FIRST GRADE PUPILS' PERCEPTIONS

OF THEIR TEACHERS' ROLES AND FUNCTIONS

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CERTIFICATE

I certify that the content of this thesis has not been submitted for a higher degree in any other institution and that due acknowledgement is made to the extent to which I have availed myself of the work of others.

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I certify that this thesis has been externally examined and passed as fully adequate as partial fulfilment of the requirements of the degree of Master of Education

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ABSTRACT

The aim of this study was to fufil two purposes: to gain deeper insights into what young children think about their teachers, and to examine the effectiveness of different methodologies which are designed to elicit information from school beginners. By employing a variety of qualitative techniques, the study focussed on the development of research methodologies specifically appropriate to this age group. Although the results of the study suggest that the children perceive teachers as performing the more obvious didactic and authoritarian roles, they also indicate an awareness of the managerial aspects of teaching. The data also suggested that the children placed greater emphasis on the teacher's role as an entertainer than as a nurturer. An examination of the results in relation to the methodologies used, indicates the possibilities of further developing the drawing and interview technique for use by classroom teachers. The research highlights some interesting implications for teachers. A better understanding of children's views about classroom practices may influence teachers' decisions about how they wish to fulfil their roles and functions.

CONTENTS

LIST OF TABLES

CHAPTER 1

INTRODUCTION

The relationship between a teacher and a class of children determines many of the variables which are involved in successful schooling. This relationship, which changes and develops over time, affects such things as co-operation, levels of interest, motivation, satisfaction with achievement, amount of effort expended, and the happiness of both children and teacher.

Most people would agree that the job of teaching children at the start of their school lives is very important. The "role" or the position of a Grade 1 teacher is accompanied by many and varied expectations. The expectations placed on this important job, however, are subject to lively debate. Parents and educators hold a variety of views. Some feel that the most important aspect of the Grade 1 teacher's job is to help the child to develop a good self concept and the ability to interact successfully with others. Other people may feel that cognitive development is of primary importance. Another point of view may include among the priorities, physical development, moral development or the ability to accept discipline and society's standards. A generally accepted view among teachers and teacher educators would be that the teacher should be involved in nurturing the development of the "whole child", that is, intellectual, physical, social, emotional and moral development (Kutnick, 1983).

To fulfil these expectations in whatever order of priority, teachers need to make decisions about the strategies they will adopt and the types of behaviour they will exhibit. For example, the Grade 1 teacher may be the first significant adult, other than the parents, with whom the child needs to establish a close relationship. The child is young, inexperienced, and needs help to make the transition from the care of the home to the world of school (Renwick, 1984). Teachers need to decide how much emphasis they should give to playing the role of parental substitute or nurturer. However, because teachers are "put in charge" of the children in their care, and because of their experience and knowledge, Grade 1 teachers also have a great deal of authority associated with that responsibility. To establish good working relationships with children and their parents, a teacher needs to gain respect, establish a structure, provide arbitration and set standards. Many teachers have to make decisions about how to balance their behaviours between total permissiveness and total authority. Then again, the teacher is expected to teach (Musgrave & Taylor, 1969). Decisions have to be made on the importance of the instructor's role. Should the environment be structured so that each child is left to explore and develop "incidentally" or "informally", or should the teacher be seen in the role of a direct "instructor"?

Every day, the teacher of young children can play many roles such as mother substitute, first-aid nurse, resource organizer and disciplinarian. Experienced teachers seem to know intuitively when to play the different roles, for how long, and with what skills and emphasis.

In teacher education programmes, some preparation for these roles is obviously important. Trainee teachers need to have some kind of vision of the expectations placed upon them, that is, the roles they have to fulfil. Teacher education programmes can provide a theoretical background to suggest the most effective ways of being a teacher. Society in general expresses its expectations of the teaching profession. Parents will leave the neophyte teachers in no doubt as to what roles they should play in the upbringing of their children. If we believe in achieving a balanced view of any situation, as educators we need to take into account all points of view, all expectations. However, the trainee teacher, and often the experienced teacher, is not often aware of the opinions of the children. It is part of human nature that subordinates very rarely tell their "supervisors" what they really think. Young children especially, very rarely express their views of teachers to teachers. Yet in any relationship, the audience is crucial to the playing of any role. How can a teacher decide to play a role in isolation? Children's behaviours influence the behaviours of the teacher (Getzels & Thelen, 1960). The reactions of classes of children can often result in teachers modifying their behaviour and their curriculum planning. Therefore, it seems reasonable that the children's perceptions of teaching should be taken into account.

To perform a role successfully, it is necessary to have some awareness of how the whole "audience" perceives that role (Getzels & Thelen, 1960). In this case the "wide audience" of parents, educators, and community personnel can, and do, express their opinions, expectations and values easily. The "immediate" audience,

the school beginners, are generally not asked, and if they are asked, find difficulty in articulating such perceptions because of their early stage of development (Gardner, 1982). If a teacher is to provide a balance of experiences, and play a variety of roles for school beginners, then information from all the people involved is necessary before decisions can be made.

Purpose of the Study

To achieve a balance of view points about the roles and functions of a Grade 1 teacher, the perceptions of young children need to be taken into account. This study therefore attempts to gain deeper insights into what young children think about their teachers. The study attempts to establish how six-year-old children perceive their teachers in terms of the roles they play and the functions they perform.

The roles and functions of a classroom teacher play an important part in the inter-personal relationships which exist between teacher and child, child and peer group, teacher and parent. Detailed classroom research since the 1960's (Jackson, 1968; Brophy & Good, 1974) indicated that children's perceptions and expectations influenced the behaviour of the children. Other research also pointed out that roles are complementary. Getzels and Thelen (1960) for instance, stressed that the role of the teacher and the role of the pupil cannot be defined or implemented except in relation to each other. Teachers therefore need to be more aware of children's perceptions of the teaching roles.

An initial search of the literature indicated there is now agreement that the pupils' points of view need to be understood. Studies of student perceptions have been very useful in helping educators to understand classroom processes (e.g., Weinstein, 1983). Student ratings and evaluations have been found to be an effective way of providing teachers with feedback (Gage, 1972) and for improving classroom environments (Fraser & O'Brien, 1985). Teacher education programmes use research findings to give trainees a better understanding of the complexity of the teacher's work, the range of roles and tasks to be performed. However, very few studies are available which have been conducted with children in their first year of schooling. The purpose of the present study, therefore, is to attempt to fill a perceived gap in the literature.

The lack of information about five and six year old children's perceptions of teachers may well be attributable to the methodological challenges inherent in working with such young children. Many research methods are not appropriate for this developmental level. This study, therefore, attempts to develop a methodology specifically suited to research with young children. It trials and examines the effectiveness of two different approaches in an attempt to suggest a successful way of eliciting perceptions from school beginners. Thus, information is obtained which may assist teachers and trainees in making decisions about the kinds of roles they should play in being a first grade teacher.

Methodological Rationale

To fulfil the purpose of the study, a careful consideration was given to the most appropriate type of methodology. Although the research literature offers a wealth of information about the classroom, much of it has been characterized by the study of teacher and student behaviours which are readily observable. This study, however, explores what pupils think and feel, rather than what they do. Thus, purely observational techniques would be inadequate. However, classroom observations are necessary to derive "grounded" (Glaser & Strauss, 1967) insights into any aspect of development. Children's behaviour and the context in which it takes place obviously has an important bearing on their thoughts and feelings.

To explore cognitive aspects such as perceptions, the methodology chosen must allow the respondent to express himself directly in an unfettered way. Damon (1977) stresses that the eliciting procedure should be done in the simplest way to avoid imposition of the reseacher's views. Thus questionnaires would not be appropriate for the purposes of this study, nor indeed for this age group.

Kutnik (1983) discusses the advantages of the clinical method and Hook (1981) recommends differing interview techniques. For the purpose of this study, the most appropriate methodology seemed to be a type of semi-structured or focussed interview (Hook, 1981). As a recent trend of research, the exploration of thought processes has given rise to interesting variations of focussed interviews such as stimulated recall methodology (King & Tuckwell, 1983) and Interview

about Instances (I.A.I.) technique (Osborne & Gilbert, 1980). Bearing in mind the age of the children, it was decided that two different approaches would be used to stimulate interest and focus the attention of the children towards the area of inquiry. By implementing two different, pleasurable activities, (a) watching a video of the classroom, and (b) drawing a picture about their teachers, the informal interview could take place in a relaxed, spontaneous manner whilst retaining a focus on the specific area of inquiry. In the absence of any precedent in the literature, the development of these methodologies plays a significant part in the study.

CHAPTER 2

LITERATURE REVIEW

The purpose of this chapter is to review the existing literature related to four pertinent areas of study, thus providing a context for the research directions to be taken in the present study.

First, because the aim of teacher educators is to prepare more effective teachers, and to equip them for the many roles they are expected to play in a continually changing society, one needs to examine existing theories about the roles of the primary school teacher.

Second, educators need to be aware of the literature pertaining to the development of the child and, in particular, the development of social cognition. What do we know about six-year-old children in terms of their thoughts about the significant people in their lives?

Third, educators need to look at classroom research on children's perceptions. The perceptions of all those involved in classroom situations have been researched from many differing standpoints and reveal the complexity of classroom life.

Fourth, there is a need to examine the methodological options available to classroom researchers, before choosing the most appropriate approach for this particular study.

Each of these four areas is discussed in greater detail in the following sections.

The Roles of the Primary School Teacher

To follow the development of the teaching role throughout history is beyond the scope of this review, but a brief overview of changing priorities provides an interesting conceptual framework.

In tracing the history of "the teacher", Castle (1970) points out that there can be no single image of the role of the teacher. The images he or she presents depend on the eye of the beholder. "What matters is that his image is good among the reference groups whose respect and approval he desires" (p.230).

The teachers' roles and functions have depended largely on the social and intellectual mood of each period of history. The earliest teachers were probably the scribes of Egypt and Babylonia. In the emergent civilizations of Judea, Greece and Rome, the teacher appeared in several different traditional roles - as poet, prophet, philosopher, and lecturer. Hebrew teachers were instructors of morals and holy literature, whereas in Greece, the need to provide useful citizens prompted the inclusion of the role of trainer in physical fitness. Castle (1970) quotes Plato as seeing the roles of the teacher as "civil servant, competent scholar, interpreter of tradition, a preserver of community standards, and a guardian of morals" (p.32)

During the Middle Ages, education was dominated by the church, and even as late as the 19th century, the pivotal roles of the teachers were those based on authority and morality. Even the works of Rousseau (1712-78), Pestalozzi (1746-1827), Froebel (1782-1852) and Herbart (1776-1841) did little to change the overall role of the teacher as an authority figure, and as an instrument of social control (Castle, 1970). However, their influence slowly penetrated educational thought, so that school-teachers adopted a benevolent, paternalistic role.

Since the growth of knowledge in more modern times began to accelerate changes in society, teachers' roles have become more complex. As the role structures changed, various conceptual frameworks have been proposed in the literature.

As long ago as 1951, Redl and Wattenberg developed a classification of teachers' roles which described fourteen possible descriptors: referee, detective, model, counsellor, ego-supporter, group leader, parent surrogate, target for hostilities, friend and confidant, and object of affection. These terms seem vague and generalized, whereas those used by Hoyle (1969) were more specific. He argued that in a technological society teachers should perform three "functional" roles - instructing, socializing and evaluating - and three facilitative roles - motivating, controlling and managing the learning environment.

Some theorists have suggested that the framework of teachers' roles should extend beyond the classroom. For example, Fishburn (1962)

used a six-category system which included mediator of culture, member of the school community, director of learning, counsellor and guide, liaison officer between school and community, and member of the profession. In the 1960's, theorists generally used wide ranging terminology and criteria in an attempt to acknowledge the broad range of teachers' roles (e.g., Havighurst & Neugarten, 1962).

In the 1970's, in a search for greater efficiency in teacher training and more specific ways of evaluating teaching, the Florida Catalogue of Teacher Competencies (1973) listed teachers' roles as: assessing and evaluating student behaviour; planning instruction; conducting and implementing instruction; performing administrative duties; communicating and interacting; developing personal skills; and developing pupil self. Under each of these role headings, specific behaviours and tasks are listed for greater clarification. Tasks, duties, routine activities, relationships and responses are the practical manifestations of the roles. These everyday activities are the means by which teachers unconsciously and consciously respond to the expectations put upon them. Different tasks represent different roles which often overlap. By trying to analyse the daily tasks, researchers have gained important insights into the job of "teaching".

Dutline (1972) attempted one of the first studies of the teacher's daily work. Although the motivation for this study was industrial, in that the results were intended to be used as a guide for establishing the duties and roles which could be delegated to

teachers' aides, the observations provided an interesting framework of duties. By categorizing the tasks of the observed teachers into instructional and managerial and clerical, the research team acknowledged three broad areas of task-related roles. First of all, a systematic analysis of teachers' duties was conducted (based on systematic observation). The team decided the task was overwhelming. Teachers often did two or more things at once, so they tried to restrict themselves to observing only "non-educational" functions, by this they meant such activities which did not intend in themselves to lead to any changes in pupils' behaviours, attitudes or thinking. They drew up a list of "Housekeeping Duties", classified as:

i. Duties: fixed (must occur at a set time in the day) e.g., bringing children in from playground, dinner duty;

ii. Duties: partly fixed (within fixed time limits) e.g., registration;

iii. Duties: non-fixed - checking audio-visual equipment, sorting out resources;

iv. Duties: related to educational work, e.g., marking, returning books, record keeping;

v. Duties: unpredictable - e.g., first aid, accidents.

Many other studies since the 1970's (e.g., Burns, 1979, 1981) have conducted task analyses. It has been shown that time spent by primary school teachers on actual instruction varied from 43% to 75% (Hilsum & Cane, 1971). Burns (1979, 1981), in Australia found that over 20% of the teacher's time was taken up with such things as

modelling politeness and encouraging co-operation. This suggests that the role of socialization agent is quite significant. Musgrave and Taylor (1969), in their review of studies conducted in the 1960's, conclude that parents expect teachers to play the roles of instructor, disciplinarian and social model.

In recent times teachers have continually diversified their behaviours to meet social and technological advances. Curriculum changes, school based decision-making, open-plan classrooms, computerized learning packages, and an increasingly mobile population are some of the challenges which face teachers. The Correy Report (1980) recognized the resultant broadening of social and curriculum roles in the following system of classification:

Classroom Roles	-	promoter of pupil learning and development
	-	leader of the class group
	-	manager
	-	innovator
School Roles	-	curriculum developer
	-	co-operating colleague
Community Roles	-	communicator with parents and community
	-	scholar and professional

Berliner (1982), however, stressed the managerial or "executive" role as a key area for teachers' professional development. He enumerates nine functions which are common to business and teaching. According to him, the teacher has to play an executive role by performing nine functions: planning, communicating goals, regulating activities, creating a pleasant environment, educating

new members of the work group, articulating the work of that site with other units in the system, supervising, motivating, evaluating.

Berliner (1982) advocated greater recognition of these executive roles and functions in order to improve efficiency, prestige and conditions of work. It remains to be seen whether or not the teaching profession and the community will perceive the roles of the teacher as being predominantly managerial.

Theories of Social Cognition

The current study is concerned with children's views of particular adults. Therefore it is appropriate to consider theories on the development of social cognition. Gardner (1982) defines social cognition as "the child's knowledge of and interaction with significant other persons" (p.459). He points out that developmental psychologists now recognize the importance of studying the child in terms of his understanding of the social world.

Damon (1979) discusses the nature of social cognition and its relationship to cognition in general. He argued that because a child actively constructs knowledge as a result of numerous experiences and social interchanges then the acquisition of knowledge and the development of all cognition is intrinsically social.

Although Piaget (1959) concentrated on the study of intellectual development, he also described stages of social development; the

autistic stage (where the child seems unaware of others), the egocentric stage (where the child's thought is dominated by self), and the socialized stage (when the child realizes the needs and wants of others). His findings led to a greater exploration of the child's social development and its various aspects. Shantz' (1975) review of social-cognitive growth discusses how children of different ages construe and understand the personal characteristics of other people. Studies of children's perceptions of other people by Livesley and Bromley (1973) provided a developmental profile of children between the ages of 6 and 15. Not surprisingly in their studies, the younger children described other people in very concrete terms (e.g., appearance, possessions, etc.) without much reference to psychological qualities apart from generalized, evaluative comments such as "bad" (e.g., "nasty to me") or "good" (e.g., "gives things to me") which are in self-referential terms. The awareness of traits and dispositions develops during middle childhood, and the child can identify attitudes, interests and abilities in more precise terms (e.g., "helpful" instead of "good").

The differing aspects of interpersonal understanding have been examined in some detail. For example research has been carried out on such things as friendship patterns (Youniss, 1980), the child's ability to relate to his peers, understanding the nature of authority (Cullen, 1987) and the understanding of social institutions (Furth, 1978). Furth's findings have a direct bearing on the context of this study because the school is one of the key social institutions which affects the child. Using Piaget-style clinical interviews, Furth discovered that most 5 to 6 year-old

children see the social world in uncomplicated, conflict-free, undifferentiated terms. Around the ages of 7 to 9, the child becomes able to understand some of the general functions and social interaction patterns within such institutions as schools and shops. According to Furth (1978) the rules, relationships and conflicts are not generally understood for many years.

Studies which concentrate on various aspects of social cognition have contributed to a more integrated approach to research. Studies of social cognition have also helped to contribute to the overall undestanding of meta-cognition through discussion of the hypothesized relationship between the various aspects of meta-cognition. They consider that the inter-related facets of meta-cognition include meta-memory, meta-learning, meta-attention, meta-social cognition and meta-language.

Kutnik's (1983) review of developmental research supports this depicted relationship. He asserts that studies of intellectual, social, moral and authority concepts have resulted in an understanding of the overlapping factors which contribute to the overall development of the child. Kutnik (1983) points out that <u>all</u> research concerning the cognition of the developing child involves some form of social interaction. The effects of social environment (as well as physical) on the development of all thought and understanding are such that modern research is now carried out in the social context directly pertaining to the child. Thus researchers acknowledge the importance of studying children's perceptions of any aspect of schooling within the social context of the classroom.

Gardner (1982) summarizes the main positions held by leading researchers of social cognition. The classic cognitive-structural position maintains that cognition develops first in relation to the physical world, and then later in the realms of the social or moral world. Damon (1977) however can see no reason why social cognition should not develop alongside other forms of cognition. He feels that there is no reason to suppose one must precede the other. The symbolic-interactionist school of thought according to Gardner (1982), goes one step further by stating that the roots of all knowledge lie in our social development. Whichever point of view is taken, the influence of relationships with "significant others" is extremely important in a child's overall development, and therefore justifies further study.

Classroom Research on Children's Perceptions of their Teachers

In the 1950's, Gage (1951) pioneered the study of person perception in the classroom. The primary perceiver studied was the teacher, but some attention was given to student perceptions of teacher behaviour. Since then, researchers have endeavoured to identify domains of knowledge about student perceptions of all aspects of school life. Studies of student knowledge and opinions on the teacher and teacher behaviour are found in a general area of research on student perceptions which includes such domains as peers and peer behaviour (e.g., Livesley & Bromley, 1973; Youniss & Volpe, 1978); children's expectations of teachers (e.g., Nash, 1976); other school personnel (e.g., Smith 1984); the causation of behaviour (e.g., Weiner, 1979); specific practices and processes of the school

(e.g., Brookover & associates, 1979); classroom climate (e.g., Fisher & Fraser, 1981); and the relationship to authority (e.g., Damon, 1977; Cullen, 1987).

Very few studies have examined students' concepts of what the teacher is like, and fewer still have attempted to investigate developmental trends in the perception of the teacher. Developmental literature (e.g., Gardner, 1982) suggests that around 7 years of age children shift from a reliance on observable, "concrete" clues to a stage where they become aware of more abstract qualities in other persons. However, studies of older children greatly exceed those of children under the age of 7 or 8 years, so there is a perceived need to redress this imbalance.

Weinstein's (1983) review of student perception literature testifies to the variety of classroom studies of student perceptions, but the term "student" is applied indiscriminately to persons aged 4 to 24. However she does acknowledge the need for a more systematic and developmental approach, such as the long term research (Weinstein & colleagues, 1982) which followed perceived high and low differential treatment classes at three grade levels (1st, 3rd and 5th). Blumenfeld and colleagues (1983) conducted individual open-ended interviews with students of different ages and reported that younger primary school children were more concerned with finishing their work than with trying to understand what the teacher was trying to teach them. Blumenfeld also found that first graders were found to be more conforming to norms in the classroom than fifth graders.

Similarly, regarding children's perceptions of the intent of the teaching event, Anderson (1981) reports that first graders believe that the most important aspect of doing the work set by teacher is to get it done. She examined the way young children cope with instructions from teacher and with the consequent seat-work. By recording their comments to one another and to themselves whilst working, and then interviewing them, Anderson was able to focus on what first grade pupils were thinking and feeling about certain aspects of instruction.

Peterson, Swing, Braverman & Buss (1982) explored students' perceptions of teaching events by videotaping lessons. These were shown to fifth and sixth grade children to stimulate recall of their thought processes during teaching segments. It was apparent that attentive demeanour and application to task did not denote understanding. In a related study with fifth graders, Peterson, Swing, Stark and Waas (1983) replicated the results which supported Brophy and Evertson's (1976, p.67) claim that apparent student attention (i.e., observed time-on-task) is unrelated to actual achievement.

Kutnik (1974) and Cullen (1987) have used cross-sectional studies to provide evidence of the developmental influences on pupil's perceptions of the authority figures in their lives. Their studies are concerned with evidence about at what age, and with what type of awareness the authority recognition takes place. Kutnik found that by the age of 5 to 6 years (the beginning of proper schooling) children had a clear idea of teacher roles and responsibility. Both

studies show children's initial concepts of the teacher hinged on the key roles of instructor and disciplinarian.

Cullen highlighted the importance of the teacher as an authority figure in the lives of 5 year-olds compared with 11 year-old children. As can be expected, the older children were less dependent on the teacher, and more frequently chose to obtain help from friends or older children. Cullen used stimulus pictures and a clinical interview procedure with the different age groups, whereas Kutnik's studies involved an analysis of drawings as well as interviews.

Drawings were also used by Jackson (1978) with children from Grade 2 (7 to 8 years) to Grade 6 (11 to 12 years) to ascertain pupils' perceptions of "good" and "bad" teachers. The study highlights the increasing sophistication of the children's social cognitions. As children mature the basic qualities of human relationships are not perceived as being different, but rather the pupils start to differentiate the more subtle qualities in teachers' behaviours.

Jackson asserts that children's perceptions of teachers and teaching behaviours are based on a "basically moral sense, (and) that they measure and evaluate them using the ordinary rules of the game of life, which may be summarized by the principle of reversibility that teachers should not do anything to children that they would not like to have done to them" (p.71). These conclusions are in accord with Livesley and Bromley's (1973) view that younger children have difficulties in developing a coherent picture of a person because of

their inability to "decentre", and that they use terms which basically reflect how they are directly affected by the teachers' behaviours.

In a national study which involved 600 teachers (pre-school and first grade) and 300 parents in New Zealand, Renwick (1984) built up developmental profiles of 5 to 6 year-old children at the beginning of schooling. From questionnaires and parents' diaries, Renwick elicited children's anxieties about school. She asserts that the behaviour of peers is likely to be the single most important factor in causing children anxiety, but the "mood" of the teacher was also very important. Parents reported that their children wanted to conform to the teachers' routines and organization. If teachers were enthusiastic and appreciative of the child's effort, then the child was likely to regard school as a good place to be. As Renwick reported the teacher is "the first adult whose moods he had to adapt to alone" (p.19). Surprisingly, in the study, there are no children's views elicited through interviews. The child's point of view is obtained through comments reported indirectly by the teachers and parents.

Although there is a large body of research on certain aspects of pupils' perceptions (e.g., Weinstein, 1983) the literature provides very little information on the specific understanding of the teaching roles by this particular age group. Hence the need for further research.

Methodologies of Classroom Research

Because the current study intends to examine student perceptions about teachers for "descriptive and mapping purposes" only (Weinstein, 1983), the focus of this review lies with those research methods which elicit as much open information as possible. Damon (1977) states that an understanding of children's social development can be understood through analysing their verbal manifestations about others but contends there is no single recommended technique. However, he stresses the importance of using the actual classroom context as a base for research. Only by observation in the actual environment can the researcher make sense of the children's responses by relating the information to their behaviour, their experiences and the environment within which they are developing. Glaser and Strauss (1967) refer to this process as deriving "grounded" insights into development.

Damon (1977) recommends that the researcher uses the minimum interference in the process of eliciting knowledge from children. Standard questionnaires are not, according to Damon, appropriate for gaining meaningful cognitive information. It should also be noted that any form of written response format would not be appropriate for the age group covered by this study. Cortis and Grayson (1978) found the method suitable only for children 9 to 11 years and above. One form of questionnaire was tried by the Education Department of Western Australia (1982) with Grade 1 and 2 children. A questionnaire entitled "How-I-feel" contained attitudinal questions which were answered pictorially; the child coloured in a

smiley or sad face. This restricts the child's response because of forced choice between positive, and negative and indifferent feelings.

Furth (1980) used a free-interview situation with children of 5 to 12, to examine their ideas about society. The children gave spontaneous reactions to their own immediate experiences. By grouping these responses he was able to evolve four stages of societal understanding. Mergendoller and Packer (1985) also used unstructured interviews with older children (Grade 7). A linguistic analysis of interview transcripts was used to derive terms which have been commonly used to describe teachers. They were mean, hard, easy, good, strict, boring, fun and nice.

A more structured interview technique was adopted by Smith (1984) when working with 6 year-old children in New Zealand. The answers to narrow questions, probing questions and open-ended questions were then scored by classifying responses into categories. Kutnik (1983) conducted interview research with children as young as four years by using pre-drawn pictures of authority figures to stimulate responses. Probing questions were used to elicit the children's knowledge of social authority in the classroom. Photographs of classroom life have also been used as a method of stimulating recall of activities and feelings.

Hook (1981) asserts that the fresh perspective of a photograph acts as a stimulus or probe and invites comments and discussion, which in turn form the basis for obtaining further information. However, he

warns that photographs are very static and selective, and do not convey the totality of personal interaction. A videotape, on the other hand, captures verbal, gestural and postural details, thus conveying the nuances of verbal and non-verbal communication.

Jardine (1972) recommends the use of videotape as a way of inviting the viewer to disclose his own perceptions. "His new perspective on his own and others' actions is based on a complete behavioural record which is a common reference for each person" (Jardine, 1972, p.27).

The use of recording media in classroom research is a relatively recent topic in the literature (e.g., Adams & Biddle 1970; Jardine 1972; Hook 1981) whereas the use of children's drawings as a research tool has been reported spasmodically since the 1930's. Goodnow (1977) gives an overview of these studies. She points out that work in the 1930's reflected a search for ways of describing developmental patterns through the analysis of drawings, whereas in the 1950's, the work using this methodology stemmed from an increasing interest in finding predictive measures. Developmental psychologists studied children's drawings as indicators of intellectual abilities or emotional states. Rogers and Wright (1971) reported the summarized findings of a five-year collection of drawings of over 8,000 young children (up to Grade 4). A coding framework was used to analyse the content of the drawings under three main headings - space, people, and objects. In discussing the various aspects of the study, Rogers and Wright found that "measures of skill of execution were found to be more constant across time

than measures of specific items of content. The drawings were not found to be very efficient diagnostic tools for children referred for 'personality' problems" (p.374).

The researchers reviewed by Goodnow (1977) recommend using drawings as an informal focal point from which communication can be started, and this advice has been followed in the current study. Goodnow argues that drawings <u>are</u> often indicative of general aspects of development and skill. She asserts that her studies of (a) the analysis of patterns, (b) the attention to the sequence of the construction of drawings, and (c) the study of questions of equivalence, can tell us something about the nature of thought and problem solving.

Lowenfield and Brittain (1964), give us some interesting pointers to children's stages of development which are shown in the composition of drawings. According to Lowenfield and Brittain it is important to remember that 6 year-old children are in a transition stage. They can be changing from the "Pre-schematic Stage", where the conscious representation of form reflects himself and then "that which is around him" (generally, in what looks like random positioning) to the "Schematic" stage, when the child draws objects not only in relationship to himself, but also in relationship to each other. The authors suggest that the recognition of spatial relationships (other than child-object, or child-person) marks an important stage in cognitive development. Kutnik (1978) agrees that children's drawings are indicative of cognitive awareness and maturity of understanding, and he attempts to be more specific by

linking drawings with social understanding. Kutnik (1983) asserts that, until his 1978 study no research had used children's drawings to explore social cognition as such.

In a study by Jackson (1978) one aspect of social awareness was also highlighted, using drawings. Jackson (1978) was concerned with a particular aspect of how children see teachers. She used drawings in a unique way. Young children (Grades 2-7) were asked to draw pictures (anonymously) about their "best" and "worst" teachers. The analysis of these drawings highlighted the relationship between the size of the teacher to that of the child (the bad teacher, e.g., one who is shouting, is drawn much larger than the child). Jackson asserts that very young children have recognized the type of behaviour which makes them feel small and insignificant and thus have a developing awareness of interpersonal relationships.

For the purpose of this study, an examination of methodological options was influenced by consideration of the developmental stage of the target children. From the methods described in the literature, very few could be said to be specifically appropriate to the exploration of the perceptions of school beginners.

Strengths and Limitations of Existing Research

An examination of existing research has highlighted certain strengths and limitations which pertain to the current study.

Firstly, the literature provides a wide range of conceptual frameworks which have been advanced to explain the complexity of teachers' roles and functions. Although different philosophical standpoints exist, there is a broad area of agreement about the increasing complexity of teachers' roles in response to the changing needs and expectations of modern society. The literature suggests that teachers need to be alerted to the likelihood of considerable changes in their roles over time (Turney et al, 1985). Many research studies have also highlighted the need for teachers to be able to respond to the values and expectations of particular communities (Musgrove & Taylor, 1969). However very few researchers stress the differences in role definition which relate to the developmental level of the pupils. In particular there is a very limited number of studies which attempt to conceptualize the roles and tasks of early childhood teachers.

Secondly, the need for further research about the roles and functions of teachers of young children is supported by the literature on social cognition. Gardner (1982) and Damon (1979) discuss the nature of social cognition in relation to the acquisition of knowledge and the development of all cognition. Kutnik's (1983) review of developmental research also highlights the importance of understanding the relationship between teacher and child around the age of 6 to 8 years.

Thirdly, to understand the relationship between teachers and young children, the literature indicates the need to study the children's points of view as well as the teachers'. Research into children's

perceptions has increased our understanding of various aspects of classroom life. However, the literature provides very little information about school beginners.

Fourthly, the literature on methodology provides some of the explanation as to why there are relatively few studies conducted with young children. The social structure of a Grade 1 classroom and the behavioural characteristics of 6 year-old children do not lend themselves readily to research conducted through formal and traditional methodological techniques. Hook (1981) provides a comprehensive discussion of a wide range of recognized methodological alternatives, including those which make use of modern technology. For example, stimulated recall techniques using video recording equipment have been most useful in gaining insights into the thoughts and feelings of teachers and pupils (e.g., King & Tuckwell, 1983). The literature stresses the importance of taking into account the individual's willingness to respond and his or her ability to articulate thoughts and feelings. Both of these factors influenced the conduct of the current study.

CHAPTER 3

METHODOLOGY

Introduction

The substantive question to be pursued in this study is to identify Grade 1 children's perceptions of their teachers. Current research literature highlighted the need for a qualitative approach which is appropriate for this task. In view of the developmental stage of the children, it was decided to employ two specially devised techniques which were designed to stimulate interview responses from young children. Thus the methodological question to be pursued concerns the effectiveness of two stimulus methods:

1. asking the children to draw a picture about teachers.
2. showing the children a video of the classroom and teachers.

Methodological Background

A researcher needs to be confident that data generated are not simply due to the peculiarities of one specific method of collection. By combining types of triangulation (Miles & Huberman, 1984), the researcher can be more confident of the validity of the findings. To this end, the methodologies chosen included the following features:

Time triangulation:

The design takes into consideration the factors of change which could happen over the several weeks of data collection (e.g., maturation of the children, variations in the curriculum).

Therefore the organization of data followed this procedure:

The selected class of thirty children was divided randomly (whilst keeping a balance within the two sexes) into two groups. During the first half of data collection, Group 1 was investigated using Method A, and Group 2 was investigated using Method B. In the second half of data collection, the procedures were reversed, as shown:

Data Collection - Procedures During Term 2, 1988:

April and May	June
Group 1 - Method A	Group 1 - Method B
Group 2 - Method B	Group 2 - Method A

Methodological triangulation:

The comparison of the results of the two techniques of stimulating and focussing responses for each child was used to check for consistency of perceptions across the two methods.

Investigator triangulation:

To ensure that the children's responses reflected the language and behaviours characteristic of "normal" social interaction in a familiar classroom setting, the researcher asked the classroom teacher to examine the data. In this way the reseacher could be

confident that the data collected did not result from deviant or mischievous behaviour.

A qualitative approach - The use of a research diary:

The study investigated an aspect of the social world of the child, in a setting which was characterized by social interaction. The researcher needed to win the confidence and approval of all the members of that classroom. To this end, the reseacher tried to blend into the environment as an assistant teacher, thus becoming in effect a participant observer. It seemed appropriate, therefore, to adopt an essentially qualitative approach to research procedures. Any data derived from interviews were examined in the light of contextual, descriptive information which was recorded in Diary form (see Appendix 1). This research diary was written daily and proved to be invaluable in interpreting some of the sometimes less-than-clear comments made by the children. Miles and Huberman (1984) recommended this technique of "memo-ing" by using a diary form to record some aspect of each day's data such as "an insight, a puzzle, a category, an emerging explanation, a striking event" (p.23).

Research Procedures and Data Collection

The data which were generated from this study were collected as a result of work carried out in two stages

1) Preliminary Activities and Trials, September-November, 1987.
2) Data Collection, April-June, 1988.

Preliminary Stage

The Setting

Initial stages of the study included the search for a suitable classroom setting for the research. Eventually the researcher was able to obtain the kind co-operation of the staff of a school which offered the following:

i) a convenient location;

ii) staff with whom the researcher had previous professional relationships;

iii) children who came from an area which contained no extremes of socio-economic or ethnic groups;

iv) a school policy which welcomed visitors, visiting teachers, student teachers and parents;

v) classrooms with flexible partitions so that teachers could work together;

vi) the use of specialist teachers so that the children interacted with more than one teacher;

vii) professionally highly-competent Grade 1 teachers who were well liked by staff and pupils;

viii) adjoining "withdrawal" areas at the back of the rooms which were partly screened by glass partitions and cupboards;

ix) a video-recorder which was able to be used in the withdrawal area.

Making the Video

With the permission and co-operation of the principal and staff, the video recording equipment was placed in the classroom early one morning, in mid-September, 1987. With two colleagues to assist, all activities of that day were recorded by the researcher. The children were mildly curious, not overly. Several asked why the researchers were making the video, and were told that the aim was to look at how children and teachers spent their time in school. One child remarked that he thought this was a good idea because mothers and pre-primary children would want to know. Thus satisfied, the children settled down, largely ignoring the equipment. From over four hours of material, it was difficult to select the variety of episodes required, while limiting the edited version to about ten minutes (to cater for a child's limited attention span).

The videotape was edited to include

- classroom environment
- children and teacher listening to news
- teacher telling story
- teacher organizing informal language activities
- teacher giving handwriting lesson
- groups involved in number activities
- library visit
- lunches being given out
- outside play area at lunchtime
- music lesson
- art

The aim of a selection was to show examples of the following:

1. The learning environment provided by the teacher e.g., equipment, displays, books, pets etc.

2. Varied scenes of instructional activity e.g., giving instructions, demonstrating printing, explaining use of question marks, giving information, telling a story, asking questions.

3. Teachers as a "Facilitator"

   The teacher provides activities, organizes games, etc. such as - follow up cards for a number concept

- fine motor skill development activities such as tracing, glueing, cutting, colouring
- providing story books
- taking children to the library.

4. Teacher as a Caring Adult

e.g.
- chatting to individual children
- giving out lunches
- supervising safety in playground
- helping with shoe laces, cardigan, handkerchiefs
- joining in singing games
- talking to parents
- giving praise and affection

The Children

The children in the classroom for the trials consisted of eighteen girls and twelve boys. The age range was 5 years 10 months to 6 years 9 months, with the average age at 6 years 3 months. They all wore school uniform and appeared to be well fed, and neatly attired. They were friendly and confident in their dealings with the researcher. By selecting alternate names from the roll, two groups were formed, with nine girls and six boys in each group. The children were unaware of the group designation.

The teachers

The following teachers were involved with the education of the Grade 1 children featured in this study.

Miss J. - a classroom teacher, a junior primary specialist, with seven years of experience since leaving college. She has a lively, cheerful personality, with abundant energy. She is warm and positive towards the children and has taken great trouble to get to know each child very well. Her teaching style involves lots of practical activities, motivational experiences, and pupil discussion. She moves around the room constantly. She believes in well established routines, clearly defined expectations, and the use of praise and encouragement as a basis for classroom management. Although she favours an informal atmosphere with much pupil-to-pupil interaction, she also believes in direct instruction techniques for the teaching of basic skills (see extracts from an interview with the teacher on p.80). She spends about 80% of the timetable with these children.

Miss F. - a classroom teacher in adjoining class (separation of classes is achieved by closing a concertina partition). She is a calm, friendly teacher with an early childhood training and three years of experience with this age group. She works at a steady, quiet pace with her own class, but is frequently involved with joint activities

with Miss J. Movement of two teachers between the two classes happens several times a day on an informal basis. Each teacher is quite comfortable with both classes and familiar with individual children from each. The children involved in the study can observe Miss F "in action" easily.

Miss K. - teacher's aide with more than ten years of experience. She works with Miss J and Miss F in turn, each morning, and also assists in the adjoining Pre-primary centre. She is very quiet, reserved and hard working, and prepares and organizes resources and visual aids.

Miss L. - teacher librarian with more than twenty years experience in primary schools. She is dignified, well organized and methodical. The children go to the resource centre for two half-hour lessons per week. During one session the children are assisted with finding stories in library books. During another session, Miss L introduces stories, films, pictures and provides experiences designed to interest the children in literature.

Mrs G. - assistant to the librarian. She collects the children from class, organizes book returns and visits classes to give out information. She is a jolly, gregarious person who has a friendly word or rejoinder for children and teachers alike.

Mr A. - music specialist, trained firstly as a musician, but has recently become a teacher. He teaches every class in the school at least once a week, sometimes more, depending on concert practices etc. He is intensely interested in the music and musical activities, and tends to get to know the older children with musical interests. The Grade 1 children look forward to entertainment such as singing and dancing games.

Mr D. - the principal of the school with more than twenty years experience. He spends time with the children by regularly visiting each class for "a chat". He knows each child and each family very well. His relationship with the Grade 1 children is essentially pastoral, but he takes occasional lessons to keep in touch with children's progress. The children's behaviour is respectful but relaxed in his presence and his teaching style is informal.

Mrs B. - a relief teacher who regularly takes classes during in-service courses, when a teacher is ill etc. The children greeted her warmly when Miss J was ill. Her teaching style was much more sedate than Miss J's but she tried to follow the same routines.

Although the class teacher spent the greater part of the teaching day with her children, it can be seen from the above that the children in this study were very familiar with a number of teaching staff. The class could also

observe ten other teachers from time to time during school assemblies, concerts, sports activities and when they were on playground duty.

Stage 1 - Trialling

In this initial phase the objective was to try out the wording of opening statements and key questions, and to assess the children's willingness and/or ability to draw a picture.

The Wording

With the first group of children several variations of wording were tried out. It became obvious if the wording was too long or too difficult by the expressions on the children's faces. For instance, the word "opinions" caused puzzled frowns, so "ideas" was substituted. Short sentences were more appropriate than long. Therefore the simplest format was adopted successfully:

"I am very interested in your ideas about school and about teachers. Can you draw me a picture about teachers, showing me what sorts of things teachers do?"

This statement was followed by:

"Please tell me about your picture".

"Who is this and what is he/she doing?"

Followed by possible probes...

"Can you explain..."

"Why is this happening..."

"What else is going on..."

Then the two key questions were raised:

i) "What kinds of things do teachers do? (probes, "What else?" "When do they do that?" "Why do they do that?")

ii) "If I had a magic wand and you could be the teacher, what kinds of things would you do?" The children were very happy to talk informally and gave their ideas willingly. As soon as their attention began to wander (started wriggling, looking over shoulders, bouncing up and down etc) they were thanked "I really enjoyed chatting to you. Your ideas are so interesting. Thank you very much".

The Drawings

During this stage of the research the objectives were to trial materials, seating and approach. Several minor points needed attention when the children were asked to draw a picture.

i) Seating - different arrangements were tried out because of the danger of distracting the rest of the class by "special" activities and because of the reluctance of individual children to move too far away from their

friends. Eventually two "special" drawing desks were placed just the other side of the rear partition in the withdrawal area. Each desk and chair was placed so that the child could see the class out of the corner of his eye if he so wished, but faced away from distractions. The researcher's chair was alongside. Several metres away, the child's chosen friend could also be seen drawing, but the angle of vision prevented observation of the drawing content.

ii) Materials - the first group of children was given a choice of different media and shape of paper. The researcher asked for reasons behind their choices. Every child preferred A4 cartridge paper because it fitted neatly and easily on to their desks and it was what they were familiar with. There was some hesitancy and concern about being "allowed" to use textas if they wished. Apparently some children felt that textas could only be used if they are sure they are to "do it nicely" (i.e., correctly and neatly) first time. They associated textas with aiming for "correct" work and therefore were not enthusiastic in risking mistakes ("spoiling" the drawing). Larger than normal coloured pencils were associated with "art" and could be chosen with less concern. Children were willing to choose between pencils, crayons or textas only if reassured that "mistakes" didn't matter, and that "correctness" and "neatness" were not important.

Analysis of Children's Drawings

As a result of the trialling sessions, from September to November 1987, examples of children's drawings were obtained. The wording used varied slightly, but the key phrases were as follows (underlined): "I am very interested in your ideas about school and about teachers. Can you draw me a picture about your teachers (and yourselves if you wish) showing me what sorts of things teachers do?" Using Kellogg's (1970) "Analyzing Children's Art" and Goodnow's (1977) "Children's Drawings", as guides, ten of the drawings were analysed in table form.

All the figures in these examples had full round faces, eyes and mouth, and hair. The bodies were either all "sticks" or had fuller torsos (rectangles for boys, triangles for girls) with stick arms and legs. Kellogg thinks "this stickman is learned at age five or six by copying the work of adults or of other children who have learned it from adults", or "the stick man might be a spontaneous 'reduction' or 'abstraction' of the many humans known to the child" (p.108). In 9 out of 10 examples, the teacher was drawn about twice the size of the children. Only in two drawings were hands or feet depicted. In this small sample of ten, the teachers' activities were shown to be

- marking and preparing work at the desk 4
- supervision of an activity from a distance 2
- supervision and helping individuals 2
- demonstrating a skill 2

It is interesting to note the predominance of reading and writing activities (as one would expect), the additional decorations depicting displayed art work, the dominance of the classroom teacher (only one child drew one of the other teachers who takes lessons with this class), the lack of any mathematical activities and the absence of any parental figure (even though parents were constantly in and out, talking to the teacher, helping, or waiting outside with lunches etc.). On the basis of these observations it was decided that in the main study, common events and objects which were left out of the pictures should also be noted. The teacher spent a lot of time listening to children, helping them to find things, giving out equipment, having lunch with them etc., but these events were not drawn. However, the responses to interview questions include a component of acknowledgment of the teacher's helpfulness (helps us, shows us how to) which is not associated with "teaching us". The analysis of the drawings provided a helpful framework for the reseacher. An awareness of the range of likely visual representations helped the reseacher to use questions in a sensitive way.

Viewing the Video

The next objective was to trial reactions to video, using a whole class approach followed by small groups then individual viewing, and to experiment with the remote control pausing mechanism to focus interview questions.

The video was shown first to the whole class with the aim of defusing the novelty effect. Reactions included giggles, pointing, nudging friends, hands over faces, hands over eyes (peering out), jumping up and down on bottoms and a gradual shuffle towards the monitor screen. The children were asked

> "Is there anything you want to say about the video?" A forest of hands shot up.

Responses were fairly predictable and repetitious:

> "I saw myself".
>
> "I saw my best friend".
>
> "Her hair looks different".
>
> "His tee shirt wasn't the right colour".
>
> "I saw Miss J" (teacher).
>
> "I saw Miss G" (teacher).
>
> "I saw Miss A" (teacher).
>
> "I liked the sandpit best...(why?) because it's fun in there".
>
> "I liked the music bit best...(why?) because it was funny to be able to see all our feet and us dancing".
>
> "I liked the lunch bit...(why?) because he eats funny".

The principal arrived and asked to see it too. He had a calming influence on the children and he told them how nice they looked. By the end of the second viewing, attention began to wander and the teacher organized the next activity. Hopefully the novelty effect had been reduced.

When individual interviews were trialled in the adjoining withdrawal area, each child was asked "Would you like to see any of the video again?" The child was then told "We'll find the parts you want to see, but let us use the fast forward and pause controls to stop and chat about what's happening".

The pause button was used to highlight episodes about:

the teacher teaching,
caring,
marking,
playing,
singing, etc.

The questions asked were

"What do you think was happening here?"

"Can you tell me about this...?".

The technique did <u>not</u> stimulate any illuminating remarks. The children were obviously far too fascinated by their own appearance. The egocentric stage of development was very apparent in the "concrete" nature of comments, e.g., colour of a tee shirt, a vegemite smear on a boy's face, the size of feet, the glue which slopped out of a pot.

The answers to "what is the teacher doing?" were very terse, often one word, e.g., "writing", "marking", "clapping", and follow-up probes were brushed aside with a shake of the head, shrug of a shoulder or a "drifting off into space" gaze.

After the viewing, the children were more willing to answer the question "What kind of things do teachers do?" and talk about "If I was a teacher I would...". The responses were recorded, and later tallied, to assess the kinds of remarks generated. Examples are shown in the following table.

TABLE 1

Example of Initial Response Patterns

What do teachers do?		If I was a teacher	
Teachers teach you	1111		
how to read	11	teach sums	1
how to spell	1	teach writing	1
do sums	11	let them read	1
to write	11	I would help them write	1
to read stories	1	tell stories	111
help us to write	1	let them play outside	11111
they tell stories	1111	wouldn't be mean	11
mark work	1	show pictures	1
they draw pictures	1111	let them draw	1
play games/fun	11	read in the sun	1
they read out loud	11	make them work	111
make things	11	mark work	111
let us watch TV	1	give stickers/lollies	11111
They tell us		let them dressup	1
not to be naughty	1	play games	11
what to do	1	go on outings	11
make us work	11	tell off naughty children	1
give homework	1	go to the staffroom	1

The above categories were used to guide categorization in the main study.

As a result of these experiences, the researcher realized the disadvantages of showing a video to the children which included themselves. It was apparent that identification of self and friends dominated the reactions. It was decided therefore, to trial the viewing of the video with children of the adjoining class. This was more successful in reducing excitement and allowing for more general observation. For the actual data collection, it was decided to show the video sequences of the 1987 intake to the 1988 intake of Grade 1 children. In this way, the settings, routines and the teachers were identical with the children's current experience, but the recorded children were only partially familiar to the viewers.

Data Collection

To allow the teacher to establish routines and the children to "settle down" in their first experience of school, it was decided to carry out data collection in the second school term. Thus the study was conducted between 14th April and 14th June, 1988. The researcher attended the school every Thursday over this period. The children's ages at this time ranged from 5 years 4 months to 6 years 4 months, with the average being 5 years 7 months. As mentioned previously, the catchment area of this Catholic Primary school contained no extremes of poverty or wealth, the majority of families lived in moderately comfortable circumstances in a pleasant, new, outer suburban area. Twelve families had one or more parent born overseas (mostly in

Southern Europe) but the children had been born and brought up in an Australian suburban environment.

The school policy included the teaching of Christian principles and a commitment to community involvement. The children were therefore familiar with church personnel, parent helpers, and community visitors. This was helpful in allowing the researcher's activities to be regarded as unremarkable. The data collection was able to be carried out unobtrusively in a relaxed manner because the researcher was accepted as being a friendly helper in the classroom. Children approached the researcher spontaneously to ask for help or just to chat. As data collection proceeded, a diary of events was recorded daily (see Appendix 2), and consultations were held with the teacher about the veracity and typicality of children's responses. All responses were recorded in longhand verbatim, although some measure of data reduction occurred on site, with only key phrases and pertinent observations being written. Previous trials with a tape recorder had proved to be inefficient and not conducive to a relaxed atmosphere. The researcher was able to interview each child twice (using the two stimulus method over the allotted time span). With the experience gained from the trials, seating arrangements in the withdrawal area were carefully organized so that each child was interviewed separately but within close proximity to one or two friends and the class as whole. The procedures of the two methods are outlined as follows:

Method A

i) Children were asked to draw a picture about teachers.

ii) Each drawing was discussed with the children concerned, in an informal way.

iii) The interviewer led the conversation towards questions about teachers (see Appendix 2, p.109).

iv) Responses were recorded for later analysis.

Method B

i) The videotape was shown to each children to stimulate discussion and to focus attention as part of the informal interview.

ii) The interviewer led the conversation towards questions about teachers (see Appendix 2, p.100).

The class teacher was involved in most sequences but the children's contacts with other teachers were recorded (two visiting teachers talking about school matters, one teacher on duty, two librarians, one music teacher).

To display data in such a way that patterns of responses could be analysed the responses from the main study were grouped into clusters so that certain categories could be derived. The patterns of responses to the two key questions lent themselves to the following descriptors.

Category	Descriptors
The teacher as an instructor	teach show you how to tell you how to
The teacher as caring adult	assist help (in the caring sense) show kindness, affection
The teacher as a entertainer	provides amusement, games creates activities or provides experiences which result in "fun" (not work)
The teacher as an authority figure	telling controlling giving rewards/punishment exercise of power
The teacher as a manager	preparation, supervision, organization of resources, groups or classroom.

Using these categories and descriptors, responses were coded and placed on a large tabulated display sheet. The display included a column for supporting contextual material which included key features of the drawings or spontaneous remarks made whilst watching the video. There was one "other" heading for any occasional responses which did not fall into any of the above categories.

Establishing the Reliability of the Coding

To establish the reliability of the coding procedures, an independent judge was given 20% of the data (randomly selected) to code. Using the descriptors developed for each category, 12 interview responses were analysed (6 conducted after video showing, 6 conducted after drawings). Each significant statement/phrase was placed under the appropriate category

heading. The results were then compared with the coding carried out by the author. Table 2 reports the results of the reliability test.

TABLE 2
Number of Initial Disagreements in Coding Responses for Video/Interviews

	Total no. of statements	No. of initial disagreements on coding
Michelle	17	1
Kyle	18	1
Leigh	13	0
Deirdre	17	0
Ryan	17	1
Melinda	11	2
Total A	93	5

TABLE 3
Number of Initial Disagreements on Coding for Drawings/Interviews

	Total no. of statements	No. of initial disagreements on coding
Sharif	21	0
Adam	15	1
Lisa	15	1
Jarrod	15	3
Rebecca	17	0
Elizabeth	13	0
Total B	96	5
Grand Totals (Tables 2 & 3)	189	10

Reliability Results:-

Group A $\frac{5}{93} \times \frac{100}{1} = 5.37\%$ disagreement

Agreement = 94.62%

Group B $\frac{5}{96} \times \frac{100}{1} = 5.20\%$

Agreement = 94.79%

Overall consensus was then reached on the remaining items through discussion, by referring to contextual clues, and by carefully applying the agreed descriptors.

Order of presentation of video and drawing

The next stage was to look at the possible effects of time (maturation and history) on the responses of the children by comparing the results of the first half, group A, who had the drawing first, with the second half, group B, who had the drawing second and vice versa.

Children

Group A - Drawings/Interviews, Video/Interviews

Group B - Video/Interviews, Drawing/Interviews

Condition A Drawing/Interview followed by Video/Interview

Condition B Video/Interview followed by Drawing/Interview

Cross group comparisons were made by analysing the results of the following table(s) of frequencies and by discussing supporting evidence from the data.

TABLE 4

Frequency with which Each Category is Represented

Drawings/Interview

(Category)	Instructor	Nurturer	Entertainer	Authority	Manager	Other
Group A	15	11	14	15	9	9
Group B	14	8	11	13	12	14

TABLE 5

Frequency with which Each Category is Represented

Video/Interview

	Instructor	Nurturer	Entertainer	Authority	Manager	Other
Group A	15	8	10	15	9	5
Group B	15	8	14	14	9	4

From the above tables it can be seen that there are no significant differences between the two groups, thus, history and maturation do not threaten internal validity. The order of the "treatments" does not seem to make any difference; the results from both conditions do not show any great divergence of response patterns.

Finally, data from the tabulated display sheet were summarized and displayed so that information gained was shown both in relation to the questions and to the stimulus method. This summary is shown in Chapter 4 (Tables 6 and 7).

CHAPTER 4

RESULTS

The results of this research were obtained by tabulating and analysing responses to the two, related, key questions - "What do teachers do?" and "What would you do if you were a teacher?" These pivotal questions were asked during informal, but focussed interviews, using two different stimulus methods; the viewing of a video and the drawing about teachers. The responses were categorized and examined in conjunction with data provided by the diary (see Appendix 2) and the drawings.

The responses can be shown in table form in relation to the stimulus method. Table 6 shows the interview responses to the direct question "What do teachers do?" and Table 7 shows the responses to the personalized form "What kinds of things would you do if you were a teacher?"

TABLE 6

Total Responses to the Question

"What do teachers do?"

Category	Examples	N. of Statements After Video	No of Statements After Drawing
Instructor	teaches us to write writes on blackboard shows us how to make things shows us sums	87 (37%)	64 (29%)
Authority	quiets us down tells us when to work lines us up growls at us tells us what to do	40 (17%)	52 (23%)
Entertainer	plays games takes us out to play reads stories sings songs puts videos on	35 (15%)	30 (13%)
Manager	goes to office to do work photocopy things talk to other teachers and make plans	46 (20%)	30 (13%)
Nurturer	looks after you gives you lunches helps you to be nice	18 (8%)	21 (10%)
Other	drinks tea a lot being a teacher is a hard job. I know a lot about parents but not much about teachers	8 (3%)	28 (12%)
TOTAL		234 (100%)	201 (100%)

TABLE 7

Total Responses to the Question

"What would you do if you were a teacher?"

Category	Examples	N. of Statements After Video	No of Statements After Drawing
Instructor	I'd teach them to write properly I'd show them how to colour in I'd teach kids to print	50 (25%)	34 (23%)
Authority	I'd smack naughty kids I'd make kids do work I'd tell them to hurry up and when they can talk	51 (25%)	41 (28%)
Entertainer	I'd play games I'd play outside We'd watch movies We'd cook a cake to eat I'd do lots more painting	53 (26%)	41 (28%)
Manager	I'd hang up pictures I'd show nice work off I'd sit at the desk give out work	22 (11%)	4 (3%)
Nurturer	I'd be kind I'd do good things I'd be kind, not mean	16 (8%)	17 (11%)
Other	going to the theatre was the best thing we done I'd drink tea in the staffroom	9 (5%)	9 (6%)
TOTAL		201 (100%)	146 (100%)

From these two tables certain patterns emerged. Firstly, the numbers of statements in each category highlight the relative importance attached to the various roles and functions by the children. It is clear, for example, that the children have expressed many more statements about the role of instructor than that of nurturer. This will be discussed in Chapter 5. Secondly, the tables give some indication about the effects of the two methods. In terms of volubility, the video stimulated a marginally greater flow of interview responses. However, in a closer examination of responses, the ideas preferred by the children show a great deal of consistency, regardless of the method used. This was apparent when the responses from the two methods for each child were recorded on large display sheets for comparison. It was not possible to establish any notable differences in the patterns of responses. When comparing the sets of responses from the two methods, it is important to consider that the video stimulated purely verbal information, but the drawing method stimulated verbal and pictorial information (see Chapter 5).

An example of display sheet data is shown in the following display of Deirdre's responses (see Table 8) after both stimulus methods. At the bottom of the table of key response phrases, summarized information is given about the spontaneous comments noted during the video showing and the content of the child's drawing. This table illustrates the consistency of responses from the two methods.

TABLE 8

Deirdre's Responses

	Video stimulated responses		Drawing stimulated responses	
	Question 1	Question 2	Question 1	Question 2
Instructor	shows us what to do helps us do our work shows us and helps us with writing	I would teach things like writing	teachers show you things and write a lot on the board	I'd teach them words. I'd do words in their books to copy
Authority	she let's us make things when we've done our work	I'd smack naughty children	they tell us to take out books and and do your words. the bell rings and they say "get the lunch booklets"	
Entertainer	reads us stories takes us to places	I'd sing song and read books I'd take kids to museums and moves like Benjie	teachers read to us	
Manager	she gives us chairs and gives out paper some can do things		they go to the staffroom to get things and write things about words for us	
Nurturer	teachers help us to be nice		she gives out lunch teachers walk round to see if kids are not hurt	I'd help with work so it wasn't too hard
Other	we do hard things like work	I don't want to be a teacher I want to be a vet	teachers go to the staffroom to talk	
Comments during video			Drawing content	
Miss J looks different. The walls have different things on. There's my mat, there's my friend. Miss J puts her hands on her hips a lot			teacher writing "cat" on the board with her chalk for children to copy.	

An examination of the language used in response to the two methods indicated a consistency in the predominance of certain phrases and certain curriculum topics across the two sets of thirty interviews. It was therefore decided to consider a general analysis of all the data collected. All the interview responses were therefore combined and examined together with a view to establishing patterns of the children's thoughts and feelings about teachers.

The preliminary analysis of sixty sets of interview responses produced the following overall picture of the children's views of the teachers. The proportions of the total number of statements which fall into each category are shown in Table 9.

TABLE 9
Percentage of Total Statements in Each Category

Category	% of Statements
Instructor	29.75%
Authority	23.28%
Entertainer	19.40%
Manager	11.77%
Nurturer	8.93%
Other	6.85%
Total	99.98%

(Total Statements = 772)

Overall, the most common type of response involved instructional activities. Almost a third of all interview responses described the teacher in terms of instruction (teaches "how to print", "how to spell", "to do clocks" to "copy numbers") involving blackboard demonstrations and copying. In curriculum terms, it seems that the

children were very aware of being taught to write and to spell and to form numbers correctly. Reading and mathematics activities were mentioned very infrequently in comparison. The children seemed to focus on the teacher-centred aspects of lessons such as blackboard work, giving instructions, handing out books or helping with spelling. Some other activities were mentioned which did qualify as "teaching", for example, "how to stick things", "how to make things" and "how to clean teeth". To illustrate the relative importance of each aspect of instruction, as perceived by the children, the actual numbers of statements are listed in Table 10.

TABLE 10

The Number of Statements Made About Different Types of Instruction

The teacher tells/shows/teaches you how to:-	No of Statements
do printing/write letters	42
do hard work	14
read	13
do things properly/right way	11
do colouring in	9
do drawing	8
do sums	8
do words/spellings	7
do numbers	4
learn songs/music	4
do paintings	4
write stories	3
make things/stick things	3
do clocks	1
say prayers	1
be good	1
learn games	1
learn science	1
swim	1
make cakes	1
clean teeth	1

Looking at the tally of responses, the teaching of writing skills is obviously perceived as being very important. Although formal handwriting lessons of the "demonstration and practice" format were only given three or four times per week for about fifteen minutes, many other lessons involved copying from the board. The children's drawings also illustrate the perceived importance of blackboard work. Sixteen of the drawings (over half the total) feature blackboard work. For example, Kathryn drew the teacher standing next to the board with "big straight lines on" so she could write properly and Jarrod drew the teacher next to the board on which "Dad", "cat" and "car" were written as "words like that to copy".

The children's perceptions about the teacher's role as a "writing instructor" were expressed in juxtaposition with two other concepts; the idea of "work" and the notion of doing things properly. Great emphasis was placed on the word work: if the teacher gave out an activity and gave instructions or directions of any kind, the children referred to the activity as work. Fourteen interview responses described the teachers as people who showed or told "how to do work". Even if the activity was observed as being enjoyable, it was described as hard work. In the tally of statements about the teacher being an instructor (and therefore setting work) there were eleven references to the fact that teachers insisted on "doing things properly" or getting things right.

The children were aware that the teacher was instructing them in how to do things to a certain standard. For example, "she teaches us to write properly", "she shows us how to do good pictures", "she helps us to fix up the shape of our letters".

Although the children's responses indicated the over-riding importance of the instructional role of the teacher, it can be seen from Table 1 that the teacher's role of maintaining order and controlling behaviour was also clearly perceived. The next most frequent responses (23.28%) fell under the heading "Authority Figure". The children saw the teacher's role of maintaining order and controlling behaviour as very important. The teacher "tells us what to do", "tells us when to line up", "tells us to finish", "shouts at us when we're noisy" and "takes naughty children to the principal". The comments were not all negative, however, as the teacher was seen as someone who also rewarded "good" behaviour (whether it was for standards of work or for keeping quiet) with stamps, stickers and words of praise. Interestingly, nine children said if they were the teacher they would "smack naughty children", even though smacking was not an observed method of control in this school. The actual "punishments" used by the teachers were based only on expressions of disapproval ("shout at us", "growls", "tell us to pick up rubbish").

If the responses are listed in relation to the way the focussed questions were slanted i.e. objectively phrased - "What do teachers do?" or subjectively phrased - "What would you do if

you were a teacher?", it seems that the children consider disciplinary measures as not only a fact of life, but as something they endorse. The responses presented in Table 11 illustrate this point.

TABLE 11

Comparison of Responses to the
Two Forms of the Focussed Question

Answers to "What do teachers do?"	Answers to What would you do if you were a teacher?
they quiet us down	I'd make people put up their hands before they spoke.
they tell us when to work	I'd tell the children what to do.
they line us up to go outside	I'd let them go outside to play.
they tell us what to do	I'd tell them to hurry up.
they growl at us	I'd give smacks to naughty children.
they give stamps if you're good	I'd give stamps & stickers to good children.
No of Statements = 92	No of Statements = 92

Almost one-fifth of the total responses focussed on the "fun" aspects of school. The teacher was seen as someone who did "nice" things, played games, provided amusements, read stories or sang songs. However, a closer analysis of responses highlights the different answers to the two main questions.

In Table 12, the interview responses which fall into the category of the teacher as an "entertainer" are shown in relation to the focussed questions.

TABLE 12

Examples of Responses which Fit into the Entertainment Category

Examples of Answers to "What do teachers do?"	Examples of Answers to question 2 Question 1 "What would you do if you were a teacher?"
they play games with us	I'd play games
they take us out to play	I'd play outside lots
they read stories	I'd let them watch movies
they sing songs to us	I'd cook a cake to eat
they put videos on for us	I'd do lots more painting
they have cars & blocks to play with	I'd give out toys
	I'd go to the zoo
	I'd have a magician in
	I'd go to the museum
No. of statements = 65	No. of statements = 94

This table helps to illustrate the differing perspectives of the children; what teachers actually do compared with what children would like them to do. Question 2 elicited a much greater number and variety of responses than Question 1. Not surprisingly, the children indicated their enthusiasm for a wide range of entertaining activities. In informal conversations with some of the children they assured me that by "going to the zoo" or "playing outside more" or by doing "more painting" school would be "better". One boy told me that an outing to the theatre was the best thing the teacher had done because he loved it and he saw so many things he "didn't know about yet". The children talked about the teacher showing videos, reading stories, making jellies, making puppets and having a sausage sizzle in a very matter-of-fact tone. They did not demonstrate any behaviour that suggested these "entertaining" aspects of the teachers' roles were extra-special or remarkable. The demeanour

of the children when discussing such things was calm; there was no excitable reaction such as that which ensued if the topic of an invitation to a birthday party was raised! The children obviously enjoyed "fun" activities, but this observer gained the impression that the children expected the teacher to provide entertainment as a normal part of everyday schooling.

However, the children were quite aware that entertaining or instructional activities did not just happen. Whether one looks at responses in general or in a differentiated way, it seems that the children are well aware of the managerial material side of classroom teaching. About 12% of all statements referred to some organizational or management function to do with preparation, supervision, planning or resources. The children talked about teachers going to the office not just to drink tea but to "photo-copy things", "do work" (marking) and "make plans". They also chatted about their drawings, some of which showed the teacher "walking to the office to do work", or "cleaning the classroom up", or "hanging up work" or "getting books ready".

Of the sixty interviews, thirty seven contained responses which highlighted an awareness of the teacher's managerial or organizational functions. The children mentioned the necessity to prepare work e.g., "prepare reading folders", "prepares work in the staffroom", "makes games", "talks about plans to other teachers", "gets drawings for you to colour in".

More information about the teachers' tasks and functions perceived by the children was gleaned from a study of the drawings (see examples in Appendix 3). From Table 13 it can be seen that eleven out of thirty drawings illustrate different aspects of organizational and managerial behaviour such as giving out books, preparing papers, tidying up, arranging books, organizing class monitors and going to the office "to write things and talk".

TABLE 13

Theme of Children's Drawings

(N = 30)

Category	Child	Content of Drawing
Instructor/ Authority	Tomasz	Teacher supervising seatwork & doing over-the-shoulder marking
Instructor	Jessica	Teacher and child talking beside desk ("we are working")
Instructor	Lisa E	Teacher supervising individual reading
Instructor	Kyle	Teacher drawing a butterfly on blackboard to be copied
Instructor	Ben S	Teacher demonstrating numbers on blackboard while another teacher supervises/helps children at desks
Instructor	Rebecca	Teacher demonstrating "how to write" (on board) while aide displays completed work
Instructor	Phillip	Male teacher drawing "different colours" on board to be copied
Instructor	Glen	Teacher demonstrating printing on board
Instructor	Sharif	Teacher printing on blackboard, children watch
Instructor/ Authority	Kaylene	Teacher giving instructions ("telling how to do work book")
Instructor	Elizabeth	Teacher demonstrating a drawing on board
Instructor	Justin	Children listening to teacher explaining which words to copy
Instructor/ Authority	Michelle	Teacher walking around, marking & correcting
Instructor	Deirdre	Teacher drawing & writing "cat" on board to copy
Instructor/ Authority	Jarrod	Words on blackboard to copy. Teacher giving instructions

Category	Child	Content of Drawing
Manager	Kathryn	Teacher with book ready to read; chalk ready to write on board
Manager	Adam	One teacher cleaning & tidying classroom, another studying a book for next lesson
Manager	Ben	Children out to play while teacher is in staffroom, working
Manager	Leigh	Teacher organizing cleaning of birdcage
Manager	Melinda	Teacher walking to staffroom "to write things & talk"
Manager	Angela	Teacher chatting whilst getting "big book" to read, and putting papers ready on desk
Manager	Sarah	Teacher organizing a group to clean out birds
Manager	Caroline	Teacher giving out worksheets
Manager	Daniel	Teacher distributing work books
Manager	Simon	Empty classroom - teacher visiting office & staffroom
Manager	Liam	Teacher with cup of coffee, reading a book. Blackboard work all ready for "after play"
Nurturer	Ryan B	Teacher walking in playground to see if anyone is hurt while another teacher helps with sums on the board
Entertainer	Lisa P	Teacher reading a book to some children
Entertainer/ Nurturer	Matthew	Teacher hearing children's news & chatting
Other	Ryan	Teacher going to staffroom to drink tea

There seems to be an awareness of the wide range of functions performed by the teacher which result in the smooth running of the classroom. The drawings not only show work-related preparation and resources used by the children e.g., books, drawings, worksheets etc. but also show aspects of the teacher's management of the educational environment e.g., tidying up at the end of the day, organizing the cleaning of the birdcages and the careful arrangement of work displays and visual aids.

An awareness that the managerial role extends beyond the walls of the classroom was also demonstrated. One drawing, for instance, shows the teacher on her way to the staffroom "to write things and talk", and another drawing had no teacher actually in the picture because "she was visiting the office and staffroom". One boy commented that the teacher often had to talk to the other teachers "to make plans", and sometimes she had to "talk to parents about things".

The total number of responses about the teacher being a caring adult or a nurturer was fewer than for any other category. The children saw the teacher as someone who is "nice", and "helpful" to a certain extent but the responses were not focussed on those practical aspects of caring which were observed. This observer watched the year one teachers perform many "motherly" acts such as adjusting clothing, finding missing objects, checking for bruises, inquiring after health, comforting distressed children etc. These nurturing activities were not mentioned. It has not

been possible within this study to ascertain whether or not the children are aware of these acts.

Familiarity with the caring behaviours of significent adults may have rendered them invisible, or perhaps they take it for granted that the teacher is a "caring" adult but it is incidental to her main "roles" and therefore not included in "what teachers do". The relationship between the children and both the year one teachers was very happy with lots of smiling and displays of affection, but this was not expressed overtly in the interviews or through the drawings.

Only two drawings illustrated the nurturing role of the teacher. One showed the teacher walking in the playground to "see if anyone is hurt", and another showed the teacher listening to the children's news and "being kind". The nurturing role may not be uppermost in the minds of the children, but in 19 of the drawings the teacher and the children have "happy" smiling faces and there is no evidence of any unhappy situations.

CHAPTER 5

DISCUSSION

A main focus of this study was the development of a methodology specifically for use with young children. Several issues arose during the conduct of the study which warrant discussion.

Children's Drawings as a Stimulus

In using the children's drawings as a stimulus to gain insights into the children's perceptions of their teachers, one is conscious that the children's drawings fulfilled two purposes. Firstly, the actual content of each drawing provided a kind of "snapshot" of the child's visual images which, according to Goodnow (1977), is how "a great deal of thinking takes place". Secondly, each drawing provided a focus for discussion which was understandable to the child.

If one considers the drawing as a representation of the child's visual images, then a content analysis could be an invaluable way of gaining insight into the child's perceptions. Kutnik (1978,1983) pioneered the work which used content analysis to link drawings with social understanding. Jackson (1978) used children's drawings by examining the incidents portrayed and the relationships between the size of figures drawn. She interpreted the difference in size between the figures of the teacher and the child as being indicative of the child's sense of insignificance or significance. She asserts

that in pictures of a "bad" teacher, the teacher is drawn twice as big as the child, thus reflecting the child's feeling of being dominated. Chapman (1978) also suggests that size relationships often express an emotionally important aspect of the experience being drawn. However, she also points out that size relationships are often determined by the desire to retain a clear image or fill an empty space! Lowenfield and Brittain (1964) point out that at this age (6 yrs) children's art is a reflection of themselves. Children in first grade are often still at the Pre-schematic stage where the child conceives space as that which is around him and does not necessarily see things in relation to each other. The child does not yet draw objects and people in a logical relationship (e.g., with a common base line or frame of reference). Although fine muscles are usually developed by the age of six, the sizes of objects and people (and thus relationships) could also be attributed to poor co-ordination due to the lack of practice in the different manipulating materials.

In view of the number of variable factors involved, therefore, in this study, the "visual images" presented in the children's drawings were not used just at face value for data analysis. Other qualitative data sources (see Research Diary, Appendix 2) were used in conjunction with an examination of the drawings. For example, a content analysis shows that certain classroom objects are placed near the figure of the teacher. Books, bookshelves, chairs, pupils' desks, a teacher's table are included in some drawings but not in others (see Appendix 3). The frequency of these, and similar objects, have not been acknowledged as necessarily significant

because several children told the researcher that they "couldn't draw chairs" or "it's too hard to draw desks" - with the inference being that if the children felt they were not accomplished in drawing some object or shape, they would not attempt it at all in this situation. Another child drew lots of disembodied, small, smiling faces because he couldn't "be bothered to colour in all those clothes". Thus the smallness of the children in relation to the figure representing the teacher did not necessarily have any psychological significance. It seems that the amount of effort required to depict several children or intricate objects was one significant determinant in the content of the drawings. However, the focus of the drawings - "the teacher" - is drawn in reasonable detail in 24 out of 30 drawings, with the standard "happy" face with arms outstretched. Kellogg (1969) reminds us that children draw human figures in a variety of ways and can use a whole range of techniques within a very short space of time thus making interpretation by adults very difficult.

Another factor which may have influenced the choice of content in drawings could have been a type of "Hawthorne effect". This was brought to my attention by a small group of Grade 2 children who stopped to talk to the researcher at recess. They called out her name and asked why she didn't visit their classroom. Somewhat surprised, she explained that she had already promised to spend time with certain children. One of them said solemnly, "oh, yes, Justin has been waiting ever so long for his turn to draw you a really special picture, and he can't wait". This eagerness to draw a "special" picture to please the researcher would obviously prejudice

his thinking about the specific topic. Justin subsequently drew a picture depicting the teacher, the blackboard with printing on it, the birdcage on a stand and five children listening to the teacher's instructions (he said there were "11 or 12"). However he decided to make the picture very colourful and "happy" (to please the researcher presumably) by including a five-banded rainbow and a yellow sun wearing sunglasses, because it was "a hot day, about 31 degrees". The day was actually stormy, wet and cold!

Thus, in the analysis of data, the drawings did indeed provide invaluable "visual images", but this researcher became aware of the variety of factors which could influence the way in which the children represented their visual impressions of teachers. In spite of this, the use of drawings had many positive aspects in the collection and analysis of data. The children feel relaxed and happy when drawing and this facilitates interaction with the observer. It is relatively simple to set up a drawing table with a selection of implements (the pilot study demonstrated that the choice of implement was important to the child's confidence in being "able" to draw certain things). The positioning of the drawing table can be such that the child is within his or her normal setting, although care must be taken to have a certain amount of separation to avoid distractions to the target child or to the class as a whole. Because the researcher can casually ask questions at any time about the picture (as it is progressing), the child's thoughts can be recorded to help "explain" the picture. The details of the picture often illustrated small points of the child's awareness which would not be vocalized in a normal interview. For

example, one child said that his teacher often had a cup of tea before school started. When he drew the picture, the teacher was shown drinking tea, but she was also reading a book about animals, and next to her was a pile of papers. The picture showed that he had observed her morning's preparation and research time, even though he only verbalized the "drinking tea" aspect of the visual image. The teacher told the researcher that the picture illustrated the research and preparation she had to do before embarking on a new topic about nocturnal animals during which the class was to make a huge wall frieze.

With additional contextual information derived from the drawings, the researcher could focus the child's attention on different aspects of teacher's duties and functions in a conversational style of interview. Thus, the data which resulted from this methodology are derived from a two-pronged approach which allowed the child to provide information in his/her own terms, in the context of a familiar setting, with the minimum interference from, and with the minimum of inference by the researcher.

The research methodology developed during this study - a combination Drawing and Interview technique, has the following advantage:

i) it is inexpensive and simple to carry out;

ii) it can be conducted in the normal classroom setting;

iii) it can be conducted by a researcher, by a teaching colleague, or by the teacher herself for "action research";

iv) it can provide "feedback" to the teacher which he/she would not normally receive;

v) it does not depend solely on the child's ability to verbalize his ideas, nor on his competency to draw;

vi) the data provided is guided by the children's own behaviour, and is given in their own terms;

vii) the experience of drawing is pleasurable and non-threatening and can help to establish cordial relationships between child and reseacher;

iii) the methodology is non-threatening to the teacher's autonomy - it does not contain views imposed by or imported from an outside agency;

ix) the data generated by this method can provide the basis of decisions for professional practice.

The Video as a Stimulus

The data derived from the video-stimulated conversations and interviews need to be seen in relation to the methodology's strengths and weaknesses.

First of all, consider some of the positive aspects. The very act of bringing a "special" video which showed episodes of familiar teachers in the children's own area of the school, aroused a great deal of interest and excitement. The children regarded the reseacher with pleasure as they anticipated an entertaining time spent watching the video with her. Thus co-operation was easily gained. The area in which the videotape player was operated was

immediately adjacent to the classroom with a half-glassed partition providing a reasonable barrier to distractions without the feeling of separation. The initial impact of the video resulted in lots of excited reactions, both verbal and non-verbal (e.g., clapping hands, bouncing up and down, pointing at the screen, laughing and nodding). The spontaneous comments and "body language" which resulted were quite informative to the researcher (see Research Diary, Appendix 2) and could be used to "guide" the conversation towards the focussed questions during and after the second showing. For example, after noting initial reactions, the researcher said to children "I noticed you were really pleased to see parts of that video, would you like to see them again?". Then the video was reshown, with the remote control device being used to stop at the requested parts, and the comments were noted as quickly as possible after the interview in field notes. The excitement created by the video resulted in answers to questions being given very quickly, and overall generated more statements than the drawings methodology (418 compared with 334).

However, there were many disadvantages with the video method. Although the children talked freely about what they had seen, the spontaneous comments were nearly all about physical characteristics of the depicted children. Remarks about other children's clothing, hair-styles, patterns on desk covers, the writing on the board etc., predominated. Trying to focus the children's attention on to what the teachers were doing was extremely difficult even after initial excitement had worn down and the tape had been shown two or three time. The best efforts of the reseacher to use the remote

controller to focus attention on teaching behaviours were mostly in vain. It is true to say that the children were more than eager to answer the focus questions about teachers' roles and functions after the viewing session, but it was not possible to establish any direct link between their answers and the verbal and non-verbal reactions to the actual screening of the video. The children spoke more quickly, but less reflectively, and made no direct reference to the episodes seen on video. Thus, the observations and field notes made during screenings were not able to be used to "flesh-out" the interview statements in the same way as the drawings were used to complement interview answers and vice-versa.

For the purpose of exploring social cognition it would seem that the use of a video recording could have many advantages. It captures a tremendous amount of information about personal interactions. It can convey aspects of social behaviour and development through vocal inflexions, facial expressions and the movements of all parts of the body. It can also be replayed and "frozen" for the benefit of the observer. However, in this study, the observers were young children who were unable to demonstrate the necessary selectivity, reflectivity and objectivity to comment on the interactions between teacher(s) and children. The very wealth of data could be overwhelming to the unpractised (and obviously untrained) eye. The children's rather general, global, egocentric responses reflected the essential concreteness of their responses as well as their inability to discriminate and reflect. Even with the most skilled interviewing and great patience, the experience of this study suggests that this method could only be useful to create general

interest but not as a means of focussing the interview on specific perceptions of teachers' behaviours.

It should be acknowledged, however, that the use of the same stimulus questions for each method may have contributed to the failure to obtain significantly different results from the two methods. A future study would need to consider the relationship between the types of focus questions and the characteristics of each stimulus method. Having noted the tendency for children to give global, general responses to the video, for example, questions could be particularly slanted towards eliciting specific perceptions. The results would then be helpful in a further assessment of the methodologies.

Implications for Practice

Several important implications for teaching can be drawn from this research. Young children's ideas about their first teachers can have a significant impact on their attitudes towards teachers in general, the social structure of the school, and the ways in which learning takes place. The teacher provides a role model who represents a composite picture of authority, knowledge and schooling. The way in which the school beginner perceives the first teachers will influence the way they view subsequent school experiences. From the data it would seem that the first graders in this study have a composite picture of the teacher who is primarily an instructor whose authority and control over children is totally accepted. He/she spends considerable time and effort being an

organizer or manager and a person who, quite rightly in the eyes of these children, provides a certain amount of entertainment (although most children would like more!) His/her role as a care-giver or nurturer is possibly acknowledged but not remarked upon.

Three questions arise. If young children do perceive teachers in this way, is this the balance of roles and functions we as educators think is appropriate? Secondly, how do teachers see themselves? Thirdly, should there be some "match" between the roles and functions the teacher wants to provide and those which are perceived by the children? To highlight these points, the class teacher who is mainly responsible for the target children was asked to describe her job in terms of the roles she played (see following list).

The Role of the First Grade Teacher
- As seen by the teacher

- Someone who cares for the whole child
  ("I would rather see a happy child than an unhappy genius")

- A guide for moral development
  ("I want to help them to lead a basically good way of life")

- A parental substitute
  (give them affection)

- A provider of learning experiences
  ("provide academic experiences which parents can't)

- "Poly-filla" role to fill in gaps for those who aren't given experiences enjoyed by the majority
  (cater for individual differences in development & experience)

- Setter of standards

- Enforcer of rules

- Evaluator of academic learning, social and emotional development

- Mother/Nurse/Babysitter/Friend

- Friend to the parents ("Listen to their problems")

During discussions with the researcher (see Appendix 1) the teacher pointed out that in describing the complexity of her roles she could not be sure whether she was able to fulfil all these roles in the desired proportions. It was difficult for the researcher to know whether she was using terms which reflected her actual practice or which reflected her general aims. Whether or not the aims were put into practice effectively, it seems that the teacher's priorities revolved around caring for the whole child, guiding values and giving affection. She saw the "nurturing" role as fundamental to the developmental, "child-centred" approach to the learning experiences she provided (which were as informal and integrated as possible). The children, on the other hand, placed more emphasis on the overtly didactic behaviours of teaching, and were not so "aware" of instructional components of the many "hands-on" activities.

Does this divergence of views matter? Does this affect attitudes to learning? The data suggested that the children were very conscious of the teacher's roles as setter of standards and enforcer of rules. The teacher's efforts to teach the requirements of the school (standards of work, behaviour, relationships) appeared to have been clearly recognized. Do educators see these efforts as so important that a great deal of time and energy should be devoted to instructional and authoritarian roles - thus leaving less time and energy for other activities and functions? Is there an "image" which exists in children's minds and is it the one which teachers consider to be favourable?

If educators are to tackle the questions of teachers' views of themselves, children's views of teachers and the possibility of a better perception "match", then four points need to be considered:

1) Student teachers/teachers need to be <u>aware</u> of the relative importance they attach to different roles and functions.

2) Student teachers/teachers should be sensitized to the <u>mutual influence</u> of pupils and teachers in the classroom. They need to understand the effects of "playing a role" with all its subtle interactions and the influences of the "audience" reactions.

3) Student teachers/teachers need to be aware that the roles they <u>aim</u> to fulfil may not be successfully effected and/or not perceived by others.

4) Student teachers/teachers need to have information which can help them to assess and understand the children's perceptions of teaching behaviours and thus, if necessary, changes could be made.

The research data from this study highlight some interesting questions and needs. The drawings and interview data provided valuable insights into pupils' views about the roles of the teacher in relation to the experience of learning, and thus has implications for the ways in which teachers project certain roles in association with particular teaching/learning situations.

If, for example, pupils believe that learning only takes place when teachers stand by the blackboard and give instructions, will that belief colour the amount of interest, time and effort they are willing to expend on informal learning activities? If the children equate the word "work" only with teacher-directed activities regardless of content, will this colour their attitudes towards the application of effort in free-choice activities? If children believe that to finish a task and to do it "properly" is more important than trying to understand the underlying concept, will their efforts be largely unproductive towards attaining new concepts? If the "image" of the teacher is too strongly indentified with authority and control, will the pupils be able to dissassociate "learning" from that which is imposed? Which role should be played (e.g., facilitator? friend? joint discoverer?) to help children to be aware of learning which is motivated from within? These are some

of the questions which have implications for teaching behaviours and the structure of the curriculum.

Teachers may or may not wish to change the roles they play and the functions they perform but this research indicates the usefulness of gaining insights into children's perceptions before making such decisions. The methodology used in this study - a combination of visual images and clinical interview data - could be refined and disseminated to teachers. There is a growing trend for teachers to engage in "action research" to improve professional practice. Early childhood teachers, for example, have taken advantage of publications such as those produced by the New Zealand Council for Educational Research (McMillan & Meade, 1985) which outline possible observation techniques for greater understanding of the development of young children. Pre-service courses could introduce trainee-teachers to research instruments such as the Drawing/Interview methodology, in accord with Fraser and O'Brien's (1985) suggestion that there is considerable potential in providing teachers with self-administered means of gaining feedback about their teaching. If we continue to believe that the early years of schooling have a profound influence on development and learning, then simple, practical, insightful ways are needed to provide information which sheds light on how children construct meaning from their perceptions of teachers and teaching.

Concluding Comments

This study attempted to explore young children's views about teachers, and sought to develop an appropriate methodology for the purpose. The theoretical base for the study emerged from an examination of the literature from four pertinent areas of study.

The first area of the literature to be examined was that concerning the roles of primary school teacher. A brief historical overview of theories about the nature of teaching roles and functions indicated a changing framework of expectations, behaviours and skills, reflecting the evolution of societal characteristics. In view of the acceleration of change in our technological society, it would be logical to assume that teachers' roles and functions will continue to change. A growing awareness of this assumption (Turney et al, 1985) prompts the need to train thoughtful, reflective teachers who are not only aware of these changes but who can adapt their behaviours accordingly. "Teachers will not come to school knowing all that they have to know, but knowing how to figure out what they need to know, where to get it and how to help others make meaning of it" (Carnegie Commission, 1986, p25). To help children "make meaning" from school life, we need to understand their conceptions - particularly their ideas about teachers. This study looked at theories of teacher's roles. These suggest that teacher's roles are expanding in complexity (Castle, 1970, Turney et al, 1985). The study attempted to uncover how much of this complex behaviour is perceived by very young children. As could be expected, the more

obvious didactic and authoritarian aspects of the archetypal teacher were highlighted. However the results also indicated an awareness and understanding of the managerial aspects of teaching along the lines suggested by Berliner (1982). One perspective which emerged from this study has no supporting basis in the literature. Role theorists (e.g., Hoyle, 1969), have not, to date, included the descriptor "entertainer" in their frameworks of teacher roles. As a result of this study, it could be suggested that young children in this affluent, technological society, consider entertainment to be an essential part of a teacher's job. Further research would be needed to explore the extent to which children perceive the teacher as an entertainer.

This study attempts to highlight the way in which children view these various roles played by the teacher in order to understand more about the meaning they construct. Understanding children's views of life in the classroom are crucial to successful teaching and learning. As Shulman (1986) says, "the question is not what teaching is most effective but what meaning is given to the teaching (or is given by teacher and students to the events of classroom life) and what are the grounds for those constructions" (p.17). The study, therefore, builds on prior research of student perceptions and theories of social cognition.

Social cognition theorists put forward persuasive reasons for studying this particular aspect of child development (Gardner, 1982). The developing awareness and understanding of (significant)

others is seen as having great importance for educational progress. The research in social cognition explores how children interpret the behaviour of others. This interpretation presumably affects their interactions and thus the constructions of meaning (Gordon, 1981). As we learn more about the developmental pattern of children's social cognition we can, perhaps, design better experiences for effective communication in the classroom. This study attempts to examine the aspects of social cognition, concerned with teachers' roles and functions. Results from the study could be used by the classroom teacher to gain an understanding of the level of social cognition exhibited by the particular age group, and by individual children.

In the pursuit of understanding why pupils behave as they do, many other research studies based on students' perceptions have been conducted (Weinstein, 1983). As an area of study it has attracted the attention of researchers from differing backgrounds such as cognitive psychologists and social anthropologists (e.g., Delamonte, 1976) as well as curriculum and teacher education specialists (e.g., Doyle, 1977). This study shares the common goal of obtaining knowledge which will lead to more effective classroom practice. In the pursuit of this goal, researchers have explored many aspects of classroom life through a variety of methodologies.

There are many methodological options suggested in the literature. A selection of techniques (e.g., in Hook, 1981) includes observation schedules, "thinking-aloud" methods, stimulated recall and various

interview techniques. Studies of thoughts and feelings obviously present methodological challenges. The challenge was further highlighted, in this study, by the young age of the children. Smith (1984) points out that very little research is available which studies the ideas about teachers held by young children. The research which does exist used qualitative data based on informal interviews (e.g., Furth, 1980). Livesley and Bromley (1973) support the free description method partly because it reduces anxiety in the children. This point was influential in the conduct of the current study. The use of entertaining methods of stimulating responses, the familiarity of being within the classroom context and the acceptance of the researcher as a regular "helping" adult, contributed to the success of data gathering.

The use of drawings in this study had a dual purpose. Firstly the drawings provided a shared experience for the child and researcher to talk about, and secondly, the drawings provided supporting, non verbal, qualitative data. The inclusion of these pictorial data is justified by Goodnow's (1977) work on children's drawings as part of her studies on the developing child. The approach to data collection taken in this study is consistent with Goodnow's views that drawings "may be regarded as expressions of our search for order in a complex world, as examples of communication...as signs of intellectual development...which spring from within" (p 2). Future research, using the drawings and interviews technique will be needed to confirm its efficacy.

In conclusion, this study explored the views of thirty school beginners, their thoughts and feelings about teachers. This aim is consistent with that of many early childhood educators (e.g., Smith, 1984). A better understanding of children's perceptions has many advantages for teachers. To gain this understanding, one particular methodology has been developed specifically for research with school beginners. Future research could be attempted along these lines to gain more generalizable knowledge of first grade pupils' perceptions of their teachers.

APPENDICES - 1 AND 2

Because of the nature of the research and the developmental aspect of the methodology, it is useful to include original diary data to allow other researchers to follow the processes and progress of the study. It is hoped that by gaining insights into the problems of conducting research with young children, other students will benefit from this experience.

The following Appendices 1 and 2, therefore include summaries of field notes which were kept in diary form. Appendix 1 covers the trialling phase (September - November, 1987) and Appendix 2 covers the data collection (April - June, 1988).

RESEARCH DIARY

TRIALS PHASE

School	-	A Catholic Primary School Perth, WA
Principal	-	Mr D
Teacher	-	Miss J
Children	-	18 girls
	-	12 boys
Total	-	30

Age range 5 years 10 months - 6 years 9 months
average age 6 years 3 months (Standard Deviation 3.5 months)

Time span: 20 September - 28 November, 1987

Visit 1 Week September 5-9

Approached principal with copies of proposal, research etc. - "Advance Organizer" type of handout and timeline to discuss.

Permission granted, subject to discussion with the teacher.

Visit 2 & 3 September 5-9

Proposal given to teacher to read. Follow up discussion; teacher interested and willing to help.

Permission sought for video - chat to librarian, other teachers. Discussed objectives with teacher and principal.

Visit 4

Video recording equipment taken to the school on 20 September.

Video team - 2 Bachelor of Education students, a lecturer in Media and myself.

3/4" tapes were used to film extracts of each lesson. (See timetable).

Reactions of the children

The children were "mildly" curious - not overly. Several asked why we were taking the video. We said we were looking at how children spent their time in school and what they did. We wanted to show other children such as the pre-primary children. This satisfied them. Filming sequences followed the timetable, which was ... (see over)

Sequences

These shots therefore included different activities (and involved other members of staff):-

classroom environment

news

story told to the teacher, followed by language activities

handwriting

number activities

library visit

lunches given out

playing at lunchtime

music

art

Other teachers - 2 visited the classroom to talk to the teacher, one on duty, 2 librarians, 1 music teacher.

Timetable

23 Sept.

JD

8.50 - Assembly on Bitumen

Open Air Light

Fitness - 9.00-9.15

9.15-9.30 - News & Prayers

9.30-10.30 - Language

.....

10.50-11.10 - Language & Phonics

11.10-11.30 - Printing

11.30-12.10 - Maths

.....

Lunch in classroom until 12.20

.....

1.00pm - Silent Reading

1.15)

1.45) - Library skills in Resource Centre

Language/Art & Craft

.....

2.10-2.20 Play

.....

2.45)

3.10) - Music

Editing the Tape

During the school holidays 28 September to October 9, the tapes were reviewed by my supervisor and myself. I selected (from 4 hours of material) certain episodes which I thought were representative of the variety of the teacher's normal roles and functions. A team of students interested in developing visual-aid expertise helped to edit the material to fulfil my requirements. Some flexibility was allowed because the lecturer and students tried to base the selection on quality of the camera work, lighting etc. as well as on content.

The aim of my selection was to show examples of the following:

1) The learning environment provided by the teacher e.g., equipment, work displays, books, dressing up corner, pets etc.

2) Scenes of Instruction

e.g., teacher giving instructions, demonstrating handwriting, explanation of the use of question and exclamation marks, giving information about a story (content) then asking questions to test understanding.

3) Teacher as Facilitator

- providing activities to consolidate skills

e.g., . follow up card games for a number concept;

. fine motor skill development activities such as tracing, glueing, cutting, colouring in;

. providing story books and associated worksheets

. taking children to the library

4) Teacher's duties as a caring adult -

e.g., - chatting to individual children

- giving out lunches
- supervising safety in the playground
- helping with cardigans, shoe laces
- joining in singing games
- talking to parents and other teachers (with the children involved) eg. praise.

The edited version of these episodes was to be 10 minutes long because it was to be shown to the children (whole attention span was limited).

(While editing is continuing)

Wed. Oct 14

Visit to school. Said hello, helped with writing activity - familiarity as teacher's help.

Wed. Oct 21

Visit to school as teacher's help. As children entered the room, several said "Good morning Mrs Burgess" spontaneously,others said hello - seem to be now recognized and/or acknowledged by the majority.

I helped make spiders (craft).

Obtained list of children's names and ages.

Week 21-23

Divide children (draw up lists) into groups A & B for trialling questions, drawings.

Video to have final edit and introduction

Division of Class into 2 groups

18 girls - 9A, 9B. Alternate on roll

13 boys - 7A, 6B. " " "

Average age of the class at this time was 6yrs 3 months

Trialling Instruments

Session 1 - 28 October, 1987

Objective - to try out wording of opening statement and key questions.

"I am very interested in your ideas about school and about teachers. Can you draw me a picture about any of your teachers (and yourself if you want to) showing me what sorts of things teachers do."

This speech to be followed by:-

"Please tell me about your picture"

"Who is this and what is he/she doing?)

(possible probes -

- Why is this happening
- can you explain, I don't quite understand)

"What kinds of things do teachers do?"

(probes, "anything else", encouraging nods etc)

Then finally ask

"If you were a teacher, what kind of things would you do?

These were trialled with Linda

Richard

(selected at random) Alwyn (a boy)

Judy

Jennifer

Joanne

Michael

Brooke

Casey

Notes of progess

- be careful not to substitute "opinions" for ideas as this caused puzzled frowns until I corrected myself.

- strange remarks about the teacher sitting at the desk to mark (I have not seen Miss J... sit down once at her desk)

  (N.B. This was explained by later events)

- nearly everyone said "teaches us ... or helps us"

  most mentioned writing and stories first.

Children were very happy to talk to me, informally and gave me their ideas. After a few minutes their attention began to wander (they started wriggling around, looking over shoulders, looking to see what their friends might be doing etc). When this happened, I thanked them, said I enjoyed chatting to them and that I really liked their ideas.

Session 1 rough results - (Table Form)

In answer to the 2 key questions:-

What do teachers do?		What they would do if they were a teacher?	
Teach us			
how to write	1111	teach them to write	1111
to work		teach them how to do work	11
how to do sums	111	how to do sums	111
help to read	111	help them to read	11
how to make things	11		
read stories		read stories	1
marks work	111		
makes things for us	11111	help to make things	11
shows us how to be nice	1	teach them to be nice	11111
shows us how to play games		play games	111
have parties	1	tell off naughty kids	11
teach singing	1	let children outside early	1
do exercises	1	if they're good	1
Teacher has lunch	1	go outside	111
		give rewards (lollies)	1

Trialling

Session 2 4 November 1987

Objective - To observe reactions to video. (11 mins.)

Arrangements - video in withdrawal area, tape recorder behind children to record reactions.

Group 1

Sasha

Clare

Luke

Christopher

Responded with squeals of delight when they recognized themselves. Confirmatory comments such as "that's us", "that's the film you made that day" - "it's our classroom. There's me, there's my friend" etc. 3 of the children calmed down, but Clare (little Chinese girl) squealed and squealed and laughed continuously, could hardly get her to listen to me afterwards.

Tape recorder comments of discussion

Children "felt funny" - thought they "looked different". The teachers "looked nice". When asked about the teachers, there were no responses. I asked "What kind of things you would do if you were a leader?" The replies included the following phrases:-

would do printing

teach how to write

teach reading

Luke didn't want to be a teacher - boring - and boys don't become teachers

(I couldn't keep them on track!)

so I got them to draw a picture about what teachers do.

I asked them to tell me about the pictures after -

Table of results.

What do teachers do?		What I would do.	
write on board	11	help kids	1
helps us	1	teach them words	11
teaches us words	1	play games	1
shows movies	1	go on outings	11
mark work	1	go to library	1111
lots of stamps	1	give smacks	1
		have fun	1

Trial Showing of Video to another small group

2 Group 4 November, 1987

Matthew)
Brett)
Jennifer)
Ashley (new girl)) response excited but sensible

Had general conversation about what they had seen then.

What do teachers do?

Responses -

teach sums

how to draw

printing

Miss J. helps you read

Miss J. stamps on work

Not very forthcoming comments so then I asked

If you were the teacher....?

Responses -

teach them drawing and put drawing up on wall

teach sums

do drawing and tracing

show how to write properly (top of page)

how to read - give them books and let them take them home

Responses (contd.)

I'd do painting

show them how to play 'bingo'

teach them things

hang up their work

Not very successful technique - depends on group, background voice on recorder makes it difficult to transcribe.

Session 11 October, 1987

Video shown to Travis

Nigel

Emma

Kelly

Reactions - squeals, laughs, pointing "that's me", "I saw me two times". "I saw ..... " (friend's name).

Informal chat after, I asked them which bits they liked best, everyone replied on similar lines - "I liked Luke with his hair long", "It was funny seeing Emma with a pony tail". "So and So looks different" (much laughing).

Gently steered the conversation

"Did you see some of your teachers ... What kinds of things were they doing?"

- "work", "nothing much"
- got very little response, comments immediately went back to physical appearances of friends.

Tried again, "Did you see Miss J. being busy?" "Can you remember what she was doing?" - "no!"

So this was not getting me anywhere!

I decided then to give out the paper and I asked them to draw a picture for me.

"Please will you draw a picture about what teachers do, so that I can show the people in my University! (The children know we train teachers because we had a big discussion about, and with, the student teacher on Field Experience).

They were all keen to do this. I interviewed each of the four separately, following the same format as before

- "Can you tell me about your picture?"
- "Who is this, what is she doing?" (the teacher pointing)
- "Can you tell me what other things she does?"
- "What kinds of things do teachers do all day?"

Then - "would you like to be a teacher"

(if yes, say fine,

if no, just nod)

- "Just supposing you were the teacher and could do whatever you thought you should, what kinds of things would you do?"

Because - the children's voices are so pitched at times,

- they fidget and jump and turn their heads away

- background noise from others

I didn't use the tape recorder, but wrote down their responses, using abbreviations and a cryptic 'shorthand' (details to be filled in after the child left me)

The results were as follows

What do teachers do		If you were a teacher ...	
teaches us to write	111	teach them to read	111
teaches to learn sounds	1	teach them to write	11
teaches us running & skipping		teach them to jump & run & climb	
tells us how to read	111	to work hard	11
helps us	1	help them	1
talks a lot	1	I'd give surprises (lollies stickers)	111
drinks coffee	11	go on outings	111
gives us work	11	I'd watch them outside	1
makes up worksheets	11	tell them when to play	11
displays work	1	do paintings	1
tells us its playtime		talk a lot	1
reads stories	1	read stories	1
gives stickers	1	go to the staffroom for coffee	1
		parties	1
		records and tapes	1
		dance	1
		send naughty children to principal	11

NB. Strange that no one mentioned counting or numbers or sums this week.

Trialling the use of "Drawings"

Drawings - Use of Pencils vs Texta

NB

Notes on technique of asking for drawing:-

The children show concern whether or not they're "allowed" to use texta. At first, I didn't mind. However it seems that "textas" can be used on worksheets if the children think they can "do it nicely" (i.e., correctly and neatly). This associates the textas with aiming for correct standards of work.

On the other hand, large tubs of slightly larger than normal coloured pencils are associated with "art" or "drawings", and therefore the children do not seem so concerned "to get it right". Since I have no wish to inhibit their freedom (I want to make it plain there are no "good/bad", "right/wrong" drawings) - soft coloured pencils seem to be the preferable medium.

8 November Trial

Objective - to try out whole class showing of video, followed up by individual showing (using pause controls to guide semi-structured interview)

The video was shown to the whole class (seated on the mat). Reactions included, giggles, pointing, nudging friends, hands-over face, hands over eyes (peeping out), jumping up and down on bottoms, shuffling nearer.

I asked the children to tell me what they thought about it -

"Is there anything you want to tell me about the video?"

Forest of hands shot up and responses were:-

"I saw myself", "I saw ..." (best friend)

"I liked the sand pit best (Why?) - "because it's fun in there."

"I liked the music bit best" (Why?) "because it was funny to see all our feet and us dancing",

"I liked the lunch bit best - Sharif eats funny"

"I saw Miss Jonnine" (teacher)

"I saw Miss Glenda" (teacher)

"Mr. Alan was dancing with us" (music teacher)

"Your hair looks different"

"Brook's had her hair changed"

- lot of squeals and giggles!!

The Principal walked in and asked if he could see it too. So we all watched again. He had a calming influence on the children, and told them how nice they looked and how well behaved they had been.

Attention began to wander. The children had been sitting for about 1/2 hour so I could see it was time to change activities. Hopefully the novelty effect was wearing off.

Individual "interviews" were then conducted in the adjoining "wet" area. I asked each child, "would you like to see any of the video again?" Each one said yes, and every child was allowed to look at the segment of his choice.

However J said

"We'll find the part you want, but let's use the fast forward button and the pause button to stop and chat about what's happening".

Then I tried to pause and ask casually about the room - "What do you notice ..."

About the teacher teaching,)
caring,) "well, what do you
marking) think was happening
playing) here?"

This was to highlight the various aspects of the teacher's roles and functions, with a view to stimulating recall about the teacher's activities. It didn't really work! The children were obviously far too fascinated by their own appearances. Comments were very "concrete" in that they commented on hairstyles, colour of a tee shirt, vegemite smear on a boy's face, size of feet, glue slopping out of a pot. Everytime I tried to steer the conversation round to the teachers, I got terse, one word answers -

eg. "What is she doing now?" -

answers - "writing"

"marking"

"clapping"

Probe questions were brushed aside with a shake of the head, shrug of the shoulder, or a "drifting off into space" gaze.

Analysis of Session 4

20 November, 1987

Recorded responses -
- Interview after Videos
  Paused at key points and for requests.

What do teachers do?		If I was a teacher	
Teachers teach you	1111		
how to read	11		
how to spell	1		
do sums	11	teach sums	1
to write	11	teach writing	1
to read stories	1	let them read	1
help us to write	1	I would help them write	1
		tell stories	111
they tell stories	1111	let them play outside	11111
mark work	1	wouldn't be mean	11
they draw pictures	1111	show pictures	1
play games/fun	11	let them draw	1
they read out loud	11	read in the sun	1
make things	11	make them work	111
let us watch TV	1		
they tell us		mark work	111
not to be naughty	1	give stickers/lollies	11111
what to do	1		
make us work	11	let them dressup	1
give homework	1	play games	11
		go on outings	11
		tell off naughty children	1
		go to the staffroom	1

Interview with Class Teacher

November 27, 1987

I asked the teacher to tell me how she sees herself in terms of a teacher's roles and functions. She thought for a while, and then asked if she could write down her ideas, in point form.

Her ideas were as follows

- I want to see happy children
- My aim is to help the WHOLE CHILD develop (she used block capitals)
- I am a facilitator of learning:
  - I provide experiences to help them develop
  - I help them to think
  - I give them lots of direct instruction at the beginning of the year as a base, then let them move into more individualistic teaching
  - I am a nurturer of faith and a guide towards a moral sense.
  - I need to provide preparation, basic skills for further learning, for learning the Catholic ethos, for learning about a good way of life. I give them no direct religious dogma but rather stories with a moral, set standards, talk about values.
  - I am a parental substitute sometimes and I provide the kind of learning experiences that parents can't provide.

    I often feel I'm a "poly-filla" because I have to fill the gaps when lots of children miss out on experiences I think good parents should provide.
  - I set standards

- I enforce rules
- I evaluate all the time to gauge both academic and emotional learning
- In anyone day I can be friend/mother/nurse/babysitter
- I'm often a friend to parents and listen to all their problems

Analysis of Children's Drawings

As a result of the trialling sessions Sept. - Nov. 87 I obtained examples of children's drawings. The wording I used varied slightly, but the key phrases I used were as follows (underlined) "I am very interested in your ideas about school and about teachers. Can you draw me a picture about your teachers (and yourselves if you wish) showing me what sorts of things teachers do." Using Rhoda Kellogg's (1970) "Analyzing Children's Art" and Jaqueline Goodnows's (1977) "Children's Drawings" as guides, I analyzed ten of the drawings in table form.

All the figures in these examples had full round faces, eyes and mouth, and hair. The bodies were either all "sticks" or had fuller torsos (rectangles for boys, triangles for girls) with stick arms and legs. Kellogg (1970) thinks "this stickman is learned at age five or six by copying the work of adults or of other children who have learned it from adults", or "the stick man might be a spontaneous 'reduction' or 'abstraction' of the many humans known to the child" (p.108). In 9 out of 10 examples, the teacher was drawn about twice the size of the children. Only in two drawings were hands or feet depicted. In this small sample of ten, the teachers' activities were shown to be

- marking & preparing work at the desk 4
- supervision of an activity from a distance 2
- supervision and helping individuals 2
- demonstrating a skill 2

It is interesting to note the predominance of reading and writing activities (as one would expect), the additional decorations depicting displayed art work, the dominance of the classroom teacher (only one child drew one of the other teachers who takes lessons with this class), the lack of any mathematical activities and the absence of any parental figure (even though parents were constantly in and out, talking to the teacher, helping, or waiting outside with lunches etc.). In future analyses I will be aware of the common events and objects which are left out of the pictures. The teacher spent a lot of time listening to children, helping them to find things, giving out equipment, having lunch with them etc., but these events were not drawn. However, the responses to interview questions include a component of acknowledgment of the teacher's helpfulness "helps us", "shows us how to" which is not associated with "teaching us". The comparison of verbal responses with the analyses of the drawings will be interesting!

DIARY OF RESEARCH 1988

DATA COLLECTION

Teacher - Miss J

Children - 17 boys 13 girls

Average age - 5 years 9 months (Standard Deviation 3.13 months)

14th April

Re-established contact with school. Visited Principal - gave him a review of what had been achieved so far, to refresh his memory. Asked for permission to continue to work with co-operating teacher - her interest still strong.

Discussed most convenient times, availability of video etc.

21 April

Initial visit to classroom. Introduced to children as another helper (one mother also arrived). I joined in the language activity, helping children to write about the picture they were asked to draw (my favourite part of a school day etc ...) e.g. "I like reading best"; "I like sorting and putting books"; "I like going home best"; "I like playing footing".

Talked informally as I moved around the groups. Several children came up to me spontaneously to ask for help. I showed one boy how to write "like", and allowed him to try copying on the board - several others were keen to do that when they were stuck over a word.

Noticed the big range of abilities. Some could write sentences (simple, with guesses at spelling), one or two could write just a word and some letters, some only wrote letters.

e.g. I lk f (I like football) one girl did mirror writing (she started in the top right hand corner. The child was left handed. Six or eight could adopt the strategy of looking round the room at visual aids to 'spot' the word they needed.

28/4/88 Interview/Drawing

Age in May

Rebecca	5 years 5 months
Lisa	5 years 4 months
Kaylene	5 years 9 months
Sharif	6 years 6 months
Glen	5 years 10 months
Adam	5 years 11 months

Joined in opening stages of the day - introduction, new, game of hokey-cokey.

Class was split into 4 groups with teacher, aide, mother helper and myself supervising word-matching games ("memory pairs", match the picture to the sentence etc).

Matching activity given for seat work, so I was able to ask individuals to sit in the "withdrawal" area which is directly adjoining the classroom. It is separated by 1/2 wall of hardboards and glass windows. Children in their area can see the main classroom, but are only a couple of metres away from the others, and yet be separate. There is some noise in this area, but by facing away from the open door and partition, it was reasonably comfortable and conducive to a quiet "chat".

My opening sentences to each child were focused on the work I had been helping them with e.g. what neat work you have been doing etc. ...what a good drawer you are. I wonder if you would like to draw me a picture? Perhaps we could chat about school.

I told them I was interested in their drawings and in their interesting ideas about school and teachers.

I received 3 refusals during the day, because the children wanted to finish their work....one said "I'll draw for you when I have some time, I must finish my work". Over the various activities of the day I was able to alternate between "helping" (with over-the-shoulder marking, spelling, discussing words etc.) and then sitting in the withdrawal area "chatting".

The first part of the semi-structured interview focussed on the child's drawing. I asked questions about it, then turned the topic to what teachers do.

The 2nd half of the "chat" was the child saying what he/she would do if he was a teacher.

Sequence of Questioning

Please draw me a picture showing what teachers do and what they are like.

A) Tell me about your picture.
Who is this? (What is this?)
What is happening ?
Is this what teachers normally do?
What other things do teachers do?
- probes - such as?
and what else?
can you tell me what you mean?

B) Would you like to be a teacher?
If you were a teacher, what kinds of things would you do?
- probes - Is there anything else?
Is there anything especially nice you would do?
Anything not so nice...?

5 May, 1988.

The first part of the day got off to a really good start. Two boys, Phillip and Paul, were having their 6th birthday. The teacher presented them with a large card each, plus balloon and sticker and announced a "surprise" at breaktime. The surprise turned out to be a huge cake donated by the mother, so that everyone could sing Happy Birthday and then have a piece of cake. Everyone seemed in a very good mood, probably because of these events.

Two of the three children who "hadn't time" to talk to me last week, came to ask if they could draw for me today, so we started on a keen note.

Ryan spoke slowly but continuously while we were sitting in the withdrawal room. He talked to himself as he drew, but it was hard for me to catch what he was saying. The remarks were "now what do we do?" "I'll do some crosses to add up", then he turned to me and said, "see I can do 8 and 5... is the fat part the right way?" As he drew the inside of the classroom he asked me to write "Grade" so that he could indicate this was a Grade 1 class, then he said to himself "I can't draw chairs so she'll have to write on it" (i.e. "chair"). He drew the walls of the classroom like a house, then drew another teacher ("she's wearing a skirt today....") walking around to see that "no-one is naughty". He was very pleased with his effort and proud of all his ideas and went off full of smiles.

Ben S.

Ben spoke in a very mature way with complex sentences and unusual ideas. He mentioned that the staff spend time planning ahead; he specified the types of reading work (you have to find "a" and "t" to make "at") and named the text book (Rigby). His answers to "what would you do if you were a teacher", were also unusual. He wanted to be like the invisible man and go around the school helping the kids to do their work correctly!

Jessica

Drew a very "pretty" teacher next to herself smiling. Everything she said was very positive, and she stressed the need to be kind and nice. She didn't like teachers to be "mad" at kids. The other interesting comment concerned the amount of photocopying the teachers did!

First showing of the video

After initial problems with plugs etc., I asked each child to sit down to watch this short video, and tell me what they thought about it. I said it would be fun if the child could be a detective and could tell me what he/she recognized and then tell me all about the things he/she saw teachers doing.

Justin

Started grinning and pointing as soon as he recognized the class room. He remarked on how nice it looked, then told me he could hear his teacher's voice and mine. As the video progressed he pointed out Miss J. helping someone, showing how to write "f", giving stickers, clapping her hands, and giving out lunch orders. Afterwards I asked him to tell me some of the things teachers do and he replied with nine separate items (see Appendix 3).

The video sparked off these comments in a rapid-fire way, he kept leaping up and putting up his hand everytime he thought of something! On the other hand, when I asked about what he would do, he was already beginning to lose interest and his replies were less eager. He did however stress how he'd give the children nice things to do e.g. colouring, playing outside, music, snap, bingo and joke-telling! Then he rushed off to see his friends.

Sarah

Sarah was equally enthusiastic about watching the video. She copied the activities shown by mimicking the clapping, writing, stamping feet, singing, and at one stage she stood up on her chair and leaned forward to get nearer the screen, nodding her head as though she knew what it was all about!

Her responses were rather predictable - teach you to ...write....read ...do sums...music...colour in, except for her

repetition of "they teach you to swim without floaties". So this was obviously a big event in her life.

Elizabeth

Elizabeth got very excited, bouncing up and down on her chair. "This is good", she said, "I like this", "can I see it again", and she laughed a lot. However, her comments and responses were descriptive and general - "The classroom looks lovely", "Miss J does lovely things", "she lets you play".

Paul L.

Smiled broadly. Gave 6 comments as the video progressed. "She gives us stickers", "she gives out lunches" etc., but after the video he didn't want to be bothered anymore. He said "if I was a teacher, I'd do singing and games", but then he said, "I must go now!".

12th May.

This was an unusual day in that the children were attending a school mass at the local church. Not only were they to be bussed there and back, but they had to contend with a wild storm. When I arrived shortly after their return to school there was thunder, lightning, wind and torrential rain! The lights flickered on and off, and at the height of the storm, one hour later, I switched off the video machine completely and unplugged it because of lightning nearby. In

spite of the high state of excitement, the children greeted me warmly and about seven children all wanted to come and talk to me at once.

During the day I managed to show the video, and interview 3 boys and 3 girls, as they became available:

Daniel	5 years 7 months	Laura	6 years 3 months
Matthew	6 years 3 months	Caroline	6 years
Simon	5 years 11 months	Angela	5 years 7 months

As before, the reactions of the children were very similar: lots of pointing, grinning, laughing, jumping up and down. The exception was Matthew, who held grimly on to his seat for part of the time, although he nodded his head, and pointed with one finger at the screen a couple of times, and clapped, then put his hands back onto the seat edge. Matthew was the first child who exhibited tension and controlled aggression in his emphasis of wording, e.g. "tell them", "listen to me", and "right now".

The teacher had organized a phonics lesson (hence the references to "P.P.A." by the children - these are the letters on the front of the programmed phonics activities book), where they had to fill in missing sounds, link words to drawings and colour in. This was a fairly "sedate" lesson to keep everyone busy and calm. She also allowed them to "finish off" other work and to draw pictures about the visit to Church.

After the interviews I was able to talk to the teacher about the responses I had recorded to date. We went over the data so that the teacher could see if the responses seemed to be in keeping with the normal language patterns/behaviour characteristics of each child. She was not surprised by any of the responses, declaring that most of the remarks were "what she would have expected from that child". However, she was surprised and worried at Matthew's remarks. She pointed out that such vehement emphasis was not normal, he was usually very hesitant about talking, and often had a stutter. His home background had been influenced by a marriage break-up, a re-marriage, and another break-up. She also realized that her firmness of the week before (a week in which she "clamped down" on silly behaviour by being very firm, and insisting on her wishes being carried out "right now") must have had a greater effect on him than on the others. It will be interesting to see if his negative image of the teacher's role is evident in a few weeks time (it may depend on the home situation or if the teacher has been in a good mood, or both.....)

19th May

As a result of further discussions with the teacher about the data, and how much each child is influenced by factors other than the daily classroom routine, Miss J. has suggested she provides me with a "thumbnail sketch" of each child (with socio-economic, cultural and family status facts).

Today's interviewing was not a very straight forward affair. The school had been broken into, and among the items stolen, was the video I normally use! However, we borrowed equipment from another part of the school. I managed to interview four children -

Ryan	5 years 10 months	Liam	5 years 10 months
Deirdre	5 years 9 months	Michelle	5 years 10 months

Then the senior master came to tell Miss J. one of the girls had "disappeared" so they both rushed off to find her, leaving me to look after the class. I abandoned the interviewing and quickly organized a "news" session (to give me time to think), some handwriting practice and colouring in! We were all relieved when the missing girl was found one hour later sitting at the back of her deserted home! She was upset so went home to see her Mum.

The interviewees all received the video well. There was quite a bit of smiling, nodding and pointing at people, desks, the lunch basket etc., but all was fairly restrained. Three out of four sat on their hands and rocked back and forth from time to time, swinging legs until they saw something familiar, would turn towards me to smile then point for me to look. All four made very positive comments compared with last week. For instance, last week, many responses reflected the authority role - "they <u>tell</u> you to do..." whereas today they used "<u>help</u> us to do".

This may be just coincidence, or maybe everyone was in a good mood!

One interesting fact surprised me, both Ryan, and Liam didn't think Mr A. (the music teacher) was a proper teacher. Liam said, "There's Mr A., he used to be a teacher once, but now he only does music", and Ryan said - "Oh, there's Mr. A.", and I said, "Is he one of your teachers" and he said, "No, he plays music". Each of the children made spontaneous remarks about the children and Miss J. looking "different" now.

Three out of four mentioned teachers "take you out" and then said what they had liked best at the Museum (visited they day before!).

May 26th

I was warmly greeted by the children and teacher today, the teacher came forward and exclaimed "today will be a normal day ... no traumas and interruptions". However the children seemed to me to be very exciteable, not quite "normal", so I tentatively said to one group, who were chattering together whilst supposedly listening to a "listening post" story, "are you talking about the story?", they replied "no, about break-dancing and ballet". Somewhat mystified I looked enquiringly at the teacher. "Oh yes, we're going to the theatre this afternoon to see all kinds of dancing" ... so much for a "normal" day!

In spite of the air of excitement, the children were very willing to come and talk to me. In the first 1 1/2hrs I managed to show the video and interview three pupils. Each of them commented delightedly on the, by now, familiar shots i.e. each pointed to

recognized persons, commented on "different" physical aspects (Miss J's hair is different", "his T-shirt is yellower than mine it must be sport's T-shirt", "that's my desk but it's got a different mat on it" etc.).

Katherine stressed how much tidying the teacher does. Jarrod seemed to dwell on the fact that teachers growl a lot, but they can also have barbeques, (apparently some teachers in the school organized a sausage sizzle for older children).

Benjamin seemed to stress the organizational role of the teacher - "give out papers", "organizes girls to tidy up", "tell groups what to do" and he finished the interview by putting his hands on his hips and giving me a demonstration - "lollipops, you go to the listening post, and all you cupcakes do your writing"... (lollipops and cupcakes are group names.)

In the second session, although I managed to talk to three pupils after asking them to draw a picture about teachers, the responses were not as voluble as I would have liked. This was probably due to the fact that in the next classroom a group of children were rehearsing a break-dance sequence for a concert and although the music was muted, we could still see them through the corner glass partition. Thus concentration was not very easy!

Note: Miss J had prepared a thumb-nail sketch of each child and she spent the break discussing the information with me and looking at progress so far. (triangulation?)

Note: Whilst chatting to the children and during interviews I have noticed how frequently the children use the word "work". They constantly refer to work - e.g. "I must finish my work", "the teacher helps us with our work". When I probed as to what exactly "work" meant I received answers which were either "you know, just work" or this is work" - with a finger pointing to printing or a language activity or a drawing. It seems that if the teacher tells them to finish something in a set time, it must be "work".

If Kutnik is correct, this may be explained by the pre-disposition, created by parents, that children go to school to work(??) - This needs further thought and observation.

May 31st 1988

The class seemed very quiet yet very busy today - I realized that everything was going very smoothly because there were so few children in the class. Nine children were away, sick. The teacher was very relaxed and cheerful and seemed to move around the room at a much slower rate than usual. She had the video all set up for me today, so no time was wasted. I managed to talk to seven children - a record!

I was struck by the differences in manner, and speech patterns between Rebecca (5 years 5 months), Sharif (6 years 7 months), Glen (5 years 10 months) and Tomax (5 years 9 months) - who all spoke very maturely, paused to think and gave serious answers in complex sentences - and Kaylene (5 years 9 months) and Lisa E (5 years 7 months) who both appeared to speak in a "babyish" voice and manner.

Neither of them wanted to say much. Lisa laughed a lot but couldn't think ("fink") of things, and Kaylene looked petulant and just swung her legs or got up and turned around a few times.

According to Miss J she is the youngest child of the family (with grown up siblings) and her mother does everything for her. When the teacher greets her in the morning and asks her how she is, the mother always answers for her.

I was sorry that I was talking to Tomax just as the lunch orders were carried into the classroom. The smell of fresh pies was too much for Tomax. He broke off in mid sentence - "Teachers tell you to line up and ... when to eat your lunch. I'm hungry. Goodbye." - he disappeared. However, he came to talk again when he had eaten, and did tell me some more of his ideas, but I felt the contribution was only a small part of what had been in his mind before the distraction.

The main part of today's classwork was centred around maths concepts e.g. - a "take away" game was played, and then after a discussion about shapes, the children turned a "square" paper into a "circle" by cutting. Rebecca mentioned that teachers play "take-away" games, and Sharif said that teachers taught you "sums" but the others made no reference to the day's maths activities.

June 2nd, 1988

After an extremely stormy night, the children were very "weather-conscious" in their news session and in their chatter during the day e.g. hail showers caused excited reactions from time to time! There was a marked diversity in responses today:-
Jessica, a little girl of Chinese origin said very little. In response to gentle questioning she would nod, or point or just stare into space or whisper. I finally sat beside her at playtime while she ate a chocolate bar, and then she did give me a few of her ideas. In contrast, Ben freely gave me some very thoughtful responses (which covered two pages of field notes!) He seems to be an exceptional child, even when taking into account his age (6 years 5 months) he specified teachers' roles to a far greater degree than any other child so far. He mentioned some of the following:-
teachers are involved in -

1) planning meetings to see what should be done next year

2) taking children on excursions to help them learn e.g. he suggested that taking a class to the theatre taught four types of instruments in an orchestra

3) organized fashion parades and other "social" evenings

4) ringing up parents to discuss the best way to help the child learn.

He suggested that Grade 1 teachers ought to teach science, which they don't do at the moment! He thought "Grade 1's" ought to know about electricity and wires. They should also have visits from interesting people such as magicians to teach magic.

In my general "chatting", the language of maths. activities was a little more evident than previously. Some children mentioned playing "take-aways" (a game) and shopping, and one girl said she would like homework with "plussing" (addition sums).

As usual the reactions during video-showing reflected interest in very "concrete" things. They pointed out the way a shelf was changed, the desks were in different positions and Miss J's hair was different (from now). When I tried to draw attention to the activities of the teacher - their remarks reflected concern with detail of children's actions rather than an appreciation of the activity being conducted by the teacher. When I said (in a printing lesson segment) - what's happening here, the replies were "f's", "those spaces are counted out but we don't need to do that cos we are good at spacing f's, "he's doing good work" (pointing at a child). Similarly when I paused at the segment where the teacher is giving out lunch orders and helping people to unwrap and cut up food, the children's responses were all very similar - they laughed and said that one child was eating a vegemite sandwich and was chewing it in a funny way.

7th June, 1988 Interviews/Drawing

Another wild and wet day with a rainbow between heavy showers. This partly explains Justin's drawing which shows the teacher holding a class outside. Justin told me it was 31 degrees in his picture so the teacher had taken the children outside. His picture showed a sun (wearing sunglasses!) and a rainbow, and "eleven-to-twelve kids, who are our class, listening to the teacher" (actually he drew five only).

Ben's picture also featured a rainbow, so it was very much in everyone's mind. This picture showed children playing around the monkey bars, "while the teacher is inside the staffroom having a meeting", and then "she comes out and watches us with a cup of tea".

Matthew drew an "inside" view of children listening to the teacher and a girl, during a news session. Angela's picture showed the teacher in front of an enormous blackboard, with a "big book" ready to read to the children - this is the place at the front of the class where she holds these activities. Both Elizabeth and Kathryn depicted the teacher standing alone (with children presumably sitting at desks, not at the front of the class). Elizabeth said her teacher was teaching drawing and printing, and this was shown on a huge blackboard. Kathryn showed a blackboard with lines on it, ready to be written on, but the teacher was "doing days and weeks" with the calendar on the wall, next to her desk. On the desk, a book was ready to be read from, later.

The class teacher wasn't feeling well and had the help of two mothers. Later in the day a relief teacher took over the class, but neither of the boys I interviewed during that time (Justin and Matthew) mentioned the other teacher's presence. Justin's only comment was - when he saw some work up on the board to be copied - "I'll take my time doing this drawing for you then I won't have to do that work" (pointing through the glass partition).

14th June, 1988

A very happy atmosphere was prevailing when I arrived at the end of "news-time". The children were obviously pleased to have their regular teacher back, in good health again.

The daily language activity began with a discussion about parties and what to eat. A recipe for making jelly was formulated by the class; the teacher wrote up the points on a large sheet of butcher's paper. This was followed by a demonstration of making jelly. The children were encouraged to give directions and stir the mixture etc. The children were then asked to draw and write sentences about jelly-making in sequence.

The mathematics activities centred around the concept of "take-away" (7-5 etc) with numbers up to ten. The teacher's aide and a volunteer mother came in to help with group activities (mainly subtraction cards, games, and a work sheet).

I showed the video to boys, Leigh and Kyle. Each boy exhibited a slightly shy demeanour and I found it difficult to get Leigh to comment when I "paused" the video and asked him to tell me about what he saw. He mainly smiled and shrugged, but eventually made comments such as "They're doing their work" (when I was really trying to focus his attention on the teacher who was doing over-the-shoulder marking). Other comments were fairly typical - e.g. "that's Jarrod's desk with the Garfield on it", "there's the library". Kyle was similarly reticent, but gradually spoke more, and in a more articulate fashion. When I asked him to tell me about the printing lesson, he did acknowledge the teacher's existence, then immediately qualified the remark in terms of his own experience; - "She's doing printing, and I think we've already done that work."

In the next scene - "I haven't done that work" (sequencing cut out sentence strips) ... I do a lot of sticking and glueing at home! When I asked what was happening at lunch time (The teacher was helping to distribute lunches) his comment was "I've never had a lunch order." The drawings were, as usual, very varied in content. Jarrod drew the teacher with words on the board to copy, a video ready to play and a book in her hand ready to read, with several children listening to her.

Daniel drew the teacher going to pick up a PPA (phonics) book and a Rigby reader. He said he didn't want to do more because "I don't know much about teachers. I know a lot about what parents do."

Ryan W drew the teacher walking to the staffroom for tea. Liam drew the teacher drinking coffee, in an empty classroom, and reading a book about dangerous animals (they had been making a wall frieze about animals last week apparently). Simon drew a completely empty classroom and said all the children were playing outside while the teacher was in the office!

I was surprised that no-one mentioned the jelly-making activity. In spite of the greater emphasis now being placed on maths activities (the children are now familiar with numbers 1-10, and the necessary language associated with addition and subtraction through "shopping", counters etc.), only one child (Jarrod) mentioned that if he was a teacher " he would have to do plusses".

It seems that the teacher's tasks seem (to the children) to be dominated by copying from the blackboard, printing and colouring in. "Reading" seems to be less evident, or perhaps doesn't seem like "work". The teacher constantly integrates new vocabulary into activities, but in language activities. The children seem to be concerned more about <u>spelling</u> the words as a <u>writing</u> task than they are <u>aware</u> of their <u>reading</u> progress. They seem to be very impressed by the idea of demonstrated <u>work</u> (i.e. direct teaching). I heard a group of Grade 1 children chatting in the playground about school - "I wish our teacher showed us how to do running writing" said one, the other said "Oh, I can do that" "No you can't", said a third, "that's too hard work for us".

This discussion had been prompted by the appearance of three grade three children in the Grade 1 classroom; they had been sent by their teacher to "show off" their "good work". The Grade 1 teacher had duly praised them and given each a sticker. This obviously made an impression on the Grade 1 children!

July, 1988

Making sense of Qualitative Data:

At the end of the last interview, during the last week of 2nd term, I felt an enormous sense of relief. As a thank you gesture, I invited the long-suffering teacher for lunch. I thanked her for allowing me to spend so much time in her classroom, and surprisingly, she thanked me for being such an asset in the classroom!! I could hardly believe that the benefits of my presence had been two way. However, she explained that the children felt so "at home" with my pottering around the classroom that some of the burden of responsibility for all those young children had been shared, and therefore lessened (she quoted the times when I took over her role during minor crises). This was an unexpected side to classroom research. The children, the teacher and myself had become friendly and co-operative and the teacher felt an increased sense of satisfaction in what she was doing because of my interest. In our end-of-the-day discussions (after interviews) I saw the purpose as being primarily a way of validating or explaining certain comments made by the children, but the teacher saw those discussions as a useful way of gaining insights into "her" children's behaviour. She found it very re-assuring to be able to discuss each child with some

one who had been observing them and talking to them as individuals. As a result of this experience, she has plans to re-organize certain classroom activities so that she can spend less time being the leader of the class or group, and more time being an observer who can talk quietly to individuals more frequently. Unwittingly I seem to have stimulated an interest in "action research".

The sense of relief did not last long! I had been so determined to complete the interviewing within the set time scale, that I hadn't really addressed the question - "what do I do next?" The phrase "eye ball the data" sprang to mind. In my case, I would substitute "glassily stare" and/or "shuffle" the data. I had thirty delightful drawings and sixty interviews (in speedily written field notes) to examine.

I turned to the literature for guidance:-

(Reference to add to list)
Miles, M.B., & Huberman, M.A. (1984) Drawing valid meaning from qualitative data: Towards a shared craft, in Educational Researcher. AERA, 1984.

Miles and Huberman (1984) were not very encouraging:-

"It is fair to say that although most published qualitative reports provide detailed descriptions of the settings, people, events, and processes that were studied, they say little about how the researcher got the information, and almost nothing about the specific analysis procedures used. One cannot ordinarily follow how a researcher got from 3,600 pages of field notes to the final conclusions".

Luckily, Miles & Huberman (1984) did give me a useful conception of qualitative analysis as a starting point. (p.23 May 1984).

Data Collection

Data reduction

Data display

Conclusions:
Drawing/verifying

components of data analysis: flow model

The three concurrent flows of activity which lead to analysis are: data reduction, data display, and conclusion-drawing/verification.

Obviously, my first task was to consider "data reduction". On reflection, I had already "reduced" some of the data on site. Initial trials had demonstrated very effectively the impossibility of using complete tape-recordings (to be transcribed later) for two main reasons - technical problems and the time involved. I found that writing down the gist of the interviewees' responses immediately was the most effective method of recording.

Words such as "the" and "and", and phrases which were repeated (e.g. "they teach you to...") were left out or recorded in a kind of short-hand, and any missed words or significant phrases were added immediately after the subject had finished talking to me. Quite a lot of preliminary "chats" (used to gain the child's interest and confidence) were not written down, thus reducing the volume of recorded words to what I considered to be essential/pertinent.

I have also, seemingly, adopted one of Miles' recommended techniques of "memoing" by recording (in diary form) some aspect of each day's data: "an insight, a puzzle, a category, an emerging explanation, a striking event".

My next problem was to further reduce data, code it and display it.

After considerable time "eyeballing" and trying to find patterns or clusters in the responses I worked out a matrix display where each child's responses could be reduced to verbatim key words and phrases, and could be entered under 5 or 6 categories which seemed to be strikingly apparent. The patterns which emerged lent themselves to the following headings:-

The teacher as an instructor

The teacher as a caring adult

The teacher as an entertainer

The teacher as a figure of authority

The teacher as a manager of the learning environment

I also had a column for supporting contextual material (i.e. the content of the drawings, or spontaneous comments) and one "other" heading for the occasional response which didn't fall into any of the above.

This spread-sheet data can now be used for more differentiated analysis, provided my coding system is valid. To this end, I have photocopied transcripts of twelve interviews (randomly chosen) and

have asked my supervisor to use the headings (and criteria) to code the responses independently. It will be necessary to have a high percentage of agreement before I proceed with further analysis.

Data analysis and display involved making decisions about which category certain responses fall into. Here are a list of categories with descriptors:-

The teacher as an instructor:-

teach

show how to (demonstrate)

tell how to

The teacher as a caring adult:-

assist

help (in the caring sense)

show kindness, affection

show responsibility for the care of "nurturing" activities

*N.B. This category caused difficulties because of the way children use the word "help". I have interpreted "help us to write" not as a nurturing activity, but as an instructional activity. Many teaching activities are enacted in a helpful, caring way, but nevertheless are bound more to instruction than merely to care-giving. The context of certain "help us to" phrases had to be taken into careful consideration, and this was the most difficult area to make judgements about. My supervisor found this to be so, also, when she tried to code the responses.

The teacher as an entertainer

- telling
- controlling
- giving rewards and punishment
- power

The teacher as a manager

- preparing
- supervising
- organizing of resources
- organization of groups
- responsibilities associated with learning environment

Points which have emerged so far

1) It is interesting to note how the children refer to the teacher not only as someone who "teaches you to ..." but as someone who imposes standards on any teaching/learning behaviour.
   e.g. "teach you to do (the letter) "f" properly",
   "teach you to write properly"
   "to do things super"
   "teaches us to do good pictures".

2) It is noticeable that almost half the children did not make any response which fell into the "caring adult" category (13 out of 30 after the video; 12 out of 30 after the drawings).

The teacher is a very caring and affectionate person who continually comforts, cheers, ties shoelaces, helps put jumpers on and off, cuts up food, provides tissues etc., etc. but these and similar activities are not mentioned by many children. Does this mean that:-

a) the children don't really notice them?

b) the children take "caring" for granted?

c) these activities are not seen as having the same importance as the instructional/authority roles?

3) Initial impressions of the data are that the dominant "roles" perceived by the children are the "Instructional", and the "Authority", followed very closely by the "Entertainer".

Detailed tallies will be made to confirm these impressions.

Establishing the Reliability of the Coding

(Inter-Coder Reliability)

To establish the reliability of the coding procedures, an independent judge was given 20% of the data (randomly selected) to code. Using the descripters developed for each category, 12 interview responses were analysed, (6 conducted after video showing, 6 conducted after drawings). Each significant statement/phrase was placed under the appropriate category heading. The results were then compared with the coding carried out by the author.

The results are as follows:-

Table showing number of initial disagreements for Video/Interviews

	Total no. of statements	No. of initial disagreements on coding
Michelle	17	1
Kyle	18	1
Leigh	13	0
Deidre	17	0
Ryan	17	1
Melinda	11	2
Total A	93	5

Table showing number of initial disagreements for Drawings/Interviews

	Total no. of statements	No. of initial disagreements on coding
Sharif	21	0
Adam	15	1
Lisa	15	1
Jarrod	15	3
Rebecca	17	0
Elizabeth	13	0
Total B	96	5
Grand Totals	189	10

Reliability Results:-

Group A $\frac{5}{93} \times \frac{100}{1}$ = 5.37% disagreement

Agreement = 94.62%

Group B $\frac{5}{96} \times \frac{100}{1}$ = 5.20%

Agreement = 94.79%

Overall consensus was then reached on the remaining items through discussion, by referring to contextual clues, and by carefully applying the agreed descriptors.

Order of presentation of video and drawing

The next stage was to look at the possible effects of time (maturation and history) on the responses of the children by comparing the results of the first half, group A, who had the drawing first, with the second half, group B, who had the drawing second and vice versa.

Children

Group A - Drawings/Interviews, Video/Interviews

Group B - Video/Interviews, Drawing/Interviews

Condition A Drawing/Interview followed by Video/Interview

Condition B Video/Interview followed by Drawing/Interview

Cross group comparisons will be made by analysing the results of the following table of frequencies and a discussion of supporting evidence from the data.

Table showing the frequency with which each category is represented by one or more responses

Drawings/Interview

(Category)	Instructor	Nurturer	Entertainer	Authority	Manager	Other
Group A	15	11	14	15	9	9
Group B	14	8	11	13	12	14

Table showing the frequency with which each category is represented by one or more responses

Video/Interview

	Instructor	Nurturer	Entertainer	Authority	Manager	Other
Group A	15	8	10	15	9	5
Group B	15	8	14	14	9	4

From the above tables it can be seen that there are no significant differences between the two groups; thus, history and maturation do not threaten internal validity. The order of the "treatments" does not seem to make any difference; the results from both conditions do not show any great divergence of response patterns.

Notes on Triangulation

Triangulation may be defined as "The use of two or more methods of data collection in the study of some aspect of human behaviour" (ref: Cohen, L. & Manion, L., 1980 Research Methods in Education, Croon Helm London). A researcher needs to be confident that data generated are not simply due to the peculiarities of one specific method of collection. By combining types of triangulation, this researcher can be more confident of the validity of the findings.

Time Triangulation: The use of cross-sectional design takes into consideration the factors of change which could happen over the several weeks of data collection i.e. maturation of the children, and history.

Investigator Triangulation: By asking the teacher to check response patterns, the observer can be more confident of the "normality" of the children's behaviour and responses.

Methodological traiangulation: The comparison of the results of two different techniques of stimulating and focussing responses for each child is used to confirm consistency of perceptions.

Having spent time establishing the reliability of the coding, with an independent judge, the next step was to look at the data from the two groups to see if the time taken to conduct the research, and the order of the "treatments" made any noticeable difference to results. In general terms there were no remarkable differences. One assumes that from all these checks and balances and multi-method approach to triangulation, I can look at the children's responses to the interviews and the spontaneous comments and drawings with a high level of confidence that these represent an accurate representation of their perceptions about teachers' roles and functions.

How to tackle the more detailed analyses of the data? I talked to Professor Neville Bennett about the strategies he employs when trying to analyse data. He admitted that "drawing out" patterns, following threads of meaning is not easy. He redefines and re-phrases the key questions he wants to know the answers to, then tracks back through the data to see what it has to say about each question's focus.

To re-examine my questions I must think back to why I started all this! As a lecturer of pre-service primary teachers, I have always gone to great pains to equip students for all facets of the teaching role. Through demonstration, role-play, discussions of past experiences and community expectations, I tried to identify the various roles and functions expected of them.

A chronological survey of the literature helped to understand the changing and the recurrent themes of the roles played by teachers. The opinions and expectations, the classifications (or models) offered, were derived almost entirely from the studies of teachers conducted by academics--in other words from the educated adults' point of view. The views of the clients - the children - were not included until very recently, and those views were from older children. In our desire to become more effective teachers, we need to understand what children think and understand, so as to better match our intentions with their understanding of same. Thus I wanted to find out how young children "see" teachers; what actions/behaviours are significant to children. The answers could then help trainee teachers to have a better understanding of which "roles" and functions are likely to be influential/effective.

To reiterate key questions:-

Which of the teachers' roles and functions make the most impact on the consciousness of children of this age group (school beginners)?

What do they have to say about each of these "grounded" categories?

The strategy could be to:

1) check each category in order of "importance", check responses within that group, look at supporting/contextual data, and plot the key features.

2) Look at "whole" picture.

EXAMPLES OF CHILDREN'S DRAWINGS

The following Appendix contains examples of children's drawings, and extracts from the interviews conducted at the completion of each drawing.

Sharif's Drawing

Sharif drew the teacher giving a printing lesson. The children are seated at desks and are looking at the teacher, waiting to be told what to do. On the teacher's desk is a pile of reading books for the next lesson. In response to questioning, Sharif said:-

"teachers play games and puzzles with you";

"they let us play in the sand pit";

"they do work like making a mouse book and reading to you",

"they tell you to line up and when to go home";

"If I were a teacher I'd tell them to do all their work and they can finish it when the bell goes, I'd read books, "I'd send naughty children to Mr D. (Principal) and if they're good I'd give stamps". "I'd teach them how to be good, do sums, and how to do lots of work". I'd play games outside"."

"If I were a teacher I'd be different".

"I wouldn't play games, only sometimes".

"I'd let them do drawing but I'd teach them lots, like outer space and how to run a deli".

"I'd teach them outside a lot like about how air moves".

Shanif

28/4/22

B board.

Justin's Drawing

Justin drew a "happy" picture (presumably to please the researcher). It was a cold and stormy day but Justin thought he would put a happy sun and a rainbow in the picture.

He told the researcher that in his picture the children are listening to the teacher. It shows a hot day of about 31°. Justin said that there are about thirty four kids in the class but he could only fit in "eleven or twelve". Some of his comments are as follows:-

"she's teaching letters on the board, but it's outside";

"she teaches us to read;

she puts words on the board for us to copy;

she lets us go out to play;

she tells us to do things like drawings".

"If I were a teacher I'd teach them to read and write and do all sorts of things".

"I'd play games...and listening post is my favourite thing". "I'd give certificates and a medal to everyone".


JUSTIN
The children are listening to their teacher. It is
31°
There are 34

Ben's Drawing

Ben has drawn children playing outside while the teacher is inside in the staffroom having a meeting. His friends are crossing the monkey bars. Ben said,

"The teacher's in the staffroom. They are in it a lot. She talks she does. She comes out and watches us with a cup of tea. Some other teachers watch us to see if we're all right".

"Sometimes they go and ask us to get out our books like P.P.A. (Phonics) or Rigby (Reading) so we have to do some work. I don't like work 'cos sometimes it's too hard. She does sums - they are easy so I like those. She puts us into groups and says for Garfield's (group) go to the listening post".

"She tells us what to do all the time but sometimes we tell her what we want to do".

"If I were a teacher I would make children do easy work and ask them what they wanted to do. If they were good I'd give them lunch early"

Lisa's Drawing

Lisa drew the teacher supervising a group reading activities session which was witnessed by the researcher. One child is reading a book about a giraffe (perhaps because the class had been making a collage about animals). Lisa drew herself "reading a book about jelly". The previous lesson had included a demonstration, discussion, and group activity session which centred around the making of jelly by following a recipe.

Lisa's responses to questioning included the following:-

"we come to school to do hard work";

"she watches us read";

"she helps us with our work";

"she teaches us how to write properly and shows us how to draw good pictures";

"she plays games and bingo with us";

"she reads us a book";

"sometimes she goes to the staffroom to get books";

"sometimes she growls";

"If I were a teacher I'd teach the kids how to read and how to play games".

"I'd let them play outside. I wouldn't growl at them".

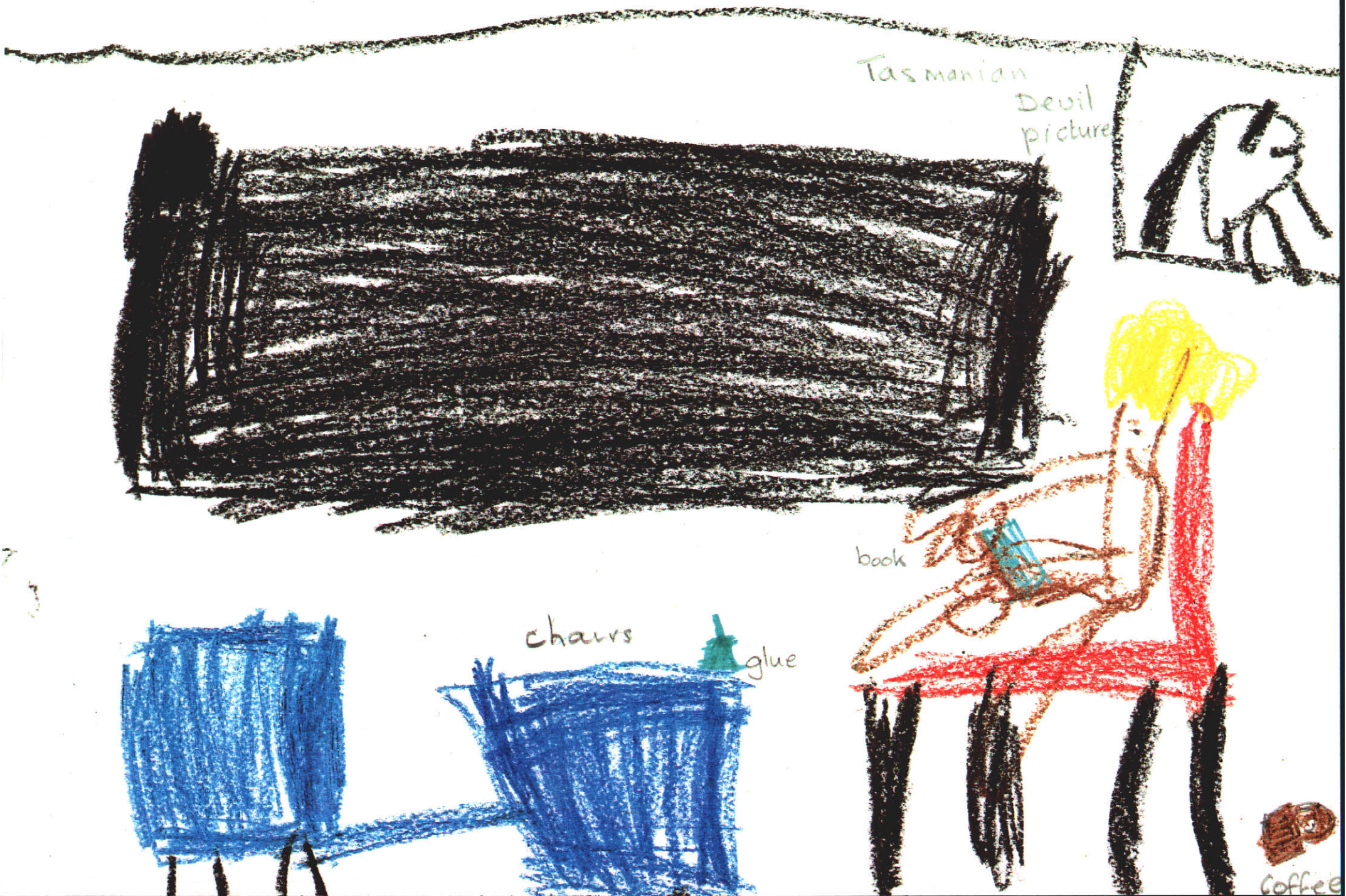

School
I'm reading a book about jelly.
Daniel reading

Liam's Picture

Liam told the researcher that teachers spend a lot of time drinking coffee. He drew a picture of the class teacher having a cup of coffee while the children were at play. The picture, and subsequent questioning revealed that whilst "drinking coffee", the teacher was "reading a book about animals" and that she had prepared pictures to stick on a wall fridge. Liam said "she's reading a book about animals to teach us"..."we do cutting and glueing and make nice animals".

He also said "teachers teach us to do running writing on the blackboard", although in fact in Grade 1 this is not so. However, the researcher discovered that grade 4 and 5 children frequently come into the class to "show-off" their writing skills (cursive).

Liam 14/6/88



Angela's Drawing

Angela drew a teacher telling the children what to do. On the teacher's desk there are papers and books available for work. The blackboard is ready for use, and a big book is propped up beside it.

Angela's responses to questioning included the following:-

"They tell us to play a game and to cut out magazines sometimes. They say to do good work like making birds and writing and they show us to do it".

"They tell you that you can go home now. They say sit on the mat...she tells things and then says go back to the desk".

"Sometimes they clean up the classroom".

The blackboard for drawing on

Angel

The big book to read

Teacher

The kids

teachers desk with papers

Kathryn's Drawing

Kathryn shows the teacher standing beside her desk. On the desk she has a strong book ready to read to the class. Nearby she has visual aids for teaching days of the week etc. On the board, long straight lines are drawn in preparation for a writing lesson.

Some of Kathryn's responses are as follows:-

"Teachers show you how to write and how to draw good pictures".

"They tell us do our work...like writing".

"It's all work in school".

"They do their work and clean up the class".

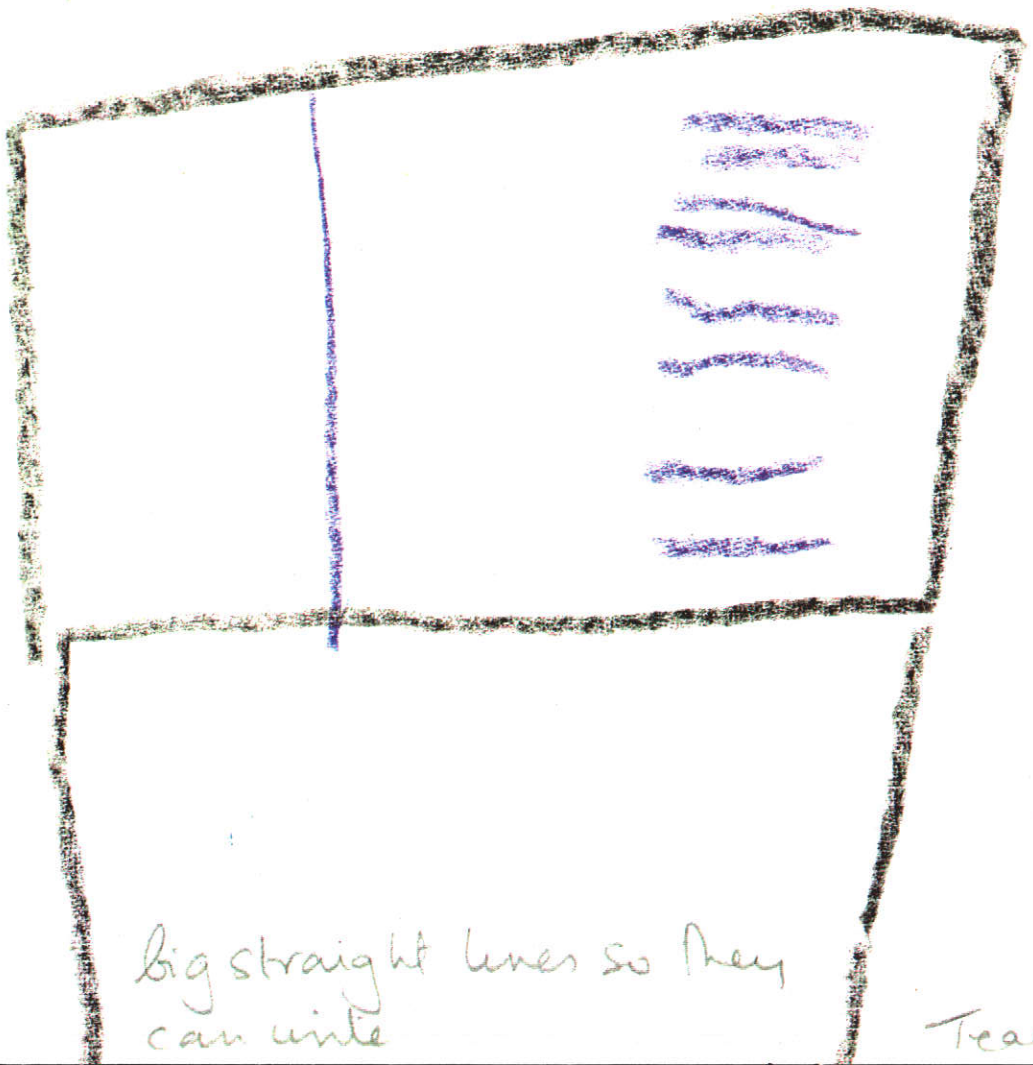
"Sometimes they let us watch T.V.".

"If I were a teacher I'd do the same things but I'd read books to them and let them watch T.V. more".

KITTEN

7/6/85

blackboard



big straight lines so they can write

Teacher

calendar to do day & weeks

a book ready to read

her desk

Matthew's Drawing

Matthew drew the teacher hearing news while the class sat around. He drew himself with "legs crossed" looking at the teacher, being a "good boy". On the wall, the blackboard has lines drawn ready for use. Next to the board is a display area where decorated leaf shapes (with words printed on them) being assembled to make the room attractive ("it's our good work") and to be used by the children for spelling reference.

Matthew's responses included the following:-

"The teacher has news then let's us play games" (these are language activities)

"After play we do work then have lunch".

"The teachers call out names to collect them (lunches)."

"Then more work again then afternoon play".

"She tells us to do one more piece of work then she gives us our reading folders to take home".

"She tells us it's home time".


Kathryn
Simon

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