebellion was Louis Riel. You've probably heard of the Riel Rebellion. They had a CBC play on television about that. It was on just after the Brothers. Page 42, ... before we know Gabriel Dumont we must understand the causes and the story of the Northwest Rebellion. Who were the Metis? For present day inhabitants of Canada would claim to be Metis still. However, we shall look at the Metis people during the period before 1885. The Metis were descended from both Indian and European inhabitants of Canada (begins reading from text)

_____, can you go sit down at your desk please. You're not watching the book anyway so you may as well sit there.

T: So this is where the idea that Semple ... it wasn't Semple it was ... (snaps his fingers)

S: Gabriel

T: No first governor of the Red River Settlement. Yah, Miles MacDonell. Stopped the Metis from taking pemmican out of the area and that was their main livelihood, selling to the fur company. (Two stackers fall off the table where two girls are sitting. Crash.) Leave it, leave it, leave it leave it, leave it leave it leave it. Thank you. (students applaud)
You can read something about Selkirk. (continues to read from text)

(student begins reading)

Hold it. Sorry. Make a mental note, the two reasons why the Metis moved further west were also their main livelihood the buffalo herds, were on the move as well.

(student continues reading)

Ok, so that's another reason that you'll probably get is what one of the main reasons for the formation of the Northwest Mounted Police.

(student continues reading)

Ok, ____ leave the room. You're nothing but a distraction all morning.

(student continues reading)

Ok, you have to remember the United States was a Sovereign country ____ as Canada was and they both did not have free trade across the border. Yet the Metis in their own rules and regulations freely traded and this was one of the things the Canadian government wanted to stop and one of the things the Metis wanted to carry on. (student discusses an idea with teacher) They preferred to look after themselves in their own community. Gabriel Dumont was one of the Metis who left the area to go to Red River. Exactly when and why he left is a matter of argument because as we have discovered he did not keep a diary or journal because he was ... illiterate. That's why we don't know about his early life. (Teacher continues reading)

S: Is that how you pronounce Laurent

T: Well if you're English it's pronounced Laurent but if you're french it's pronounced Laurent. So next Socials you'll have some questions based on that reading and a little bit more. Some of you may need these books to fill in the questions. You can use this time remaining to spruce up your questions because you are responsible for them. They're for a test so they're due. If you don't want to fill them in that's your perogative but you are responsible for them nevertheless.
S: When will we have the test?

T: I would say probably next week. Probably on Monday. I'll just decide whether you have enough information. If your questions are up to date then you may use the last time in the library. Very quietly please.
Teacher B
Daily Transcription of Log Notes
Classroom Observation 5: Grade 4/5
(Writing Class)

T: B
OBS: 5

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
<th>Notes</th>
<th>Code</th>
</tr>
</thead>
<tbody>
<tr>
<td>10:45</td>
<td>Teacher writes numbers on the board. Class begins to play Bus Stop. ___ gets his right, and goes quickly thru three rounds. Boy at right calls out and teacher begins to go to corner of board where names for after school are. Hi the student says, grins. Teacher smiles and returns to board instead. &quot;Don't crowd the other person&quot; Smiles</td>
<td>Teacher seems relaxed and enjoying this game. Students are actively involved.</td>
<td></td>
</tr>
<tr>
<td>10:53</td>
<td>Students back to seats</td>
<td></td>
<td></td>
</tr>
<tr>
<td>10:54</td>
<td>Distributes sheets. An exercise on following directions. &quot;Keep sheets down. Turn it over _____. You don't listen.&quot; (Teacher Comment: She doesn't. Really!) Boy who called out earlier starts saying &quot;there's ants everywhere, and I can't stand ants.&quot; Teacher to his desk and moves it to face window away from his group, stamps out an ant. The students: &quot;ooh, yech.&quot;</td>
<td></td>
<td></td>
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</tbody>
</table>

FR- SE?
<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
<th>Notes</th>
<th>Code</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Go! Students start assignment. At end: Says _____: &quot;that's not fair.&quot; Also a couple of gr. 4 boys. Teacher explains it's fair because they didn't follow directions. Several students comment that this was a neat thing to do.</td>
<td>Once this is explained to him he accepts it in good humour. &quot;Oh, I see.&quot;</td>
<td></td>
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<tr>
<td></td>
<td>(Teacher Comment: Again the student concept of fairness)</td>
<td></td>
<td></td>
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<tr>
<td>11:03</td>
<td>Begins &quot;Major Mystery Assignment&quot;</td>
<td>Tape on by teacher</td>
<td>Oth-</td>
</tr>
<tr>
<td>11:05</td>
<td>Student: Can we do it now? No, responds teacher. No.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>11:10</td>
<td>_____ says, &quot;_____, you're so mental.&quot;</td>
<td>to a girl who's asking repeated questions.</td>
<td></td>
</tr>
<tr>
<td>11:11</td>
<td>_____ falls off his chair. Teacher slowly swings gaze to him. One student: &quot;He gets to stand.&quot; Teacher: &quot;Yes he does.&quot; Student puts chair on desk behind him and stands at his own desk.</td>
<td>The students catch on quite quickly in a way, in the sense that their hypothetical situations fit in.</td>
<td></td>
</tr>
<tr>
<td>11:16</td>
<td>Students question being answered still.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Goes to girl that has begun writing, takes pen.</td>
<td></td>
<td></td>
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</tbody>
</table>
Goes back, takes pen from ___: "Give it to me."
Girls shrug their shoulders.

11:19 Another adult enters, talks to teacher, leaves.
See Teacher #1 for similar situation.

Teacher circulates and students go to him.
___: "Can I have my chair back?" "No not yet." When is it due?
Who's the one that found something that was stolen?" Students continue to ask questions.

(Teacher Comment:
Possibly too young to follow their instructions and explore their own ideas privately.)

11:22 Students begin writing ideas. 5 students to front desk for folders to hand out.
___ to front with numerous questions.

11:26 ___ again to him with many questions, possibilities. Pats her on head. To front circulates, for questions.

END

Memo Note
"Chain Story Incident" (Ask teacher - from Observation 3)

Students exchange stories. Teacher asks them not to share. "Thank you," he replies sarcastically? "If we could do it this way every time people would be organized and they'd be able to think. What is the good of sharing, if everybody has heard you reading it out loud as you read it for the first time?" Then makes the connection to rules in a soccer game. "Switch and close" he repeats several times. The Grade Fours get a detention. What was he feeling here?
Teacher B

Observation Five (Taped Transcript)
(Grade 4/5 - Writing Class)

T: When you get the four sheets put them in order. Major Mystery, big headline, then you have major mystery page two, major mystery page three and major mystery page four. If you don't have the four pages put your hand up and tell the people which one you're missing. Make sure they're not sitting on your table undistributed.

You may have a duplication, _____ if you have five pages.

That was very ladylike.

_____ who are you telling? So why don't you come up here and tell me or put your hand up? I don't listen if you don't have your hand up. Which page are you missing, _____?

Put your hands down please, I know you have a million questions.

Now, _____ turn around so I know you are at least focussing on me, so. That's a good lesson what you did, the first time, and you should pay attention during the instructional time of any lesson. Looking at me and thinking about something else is not necessarily paying attention. What we're going to do is go through this, this is virtually an outline for a story. Sit. Yah, as soon as I finish ... You want one while ... We're going to go through the outline and we're going to talk about what they want and then you'll have time to fill in your outline. You're going to have to introduce characters in a story and things like that, plot. And I will give you a blank piece of paper so you can have a cover for your story and also a folder and a paper clip so your group will be able to put their unfinished draft, and unfinished outline in the folder so you know here they are and you can work on them if you have some time, and especially during writing periods. So _____, put your pen down ...

S: Pencil.
T: Whatever ... do I have to name you individually? ... Put them down, right out of your hands. ... You think it's silly but, as an example of that thing we just did, you're not even waiting for me to explain it you're just going right ahead and I may say now ok, don't do anything on these sheets. Just listen and then you'll have a better understanding of the whole thing.

Read along please, ... (teacher reads instructions from page)

And here are some notes you make as you investigate. Ok, first of all what's your story title. No, no ... then you give some details of the crime as you gather them from being on the scene of the crime. Now the next section, five people were at the scene of the crime at the time, find out their names. And what puts them under suspicion. So if the owner was in Tahiti, you know he's not under suspicion. Suspicion means is it possibly this person, ok, committed the crime and what motive or reason might they have?

S: Do we put the names here?

T: See if you look above number one it's got a name. That's right. That's what they want you to do. If you've got a long name you can write smaller; then the possible reason they would have for stealing this object whatever it is. ____?

S: Could you put someone that was just there?

T: Well no, don't put them down unless they have a reason to be under suspicion.

S: Well sometimes there's a long reason.

T: Pardon me?

S: Well, there could be a big reason.

T: You are in control of it so make it a short reason. Don't get into a lot of detail, these are your notes remember. Supplementary? yes? Did it show a forced entry.
S: What's that?

T: Forced entry, was the door kicked in, were the windows broken, was a piece of glass taken out where a person used a glass cutter? This is your imagination. ___?

S: So we make up our own story.

T: That's what it comes down to. But you still have to follow within this thing. I don't want someone saying well we have someone who was killed in the mansion. Because a lot of time when you're writing in the future, you are going to have to write to a particular subject. It's not going to be your free choice all the time. This is a good example, so you have to stay within the structure: that something has to be stolen from the mansion. Your people's names, motives and details of the crime are all going to be different. But it must have something to do with something being stolen from a mansion.

S: Can we just make it up?

T: Yes. And again we're trying to steer away from massive silliness. ____.

S: On the second page it says alibi, what's an alibi?

T: Who's on the second page yet?

S: Well, can you put, can you put information like how the maid was really upset and how the owner was really weird?

T: Or how she wasn't upset. Or how the owner wasn't upset, that would be suspicious ... Ok? you must give reasons why they had to commit the crime.

S: And they sounded frantic on the phone and when you came over they sounded perfectly calm.

T: Now remember they aren't going to phone a newspaper reporter. Remember who you area.

S: Are we the press?
T: The press. The press means you're the newspaper, your editor sent you out. Yes.

S: How do you find out the names of the people?

T: Make them up.

S: Can we put the owner was suspicious because ...

T: You can't put the owner because he wasn't there at the time. He may have hired someone to do it.

S: Don't you think we should write the story first?

T: No.

S: Well how do we do it?

T: You go through all this outline first and write your story based on ...

S: Oh, yah, yah.

T: 

S: Why would the owner steal his own money? Steal his own valuables?

T: Insurance

S: Insurance

T: Maybe he'd collect the money and still have the item. Get the best of both worlds. That's up to you to figure out.

S: Uh, you said it couldn't have been the owner.

T: Hey, I just meant, that's just an example.

S: Yah, I know.

T: If the maid was away on the weekend and had an alibi she wouldn't be a suspect. She wouldn't have a reason to do it.

S: She could have been there because she might have said she was going there.
T: Ok, there you are, now you're starting to go with the ... right. She must have an alibi that has to be told by someone else, that was with her at the time, a reliable witness.

S: You could have, during the ...

T: Uh, oh, twelve people killed.

S: (inaudible)

T: Well that way you end your crime very quickly.

T: Ok, don't tell me all your ideas. Put them on paper. You're giving me all sorts of hypothetical situations. Hands down.

S: It's not a question.

T: I know it's a question.

S: No it's not.

S: I hate this.

S: It's not a story.

T: Ok. All right.

S: What's an (inaudible) (alibi?)

T: What page are you on?

S: Page two, where we're talking about alibis.

S: No, we're not.

T: Page three, if you'll look talks about alibis. And we're not there yet and I'll explain when we get there.

S: (inaudible question)

S: ____ , you're so mental.

T: ____ , what you do is to get access to the crime scene with, you're an amateur detective, otherwise they wouldn't let you in there. Ok, so that's the only reason you're in there. And as it says on page two, where we are now,
page two, the two most interesting things about the crime ...

(Crash! _____'s chair goes over backwards with him in it)

S: He gets to stand!

T: Yes you do. Put that chair up on the desk behind you and you can stand.

S: Interesting - does that mean weird or strange.

T: Interesting means slightly suspicious also.

No, that's not what I mean, now you start to listen to what I'm talking about.

S: When we finish, do other people read our guess?

T: Your draft, no it's not a guessing game. You're actually going to solve it by the end, by the time we get to that page.

S: Do we give it to somebody else and they just guess who it was?

T: By the time you get to page four ...

Use another sheet (reading from instructions) of graph paper to describe the scene of the crime. I'll have graph paper. Stand up (to ____) Include the following, your floor plan, office, kitchen, library, living room, hall ... Indicate doorways and windows. Mark an x at the scene of the crime. Mark an E where some evidence was found. Put a dotted line to show an escape route. Yes.

S: What if there's two floors.

T: Then you draw a bottom floor plan and a top floor plan.

S: Can you say, like, when you draw the escape routes, can you draw different ones if you're not sure how they got ut?

T: Yes, ____.
S: Where do we draw it?

T: On graph paper.

The thing is you don't make it so obvious that all of a sudden you come across a video tape at the beginning of the story showing the crime and you solved it. That's not what I want. This will be included with your story. You must make an outline for a report and you must follow your outline. This doesn't mean you stop two pages in because you've found a videotape with the crime on it. Because you are in control, and if I don't want you to take it a certain direction, don't. To make a crime you have to fill in all these things. Now your first article of the crime is in the morning newspaper. You put the headline in capitals. And then you write the facts, in those columns, that you know. You write it in column form so you write it in small sentences. Page three. Again you name your five suspects and an alibi is a reason why you couldn't have done the crime. I was out drinking with my buddies and I've got four people who'll say I was with them. Yah, you say, your honour I was there, I was home with my wife, watching television, it was Barnaby Jones I was watching, my wife is here in court and she will corroborate that evidence.

(student asks a question inaudible)

T: They're all going to have reasons. They're not going to say, Gee I don't know where I was, I guess I did it. They're going to say something - anything. Now the next part, suspect number blank, his alibi was the most suspicious because ... and you put the reason and then you say but this suspect can't be proven guilty for certain, because where they were doesn't necessarily mean they're guilty. Maybe they were somewhere where they didn't want anyone else to know. Ok, so you can't just say they're guilty because they don't have a good reason. Ok, now, you decide to set up a sting. ____? A trap that will leave (reads from instructions). Yes?

S: Well mine is about a doll with a dozen diamonds in her hair and she is already gone so she can't do it again.
You've got to change it, you've got to change your story. Don't get locked into a story, that you've already done five drafts during the year. Don't get locked into your story that you've already got in your mind. Let it go the way these pages are taking you and you might open up new pure horizons. Thank you ... I'm getting quite a collection here.. (takes second pen from group of girls at front table) Don't ... hand it to me. Well it's mine now. I'm going to have to get another drawer, or a locker.

Page four.

(students presents a situation where the alibi would be questionable)

T: So their alibi would be very suspicious because a contact at the newspaper said that he saw this person in town the day of the crime. Yes.

S: What if ...

T: Ok, well you're telling me the story, and that's fine, but

S: No, but ... if the maid did it (inaudible)

T: That's up to you in the story.

S: (question from page four regarding years in jail)

T: Depending on the seriousness or the expense of the item that he took. Page four, the plan ... the sting, is risky if it fails, because ... if you put an identical replica say of the thing that was stolen originally, and that gets stolen then you're out two of these things. A lot of money. And the final newspaper story of the trap and how it worked and put the headlines in full capitals. It would probably help if you drew little lines with rulers. There can't be another question anyone can think of. Oh, _____.

S: When's this due

T: It's an ongoing thing. _____. 
S: (gives plot outline)

T: Don't tell ... that's an excellent story, but it's a surprise.

S: Can we start?

T: Ok. I will put the folder in one of your groups desks, I'll also give you a paper clip, and a blank piece of 8 x 11 which is the same size as the piece of paper that you've got. That'll be your cover. And a paper clip will ... you'll have your cover, which may be blank for a while, this, and then once you finish your outline you then do your draft. We won't go past the draft stage. We'll collect the drafts once we get to that stage. When you completely do your outline, fully, remember stay away from silliness, names think of actual names if you want to preferably not in the class. For the butler the maid the dishwasher, the gardener. _____.

Yah, what kind of shape the room was and what exactly was taken.

S: Can you have something taken like ....

T: What does it say? ... something secret and valuable ... from a mansion.

S: How about ...

T: No, that's approaching silliness.

Student question ..... 

T: No but it must be secret and valuable. _____.

S: Can we start now?

S: Oh, I hate ... (inaudible)

T: Ok, remember you're not brainstorming within your group. This is again your ... little project.

Teacher circulates answering questions.

T: That's for your cover.
R: First of all, I'd like to ask you why you decided to become a teacher and what your teacher training was like. Where would you like to start?

T: Um ... I got into teaching the same, for the same reason that I went into the police force is that I admired the profession that I wanted to get into ... and although I wasn't you know, an "A" student I had a good school experience right through until ah secondary, and ah ... probably I ... went into the police force first before becoming a teacher because I wanted to prove ah that I could get into the police force I think to my father. For ah more specifically ... and then once that became boring I had to look around and I just looked upon teaching as a profession that I really um-admired the people that were in it that I had come in contact with and um also I appreciated the perks that go along with teaching that - and the main one being the two months, um, off at, during the summer because I'm not the type that wants to - you see I'm I'm really talking to you, I'm talking to the tape I'm not talking to you - um, 'cause I wanna see my kids grow up and ... I wanna do things as a family and I think this gives us a real opportunity to do things as a family. It's a small thing and people automa - "oh, you're a teacher, you get two months off," but you could, you really need the two months first of all because ah teaching is so emotionally draining like over that - not necessarily a week to week but I think it just builds up and builds up, builds up until finally end of June comes and I think you really need the R and R to ah, to get yourself back into reality to get yourself refreshed for the next onslaught. I think ah, ah - and that stuff - I want to stay on the question - um, um, so there, the, the obvious perks to it the fact that I'd admired the profession, um, I like the creative ability within the profession, particularly at the elementary level - so I, 'cause I didn't have a specialist or specialty that I could teach in high school so that kind of narrowed me right down - that's where I was going - and I didn't really want to teach ah ten blocks of history every day so this -. Elementary school is the one I was going into.

R: Did you consider high school to begin with?

T: Um, no. Ah, but it was it was really a decision that was kinda made for me so I accepted it immediately. I had sociology which is the biggest white elephant around - (pause)

R: You, oh I see you took a degree in sociology?

T: Yeah.

R: At the university?

T: Yeah, so ah -

R: That was after your police work?
T: No, this was before, and then I went to Europe and ah applied while I was in Europe and I knew I was accepted-accepted-but they said it was about five months before I, so I, I knew and I figured that, um, the, it was a study of people in groups therefore what better way to employ it rather than being in the police force. It was Riot control and all that stuff -

R: Yes.

T: I talked to people in groups at accident scenes, things like that, so I thought there'd be some use against my degree but as far as teachability, it just wasn't there, so the decision was made for me. Um, there was a lot of distractions in high school that'd be a little bit trying and ah different things -

R: Such as -

T: Oh, the um, the things that have caused teachers to be fired, the distraction, the female distraction, the things that are completely - plus it's a, it's a - I think I may do it later on when I'm happier and more, um, satisfied with my teaching style and teaching, ah, 'cause I'm still not sure of myself and ah and bouncing from grade to grade and school to school doesn't help a whole lot not knowing really, you really, it's hard to - and we'll talk about that more I guess later on but it's hard to really get into teaching when you're never quite sure whether this next year is gonna be your last year - through no fault, no fault of your own. But ah the fault of things that happen - outside influences. At teacher training? Um, I think because of my age, and, and because the emphasis is on sharing and really they seemed to be a goody two shoes ah, very heavily primary oriented I really didn't enjoy it that much. I enjoyed some of the profs but a lot of it, the inter-action with other teachers I really didn't get into... or 'teachers-to-be'.

R: Do you think that was partly because you were a mature student going back -

T: I think so -

R: And choosing a career?

T: I think so, yah. And still looking at like, hey! This person is gonna be competing with me per - maybe directly within the same district. Why, why do I want to share ideas that I've got with this person and it's not, it's a pre ... not a very altruistic way but it's probably more realistic and I just, you know, the word sharing sends shivers-shivers-up and down my spine because of that.

R: We talked about that -
T: Yah I know, yah.

R: On the other days, and I thought that was, that was quite interesting. Do you want to talk about that a little more and tell me why, why it sends shivers up and down your spine? Did you have some experiences that had given it a negative sort of connotation to you?

T: Um, it just, maybe because the type of person I am. I'm not a gushing ah, I'm emotional and I - I'm not cold by any means, but even the writing process, video we saw the other day showed a guy who I guess was heavily into the process and he was - every idea the kid would give he said "Oh Billy, that's a neat idea, oh that's a really neat, that's a nifty idea" and I, you know, almost woofed my cookies because I'm just, I'm just not that type and that's why I find it difficult to work with the lower grades because - If... their idea of humor, or what's good in my idea of course, are gonna be different and I would rather say,' that's good to start with, now let's not leave it there, let's take it a step further,' and then maybe give them a couple of ideas rather than say 'ah, that's no good' or rather than say 'that's great', 'cause kids know, they know when something is great and when something's not and they'll say 'You know, hey, my teacher, I showed him this and he thought this was great' so I, I'd rather bring the kid on a step further rather than say 'Hey, that's great, Billy' and that's a lot of what was going on up there and I really found it hard to get to, get into that mentality and I think it was just coming out of the police force and that mentality which you tend to get, um, ah cynical, um, you look at the negative side a lot, you figure people are scum (laughs) the general public is scum and maybe that was part of it - I wasn't right out of grade 12 or right out of the university education program - hyped along, and I think maybe that, and I, I'd rather not be, I'm, I'm quite happy with ah my background but I think a lot of teachers may look - oh, this guy's a new t, a temporary and he's so cynical about the system already, boy, there's no hope for him. You know, I'd rather be a product of ah, of the work force into teaching rather than just uh, completely within the academic cocoon of ah - (long pause)

R: Do people tell you that you're cynical?

T: Oh yah I was told. You know, laughingly, but I'm sure there was some truth that uh they said 'You're the most cynical first year teacher I've ever seen'.I says 'Well hey, I'm not nineteen either, I'm, I'm thirty-one.'

R: And you have had a career in which you had to deal with some of the harsher realities of life.

T: Yah. So I know when someone's screwin' around - I'm not gonna accept that or I'm not gonna tolerate some language. I'm not gonna ah hypocritically chew out Johnny when he knows I know the word - I know he knows the word and he's just said it in the heat of the moment and the word has slipped out. You know, why, why have him do five weeks uh,
garbage duty? Why not just say hey, you know, let's, if you're gonna say this out loud you may have John and the little primary kids standing around the corner and I don't really want him exposed to that - he'll pick it up as he goes along but let's not, let's keep it between ourselves, that type of thing. So maybe, you know, I can't remember the exact cynical moment but ah, there are a lot of things that I questioned what was going on that probably maybe an ordinary temporary maybe wouldn't have, so -

R: But you describe yourself as cynical?

T: I know I've got - cynical is maybe not accepting everything at face value because of the position I'm in.

R: That's what I was wondering, yah. You were saying there were a couple of things that, that had made you feel that way. Such as?

T: Um - (pause).

R: One thing was maybe - was going back from different teaching situations being a temporary? Would that add to it? You seem to be a little frustrated about that.

T: Oh of course, yah. I think I have every right to be. But I think, um, the hypocrisy sometimes is not really putting the child's education in its proper perspective or proper place in the kid's life, and to not get an ulcer and to worry about it and to almost to get para - say 'hey, don't wring your hands over this'. Some of the, the most successful businessmen didn't get through high school. It's changing of course now, and they're hearing all the scare literature from the media about how you just won't be able to survive unless you have a university education but the fa - the kids are only little visitors in your life, you've got to do the best you can tell them the difference between right and wrong, hope they understand but as soon as they start going to school you start to lose your hold on them. And parents wanna take stuff away on holidays, take math sheets away, you just have to say 'wha' - um, 'do you wanna make this a pleasurable time for him or do you want him to just hate it and never wanna go on another vacation again?'

R: Do you find a real change here? I mean parents becoming more concerned about their children's education and, and wanting them to be doing more?

T: It's, it's difficult because I found it more in this grade level than in seven which I've had. Seven - it's a sink or swim mentality a lot of times. The kid has gone through six years of school, he's almost through his seventh or whatever and the parents are tending to be more laissez-faire. Now whether it's just that the kid gets really 'owly' when mum's lookin' over his shoulder or whether they figure you know, you've gotta start makin' it on your own, kid.
R: Yah.

T: So that's a little different. I can't really make a judgement on that, but in this school I've really noticed that the parents are really concerned and I've had one that wanted to take away, take math sheets and everything else for moments - it's ah when they're waiting for food at a restaurant, things like that and I say well, I'll give you the sheets and I gave her a big thing on, on hockey 'cause the kid really loved hockey but he's not motivated any other way. I said but you're in charge of these so you don't just hand them all to him so he just burns completely out, and I said you make sure the moments you pick are moments when there's really nothin' else goin' on, it's on a plane or somethin', there's clouds down below and he's got a couple of minutes, then just give them out sparingly and give them out over the course of two or three years, don't just think you have to have them all done over the summer so - (pause).

R: How did she accept that?

T: Fine. Yeah, I find I say, look it, I've got a three and a half year old. A lot of times I preface that - I says 'you, you're really askin' me to parent your kid for you, to, to get into parenting. I said that's a really - I don't want you to get upset, I will tell you what I would do based on a teacher's perspective and what I'd like to see done, and I'm not gonna tell you how to raise your kids, I've only got a three-and-a-half-year-old and a one year-old - what can I tell you? Ah, they don't tell you how to be a parent, they tell you how to drive a car, they tell you how to do everything else, they don't tell you how to do that.

R: No courses on how to do that.

T: They accept that a lot better - when you preface it, kinda qualify everything and then say 'okay, if you really wanna know, here's what I would do'.

R: Do you find that's also true in teaching -

T: Oh yah.

R: In the classroom?

T: Sorry?

R: In terms of qualifying things and saying 'okay, this is, this is where I'm at, this is what I'd do'. I'm thinking of Matthew.

T: Yah. I would find it very difficult to - I've seen the previous teacher's comments on his report card and she actually addressed a comment to him. Essentially, why are you fighting us all the time? Why are you
fighting authority all the time? When there are things that once he realized he can do something right it's just like a complete - it's always a social thing and you want to and he knows a lot about the court system and a lot about police which leads me to believe that he's getting a lot of stuff from home filtering down through like ah 'Goddamn lawyers' and everything else, he knows a lot of stuff about that and he's heavily into ah crimes and what can, what can the law... all this stuff. And I'm wondering where he gets it. I mean I find it difficult to - no, it's just -

R: But dealing with the parents, you find that.

T: Oh I love, I love talkin' to parents, I, I don't like the time it takes, it seems to waste a lot of time, particularly talking to parents whose kids are wonderful and you spend ten minutes saying 'oh, your kid's wonderful. Oh, how wonderful?' How is he on a scale of ten? And things like that and, um, I mean you look at the clock and you, what you've said you could say in about a minute and they could go and you could have fourteen minutes to talk to the parent you really need to talk to. It's all in about ten-minute slots and I'd rather say your, your child is doing wonderfully, I really don't see any need to have an interview. But, again, from a principal's point of view, if you ever had a good kid, wouldn't you want to have these talks? So, so there's lots ways of looking at it - I think the second report should be a little bit more selective - I'd like to see an upgrade on the first report come in so you can attach a name to a face when you get a letter from home -

R: Right.

T: And they know what you're like. The second one, it just seems like 'oh, God, another three hours or six hours altogether,' and, um, 'cause usually the number of kids you wanna talk about has, has decreased and it seems like it's always the best ones which, maybe if I was a principal, I'd appreciate that.

R: Well, do you, do you think that, um, there's a lot of PR. to being a teacher?

T: No, there's a lot of P.R. about being a principal.

R: But that a teacher has to be involved?

T: Yah, and they are involved.

R: How do you find that generally?

T: Again, it's my situation. I have, I have no choice. Um, I really don't have any desire to get into administration so I, but I can see that the, the necessity for it because you're really, you gotta sell your school and show them, show the parents - hey , justify the money you're spending in
taxes, so I can certainly understand it. And a lotta times you hear about something at the end of the day, you say 'oh, God, another' - you know... but really when you do there usually they're quite tame and, things like that - it's, it's sometimes the 'meet the teacher' thing in the beginning turns that into an interview - I know you're not supposed to interview... you're not supposed to talk about - 'how's he doing,' you know -

R: Yes. You end up talking about the children?
T: Sure. And - (pause)
R: And you'd rather, you'd rather not do that.
T: Ahh, I'd rather talk about other things early in September - what we're gonna do and things like that - how do I know what Johnny is like two weeks into the year? I don't, I heard things about him but I wanna give him a chance to have a clean slate to start with.
R: Well, we started this with talking about sharing and why you - (pause)
T: Yah.
R: Feel uncomfortable about that and, you went on to how you'd rather not just tell all the students 'well, I think you're wonderful at this' or 'this is a great idea' - sort of just accepting anything they come up with as great.
T: Mmm mm.
R: Would you describe it as, as wanting to challenge them -
T: Yah, (pause).
R: To reach, to reach a higher level?
T: Yah. And if something's genuinely good, I say it's good, and, um, but it's just the kids that are not putting any effort into it and don't think they've been told once that 'they're no good in arts, and they're no good in art'. 'They don't wanna do it, they're no good in math.' Just same old - try. That's what it comes down to. If a kid will try I'll have no end of patience with him. It's the kid - I don't care what, um, potential they have. If they say oh, 'this is boring', or 'we've done this before'. 'I don't wanna do this'. - I have no patience with them. I don't know where that comes from.
R: How would you describe the kids in general? We talked about that one day too about the, the economic area and ah -
T: Talking about now this school?
R: This particular school here and the kids here.

T: Yah, that, that would have something to do with it.

R: Do you think that has something to do with it? You mentioned earlier you thought there was a link between the area and the attitude.

T: I can't really criticize that. I am from a very affluent family and my wife always says 'oh you were given everything,' so, um, but our father would do it and then we - he would, he'd buy me a car - he bought me a 64, I probably told you - a 64 Vauxhall. So he gave me my car. I didn't have to buy it. I needed it 'cause I had to work but uh, that was when I was 16. He bought me the car. It was the first standard I'd ever seen. He took me down to the dealership, bought me the car, and then - whewt - took off, so I had to learn to drive a standard in the time to get home. I, I knew the basics of it that was all, but I had to drive that car alone from New Westminster out to Coquitlam. So he would do things in a certain way and some people think that's, that's mean. You sure learn to drive it fast - (pause).

R: Yah, I'll bet.

T: A pile of iron filings under the car and this is the clutch not the brake and so and. And he would uh, he took me up to ______ under the auspices of looking for a job and talked to the boss and introduced me to him, he introduced me to the chef - I think I told you this story before -

R: No, you didn't.

T: No I didn't, no, no, and, um, talked to a number of people and then we went out to the car, he says where are you going. I says goin' home. He says no, you start work in three hours. And so and he says I'll -or Larry will be up to pick you up at midnight. So that's - I was working. He hadn't - he got me a job but he didn't allow me the luxury of being able to sit for a few more days. The job started and I was working. So he had a different way of doing things. And whereas I didn't have to pound the pavement for, to look for a job, he got me the job but you were in - right now, you were working. You didn't, you didn't have certain little luxuries going on, so in a way I got things given to me but they were given to me in such a way where it really, it wasn't the best thing in the world, it wasn't the nicest way of being given something. So, um, so a lot of these things may be uh - I, I find it awfully hard sometimes to figure out where this dislike for kids who won't try - maybe it's a natural dislike for things because you present something to them and you've got the best scenario in your mind - all the kids will love it, all the kids will work hard at it and produce wonderful things and some kid just - 'what's this' - and you've put work, in not just maybe the sheet but all the follow up stuff and they say 'ahh this is too hard, I can't do this'. Mmmmm (Grrr) I could just, I could just strangle - (pause)
R: You're really, you're really frustrated by that:

T: Yah.

R: Do you think you translated that into a resentment?

T: Yuh. I pride myself I'm, in not holding grudges. I get mad as hell at a kid one minute and I'll be just, I'll be their friend the next day. But in this type of thing, um, it's initial frustration.

R: Because of the work you put into it?

T: Yah, 'you don't know what, what I've done to do this and almost - how dare you not even give it a chance?' If a kid tries and can't do it - fine, I'll help you along - 'how dare you do that?' - and I think it's a lot of - if I had more patience ... but 'that's not fair, that's not fair'.

R: Yah, let's talk about that.

T: Yah.

R: Where do you think that comes from?

T: I, I really think it's, it's the way it's developed in this class that everything is in a democratic process.

R: Could you describe that?

T: A lot of things, uh, on Friday they get a vote to what they want to do in P.E. on Fridays.

R: And the majority of the class -

T: Yah.

R: Does the teacher initially put up suggestions or do students initiate?

T: No. The students put forth and the ... and I, I said well look it, I don't really want floor hockey because it's not a, ah girls don't like that sport and because boys outnumber them that means they're the majority and I said - floor hockey - you played floor hockey every Friday till ad infinitum - 'but Mr. ______ we got to vote on it' - so -- a lot of things I've had to put down - I said - and I've given them reasons, and it's based on either the fact that I don't want Grade fours interspersed among the class because I want to be able to have them in a certain area for, it's just logistics and practicalness in talking to them. That, that's why they understand all this, and a lot of other things, ah, parties and things like that and I've pretty well vetoed that, but I really find it hard - everything I do that may not have
an ounce of fairness to start with from a kid's point of view that they didn't, I didn't tell them about a test three weeks in advance. They're so used to some things, they really find it hard to, uh, but again that's ....maybe that I've never done this before, I've, I've inherited a class in January, but inheriting a class after four and a half months of, of a person's teaching style, and she probably had a very good way of doing it, she probably knew where she wanted to take them but made them feel like it was a democracy.

R: Do you think there was, that they would learn anything from, from what you sort of call democratic process? (he shakes his head) You don't think so.

T: No. 'Cause life is not very democratic. You think it is because you've got a vote. But when it comes down to it, um, do you have the option whether to pay your taxes or not, whether to pay your bill or not? Yah, you do if you're willing to suffer the consequences of not having cable or hydro come in, so really, I mean this thing of democracy... I'd rather teach responsibility and things like - other things like that. Democracy is such an overused Western term, it's always the democracy against the Reds and, ah, we're probably a lot more freer because we can state our opinion, but talk is cheap sometimes. You can state your opinion till you're blue in the face but then when you get involved in the democratic process you get caught up in all the lobby groups, all the, the things that you never know about as, as a private citizen, and you say oh, gee, I guess it's better if I don't proceed any further with this, I'm part of the system now and it's very comfortable and so -

R: So you think teaching responsibility and, and -

T: Say consequences, ah -

R: Consequences for their behaviour?

T: Yah, I, I yah I just find it very hard to - I can't worry about, ah, so we didn't take a vote on this. This is not a - a lot of times when I've been teaching I said this is not a democracy and don't ever think that it is.

R: You have said that to the students.

T: Not to these kids. I don't think so. But to my other - that's, I get that right off the top - this is a dictatorship, but I feel that if I ever teach you anything I'll justify a lot that I do. And if you think I don't have a good reason you ask me why, and I'll be glad to tell you. Why are we even learning math? Let's, let's talk about it. Things like that.

R: So you feel, ah, that basically you are the authority in the class -

T: Oh yes.
R: For children that age -

T: Yah.

R: And that they should respect and seek your guidance.

T: Oh yah, you, you hear that respect has to be earned and I think that's true, and, um, a lot of times I'll go out of my way and explain why I'm doing th - even though they may not ask, 'cause I don't want them to get into the - a lot of times - authority at that age, they're frightened, they don't wanna ask questions. They don't want you to think they're stupid or things like that so I'll go as far as, um, telling the reason why I'm doing something even though it may not seem fair to them: 'this is why we've got to do it'.

R: Do you find that telling them the reason why you're doing certain things in the class helps them overcome...

T: Yup.

R: This attitude of - it's not fair?

T: Yah, yah.

R: If there's a reason, they accept it?

T: Yah. 'Cause sometimes the reason comes down from above. Sometimes it's a housekeeping reason, sometimes it's logistics, sometimes it's practicalness, sometimes it's - they would never consider, ah, sometimes, it, ah, like the movie, the video - why can't it be PG? Why can't it be, uh, Restricted, you know, even though it - uh, 'we'll, we'll take letters home, we'll bring letters home', I says, 'it's not really worth the hassle - on the last day of school I don't want a parent phoning me all upset'. They say, 'oh, we don't tell anybody'. I says 'all it takes is one parent, it's ruined. My career may be ruined because of that'. They don't understand the - (pause)

R: They don't understand?

T: The, the possible ramifications of something like that happening and, 'well, we'll vote, we vote on it" though, you know.

R: It's easy sometimes to assume that the children, that they're adults - we talked about that one day -

T: Mm mm. Yah.
R: You were saying that you had to remind yourself all the time that, they are just little people, they're children and they, they don't have the emotional or intellectual maturity to, to really relate to the things - (pause).

T: Yah.

R: That we as adults -

T: I know, (pause).

R: Consider problems.

T: And fairness is even a thing that they. They understand it only egocentrically, whatever.

R: Yah.

T: Egocentrically?

R: In terms of themselves?

T: Yah.

R: What's fair to themselves.

T: 'It's not fair to me, doesn't seem fair to me so it must not be fair to anybody' and, ah, 'we got to talk about this and vote on it'.

R: So they may not, necessarily, even think in terms of what's fair to somebody else.

T: No.

R: Yah. Yah.

T: Yah, 'cause if you're not prepared for an exam and prior to that you've been notified weeks in advance of every exam and you're, you feel that you're not prepared, obviously it's not gonna be fair to you.

R: Mm mm.

T: But if you've explained that ah, preparation has to be an ongoing thing and, ah, it's really a, a test to how, to see how much you have, um, over the long term remembered, not short term memorization because you happen to look at the paper two minutes before writing the exam. So, you know, you can explain it to them - this is... and take the anxiety out of it and say 'hey, it's just a, it's a quiz'

R: Yah.
T: They change these things or it's not worth, it's only worth a portion of your report card mark, don't worry about it, relax and -

R: Would you, would you describe the students here as being marks oriented?

T: Yup.

R: Is that from the parents?

T: Mm hm. I think so. 'Cause they're very, probably very, um, pragmatic and, uh, everything has value, uh, monetary, lot of monetary value on things and, uh, competition and uh -

R: Competition is, is an important thing for the parents you think?

T: Yah.

R: In terms of, of their children competing against the world?

T: Well, right now competing, uh - yes (pause)

R: With each other in a classroom?

T: And also on Saturdays and Sundays at swim meets and um, that kind of competition they're heavily into also. So, you know, I don't know how much push there is from the parents to get their children involved in this but I'm hearing all the time... swim meets, soccer tournamenfs and all that stuff, so.

R: Why do you think parents are so occupied right now on putting pressure on teachers to, as you describe it, to have the children get good marks and, be better than the next child and to have a university education to be somebody in life. Is it because that's what they have been told or is it - (pause).

T: No. I think it's because that's the way they feel the society's going - high tech --- highly educated will be, the highly educated people will be the ones that will make the, the large dollar.

R: So they're concerned for their, for their children's future. And what they're going to do with it.

T: If it's valid or not I don't know. From their point of view it is. And they're probably more in tune with it because they are out in the business world. We are - implementing computers as the Board sees fit; we're not looking at a large scale, we don't know where it's going, we see the, the scenario of having modules at each desk and the teacher having the master at her
desk or his desk. Things like that. Maybe that is in the future, but, uh, I don't know.

R: Okay, maybe we could, um - (pause)

T: Yah?

R: Talk about your role in terms of how you would describe the teaching situation for you right now. Where's it going?

T: Nebulus.

R: How you feel about it? Nebulus?

T: Yai. And I'm angry. I always get angry at this time of the year. And, uh, -

R: Because you feel unsure? -

T: Yup.

R: Where you're gonna be next year?

T: Yes, yes. And 'cause I find it hard, I'm not into teaching as much as I should be as far as the technical part of it, keeping up my literature.

R: Technical?

T: Well - what's the latest, er, reading test? What's the latest, I, I really find it hard to get enthusiastic from a, a technical point of view.

R: Do you see that as an important part of the role of the teacher?

T: I do, yah, because I, I'm, I'm finding it too easy when I go home to shut it off. I do not talk about it anymore, I haven't talked about teaching to my wife, you know, on a daily basis since my first year. I, I couldn't get home fast enough to talk to her about the anecdotes that went on during the day. Uh, things that we did, uh things that came up, just on a daily basis. And since I was laid off, all of a sudden, it, teaching has lost a lot of it's, um, freshness, to me. I still enjoy it. I don't, I don't know if I love it anymore, I enjoy it.

R: You loved it the first year?

T: I loved it the first year, and I saw it - I'm in a career, I've got a career, I love going to work, I can't get to, get out of bed fast enough to go to work. I love staying late, within reason. I still like being home with my kids but, um, all of a sudden, um, it's become very sour, uh -

R: You relate that to the layoff?
T: Oh yah.

R: You think that's where you saw the change in yourself?

M: Yah, oh yah.

R: If you were to get a permanent contract and know that you were to have that position for some time, do you think that - (pause)

T: All the energies have just - (pause)

R: Or have the energies gone?

T: No, no. First of all, it's, it's, there's a financial consideration in there too. We've, my wife and I've had a lot of fights because we don't have enough money, uh, not to say we didn't have fights when we did have a lot of money, but it's very bitter. Ah, it's caused a lot of bitterness between us. Um, there seems to be a non-ending onslaught against teachers, um, and it just seems -

R: From the media? And - (pause)

T: Yes. No, no, not necessarily the media. The media's usually very supportive because they're usually very socialist in their leanings, uh, the Sun's very NDP.

R: The public?

T: The public unknowingly, and ignorantly usually. It's just 'cause they've had a bad experience with a teacher in 1935, they feel that teachers are worthless, and, and because I'm in that profession I get very sensitive about it and, uh, I found that, that the days when I was home, that during the strike were the hardest I've ever had, because I was listening to talk shows and they had so many people phoning in saying fire the whole bunch of them because this was the Reagan and the air traffic controllers - he just fired all the air traffic controllers, so this was very vogue at that time. And then Bannerman was very party to that and it really got me upset and, ah, and ever since I've had to waste summers and not be sure that I was gonna work the next year and to scramble around and, ah, almost get into pro, prostituting yourself and, oh, 'get into French immersion, that's the way to go, that's where the jobs are...' So, I'm not teaching to, to teach French immersion, I hate that, ah, concept, I don't think it has any place in British Columbia. I think it's so elitist it, it's disgusting and, uh, things like that you get into, you're really political and it's, and I was warned of this. I, they said don't, the teaching is the easiest part of it. The politics, the interpersonal relationships on the staff, uh, uh, conflicts you have with your principal, the parents, all the peripheral stuff. The kids you'll have the greatest time with, the, the teaching is not
drudgery, it's great, and it's come true. Ah, I've had no trouble with staffs
or with, with parents or principals but it's been this other thing that, uh,
and it's my age I think that I, I'm feeling very affronted that someone is in
my way when I'm thirty-five and still haven't started a career 'cause I
don't, even though I've been in teaching for four years I figure I haven't
even started yet. Because technically when June 30th comes, I'm no
longer a teacher, I'm just out there. And even though I've got some
experience and it's in file somewhere, I'm not a teacher. I mean that -

R: How do you feel personally in these terms? Do you still feel that you're a
    teacher?

T: Oh yah -

R: Even if the School Board doesn't?

T: Yah, that's my profession, yah, that's my profession but that doesn't
    count. Who does the hiring, that counts, and as far as they're concerned
    I, I'm no longer on their payroll and I have uh still medical and dental
through the summer but its their whim whether and, and if, as a free, I
    guess a free enterpriser would say well that's the way it should be. The
employer should have the right to hire who they want and, uh, I think free
    enterprise is one, is so over, um - (pause).

R: If you'd been in another province at another time when this isn't
    happening, you know, this situation that so many people feel frustrated
similar to you -

T: Yah.

R: Do you think you'd feel differently about teaching after four years?

T: Oh yah, yah. For one thing, I could devote time to more specific things
within the classroom. I spend so much time preparing new units for new
grade levels that if I would've taught four years say, even three at the
same grade level all the, the outside, the bones of everything would be,
    uh, would've gotten the kinks out of the units and been able to, to
specialize, to really fine tune the units. And, and to, to get on a larger
scale, to say okay, this unit, even though it looks initially like it's going in
this direction, I found the last two years the kids really get off on this part
of it so we're really gonna, and this year we're gonna really focus on this
The, uh, and maybe a life skill, uh, lesson like responsibility within a,
    within a unit, something that, but the way I'm doing it now is we learn
Slí/kír and we learn about who he is, what he did on a general thing and
on we go to the next and I find myself, because the time that, I just get
presented with a mound of material all based on previous units and I
have to kind of sift through and find out and get it into a time line and
everything else, it's just a - (pause)
R: You spend a lot of time organizing -

T: Yah, it's ridiculous.

R: And preparing. Do you like planning?

T: I used to. I did. My first year, I loved planning. When I inherited that class in January I spent my whole December holiday planning. I was up nights, I was typing, I was just - and, which is fine, it was a means to an end and I appreciated the job but 'God' I said to myself, what a waste, an absolute waste of time. Had I been teaching grade seven the second year I could've been taking so much, taking things out, adding things to this year, taking it in different directions but instead I was starting from square one again.

R: Do you see that planning and organization as a really crucial part of teaching? Does it make you a better teacher?

T: Oh yah. Because you're not wasting a lot of time at night, um, typing something for the first time and running it off the next day. You're, um, as I say, for if you're looking within a unit you've already made and you've made anecdotal notes about good things that have happened and a note for next year - take this. You know?

R: So being well-prepared is something that is important to you as a teacher.

T: Oh, yah. I can't stand it otherwise.

R: What other things are important to you as a teacher? Thinking back also to the, the year that was so enjoyable to you. What do you like the most about teaching?

T: Um, routine - is important, and the kids get into a routine - 'cause when I was, ahhh it struck me really - you always like to have a quiet class and it, um, there are times now when I've learned I don't want a quiet class, I don't run a quiet class. There are times when I want it, times when I think when you're sharing you can't have as quiet class but within reason depending on what you've got as far as, um, where you are in the school and what you've got for walls and things like that. But, um, when I was doing a grade five practicum in Langley, I went into a grade seven class just to observe and I was really struck by the routine the kids were in; they knew (snaps fingers) it was nine o'clock, it was Friday, they were gonna do so and so and so and they just went right to it. And it wasn't necessary - they're not like robots, they weren't robots but they knew the routine, it had been going on for I think it must have been six months by that time and I wanted to establish that kind of routine.
R: That's the structure that we were talking about earlier from the last observation.

T: Yah.

R: That some of the students, you said, were used to doing whatever they want to do at a certain time or writing on whatever they wanted to write on.

T: Yah.

R: and they found it hard to fit into a writing structure such as that mystery assignment.

T: But they were, they were in a structure, whether they knew it or not -

R: Mmm.

T: That was a structure and I actually, I guess wanted to take them out of that structure and put them into another one.

R: That's an interesting observation.

T: Well, it's, but they are structured because, uh, they're so used to doing one thing.

R: Uh huh.

T: And that I guess that's a structure of, of sorts, and I wanted to do, do another, and as much as you try to get the kids saying, 'Well, do you see Miss S______ here? She's not here', so they - a lot of them will go up to me and say, 'we're supposed to be doing science now' -

R: And you would say 'well, Miss S______'s not here' - ?

T: We missed a Science class yesterday, or we missed a Socials class yesterday, Science can, can hold. So I'm, in one respect I'm saying that - and yet I want the kids to be flexible.

R: Mm mm.

T: At a time when I think flexibility had or when I want them to do something else it has to be flexible. So it's, it's kinda like well, I wanna establish early in the year a routine so I shouldn't even have to be there. If a sub comes in, it should be boom boom boom boom boom.

T: Long term's a different thing. I would give, if I wasn't, wasn't gonna be there for the last two months, I'd give more reins and I'd certainly make the class aware of hey, I'm not here anymore, I won't be here for the rest
of the year. So and so will come in and he says you just, you don't question it, you uh -

R: It's habit -

T: We're doing different things, yah. You're old enough now and I want you to show him that you're, you have this flexibleness within you that, uh, you can take a situation and, and adapt to it and, 'cause a lot of times when a kid can't do something he says ... well, okay, your life depends on whether you can do this or not, whether you can change it so you can understand. I'm thinking of that spelling test. 'Now if your life depended on it, how would you do it?' 'Well, www.' 'okay, that's fine, well why don't you think that before you ask?' - Number, number, 'member that? I did a numbering in this spelling test, I did a number - I missed a word -

R: Mm, I noticed that.

T: And they all went. Ahhh! I just couldn't believe. That drives me nuts too.

R: They almost thought the whole thing had been wasted up to that point -

T: Yah, crunched the paper up, start again. I said 'no, look it, number nine is so and so, number ten we missed, and number eleven put a ten beside it. Now, wasn't that easy?' And they all - mmm. Things like that, things like that frustrate, again that's the thing - 'I can't do it 'or 'boy, what a, made a mistake - that's it' 'Crunch this up, well I'm not gonna do it.' Boy!

R: Which makes you feel resentful because -

T: Yah, I did, I made a mistake.

R: Yah.

T: Okay, so I say 'let's just whoa.'

R: Yah. Okay, so one of the things that, that you were looking for was routine.

T: Mm mm. Establishing a routine.

R: Is something that you enjoy.

T: Yah.

R: Anything else - come to mind on the spur of the moment?

T: Umm -- yah, establishing independence and, uh, at a high level in Grade seven, and -
R: Working towards the students having independence?

T: Yuh.

R: What about yourself? You?

T: That's why I like teaching.

R: How do you feel then, what, uh, thoughts do you have? What kind of intrinsic rewards are there for you as a teacher then, if, if getting the students to, to establish routine for themselves and independence is important -

T: It is a lot less time wasted on, say, 'okay, now boys and girls', - it's really getting rid of a lot of the stuff that they do in the earlier grades. 'Okay boys and girls, get your pens, put your other books away, now get your textbooks out', uh, all the, the housekeeping. You stop everything and the transition. I'd rather have them say 'okay, it's quarter to nine - socials', mmmm - it's out - (pause).

R: That's why ...

T: So really, it's just getting rid of a couple of steps - less wear and tear on my vocal chords, um, selfishly it's giving me a lot more time to circulate, to, to get, start worrying about the kids who are over in the corner to, to get more into them rather than wasting a lot of time talking up at the front of the class on five minutes wasted at the beginning, five minutes every transition or ten minutes and, having them being more responsible. They know what time it is. They know in socials they need a textbook and the exercise book and that's why -

R: And that makes you feel better.

T: Yah, and a lot of times that's why I put, I, they're not used to that. I put a timetable, sometimes, especially on, on strange days when they're, when they're gonna be different, I'll put a time, what I wanna get done during the day. So they'll see okay, socials, we wanna... we're gonna talk about, uh, a sheet should be done or we're gonna correct it, so they'll be able to go but that's being used to Grade sevens and being used to, um, treating them like younger adults and then get, getting frustrated maybe by going down to a lower grade where they're not really used to that.

R: How would you describe your relationship with the students?

T: That'll get into the uh, a weakness I feel I have as a teacher.

R: Okay, let's talk about those that are important at the same time.
T: Yah, okay. Um, and I've always had, I've always, it's not a criticism, I've had, uh, it's walking the fine line between being a friend and being a teacher. And, um, (pause), I didn't like the teachers that were aloof, that didn't allow themselves to get close to you, that, uh I really enjoyed the teachers that were, they were human beings, they didn't let you call them by a first name or anything like that, but they were your friend, they were friends, they were, uh, they could walk that line. When the bell rang and class started you didn't sluff off because they, you talk to them after school and they were, seemed alright. You still had that respect for them as a teacher and I always wonder, after I've been subbing somewhere and you hear from them - 'oh boy, they really liked you, they really want you back as a sub'. As a teacher you always kind of take that, now how am I supposed to take that? Did they like the way I taught? Did they, were they stimulated by the way I taught? You always like to think that, or did I let them get away with a lot, did I - am I not as tough as I'm supposed to be? So you're always, maybe I'm insecure and I know I am insecure about - because of this thing I've gone through for the last four years. Where will I teach? How long will I teach - will I get point five, will I make enough money to survive, will I have to leave, what am I gonna do? Ah, you know, all these things are going through my mind so -

R: Yah, that's very difficult.

T: But, again, you'll hear from other teachers that uh, that - kids, the problem with another teacher is that they won't let the kids get close to them. They're, they're always tight and they're yelling and uh the kids don't like them.

R: Where do you fit in there? Over the last four years of teaching that you've had? Where would you put yourself on that line?

T: Ah (pause) - try, trying to be more of a teacher. What I, funny it's, using that term it's almost as a negative term, when you, when you pair it up with, uh, the line being here and friend being here and teacher being over here, um, more and more I think I'm starting to walk the line.

R: So you don't feel these two can be synomymous then? There is a, a separation -

T: It's really tough, really though, because the kids will start really almost treating you too much as a buddy -

R: Too casually?

T: Yah, too casually. Like a step-dad or like a, um, a big brother type thing and I think you lose something because they start getting a little too, too physical and, you know, leaning on your shoulder then you have to really, mm, you've stepped over the line. I had to do that a couple of times.
R: How do you feel about physical contact?

T: Oh.

R: That must be, um, something in elementary that is probably more prevalent than in secondary?

T: Yah.

R: Teacher and friend to physical contact?

T: Yah.

R: In an elementary setting you're glad there's more physical contact?

T: No, I'm glad physical contact is a part of it 'cause the principal, especially the principals that I've had the last two years is, is Australian, he's a very physical individual and we talked about it one day, 'cause I am too, um, every time though - I'm physical a red light goes in my head saying okay, remember who you are, remember who they are.

R: I noticed that, when just earlier there you said that, you know, if it gets too friendly and you're a step-dad and all of a sudden they're coming up putting their arm around you -

T: Oh yah.

R: And you almost jumped off the chair kinda thing.

T: 'Cause as, ____________ who is a lawyer, a divorce lawyer, who handled my mother's divorce and I heard him on the radio, always talks about the rage that's going on in marriages and he talks, he said - any man who takes a bath with his daughter, no matter how young, is a fool to do that. He's very outspoken and he, he gets you really, but with this McMur, McMartin pre-school thing in California, with the one at Peter Pan you have, you're a fool if you don't think when you're touching a young girl, young boy, even doesn't matter how innocently, you really have to be, you have to think about it.

R: You have to be aware of the contact?

T: Yah. Yah.

R: And how the child might interpret it?

T: 'Cause Grade seven, I've had Grade seven girls lean across me with one of their breasts and, and I've had to really, you really have to pull away.
R: Well they're really starting to be aware of their sexuality at that age -
aren't they?
T: Oh ya, yah.
R: And they're testing it a bit?
M: They are.
R: The Grade sevens. I've heard other teachers say that.
T: And when you're starting to react to it you say my - they're human, you're
human, yah.
R: That's right.
T: And I've done enough reading, I've done enough listening to find - I'm
not a pervert, I mean, if you're... but you really have to, you know the kids
that can't be touched, so you pick that up really fast.
R: How do you pick that up? Is it, is it - (pause).
T: You walk along, you say 'hey that's good', till then all of a sudden the, the
flinch. You make a mental note -
R: You don't touch - (pause).
T: I will, I will, sometimes, and the girl, a lot of girls when they put down
something they'll lean against you.
R: Mm mm.
T: But that's alright. I, that's, I don't make any... I don't even notice it, I
pretend... I notice it but I don't make any remark about like 'hey, back off',
'cause I don't that's, that's unnecessary and I'll just, 'cause they're ...
maybe there's no closeness, maybe they don't get this closeness, maybe
I'm the father image. That's fine to a point. Yah, sure. And I'm not, once
you start... I don't wanna psychoanalyze it to death -
R: Mmm.
T: It's but I really, I enjoy that part of it -
R: The camaraderie?
T: Yah. Yah. They're kids and I, I really like ... which I think would be missing in high school. Then you'd really have to watch because you're black, your blackmailable. And you're quite vulnerable to the cry of rape. Be unfound or not.

R: That's what you meant earlier by the femaledistraction?

T: Yah, yah, this is, I don't need that, I don't like that kind of teaching where they teach one class the whole time and it's just not, I was just, I've aimed for elementary and I was quite happy in this setting.

R: And you get to teach the different subjects, you mean, in a day -

T: Yah.

R: You wouldn't teach one subject all the time -

T: Yah, yah. It's more prep probably but I think it, it would save you from burn out because you can take one uh curriculum in so many different directions during the course of ten years whereas history wouldn't change very much in high school. I guess, I just haven't looked into it enough to really, uh, to know.

R: In terms of this teacher/friend situation, have you had a chance in the last four years to get, to get close to any students?

T: Oh, I've had two kids phoning me four years ago. They'll phone me up and uh. Some nuisance, some not, some they wanna know uh, what I'm doing and things like that so, and, uh, I've had, even though I haven't been at the school the next year I've, I've had them say that they, the Grade eights have come back and they've been upset that I haven't been there and things like that, when you hear things like that it's nice.

R: Yah, it is.

T: Yah and, I've never had any enemies I don't think, I mean that's uh, and I've had parents say that they really enjoy and unsolicited things are the best. If you ask a parent 'hey, what does your kid think of you?' What's he gonna say - 'oh, he hates your guts?'

R: It's a good point.

T: Unsolicited ones are the best where they write you a note or they come to an interview and say 'hey, he's really,' - whether or not it's, 'he's really learning a lot from you' or whether he, he really thinks you're a neat teacher, 'he loved the way you did so and so,' that's fine, that's part of teaching, I don't, uh, it's nice to hear once in a while that uh hey, they really liked the way you presented the archaeological unit, that's nice to
hear too because you always like to know that you per, you're doing your profession properly.

R: You're getting some feedback for all that planning and organization -

T: Yah. Yah.

R: That you put into it. Um, to take it to the other end in terms of conflict, I've noticed that you have one student in your class who kind of - I guess maybe thinks that he needs to test you a little bit -

T: Yah. Mm mm.

R: You know, you know who we're talking about -

T: Yah, yah.

R: And uh, how do you, how do you find, do you have a method that, a consistent method or, or a set of blueprints that you use for dealing with that sort of thing? How do you deal with conflict, or problems that arise in the classroom?

T: Unfortunately a lot of times I use my voice -

R: In what way?

T: I raise it.

R: Raise it.

T: Not yelling but just - do it in such a way where silence reigns.

R: Where you know your voice has a warning -

T: Yah, yah. But also and I think what saves my sanity is that I'll forget, I won't really, I'll remember -

R: Mm mm.

T: But to him I forgot. We're friends again uh, uh, again it's the grudge thing. Uh, because I, I went home a couple of times from school when I was going to school - upset and, and angry and uh I don't think kids should go home like that and I didn't feel very good and I, my stomach was in a knot and things like that - and even um. I remember going to school - an assignment was due - and my stomach was just a knot, I don't think that's the way kids, kids have to learn responsibility. To take consequences but they shouldn't be in stark terror of consequences, any consequences that I have for them are not really that hard - it puts them out because they have to stay after school or have to do something, but not to the point
where they're just sitting there in a cold sweat and in terror which I think existed a long time when I was in school because the teachers, a lot of them were unknown quantities and they were very ... and they were huge and old and things like that. But, um, so -

R: You use humor. We talked about that earlier.

T: Yah.

R: that you, you -

T: Much more appreciated in Grade seven though.

R: Your humor is more appreciated in grade seven. Why is that?

T: Because it's dry. It's, uh, quick. It's, it's taken off something that's said. Ah, kids, I can tell by the... what they think is funny. Their funny, their humor is more literal, more slapstick, you know; a smack in the face, big pie in the face, things like that and, uh, you know that's just, that's just the way it is.

R: You were also saying earlier that sometimes your comments could be interpreted as sarcastic -

T: Yah. Yah.

R: And what are the advantages or disadvantages of that? You were mentioning earlier that there are some advantages and some disadvantages.

T: Yah. Very, very often I'll use sarcasm on a kid that I know can stand it -

R: Mm mm.

T: 'Cause some kids will get the sarcasm and they'll laugh and sometimes the kid will take it and then laugh and sometimes I want that. I want a little bit of, a little bit of humiliation for this kid because he is, uh, I can't really think of an instance but, um, not thinking, or trying to make himself look wonderful, or tryin' to make me look bad when it's really everybody knows that's not the case. You know -

R: Do you think that would - enlighten them more or make them see?

T: Make them think a little bit more the next time before they - (pause)

R: I see. Make them think before doing that again.

T: Yah, yah, 'cause a lot of times it's a seeking out - look at me, attracting attention, and then my remark will kind of turn tables a little bit to make
them - next time, you know, let's think about it before we disrupt the class and things like that, so you, you find it hard not to get drawn into contests with them. And uh -

R: You mean like -

T: Verbal, like tennis -

R: Like a tennis match -

T: Tennis match, yah.

R: Yah.

T: 'Cause I've had other teachers and some I've really respected that have got so upset where they physically handle the kid. But they, it's been a kid.. that's the only language they understood. Which is sad when you have to get to that point but you've got kids that, uh, their parent will whack them just to get their attention, that's all they understand and, and

R: How do you know when to, when to draw back, I mean -

T: I do it very, as soon as I realize hey, I'm talking to an eight-year-old and he's geting me upset.

R: Is it the child's expression or is it in yourself that gives you the cue to quit?

T: Me. Yah, Now whether I cue off - I doubt it, because alot of times it's just that we could go a long time.

R: Mm mm.

T: And I'll realize 'hey, wait a minute, I've got the rest of the class to think about '.

R: Mm mm.

T: And I says 'okay, I'll talk to, I'll talk to you later.' I try to diffuse it as much as I can too a lot of times.

R: As a tennis match then, do you feel that the majority of the times you win?

T: No. I get, well that's what cues it. I say 'I can't win this'. If I get mad, I may win the battle but I'll certainly lose the war because everybody 'ha, I got him mad'.

R: Well, would you describe that as a power struggle then?
Oh yah. Yah. And usually it's one kid. That's been my experience the last four years - one kid. And usually male. A couple of them have reminded me of myself, uh - so -

Any ideas...?

I'm sure Freud would just have a marvellous time. No, I'm, I'm -

Any ideas why students test you like that? Or at least you or any teacher?

I've been a q, an unknown quantity -

Mm mm.

The testing usually is early too -

Mm mm.

It, later on in the year, then sometimes there's just blowups that uh, you haven't done your homework and I get upset over things like that. That's fine but early in the year because I'm an unknown quantity going from school to school to school um, that's quite common apparently and even ... they'll test, kids will test, 'cause they test their parents -

Substitutes go through that.

Oh sure, Subbing is the next worst thing to dying (laugh).

It is a difficult job.

It is, it is.

Alright, I'd like to ask you to describe a situation, I'll give you a couple of minutes to think about it if you like - some situation over the past four years as a teacher. It could be at the beginning or, or currently, in which you, um, helped someone. Either through teaching or, in a teaching role you helped someone in some way so that, it had a helping content. I'd like you to think of something that stands out in your mind - it could be good, it could be bad, something that you enjoyed, something that you did and that has significance for you from a people point of view, from a human relations point of view.

This is all the same question.

Yes.

Well, you said that I'd helped someone so that's obviously positive.
R: Yah, a helping situation, the results may not have been positive.
T: Oh I see.
R: You see what I mean?
T: Yah, Yah.
R: So if you want a couple of minutes to think about that that's fine.
T: I had a mentally handicapped girl in my classroom. She wasn't severely
erretarded, she was about at the Grade four level and she was in grade
seven because she was fourteen years old. It was through working with
her and also her assistant teacher, um, I think and it's, it's hard because
she was in a foster home. But judging from what the foster parents and
the group home parents said about her after she had been in my class
that - through, through I guess just being around her and whatever her
self-esteem had gone up so much from when she had come from ... Now
- (pause).
R: What was the situation? Describe the situation.
T: Okay. She was - isolated, uh, in the, in my class because she had to do
a lot of one-on-one with this assistant teacher but she was in the
classroom setting - (pause)
R: And she had come from ______.
T: She had come from ______ where she'd been in a, in a one, one on six,
which, one teacher in six and she's been very, uh, spoiled as far as
attention but and then she demanded attention and she even with this
one on six she would bite other kids and things like that she. So she's
quite a handful. But then physically she was quite well developed so
that's why they didn't wanna have her in the Grade four setting and in
lower classes and things like that. And so she was put in that classroom.
I was given an assistant, um, and it was working with my class and telling
them about her having them build up a toleration for her and acceptance
for her despite incidents that occurred. You know, she'd flip up her
blouse in the library 'cause somebody, some guy said do you wanna see
her tits and things like that, and to flip up her dress and, and things like
that went on during the year. I think the final analysis even though she
went back to ______, back to live with her father, um, and a lot of credit
goes to my class for being able to go through my lectures about tolerance
and things like that. She I think, she was a lot better ah, better person
and a, her self-esteem had gone up a lot in her life and I think that was,
it's nothing to do with actu, an actual student of mine who was quote
unquote normal, but there really, I really had a good feeling at the end of
the year and that's. - A lot of the other, you never know sometimes the
impact you have on, on children whether you had any ... they're a Rhodes scholar, whether you had anything to do with that or whether you turned around their study habits. You like to think so but a lot of times it, smart kids are gonna learn despite you or, or because of you, you just never really know.

R: What did you do at the time to make that an important event for you?

T: Um, I dunno. I was just happy that I could see the change in her also. And, uh, through my discussions through the, the group parents and the assistant teacher that was helping her uh it was really maybe all of our doing. But uh it was just nice to see, it was, and I, and particularly because I have very low uh feeling and I've talked to my sister-in-law who has a retarded sister whom I met for the first time before she was married to my brother and we got into a little heated discussion about what should happen to brain-damaged children. I'm quite outspoken about that. But, um, and that even surprised me more that I even had the tolerance to talk to my class and say, she, uh, things that she does, uh, the incident in the library, she has some mental problems and that's her excuse, but what's your excuse for asking her to do something like that? And getting them really looking inwardly on themselves even though it was very isolated who did that, they really had to think about uh, okay she picks her nose and she picks her zits, let's not get hyper about it and let's not - rather say hey _____ that's, we don't like it when you do that. If you wanna get friends, you can't do things like that. If there, if your nose is bothering you, go to the washroom and they're really developing an adult perspective to it and things like - so it was a real process and that's what, uh, I think I was most pleased about because I think it helped not only the girl but it helped the class too. 'Cause they were more and other teachers on the staff commented on 'hey, your, your kids are getting along a lot better with .... with _____ and she seems to be', to hear like that, it's not really academic or anything like that but it's more, and I think that's putting education in its perspective. Where does it fit? So what if you can't recite the constitution. Can you, can you interact in a group of three people without (makes choking sound) going like that or picking your nose or whatever, um, so maybe it's putting something and I was most happy with that. Rather than finding out last year that thirty-eight percent of the honor roll at uh my elementary came from and I was happy about that but the kids they named I said 'hey, could, could they coulda had a chimp teaching them last year and they woulda just done just as well.' So I was most happy with that.

R: So you, you felt happy.

T: Yah, that was the, that was the thing. I think a lot of teachers, that's what you feel. You feel hey, 'cause I was able to help, but now bring, bring on the next, you know.
R: What would you do if you could do it again? If you'd go back to that situation again would you change anything?

T: No. No.

R: You'd do everything that you did?

T: Yah. Because, because she did these things - resulted in me having to talk to them which resulted in them looking at themselves which resulted in the change.

R: In her, and in the children.

T: Yah.

R: So mostly what you did was, you discussed the situations with them -

T: Yah.

R: As they arose.

T: Because she was so used to having people just freek out when she would pick her, her zits and show them her, her zits on her back and all this, but when the kids say 'hey, that's not acceptable', she knew these words, she knew the jargon because she, her house mother always would talk in terms like that, 'that's not acceptable', and they would deal with uh they would give her pennies every day if she did these certain things, so they had real incentive programs and um, but I don't ... I didn't I'm not really one for stickers and stuff like that, I'll give them other rewards.

R: But rather than rewarding people with stickers you would rather sit down and discuss the situation.

T: Yes. 'Cause a lot of times I will give stickers for exemplary work if they have gone beyond the call of duty -

R: Mm mm.

T: But as far as I'm concerned, rewarding mediocre accepted behavior is just - why should you get a sticker for doing what you're supposed to do? So, well I'm doing it now and I, I, it's kinda (choking sound) choking me in the throat for continuity only. 'Miss. B________ always used to give us stickers' and it's too late to, to, the last two weeks of school to say well, as far as I'm concerned this is just rewarding what I consider to be normal behaviour and lar lar lar. It's too late for that now.

R: Do you have any comments or observations on my presence in your class?
Um, it's like any time I've been observed I hate the feeling the day before or the eight-thirty that morning or when I wake up in the morning, oh, God, but once I started I actually forgot you were there and it didn't really bother me at all I think, um, it's been interesting to see all the, I hate getting into words because uh, it's been different seeing my, uh, monologue for the most part in - class -

The actual transcript -

Yah.

Of your conversation.

Yah. Yah. That's been really different to see that.

That's the first time you've seen that.

Yah. Yah.

What was different about it? The first day, did it feel -

Oh the first day was -

The first day you seemed to feel uncomfortable about it.

'Cause I knew you were right. Even in your, your assigning of a word -

Such as?

The glare.

Okay, that's the different side. That's the log notes.

Yah, oh I see

Okay.

Even the log notes, that really, uh set me aback to start with.

The log notes you felt uncomfortable about also?

Yah and I really was gonna say 'hey, that's it, I don't wanna do this anymore'.

I felt that from you.

Yah. Yah, that day you came in I really felt -
R: That's why I asked you about it. I wanted you to be able to talk about it if you could.

T: But I was actually diffused a little bit because I turned and I kept reading it and once I got into the, the actual dialogue it was much better.

R: It was better.

T: Yah. 'Cause I felt that that was a very subjective, uh, but of course it was without without my notes and uh, that's what it was, it was a "glare". But that's part of teaching too. As you're saying that's part of the body language, the, the quick lookover, (clears throat) like going like that -

R: I wanted you to know from the very beginning that I was going to put down what I saw.

T: Yah.

R: And then we could discuss it. I wanted you to know I was going to put it down... everything I saw the way I interpreted it.

T: Yah. Actually to sum it up, it got easier as it went along.

R: Uh huh.

T: And the fact that I stopped worrying so much about preparing a lesson on principle. I'd start it and if I'm gonna chew somebody out, I'm gonna chew them out. I wanna see what, you know. That's part of the day, that's the, I think you'd be, it'd make it much more valid as far as you're concerned. I mean, had I done exactly what I was gonna do that day it would have been a little bit more 'cause I had some spelling lessons and things like that so I did tailor it in that respect, but -

R: You varied the lessons -

T: Yah to bring the Socials, to move it from where it was gonna be to put it in the best slot.

R: So I could see writing every day.

T: Yah, yah. Right. So you wouldn't see uh the squirts reading, uh silent reading, and I mean, but uh -

R: Did, did it help after we discussed it together?

T: Oh yah, yah.

R: And you felt that I wasn't evaluating your, your behavior or whatever.
T: Yah. Oh yah, and the fact that actually you started leaving a couple of days in between was a lot better.

R: That's the first two times I saw you. Once the first day, then the next day. And then after that I spaced it out -

T: Yah, so then you actually phoned and I was so relieved 'cause I just, I, I, it just felt like I was being bombarded.

R: I sensed that.

T: Yah. 'Cause I had other things going on too and I found the time, I just wanna sit down for a minute.

R: Yes.

T: Um. -

R: So that's, that made you relax.

T: Yah.

R: I noticed that you had relaxed on the third or fourth observation.

T: Yah.

R: That's good. Is there anything that you'd like to add? Any comments?

T: No, I hope this is of some use to you and uh, don't ever phone me again. (laughs).

R: (laughs).

T: No, is there - what would you do for followup? Is there any further - thing with uh -

R: I don't know yet.

T: Yah, yah.

R: Um, it'll probably take two or three months to analyze the data.

T: 'Cause I think if I do get a new contract I think you'll find a different teacher. That might be interesting.

R: It would be interesting. I would like to come and see you in class just you know... even just for interest's sake.
But I think if I'm temporary next year, I don't think it'd be any different. I, I probably will have more of a style that I'll be comfortable with but I think the frustrations will show through all the time.

You said that earlier that you'd give it one more year. You told the principal?

Yah.

Do you still feel that way?

Talk is cheap.

Yah. You'll wait and see?

Till it's June of next year and I still haven't got work.

You'll wait and see.

Yah, Yah.

Well I'll keep in touch with you.

Yah.

I've enjoyed coming in. Probably more than you have from what you've just said, (laughs).

(laughs) I've thought about the drive you've had... you were dropping stuff off on your way to White Rock and uh, no, it's been, it's been an experience and uh, but I don't wanna keep those (referring to transcripts). They're not of any value to me, um, I've read the. I, I don't, I understand I think what you're gonna do with them but -

Yes.

No, its way up in the upper echelons of academia and that's fine. I hope they're of some use to you but I don't really wanna, it's just more paper for me to keep and uh I've seen it and the impact has been, been made on me and uh, I think, it's, as much as they weren't for an observation as far as teaching style I tried not to... okay - (pause)

Mm mmm.

Even though I've sort of listened like the principal at a staff meeting - it's okay. Okay?

You notice it in other people -
T: Yah.

R: I've even been noticing it in myself lately.

T: No, I haven't but that's uh, so it's done something, it's made me aware of, also my physical movements, 'cause when you said I stayed up at the front most of the time. You didn't ... I'm certain you meant that as an observation because physically you can't see on the tape.

R: Mm mm.

T: You're making that as an observation but for me it said oh, oh, doesn't circulate much, stays up at the front, kids come to him. So that -

R: But then you noticed -

T: Right.

R: Then I did say circulate and you'd say 'oh yes I was circulating then'.

T: Yah. I did it and that was the third or fourth uh -

R: Yah. So you could see the change in yourself.

T: Yah, and I consciously got up off my butt and started going around uh, so it has had its effect that way -

R: I noticed it also kept the Grade fours a little calmer. As soon as you walked by them here -

T: Yah, yah.

R: I would notice when you did Social Studies, down, down they went.

T: And I think that really shows their age. It's almost like a security blanket is nearby.

R: Mm mm.

T: And we can, so I think I feel sorry for them as Miss B______ was saying the same. She says a lot of times you'll just forget about them. And they said today - (pause).

R: A smaller group and younger?

T: Yah. Couldn't you read this to us? You're always over with them. I felt so bad but the one kid that wanted to read a certain, he just wanted me to read a certain page 'cause he was way up there, all the kids were ahead so it wouldn't have ... it was too much to read in the time that we had so -
R: So you feel that you have noticed some things about your teaching style -
T: Yah.
R: Or teaching movement -
T: Physic, the actual physical -
R: Physical movements -
T: Yah, yah.
R: And your, your verbal responses.
T: Yah.
R: Mm.
T: Yah. And I'm gonna try to tailor my temp ... my sarcasm. It, it's a problem but I fi, I can be cruel to kids. I try to be cruel to the kids who I know can stand it and can buck it 'cause I remember saying to some kid - there were two little girls standing at my desk and one kid called the other a, a bison belly. I says oh are you a bison belly. And of course me saying it to her - she had a little weight problem, and me saying it to her she just went - tears just flowed ... and things like that and you're really... the sensitivity in some kids, you gotta first of all read them and then say who can, who can take a good jab.
R: How would you describe, just in a nutshell, your teaching style?
T: Not laid back. It's not severely structured either as far as uh - 'don't tap your nails on the board' - things like that. I like, first of all I look at a situatio ... I see what they're talking about and you tell a lot of times if they're giggling and laughing but if, if one person's kinda looking over, they're helping, so that's fine, there's different types of conversations. So I like to analyze what's going on in the conversation. If I can go over there and hear more and, and that's fine, if they're gonna try to help one another ... sometimes their jargon is better for one another and they can synthesize something. Um, (sigh) I really find a shortcoming I have is providing work for kids that are finished. Enrichment. I really felt that I have not over the last four years accumulated a lot of interesting, I mean there's a lot of seat work - 'well do twenty more questions then'. And that's a reward for finishing early? So I'd love to when I really start again getting into teaching to have enough money to buy things, go to a Teachers store and really start to look selectively at where these kids really go, um, accumulate enrichment stuff 'cause I really find that's a shortcut. 'Cause I say if you're smart enough, usually what I say is if you're smart enough to finish early, you should be smart enough to find there's something to do.
R: Mm mm.

T: You can read a book, uh, do a little project on your own if you want, I'll mark it for you. I'll present it to the class, if you wanna present it to the class, great - 'yuhhh that's too much work', then you really find out where they're coming from, and they you, first thing I say is okay, let me see it - 'ohh, wow I gotta do a few revisions on it first'

R: (laughs)

T: Okay?

R: Redo it.

T: Yah.

R: So you would describe your teaching style as -

T: Probably someone who's come out of the police force. Maybe doesn't take it as seriously as other people do -

R: Mm mm.

T: And that's subjective, whether that's good or bad.

R: Do you feel you're relaxed in the classroom?

T: Yah. Except if there's someone else there...

R: Yah, like me? Or someone else? A parent?

T: I tend to really not be that sure of my uh, it's employing all the techniques, the latest teaching techniques, um, this is why I was kinda happy actually to go to this workshop. As much as I hated a lot of stuff that was on there, uh, 'cause I was asked about my concerns, I think we had to each, what we've done this year about the writing process and our concerns for next year, and of course my initial concern with Mr. D_____, is right there he's the Assistant Superintendent, that's, my initial concern, my prior, primary concern is whether I'm gonna get a job next year and that is... I says in conjunction with that it's, if I go into a staff that's been working at the writing process for three years, how am I gonna cope with that? And I said, I says I appreciate the fact I was invited to this because now at least I know where the Grade fives are, what they're doing as far as writing process. But that was my major concern, damn it, not what I'm gonna go in the writing process. Am I gonna get a job next year, and I hope he heard it.

R: And that comes first?
T: Yah.
R: Well, good luck.
T: Yah. Thank you.
R: I'll call you in the fall and see where you are and what you're doing.
T: Well I've enjoyed it.
R: Thank you for helping us.
T: You're very welcome.

END
BIBLIOGRAPHY


