

THE UNIVERSITY OF CALGARY

A TEACHER'S IMAGES IN SOCIAL STUDIES

by

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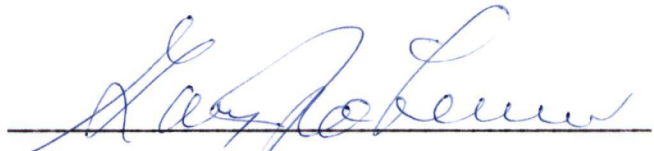
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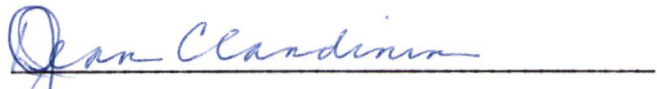
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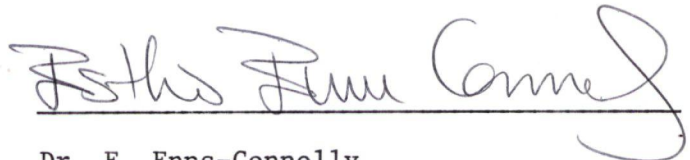
The undersigned certify that they have read, and recommend to the Faculty of Graduate Studies for acceptance, a thesis entitled, "A Teacher's Images in Social Studies" submitted by Marilyn E.C. Jensen in partial fulfillment of the requirements for the degree of Master of Arts.



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ABSTRACT

This study explored the personal practical knowledge of a teacher as she taught a unit in high school social studies. The study used naturalistic research methods: participant observation, unstructured interviews and narrative accounts of interpretations. Through collaboration between researcher and teacher, a conceptualization of the teacher's images as a component of her personal practical knowledge was explored. These interpretations indicated ways in which the teacher's images guided her classroom practice.

The study concluded with a discussion of the benefits of collaboration and reflection with particular regard to the image construct of teachers' personal practical knowledge. Implications for research on teaching, teacher education, and teacher empowerment were drawn from these conclusions.

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CHAPTER I

INTRODUCTION

Origins of the Study

The individual teacher in her classroom responds to a multitude of expectations: those of society, of parents, of administration, of students, and, not the least, her own. These are often ambiguous and contradictory. How does she deal with expectations that may be in conflict with one another? Educational researchers have taken an increasing interest in that teacher and how she makes meaning in her classroom. Some of the recent research into teacher thinking has attempted to bring theory and practice closer together. This has resulted in the acknowledgement that teachers do possess knowledge through which they make meaning of what happens in the classroom--that teachers possess both personal and practical knowledge. Clandinin's (1985) study of two elementary teachers focused on a key component of personal practical knowledge, that of image.

The central idea of the research is that teachers' classroom images grow out of their experience, both private and professional. They are a kind of coalescence of experience, with moral, emotional, and personal overtones reflecting the quality of the experiences in which they are based. (p. 379)

In order to conceptualize the personal practical knowledge of a particular secondary teacher this study will focus on Anne's* practice as she taught a unit in a social studies course, and on her reflections on her practice. This study was done through participation observation followed by interviews. Through interpretive analysis of both practice and reflections on practice, a conceptualization of Anne's personal practical knowledge and the images that guide that knowledge was developed.

Biographical Origin of the Study

Most of my life has been spent in school and most of my life has revolved around formal education in one way or another. I came from a family of teachers and I am married to a teacher.

As a student I experienced teaching that challenged and inspired me, and teaching that was indifferent. Twice I dropped out of high school. But I always came back. I have always been pulled back to the role of student and I

*All names used in this study are pseudonyms to protect the privacy of the people involved.

expect it is a theme that will continue to dominate my life.

As a teacher I have had the experience of teaching students from grade seven to grade twelve, from students designated as 'gifted', to students designated as 'remedial'.

Eighteen years in the classroom were interrupted this year for a sabbatical and a chance to return to the role of full-time student. It has been a year to read, study, discuss, and reflect; a year to stand back from the classroom and teaching to ask some questions.

As a social studies teacher in Alberta I have experienced several curriculum revisions. I began teaching in 1970, just before the new 1971 Curriculum. I taught the 1981 Curriculum and have become involved in the most recent curriculum revision. As I have listened to and been involved in debates about each of these revisions I have become increasingly interested in what makes teachers 'buy into', or resist, changes.

A change that has affected curriculum during my tenure as a teacher has been the reinstatement of province-wide examinations. I have some personal experience of the

effects these examinations have had on the curriculum, and the teachers charged with implementing that curriculum. Increasing standardization, and concern with student scores on these tests, narrows the focus and choices available to teachers.

I have been involved in the student-teaching program. Through this program I have worked with many prospective teachers as they have had their first contacts with classroom practice. I have watched them struggle and grow as they learn to make meaning of the classroom as an environment and the students as individuals. As well, I have had the chance to work with teachers in curriculum implementation at the classroom level and through workshop presentations.

Through all of this, the question of how the teacher mediates the curriculum has always been there. Why each of us makes the choices we do. When I came into contact with the concept of teachers' personal practical knowledge and began reading about research in this area it immediately began to make connections for me. The more I read and thought the more I could see that this concept accounted for much that I already knew as a practicing teacher.

But at this point I still had a great deal to learn about this concept, and the research methods necessary to realize it. However, I knew that the concept of personal practical knowledge was one that made sense within my experiences as a teacher and a colleague. I knew the emphasis we have seen on 'accountability', the move to standardized tests at more and more grade levels, and an increasingly prescriptive program of studies, were all aimed at what is termed 'excellence'. But the efforts to control students and teachers to, following an industrial metaphor, 'produce a better product', is a disturbing one. An industrial model, in which students are seen as products and teacher behaviors are studied so that those most likely to result in higher student achievement can be isolated and replicated in the name of efficiency, seem to me to be inappropriate. This metaphor is a dehumanizing one applied to a most human endeavor, that of educating our children.

The notion that each classroom is unique, that each teacher mediates curriculum according to his own personal practical knowledge and the images that dwell in that knowledge certainly challenges the other notion, that of the standardized classroom with standardized teaching.

Furthermore, each student also mediates that curriculum

according to his own personal practical knowledge. To complicate the issue even more is the realization that knowledge is fluid and evolving. This complex view of knowledge need not be seen as a threat but as a benefit. Rather than a view of teaching as mastery of subject matter combined with a series of techniques for transmitting that subject matter to students, we may develop a view of teaching as it is experienced by the teacher with all of its complexity and ambiguity. In the process we may give voice to that teacher in the classroom.

Approach to the Study

This study took a constructionist view of reality and knowledge (Goodman, 1978; 1984; Lincoln & Guba, 1985; Novak, 1987). According to Goodman (1978), the world, the reality we experience, is created by the mind. In this sense then each reality is personal, each mind creates its own world--the world of a Medieval peasant, the world of a 19th century scientist, the world of a high school teacher in Alberta. However, "such worlds have been constructed, but always of other worlds created by others, which we have taken as given. We do not operate on some sort of aboriginal reality independent of our own minds or

the minds of those who precede or accompany us." (p. 6)
Therefore this constructed reality is a social or cultural one as well as a personal one. Our real world is both personally and socially constructed.

Polanyi (1958) told us that all knowledge is personal; we cannot know separately from ourselves. Yet, "a dialogue can only be sustained if both participants belong to a community accepting on the whole the same teaching and tradition for judging their own affirmations." (p. 378)
Knowledge is both personal and social.

Schon (1983) was also interested in the construction of knowledge. His particular interest was in the question of what constitutes professional knowledge. He suggested that there are two kinds of knowing in practice, one occurring in familiar situations and the other in unfamiliar situations.

In each instance the practitioner allows himself to experience surprise, puzzlement, or confusion in a situation he finds uncertain or unique. He reflects on the phenomena before him, and on the prior understandings which have been implicit in his behaviour. He carries out an experiment which serves to generate both a new understanding of the phenomena and a change in the situation.
(p. 68)

This second kind of knowledge he called reflection-in-action. Teachers, in the course of a day in the classroom, are continually called upon to respond to unique or unfamiliar situations and bring to bear a reflection-in-action to their practice. Teachers in their practice make use of this professional knowledge.

Elbaz (1983), in a study of a secondary English teacher, developed the concept of practical knowledge multi-dimensionally constructed--knowledge of self, of milieu, of subject matter, of curriculum development and of instruction. She suggested that this knowledge is situational, personal, social, experiential and theoretical; that "teachers hold a complex, practically-oriented set of understandings which they use actively to shape and direct the work of teaching." (p.3)

Clandinin (1985) introduced image as a key component of this personal practical knowledge. As previously mentioned, the teacher's images allow a teacher to use her history and her experiences to guide present practice and to project them on into an imagined future. Her images guide knowledge and are grounded in and played out in practice.

In order to develop an understanding of a teacher's personal practical knowledge, naturalistic methods of research (Lincoln & Guba, 1985) were employed. Participant observation coupled with open-ended interviews were used to combine practice, as observed, with theory, as articulated by the teacher.

This study took the form of a narrative inquiry as have other inquiries into personal practical knowledge (Clandinin, 1985; Enns-Connolly, 1985; Hoffman, 1988). Connelly and Clandinin (in press) described narrative inquiry this way.

A narrative inquiry attitude is adopted which nibbles at the temporal and cultural edges of what is observed or participated in: there is a temporal nibbling in which one looks for plot outlines conducted over time and which is studied in terms of past events and future possibilities; and there is a contextual nibbling in which one looks for social and cultural stories of which the school and the participants are a part and in which questions are asked of social interaction and reciprocal influence. (p. 1)

I shall begin by describing the setting within which the narrative takes place.

The Setting for the Study

Schwab (1983) suggested that there are four commonplaces in curriculum--teacher, subject matter, students, and milieu. Although in any real situation they are not mutually exclusive, together they provide a framework or setting for the study.

The Teacher Anne is married and has two pre-school children. She has taught at her school for about ten years. She began her career at another high school but after two years of teaching decided to resign. She was persuaded to take a leave of absence instead and she went to study in France for a year. On her return she was placed in her present school. She originally studied to teach French but did not feel either happy or successful and changed her major to social studies, a move that she says was wise. Until recently she has been teaching a full social studies program.

A recent change that has affected Anne's teaching career is the introduction of a new compulsory course, Career and Life Management, or CALM. She has become the school

coordinator responsible for implementation of the new course. She has been piloting it herself and working with other teachers who are piloting the course. It contains units on career planning, conflict resolution, leisure activities, self esteem and human sexuality. There will be references to this course during reports of this research because she is constantly reflecting on it and comparing it to the social studies course she is teaching. As well, Anne is reflecting about the nature of teaching itself because she wants to recruit teachers who will be able to deal with the sensitive nature of the subject matter. The course includes a unit on family life and sexuality--an issue with which not all teachers are comfortable.

Anne does not want to leave social studies teaching but she welcomes the challenge and renewal moving into a new subject area can bring to her career.

Subject Matter - Social Studies The Alberta Department of Education (1988) states that the ultimate goal of social studies is responsible citizenship. Three categories of objectives are outlined for achieving this goal; knowledge, skills and attitudes. Inquiry is the process through which

the objectives should be addressed. Both decision making and problem solving are strategies that are suggested. The content is organized around topics, issues and questions. For example, the topic considered is the grade eleven Topic B: Interdependence in the Global Environment. Some of the issues suggested are "a) Should nations be concerned about the quality of life in other parts of the world? b) Should developed countries set the standard for quality of life? c) To what extent should environmental concerns restrict economic development?" (p. 17) Examples of questions asked are, "f) What is the relationship between global interdependence and economic development? g) What constitutes quality of life?" (p. 17)

As a basis for this unit Anne has been using a teaching resource developed jointly by Alberta Access Network and TV Ontario, called Paths of Development. It is a unit that contains a teacher's guide, a booklet of readings for students, six half-hour video programs and a computer-based simulation game. Three countries are used as case studies: Peru, Niger and Malaysia. The unit is divided into six sections, each elaborating on a different concept. The three countries are examined in the light of each of these concepts.

She grouped the students for independent study that parallels the classroom work. Students had library time at the end of each section to research information on countries of their choice. As part of the conclusion of the unit the student groups gave an oral report in which they dealt with each of the sections studied and made suggestions for a development plan for that country. The reports were evaluated by Anne and the other students. The unit was concluded with an in-class essay in which students responded to a question that centered on one of the issues addressed in the unit.

The other topic in the course was historical. Called The Development of the Modern World, it covered the period from pre-revolutionary France to the end of World War I; developing the concepts of nationalism, industrialism, imperialism and international rivalries.

The Students There were thirty-two grade eleven students in the class. Two had previously taken the course from Anne but were repeating it. During the observation period for this research two of the students dropped the course, a girl who registered late and who missed about a third of

the classes, and a boy who dropped out of school altogether for the term. He had plans to return next term.

There were 17 girls and 15 boys in the class, ranging in age from 16 to 18 years. Culturally they mirrored the school as a whole. A few of the students would be termed members of a 'visible minority'. One student was from the Phillipines, two from South-East Asia, and one from the Carribean. The students could be described as socio-economically diverse. Attitudes expressed by the students varied from liberal to ultra-conservative. Not all of the students were involved in extra-curricular activities but those who were, took part in activities such as music, drama, sports, and Student's Council. A majority of them had part-time jobs.

Social Studies 20 is an 'academic' course leading to Social Studies 30, which leads to an 'advanced diploma', generally seen as necessary for students who want to enter university. Recent events affecting universities are putting more pressure on students. Because of budget cuts and increasing numbers of students wanting admission, those with highest marks are being admitted first and course averages for admissions have been raised. This increases

the pressure for high marks. Province-wide grade twelve examinations were reinstated in Alberta several years ago and constitute 50% of the final mark in the academic courses. Not all of the students in this class will go on to university, however, the course is seen as academic and rigorous. Students are expected to do regular home study.

The Milieu The study took place in a large comprehensive high school of about 1700 students in grades ten to twelve. The school offered a wide range of courses from Automotives to Performing Arts. The school had one principal, three assistant principals, two librarians, five guidance counsellors and just over a hundred teachers. The school could be described as inner city. It was located close to the core of the city but it buses a high percentage of its students from the suburbs. It would be termed 'multi-cultural' and included students from a wide variety of cultural and ethnic backgrounds. Twenty-two percent of the students were not born in Canada, their birthplaces include 47 different countries.

The school philosophy was explained in the student handbook as being dedicated to developing the knowledge, the skills and positive attitudes of students. It says that if

students are given the right kind of academic and extra-curricular opportunities they will strive for excellence and experience success.

The school offered a wide variety of extra-curricular activities ranging from athletics to drama, supplemented by a variety of clubs organized for and around student interests. At any point in a school day students not in class could be found eating, talking or studying in the cafeteria, studying in the library or in some cases having a smoke outside the back doors of the school. It was probably not very different from most high schools to be found in an urban area in Western Canada.

The room in which the course was observed 'belongs' to another teacher. Anne only used it for this particular course therefore she made little use of it as an 'individual environment'. She kept some materials in the room but other materials in the work room where she had a 'work station'. The social studies teachers gathered there before and after school, at noon and during their preparation periods. There they prepared lessons, talked shop, and gossiped.

The classroom could have been described as traditional. It had neutral walls with dark wood trim. There were five rows of six or seven desks. The floor had been carpeted. There were blackboards at the front and one side of the room, and windows on the other side with venetian blinds. There was a bulletin board at the side of the room with newspaper clippings attached, and one at the back with a series of posters. Two tables and the teacher's desk were at the front of the room; there were usually books and papers piled on these tables. A screen for viewing films and three maps hung above the blackboard. A map of Canada, the world, and one about World Industrialization were in the map holder. There was also a filing cabinet, a table with books, a filmstrip projector, and a cassette tape recorder.

Summary

This chapter was designed to provide a brief rationale and setting for the study. Investigations into teachers' personal practical knowledge and the images that guide that knowledge are relatively new in educational research; they mark a change in both the nature of research into classroom practice and attitudes toward classroom teachers as

professionals. The research takes the view that practice is complex and idiosyncratic; that classroom teachers are professionals with experiential knowledge that guides their practice. It also holds that this personal practical knowledge includes both a moral and an emotional dimension (Clandinin, 1985).

The next chapter will trace some of the changes in research on teacher thinking, the move to bring theory and practice closer together in educational research, and lastly the development of the concept of personal practical knowledge.

CHAPTER II

LITERATURE REVIEW

In order to establish a rationale for this research project, first I will look at the evolution of the research on teacher thinking against the background of curricular reform. Second, I will describe some suggestions that theory and practice be brought closer together, and finally I will examine some research perspectives that have led to the conceptualization of teachers' personal practical knowledge, the focus of this study.

Teacher Thinking

Both education in general, and curriculum in particular, have been the subject of a great deal of comment and research. The search for the right, correct or best curriculum in order to guarantee instruction that will promote societal goals or individual achievement, is as old as the institution of education itself. Plato, Aristotle, and Rousseau all had theories about how education could best be conducted.

The modern era has been no different. Post-Sputnik calls for a curriculum that would allow American schools to prepare students for an increasingly technological society sparked an unprecedented push for research that would discover means to achieve these stated ends. School reform was demanded and research into ways to produce students who would be more proficient in the maths and sciences was begun. The so-called alphabet curriculum projects were part of this move. A process-product approach to curriculum development emphasized the structure of the disciplines. It was an attempt to train the students in the disciplines, to make the students 'little scientists'. Too often the teacher's role in this was to present this curriculum as prepared. The term 'teacher proof' materials (Connelly & Ben-Peretz, 1980) was found in the literature.

Romey (1973) discussed his part in federally funded science curriculum projects in the late fifties this way.

In short we tried in every way to make our curriculum absolutely teacher proof by giving every teacher a perfect "manager's handbook". If you followed the teacher's guide you couldn't mess up, and the result of your teaching would be excited kids who knew more earth science than ever before. (p. 407)

Romey admitted that this was both a condescending and degrading attitude toward teachers. He ended by making a plea for what he called (not entirely tongue in cheek) a curriculum proof teacher. He suggested that research indicates that there is more and better learning in situations where both teacher and student have more choice in both specific subject matter and method.

The failure of these curriculum projects became obvious during the seventies, and research turned toward teachers and the part they play in the mediation of curriculum. Clark and Peterson's (1986) review of the 'recent' research on teacher's thought processes offered a framework for this diverse work in the area of teacher thinking. They categorized the research into teacher planning, teacher interactive thoughts and decision making, and teacher theories and beliefs. Together, these studies provide a picture of the teacher as a thinking individual. However, they suggested that more research needed to be done with secondary school teachers and that the focus needed to be widened. They suggested that longitudinal studies would provide valuable understandings of teachers' thought processes over a period of time. The research reviewed by

Clark and Peterson marked a move away from the process-product view of teaching.

In the same year Clark (1986) elaborated on selected research on teacher thinking. Looking back ten years at how research pictured teachers, he saw them portrayed--in the style of medical practitioners--as decision makers, diagnosing difficulties and prescribing treatments. This metaphor by 1985 had given way to one that viewed the teacher as a reflective professional. The epistemological basis was a constructive one. "The teacher of 1985 is a constructivist who continually builds, elaborates, and tests his or her personal theory of the world." (p. 9) This characterization he saw as having the potential to empower teachers and to change the relationship between researcher and subject. Teachers were becoming more actively involved in research. Although optimistic about this trend in research on teacher thinking, Clark ended on a cautionary note, challenging researchers on teacher thinking not to ignore the larger picture of general educational goals.

A third analysis of research on individual teacher's thoughts and actions was published in 1986 by Clandinin and Connelly. It focused on twelve studies that purported to

research teacher theories and beliefs, studies categorized by the authors as 'personal'. The authors found a great diversity in the terms and definitions researchers used. However, they found more agreement on 'problems' and 'outcomes'. Clandinin and Connelly drew the following three conclusions from their analysis: first, there is more commonality in the inquiry than might first be apparent; second, that there are significant differences in ways researchers imagine the composition of teacher thought; and third, most of the studies use cognitive terms for teacher thought. They were concerned that moral, aesthetic, and emotional dimensions were not considered, and they concluded that both a cognitive and affective understanding of teachers' personal practical knowledge would, "help produce more living, viable understandings of what it means to educate and be educated". (p. 33)

Moving more specifically to teacher thinking in social studies, Parker (1987) also noted a trend toward studies of teacher mediation of the curriculum. In such studies he found that the view of the place of the teacher in curriculum had changed significantly. Parker identified a change in perspective from the 'teacher characteristics paradigm' which assumed that teachers are born and not

made, to the 'process-product paradigm' which rested on the assumption that there were effective instructional behaviors that could be learned. If a particular teacher behavior resulted in higher student achievement then it was assumed to be effective. This movement was influential because it had the weight of empirical evidence behind it, and because it focused on behavior and how behavior could be changed.

However, the process-product paradigm also came under criticism--a criticism based on the narrow focus of the behaviorist model noted above. Critics claimed that teaching was much more complex than previously assumed and that there was no 'one best way' of teaching. Therefore, there was a move to try to describe teacher thinking. "The advance might be characterized as a movement from regarding the teacher as a moving object to regarding the teacher as a moving and thinking object." (p. 5) He cautioned against retaining that objectified view of teaching which strips it away from its social context. Parker concluded that the new directions in qualitative research hold out the promise that teachers themselves would be given voice.

The changes discussed in these four articles point to some new and exciting directions for research in teacher thinking, teacher mediation and teacher knowledge. Certainly the move from conducting experiments in the classroom to observing in the classroom, the move from recording teacher behaviors to engaging teachers in dialogue, are two trends that hold promise for a greater understanding of teaching. As well, several key assumptions have evolved: that the classroom is not an isolated place, that teaching occurs within a social context, and that teachers bring with them personal as well as practical knowledge.

Theory and Practice

Frequently in discussions of educational research, the question of the relationship between theory and practice emerges. Theory has been seen as the structure within which researchable knowledge is generated or as the outcome of research. Practice has been seen as the process of implementing theory. Schon (1983) has suggested that we look more closely at the practitioner. He suggested that there is practical or professional knowledge that deserves to be acknowledged and that is not accounted for in theory.

Tom (1985) also challenged what he called a weak link between research and practice in teaching. Clandinin (1985) posited that there is no distinction between theory and practice, that practice is theory in action. We will look at how this applies to teacher knowledge.

Donald Schon (1983) was interested in the epistemology of practice--the knowledge that competent professional practitioners use in the course of their practice. He challenged the separation of research and practice where each is relegated to a separate realm, research to an upper realm and practice to a lower one. He credited the practitioner with tacit knowledge that is used in everyday work situations. He called it tacit knowing in action; it is seen in the multitude of decisions and judgments made in the course of a day. The professional does not always know how he knows, he just knows. This is practical knowledge.

To this concept of practical knowledge, Schon added reflection-in-action. This occurs when practice produces surprises, when the results of actions are particularly positive or negative. At this point the professional reflects on the action and through this reflection brings tacit knowledge to bear on the question. In professional

practice problems arise that are unique and complex; they have an element of uncertainty. According to Schon, the problem is reframed and an experiment is tried. A further move to reframe the problem may occur and this spiral continues through reflection-in-action. "The unique and uncertain situation comes to be understood through the attempt to change it, and changed through the attempt to understand it." (p. 132)

In the course of a day a teacher faces many incompatible or inconsistent demands and situations. Old and oft repeated actions may not yield to these demands. Through reflection-in-action the teacher becomes a researcher and moves toward creating a new theory, then tests it in practice. Thought and action are united in practice.

Tom (1985) was concerned about the failure of research to inform practice in education. He credited two assumptions for this 'weak link' between research and practice. First, that "the flow of influence is seen as moving from research to practice". (p. 142) Second, that "there is a bias in our thinking toward seeing research as a source of influence and practice as a recipient of that influence". (p. 142) He challenged both these assumptions, and what he

called, "the propensity for research to yield numerous isolated findings and the tendency for research to stress analysis at the expense of synthesis". (p. 143) Tom blamed the applied science concept of education for this inability of research to inform practice. He suggested that teaching be viewed as a moral craft--or ethical practical art--in order to stop the masking of normative issues, and bring a more holistic approach to teaching. This change in perspective would result in educational inquiry that emphasized synthesis, bringing research and practice together.

Clandinin (1985) also discussed the relationship between theory and practice. She referred to the work of McKeon (1952) who characterized four possible relationships between theory and practice: the logistic, the operational, the problematic, and the dialectical. In the first three relationships practice and theory are seen as distinct, but in the dialectical they are inseparable. It is this dialectic between theory and practice that underlies personal practical knowledge. The dialectic is a process by which oppositions are resolved.

The image of the teacher as a reflective practitioner who brings theory and practice together in everyday actions in the classroom brings us to the conceptualization of teachers' personal practical knowledge. This last section will trace the development of the concept of teachers' personal practical knowledge, and the images that guide this knowledge.

Personal Practical Knowledge and the Teacher

The concept of personal practical knowledge is founded upon a constructionist view of knowledge--that knowledge is socially constructed (Goodman, 1978; 1984; Lincoln & Guba, 1985; Novak, 1987) and rooted in a created reality. Polanyi (1958) claimed that all knowledge is personal, that we cannot know separate from ourselves. However, there seems to have been a reluctance to ascribe professional knowledge to the classroom teacher. Clandinin (1986) explained that reluctance.

Knowledge is seen as theoretical and as a possession of experts. The experiential knowledge of teachers is not acknowledged. Teachers are viewed as possessing experience but not knowledge. By denying the experiential knowledge of teachers, one can reduce a teacher's experience to a series of

factors in decision making or as an influence on teacher judgement. (p. 3)

Schwab (1983), on the other hand, characterized the teachers' practice as art. He said that teachers make a multitude of choices about what to do in differing situations with differing students; that there is no formula to follow. He was critical of theoreticians and professors of curriculum. "Most act as if an adequate theory of curriculum, were it to be found, would tell us once and for all what to do in every grade and every stage of every school in every place." (p. 242) He indicated that teachers must be involved in curriculum development because teachers know what happens in the classroom and, "teachers will not and cannot be merely told what to do." (p. 245) In short, Schwab presented a strong case for the development of a coherent concept of teachers' practical knowledge.

Like Schwab, Elbaz (1983) challenged the idea that teachers lack a body of knowledge. In her case study of Sarah, a high school English teacher, Elbaz was concerned with establishing that practical knowledge or knowledge of practice exists. She claimed that teachers have knowledge of self, of the milieu of teaching, of subject matter, of

curriculum development, and of instruction. She also dealt with how this knowledge is held and used. The orientation of practical knowledge is situational, personal, social, experiential and theoretical. "Teachers hold a complex, practically-oriented set of understandings which they use actively to shape and direct the work of teaching." (p. 3)

In the search for the teacher's practical knowledge in use, Elbaz used the term cognitive style. She drew from Sarah's images of curriculum, subject matter, instruction, social milieu, and self in order to construct a view of this cognitive style. She described imagery as "generalization from practical rules and principles to a metaphoric form of guidance for action." (p. 148)

Clark and Lampert (1986), discussed teacher knowledge, taking the concept a bit further. They looked at how trends in research dealt with the teachers themselves and affected the teachers involved. They claimed that teachers use knowledge that is contextual, interactive and speculative.

Teachers who have participated in studies of their thinking processes report that the process of reflection imposed by the research has had a major influence on the way they do their work. (p. 30)

Our view is that the role of research on teacher thinking is to help teachers understand practice rather than dictate practice to them. (p. 30)

In Clark and Lampert's perspective when teachers' implicit theories are made explicit they can analyse and revise them more effectively; they can construct new ways of viewing teaching.

Munby (1986), claimed that there are few studies that attempt to discover teachers' knowledge from their own perspective; that it is important to discover the language of the teacher rather than that of the researcher. The difficulty with the repertory grid technique is that it yields discrete proportional statements. He suggested metaphor as having potential to offer a different way of perceiving reality.

An attempt to penetrate the metaphorical content of a teacher's speech appears to be a promising approach to learning something about how a teacher constructs educational reality.
(p. 201)

He conducted a study through the analysis of transcripts of stimulated recall interviews. The importance, for Munby, was capturing the teacher's thinking in their own language.

He suggested that this approach has potential for the study of teachers' practical knowledge.

A key component of a teacher's personal practical knowledge is that of image. Clandinin (1985) cautioned against understanding the concept of image as a set of related events, concepts and propositions. Instead she draws from the work of Lakoff and Johnson (1980) on metaphor. As a result of her work, Clandinin (1985) developed a construct of image that is multi-dimensional. It included a moral, an emotional, personal private, and a professional dimension. Image originates in experience and is expressed in language, sometimes metaphor, as well as being expressed in practice.

Image draws both the present and future into a personally meaningful nexus of experience focused on the immediate situation which called it forth. It reaches into the past, gathering up experiential threads meaningfully connected to the present. And it reaches intentionally into the future and creates new meaningfully connected threads as situations are experienced, and new situations anticipated from the perspective of the image. Image is the glue that melds together a person's diverse experiences, both personal and professional (p. 379)

Enns-Connolly (1985), in her study of the place of personal practical knowledge in the act of foreign-language translation, focused on the collaborative relationship between the teacher researcher and the student participant. She used the narrative approach to tell the story of translation as an act of interpretation grounded in the personal practical knowledge of the translator. She saw emotionality as the link between image and the narrative unity in personal practical knowledge.

It is upon this image component of personal practical knowledge that my research is focused. Because teaching occurs within a social context all of the four commonplaces of curriculum are relevant. My search is for the image of this teacher, a woman in her mid-thirties with twelve years of experience, dealing with subject matter as she taught a unit on global education in social studies, to a group of thirty-two students, adolescents of mixed talents, abilities and interests, in the milieu of a large urban high school in Alberta, Canada, in 1988. Anne's image of teaching was guided by her past experiences, her present practice and her future

expectations, and as such guided her practice and formed part of her personal practical knowledge.

In the next chapter I will describe the methodological approach taken in the search for this image.

CHAPTER III

METHODOLOGY

This chapter presents a case for a research concept and a research methodology. I will begin by explaining the concept of a teacher's personal practical knowledge and then move to some suggestions about ways of coming to understand this knowledge. Finally I will describe the research process itself, the way the research was conducted.

Teacher Knowledge

Genuine teacher created curriculum appears to be the meaning the classroom teachers make in the classroom. (Flanders, 1980, p.13)

My interest is in that teacher and how she creates curriculum in that classroom. How does her personal practical knowledge create meaning in her classroom?

The search for a methodology introduces two related questions. What is teacher knowledge? How can one best understand this knowledge? Taking a constructionist point of view of knowledge (Goodman, 1978; 1984; Lincoln

& Guba, 1985; Novak, 1987), that what we know is rooted in a constructed reality, we create a reality that is both personal and shared. Polanyi (1958) believed that all knowledge is deeply personal.

Into every act of knowing there enters a passionate contribution of the person knowing what is being known, and that this coefficient is no mere imperfection but a vital component of his knowledge.
(p. xiv)

Schon (1987) was interested in the knowledge of the practitioner. "A professional's knowing-in-action is embedded in the socially and institutionally structured context shared by a community of practitioners." (p. 33) He suggested that there are two kinds of knowing in practice. One occurs when a familiar situation arises and the other occurs when an unfamiliar situation occurs. It is this second kind of knowing that he is interested in. In her study of the practical knowledge of a teacher, Elbaz (1983) claimed that, "teachers hold a complex, practically-oriented set of understandings which they use actively to shape and direct the work of teaching." (p. 3)

Schwab (1983) was also interested in practice and the relationship between practice and theory.

Teachers practice an art. Moments of choice of what to do and how to do it, with whom and at what pace, arise hundreds of times a school day, and arise differently every day and with every group of students. No command or instruction can be so formulated as to control that kind of artistic judgment and behaviour, with its demand for frequent, instant choices of ways to meet an ever varying situation." (p. 245)

Connelly and Clandinin (1988) brought practical and personal knowledge together in the concept of personal practical knowledge that the teacher holds. "Personal practical knowledge is a moral, affective, and aesthetic way of knowing life's educational situations." (p. 59)

They also introduced the concept of image: "Images are part of our past, called forth by situations in which we act in the present, and are guides to our future. Images as they are embodied in us entail emotion, morality and aesthetics." (p. 60)

Research Methods

Aoki (1978) suggested three paradigms for research in education, the empirical analytic, the situational interpretive, and the critical theoretic. He drew on the

work of Habermas and his tri-paradigm framework to develop these research orientations. These orientations reflect a view of the relationship between the person and the world, and in turn each has its own form of knowledge. The first, empirical analytic is nomological knowledge, knowledge of facts and generalizations, cause and effect, laws and theories. The second, situational interpretive knowledge is that which concentrates on structural and interpretive meaning. The third, critical theory seeks normative knowledge, knowledge of thought and action in order to improve the human and social condition.

Lincoln and Guba (1985) used the term naturalistic inquiry to encompass ethnographic, phenomenological, qualitative, hermeneutic, and case study methods. They posited two essential components of naturalistic inquiry: that the researcher does not manipulate the subject and that the question is open ended. They suggested three activities, prolonged engagement, persistent observation, and triangulation. The study must be sufficiently long to detect and take account of distortions; the observer becomes an accepted member of the group and has opportunity to build a climate of trust. The observer must be able to identify those characteristics and elements of the

situation that are relevant to the question. Triangulation is necessary; there must be several ways (methods) of getting at the same information in order to verify that information.

Lincoln and Guba called for transferability, dependability and confirmability. These are evaluated by the reader of the research. Research is based on what they called thick description: the process is carefully documented. Interpretation and recommendations are supported by the data, which must be internally coherent.

Moving more specifically to educational research, Erickson (1986) in Wittrock argued for the place of qualitative methods in research on teaching.

The conduct of interpretive research on teaching involves intense and ideally long-term reflection on what was seen there. That reflection entails the observer's deliberate scrutiny of his or her own interpretive point of view, and its sources in formal theory, culturally learned ways of seeing and personal value commitments. As the participant observer learns more about the world out there he or she learns more about himself or herself.

The results of interpretive research are of special interest to teachers, who share similar concerns with the interpretive

researcher. Teachers too are concerned with specifics of local meaning and local action: that is the stuff of life in daily classroom practice. (p. 156)

Interpretive research of this nature posits a different relationship between teacher and researcher. Here the concerns of both coincide; to understand what is happening in the classroom, how teaching is taking place. Parker (1987) was interested in the social studies teacher in the classroom. He suggested the need for a change in the research perspective. He suggested that the teacher, instead of simply passing curriculum on to students, mediates that curriculum.

The sort of study I am calling inquiry on teachers' mediation of curricula marks a break with this research on teachers' behaviour and cognition... how do teachers make sense of their work, and how do their understandings create the curriculum-in-practice?...[The study] regards teachers as curriculum agents, or inquirers-in-practice, whose practice, far from conduction, is intellectual, moral, and inventive. (p. 7)

In order to see teacher practice as intellectual, moral and inventive, interpretive research in a naturalistic setting would seem to be necessary. Clark (1986), in reviewing the

past ten years of research on teacher thinking, suggested that this change is underway.

The emphasis has moved from hypothesis testing about cognitive processes to what Erickson (1986) calls interpretive analysis, in which we become more explicit about the role of the investigator in making sense of his or her experience. Thick description, triangulation, and collaborative interpretation of descriptive research has become more common. (p. 13)

It is within the situational interpretive paradigm described by Aoki that I have chosen to work. The interpretive mode lends itself to naturalistic inquiry. Prolonged engagement, persistent observation, and triangulation are the processes through which interpretive activities may occur. But this kind of research, if it is to allow the researcher and the teacher to reach shared meanings, requires a collaborative effort. Ethical questions arise in relation to interpretive research.

Clandinin and Connelly (1985) focused on the ethics in naturalistic research. They suggested seven principles for classroom research.

1. negotiation of entry and exit
2. reconstructing meaning vs. the judgment of practice

3. participants as knowers
4. participants as collaborative researchers
5. openness of purpose
6. openness of judgment and interpretation
7. multiple interpretations of texts

(p. 2-4)

These principles have proved valuable in the planning and carrying out of my research. I have been able to use them as guidelines as the research process has developed.

Clandinin and Connelly have helped me realize that if there is going to be a successful collaboration, negotiation of entry is important; they also have helped me see that ethics were going to be important in the collaborative relationship between myself and the teacher.

In her study of a teacher's practical knowledge Elbaz (1983) used taped interviews; her interest was in language used by the teacher. Clandinin (1986) used both field notes based on participant observations, and taped interviews combined with written interpretations in her study of personal practical knowledge. I have taken this methodology and added to it the notes from my own reflective journal kept during the study. Each of these

--the field notes, the interview transcripts and the journal reflections--presents a different perspective on this study; together they present a holistic view of a teacher making meaning in her classroom.

Connelly and Clandinin (in press) examined narrative as a means of inquiry. They looked at its historical roots, and the renewed interest in narrative inquiry--empirical narrative. They examined the collaborative nature of the research process and the relationship between the participant and the researcher. Methods in this research are those found in naturalistic inquiry and include data such as field notes, journal notes, and interview transcripts. Because it is a form of naturalistic research it seeks transferrability instead of generalizability. Connelly and Clandinin suggested that one test of narrative inquiry is the interest level of the reader. As well as being logically sound--adequate and plausible--it must invite the reader.

I propose to use narrative to describe my methodological journey into the classroom. Through this narrative I will describe my inquiry into the personal practical knowledge of a teacher as she teaches a unit in social studies.

A Narrative of Research

In my search for a thesis topic I began to think of ways of expressing my interest in the issue of curriculum change and its implementation. Social studies in Alberta has gone through a number of changes during my teaching career. I was particularly interested in the grade eleven unit on global issues, an area where subject matter change is continual. Through discussion with members of the faculty I became aware of, and began reading in, the area of teacher knowledge in general and teacher personal practical knowledge in particular. As a practicing teacher myself I had been involved in a program to assist teachers in dealing with students with special needs, the gifted and the remedial student. As part of this project I worked with a teacher to implement curriculum changes in the grade eleven unit on global issues. We team-taught the unit, discussing approaches, sharing resources and developing activities. At the conclusion of the unit we made a presentation to the department with recommendations that it be adopted by the rest of the teachers. We worked well together and felt that we had both benefitted from the collaboration. Teachers seldom have the chance to work closely in this way. It occurred to me in retrospect that

this could be seen as a kind of pilot project for my thesis research.

I approached this teacher with the possibility of conducting research in her classroom and I gave her two articles to read about this kind of research, one by Clandinin & Connelly (1985) about collaborative research, ethics and negotiation and one by Clandinin (1985) about a study she did on personal practical knowledge. This allowed us to discuss roles, expectations, and procedures that would work for both of us. At this point I approached the department head and the principal about the project and received approval in principle. Guarantees of anonymity and the right for either person to withdraw from the project at any time without recourse were agreed upon.

The agreement was that I would be present each time the class met throughout the unit. These observations began September 22, 1988 and continued until November 28, 1988. There were six 65 minute classes each week. Because it was an early morning class there was usually time for discussion before and/or after each of the classes. She usually told me what she was planning to do that day and any changes from previous plans. We often discussed

individual students who were having particular problems or successes; we compared experiences and perceptions.

My participation in the classroom varied from day to day. Sometimes I acted as a kind of teacher aid, assisting in collecting and handing out papers, duplicating materials, or observing students writing tests. Other times I took part in class discussions adding my understanding on issues. Because I was familiar with the content I was able to work directly with students from time to time. As far as the subject matter and procedures were concerned Anne made all those decisions, but she asked me to make suggestions when I thought it pertinent and she either accepted or rejected those decisions based on her own goals. One time she asked me to prepare a class debate, a process she was interested in developing herself. Occasionally I suggested resources that she decided to use and occasionally this was reversed and I asked for copies of her resources. When I was not actively involved with the class I sat in one of the student's desks and wrote my field notes. This worked out well in practice. I emphasized that I was not evaluating her as a teacher but instead was trying to understand and interpret. After the first couple of classes the students accepted me as just an

extra teacher. Because I had previously taught at this school I was able to fit in easily and was not seen as nor treated as an outsider.

Originally I had hoped Anne would keep her own reflective journal, but because of time constraints she did not feel able to. To aid in my interpretation it was decided that each day Anne would review my field notes and write in any comments she felt pertinent. Usually these notes were very short and she did not respond in writing every day. When she did comment it was often to explain strengths or weaknesses she had seen in a lesson, reasons she liked something, or ways she might change an activity in the future. This proved to be a valuable process and allowed us to discuss her actions and motives. I believe it verified our shared interpretations. Because I was also keeping a journal at home in which I entered reflections on the project generally, Anne was given access to this journal as well. This journal of mine also proved to be valuable as a supplement to the field notes. I wrote it in the evening after the daily observations and whatever other activities and readings were over. The field notes were immediate and descriptive, whereas the journal notes were reflective and approached the day from a somewhat different

angle. Together they complemented each other. Because we had established a bond of trust and a climate of honesty. These procedures were of great value.

On December 14, 1988 Anne and I did the first taped interview. I kept my questions very short and open ended because I wanted Anne to express herself and her ideas in her own words. I did not want to lead her. This is how I began our first interview:

I: Anne, could you give me some idea of reasons you went into teaching? Where the first ideas of teaching came from?

A: I always wanted to be a teacher, from when I was little. And then in high school most of my group automatically went to university. I didn't really know what I wanted to be, and I wanted to be a teacher but I really didn't know very much about it so I sort of followed the flow and went on to university and I actually started out in teaching second languages.

I: Was it French?

A: French, yes, French and Spanish and I did my first round of student teaching in French and I was horrible. I was really horrible - thank God - so I observed. I knew I wanted to be a teacher from my experience in the classroom but I knew I didn't want to be a French teacher. So I observed at Alpha High School and worked with Alan and the group, and I observed for the rest of the year. And then I went back and redid my student teaching in social studies and I was extremely successful.

So I had made a good decision. I was lucky I had done that. I realize I would have been a mediocre, unhappy French teacher I think.
(I#1, p.1)

I transcribed the interview and then sat down with my field notes, journal notes and the transcript to begin to make sense of them. I read through all of them together first, to remind myself of the whole picture. On the second reading I began to underline with my red pen, words or phrases that were repeated, that seemed important. Gradually patterns began to emerge. I composed these initial reactions into the form of a letter to Anne in which I reviewed the project so far and introduced the concept of image.

I gave Anne copies of both the transcript and the letter which included some further questions. On January 30, 1989 we had the second interview. This time she talked more about the particular unit she had been teaching, why she liked it and how it compared with other units. Again, I transcribed the interview and set about a second interpretation. This time my interpretive letter was more specific although still tentative. I included excerpts from my field notes, journal notes and both interview

transcripts. I presented three tentative 'images' for Anne's reaction and comments. A third set of questions and speculations were prepared and a third interview was scheduled. Following that third interview I felt I had enough data to move into interpretation. This took the form of a third letter to Anne. As the study was concluding I returned to Anne with all but the last chapter and we had a final discussion during which we shared our views about the research project itself, the interpretations, and the meanings each of us had derived from the study.

The combination of field notes, journal notes and interview transcripts has worked well. Each has complemented the others. The field notes with records of classroom practice, my journal notes relating understandings gained from informal discussions, and the transcripts with Anne's own words allowing her images to become more explicit. They created a rich tapestry of practices and reflections on practices. They wove together to create a picture of a teacher giving meaning to the curriculum developing in her classroom.

This chapter has dealt with teacher knowledge, justification of an approach and description of the process undertaken to understand one teacher's personal practical knowledge. In the next chapter I shall present the two narrative accounts I wrote to Anne as I began the interpretive task. Each is in the form of a letter to Anne.

CHAPTER IV

NARRATIVES OF EXPERIENCE

This chapter includes two interpretive accounts of Anne's personal practical knowledge. They are narratives of our shared experiences written in the form of letters to Anne. The first one was written following the first interview in December, 1988 and the second in February, 1989 following the second interview. We tried to choose times and places where we were not likely to be interrupted and where we would be comfortable. The interviews were taped and then transcribed. In each case, so she would have time to read and reflect, I delivered the letter and the transcript of the interview to Anne a week or two before the subsequent interview.

The notation that follows explains origins of quotes from data.

FN, p. 4 - field notes, page four

JN, p. 4 - journal notes, page four

I#2, p. 4 - interview number two, page 4.

I: indicates interviewer is speaking

A: indicates that Anne is speaking

As I was beginning this interpretive process I was also reading, taking courses and discussing my research with my advisor, colleagues and professors in the department. These discussions allowed me to articulate some of my tentative interpretations and questions arising from these interpretations. As I struggled to express my experiences and the ways I was trying to make meaning, this process served as a kind of reflection-in-action. I assumed several 'I' positions as: the researcher, the teacher, the person trying to make meaning of the research data. Gradually the shared story began to emerge.

Narrative Account #1

In order to begin my initial interpretation of the study I began to read and re-read all my sources of data. I began to try to make sense of what had occurred so far. Again, the narrative approach was the one that seemed most natural. We were creating a story together and to report in a story-form made sense.

To begin with I used the concepts of rules and principles suggested by Elbaz (1983). Rules are more specific than principles; they are practices repeated, usually explicitly

and often preceeded by phrases such as 'I always', 'I try to', and 'I never'. Principles, on the other hand, are less explicit and more general; a principle may include many rules and usually are followed by a rationale.

Following this, I again turned to Elbaz (1983) using her characterization of the content of practical knowledge: knowledge of self and milieu, knowledge of subject matter, knowledge of curriculum development, and knowledge of instruction as a guide to classify my data. At this early point in my research it was helpful and although I did not use the categories explicitly in my interpretations, they were valuable for organizing the fragmented information that made up my data. When it came to expressing these interpretations to Anne I did not feel compelled to use a rigid classification system. A narrative, a story lived and told, seemed more relevant.

The letter began with a review of the study and the way it was developing. I described briefly the participant observation and collaborative work we had done in the classroom. I then presented what I called tentative interpretations and questions that emerged from these interpretations. I concluded by trying to explain the

concept of image as I was coming to understand it. I drew heavily on the work of Clandinin (1986) and her study of the images of two elementary school teachers. I felt that it was a necessary explanation at this point in the study, as much for my sake as for Anne's.

Dear Anne,

This first letter is written to review some of the work we have done together, to present some tentative interpretations and suggest some further questions. First I will present an overview of the project so far.

When I first approached you during the spring of 1988 I was looking for a thesis topic and a subject for a case study. I knew that you shared my interest in the development education unit in grade eleven social studies. Because of our collaboration in piloting the Paths of Development unit developed by Access Alberta and TV Ontario, I also knew that we worked well together. I approached you with a proposal that at the time was both tentative and vague. I knew I wanted to be a participant observer in your classroom for the duration of that unit. I would be present each time the class met and there would be time before or after class for us to talk when we felt it necessary. I would make myself available to help you where possible, but decisions about conducting the class were your prerogative. You agreed to this so I began to deal with the details necessary to gain access to your

classroom. I also continued to read in the literature about this kind of research.

At this point neither of us knew the particulars of the research or the expected outcomes, but we had established a position of trust. Once I had permission from the department head and the principal of the school, I presented my proposal to the Ethics Committee at the University. They suggested some changes and the proposal went to the Board of Education where it was also approved. Because the Board does not want researchers in the schools at the beginning of the school year, I was not able to be present when you began the unit. We discussed this and you said that you were just as happy because you wanted time to establish yourself with the class before I was introduced. We agreed that you would give me an overview of what you had done in the first section of the unit. You did, however, tell the students about the project before I arrived.

It was decided I would begin observations at the end of section one of the six section unit. I needed permission slips signed by the students so I brought these in ahead of time and explained the project to them. There were no

problems so I began observations approximately eight days into the unit on September 22, 1988. At that time we again discussed roles and expectations. Initially I had hoped that you would be able to keep a journal but time constraints ruled this out. What we did agree on was that you would read my field notes and make comments where you felt they were pertinent.

Observations continued throughout the unit. The students quickly became used to my presence and treated me as just another teacher. Because of my familiarity with the subject matter I was able to answer questions and make suggestion when approached by students. I sometimes suggested that they check with you because you were handling all of the evaluation. The students were both respectful and friendly.

I tried to be helpful because I knew that my project was another drain on your already busy teacher's day. We agreed that I would make suggestions about subject matter or activities and you would either accept them or reject them based on your own goals for the unit and the class. You told me to feel free to speak up in class and many times you asked me to comment on the subject matter. Once

you asked me to organize and conduct a class debate. I occasionally supervised the class when situations arose where you needed to leave the classroom and we spelled each other off while the students were writing tests. I think we worked well together and the spirit of trust and honesty we established when discussing the possibility of the project has continued to the present time.

On Wednesday, December 14, 1988 we met at your city home after school. We had discussed this and I had suggested that we both might be more relaxed and there would be less chance of interruptions if we were not in the school. After a full day of teaching it is nice to sit down with a cup of tea and talk, and that is what we did. I placed a tape recorder on the table between us and the interview began. Among the things we talked about were your choice to teach social studies, ways you have changed as a teacher, and interests you have in curriculum and curricular change. We discussed some of your feelings about university and some of your feelings about a course you are piloting, Career and Life Management.

After working with the data gathered as a result of the time spent in your classroom and your first interview I would like to share with you some of my initial and

tentative interpretations. I also want to raise some questions that we could perhaps deal with in our next interview.

As I began to observe you in your classes and accompany you throughout the school my first impression--and an impression that continued throughout--was of your very personal relationship with your students. The first entry in my field notes is an account of an event that occurred in the school cafeteria. I had dropped in to pick up a cup of coffee before I was to meet you and you happened to be there picking up a carton of milk. Two students you knew were in the line ahead of us waiting to pay for their pop and doughnuts. You joked with them about their food choices compared to your own. It was a light and friendly conversation but you were also making a point. This kind of relationship with students was repeated many times throughout my time with you.

You got to know your students very quickly and on a personal level--you knew about their jobs, their sports, their interests and their other courses. You used students as resources and asked them to recount their personal experiences. I wonder if you do this for a purpose or if

it is just 'natural'? A very strong theme in your dealings with students seems to be responsibility. You insist that they take responsibility for their own actions, progress and learning. One one occasion you encouraged students to change desks and thereby avoid problems they were having, but you did not want to move them yourself. You felt that it was their decision. From time to time you offered to help students after class, at lunch or after school, but students had to make up their own minds to go--they were responsible. When preparing for group work students could choose with whom to work but this choice could not be used later as an excuse for work not done--they were responsible. You made this very clear to them.

You interact with your students on a very personal level. You tell them about your life now and your life when you were a student. You use personal examples when illustrating concepts and often refer to your husband, your son, or your daughter. You use your personal knowledge of your students to find meaningful examples and experiences to illustrate concepts being discussed in class. You seem to bond many of your students to yourself on both a personal and professional level. Often as we were walking down a hallway students would stop you or you would stop

them to talk, to joke, to even conduct a mini-counselling session. During library research periods students from other classes joined you to discuss problems or triumphs.

You seemed to see teaching as a kind of guiding; you used a technique I would term as guided discussion a good deal of the time. You were willing to accept a diversity of opinion but you want the students to support their opinions with evidence or examples. Perhaps we could discuss teaching techniques further. Is there a relationship between this personalization and your concept of ways students learn?

You always begin a class with an overview of the day's activities, and often of the next few days. You seem to want to be sure the students know what to expect, where they have been and where they are going. Perhaps this is related to your emphasis on responsibility. When you are teaching a concept you often refer back to previous learning, as far back as last year, and then forward to expectations for next year. References to evaluation procedures the students can expect are incorporated into the instruction. This time element, both backward and

forward seems to be important to you. I would like to touch on this when we next talk.

You seem to see learning as a process. You spoke many times about the skill of analysis, both to me and to the students. Although you are disdainful of rote learning or rote memory, you put an emphasis on definitions in the course. Does that follow through in other courses such as the CALM course or, is it a function of this particular unit? You were always ready to take advantage of an emergent situation if you thought that it would enhance learning. There were numerous instances of your willingness to change a plan, add, omit, or extend an activity, if you felt it would result in better learning. Another interesting aspect of this was your emphasis on learning styles. You encouraged students to discover their own styles and to use this knowledge to their benefit. You talked to them about your teaching style and that of the other teachers, suggesting that students match up their own learning style with an appropriate teacher style.

Evaluation seems important to you. You told me that your students complain that your tests are hard, but you seem to take a kind of pride in that. My observations indicated that you see testing as a part of the learning experience.

You developed testing procedures that were consistent throughout the unit. Students learned what to expect. You gave the students review sheets to help them focus and offered review sessions at noon and after school when students expressed interest. Once tests were written you marked them quickly and usually returned them the next day. You always went over the test answers with the class generally, and several times individually. At this time you discussed particular strengths and weaknesses and made suggestions for more effective learning.

You expressed genuine interest in curriculum development. You saw curriculum development as a continual process but took particular delight in change and innovations. You seemed to practice this on a formal long-term basis, but also in a day-by-day, class-by-class basis. You were willing and eager to incorporate new ideas and materials. You saw everyone around you as a potential resource. Your willingness to bring other teachers, administrators, community workers, even parents, into your classroom was particularly evident in your CALM classes. You said that you did not see risk taking as a problem, but as a challenge and a necessity.

You told me you have experienced change in subject areas throughout your career. You began as a second language teacher of French and Spanish but changed to social studies, and now have just moved into CALM. You expressed concern that this new interest might result in you being moved out of social studies. Perhaps we could pursue this preference for social studies. You also stated that Paths of Development is your favorite unit. I would like to pursue this further with you, and the changes you have made in the unit since you taught it the first time.

The classroom seemed to be the centre of focus for you. When I asked you about your future in education you indicated that you would be interested in some administrative duties, but that you would not want to leave the classroom entirely. You even indicated that both guidance counsellors and administrators should spend time in the classroom. You also indicated that you felt that the university had become too removed from classroom practice.

You valued good relations with colleagues and expressed frustration if relations were not good. Other teachers often dropped into your classroom and felt at ease doing

so. Practical jokes and other jokes were not only tolerated but encouraged. Several occurred during my time with you. These were often shared with students and once students were involved. Sharing was another theme that seemed to emerge. You are very willing to share with your colleagues but you expect to receive in return--you see it as a two-way street. You are on a first-name basis with the administrators at the school, and feel free to express yourself to them. You often go for drinks on Friday afternoons and often the principal is at these gatherings. What value do you see in these informal gatherings? Are they important in any way to your teaching or your professional development? You indicated to me once that you saw a Master's degree as necessary if one wants to 'move up' in the system.

Earlier on in this project you characterized yourself as a traditional teacher, but in the interview you spoke about becoming more humanistic. I am not sure if this indicates a change or if these are two aspects of the same position or philosophy. Certainly you see yourself as a competent teacher who enjoys working with 'kids'. The importance of change, innovation and risk-taking came through in our interview, and was also reflected in your classroom

activities. These are themes that I hope we will be able to discuss further in our next interview.

In this account of my tentative interpretations I have used such words as 'you see', 'you seemed to see'; additionally, I have used the term theme. One thing I am attempting to do in this study is to identify your 'images'. I am still trying to understand or conceive of what images are myself. We all have them but they defy exact definitions. They are a part of us that embodies our practices and actions. A teacher's images are a result of past experiences, and these are brought forward to the present and combined with present experiences. Images give us guides for the future. Images have moral as well as emotional and aesthetic aspects; through understanding our images we understand our practice as teachers better. Images are a key component of our personal practical knowledge. Interestingly, as I observed your classes and discussed teaching with you I have become more reflective about my own teaching and the images that I might hold.

I am looking forward to our next interview. I have raised some questions that we might look into and I hope this has raised some questions in your mind.

Narrative Account #2

As I set about preparing to write the second interpretive account, again in the form of a letter, I had the transcript from the second interview as additional data. I felt better prepared to deal with some tentative accounts of image as part of Anne's personal practical knowledge. As the interpretation was now gaining in substance I began to use quotes from my sources to illustrate these interpretations. My own notes and reflections were enriched by the addition of Anne's words--her reflections on her practice.

These images emerged from the analysis of data, each of them a rich image illustrative of knowledge that is both personal and practical. The images are not static - they are evolving - they are multifaceted. And of course, they are related. Although I considered these images as tentative, I felt comfortable with them and looked forward to discussing them with Anne. I anticipated moving further toward an understanding of her images of teaching and classroom practice.

Dear Anne,

In this second letter I will review briefly some of the areas we covered in our second interview and then I will offer a tentative explanation of some of the themes or images I see as emerging from this time we have spent together.

First we discussed the unit on development education-- the one you taught during the time I was with you. You explained your reasons for liking the unit--its relevance and its currency. We moved into a discussion of how you structure learning within the unit. You described how you began the unit, incorporated inquiry within it and how you brought the students to synthesis at the conclusion. Again your emphasis on change and relevance was obvious as you talked about the new ideas and the new materials you would use next time. You also discussed the difficulties you experienced with the concluding activities.

You talked about your concept of citizenship and how it relates to the social studies in general and to the unit in particular. This was very valuable for me as I reflect on

my own definitions of citizenship in the same context. I will return to this later.

You talked about Paths of Development in relation to the other unit in Social Studies 20, and that led to a discussion of other courses and the social studies in general. You expressed both concerns and frustrations about the constraints you felt in teaching. Particularly those of common final exam and 'departmental exams', which make you feel that teaching practices could be less effective, less satisfying, than you might wish them to be.

We discussed a couple of points that I wanted to clarify from the first interview, those of definitions in the unit and the students as resources. You explained that you have the students evaluate the course and how you use the evaluation. You told me how you have changed as a teacher. The interview ended with your views on ways teachers use after school and luncheon 'get togethers' for both professional and social purposes.

A TENTATIVE ACCOUNT OF IMAGES

The Teacher as Humanist You seem to have an image of what a good teacher is and you measure yourself and others against this image. I will refer to it as, 'teacher as humanist' because this term came up constantly in our discussions. I suspect that this image has changed and evolved over time. You spoke of how you saw yourself as less humane in the past than the present.

I'm much more human. As I've aged, I'm much more tolerant I think. (I#1, p. 1)

I was sort of a little ivory tower.
(I#2, p. 8)

I'm much more sympathetic...Now I am much more willing to listen and much more willing to compromise. I don't feel like I'm the boss. I can deal with it, I think, a lot better.
(I#2, p. 8)

Your image of a good teacher is of one who is flexible, willing to change, willing to incorporate change, willing to take risks.

Why it's my favorite unit? It's more up to date, more relevant to their world. It's constantly changing because there have been things coming up. (I#2, p. 1)

I think that new teachers are much keener, much more ambitious, much more willing, much more innovative. (I#1, p. 2)

If you expect them (students) to be open and honest you have to give of yourself to get that, so you are taking a risk. (I#1, p. 9)

When you spoke of students' comments you said.

Often the complaints they have about teachers are that they see teachers as being very uncaring, very unsympathetic and uncaring. (I#1, p. 8)

You allow and encourage students to see you as a real person--one with a life outside the classroom; in return you see each of your students as a unique individual.

Some informal banter about the upcoming election. She tells the class that NDP put a sign up on her lawn without permission and her husband is annoyed - he took it down. She wants to support the particular candidate and wants the sign on the lawn. She tells the class that she and her husband argued about this. (FN p. 27)

...one of the students referred to her husband by name which surprised her. She often uses personal references, the students feel comfortable relating to her on a personal level. (FN p. 37)

Anne explains that they will not get the tests back tomorrow because she has tickets for the L. A. game tonight. (FN p. 36)

On the way a student from another class stopped Anne, asking her for advice about a problem. It turned into a two minute mini-counselling session. (FN p. 16)

As the period was coming to an end a student from Anne's other class came into the library and sat down at the table where we were sitting. He chatted a bit about his other classes, his plans for next year, etc. Anne told me later that he is a student who has seen himself as a rebel and this willingness to sit and talk with a teacher is an indication of real change in attitude. (FN p. 72)

She returned the tests written last Friday - she chatted with students as she did this - asking students on the football team how the game went last night. (FN p. 13)

Your sense of fun and playfulness seems to be part of this image of a humane teacher. You can laugh at yourself and feel comfortable enough to joke with colleagues and students.

Students council at the school welcomes teachers back and gives them little gifts. This year it was water guns. The social studies teachers share a workroom where they can prepare lessons and do the other things teachers do. Inevitably the water guns got filled and a mini war broke out. Anne did not have her gun and became the target of quite a bit of the shooting. She usually teaches with her classroom door open. During a break in teaching as the students were choosing groups and subjects for a research project, one of the other teachers came by and gestured as if to again shoot water at her. One of the

students saw this and volunteered to get her a gun. She sent him to the work room on a 'trumped-up errand' with instructions to get a water gun which he did. The teachers in the workroom saw this and knew what was up. He returned with and gave her the water gun. Next the phone rang and the teacher whose gun was taken threatened dire consequences. Anne laughed and hung up the phone telling the student about the call. (FN p. 4, 5)

Anne handed out a reading about military spending and alternative ways of spending money. She told the students she had given it to her 'red-necked, capitalist' husband to read. (FN p. 68)

Taken together this image of teacher as humanist gives us a picture of a caring adult who is comfortable relating to students on a personal level, and who is flexible and willing to take risks.

Teacher as Guide Associated with the image of teacher as humanist is this image of teacher as guide. It seemed to be associated with classroom practice. You read the moods and emotions of the individual students and the class as a whole. Based on experience and intuition (and perhaps personal energy level) you decided just how hard to 'push'.

Anne talks to them about learning styles to make them aware that there are differences

and that they should use techniques that will work for them. (JN p. 14)

Students worked hard during half of the period and generally took it easy during the second part. This informality occurs from time to time - the immediate pressure to work is relaxed but nevertheless the expectation is there that the work will be done on time, e.g. tomorrow's class. (JN p. 40)

The students had difficulty settling down to work so Anne called the class to attention and debriefed the film and went over yesterday's assignment. This system varies from time to time. Sometimes she will let them work or chatter as they please but she will often collect the assignments next day or have a 'pop test' next day. (JN p. 41)

...an activity she had planned for group work she gives to them independently because they are restless this morning--the day before a long weekend. (FN p. 28)

These are techniques I suspect you have developed over time to ensure that learning occurs. This image extended to ways you introduced and taught subject matter in the unit on development education.

When working toward mastery of particular subject matter you used a technique I call 'guided discussion'. This was used when you were 'taking up' assignments, reviewing written or filmed materials, and reviewing tests. You

attempted through questioning to draw as much as you could from the students themselves. My field notes contain numerous examples.

...this activity was done through questioning individual students, asking questions from the class generally, using examples from the film but relating to the Canadian situation where it was relevant. She uses examples as close to their own experience as possible - personal examples. (FN p. 15)

She tries to clarify difference between goals, assumptions and strategies. Uses example of an Olympic gold medal as a goal - what strategies? what assumptions would you make? (FN p. 22)

She goes over the answers - asks students to suggest answers. She relates malnutrition to teenagers in Canada often making poor food choices (chips and gravy) (FN p. 30)

Anne uses her established style of guided discussion where concepts are explained and examples used. The examples are brought as close to the students' experience as possible, e.g. Canada, Alberta, School. (FN p. 62)

Anne goes over the materials with the students --guided discussion--questioning. When students have difficulty she brings in examples--revolutionary change - Haiti--references to situations that have been in the news--Lebanon.

...references back to grade 10 social studies --a short discussion about democratic rights. Anne gives an example where she phones the president of the ATA to express her views-- she phones her MLA, sometimes she hears back, sometimes not--a student mentions that her boyfriend talked to Connie Ostermann--talk moves to Lubicon Indian land claims situation

--students told to pay attention to news over the weekend and be prepared to discuss it on Monday. (FN p. 33)

I asked you about your emphasis on definitions in this unit and you clarified the movement from definition to concept.

Well, when I teach the definition, I don't know if you noticed, I teach the concept. The definition of imperialism and then ask them for an example. Can you give me an example? Often I'll draw from Calgary or Canada or the school. When I'm talking on autocracy, I say, O.K. give me an example of how that could be in the classroom? So we will discuss it. And in the evaluation the students gave, they found that the most valuable for them. They felt it was the examples, the expanding, it was much better than just writing down the definitions. But I see those concepts as being very important to build on, and build and build and build. So yes, I do stress them. You want to talk about exploitation, we'll find out exactly what it means and then we'll talk about exploitation in different ways. (I#2, p. 6)

Relevance is a term that has come up again and again as we have talked about the social studies in general and about this unit on development education in particular. I think this has manifested itself in a couple of ways in your practice. First in your own choices as to what you want to teach and what you enjoy teaching. Second, in your method

of teaching--you put a great deal of emphasis on examples that will build concepts that are meaningful to students.

You spoke about your first venture into teaching in the area of 'second languages' as a disaster, and then you suggested your move into social studies was a good decision. I wonder if this is related to a concern for relevance? When you explained why you like social studies, you said,

Because I think of it as being a process, there's still content, a lot of content, but there's discussion, there's a flexibility, things change. Paths of Development is a good example of that. That's why it is my favorite, because it's up-to-date, you can relate it to their lives. History you often can't because it's in the past, and if you try, you always try to tie it to their lives and make it relevant. Social studies is much easier. I think, math, you know, math and even French, often it's rote memory. You don't get that discussion, you don't get that "Hey, this is happening in the world today. What do you think is going to happen? How is it going to impact on me?" (I#1, p. 2)

Relevance in subject matter is very important to you, as some of the previous quotes have already pointed out. Your emphasis on multiple resources as well as very current resources is coupled with a willingness to change plans in order to take advantage of emergent situations.

We are going to incorporate in Paths of Development much more 'environmental concerns', which we don't spend very much time on...So that it's new change, something different. There's all kinds of up-to-date material. Something's happening, Farmers for Peace get bombed in Nicaragua or in El Salvador or whatever. There's something going on all the time. (I#2, p. 3)

You even used me as a resource as this entry in my journal indicates:

Today was a lot different. Anne had an assignment for me. She felt that with all the talk about 'free trade' during the election campaign, it would be a good idea to deal with it in class. She wanted to have a class debate. For a time I was the 'speech and debate' coach at the school so I have had some experience. As well, when I was an enrichment/resource teacher a couple of years ago I had worked with her to develop a short class debate on the pros and cons of colonialism.

Before first class today she said she wanted me to organize and structure a debate on free trade that the class could do second period. She had some data that could be used and we both scooted around looking for more - we, of course, needed information on both sides. While I was duplicating material I formulated a plan which I presented to her. She accepted it and we discussed our roles. She wanted me to conduct the debate so she could observe and take notes. I said fine, but could she evaluate the speakers at the same time? Agreement. (JN p. 33)

A last minute change of plans. Anne found out the film about a north China commune is in the school but has to be returned right away. In order to take advantage of this she has changed her plans and will show it today. ... Anne explains the change of plans to the class. She tells them about the film, how it relates to what they have been studying, e.g. the film is about a commune in north China - a one-party dictatorship with a public-enterprise economy. (FN p. 40)

This image of teacher as guide could be seen as you moved the students into inquiry. You tried to find a balance--you provided a structure for the students--but they had room for individual choice. They could choose with whom to work or they could work alone. They could choose the country they wanted to research, but the research was to be conducted within the structure of the unit and the unit goals. You encouraged them to be creative in their presentations.

The concluding activity where they were to draw the learning from the unit into a synthesis also reflected this guided element. You provided them with a structure to work within, but they were expected to respond individually within it. You described their difficulty with this in the second interview.

They find the essay writing difficult. They still do not have all those skills and I tend to teach it in one structured way so that they have one method... They can all take a position. They are quite willing to take a position it's when it comes time to support it. We haven't reinforced that skill and we still expect them to have it. (I#2, p. 3)

This image of teacher as humanist and guide--with all of the aspects that enrich it--has both an emotional and moral quality. When you expressed either frustration or dissatisfaction it seemed to be in relation to situations in which what you were doing did not live up to this image. Your feelings about the historic unit that makes up the other part of Social 20 seemed to illustrate this in some ways.

They have a textbook, its straight recall. Kids who are good at recall usually like social studies because they can recall all of those things. It doesn't demand as much of them, it really doesn't. This is what has happened. I have tried to develop skills like, Why?, or Where is that today?, or How has that impacted?, but take a look at our final exam. It goes back to, you know, Bismark's aims were, a, b, c, d. I call it analysis but it should be synthesis. It's none of those, you know, higher level skills. (I#2, p. 5)

The constraints of common final exams and the emphasis on marks resulting from those exams seem to interfere with learning rather than enhancing it. It is not that you seem

to disagree with exams themselves because in my observations there are many references to the importance you put on evaluation. But it seems to be an evaluation where the students themselves get a chance to learn how successful they have been and are encouraged to develop strategies to increase that learning.

Ten minutes before the end of the class Anne announces a quick quiz. She explains that it is a chance for the students to test themselves on their ability to learn. The marks will not be recorded but the students will get an idea of how effective their study habits are. (FN p. 30)

As the students were working Anne went over the Friday tests with students. Each student came individually and she went through the test explaining where the difficulties were and where the strengths were. She explained that tomorrow she would go over the test with the whole class and would make her test key available for any students who were interested. (FN p. 7)

Responsibility The last image is that of responsibility. This image is a multi-faceted one, and it seems to apply to all of your relationships; expectations you have of yourself and others. It includes both the responsibility to do one's best and the responsibility to make well-considered choices.

After I asked you about certain changes in the wording of the new social studies curriculum guide in Alberta--in particular the change from effective citizenship to responsible citizenship--I began to reflect on your own definitions and how these definitions were related to your practice as I observed it. I could see parallels with my concepts of citizenship. When asked about it you said,

I just see it as jargon actually. In all honesty I really do. What is the difference between effective citizen and responsible, I mean that is just name twisting... It's citizenship. What is citizenship unless you are responsible? Unless you are making the effort. You know, it's like voting in Alberta. You know, you call it citizenship when fifty percent of the people don't vote? Twenty percent vote in a riding in an area in Calgary, it's all words.... I see it as more towards development as a person, as a more humane, whole person, as an individual, you care about what happens around you, so I don't see it as citizenship in the terms of concrete citizenship, for our country, or Calgary, or Alberta, you know, the Getty government. I see it as much more a global concern. A concern as a member of the planet.
(I#2, p. 4)

Your definition of citizenship was interesting. You moved from first, an initial annoyance concerning 'name twisting'; to second, a concern for legalistic expressions of citizenship; to third, concern for global citizenship. Your strategies and examples closely paralleled my own when

I was questioned in the same way. I wonder how other social studies teachers would answer the question.

This sent me back to my field notes where I had already marked references to your use of the term responsibility and your responses to my references. Your suggestion, or should I say insistence that students examine choices, make choices, and take responsibility for choices was constant and explicit throughout the unit, and I suspect throughout all of your teaching. You were reluctant to use your authority as a teacher to control behavior; you wanted students to make their decisions about behavior based on their own considered choices.

grouping for research project - students own choice - responsible then to complete project.
(FN p. 2)

students given a copy of the evaluation forms for research project, students' responsibilities outlined - consequences also outlined. (FN, p. 3)

When I handed out the review sheet some saw it as an opportunity to quit working. That's their choice - they are responsible for the test and the decision they made, not that I agree with it. (FN p. 21a)

I believe that they give to charity because they want to not because I penalize them and motivating them is part of the course. (FN p. 23a)

At the end of the class she gave a student a couple of sheets she had made up with some suggestions about study skills. I asked her if she would hand them out to the whole class. She said, no, that the students had to request them, they had to be 'ready', it's their responsibility. (JN p. 15)

When they are talking about spending money on nuclear arms or not. They see it as being relevant, that is a decision they have to make. Where that money goes. They see it as their responsibility. (I#2, p. 7)

It seems to me that there is a relationship here between students making choices about meaningful behavior in the classroom and having to accept responsibility for the hypothetical choices they make in their research project choices concerning abstractions that stretch far beyond the classroom to the global community.

You set very high standards for yourself and model for the students the kind of behavior you expect from them. I think this was reflected in a couple of situations, first in classroom procedures. When the students were preparing for a test you provided them with review sheets and offered to given them extra time outside class time. After a test was written you marked and returned the tests very quickly--usually the next day. By the same token, you

expected the students to take the course seriously and put in extra time themselves. During the unit you did not miss a class although on several occasions you did not feel well. Again you expected students to attend class regularly and not miss classes unless they were genuinely ill. Secondly, when you were discussing social responsibility with the students--they talked about bringing food for the food bank or providing a hamper for a family at Christmas--although you set a personal example it was up to the students to organize and take the responsibility for action. I wonder if you consciously define this as responsible citizenship?

While your image of teacher as humanist and guide has been an evolving one, your image of responsibility seems to have shown up very early in your career. You spoke about your decision to quit teaching after two years,

I taught for two years, and at the end of two years, quit. And my supervisor of social studies said, "Don't quit, take a leave of absence because then you have left the door open". Which was a really good piece of advice. So I went to university in France for a year and came back and went back into teaching. And I never taught French since, but it was a good decision. I just, you know, after two years of teaching--it was sort of overwhelming. Did I want to do all of this hard work? Where was I going? I needed that

time, and came back, good advice....That's what I wanted to do. And I was ready to come back in and put up with the marking and the prepping. And there was a lot. (I#1, p. 1,2)

You decided to return, to accept the responsibility of the work because you knew you wanted to teach.

I want to stress again that these are tentative interpretations of some of your images--images that guide your practice in the classroom. I look forward to your comments and I hope that this has raised some questions we can discuss later.

Summary

This chapter gives an account of the data collection, the analysis and the shared moves toward interpretation that resulted from collaboration between myself and Anne. As the study progressed it became more collaborative; as Anne began to understand the nature of the study she began to take more 'ownership' of it. At the beginning she was what could be termed a willing participant, but as the study began to draw to a close she expressed not only disappointment that it was ending but also a desire to

somehow share the experience with other teachers--to
somehow express what the experience meant to her.

In the next chapter I will endeavor to give an account of
Anne's image of teaching in action. With the benefit of a
third interview transcript this image component of her
personal practical knowledge is again enriched.

CHAPTER V

IMAGES IN TEACHING

In this chapter I will present a conceptualization of a kind of meta-image that has emerged in this study; one that knits together the three images already described, those of the teacher as guide, the teacher as humanist, and the teacher as responsibility giver and taker. This meta-image is of 'teaching as caring'. I will begin by tracing the emergence of this image and then, following Clandinin's model (1986), describe how image brings personal and professional knowledge together. Finally I will deal with the moral and emotional dimensions of this image.

As this study is a collaborative one, and the interpretations are being shared with the participant in the study, I will again present these interpretations as a narrative in the form of a letter to Anne.

Source of Image

As I read the transcript of our third interview I again saw the three images I spoke of in the last letter, those of teacher as guide, teacher as humanist, and teaching as responsibility. But, what has also emerged is a kind of over-arching image, that of 'teacher as caring'. It brings together the other three images at the same time as it draws from each of them. This image emerged as we touched on a number of different issues in our discussion. You described your experiences as a student and the teachers who influenced you, and your experiences as a beginning teacher. We went on to discuss your view on subject matter, your relationships with your colleagues and finally your perceptions of this study and its effects on you as a teacher. The interview ended with a short discussion of teacher evaluation. I shall try to explain how this image emerged as an expression of your personal practical knowledge.

After a short review of the second letter I asked you about teachers you had who may have influenced you. You answered

A: Sister K, an old nun who taught through fear, I think that's what you would call it. Of course, she was the principal of the school, she was head nun of the crowd. But she's the one who stands out most in my mind, she taught English and I still remember, you know, some of the rules she instilled in me. And I look back with admiration. I also had at the same school an Anglican minister's wife who was a social studies teacher, very young and peppy and that was such a contrast, and I really admired her because she had so much enthusiasm and she seemed to like students.

I: So they were two very different teachers but you remember them...

A: Because they both cared, in different ways, they showed it.

I: That was the common thread?

A: Yeh, they both cared and I think that was important, you felt an individual with them.
(I#3, p. 3)

Later you told me about your second student-teaching experience in social studies; about the group of cooperating teachers you worked with, and you compared that situation with the one you experienced as a first-year teacher.

A: Yes, a lot of sharing, a lot of help. And I taught in several different classes. But what I remember was, it was a department, and they had their own office and I did my student teaching in my last year, and they were so sharing, caring, hardworking. And then I went over to Beta High School, where there was a very fractured department and you were very isolated...But I was a new teacher and there

was no support for a first-year teacher... that's what I admire about Alpha High School, it was the sharing, that cooperation. The sense of caring for students, all of those things. (I#3, p. 4)

The contrast is vivid and communicates the sense of isolation that you felt in Beta High School--an isolation so complete you left teaching for a year.

At this point I went back through all of my data and was able to identify this image of caring throughout, it was integral to the images already articulated: those of teacher as guide, teacher as humanist and teaching as responsibility. Each of them had a component of caring.

I want to link this image of teaching as a caring activity with work done by Noddings (1984) in ethical and moral education. Her work centered on what she calls an ethic of caring; she suggests that this ethic is feminine in nature and based on relationships. Masculine ethics, on the other hand, she sees as based in principles which are structured hierarchically. (She does not suggest that the term feminine refers to women or the term masculine refers to men, but that the terms are used in a classical sense.) An example of what she would term as masculine ethics that

would be familiar to social studies teachers is Kohlberg's stages of moral development (Williams, 1985). Pointing to differences in these ethics, Nodding says, "Women can and do give reasons for their acts, but the reasons often point to feelings, needs, impressions, and a sense of personal ideal rather than to universal principles and their application." (p. 3)

Gilligan (1982) also believes that there is a difference in feminine and masculine moral perspectives; that feminine perspectives centre on responsibilities and masculine on rights. What is important for this study, however, is a central assumption of her research, "that the way people talk about their lives is of significance, that the language they use and the connections they make reveal the world that they see and in which they act." (p. 2) As you talked about your practice you revealed your world and your image of teaching as an activity with moral dimensions.

Leaving aside the question of whether men and women do approach ethics and morality differently, I would like to use Noddings' conceptualization of caring in education because I believe it can explain and clarify the breadth of the image of teaching as a caring activity that has emerged

in this study. Noddings saw the ideal relationship between a teacher and a student as a caring one, but cautioned against a romantic view of this, emphasizing that it is practical. The caring teacher is not permissive but does understand that when all is said and done, the student will learn what he pleases. "The teacher works with the student. He becomes her apprentice and gradually assumes greater responsibility in the tasks they undertake." (p. 178) The teacher also presents herself as a model for her students. Situations may arise where the teacher has to temper rules to fit the situation. In a caring ethic the student is more important than rules or subject matter. Ideally the student responds to this caring. "The student rewards his teacher with responsiveness: with questions, efforts, comment, and cooperation." (p. 181) When students do not respond in this way the teacher's caring is likely to diminish. Much of what Noddings described is reflected in your practice.

Clandinin (1986) in her study of teachers' image found that image has both a moral and an emotional dimension. "The emotional and moral dimensions of image are the glue which binds together the educational and personal private sides

of an individual's life." (p. 131) This would seem to be verified in this study of your images of teaching.

First I will describe the personal and educational sources of this image of teaching as caring, and then I will address the moral and emotional dimension.

Personal and Educational Sources of Image

The links between your personal and your professional image of caring were explicit. When I asked you about teachers that may have influenced you when you were a student, two teachers immediately came to mind--two teachers very different in their styles but who shared that caring attribute. This response to caring was confirmed in your description of your student teaching experience in social studies. Your description of that group of cooperating teachers as sharing, caring and hardworking, builds and contributes to this image.

A personal link is your experience of motherhood. You described to me how having children forced you to become more efficient and streamlined in your teaching and that it had changed you in other ways too. Your attitude toward

students changed, "probably more sympathetic, more aware, like, "this could be my kid". I think it made me more humanistic," (I#1, p. 2) You took motherhood very seriously and set aside special time for your children. You also cared for yourself, your physical and psychological welfare. During the months I was a participant in your classroom you set aside time to attend exercise classes because you felt it was important to your well-being. This personal dimension of caring was brought forward into your professional life in your relationship to subject matter, students and colleagues.

Subject matter seemed to have been very important in your development as a teacher. Your initial move from second languages to social studies reflected this. You cared deeply about the humanistic qualities of social studies--especially those units that you feel are most personally relevant for your students. You evaluated subject matter on the basis of whether or not students could be brought to care. You described your favorite unit this way. "I see Paths of Development, as a whole person, as an individual, you care what happens around you... A concern as a member of the planet." (I#2, p. 4) The enjoyment you experienced in teaching the CALM course is an example of movement into

another area, but with retention of those aspects of social studies that you enjoyed most, relating personally to students and dealing with subject matter that is relevant to those students. "Not only have the kids learned, I have learned. I think it's extremely rewarding. It's brand new, it's exciting, it's different, it's all the things you need as teacher." (I#1, p. 7)

That caring image permeated your relationship with colleagues but--as Noddings suggests--it is caring that requires recognition. This recognition involved a spirit of sharing. When you reflected back to your student teaching this image was there, "That's what I admire most about Alpha High, it was that sharing, that cooperation. The sense of caring for students, all of those things, and they are a great group of people." (I#3, p. 4) When you discussed relationships in your present situation you expressed concern that there was not enough sharing.

But I like it and I like sharing. Our department used to be really strong in that aspect. We shared, we were creative, we have hit a kind of slump and I've looked for ways of bringing it back. I mentioned a couple of ways which I've told you about--the film box, having a sharing day that we get together. There are new people in the department and I don't know what they are doing. But I see that as being really important, for me as

professional, we need those ideas, we need to pull that together. (I#1, p. 5)

You needed that response to caring that tells you that your caring has been received and is reciprocated in the form of sharing.

Most of all that image of caring was reflected in your relationship with students but--as suggested by Noddings--this was not a permissive caring but one in which the teacher as a caring adult, acted as a guide in cooperation with the students. Your reflections on your practice indicated that this image has been an evolving one that had developed as you gained experience and as your personal life has changed.

I see them (students) more as people, I think it is me changing, me having children of my own. I'm more sympathetic. It's me developing as a teacher. It's my teaching qualities. I don't see. The traditional teacher is what I was, very intolerant; you don't have your work done, what's your problem? I think I may have been a little cold toward their excuses, that they didn't tell me. Now I am much more willing to compromise. I don't feel like I'm the boss. I can deal with it, I think, a lot better. (I#2, p. 8)

Again, you mentioned that having your own children changed your attitude toward your students. That 'maternal' attitude is very basic to Noddings' ethic of caring.

This caring attitude requires you to seek balance between your image of 'teacher as guide' and the withdrawal of that role in order to encourage students to take control of their lives and learning. This is where your image of 'responsibility' was clear--you insisted that students take responsibility for their own action. "A boy wants to go to outdoor education, and I said, 'you are not being successful in class, but it's your decision.' So they learn to be responsible for decisions they make." (I#3, p. 2) And yet, you always consider the whole child. Early in my observations I saw you break one of your own rules with a student when you felt the situation warranted it. However, when the student had not taken responsibility to deal with the issue within a reasonable time you withdrew the exemption. A note I wrote in my journal after the observations were over, but before the interviews began, describes how I observed this dimension of your caring image.

Anne spends time, when she is not conducting class activities and discussion, talking

with students either individually or in small groups. This discussion varies from very teacher oriented types of topics about subject matter and skill development to very personal subjects such as jobs, sports, eating habits, and leisure activities. She gets to know the students as quickly as possible and she uses this knowledge to help them progress in the course. There seems to be a kind of bonding with some of the students which involves mutual respect and responsibilities. Anne expects the students to do as well as they can and in return she is willing to give help and support well beyond the limits imposed by the classroom.

This is tied to her concept of responsibility. The students must take personal responsibility for their actions and their progress. Once a student has demonstrated this commitment, Anne will expend both time and energy to help him or her. During numerous occasions she spent her preparation periods, lunch hours, or time after school, working with students, as individuals or in small groups.

On the other hand, students who did not accept responsibility for their learning through such things as repeated absences or homework and assignments not completed (or at least evidence that the work had been attempted), were much more on their own. Although Anne worked with all of the students as they needed or requested in class, the out-of-class time was for the students who had the initiative to request it or the willingness to invest some of their own time.

Students leaving the course may have had quite different experiences depending on their own reactions to the course and the teacher. Anne does not make it easy for either the poorly motivated student or the student who wants to 'play games'. (JN p. 46)

The preceding examples illustrate reciprocal caring--this need that caring be accepted and responded to in order for it to continue. Noddings put it this way, "Where is the teacher to get the strength to go on giving except from students? In situations where the student rarely responds, is negative, denies the effort at caring, the teacher's caring quite predictably deteriorates to 'cares and burdens'" (p. 181)

Moral Dimension of Image

Clandinin (1985) found both moral and emotional dimensions in images. The moral dimension was often expressed in facial expressions and voice modulations but also in words, often metaphor.

Your image of teaching as caring has a moral dimension that allows you to judge approaches and activities as acceptable or unacceptable. This image of caring is integral to the images of guiding, humaneness, and responsibility; none of them can be separated out.

An example of this occurred toward the end of the unit I observed. Time was becoming more of a concern for you. The unit was taking longer than anticipated and there was another one yet to be covered. My journal entry described it this way.

In discussing the difficulty in getting all the material in both units covered, Anne expressed her frustration. She says that she personally thinks the Paths of Development unit is more important and more relevant to the students' lives but the historic unit is important for their understanding of the Social 30 course next year. She does not want to handicap them in that way. And, of course, there is always the problem of the exam. Anne is torn here as well, she wants the students to do well but does not want to be imprisoned by the exam. (JN, p. 45)

You dealt with the dilemma by extending the Paths unit a week so the students would have the time you felt they needed, and then you structured the historical unit a bit tighter, deciding to assign more of the text as home work--a solution that met with the approval of the students.

A situation arose that presented you with a dilemma not as easily dealt with. The example I am thinking of occurred toward the end of my observation period. A student who had missed many classes and tests came to tell you she had just

been diagnosed as having a serious illness. She indicated that she would be missing more classes in the future. You were unsure about how to react, but after discussion with her former teachers and a school administrator, you felt something was amiss. Her history of absences throughout her high school years did not confirm or disconfirm your skepticism, although the tendency for absences to occur when tests were scheduled seem to be significant. For reasons that were not clear, the student and the administration did not want you to discuss this with the student's parents. You and I discussed the situation several times during the next few days. You were concerned that the student was being dishonest and manipulative but could not verify the feeling. You did what you felt a professional teacher must do but you were decidedly uncomfortable because of that strong image of responsibility. You responded to my description of the situation in my field notes, saying that although you still had doubts, you met with the student and settled on a plan that would allow her to continue in the course. You also outlined the help she could expect from you when she missed classes. In your judgment you could not do otherwise.

The issue of which courses you would choose to teach tests your image of teaching as a caring activity. You referred to the constraints you see imposed on teaching by the province-wide exams (departmentals) written at the conclusion of the grade twelve year.

First of all, the whole concept of teaching content for the departmentals, I'm back on my hobby horse again, but how can you make the students responsible when the only thing they see as being responsible for is to pass the departmentals? And I see them as doing that, I see that as our educational system. I was just looking over the curriculum for 33 and I was so horrified at what they are doing. They are moving in exactly the same lines of Social 30 and the amount of material that is required will not teach them responsible citizenship, will not teach them to question, it will teach them to memorize for departmentals. That's a firm belief I have. (I#3, p. 2)

You are reluctant to teach courses defined by province-wide exams because of the perceived emphasis on content. This emphasis on content precludes the kind of teaching that fits your image of 'teaching as caring'. This was illustrated by the contrast in the way you described your feelings toward the unit on global interdependence.

Why it's my favorite unit? It's more up-to-date, more relevant to their world. It's also constantly changing because there have been things coming up. For example the "Planet of the Year" in Time Magazine, they did that whole special, so you could look at the environmental impact of development. I like the analytical thinking. It requires the students to look at a problem, analyse it and look at some solutions. (I#2, p. 1)

You see the former example as the wrong way to teach and the latter as the right way to teach. You care about both the subject matter and the students. Although I have explained this as an example of a moral dimension of your image of caring it could as well have been used to illustrate the emotional dimension of your caring. Your emotions were made clear in your tone of voice as well as your choice of words.

Emotional Dimension of Image

When I think about the emotional dimension of your image of teaching as a caring activity I can't help but think of your tone of voice, your facial expressions, your body language. The emotional dimension is integral to the whole image and could not be thought of as separate from the moral dimension. But I can think of an illustration that does deserve description. Again, it goes back to our

reflections on the difference between your experiences as a first-year teacher at Beta High School.

I was teaching half French and half social studies so I didn't really belong anywhere. But I was a new teacher and there was nothing for a first-year teacher. I always made the comment, I could have hung myself on the second floor and they would not have discovered me until June when the mark books were due... So, yeh, I, that's what I admire most about Alpha High, it was the sharing that cooperation. The sense of caring for students - all of those things. (I#3, p. 4)

The emotional contrast stands out but so does the moral dimension--better and worse ways of integrating new members into the teaching profession.

Clandinin's work has helped me in expressing ways this study has revealed your personal practical knowledge. The way previous experiences give meaning to present situations and how these meanings are projected into the future through image. Your image of teaching as caring is a dynamic one that grows, evolves and informs your practice.

Summary

As this chapter has focused on Anne's image of teaching as caring it has dealt with her teaching in general. Her approach to teaching and her relations with students and colleagues have been described but the place of social studies subject matter has not been emphasized. In the next chapter I will focus upon subject matter--social studies in general and the unit on development education in particular. I will deal more specifically with the images of guide, humanist and responsibility. The larger image of caring is essential to each of these, but I think there is some value in treating them individually in the light of their application to social studies in secondary school.

CHAPTER SIX

IMAGES IN SOCIAL STUDIES

The students sit forward expectantly, two of the members are crouched in the doorway. Dressed in brightly flowered beach jackets and shorts, the two girls peer into the classroom through dark glasses. They straighten up, square their shoulders, enter the classroom, move to the table at the front and unpack their beach bags. Towels are spread on the table at the front and the girls settle themselves on them and unfold a map. They begin their report on the country of...

Next day, two boys push a television set and video recorder into the room and introduce their presentation on Mexico with a Michael Jackson video, Man in the Mirror. A collage of images crosses the screen, including those of third world poverty. The boys have used a medium familiar to adolescents to underline one of the themes in their report - that you have to look at yourself to change your attitudes before you can change others.

Each presentation is unique to the students involved, in each the students are telling us what they have learned, but they are also telling us about themselves. This is true of a teacher as well. As she organized and structured the subject matter her personal practical knowledge came into play and her images gave dimension to that subject matter. She was telling us what she knows but she was telling us about herself as well.

In the last chapter we explored Anne's image of teaching as a caring activity as it was expressed in relationships with students and colleagues. A teacher may also have a caring relationship with subject matter (Noddings & Shore, 1984), and this seems to be the case with Anne. As shown earlier, Anne's move from second languages to social studies was marked by the difference between failure and success in student teaching. The move this year to teaching CALM was accompanied by an excitement and anticipation that Anne was able to pass on to her students, and indicated how much she needs to have this caring relationship with subject matter. When Anne spoke about social studies this relationship was explicit--she cared about the subject she taught.

This chapter will focus on how Anne's personal practical knowledge was used to make meaning in a social studies unit on global interdependence. In order to do this I will first explain the way she structured this unit in order to both satisfy the curriculum requirements and her own image of social studies. Following this I will show how her images of teacher as guide and humanist, teaching as responsibility inform her practice in this subject matter.

Anne organizes her unit on global interdependence to comply with the curriculum guide as outlined by Alberta Education. She deals with knowledge, skills and attitudes simultaneously throughout the unit. Inquiry occurs throughout the unit as well in sequences as short as a portion of a class and as long as the unit itself. The study focused on approaches to third world development and Canada's role in supporting this development. In order to clarify this organization I have included diagrams and descriptions for each of the three objectives: knowledge, skills and attitudes. These can be found in the appendix.

Teacher as Guide

As a guide is engaged in helping travellers find something new, the teacher is engaged in helping students discover something new. The teacher as guide presents us with a useful metaphor. A guide does not interfere with the adventure but makes sure that the movement is toward the goal. Other paths may be explored along the way, time may be taken out to smell the flowers and chase the

butterflies, but then the journey resumes. The guide points out interesting phenomena that might go unnoticed and listens to alternative theories. The guide usually walks ahead but sometimes behind; but is always aware of the responsibility for the safe arrival at the destination. Anne and I explored this metaphor, contrasting it with that of a teacher as leader or teacher as mentor. But teacher as guide is the one we came back to as a fitting one.

Anne believed in providing students with structure but also in allowing them as much freedom as possible within that structure. In keeping with the image of guide, she showed them the path and outlined a destination but allowed them to find their way along the path. Anne was able to guide her students as individuals because she had been able to get to know them as persons, their interests, their abilities and their idiosyncracies. She encouraged them to maximize their strengths. As a guide she helped students prepare for evaluation, helping them devise individual strategies for dealing with tests. She suggested ways they might evaluate themselves. At the beginning of each class she outlined the activities for the day and usually those for the next few days. She was

concerned that students understand clearly what was coming and what was expected of them.

As Anne dealt with content she referred students back, to former learning in Social Studies 10, and forward to Social Studies 30. She emphasized the need to give reasons to support answers or positions. She encouraged students to become more independent and interpretive.

Guiding might also be seen as modeling behavior. Anne modeled much of the behavior she wanted the students to develop. She encouraged students to look for information beyond the teacher and the written materials. Students were encouraged to use each other, their parents, other teachers and myself as resources. She made a point of bringing in current events as they occurred, encouraging students to watch the news, read newspapers, and magazines. While I was present in Anne's classroom events in Chile, Lebanon, Haiti, Ethiopia and Canada were brought in to illustrate concepts of democracy, dictatorship, private and public enterprise, coup d'etat, civil war, colonialism, and other concepts in the course.

As a guide wants to keep the group progressing, Anne was aware of outside influences that affect the classroom. For example, the Friday before a long weekend is likely to be a difficult teaching day, so she planned a 'high interest' lesson dealing with food. She monitored the student interest and energy levels in order to be sure they were progressing adequately. She knew when to push and when to ease off.

Anne often discussed learning styles with individual students and made recommendations about ways to approach their studies. Again, this was with the goal of moving them toward independence, and toward responsibility for their own learning.

As a guide Anne tried to keep that balance between knowledge, skills and attitudes. But because of the nature of the subject matter--so far from the student's experience (in most cases)--she put emphasis on the attitudes aspect of the course. Her choice of materials reflected this emphasis, films were chosen to challenge the student's complacent attitudes; attitudes that suggested that people are poor because they are lazy and/or ignorant. A poem was

introduced that was designed to move the students and challenge them to examine their attitudes.

As a guide Anne not only wanted to help students reach a destination but also ensure that the journey was an interesting one. But whether a student found it interesting, and whether he reached the destination depended on his willingness to accept that destination and expend the energy necessary to participate fully in the journey.

Teacher as Humanist

This image is the closest to that of 'teaching as caring'. Here I will focus on another dimension of humanism, that of the person or the individual as the centre of the experience. This was a dimension of Anne's very personal relations with her students, her attempt to get to know them quickly, to encourage them to find personal reasons to relate to the subject matter, and her willingness to give of herself as a person.

Anne used personalization to link subject matter content to attitudes. Getting to know her students as individuals

allowed her to use analogies and examples that would be meaningful to them. During a discussion about private enterprise, she asked a student who belongs to Junior Achievement (young entrepreneur's club) to describe her activities in the club in order to illustrate this concept. In a section about food and nutrition in which students were studying basal metabolism, protein, carbohydrates, and discussing the lack of food choices in many third world countries, she teased the students about the amount of 'chips and gravy' consumed in the school cafeteria. One of the students was a waiter in an 'ethnic' restaurant so Anne asked him about his personal reaction to foods that are unfamiliar to him, thus allowing students to explore cultural biases. She was able to do this because she had established a rapport with the students. A student who was repeating the course was used as a source. There was no value attached to this--it was simply a fact. He was asked to corroborate Anne's predictions about the course, on the assumption that students believe each other.

Anne's own willingness to illustrate or elaborate by sharing her personal experiences with students acted to encourage them to do the same; and as Anne got to know them they also got to know her. She talked about her

experiences as a student, her successes and failures. She used her family as examples, for instance, she explained the problem of how to make sure her five year old daughter got proper nutrition. But it was her husband who most often bore the brunt of this kind of treatment. She used his example most often to impress on students that it is acceptable to have different attitudes or positions about issues. She wanted them to know that she was not teaching them what to think, but how to think. More specifically, she described differences in political positions between her husband and herself, for example, the problem of which political party should be allowed to post its sign on their front lawn. In a discussion about tradition and change she described how her husband tried to persuade her that the metric system of measurement is superior to the imperial. Anne used my presence in the same way, pointing out to students that she and I did not agree on some of the issues. All of this was to impress on students reasons why they should explore both sides of an issue before coming to a decision--a concept central to the process of social studies.

Anne's willingness to use personal examples from her own life was often reciprocated by students, adding a

directness and richness to classroom experience that challenged them to go beyond the surface of an issue. In a discussion of democratic rights and responsibilities, Anne mentioned a phone call she made to the president of the Alberta Teacher's Association and another she made to her MLA. A student responded to this by telling that her boyfriend had phoned and talked to Alberta Cabinet Minister, Connie Osterman.

Relevance for individual students and links with personal experience were used extensively in this unit to bring meaning to the subject matter. Personal risk-taking by Anne, as a teacher, was reciprocated by many of the students, and allowed for an examination of issues in the course that would not likely have occurred if she had distanced herself more from the subject matter.

Images of Responsibility

Anne's image of responsibility guided practice in knowledge, skills and attitudes--the three objectives already discussed. The responsibility for knowledge was a shared one. Anne chose and mediated the subject matter according to an image of responsibility in order to balance

ends and means. She chose subject matter that would fulfill provincial education requirements, interest adolescents, prepare them for the school exam, and lay foundations for the subsequent course. At the same time she encouraged (insisted on) responsible actions in skill development activities. She chose subject matter content that would motivate her students and help them develop attitudes of responsibility toward themselves, each other and society.

CONTENT Anne took testing very seriously, yet she expressed concern about the imposition of province-wide testing. On the surface, this could be seen as a contradiction, but when I saw the way she used tests in practice this impression faded. Anne sought to use tests as teaching techniques. Tests were, of course, used as evaluation but they were also used to help students learn about their own abilities, their learning styles; to encourage them to build on strengths and remedy weaknesses. This concern that tests also teach resulted in a cyclical format in which students received help in preparation for the test through review sheets and review classes (if they wished); they wrote the test, then went over the test in order to establish ways of approaching the next test. Anne

always returned tests quickly, usually next day. She then spent time going over the questions and answers with the students as a class and as individuals. In this way Anne transferred responsibility from herself to the students for test achievement. They became active participants in this cycle through their own evaluation of their progress, and took ownership of both the difficulties and the successes. Not all of the students accepted this responsibility and participated to this extent, but those who did learned not just subject content, but approaches to learning that they could use in other situations.

SKILLS Anne always tried to sketch out daily and weekly expectations ahead of time. Because her students had other courses, interests, and in many cases jobs, they had to organize their time effectively. By keeping students well informed about coming events, she passed the responsibility for adequate preparation over to the students.

Students were expected to take responsibility for developing the necessary skills in social studies, and thus a dual responsibility was developed. Anne developed structures for students but within those structures they had to make choices and decisions for which they became

responsible. The course research projects illustrate this. Anne provided a time-frame for these projects as well and details for the evaluation. The students chose with whom they would work, which country to research, and a format for presentation of their findings. Students were free to modify, but were held responsible for their work; in this way they learned by doing. The image of responsibility permeated all the processes as the course progressed.

ATTITUDES Attitudes and responsibility were closely related in this unit. Anne spoke enthusiastically of the knowledge and skills in this unit, but without the attitudes the study would have been flat. The image of responsibility in attitudes emerged as Anne reflected on this unit.

You are as responsible as anyone else in this world, for the way the world is, in terms of the resources you use or the aid you give, or the encouragement for the African rainforest, or the South American rainforest, rather. You know, it's your responsibility, so I think it's really important, especially in terms of global education. We are members, we are responsible for the world. (I#3, p. 2)

Students were encouraged to examine their attitudes. By presenting and encouraging a variety of orientations, Anne

allowed the students to take responsibility and to defend themselves, in discussions with others. The nature of the subject matter was such that many of the attitudes were about issues that were controversial and sometimes emotional--birth control, causes of hunger, land distribution problems, human rights violations, and environmental degradation, to mention a few. Student reactions varied from apathy to distress.

On the assumption that empathy is more likely to lead to feelings of responsibility, one of Anne's goals was to help students to develop empathetic attitudes. In past years students have taken the responsibility to assemble a food hamper for a needy family at Christmas. The class I was observing did not get around to taking action during the school 'food bank' drive while I was there. Anne was disappointed but remarked to me that it was their responsibility to take action. "I believe they give to charity because they want to not because I penalize them. Motivating them is part of the course." (FN, p. 24a) She was referring to the practice of some teachers of collecting food or money through pressure, for example, fining students for being late for class. She did not see

this as an acceptable way of motivating students--the end did not justify the means.

Teaching as Caring

These images merge in the teaching as caring image. It brings together caring for students and subject matter. When teaching and learning coalesce in this manner Eisner (1983) called it the aesthetic in teaching, "being able to put your own signature on your own work--to look at it and say it was good... The aesthetic moments of teaching are among the deepest and most gratifying of education life." (p. 12) They don't happen every day but when they do both the teacher and the students get caught up in that moment and education is everything it should be, a caring activity.

Summary

This chapter has characterized Anne's personal practical knowledge, how it was used to make meaning in social studies in general, and how it was used in a unit on global interdependence in particular. The three images of teacher as guide, as humanist, and as responsibility-giver, are considered separately, although there is considerable

overlap among these images. It is the overarching image of teaching as caring that melds them together.

My reflections as well as Anne's will be presented in the final chapter. It will end with a discussion of some of the possible implications of this study for research in teaching, teacher education, teacher empowerment and social studies.

CHAPTER VII

REFLECTIONS AND IMPLICATIONS

The purposes of this chapter are as follows: to take a retrospective look at this study; to gather together some of the threads; to suggest some implications that may emerge for research in teaching, teacher education, and teacher empowerment; and finally, to consider implications for social studies. The chapter will begin with some of my reflections on the study and then follow with those of Anne, the teacher with whom I collaborated.

My Reflections

As I look back on this study there are some elements that seem worthy of comment, the research process itself, the conceptualization of image, and the resulting benefits of reflection. As an undergraduate in the faculty of education I was assured that everything in education could be--and eventually would be--quantified. I was skeptical but went off to teach, to deal with real people in real situations, to leave the problems of quantification to others. I developed my own style of teaching and my own personal practical knowledge (although I would not have

called it that). Sixteen years later I enrolled in graduate school and began the search for a thesis topic. By now I knew that there is no 'objective' truth or 'objective' knowledge. Reading in sociology, philosophy, history, and comparative religions had convinced me that knowledge is constructed individually and socially. My knowledge is constructed from personal experience gained against my societal background. My personal practical knowledge led me to naturalistic inquiry within the situational interpretive paradigm.

Collaborative Research Collaborative research appealed to me at once. It credited the teacher with knowledge and made the teacher part of the research team. So-called conventional instrumental research--research that focused on small segments of teaching or that treated teachers as objects of research--did not appeal to me. Eisner (1983) expressed my position on conventional research well when he characterized it as too often consisting of 'commando raids' on the classrooms. For Eisner the instrumental approach has too frequently assumed "that what is difficult to measure or observe [should be] replaced by what is insignificant but comparatively easy to measure or observe". (p. 8)

The issues of ethics in research takes on a somewhat different dimension in collaborative research. Both Noddings (1986) and Grumet (1987) stress the necessity of dealing fairly and caringly with the teacher (subject) in research in education. Noddings urges fidelity and faithfulness in the reporting.

The nature of this type of research is such that personal relationships are necessary; the researcher must keep faith with both the research and the teacher/collaborator. Pilot studies are valuable in that both parties have a chance to test the research waters beforehand. Having already worked with Anne I felt fairly sure we would be able to work together in an atmosphere of trust and honesty, both being essential to the success of the study. In the search for meaning and understanding, collaboration allows for verification and herein lies its strength. However, it is the responsibility of the researcher to distinguish between the participant's meaning and the researcher's meaning within this shared perspective. The challenge is to be able to distinguish these several narratives and relate them to the reader. Anne and I each have individual stories within this research as well as our shared story.

Image Image as the key construct in personal practical knowledge was a difficult concept for me to construct and communicate, partly because I did not feel I had the language to express my understanding as it developed. Metaphor helped. I had found analogy and metaphor to be powerful teaching tools, but now I began to think in terms of metaphor as I listened to teachers talk and reflect. Clandinin (1986) has shown how to express image through metaphor. For this reason I felt confident that I could use metaphor in an example to clarify this concept of image for both Anne and me. I described a 'teacher as sports coach' metaphor in which the analogies were activities used by coaches to prepare athletes. In this metaphor the coach takes a strong leadership role, makes most of the procedural decisions, emphasizes practice of important skills, and encourages cooperation within his teams and competition against opposing teams. A coach may emphasize quantification of effort--using statistics to measure competitive gains--and may even structure efforts to achieve peak performances. 'Teacher as explorer' was another metaphor we discussed. These discussions helped Anne to understand my goals and in turn helped me articulate my growing understanding of image.

This quest for understanding led me to reading a philosophical explanation of uses of metaphor by Lakoff & Johnson (1980). Their analysis proved valuable for me, contributing to my understanding of metaphor and experiential understanding. According to Lakoff & Johnson, "understanding emerges from interaction, from constant negotiation with the environment and other people." (230) It was just this kind of dialectical relationship between theory and practice that I was engaged in in my search for understanding of image as a component of personal practical knowledge.

Elbaz (1983), discussed image as a component of practical knowledge in her study. She contributed to my understanding of images as metaphors, describing images as broad metaphorical statements. Her's seemed a language oriented conception of image based on interpretations of Sarah's language as she spoke about her practice. Eisner (1983) provided additional insight. He wrote of the art and craft of teaching and asked the question; what happens when the rules fail, when there are no rules covering a circumstance? His answer was to draw on 'educational imagination'.

In my discussions with Anne I spoke of image as a link between personal private and educational professional experience, and image as having both an emotional and moral dimension. But I was still having conceptual difficulties. Let me elaborate upon what I did, and did not, understand. First I could conceive of images as personalized, idiosyncratic, and dynamic reconstructions of experience. Second, I could conceive of images expressed as metaphors, and thus as vehicles able to trigger, structure and express my personal practical knowledge. However, I was having difficulty dealing with emotions and morality as separate dimensions of image.

I had been using a kind of photography metaphor for image myself as I was trying to conceptualize image. I engage in photography as a hobby and photographic metaphors impinged, especially those of focus and image. I was looking for a clear image so I kept adjusting the focus; I would zoom in; I was interested in the difference between the foreground and the background. It seemed to me that the image that informed personal practical knowledge would move in and out of focus as the emotional/moral dimension was either satisfied or brought into question. One would be seeking satisfaction, seeking emotional and moral correctness, clarity of one's image of teaching. It would

not necessarily be explicit, for most it could be implicit, simply acknowledged in the sense that it 'felt right', it was a 'pedagogical moment', today everything 'worked'. On the other hand, frustration and unease are indicators that the image is out of focus. This was how it seemed to work, but I was not entirely satisfied--how did the role of reflection fit in?--what brought the image back into focus?

It was the work of Enns-Connolly (1985) that helped me better understand my problems in conceptualizing the emotional and moral dimensions of image. In dealing with image as a central construct of personal practical knowledge she introduced the concept of emotionality; a concept that includes emotions, morality and aesthetics. She saw it as a 'volitional' force that brought forth the imagery.

It seemed to me that emotionality functioned as the efficient cause awakening the whole complex of Brian's systems imagery. By feeling dislike, wrongness, and satisfaction at the confirmation of personal philosophy, personal imagery was triggered, and through that imagery Brian found his own meaning in the story and lives it out in translation practice. (142)

It was this emotionality that I had seen and felt but had not been able to articulate. Emotionality, that feeling of rightness or wrongness that brings forth an imagery that embodies aspects of past, present, and future expectations to guide practice. This is what I had seen in Anne's practice and reflection. Her emotionality which included emotions, morality, and aesthetics was expressed as frustration or satisfaction. And so my understanding of image as something to be brought into focus was replaced by image as a 'well-spring' that one goes to for guidance or confirmation. Narrative unity gives continuity to that image, bringing together past experiences, present situations and future expectations.

This new understanding was clarified for me when I reflected on an incident I referred to earlier in Chapter V. It was the situation in which Anne felt she was presented with a dilemma. She was asked to make an exception for a student but was not sure the student was being truthful. She was unhappy and frustrated. Finally she told me she had resolved the situation in the only way she could, as a 'professional' teacher. Now, in retrospect, I can see this as an example of how emotionality can trigger imagery and how the reflective

process allowed Anne to draw on her image of teaching as caring. What was implicit and understood on an intuitive level has since become explicit and Anne now speaks of what a caring teacher would do instead of what a 'professional' teacher would do. An example of this occurred in our final conversation as we were talking of this image of caring. She said, "I had a very stressful day yesterday with someone who wasn't seeing me as caring and I had a hard time. I had to sort of stop and calm down and think about it." (I#4, p. 2) That image is more accessible now that it has been articulated.

Reflection Collaborative research and the attempt to bring theory and practice closer together, have resulted in considerable interest in reflection as it informs both educational research and educational practice. Clark and Lampert (1986) in a study of teacher thinking observed that "teachers who have participated in studies of their thinking processes report that the process of reflection imposed by research has had a major influence on the way they do their work" (p. 30) From a slightly different perspective, Schulman (1987) saw reflection as a way we learn.

This is what a teacher does when he or she looks back at the teaching and learning that has occurred, and reconstructs, reenacts, and/or recaptures the events, the emotions, and the accomplishments. It is a set of processes through which a professional learns from experience. (p. 19)

Eisner (1983) advocated that we return to thinking of teaching as an art and a craft. He believed that it is important that teachers have time for partaking in both individual and group reflection.

It was during the interpretive part of my study with Anne, when reflection became a more formal part of the research, that she began to take what I call ownership of the study. As we discussed her practice and her reflections on practice: as I began interpretations, the study began to come alive for her. As the study was ending Anne expressed concern that the research might just sit on a shelf somewhere. She wanted to share what she had learned, she could see applications for this kind of collaborative activity in the classroom. Reflection not only helped Anne to gain understanding of her practice, it changed her understanding of theory and research. And so we come full circle, back to research methods. The three aspects of this

study I chose to reflect on are closely related, collaboration, image and reflection. Each depends on the other for meaning. Through reflecting on them I have come to a new understanding of that relationship.

Anne's Reflections

As Anne and I had our final discussion, she reflected on what the study meant for her. I asked her about changes that might have come about during the study.

A: My confidence is functioning better than I thought it was, because I think as teachers we always have contact with our colleagues and we hear about the kids who don't like us, but we rarely hear the positive,... It made me feel better about what I was doing... and it made me question some of the things I am doing.

I: Can you give me an example?

A: The evaluation, why is that so important to me? You made me look at myself and say, 'Why?'

I: Did you find any answers to that?

A: Again, it's something we measure in terms of success because that's one way we get success and get positive strokes, in having our kids do well in exams, because we don't get that kind of feedback in the classroom, like, 'you're doing a great job'. So often we use exams to measure how well we do. I think that's part of it... So that made me sit down

and do some reflection. I would like to change I would like to be less evaluation oriented in terms of final exams. And I probably will be--make an effort to be.
(I#4, p. 1)

For Anne, collaboration led to reflection and this reflection allowed her to question a part of her practice. I asked Anne about her image of caring.

A: Oh, I think that's the essence of teaching. I really do because if you don't care I don't think you are going to get much from your job or your students and I don't think you are going to be able to do a lot...when you look at burnt out, stressed out teachers, that's one of the things that goes, "I don't care anymore", "I'm just going to cope, to survive". I think that's sort of a symptom of being burned out or stressed out, the caring goes--caring about what you're doing, how you're doing, about your students.
(I#4, p. 2)

The emotionality--emotions, morality and aesthetic--of Anne's image of teaching as caring comes through clearly. I told Anne that three aspects of this study that I felt were important for me and my own growth had been the collaborative nature of the research methodology, the concept of image as a construct for personal practical knowledge, and the role of reflection in understanding that

knowledge. Anne expressed her feelings about collaboration and reflection.

I think the collaborative research was important and we talked about this a little earlier, just sort of on an informal basis, and that gives me a perspective on myself that I don't get. It could be from a video camera or watching--but that's sort of artificial. You need that feedback, that discussion. (I#4, p, 3)

Reflection. I think that's the key. That's the benefit for me. "Yeh, that's what I was doing" or "Yeh, that's what I wanted to happen, good, it did happen". (I#4, p. 4)

I said earlier that Anne had gradually begun to take ownership of the research and I think it shows in her reflections and the implications she saw as a result of participating in the study.

I think it has greater implications for the system because of that empowerment. I think that's really necessary because we have an aging system and because what we're doing now isn't always successful, so we have to look around us at some of the things that we're doing. I'm thinking about expecting in-servicing of teachers on their own time outside the classroom. Teachers are tired. They have other commitments--family, etc... As we're getting older, we're getting tired. So we have to look at ways around this. The teacher is stressed out, we have to look at ways of helping them. I think this is much more realistic--giving them a sense of what's going on in their classroom.

I still have a great deal of difficulty with teacher preparation from the university. We've had some really good student teachers but one of the things--they spend so much time doing formal lesson plans rather than just thinking about what they're going to do and what the end result is. It's more objectives, methods, like a scientific sort of set up we require them to do, or a university prof requires them to do. I don't do that anymore. I believe in setting up a lesson plan but we should be moving toward what it's designed to do...It's just a matter of giving them a chance to teach and this kind of observation would be more valuable than checking off a little form, "dressed appropriately", and, you know what I am talking about--"punctual". I'm thinking that this kind of dialogue would be much more valuable to a student-teacher. (I#4, p. 5)

I believe in sharing student teachers. I really do. I think it broadens their experience and gives them two different perspectives. John and I are totally different in the classroom and I think it's good chance to see a more structured classroom and then John's in a lot of ways. It gives them a nice change. (I#4, p. 6)

It can be the same course--just with two different teachers, so that the preparation is not so long. John and I have two different classes, totally different, like night and day. A student teacher could teach both of them and have to deal with the material in two different ways, and I think that's more beneficial--that experience. So, I'm a great believer in sharing. I think the team approach works in a lot of ways. I'm in favor of it. In the classroom it works--kids helping kids. So why can't it work in the teaching area as well?(I#4, p. 6)

I think these reflections of Anne's indicate some of the understandings that have emerged for her as the study unfolded.

Implications for Research on Teaching

Qualitative methods of research, particularly collaborative research, have potential to bring theory and practice together and allow each to inform the other.

Kyle and McCutcheon (1984) saw collaborative research as having important ramifications for research in teaching by encouraging a wider range of questions in practice and theory; improvement in practice and development in theory; and teacher empowerment. Eisner (1988) challenged researchers to examine their methods; he applauded movements in the direction of collaboration.

American educational researchers are beginning to go back to the schools, not to conduct commado raids, but to work with teachers as colleagues in a common quest and through such collaboration to rediscover qualities, and complexities, and the richness of life in classrooms. We are beginning to talk with teachers, not only to teachers. (p. 19)

Exploration of the personal practical knowledge of teachers has the potential to give a holistic view of teaching that

can counter the instrumental mechanistic view that has dominated the research perspective in recent decades. Metaphor and image have the power to help us understand the complex and uniquely human practice of teaching.

Reflection as a part of the research method has the potential to inform both the researcher and the participant. Individual journal reflections kept by the researcher can serve as confirming data (Guba & Lincoln, 1985) but reflection and especially shared reflections can serve to enrich a study as it is conducted; it can deepen understandings. Reflection either as an individual or as a group can inform and change practice.

My experience in this research study confirms these suggestions. Collaborative research has been challenging and rewarding. I have had the chance to work closely with a colleague and experience the growth that comes from looking at something familiar from a new perspective. That dialectic in which practice and theory inform each other was played out in my experience. My research informed my practice and my practice further informed my research.

Implications for Teacher Education

I am dealing with education of both novice and experienced teachers together because the goals are similar, if not the same: to improve or facilitate teaching. As discussed earlier, much of what has been advocated in the past for improving teaching has been prescriptive, searches for the best way of teaching: improving techniques, writing better curriculum, administering common tests. Fenstermacher (1987) suggested that prescriptive change, mandated change and teacher accountability have just lead to teacher alienation. "This alienation occurs when the teacher, as learner, cannot 'own' the knowledge; when, as learner, the teacher is not allowed to take possession of it, assimilate it, and adapt it to his or her own unique circumstances." (p. 5) Fenstermacher suggested working with teachers, not on them.

Both experienced and novice teachers have knowledge, personal practical knowledge. To acknowledge this begins the process of understanding and facilitating the means for change. The place of image in personal practical knowledge gives us an idea of how change may occur. "Change in practice can and does occur as images find new forms of

expression in practice, but changes in a teacher's practice are such that the coherence of the whole are maintained." (Clandinin, 1986, p. 162) This speaks of the dialectical nature of change and what Friere (1972) calls praxis, thoughtful action, as opposed to the 'banking' concept of teaching in which regular deposits of knowledge are made. Teachers, both novice and experienced can be encouraged to understand their own personal practical knowledge and how it guides their practice.

Reflection is the means by which novice or experienced teachers can reconstruct meaning or challenge assumptions. Clandinin and Connelly (1986) in discussing teacher education suggest "that providing opportunities for reflections upon their practice particularly at moments of contradiction and discontinuity would allow novice teachers to begin to reconstruct their narratives of experience in order to regain balance in their knowing of teaching." (p. 386) It would seem that this would be no less true for more experienced teachers. In my experience moments of contradiction and discontinuity still occur after many years of teaching.

Yonemura (1986) suggested that teachers in training benefit from the chance to work together and reflect on their beliefs and values about children, curriculum and teaching. "We do not acquire new knowledge merely by addition, but by the reformulation of previously held viewpoints." (p. 480) Campbell (1988), in his study of the subject matter knowledge of a group of experienced teachers compared with that of a novice teacher, provided experiences in both individual and group reflections for the participants. He concluded,

The two most important understandings underlined for me through the use of the activities are (a) that for individual teachers, effective techniques for developing their subject matter knowledge are those which promote reflection on the part of the individual teacher, and (b) that for groups of teachers, effective techniques include those which facilitate the sharing of experiences and meaning. (p. 57)

Again, this chance to work together with others and to reflect on practice is just as important for both novice and experienced teachers. Eisner (1983) advocated the release of teachers from their isolation. "The school needs to become a professional community with space enough for teachers to grow as professionals. They have much to

offer each other, but these contributions are not easily made when teachers are isolated." (p. 12)

Anne's experience as a student-teacher working in a community of teachers who cooperated and shared, when compared to the isolation of her first years of teaching and the alienating experience that it was, echo in the quotes just cited. Crediting both new and experienced teachers with personal and practical knowledge and collaborating with them in order to make the best possible use of that knowledge is a starting point which can help them to understand their motivation and reasoning. But teachers need time and encouragement to work together and reflect together in a warm and supporting atmosphere. Both teacher education and teacher in-service should encourage collaboration and reflection in order to help teachers understand and credit their own personal practical knowledge.

Implication for Teacher Empowerment

Teacher empowerment can be the eventual result of acknowledgment of personal practical knowledge. This is

the implicit, and sometimes explicit, message of the scholars cited in this section. When a teacher is granted voice in a research project, theory and practice are brought together. Teachers engaged in collaborative research become researchers on their own practice. Teachers, instead of becoming alienated by prescriptive attempts at change feel validated and become more confident in their practice. Anne was not the subject of research but a partner in it and she came to own that research.

Hogan (1988) collaborated with a group of elementary teachers as they became researchers in their own practice. She commented on the relationship between collaboration and empowerment.

As the story unfolds, it becomes a story of personal and professional growth through empowerment. As we came to value our own knowledge, we became critical, creative learners or researchers. Empowerment comes from within. As we come to respect and value the knowledge and experience of our colleagues, a trusting, caring community develops and nurtures the growth of its individual members. Empowerment comes from collaboration. (p. 5)

These findings are corroborated by McDonald (1986). He described a group of high school teachers who began to meet regularly, initially for collegial reasons. He noted the growth of this group toward a second stage, "notable for an effort to gain some policy power; and a third distinguished by increasing confidence in claiming policy power on the basis of knowledge generated by teaching practice." (p. 355) What began as a chance to discuss books on teaching over pizza and beer evolved into a group of teachers finding voice that was expressed in publishing articles and contributing to knowledge. "The teacher's voice can contribute to school policy[;] knowledge that is available from no other source". (p. 360)

As teachers examine their own personal practical knowledge they come to understand themselves and their practice. The process of coming to understand is an empowering one. Teacher change and growth, growth as John Dewey spoke of it, is facilitated. Anne's testimony supports this claim to growth and empowerment, "I would like to do something more of this and I've mentioned that to you too. It was a successful time for me and I'd like to tell people how successful it was. I'd like to sort of promote it." (I#4,

p. 6) Teacher empowerment and teacher reflection seem to me to be a cyclical, self-perpetuating action.

Implications for the Social Studies

Although this study involved collaboration with a teacher as she taught a unit in social studies in a secondary school, I do not feel that any of the implications which I have chosen to discuss are confined to secondary social studies. This is not to suggest that social studies was not important to the study. The subject matter and the age of the students are important to the understanding of Anne's personal practical knowledge, but there is nothing in this study that is prescriptive. It does not inform us of specific ways social studies should be taught, there are no specific insights as to how to deal with the adolescent learner. It is just an example of how one social studies teacher makes meaning in one secondary social studies classroom. It is her story. But as such it does open up that classroom to share that story with the reader and hopefully add to understanding of the very human and complex act that teaching secondary social studies can be.

There are, however, some implications worth considering. If teachers can benefit from collaboration, certainly students could also benefit. If the student teacher relationship is collaborative, if both student and teacher see themselves as working toward a common end, then those benefits we see for teachers would surely accrue to students as well. A more holistic view of learning --learning as a result of collaboration with teachers and other students--should result in student empowerment. The goal of social studies, that of responsible citizenship, then becomes a very natural result of the learning process.

But if students are to be empowered they need help and guidance in understanding themselves and their own personal practical knowledge. The issues approach to social studies can be used to allow students to examine their attitudes and become more aware of their own developing images of themselves and their relationship to their world.

If students are to be able to understand themselves better then time for, and encouragement of, reflection are necessary. Students need time for group reflection--time in which they can work through problems by explaining

themselves and listening to others. But private reflection should be encouraged as well. Students need a chance to work through issues individually and draw upon personal images. Adolescents are bombarded with so much information from parents, from peers, from media, as well as from school. Social studies is a subject area in which students could and should learn ways of synthesizing this knowledge in ways that are meaningful to them, not just as individuals, but as members of society--as responsible citizens.

A P P E N D I X

This Appendix explains the structure of the unit Paths of Development, as designed by the participating teacher.

Knowledge

Diagram #1 shows how knowledge objectives are approached in the Global Interdependence unit. The content is related, at least peripherally to content in Social Studies 10 and some of it will reappear in Social Studies 30. There are also relations between the content in Topic A and Topic B in Social Studies 20. For this reason Anne makes reference to these commonalities as she deals with the knowledge objectives. She refers students back to previous learning and points out concepts that will be further developed in the subsequent course. She also draws parallels between the two units in Social Studies 20, referring students to common and related concepts.

Anne uses materials developed by the Access Alberta Network and TV Ontario as a basis for this unit but she adapts it and supplements it with materials she has prepared herself, derived from previous units, or ideas supplied by colleagues. The unit is divided into six sections and as each section is completed, students are given library time for a continuing research project in which they develop the concepts just dealt with. For example, the second section deals with the colonial impact on development, both pro and

con. The students research the past, colonial or otherwise, of the country they have chosen and then evaluate its effects.

Anne gives the students an objective test at the conclusion of each section which usually includes definitions, analysis of questions and ends with an application question. Students are encouraged to anticipate this format and are usually given review sheets that focus on important concepts.

There are two concluding activities in the study which serve both as evaluation and a kind of celebration. An essay is written individually by each student. This is a personal response to the value question posed at the beginning of the unit. The oral report (two examples of which introduced Chapter VI) is based on the research project. The oral presentation is evaluated by both Anne and the students. Anne encourages the students to be creative and interesting in their presentations. A final evaluation occurs at the end of the semester when students write a common school examination in Social Studies 20.

Skills

The skills outlined in the curriculum guide are listed in Diagram #2 in the left hand column and the approaches that Anne uses throughout the unit are listed in the right. These are divided into class activities, library activities and individual activities, with examples listed underneath. As indicated by the diagram there is considerable overlap in these skills and the situations in which they are developed. Students are constantly moving from individual to group, to class activities that develop the process skills. They communicate both orally and in writing in the course of most classes. Participation in large and small group activities is ongoing and inquiry varies from that required for short assignments to the full scale research project that lasts the length of the unit.

Attitudes

The attitudes in this or any other unit fall into two categories, those which are general to social studies and those which are specific to the unit. Both are listed in Diagram #3.

Attitudes are integral to social studies. Adolescents are usually anxious to discuss their attitudes toward almost any issue. Brown (1985) wrote about global education and described 'the learner' at different stages in development. He described the adolescent learner this way.

Adolescents are more concerned with their own role in the prevailing social and cultural scene, and this interest is often transferred to a willingness to consider social, political, and moral situations and inequities in the world scene. In deciding who is right in a conflict between nations or individuals, the adolescent being more able to see and take the various perspectives involved, is apt to state that, "it depends on your point of view. Nobody can say for sure who is right." These increased mental powers may enable them to not only be aware of the perspectives of other cultures, but to mentally place themselves in another cultural context and view situations and make judgements from that position. (p. 37)

The students were willing to discuss a wide range of attitudes. Anne saw it as her role to encourage positive attitudes about 'other' peoples in 'other' countries. A multitude of influences impinge on a classroom. Anne wanted to allow enough freedom for the students to express their values and feel comfortable doing this but at the same time she did not allow discriminatory or racist comments. Because of the nature of the content in this

unit, the diversity in cultures, religions and lifestyles of the peoples studied, the likelihood that ethnocentricity and prejudice will emerge exists. Anne searched for a balance between the desire to give students the freedom to express themselves with the necessity of setting guidelines to encourage tolerance and understanding. Students were expected to back up personal positions with evidence drawn from the course. Students found themselves presented with materials and questions that often elicited emotional responses. But it is in this third area of values and attitudes that social studies can really come alive and give meaning to and reasons for developing the skills and mastering the content.

Knowledge Objectives Social Studies 20

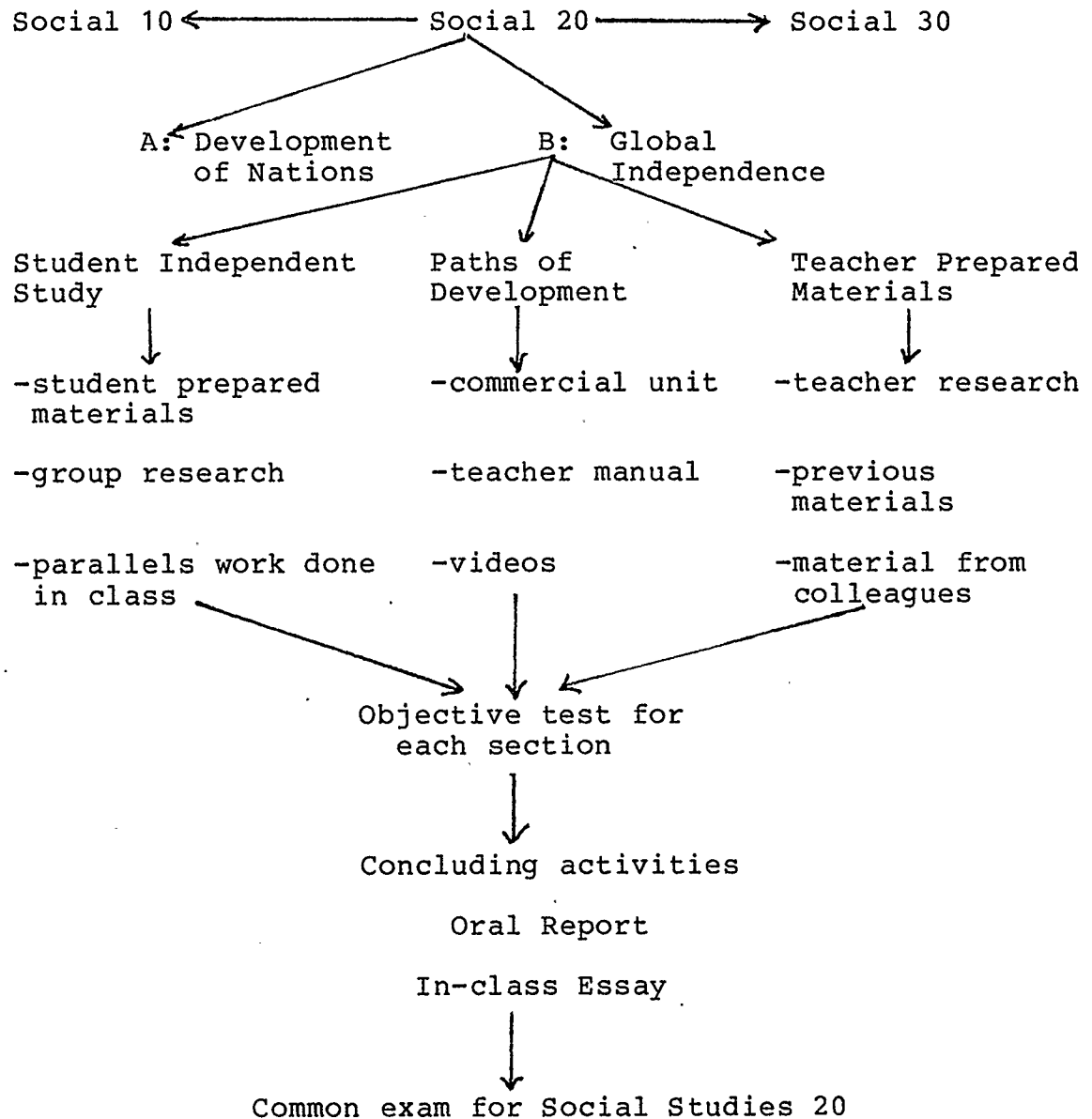


Diagram #1

Skill Objectives Social Studies 20 and 23

Skill Objectives

Skill Development

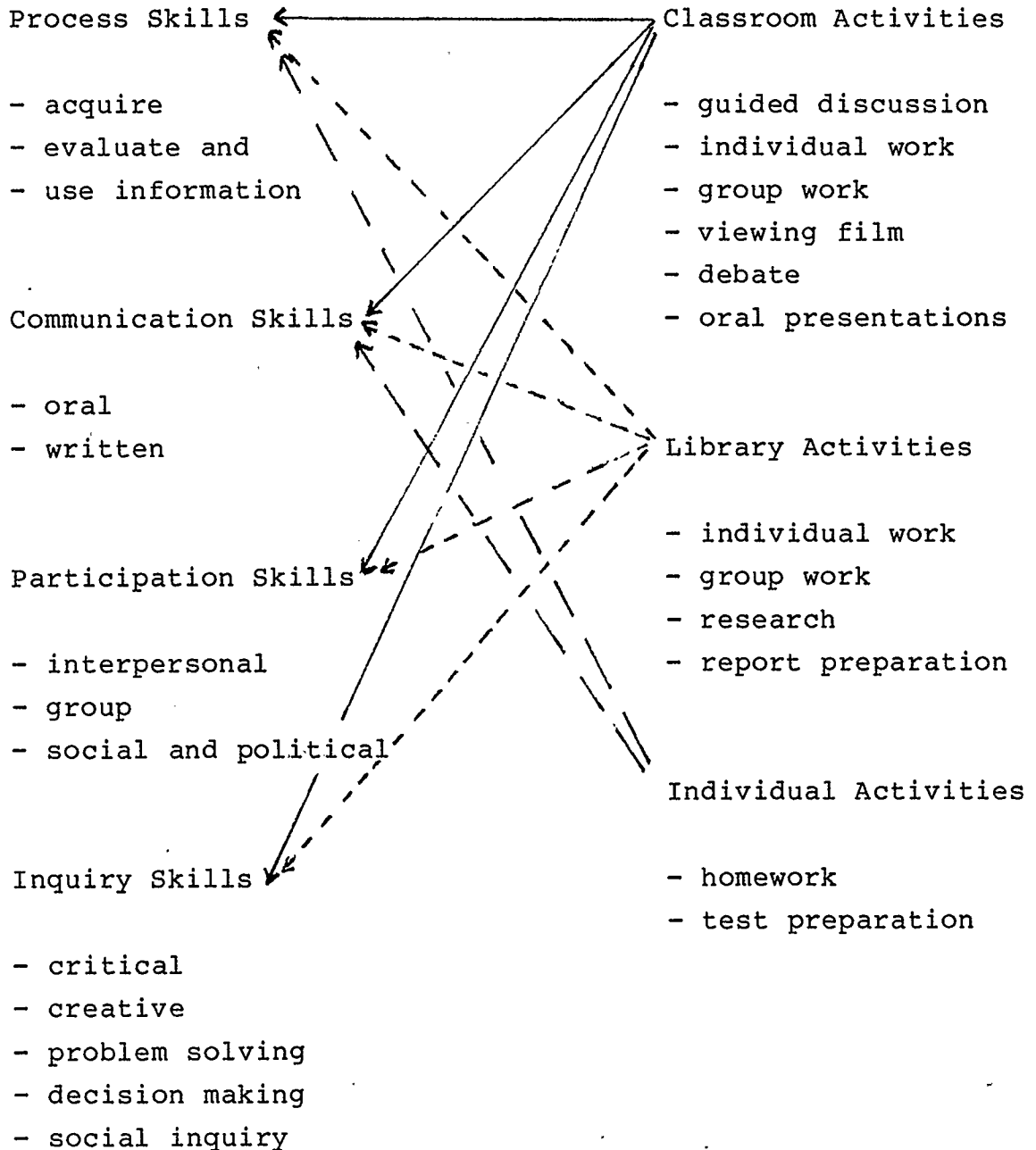


Diagram #2

Attitude Objectives - Social Studies 20 and 23

The attitude objectives for social studies, which students should develop include:

- positive attitudes about learning
- positive and realistic attitudes about one's self
- attitudes of respect, tolerance and understanding toward individuals, groups and cultures in one's community and other communities (local, regional, national, global)
- positive attitudes about democracy including an appreciation of the rights, privileges, and responsibilities of citizenship
- an attitude of responsibility toward the environment and community (local, regional, national, global)

(Alberta Education, p. 4)

Attitude Objectives - Topic 20B: Interdependence in the
Global Environment

In this unit, students should:

- a) appreciate that diversity exists in the world;
- b) appreciate that different perspectives exist on quality of life;
- c) appreciate and be aware of the interdependent nature of the world; and
- d) be willing to consider a variety of perspectives on global issues and questions. (p. 25)

Diagram #3

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