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A Study of Care in Two Elementary Classrooms

by

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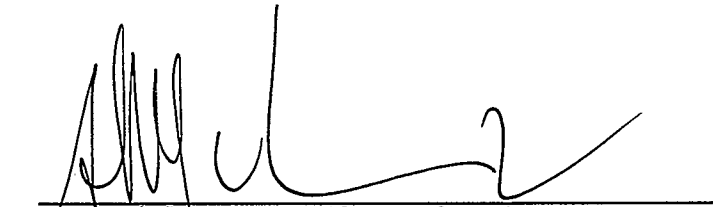
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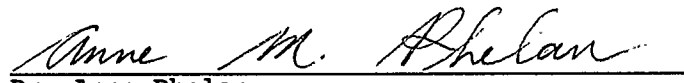
The undersigned certify that they have read, and recommend to the Faculty of Graduate Studies for acceptance a thesis entitled "A Study of Care in Two Elementary Classrooms" submitted by Naomi Dahl in partial fulfilment of the requirements for the degree of Master of Arts.



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ABSTRACT

The focus of this study is on the relationships between two teachers and their students in one elementary school. A qualitative approach is taken in this project which explores whether or not caring and its delivery in the classroom, is a gendered experience. Extensive fieldnotes, interviews, written responses and school artifacts were collected over a four month period in a classroom led by a male teacher and a classroom led by a female teacher.

Themes of relation-related contact emerged from the data creating a narrative based on the core category "caring pedagogical relationship". The results of this study show that the caring by teachers is grounded in relationships which reflect their everyday life, their personal and social histories, but not exclusively gender. Indeed, the results show that care can be experienced and delivered by both male and female teachers, but it is never experienced the same way by any individual, regardless of gender.

ACKNOWLEDGEMENTS

This study deals with the lives of two teachers who cannot be named, but to whom I am very grateful. They shared their professional stories with me and welcomed me into their classrooms. Thank you to the principal in whose school I did my observations. I hope I have represented them well.

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FOR STEPHEN

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CHAPTER I

INTRODUCTION TO THE PROBLEM

INTRODUCTION

To care and be cared for are basic human needs - cared for in the sense that we need to be understood, received, respected and recognized. In these times of upheaval and change in society, the need to care is acute. Caring is not a program or an activity; rather it is a value that is grounded in relationships - the kind of relationships good teachers have cultivated with their students for years. As the most important extrafamilial environment for young people, schools are primary arenas for the promotion of caring. [Chaskin & Rauner, 1995, p.667] However, the combination of the "back to basics" mentality, and governmental pressures often overpower and intimidate the best intentions of educators.

Teachers are very special people in the lives of children, and it should be legitimate for them to spend time developing relations of trust, talking with students about problems that are central to their lives, and guiding them toward greater sensitivity and competence. Educators must begin to consider their students within the context of the student's ongoing development and within the context of their communities. We do not have to choose between accountability on the one hand and a caring school community on the other. The issue is not whether we uphold expectations for our children, but what those expectations will be, how they will be expressed and implemented, and whose shared responsibility they will be. Caring is about how we should be with other people - and as such is at the core of the learning-teaching endeavour.

PURPOSE OF THE STUDY

The major purpose of this study was to explore the nature of care in two elementary school learning communities, one led by a male teacher and one led by a female teacher. More specifically, the purpose was to explore how the phenomenon of care was manifested differently within a learning environment led by a man and by a woman. In this study, the focus was on the teacher in the classroom and how he or she created an environment of care. The school principal also provided information and documents pertaining to the whole school which helped to paint the backdrop or larger context for the observations.

Certain broad questions about education remained as a framework for the backdrop or larger context. Therefore, several themes were covered in the research. The literature generated by the following questions was examined for its contribution to the further understanding of caring in education. 1] What does it mean to care? 2] Is caring a gendered experience? 3] Does the current paradigm of schooling preserve the traditional value of academic adequacy over caring? 4] Can education be a caring endeavour?

The teachers whose responses were the focus of this study were teachers in the same large elementary school at the upper elementary level. At the time of the study, they were selected from the author's school within the Calgary Board of Education, a large elementary in the south east quadrant of the city. Each teacher had the responsibility for upper elementary students, and each teacher was viewed as a competent, caring educator.

This study examined how children were cared for in the deepest sense, where a multiplicity of human capacities and interests were

recognized. In her book, A Challenge to Care in Schools, Nel Noddings states that:

if we want every individual child to become immersed in centres of care, to care about things we can endorse as significant, we must first care for each child. This moral purpose of education precedes and guides all others.

[Noddings, 1992, p.xiv]

Noddings argues that:

instead of preparing everyone for college in the name of democracy and equality of opportunity, schools should be instilling in students a respect for all forms of honest work done well. Preparation for the world of work, parenting, and civil responsibility is essential for all students.

[Noddings, 1992, p.xiv]

STATEMENT OF THE PROBLEM

As an exploratory study, this research did not begin with a set of precise hypotheses explaining what care looks like in specific classrooms. It did begin with the general problem of trying to understand whether or not care was experienced the same way by male and female teachers or if it could nevertheless, be experienced by both. The problem was to discover what was involved in each teacher's relation-related contacts in the classroom, and to describe and account for their actions in relation to the contact with their students. As well, the problem was also to discover what was involved in the teachers' relation-related contacts in conjunction to the school as a whole. This problem was derived from theory concerned with the nature of care, care as a gendered experience, the current paradigm of schooling, and whether or not schooling can be a caring endeavour.

LIMITATIONS OF THE STUDY

As John Locke would say, my mind is not a tabula rasa regarding the questions of this thesis. Indeed my interests, values, and constant

search for ways to encourage the growth of competent, caring people are a source of motivation for this study. Therefore it is undertaken with the acknowledgement of a vested interest in its outcome. Not for the outcome to take one direction or the other, but for the outcome to result from the energy developed from the concerns of my own experience. My own values, interests, and beliefs will sustain and nourish the exploration in which ever direction it flows. It is not possible to keep one's own research pure, and untarnished by one's own interests, values and presence, however it is possible to recognize and state such bias.

The limitations of this study are inherent in its method, the number of subjects, the number of settings, the limited time spent by the observer in each of the settings, and the timing of the fieldwork. Each of the limitations is discussed briefly in the following paragraphs.

Limitations of Method

Theoretical sensitivity refers to a personal quality of the researcher. Participant observation is limited by its dependence upon a human instrument as the primary data-gathering tool. The accuracy of the data depends upon the researcher's theoretical sensitivity. Bias comes from knowledge of the literature which "sensitizes" you to what is going on with the phenomenon you are studying. The author has spent considerable time reviewing the literature which provides the backdrop to this study, so bias is definitely an issue to be addressed in the methodology section of this thesis.

Professional experience is another source of theoretical sensitivity. Throughout years of practice in the field, one acquires an understanding of how things work, why they work that way, and what will happen under certain conditions. This knowledge, even if implicit is

taken into the research situation and helps you to understand events and actions seen and heard. On the other hand, this kind of experience can also block you from seeing things that have become routine or obvious. The author has many years of experience as a teacher and administrator in the school system, so must always be conscious of this as the process evolves.

Personal experience represents still another source of theoretical sensitivity. In the conceptual sense, there are similarities as well as differences between the author's experience and the experiences of the key informants. By drawing on personal experience, the author can have a basis for making comparisons that may generate relevant concepts and their relationships. However, one must be careful not to assume that everyone else's experience has been similar to one's own. This is a particularly relevant point in this case as the school chosen for the study is a school in which the author was an administrator for a short period of time.

The actual process provides another opportunity for theoretical sensitivity. Insight and understanding increase as one interacts with the data. As one goes along, it is important to ask questions, make comparisons, think about what is observed, and develop miniframeworks about the concepts and their relationships. The danger lies in not interweaving the data selection with the data analysis as each feeds the other therefore increasing the insight and the recognition of the evolving theory.

Limitation of the Subjects and Setting

The issue of whether the teachers used as subjects and the school used as setting were sufficiently representative of the whole of teachers and schools is not totally relevant in this case. This is an exploratory

study in depth of a specific concept [i.e., care] in two specific classrooms of one specific school. It lacks all-inclusiveness in terms of numbers, but it provides greater depth and detail than would be generated by a larger scale study.

The individual school was chosen because the author was on site and because of its size. The teachers were chosen because there were both a male teacher and a female teacher with a similar age group assignment. At the elementary level, it is often difficult to find a male teacher, and it is difficult to find two classes at the same level unless the school is large enough. Although the school was convenient for the author when the study began, it also met the criteria for the observation. As the study progressed, the author was assigned to a non school-based position which further complicated the procedure.

Limited Time in Each Setting

Another important dimension along which observational studies vary is the length of time devoted to data gathering. Patton states that:

The critical point about the duration of the observational studies is that the length of time during which observations take place depends on the purpose of the study and the questions being asked, not some ideal about what a typical participant observation must necessarily involve.

[Patton, 1990, p.214]

Thirteen observations make for rather a brief time in each classroom. However, the time frame did allow the author to appreciate the ebb and flow of events in each environment. The familiarity the observer gained as a member of the staff provided a rich background of information that helped with the understanding of events and actions seen and heard and the time spent in the school and the direct observation in each classroom allowed was sufficient for the author to know the rhythm of the

environment. The observation time was adequate to discover the cycle of events of each classroom.

Even though the period of time spent with each of the teachers provided the author the opportunity to get to know each of them, there were of course differences in the quality of interpersonal relationships between the observer and the two teachers. A longer period of time would have allowed the author to know the teachers better, however, the data is sufficient for the purposes of this fieldwork. Patton quotes a heckler during the Douglas-Lincoln debates to illustrate this point. He says: "Tell us Mr. Lincoln how long do you think a man's legs ought to be?" Lincoln replied: "Long enough to reach the ground" [Patton, 1990, p.214]. Fieldwork should last long enough to get the job done - the data gathered in each of the classrooms was sufficient for the present purposes.

Limitations Due to Timing of Fieldwork

The observations took place between March and June of the school year. During that year there was considerable upheaval for the students as well as the teachers in the classrooms observed. By the time March rolled around, each class was experiencing its second teacher. However, the class which ended up with a male teacher, started with a male teacher, and the class which ended up with a female teacher started with a female teacher. The change took place just after Christmas holidays for each class so there was consistency in that part of the timing.

During the time of observation, there was also considerable anxiety for all the teachers of the school division because of potential impending lay-offs. It was the first year of the provincial government's business plan and the impact on employees was considerable. The school board had to pare several million dollars from its budget. Consequently a certain

group of teachers received lay-off notices and letters of rehire three times in a three month period. Teacher M [male teacher] was one of this group. Not until the very end of June did the teachers know who would be staying or what grade would they be teaching during the following year.

The timing for the author was also a challenge. That particular year I had three different assignments with the board as well as major surgery. It was a challenge for me to keep my focus as a participant observer.

This study is also limited, as are all studies, by the intuitive and analytical capacity of the author.

SIGNIFICANCE OF THE STUDY

This qualitative research, which allows for naturalistic descriptions of life worlds through extensive close-up observation, interview and data collection, may aid in capturing the complexity and texture of the learning-teaching environment. It may illuminate some of the more subtle interactions, the interconnections of teachers' and students' lives as they weave their relationships.

Caring has been a response attributed to women rather than men. However we know caring is useful because it creates an atmosphere conducive to learning. Since both women and men are teachers in our schools, it must not only be the response of girls and women. It must also be the response of boys and men. This study will attempt to examine whether or not we can develop an understanding of care in our schools, which if not experienced the same way by men and by women, can nevertheless be experienced by both.

This is a unique study since it will examine an alternative approach to education which should improve educational practice. Noddings states that when we care "we want to do our very best for the objects of our care. Caring implies a continuous search for competence" [Noddings, 1995, p.676]. The findings of this study could be useful to the teachers in whose classrooms the observations occur as the process will provide the opportunity for each of them to reflect on their practice.

This thesis is an important one for me because I am at a critical point in my career as a school administrator. As my educational response grows to reflect caring as well as competence, the children with whom I come into contact will also benefit from this work.

It would seem that the most fundamental change that is required in schools is one of attitude toward what we do. The idea of care may frame and give meaning to the ways we instruct the students, the way we discipline students, set school policy and organize the school day. We cannot see care because it is "foundational to so much of the vivid and contested life in the classrooms. To see it, one has to focus on the relationships between teachers and students." [Noblit et al, 1995, p.680] This study does just that - focuses on the relationships between teachers and students - with the hope that the beginning of a shift in attitude can occur for those who are involved with this process.

ORGANIZATION OF THE THESIS

This thesis is organized into a series of six major chapters. The present introductory chapter is followed by one in which the background and theoretical framework for the study is reviewed. The literature generated by the following questions is examined for its contribution to the further understanding of caring in education. 1] What does it mean to care? 2] Is caring a gendered experience? 3] Does the current paradigm of schooling preserve the traditional value of academic adequacy over caring? 4] Can education be a caring endeavour?

The third chapter provides a discussion of the methodology and design of this thesis beginning with a discussion of grounded theory, proceeding to a discussion of participant selection, to data collection, to data analysis. This discussion includes such matters as negotiation of entry, fieldwork process and some of the challenges associated with it for the author.

Chapter IV provides a description of the context of the school itself as well as the classroom context of the two teachers.

Data and analysis are presented in Chapter V, and are organized in terms of the major themes arising from the analysis.

The final chapter provides an overview and summary of the entire work, along with a discussion, a statement of conclusions and recommendation for further study.

CHAPTER II

BACKGROUND AND THEORETICAL FRAMEWORK FOR THE STUDY

INTRODUCTION

This chapter will review the literature relevant to the exploration of the phenomenon of care. This review will search for a definition of care as it relates to the learner - teacher relationship. Accounts in the literature which link care and gender will also be emphasized. This information will build the framework and act as a backdrop for the larger context of the study of care in the classroom led by a male teacher and a classroom led by a female teacher.

As well, it is necessary to look at some of the literature related to social reproduction theory which has attempted to explain the relationship between gender, class and power and how this relationship is manifested in our schools.

The final section of the literature will focus on how we get started in schools if both women and men begin to develop relationships with their students which go beyond the superficial, to foster truly caring environments in our classrooms.

For organizational purposes, these ideas are organized under four questions: What Does It Mean To Care? Is Caring A Gendered Experience? Does the Current Paradigm of Schooling Perpetuate Traditional Values? Can Education Be A Caring Endeavour?

REVIEW OF THE LITERATURE

What Does It Mean to Care?

Our dictionaries tell us that "care" is a state of mental distress or uncertainty, a state of worry or engrossment. As well, to care is to be in a burdened mental state, one of anxiety, attention or solicitude. To care is to have an inclination toward someone or something. Also to care is to be charged with the protection, or supervision of someone or something.

Noddings in Caring A Feminine Approach to Ethics and Moral Education, describes care as having elements of each of these definitions. She states that:

in one sense I may equate cares with burdens. In another sense, if I care for someone, I may have a stir of desire or inclination toward him. In a related sense, I care for someone if I have regard for his views and interests. In the third sense, I have the care of an elderly relative if I am charged with the responsibility of his physical care. But clearly, in the deep human sense, I cannot claim to care for my relative if my caretaking is perfunctory or grudging.

[Noddings, 1984, p.9]

The German philosopher Martin Heidegger [1962] described caring as the very "Being" of life. His use of the term is very broad, covering an attitude of solicitousness toward other living beings. From his perspective, we are immersed in care; it is the ultimate reality of life. This meaning is primarily relational. A caring relation is in its most basic form, an encounter between two human beings - the one cared for and the other receiver of care. Noddings describes these two human beings as the one-caring and the one cared-for. In Caring, she explains that the essential elements of caring are located in the relation between the one-caring and the cared-for [Noddings, 1984, p.9]. In this relational

definition, it goes without saying then, that no matter how hard teachers try to care, if the caring is not received by the students, the claim "they don't care" has some validity. Reception, recognition, and response, according to Noddings, are seen to be primary in the characterization of the consciousness of the one who is cared-for. She believes that mature relationships are characterized by strings of encounters in which both parties exchange places - mutuality - as both members are carers and cared-for as the opportunity arises.

In order for the relationship to be called caring, both parties must contribute to it in characteristic ways. Noddings believes that when we discuss teaching and teacher-learner relationships in depth, we will see that teachers not only have to create caring relationships, but they also have a responsibility to help their students develop the capacity to care. Everything we do as teachers has moral overtones. According to Noddings, through the components of modelling, dialogue, practice and confirmation, we as teachers show in our own relationships with our students that we care and provide the ethical ideal for our students [Noddings, 1984, p.179].

Debra Shogun in her book Care and Moral Motivation, describes care as being central to morality because care is able to accommodate many aspects of morality often thought to be mutually exclusive [Shogun, 1988, p.1]. She describes care as a motivational term which critically links thought to action. If people care, they act in certain ways. Shogun outlines the parts that character traits, emotion, and relationships play in the life of a caring person. Two character traits which are essential to a caring person are: a fairly permanent desire that others' welfare is enhanced [benevolence], and the fairly permanent desire that others are treated fairly [justice] [Shogun, 1988, p.15].

According to Shogun, if a person is principled, he or she sometimes will refer to these personal principles when a caring response is required for decision making. However, at times, a caring person will respond desiring only to fulfil a duty which is based on the welfare and fair treatment of the others. Shogun asserts that even though a caring person is one who fairly permanently desires others' welfare and fair treatment, it is practically impossible for someone directly to desire the welfare and fair treatment of all sentient beings in every moral situation. A caring person, however, acknowledges a duty based on principles which justify care in order to complete a caring response [Shogun, 1988, p.2]. Care is not simply bound by a set of principles or is it about the concept of benevolence versus the concept of justice, rather care is something which needs both.

Shogun also believes that the motivation to care cannot be separated from the action, but contends that "what someone does is better by combining the two in a reference to a person's caring response" [Shogun, 1988, p.2]. A caring response is not based on either emotionality or rationality exclusively. Rather than opting for one or the other, Shogun states that a caring response is based on both and that it necessarily consists of caring emotions which are conceptually linked to moral motivating reasons [Shogun, 1988, p.3].

Finally, Shogun examines the concepts of connection and autonomy of relationships. Again, she believes that one or the other is not always appropriate and that "it must be established on independent grounds, what is morally appropriate about each" [Shogun, 1988, p.4]. Autonomy is important in situations in which fair adjudication of conflict is necessary and that underlying a caring person's response to this type of situation is a connection to those in the situation. Connection may be

problematic when the nature of the connection makes it impossible to be fair in a situation which requires fair treatment.

Shogun believes that in order for care to be a moral response, it must not only be the response of girls and women, it must also be the response of boys and men [Shogun, 1988, p.51]. However, she does not dismiss gender as being unimportant to a better understanding of moral philosophy. Although moral agency is a matter of gendered experience, the understanding of care which if not experienced in the same way, nevertheless can be experienced by both men and women given significant social change. Because the socially constructed experiences of men and women are often very different, and that we live in a world in which men are more valued than women, all experiences will be gendered experiences.

Accounts in the literature which link care and gender will be emphasized in the next section. This information will build the framework and act as a backdrop for the larger context in this study of care in the classroom led by a male teacher and a classroom led by a female.

Is Caring a Gendered Experience?

The psychological literature will illuminate the aspects of gender and how the masculine and feminine experience is recognized, defined and understood within society and within schools.

Dr. Jean Baker Miller in her book Toward a New Psychology of Women, describes the making of the mind. She holds that:

society so far has been held to a limited and distorted view of itself - from its interpretation of the most intimate of personal emotions to its grandest vision of human possibilities - precisely by virtue of its subordination of women. Until recently, mankind's understandings have been the only understandings generally available to us. As other perceptions arise - precisely those perceptions

that men, because of their dominant position, could not perceive - the total vision of human possibilities enlarges and is transformed.

[Miller, 1986, p.2]

If we look at what girls and women have been doing over the years, we see that much of what they have done is to participate actively in the lives of others, helping others to build psychological resources, and empowering others to be strong and well. Miller proposes that the notion of development as separation from others as we mature is a fiction which men are encouraged to pursue. Women have been assigned to the realms of life concerned with building relationships and caring, especially those relationships which foster development [Miller, 1986, p.xxi].

In A Different Voice, by Carol Gilligan [1982], describes different ways of thinking about relationships. She puts forth the idea of male and female voice within the concept of moral development. She describes women's place within a man's life cycle which attempts to make order and coherence. We have become used to seeing things through male eyes, causing male life to become the norm, attempting to fashion women out of male cloth. The disparity noted throughout the traditional psychological literature, between women's experience and human development theory has been seen generally to show problematic development for women.

Lawrence Kohlberg claims that someone reaches the highest level of moral development when able to use the universal principles of justice, and ignores any reference to character, motivation or emotions. Benevolence, or the ethic of care, is rejected by Kohlberg as part of morality because it does not solve problems in which interests conflict [Kohlberg, as cited in Gilligan, 1982, p.18]. Gilligan counters Lawrence Kohlberg's portrayal of a moral person as someone who is separate from others and who rationally obeys moral principles reflecting human rights. Gilligan points her finger at the patriarchal model itself. It is not

representative; rather it is limited in its conception of the human condition [Gilligan, 1982, p.2]. Although she acknowledges that differences exist between and among men and women with other factors besides gender, she places as her major assumption "that the way people talk about their lives is significant. The language they use and the connections they make reveal the world they see and which they act" [Gilligan, 1982, p.2]. She explores identity development through the view of self and morality, experiences of moral conflict, and moral dilemmas. Different judgments and interpretations about human development, the different ways of realizing the human condition, and different notions about what is of value in life, have led to an implicit adoption of male life as the norm.

Gilligan's book begins with a review of the ways that psychological theory has been presented in a male way. Developmental theorists have projected a masculine image which is found to reflect observational and evaluative bias.

She describes Kohlberg's justice perspective as having its base in the philosophical work of Kant and Rawls as well as years of empirical work interpreted exclusively, as it turns out, from responses of boys and men [Gilligan, 1982, p.51]. As is common in the research, these experiences have been claimed as universal experience in moral development. However, girls and women have not scored as well as boys and men on an assessment of moral reasoning based on the design resulting from the experience of boys and men. For the male child, separation and individuation are tied to gender identity since separation from the mother is essential to the establishment of a masculine identity.

Broverman et al [1972] feel that the characteristics such as the capacity for autonomous thinking, clear decision making, and responsible

action are associated with masculinity and are considered undesirable for the attributes of the feminine self [Broverman, 1972, p.59]. This notion suggests a splitting of love and work which relegates expressive capacities to women while placing instrumental abilities in the male domain. These ideas reflect a conception of adulthood which is out of balance favouring separateness of the individual self over connection to others, and leaning toward a more autonomous life of work than toward interdependence of love and care.

Separation is recognized and the reality of continuing connection is lost or relegated to the background. Therefore, these characteristics or virtues are those that mark women as deficient in moral maturity. Relationships and caring have been considered intuitive, and since intuition has been coupled with gender, psychologists have neglected to describe how relationships and caring fit in to the stages of moral development.

Gilligan argues that the justice perspective is not the only perspective on moral development. She suggests the ethic of care reflects the way women grow and develop and experience moral problems. Gilligan reports that the girls and women in her studies demonstrate a "network of connection, a web of relationships, that is sustained by a process of communication" [Gilligan, 1982, p.33]. This care perspective contrasts with the more formal, rational, fair approach which informs the ethic of justice.

Nancy Chodorow [1974] attributes the differences between sexes not to autonomy, but rather to the fact that women are universally responsible for early child care [Chodorow, 1974 as cited in Gilligan, 1982, p.12]. She believes that early social development differs and is experienced differently for male and female children and that basic sex differences

recur in personality development. She states that "with rare exception, these differences are firmly and irreversibly established for both sexes by the time the child is three." [ibid] Because the primary caretaker is generally a woman, the interpersonal dynamics of gender identity formation are different for boys and for girls. The female identity is in the context of an on-going relationship, which fuses the experience of the attachment with the process of identity formation. Whereas the male identity is experienced by the mothers as opposite, so boys separate the mother as opposite, curtailing their primary love and sense of empathic tie. More individuation occurs and there is a defensive forming of ego boundaries. Robert Stoller, [1978] thinks that this means that girls emerge from this period with a basis for empathy built into their primary definition of self, where boys do not [Stoller, 1978, as cited in Gilligan, 1982, p.150].

Gilligan claims that the ethic of care and the ethic of justice [relation versus separation] are two different and dichotomous ethics. However, she does not claim that caring is only a female experience, although she strongly suggests that it is more commonly feminine, and the experience of rights and separation more commonly a male experience. Shogun disagrees with Gilligan's point and emphasizes that "care and justice are not appropriately contrasted since a caring person cares that people are treated well and that they are treated fairly" [Shogun, 1988, p.55]. Shogun believes that "rather than interpret women's tendency to connect to others as an indication that women are not concerned with justice, an argument might be made that some types of connection, at least, are an indication of a direct desire for other's welfare and fair treatment" [Shogun, 1988, p.55].

In her book Caring: A Feminine Approach to Ethics and Moral Education, Nel Noddings acknowledges the fact that care is morally

significant. She contends that the aim of all education "must be the maintenance and enhancement of caring" [Noddings, 1984, p.172]. She suggests that caring people function at two levels which she describes as natural caring and ethical caring. Natural caring, according to Noddings, has its origins in the mother-child relationship; it comes naturally, willingly, and requires no ethical effort. Ethical caring, on the other hand, requires effort and an ethical obligation and is often unwilling. Noddings refers to the "one-caring" as female and the "one cared-for" as male. She does this to "maintain balance and avoid confusion" [Noddings, 1988, p.4].

This supports Gilligan's premise that ones doing the caring are women. They both describe care as representative of experience of moral agency which girls and women tend to have. However, Noddings restricts care to those moral situations in which others' welfare is at stake, whereas Gilligan restricts care to those moral situations which require adjudication of moral conflicts.

Noddings and Gilligan hold in common the concept that human relations and connections are morally significant. Shogun, on the other hand, states that

certain kinds of connections are not caring connections at all. Some very profound connections to another can occur without either person in the relationship desiring the other's welfare or fair treatment. Connection to others is not always morally significant. Connection is morally significant when it is indicative of motivation to help others and treat them fairly.

[Shogun, 1988, p.58]

Shogun points out that any speculation about the interpretation of different experiences of moral agency according to gender, underlines the

importance of recognizing the complexity of the concept of care. She states that:

it is important to understand that not just any interpersonal connection is a caring connection; that autonomy is sometimes important to a caring person; that both reason and emotion play a role in a caring response; that a caring person cares as much about treating others fairly as helping them; that a caring person sometimes needs to act from duty; and that none of these ought to be more important to one gender than another.

[Shogun, 1988, p.61]

Gender sensitivity, as well as sensitivity to race, class, or ability is essential if a teacher is to direct attention to situations in which care is appropriate and to ensure that there are fewer situations to which students may attend by default which reinforce gender, race, class, or disability bias. A caring teacher, either male or female, must not only desire that others are treated fairly; he or she must be actively involved in understanding the subtle ways that people are treated poorly or unfairly in order that these be changed. Shogun state that "someone cannot be oblivious to ways in which people can be treated poorly and unfairly and be a caring person [Shogun, 1988, p.83].

The next section of the literature will examine how some of the subtle ways that people are treated poorly or unfairly are perpetuated in our schools.

Does the Current Paradigm of Schooling Perpetuate the Traditional Value of Competence Over Caring?

In this section of the literature review, I will look at how social reproduction theories have explained the relationship between gender, class and power and how they are manifested in our schools. Through this examination I hope to uncover some of the ways our educational system perpetuates the patriarchal hegemony of society at large which tells us that we do not care about them. Noddings quotes William Brock, the former U.S. Secretary of Labour, from his interview in Time, 1990. He said that:

We have put our emphasis on the college bound, who are 30% of our young people. We have the finest university system. We have public education at the elementary and secondary level that ranks below every industrial competitor in the world. Everybody knows what it takes to get in to college. Has anyone ever told a teacher what it takes to be productive if you can't get in to college? We are the only country in the world that says to one out of every four of its young people, "We are going to let you drop out of sight; we are not going to give you the tools to be productive." No wonder they drop out, because the market signal says to them ... WE DON'T CARE ABOUT YOU...

[Noddings, 1992, pp.12,14]

The school is a public institution which plays a central role in the production and reproduction of culture, and reflects the attempt of the dominant group to impose its specific cultural design on the rest of society. This concept of cultural hegemony has been defined by Giroux, [1981:23] in John Mallea's book Schooling in a Plural Canada, as:

the successful attempt of a dominant class to utilize its control over the resources of the state and civil society, particularly through the use of mass media and the educational system, to establish its view of the world as all inclusive and universal.

[Mallea, 1989, p.49]

Noddings in the article, "The Gender Issue", agrees that "the male experience is the standard not only in education, but more generally in public policy" [p.65].

Thelma McCormack in "The Politics and the Hidden Injuries of Gender: Feminism and the Making of the Welfare State", supports Noddings and Mallea, asserting that the "reality is that at best we have a welfare state and a mixed economy within a patriarchal social structure. It is the latter, the patriarchal system that acts as a countervailing force to gender equality" [p.3]. Patriarchy in this context refers to a social structure based on male authority, male power and male privilege. These advantages are not spread equally among "men"; some are more equal than others.

This underlying structure of dominance and subordination is reflected in our institutions and in our symbolic systems, creating the mirrors in which we see ourselves reflected and through which we define our identity. Our educational system and the process of schooling are dynamic, and like the processes of culture and inter-group relations, are continuously produced, reproduced and resisted.

The school contributes significantly to the maintenance, development and resolution of existing ambiguities, contradictions and tensions on a societal level, transmitting values, attitudes, skills and knowledge from one generation to the next. For too long, many people have been prepared to accept that education is benign and neutral, that it is a good thing and the more one gets, the better off one will be.

According to Dale Spender in her book Invisible Women, feminists are beginning to assert that all educational institutions embody a particular way of viewing the world, that all educational institutions require their

students to adopt this view, and that it is a limited, distorted and destructive framework for making sense of the world. She refers to education in its broadest sense - what we know in society and how we come to know it [Spender, 1982, p.1].

Social reproduction theories try to explain how our capitalist system seems to be able to hold itself together and reproduce itself. Gramsci [1971, as cited in Porter, 1982, p. 4], focused on the social institutions which grew from the productive system, rather than simply the economic base itself. In explaining how capitalism was able to maintain itself, he focused on the idea of hegemony by which he meant, as previously explained by Giroux,

the success of the dominant class in projecting its own particular way of seeing the world of human relationships and that this is accepted as common sense and the natural order of things by those who are in fact subordinate to it [ibid].

The state and consequently the education system as an important part of the state, are seen as having the promulgation of this dominant class hegemony as part of their function. Dale Spender supports this by saying that "schools cannot teach what society does not know" [Spender, p. 3, 1982].

The French philosopher, Louis Althusser, in 1971, wrote an influential essay wherein he argued that all societies are based on a particular kind of economic production and to continue to exist, they must reproduce the labour power necessary to maintain that system. He viewed education as the "ideological apparatus for the state which had become the key by which this reproduction occurs" [Althusser, 1971, as cited in Porter, 1986, p. 4]. He explained that the school does this through the teaching of basic knowledge and skills, and the inculcation of the kind of

behaviour and attitudes necessary to facilitate submission to the rules of the established order.

Bourdieu and Passeron, two contemporary French sociologists, elaborated on how social practices were perpetuated in a class-based system. They stressed that not only does the education system maintain the class structure, but it does this together with the family, by inculcating the child with a system of dispositions which will facilitate the ability to behave in class-appropriate ways later in life. The kinds of knowledge, attitudes and behaviour appropriate to the upper class are the same as those perpetuated in the education system the higher one goes. The knowledge, the attitudes, etc. that are prevalent in the lower classes are increasingly less acceptable within the education system at higher levels. Schools reward and perpetuate the entire social structure in this manner [Bourdieu & Passeron, 1977, as cited in Porter. p.5, 1982].

Samuel Bowles and Herbert Gintis, in their historical account, Schooling in Capitalist America, traced the relationship between changes in the American economic system and educational reform. They see the close relationship between education and the capitalist system ensured through the correspondence between the social relations of the workplace and those of the school. That is to say that the authority and control system of the school replicates the hierarchical division of labour in the power structure of the workplace [Bowles & Gintis, 1976, p.32].

Social reproduction theories, according to Paige Porter, have two weaknesses. First, these theories do not explain how an individual or a group escapes their impact or how social change occurs. Second, they ignore gender as a set of power relationships as important as social class.

Kathleen Weiler in her book Women Teaching for Change, takes this perspective and elaborates. She says that "gender is socially constructed within institutional and ideological technologies of power that form all school life" [Weiler, 1988, p.3]. She goes on to support Paige Porter by saying that educational theorists have been concerned with the production and reproduction of class through schooling under capitalism. She adds to this the fact that feminist theorists have been concerned only with the production and reproduction of gender under a system of patriarchy. She believes, as does Porter, that each on its own is too narrow a perspective, and that in order to address the relationship between gender and schooling adequately, a synthesis of these two perspectives should occur. Schools are sites of social reproduction as well as cultural reproduction. We need to keep in mind their relationship to wider society in order to recognize the realities of class and gender relationships in terms of power and control. Nevertheless, the acts of resistance, negotiation and contestation of individuals in the production of meaning serve as a factor in changing the status quo.

Dale Spender's statement: "schools cannot teach what society does not know" is fundamental to our understanding of our educational system. We can no longer afford to believe what we know, rather we must treat all that we know as suspect, and with openness, consider it for discussion. Grumet says that

because schools are ritual centres cut off from the real living places where we love and labour, we burden them with all the ornate aspirations our love and labour are too meagre to bear. Contradicting the inferential nature of paternity, the paternal project is to claim the child, to teach him or her to master the language, the rules, the games and names of the fathers.

[Grumet, as cited in Noddings, 1988, p.183]

Noddings believes that "we may have to struggle through a tremendous upheaval before the mother and father are heard equally in schools" [Noddings, 1988, p.183].

Clearly we have been working with models which emphasize separation, fragmentation, and which value autonomy, self-reliance, independence and self-actualization. While these models promote individuation, they do so without the security of language. Males and females perceive and construe social reality differently and these differences centre around the experiences of attachment and separation.

As we have listened for centuries to the voices of men and the theories of development that their experiences form, so we have come more recently not only to notice the silence of women, but the difficulty in hearing what they say when they speak. There has been a single mode of social experience reproduced generation after generation, which has systematically excluded women from power in our society, devaluing the roles and traits which society has assigned to women. Males as the dominant group, have produced language, thought and reality. It has been the structures, the categories, and the meanings which have been invented by males - though not all males - and validated by references to other males which have subordinated females and silenced their voices. Women have played little part in the meaning making. This male subjectivity has produced the meaning that their own subjectivity is objectivity. It is time for the voice of the feminine to be heard in education.

Recognizing, confronting, and challenging this inequity is difficult as the terrain is deceptive, and those who encode the knowledge, establish the rules, determine the play, and decide the winners are the ones whose power can be used to produce further power. Education, both formal and informal has an important part to play in the process of change. The

development of skills to analyze wisely the situation and the condition of society and the encouragement to consider new possibilities is essential in the quest for change both in society at large and in the school system which perpetuates the patriarchal hegemony.

Kathleen Weiler celebrates a politics of difference, and is sensitive to legitimizing the voices of others while holding such voices up to interrogation and critique. She seeks to meld the intellect and the emotional investment around the cultural and social politics which articulate voice and difference as part of the philosophy which would advance the moral and political imperatives of a radical new democracy. This attempt to develop a new pedagogy would authenticate voices, challenge prevailing sedimented meanings, celebrate cultural and political diversity, honour the multiplicity of intelligences, fight against the voices of bigotry and violence and work toward caring relations that would undermine the ideological experienced relations of sexism, racism and class discrimination [Weiler, 1988, p.xiv].

Noddings agrees. She states that "So many of the practices embedded in the masculine curriculum masquerade as essential to the maintenance of the standard. I suggest they accomplish quite a different purpose: the systematic dehumanization of both male and female children through the loss of the feminine" [Noddings, 1988, pp.192-193].

In A Challenge to Care in Schools, Noddings goes on to discuss an alternative vision of schooling which looks at how the disciplines might have been constructed if women rather than men had designed them. Noddings believes that the subordination of women has created two problems: "women have not had the power to enact ideas that are generated by traditional female values; second, attributes, values, and tasks

associated with women have been systematically devalued - even scorned" [Noddings, 1988, p.60].

She elaborates further by describing this alternative vision as one that need not be characterized as a feminist or woman's point of view, although she states "that a feminist perspective can really contribute to it" [Noddings, 1992, p.62]. She uses John Dewey's analysis of schooling which suggests that school should be connected with and closely tied to children's personal experience. Noddings, however, criticises Dewey's conception of schools as one which does not really challenge the idea of the more traditional disciplines. She states that the "traditional supremacy of the disciplines is fundamentally wrong. Other matters - centres of care - are more important and more essential to human life" [Noddings, 1992, p.20].

We as teachers must be conscious of the various forms of oppression and the realities of intersecting and conflicting forms of power. In the attempt to challenge accepted beliefs and lived relationships, sexist assumptions should be challenged. Definitions of gender should be questioned in an attempt to counter the ways that schools have traditionally reproduced patriarchal societal relationships. However, both students and teachers, as well as the vision makers, have experienced and have participated in the relationships of domination, subordination, oppression and privilege which have helped shape who they are and how they view the world and in many ways have incorporated into their consciousness a male hegemony which values competence over caring. Often people with the least cultural capital tend to identify most strongly with traditional role models, perpetuating the narrow sex role stereotypes.

In our classrooms, there are different genders, races, and classes between teacher and students, and conflict is inevitable. But this

conflict can become the text for counter-hegemonic teaching. What is important is not to deny the conflict, but to use it to the best advantage. For those committed to full participation for all people in society, it is not necessary to simply accept this conflict, this oppression, this disparate power. Rather it means bringing all of it to a conscious level, so it can be addressed and transformed, and in doing so, create counter-hegemonic teaching environments where we are immersed in centres of care. Cultural, social, and psychological forces must be examined so that our understanding reaches below the surface, and transcends the limiting definition of the present structure of schooling.

In A Challenge to Care in Schools, Noddings sets up an argument against an ideology of control where she favours shared living and responsibility. She believes that "there are centres of care and concern in which all people share and in which capacities of all children must be developed" [Noddings, 1992, p.62]. She believes that education should "nurture the special cognitive capacities or intelligences of all children and that this requires a scheme of multiple intelligences resembling that suggested by Howard Gardiner" [ibid]. Noddings suggests a third thesis and that is "the focus for the capacities must be filtered through and filled out by a consideration of differences that are associated with race, sex, ethnicity, and religion" [ibid]. The various perspectives must be treated with respect in a consistent, planned-out fashion. Finally in all of this Noddings believes that we must care deeply for the children in our schools. An effort must be made to "preserve their lives, nurture their growth, and shape them by some ideal of acceptability" [ibid].

Through the centres of care approach, we would allow the child to remain in relation and also grow intellectually. This would require a change in the structure of schooling. This redefinition of education would give the reproductive processes of society their due, and as Jane

Roland Martin states "once the virtue of nurturance and care are fostered in both male and female we begin to build nurturing and an ethic of care into the curriculum itself" [Martin, 1986, p.187]. In this redefinition, we need to discern ways to bring educational practice into line with the full range of people's lives and with the present perils of life here on earth.

The next section of the literature will examine how we get started in our schools if both men and women begin to come into direct, undiluted contact with our student partners in an educational endeavour which will go beyond the superficial to foster a caring environment which will cause learning and teaching to occur simultaneously and mutually.

Can Education be a Caring Endeavour?

Nel Noddings in her article "Beyond Teacher Knowledge: In Quest of Wisdom," talks a little about what we might do in schools if "we slipped the tether of the positivistic and technological mind" [Noddings, 1993, p. 232]. She outlines that if we were to explore very seriously the ideas suggested by an ethic of care in education, we might suggest changes in every aspect of schooling: the hierarchical structure of management, the rigid mode of allocating time, the kind of relationships encouraged, the size of schools and classes, the goals of instruction, modes of evaluation, patterns of interaction, as well as the selection of content.

She believes that from the perspective of caring, the growth of those cared for is a matter of central importance. Although this is a feminist orientation, John Dewey many years ago, says Noddings, talked about the centrality of growth having major implications for traditional patterns of schooling. In particular, he stated that

since a major teaching function is to guide students in a well-informed exploration of that which is meaningful to them, learning objectives must be mutually constructed by students and teachers.

[Dewey, 1938, cited in Noddings, February, 1988]

Dewey was unequivocal about the mutuality of this task.

Noddings believes that teachers have an obligation to support, anticipate, evaluate, and encourage worthwhile activities, and students have a right to pursue projects mutually constructed and approved. This requires teachers who are superbly well-educated people who know the basic fields of study so well they can spot naive interests that hold promise for rigorous intellectual activity.

John Dewey is quoted in Nel Noddings from his writing in The School and Society, as stating: "What the best and wisest parent wants for his own child, that must the community want for all of its children. Any other ideal for our schools is narrow and unlovely; acted upon, it destroys our democracy" [Dewey, as cited in Noddings, 1992, p.63]. The school is a multipurpose institution which cannot concentrate only on academic goals any more than a family can restrict its responsibilities to only feeding its children. Noddings states that:

this single purpose view is not only morally mistaken, it is practically and technically wrong as well, because schools cannot accomplish their academic goals without attending to the fundamental needs of their students for continuity and care.

[Noddings, 1992, pp.63,64]

The concept of continuity was first put forward by John Dewey, and Noddings describes his idea of an educational experience as one which had to be connected to the prior personal experience of the students and also to a widening or deepening of future experience. Through this connection of past experience and future experience of growth, schools should be

committed to the moral purpose of caring for children so that they too, will be prepared to care [Noddings, 1992, p.64].

To meet the challenge to care in schools, Noddings says that we must plan for continuity. There should be a continuity of purpose where schools should be the centres of care. The first purpose, to produce competent, caring, loving and lovable people must be clearly defined and held in the highest regard by all. This includes helping all students to address central issues of human caring and also develop their particular capacities in specialized areas of care.

There should also be continuity of the school place so that students stay in one building long enough to acquire a sense of belonging. Smaller schools would be preferable, but learning communities within larger schools may also work to establish this form of continuity. Teachers, individually or in teams, should stay with their students for three or more years, except by mutual consent, to create a continuity of relationship. This would attend to the affiliative needs and help the students begin to think of the school as theirs.

A continuity of curriculum reflecting care and respect for the full range of human interests and capacities should exist. This could be accomplished by offering a variety of equally prestigious programs to honour the multiplicity of intelligences, wherein all students have the opportunity to explore questions central to human life. All programmes, both for the college bound and the non-college bound should be rich and rigorous.

Noddings suggests that at least part of every day should be given to a theme of care where through the quest for wisdom, existential questions are discussed freely and where the students are taught to care deeply

about the ideas which engage them. As well, wonder and appreciation for the planet is fostered and is consistent with the way we care and appreciate one another. Students, through practice in caring, would learn to treat each other ethically and develop an appreciation for many points of view. Finally, Noddings states that we must:

teach them that caring in every domain requires competence. When we care, we accept the responsibility to work continuously on our own competence so the recipient of our care - person, animal, object, or idea - is enhanced. There is nothing mushy about caring. It is the strong resilient backbone of human life.

[Noddings, 1992, p.175]

The challenge to care in our schools can be facilitated through an integrated approach to curriculum where students participate responsibly in constructing the rules and arrangements under which they will work, play and share their interests and resources. Teachers will have time to talk to one another about their own growth as well as that of their students. Through this they will gain support, intellectual stimulation and a true friendship all the while helping each other to keep the discussion caring and professional.

Teachers should be helped to give up the notion of teaching their own discipline or grade only for its own sake, and to inquire deeply into its place in human life broadly construed. We have to help them understand that the needs of the students must drive their practice. We also need to learn how to assess our own work and how to draw on peer evaluation intelligently. We need to encourage responsible self-evaluation.

Noddings believes that "moral education from the perspective of an ethic of care has four components: modelling, dialogue, practice and confirmation" [Noddings, 1984, p.179]. In our work with our students,

modelling is essential to show how we as teachers care in our own relationships. We show our students how to care by creating caring relationships with them. As well, the capacity to care may be dependent upon having an experience in which one is suitably cared for - in this case a caring between student and teacher. We do not tell our students to care, rather, we show them how to care by engaging with them.

Noddings believes that dialogue is the second critical component of a caring learning community. She describes dialogue as not being just talk or conversation, but

dialogue is open-ended; that in a genuine dialogue, neither party knows at the outset what the outcome or decision will be. As parents or teachers, we cannot enter into dialogue with children when we know our decision is already made.

[Noddings, 1992, p.23]

In classrooms, we should observe teachers and students in a common quest for understanding and appreciation of something which is undetermined at the beginning. Noddings believes that to "receive the other in dialogue is to attend fully and openly building a substantive knowledge of one another that serves to guide our responses and show one another we care" [Noddings, 1992, p.23].

The third component of a moral education which Noddings describes is the component of practice. Through practice, we shape certain attitudes and ways of looking at the world. If we want people to care, we must give them practice at caregiving. Noddings describes women's traditional experience as closely related to the ethic of care as they have been expected to look after the needs of others. She believes that if we want the capacity to care to be as much the mark of personhood as reason and rationality, then we will want to find ways to increase this capacity. She states that "we should want both boys and girls to have experience in caring. It does not just happen; we have to plan for it" [Noddings, 1992,

p.24]. Furthermore, she believes that the practice of caring should transform schools and eventually society, but as long as our schools are organized in a hierarchical fashion, we run the risk of treating caring as a subject, and thus it may lose its transformative powers. The practice provided must be with people who can demonstrate caring and the experience should initiate or contribute to the desired attitude.

Confirmation is the fourth component of a caring community that Noddings talks about. Confirmation in the sense that we affirm and encourage the best in others. She believes that confirmation leads us toward our vision of a better self. A relation of trust must ground the notion of confirmation, as an identified motive must be consistent with reality. Confirmation, according to Noddings, is a "loving act founded on a relation of some depth" [Noddings, 1992, p.27]. We reveal to our students an attainable image of themselves which is better than manifested in the present act.

Noddings suggests that caring is the very bedrock of all successful education and that contemporary schooling can be revitalized in its light [Noddings, 1992, p.27]. Jane Roland Martin in Reclaiming A Conversation, supports Noddings by saying that "if there is to be any hope of the continuation of life on earth, let alone for a good life for all, those who carry on society's reproductive processes must acquire the nurturing capacity and ethic of care" [Martin, 1986, p.187]. Our cultural stereotypes portray the ethic of care as gender related. Martin states that "it is possible for members of one sex to possess personal traits our cultural stereotypes attribute to the other. We need to opt for a new ideal that joins reason to feeling and emotion and self to other" [Martin, 1986, p.194].

SUMMARY

It is with this review of the literature that the study of care and its implications in two elementary classrooms - one led by a male teacher and one led by a female teacher - will be undertaken. The premise is that although care is a gendered experience, we can develop an understanding of care in schools, which if not experienced the same way by men and by women, can nevertheless be experienced by both. The analysis of the data and the conclusions made at the end of the study will attempt to synthesize the research, and make recommendations that look at caring in learning communities as a whole.

CHAPTER III

METHODOLOGY AND DESIGN OF THE STUDY

OVERVIEW

The purpose of this study was to explore the nature of care in two elementary classrooms one led by a male teacher and one led by a female teacher. An on-site approach was taken over a four month period of time. Extensive observation notes were collected; written transcripts of discussions and interviews were kept; audio recordings of encounters were used; school and personal documents were analyzed. These provided the major sources of information for this study. The purpose of this study, and the need to collect as much information as possible about the context in which it took place and the lived experiences of those within, dictated a qualitative approach.

In this chapter, the pattern of thought which underlies the research is discussed, the initial research design is presented, and the conduct of inquiry itself is described. This will include a description of the procedures for the selection of the school, the classrooms, the key informants, data collection, and data analysis.

THE QUALITATIVE METHODOLOGY

The qualitative approach used in this study was chosen to make it possible to obtain a description of the phenomenon of care in two classrooms, one led by a male teacher and one led by a female teacher. It is based on the assumption that it is possible to discover motives and meanings of other people through our connections with them, through their words as they communicate with us, and through our knowledge of our own

words and actions as we see them reflected in others. As we find verification through our own experience and through hearing the experience of others, we come as close as possible to knowledge about other human beings.

In a qualitative orientation, researchers attempt to understand the experiential lifeworld of individuals in the context in which the events and interactions occur [van Manen, 1990]. To Strauss and Corbin, "qualitative research is any kind of research that produces findings not arrived at by statistical procedures or other means of quantification" [Strauss and Corbin, 1990, p.17]. It tells stories of people's lives, behaviour or perhaps stories of the organization in which they work. Data may be gathered through interview and observation then coded in a manner which allows it to be analyzed. They specifically state that "this is a nonmathematical analytic procedure that results in findings derived from data gathered by a variety of means" [ibid].

In accordance with Strauss and Corbin [1990] as well as Bogdan and Biklin, [1982] this study emphasized the subjective aspects of individual behaviour. Teachers were observed involved in everyday activities in the setting of their regular classroom. The qualitative orientation used in this study is based on the view that "It is the meaning of our experiences that constitutes reality. Reality, consequently is 'socially constructed'" [Bogdan and Biklin, 1982, p.32].

Bogdan and Biklin [1982] describe the following as characteristics of qualitative research that exemplify the methodology used in this thesis:

- 1] Qualitative research has the natural setting as the direct source of data and the researcher is the key instrument.

In this study, the nature of the teachers' responses could best be understood in the context of the classroom in which they occurred. The researcher went to the classroom.

2] Qualitative research is descriptive.

The approach taken in this study was to collect data on the premise that observations of the key informants as they interacted with their students, had potential to illuminate the nature of care in the learner-teacher relationship.

3] Qualitative researchers are concerned with the process rather than simply with the outcomes or products.

Data such as observation notes, interviews, and oral and written responses were collected which would describe the process of teachers' involvement as they made sense of and responded to various challenges in the context of their environment.

4] Meaning is of essential concern to the qualitative approach.

The nature of this study made it extremely important to define as closely as possible, through perception checking, informants' unique interpretations of experiences and situations. I found that continually asking questions of the people from whom I was learning to confirm what they were experiencing, how they were interpreting their experiences, and how they were understanding the world in which they worked, was critical in knowing whether or not my perceptions were accurate.

5] Qualitative researchers tend to analyze their data inductively.

Referred to as grounded theory by Glaser and Strauss [1967], this method exemplifies the approach taken in which the trends or ideas that develop lead to the discovery of an hypothesis or hypotheses. These hypotheses then become more clear and take shape through further discoveries and comparisons, and eventually are verified as extensions to existing theory or new theory.

Grounded theory, according to Strauss and Corbin [1990] is a powerful way to bring theoretically informed interpretations to light. Building theory, by its very nature, implies interpreting data, for the data must be conceptualized and the concepts related to form a theoretical rendition of reality. This theoretical formulation can be used to explain reality, but also provides a framework for action. Therefore, data collection, analysis, and theory stand in reciprocal relationship with each other [Strauss and Corbin, 1990, p.23]. One does not begin with a theory, rather one begins with an area of study and what is relevant to that area is allowed to emerge. The area of study for this thesis is that of care. My role in this study meant entering the lifeworld of the teachers through observing their lived experience in the classroom context. This meant not only observing but participating. In being a participant observer, I felt I could assume a closer relationship with individuals in the classroom to get to know how they interpreted and lived experiences that emerged in that context. I entered the field not to search for instances of narrowly defined data in order to reject or accept a stated hypothesis, rather, the intent was to explore the field of observation in order to describe it, and to infer from what is observed, patterns and inter-relationships - grounded in the data themselves. This permits the discovery of activities and linkages among them that may have been unanticipated, and provides access to data whose very existence may have been unknown at the start of the work in the field. This method is particularly appropriate in the study of settings characterized by complex

patterns of interactions - in this case two classrooms within the same large elementary school. This kind of systematic observation can provide a detailed portrayal of life in busy classrooms.

The existing review of the literature and the observers' prior knowledge of the school will provide "frameworks that will help the analyst start questioning" [Strauss, 1990, p.120] - a backdrop to what may be encountered. Since the observer is not bound by a research design to prove or disprove an existing hypothesis, the author follows the line of inquiry as it develops, rather than only attend to the data that fit. It is incorporated into the story only where the experience in the field suggests its relevance.

SELECTION OF THE SCHOOL

In order to explore the concept of care in a classroom led by a man and a classroom led by a woman, I wanted to choose a school where a teacher of each gender was employed at the same level. This was not an easy task since there are relatively few male teachers in elementary schools especially at the primary level. For this reason, I briefly considered doing my observations at the secondary level. I rejected this notion because the secondary level is not familiar to me; I had never been in it, did not know any teachers, administrators, and was not familiar with any of the communities within the school system. At this point I was not looking to extend my range of experience.

Secondly, I realized that the school I had selected must be large enough to have more than one classroom at the same grade level. I did not want my observations to take place at two different instructional levels, as differences in processes between primary and upper elementary might prove to be a confounding factor.

I also wanted to have the support of the principal for the project which I was undertaking, and a positive working relationship with the people involved in the study.

The school where I was the assistant principal met all these requirements, so I interviewed and acquired permission from the principal to begin the process to receive approval from the university and from the school board to conduct the study. This may be construed as a sample of convenience - doing what is fast and convenient. This is a common sampling strategy, however, one of the least desirable. However, as Patton states "while convenience and cost are real considerations, they should be the last factors to be taken into account after strategically deliberating on how to get the most information of greatest utility from the limited number of cases to be sampled" [Patton, 1990, p.181]. Convenience was the last factor to be taken into account for this study. This school and its classrooms first and foremost represent purposeful selection, because they were strategically chosen for the criteria I was seeking. The fact that the key informants were in the my school was not the primary reason for selection.

The influence of the participant observer's position and presence represented a source of bias and was a compromise I made during this study. It was critical during the study to keep personal reactions to my observations and to frequently check with the key informants to understand whether or not my perceptions were accurate. I had already developed a positive working relationship with the principal and with the two teachers who were possible key informants. As well, the children would also know me. It was felt that this would ease the phase of acclimatization.

ACCESS TO CLASSROOMS AND SELECTION OF TEACHERS

Once the classrooms had been identified, certain procedures had to be followed. Permission was obtained from the principal of the school, who needed to know the length of study, time commitment expected of teachers, and the nature of data gathering. The principal then gave permission for me to meet with the teachers to obtain their permission. Once the teachers approved, I met with them to describe more clearly my role as participant-observer, to make them aware that I wanted them to continue their regular activities, and to assure them that other than interviews and perception checking, the study would not require undue time from them. I also wanted to talk with them about how my role as assistant principal would affect them in their work while I observed in their classrooms.

In the meantime, several events occurred which delayed the observation phase for a considerable length of time. The woman who was selected as key informant went on leave and did not return until February. As well, I went on a two month medical leave and did not return until after Christmas. The person who took my position as assistant principal was the man in whose classroom the observations were to take place.

Finally, when I returned to work, I was offered a new position which was non-school based, so I was no longer the assistant principal in the school in which the observations were taking place. The original male teacher continued in the acting assistant principal role until the end of June and a different male teacher was deployed to the classroom. This teacher was not a substitute, but a teacher who had worked fulltime in the school in a different capacity.

So when February rolled around, the female teacher returned to her classroom, a different male teacher was in the classroom and I had to block in time from my non-school based position to carry out the observations. The procedures which had been followed initially were started once again. I met with the teachers to obtain their permission. Then I explained my role as participant-observer, to make them aware that I wanted them to continue with their regular routines and activities, and to assure them that other than interviews and perception checking, the study would not require undue time from them. I also wanted to discuss with them how my previous role of assistant principal would influence the observation in each of their classrooms.

In this research, the children were not the focus of the investigation, therefore, the parents were not required to sign release forms for their children to be involved.

On the first morning of the observation, I met with the students in one class to explain that over the next few months I would be observing, writing notes for myself, talking with the teachers and that I would be in their classroom once a week for the next several weeks. I pointed out that I was no longer the assistant principal in their school. I reminded them that I had a different job looking after about thirty schools. I also explained that I was in their classroom to do a special project with their teachers for a university assignment. Later in the morning, I met with the students from the other class and essentially talked of the same things with this group of children. Before each observation time, I made a point of talking with the principal upon my arrival at the school and for a time after I finished my observations.

With my new job, I had to obtain permission from my immediate supervisor to continue my observations. With her agreement, I chose to

block off the least busy time during my work week and provide the classroom teachers with a schedule for my visits. The teachers were amenable to my coming in to their classrooms unannounced, however with schools being such busy places I wanted to make sure the situation was as rich as possible for interaction between students and teacher. For example, a guest speaker in the classroom may not have generated the same data that a regular classroom time would have provided.

I felt this blocking off a specific time each week was a compromise to my observations as I would have preferred a variety of times as opposed to the same time and day each week. Considering the time in the classrooms was a compromise, I made a concerted effort to glean every little bit I could out of the interactions while I was there.

During the first few observations, because it was so easy to be part of the classrooms, I found I had to orient myself to a role other than that of teacher or assistant principal in order to focus on the collection of data. The students especially, seemed to have difficulty seeing me in another role, and on several occasions I had to ward off requests for being the facilitator for problem solving situations, or time after school to listen to stories they had written. They frequently asked why I left the school and what it was I was doing now. The teachers, on the other hand, having several months to establish a working relationship with me, tended to go about their business and from the beginning mostly accepted and enjoyed my presence in the classroom. I never had to ward off requests to run for things or to be another set of hands.

There were other sources of discomfort. Writing fieldnotes was not as easy as I had anticipated, particularly when what was happening in the classroom did not match my preconceived notions. Not only did I feel disoriented as a participant-observer, I had difficulty making sense of my

notes, and I was reluctant to distance myself when the classroom turned out to be different than I expected. However, by the second observation, my notes began to reflect a process of recognizing and discarding old notions, a move toward seeing the classroom more objectively, being more honest about what I observed and realizing I had no ownership for what was happening. I began to psychologically distance myself from the familiarity of the classroom and of the school and began to see the individuals as strangers. What I once found as familiar, I began to view as unfamiliar. My discomfort with taking fieldnotes began to ease and they began to capture more of the experiences of each of the classrooms.

DATA COLLECTION

According to Bruyn [1966], the criteria and evidence for the validity of description and explanation in a study rests in the accurate portrayal of the world of the subjects. This accurate portrayal according to Patton, [1990] must aim at capturing what actually takes place and what people actually say. Bogdan and Biklin [1982] agree - for them this accurate portrayal includes the collection of data that will accurately describe individuals, the context, and possible meanings that social situations have for individuals in them.

A confirmation strategy was used during the collection of data to ensure that my interpretations were accurate from the point of view of the teachers. This strategy, referred here to as perception checking, involved informally asking the teachers for confirmation or clarification of my own perceptions and interpretations.

I also recorded my own thoughts and feelings in the margin of the pages of my observations in order to control for my own preconceived notions.

Triangulation, which is commonly understood as multiple methods of data collection, was used in this study. Patton says that it is possible to achieve triangulation within a qualitative study by combining different kinds of qualitative methods, mixing purposeful samples, and including multiple perspectives [Patton, 1990, p.188]. It was felt that as well as helping to confirm findings, triangulation might be useful in helping to alleviate the problems of the participant-observer being familiar with the setting and having known the subjects prior to the study. The triangulation involved collection of various kinds of data described below, including observation notes, formal and informal interviews, and a collection of many school documents.

Observation Notes

Fieldnotes according to Patton, [1990] are the fundamental work of the observer. Fieldnotes are the most important determinant of later bringing off a qualitative analysis. Fieldnotes provide the observer's *raison d'être*. If he is not doing them he might as well not be in the setting. One level of field notes is a written description of setting, people, actions, and conversations as they were seen through direct observation or in conjunction with other data collection methods.

Notes were usually taken in a coil notebook allowing margins for reflection. It was possible to maintain visible notetaking once the children in the classroom became used to me in a different role. Notes in this study included detailed descriptions of the teachers, verbatim transcripts and reconstruction of dialogue, descriptions of the physical setting, accounts of particular events and depiction of activities.

The second level consisted of reflective observations that provided the observer's more personal account of the descriptive fieldnotes

themselves. Both the intensity and the nature of those feelings were recorded. These were made after the observation or at the end of the day to capture the observer's own experience, insights, interpretations and beginning analyses about what is happening in the setting. Fieldnotes are the fundamental data base of case studies and qualitative research.

Interviews

Formal interviews were held with individual teachers concerning their perspectives on the learner-teacher relationships. Informal interviews were held with teachers and the principal each time an observation took place. These interviews were held for clarification and for perception checking.

Collection of School Artifacts

Philosophical statements of the principal, the teachers, as well as copies of belief statements and organizational criteria for the school were collected and became part of the analysis of the data.

DATA ANALYSIS

Data analysis, the process of systematically searching through field notes, transcripts, and other collected material, helped initially to identify recurring themes and patterns of behaviour. Strauss and Corbin [1990] have several suggestions to make creative use of one's knowledge and experience while at the same time holding on to the reality of the phenomenon. They suggest to step back periodically and ask what is going here? Does what I think fit the reality of the data? Because I had previous experience in the setting it was important to keep a balance between that which was created by the researcher and what was real. The

continuous feelings of scepticism that accompanied this analysis eventually evolved into a deeper level of analysis in which themes and patterns were compared, and ideas synthesized. The initial explanations were always viewed as provisional - they always needed to be checked out to see if the actual data supported them.

Though Bogdan and Biklin [1982] suggest two modes of analysis, first, in the field analysis conducted concurrently with the data collection, and second, post-site analysis done after all the data had been collected--most attention was given to post-site analysis. There were two underlying reasons for giving more attention to post-site analysis: first, to focus as much attention as possible on a thorough collection of data, and second, to enable a distancing from the familiarity of the setting and participation before doing an extensive analysis.

In the Field Analysis

Data collected each day were reread at the end of the day, and observer comments were written about ideas generated. Clarification of perceptions was sought informally as the study proceeded.

Post-site Analysis

The post-site analysis involved coding and the interpretation of data. This began with extensive and thorough elaboration of the data by reading and rereading while jotting down insights as they emerged about patterns of individual behaviours and relationships between teachers and students. During this stage of analysis my methods were guided by Strauss and Corbin [1990].

Conceptualizing the data became the first step in the analysis. Observations, sentences, paragraphs were taken apart giving each discrete incident, idea or event, a name, something that stood for or represented that phenomenon. By asking questions such as What is this? What does this represent? I could compare incident with incident so that similar phenomena could be given the same name. Several conceptual labels emerged from this process.

Strauss refers to this process as open coding and suggests that the solution to this type of investigation is to believe everything and believe nothing. Four guiding principles for conducting open coding according to Strauss are:

- 1] ask the data a specific and consistent set of questions;
- 2] analyze the data minutely
- 3] frequently interrupt the coding to write a theoretical note
- 4] never assume the analytic relevance of any variable such as age, sex, social class etc. until the data show it to be relevant.

Therefore, in this study, which is interested in gender differences, it is critical not to assume that gender may be analytically relevant until the data support this assumption.

Once again, all data, including descriptive fieldnotes, reflective observations, interviews, and the total collection of artifacts were read, reread, sorted, labelled. As I did this, I kept track of potential themes or ideas that I felt should be checked out against other sources. The crosschecking involved moving back and forth between fieldnotes and interview transcripts.

Next, these concepts needed to be grouped by first identifying the particular phenomenon in the data. This particular phenomenon is then

given a name and the concepts are clustered around it. Strauss and Corbin [1990] refer to this process as categorizing. The phenomenon represented by the category is given a conceptual name which is more abstract than the concepts clustered around it. This category then, has conceptual power because it pulls together around them subgroups or concepts. These categories are analytically developed by the researcher, then a name was chosen which would best represent the data in a way that I could remember it, think about it and develop it analytically.

Once a category was named, I began to develop it in terms of its properties which according to Strauss and Corbin [1990] are the characteristics or attributes of the category. These properties could then be dimensionalized, so that I could begin to think about locations along a continuum. The properties and dimensions of the categories formed the basis for making relationships between the categories and subcategories and later major categories.

The categories were reviewed and reviewed again, and each time, additional material was written for the purpose of elaboration and development. The categories and all the additional material, then formed the description on the basis of which Chapter V was written. This description was used to form the story line which involved the conceptualization of the data that evolved to a central phenomenon. This central phenomenon was given a name and gradually related to the other categories.

This method of data analysis involved the on-going modification of concepts and a deliberate search for instances which would test the limits where the concepts could be applied. Initial analytical concepts and categories were imprecise, and were refined in the light of new observations. After my first observation, I spent time taking apart what

was recorded in my fieldnotes. I gave each discrete incident, idea, or event a name, something that stood for or represented a phenomenon. I asked questions such as What is this? What does it represent? For example, in one of my first visits to one of the classrooms a discussion occurred between teacher and the entire class over whose turn it was to go to the library. I recorded the teacher's words as "Let's stop for a second, we have talked about this before. How do we solve these problems? Please think back about how we solve these problems as a group." For me, this event could be broken down and named as problem solving, as creating a sense of order, as evoking responses from the children, and as community building. I used this naming process for every incident that was observed on that day which resulted in a number of concepts being identified, then, went back to the teacher for confirmation through questions such as What was this for you? Does this represent what I have named this as being?

After several observations, themes began to emerge from my recordings. For example, I labelled incidents and ideas as negotiating, mirroring, judging, escalating, confronting, foreshadowing, anticipating, intervening and mediating, and began to perceive a theme around which these concepts clustered. As observations continued, I began to look for further incidents which would elaborate this particular theme.

As well, there were instances of the teachers offering comments to students which were intended to encourage their work and participation within the classroom environment. For instance, I observed many examples of nonspecific praise given by both teachers that indeed, according to them, encouraged work and participation of students in their classrooms. So, I began to consider how this would fit within the larger picture.

As I continued to conceptualize the data, actions such as directing and redirecting, focusing and refocusing, planning, cooperating, calming, and grouping, also emerged and were maintained throughout the period of observation.

Thus, as the analysis progressed, I began to make links between the themes and began to think about creating a more abstract category in which all these concepts could be grouped. Naming specific ideas, incidents and observations fractured the data, but linking and grouping the concepts began to put the data back together in new ways. I speculated that the concepts in this area all clustered around the notion of order, safety and security and that the data illuminated particular teacher behaviours toward that end. I began to think of this category as teacher as orchestrator because, to me, these concepts centred around the notion of **conducting** a classroom to achieve the desired combination of order, safety and security, according to the teacher.

Further, within the larger category of teacher as orchestrator, particular sub-categories emerged and were named, which added variation, depth of understanding, and clarity to this category. The clustering of behaviours within the category led to the creation of the sub-categories of problem-solver, dealing with issues of negotiation and mediation; cheerleader, dealing with encouragement and support; and comptroller, dealing with issues of management and coordination. Indeed, each of the four categories, teacher as orchestrator, teacher as pedagogue, teacher as community activator, and teacher as communicator, and their corresponding sub-categories were established in this way.

Finally, the categories were linked to a central phenomenon that considered the question with which this project began - What does it mean to care? That central phenomenon was named "caring pedagogical

relationship" because, for me, it linked directly the relationships between the teachers and the students I had observed, and my exploration of the literature which provided a backdrop for this study.

Effects of Delay in Completion of the Study

A complicating and delaying factor to the completion of this study was that I had three different jobs during the year that the observations took place. The third position was that of an inner-city principal. It was necessary to give up work on this project after the observations were complete, as I became totally immersed in a first year principalship in this challenging school. The time demands did not permit any significant work to be done until after the first year as principal had ended. I resumed fulltime work on this project during July and August of this year.

The pattern of events that has taken place over the year has affected the writing of the document. Much of the talk in our staffroom and with individual teachers has centred around the question "What does it really mean to care about our students and our work in schools?" Some of our staff and a group of new principals have gone in small groups to visit a school in Edmonton which is organized around themes of care as Nel Noddings describes them and we are looking toward organizing in such a fashion for our students next year at our school. I am more experienced than I was when I was last dealing with this project, more widely read, and more knowledgeable of my own attitudes and beliefs - being a principal of an inner city school fosters that, it seems.

Looking back at the fieldnotes and the analysis of the observations in a more detached fashion has resulted from the delay. This is an advantage to me especially since I was just finishing an assistant principalship at the school in which the observations took place.

Summary

This study was designed to explore the nature of care in two classrooms, one led by a female teacher and one led by a male teacher. Observation notes consisting of narrative field notes and reflective observations, formal and informal interviews with the teachers and various school artifacts were collected over a four month period and combined and analyzed to provide a description of the context of the classroom, the school and the nature of the relationships within it. Analysis of the data took place to a limited extent in the field, but was mainly done post-site.

CHAPTER IV

THE CONTEXT OF THIS STUDY

INTRODUCTION

In this chapter, the elementary school in which the observations took place is described, along with the community setting. The characteristics of each classroom are also presented in order to provide a context for the observations.

SCHOOL CONTEXT

Linwood Elementary

With an enrolment of over 560 students from ECS to Grade Six, Linwood School is regarded as a large elementary within the school jurisdiction. Although the school is 12 years old, the building and the grounds are in excellent condition. It is a one story building, with classrooms constructed around a central media centre. Portable classrooms have been added to accommodate the high enrolment. In fact, Linwood's enrolment is capped with a waiting list, and newcomers attend the school in the next neighbourhood. New children are admitted to the school at specific times during the year if children move away from the community.

The community of Linwood is located in the southeast sector of the city. The C.N.R. rail line runs in a southwest/northwest alignment at the edge of the community. The topography of Linwood is a typical example of gently rolling prairie, with some of the residents enjoying a view of the mountains to the west. Linwood area was annexed to the city in 1961, and two decades later, development began to occur. At the time of the study,

the population of the area was 5121, with just about 20% of the population in the 25-44 age group.

The Community Association was established in 1981, and its building is immediately adjacent to the school. Most of the dwelling units in the area, as of 1992, were single family homes [77.2%], however, row housing comprised 14.6% of the remainder of the housing units. According to Statistics Canada, the average family income as of 1986, was \$31 902 and a large variety of ethnic groups were represented in the area.

Within the school there were 26 professional staff employed and 11 support staff members including secretarial staff, facility operators and child care aides. The administrative team included the principal, the assistant principal and two curriculum leaders. The principal was in her first year at the school. The previous principal had opened the school and had been there up until the previous year - about ten years in total.

The school was organized into learning communities with cross-grade groupings, with the odd single-grade classroom. All the ECS children were placed in one learning community. The learning communities were organized so that the physical spaces of their classrooms were in close proximity. This facilitated the sharing of work, buddy projects and small assemblies.

Timetabling, on a six day rotating schedule, facilitated the movement of children to Physical Education and Music specialists. Specialist time gave classroom teachers their planning time.

Some of the classrooms were open area classrooms with a flexible folding wall between the rooms. Some rooms were self-contained single classrooms. Most teachers chose not to team teach even when they had the opportunity of the double classroom with the flexible folding wall.

The hallways in the schools are wide; coat hooks are inside each classroom for the most part. There are many bulletin boards which line the hallways and display students' work.

The mission statement at Linwood School is "to empower learners so that they can effect their world responsibly". This mission statement was created by the staff before the present principal. As you walk into the office the Linwood School belief statements hang on the wall to greet you:

We believe that:

- *learning and teaching are enhanced when all stakeholders collaborate.

- *learning is the construction of meaning which links personal knowledge with formal knowledge through interaction and reflection.

- *through reflection and assessment accountability becomes an important part of the learning process.

- *people learn when experiences are authentic, meaningful and relevant.

- *language is a vehicle for learning, therefore, it is a fundamental part of teaching in all subject areas.

- *technology, as a significant dimension of our culture, is a tool that enables learners to construct, organize, and communicate their knowledge.

- *continuity is a dimension of significant learning experiences.

- *successful learning experiences enhance esteem and esteem enhances successful learning experiences.

- *there are multiple ways of knowing, learning, understanding, and interacting in one's world.

School structure and organization must support and reflect what we know about learning and the learning environment.

Linwood Belief Statements

CLASSROOM CONTEXTSRobert

Robert's classroom was a square shaped room with folding walls on two sides. The back part of the room was the outside wall of the school building so several windows provided a view of the playground and houses in the community. The front of the classroom had no wall, but was adjacent to the hallway which merged with the library. The space was very open providing the opportunity for team teaching if the teachers were so inclined.

This Division Two classroom was all grade six children - 12 girls and 15 boys of varying abilities. There were children who were designated learning disabled, children who required English Second Language support, as well as children who were challenged behaviourally. The remaining children were of varying abilities and backgrounds.

Robert was the second male teacher for this group of students during that school year. When he took over in February, Robert viewed his first task as "creating a family type atmosphere where the children would support one another" [Fieldnotes, p.J-47]. He described how the classroom had been organized in rows, so he reorganized into groups shortly after his arrival to begin to create a family type atmosphere. According to Robert, the group of students "were doing a tremendous job working together helping one another out" [Fieldnotes, p.J-47]. The groups for the most part were co-operative groups where the children's mandate was to help one another. The teacher rotated the children in the groups every six weeks to provide the opportunity for children to work with different people. Robert described his classroom as "a democratic

classroom where children have an input into the classroom and 'some' of the decisions" [Fieldnotes, p.J-48].

When I arrived for my first observation, the children in this classroom had already been divided into smaller groups of four, five, or six who sat together at clusters of desks to facilitate the type of instruction this teacher preferred. The clusters were arranged so that space was left to create an open area to gather groups together for small or large group instruction. The children stored their personal materials mostly in a tray under their desk, but their belongings often spilled over onto the floor, or were placed in a variety of containers on the top of their desks. There was also an area divided off as a coatroom where a number of personal belongings were stored. Apart from the chalkboards and bulletin boards, folding curtains took up the wall space. Displays consisted of teacher prepared materials and children's work.

Robert's desk was off to the corner of the room with brown cardboard boxes filled with teaching materials piled nearly ceiling high behind it. The desk itself was cluttered with a number of things, but a teacher's day plan book was displayed prominently in its midst.

He described the group as being made up of a number of very strong leaders who could particularly sway a number of students to follow the lead, a lead which was not always appropriate. During the Easter break, a few of the students were involved in gang activities - violence and vandalism - which carried over into the classroom and had an impact on the family atmosphere which had been created previously.

He also wanted the students to take responsibility for their own learning, for the choices they made and the work they were able to accomplish, and become accountable for their actions. Robert felt that he

was unsuccessful in this area. He stated that "This was the area I failed at. Some of the students did not want to be accountable for their actions and at times this created some conflict for the last part of the year" [Fieldnotes, p.J-47].

Robert viewed his busy classroom as a place "to prepare our students for a world of conflict and confusion that will force difficult decisions upon them almost on a daily basis" [Fieldnotes, p.K-53].

Carol

Carol's classroom was a square shaped room with folding curtains on two sides. The back part of the room was the outside wall of the school building so several windows provided a view of the playground and houses in the community. The front of the classroom had no wall, but was adjacent to the hallway which merged with the library. The space was very open, providing the opportunity for team teaching if the teachers were so inclined. This classroom was right beside the other classroom where I did my observations, separated only by an accordion curtain wall.

This Division Two classroom was made up of grade four and five children, 29 in total. Like the other classroom, there were more boys than girls [65% boys, 35% girls]. The class was a heterogeneous group of varying abilities. There were children who were designated as learning disabled, children who required English Second Language support, as well as children who were behaviourally challenged. There was a student who was physically disabled who was confined to a wheelchair. She needed an adaptation to her desk so that she could work along with the other students on class activities. Each day a different child in the classroom was given the opportunity to be her helper and as a result very little undue attention was paid to her differences. A child care aide was

assigned to this student, but this aide watched the student from a distance and mostly was a helper in the classroom as a whole.

Carol was the class' regular teacher, but she had been on leave for the first few months of the year. The previous teacher had been a woman whose educational views were somewhat more traditional than Carol's, so that when she took over after the Christmas break time was spent reorienting the students to a different set of classroom routines. The grade five group of students had been with the present teacher for their grade four year, so some continuity was offered through that [Fieldnotes, p.I-41].

When I arrived for my first observation, the children in this classroom were organized in many ways - some children sat in groups, some children sat in pairs, and some children sat on their own. This configuration varied as Carol believed that "it is a privilege to sit in groups, but you also have the right to be alone if you choose. I always think of the staff meetings where I was assigned to a group, I hated task groups, so I keep that in mind when I organize the classroom" [Fieldnotes, p.I-41]. Desks were arranged so that a space was left to create an open area to gather groups together for small or large group instruction. The children stored their personal belongings mostly in a tray under their desk or in the coatroom. Apart from the chalkboards and bulletin boards, folding curtains took up the wall space. Displays consisted of teacher prepared materials to organize the instruction and movement of students as well as significant pieces of students' artwork and written work.

There were two adult desks in the classroom side by side in front of the windows. One desk was for the teacher aide who often had a line-up of children waiting as she marked student work. Carol spent much of her time circulating, making contact with the students in their space. A dayplan

book was displayed on the teacher's desk. I often sat at this desk when recording my fieldnotes as it was the least likely place for the students to ask me to do things for them.

The students worked all over the place in this classroom. Some worked in the coatroom, some in the hallway, some in the classroom, and several even made their way over to the library with the Carol's permission.

Carol described "flexibility as being an absolute necessity" [Fieldnotes, p.I-41] in orchestrating a classroom of this nature.

SUMMARY

This discussion of the school and the two classrooms provides a context against which the nature of care may be considered. The remainder of the thesis seeks to discover if and how the phenomenon of care is manifested differently within a learning environment led by a man and by a woman.

CHAPTER V

DATA ANALYSIS

INTRODUCTION

The purpose of this study, to explore the nature of care in the context of two elementary classrooms, one led by a man and the other led by a woman, was wide in focus. The study began with the general problem of trying to understand whether or not care is experienced the same way by a male teacher and a female teacher, or if it can nevertheless, be experienced by both. This experience of care then influences, that same teacher's delivery of care in the classroom. This study is about how the students in each classroom experience care in their relationships with their particular teacher. The problem was to discover what was involved in each teacher's relation-related contacts in the classroom and to conceptualize and describe their actions in relation to the contact with their students. This problem was derived from theory concerned with the nature of care, care as a gendered experience, the current paradigm of schooling and whether or not schooling can be a caring endeavour.

Data gathered not only included the teacher-student contacts, but the school as a whole was also considered, with a focus on philosophy of the principal, philosophy of the staff and how some of the organizational structures supported the existing culture. Following its collection, the data upon analysis, revealed definite trends regarding the kind of relation-related contact each teacher made in their classroom. These contacts which form the basis of the pedagogic relationship between student and teacher bring a sense of good, a sense of being a member of a community, provide an atmosphere of security and provide the opportunity

to be heard. This caring pedagogic relationship creates an atmosphere which forms the basis of successful education for the child.

The primary elements in the relation-related contacts of teachers in this study are shown diagrammatically in Figure 1. The diagram itself illustrates the framework upon which the discussion that follows is organized. The four broad themes arising from the analysis: 1]teacher as orchestrator, 2]teacher as pedagogue, 3]teacher as community activator, and 4]teacher as communicator will be presented in succession. The definition of each theme and how it relates to the core theme [pedagogical caring relationship], the story of each teacher and how the theme is related to them, as well as how the theme relates to the dominant school story, are presented.

While the four categories of relation-related contacts have been separated for analytical convenience, they are not totally discrete. There may in fact be a considerable degree of overlap among them. The pedagogical caring relationship between teacher and student is an integrated, complex endeavour. The components cannot be easily isolated nor connotations simplistically attached to them. For the purposes of this study, the core category or central phenomenon of the study, "pedagogical caring relationship" was named as the analysis progressed. The four categories which relate to the central phenomenon were identified through the coding process and sub-categories emerged through the analysis. The central phenomenon, the four categories and sub-categories are represented in Figure 2.

Figure 1: Types of Teacher's Relation-related Contacts

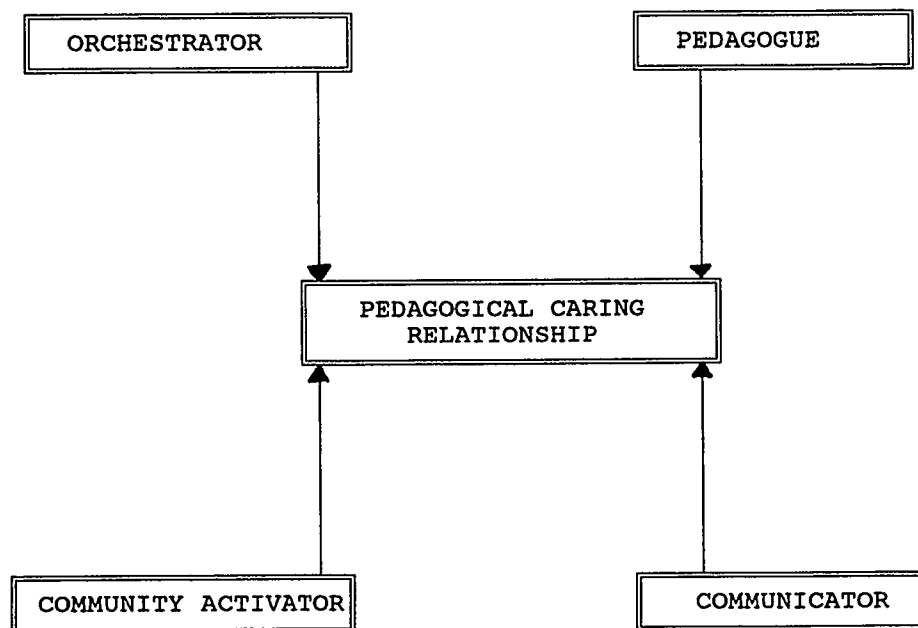
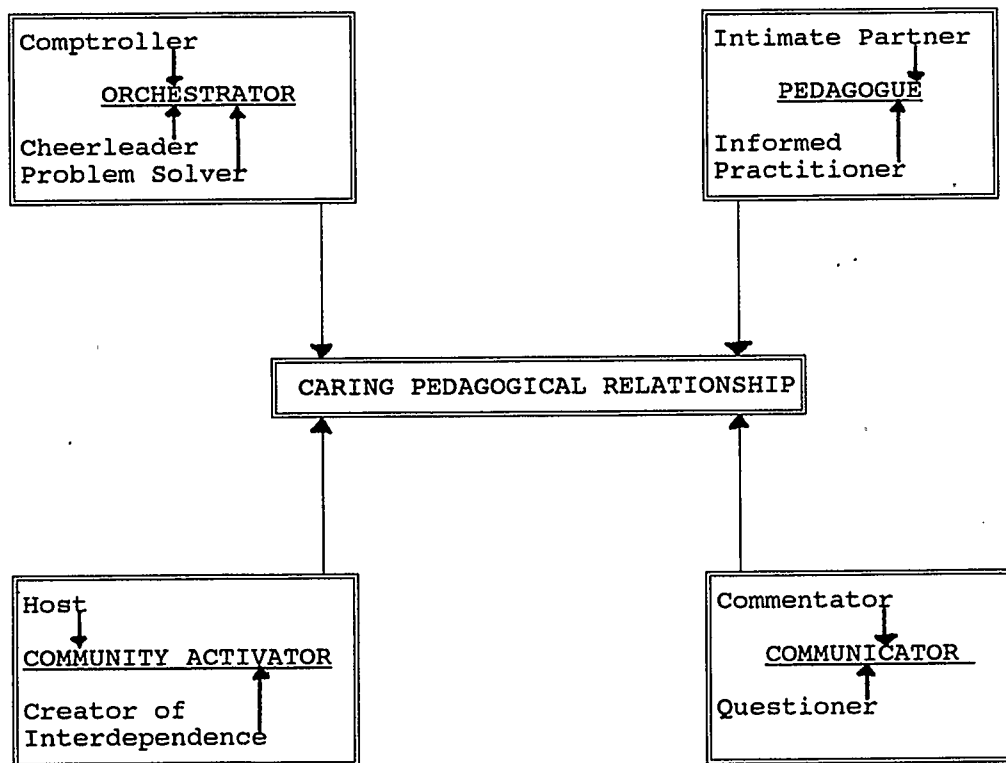


Figure 2: Elaboration of Relation-related Types



THEMES ARISING FROM THE ANALYSIS

Teacher as Orchestrator

The term "orchestrator" has connotations of arranging or composing for a harmonious effect. In fact, the American Heritage Dictionary [p.924] says that to orchestrate means to put together to achieve a desired or effective combination. When one thinks of a cleverly orchestrated classroom one might envision an orderly, safe, and secure learning environment for all those who are members. The teacher, as orchestrator, can convey a sense of belonging and support to children, and can create a sheltering environment from which the feelings of trust and safety can originate. The child can grow and the world can reveal itself in reasonable order if there is an atmosphere of security within the classroom. Noddings suggests that one of the major tasks of the one-caring as a teacher is to stretch the students's world by presenting an effective selection of that world with which she is in contact [1982, p.178]. This trusted and narrower region of the larger world that is within the classroom walls is revealed to the child through the caring pedagogical relationship between child and teacher.

The activities of the teachers in their "teacher as orchestrator" capacity involve contacts defined in this study as comptrollers, as cheerleaders, and as problem-solvers. These contacts are represented in Table 1. As comptroller, the teacher set direction, defined limits, and connected children to tasks. As cheerleader, the teacher offered encouragement to the group or to individuals, but it was non-specific in nature. As problem solver, the teacher acted as a go-between to settle problems, or acted in direct intervention to modify events.

Table 1: Teacher as Orchestrator

| ORCHESTRATOR: | Robert | Carol | TOTAL |
|----------------|--------|-------|-------|
| Comptroller | 106 | 59 | 165 |
| Cheerleader | 15 | 5 | 20 |
| Problem-Solver | 42 | 16 | 58 |
| TOTAL | 163 | 80 | 243 |

Note: All figures represent actual observed contacts

In Carol's case, her skill in creating a harmonious classroom was evident in each of the observations. The tone of her classroom consistently portrayed an atmosphere of focused, productive students [Fieldnotes, pp.C-9, E-19, F-24, G-29, H-33, H-39 etc]. Her belief that she is "there to provide security and structure for the students" and to "set things up so that things happen for children" [Fieldnotes, p.I-41] was lived in her contacts with the students. Her words,

I don't know if we actually teach - we set things up so things happen for children. I set things up so that you learned it - for example if children need to learn gravity, I ask myself how will I set this up? If I ask myself how will I teach gravity it puts the focus on me,

[Fieldnotes, p.I-41]

give a sense of how she is constantly reflecting upon how to achieve a desired classroom ethos. During observations, I was able to isolate 80 examples of this teacher in her relation-related contacts as orchestrator.

In her contact as comptroller, the teacher's accepted way of being was to circulate among the children as they engaged in their work. Only once did I observe her "parked" at her desk, requesting the children to come to her space for feedback. In order to connect students to task, Carol often did so by proximity and by touch. She often focused students through asking questions such as "Can I ask you to start doing your work?" [Fieldnotes, p.B-7]. Switching off the lights in the classroom prepared the students for what was to happen next.

Carol frequently set limits within which student choice could be made. Statements such as "I will give you a couple of minutes to get settled" [Fieldnotes, p.B-3] and "We need to get this finished this afternoon" [Fieldnotes, p.C-8] and questions such as "Can you be in charge of your behaviour or do you want me to be in charge?" [Fieldnotes, p.E-

20], eliminated the need for frequent intervention during the course of classroom work.

On five occasions Carol acted as cheerleader, encouraging her students through words of non-specific praise. The comments stood out for me because this teacher mostly tended to encourage and support her students through one-on-one encounters. To a group of students working on a puppet play her confidence in their work was illustrated by the comment "if you practice it, you'll get it, I'm sure" [Fieldnotes, p.D-11]. On another occasion, she commended the group's behaviour by making the statement "you're all doing a fabulous job" [Fieldnotes, p.H-37].

In some classrooms, a problem-solving philosophy provides the framework for action. In this particular case, I observed Carol as problem-solver, intervening and mediating between students only on a couple of occasions. However, an incident which best illustrates this teacher's ability to foreshadow or anticipate events was the day I observed her preparing the group for a "guest teacher" that afternoon. Carol had a doctor's appointment that day so first thing in the morning during a large group session, she talked to the students about the guest teacher. She talked of how we treat a guest in our home and how we should treat a guest in our schoolhome correspondingly. Carol clearly stated that she expected no change in their generally cooperative nature. The teacher's dayplan for the guest teacher was filled with details and comments for supporting children who were more challenged than others [Fieldnotes, pp.E-19, E-20, E-21]. A great deal of time and effort went into prevention, preparation, and maintenance of the safe, secure environment to which the students were accustomed. At the next observation, I asked her how the afternoon had gone with the guest teacher, and Carol explained that it had gone very well [Fieldnotes, p.F-23].

During my observations in Robert's classroom, some notable differences were observed. As is indicated on Table 1, Robert's contacts with students as comptroller were more frequent, 106 in total. He often circulated among the students or taught from a lab stool at the front of the classroom, but I never observed his teaching or working from his desk.

Robert operated from a philosophy based on STET [Systematic Training for Effective Teaching, a classroom management program by Don Dinkmeyer]. He said that:

I try and incorporate a number of STET principles depending on the circumstances. I think it is important to realize the four goals of children's behaviour as well as their misbehaviour are attention, power, revenge and assumed inadequacy. I also like to look at students as individuals rather than a group and deal with the students on a one-to-one basis. What is acceptable for one child may not be acceptable for another. I try to relate to the student, be respectful towards that student, as well as being reasonable.

[Fieldnotes, p.J-49]

In his efforts to be reasonable, Robert was observed directing students 24 times and redirecting students 7 times. As well, it was observed 14 times that he attempted to connect students to task; as well, 9 re-attempts to connect students to task were observed. In one particular instance, Robert finally went over to talk to a student on a one-to-one basis after he had tried to redirect the student a number of times. "Next time Jason, you interrupt you will leave." Teacher then went over to talk with the student. "I was extremely patient - I talked with you eleven times" [Fieldnotes, p.H-33]. Indeed Robert felt that he had treated this student more than fairly in this particular conversation [Fieldnotes, p.H-33]. He also set limits so that students could make choices within those limits. He instructed students to "talk in calm decent tones" [Fieldnotes, p.A-2]. Considerable time was also spent telling students exactly what they should do, as is illustrated in the following situation involving peer pressure.

You bought into the peer pressure again. One of our agreements was that you make wise choices. We had an agreement, you broke the agreement. We don't want the easiest choice, we want the best. That's what I've said all along, it's your responsibility and that's the hard part.

[Fieldnotes, p.H-37]

Robert frequently acted as a cheerleader for his students as they learned. During a math lesson in measurement, he sat beside a student who was having difficulty. He encouraged through his facial expressions, with eye contact and with positive questions. He was heard to say to a student "There! Bingo! Don't get frustrated - be positive! You can do it!" [Fieldnotes, p.B-11]. Robert believed that the "school should be a place where teachers create and motivate in students the desire to choose meaningful activities and objectives [Fieldnotes, p.K-53].

However, the nature of his class warranted a far more directive approach than with some groups of children. Robert believed that the reason for this was the previous experiences of the students [too many teachers over a short period of time] caused many of them to feel apprehensive, and non-trusting of adult figures and generally non-compliant with many of the classroom expectations for students [Fieldnotes p.J-52]. The make-up of the class, "a grade six group with a number of strong leaders, very strong leaders who could sway a number of students to follow the lead" [Fieldnotes, p.J-47], created many opportunities for this teacher to act as problem-solver. Thirty-one different problem-solving behaviours in the teacher's relation-related contacts were observed. These behaviours ranged from intervening, to solution seeking, to mirroring, to confronting. In two observation instances the entire lesson was abandoned in order to get more pressing matters settled within the classroom [Fieldnotes, pp.A-1, D-20, D-21].

This problem-solving approach was in fact encouraged and modelled by Robert. He began every morning with a class meeting to discuss any problems that might be going on. He also encouraged students to come to talk to him on a one-on-one basis about any individual problem they might be having. He said, "I would like to think that the students could come to me with a problem or a situation and tell me without being judged or fear of any repercussions" [Fieldnotes, p.J-49].

The dominant school story supported each of the teachers in their role as teacher as orchestrator. There were many structures in place which enabled the organization to run in a harmonious fashion. The principal stated that:

Children, caring and cooperation are central to my philosophy of learning. Schools need to be student centred with an emphasis on providing a safe and stimulating environment that allows children to experience a wide variety of differentiated learning activities. In discovering how to be life-long learners, students need to be motivated to take risks.

[School Handbook, Section B p.10]

The school philosophy also referred to a community where all members are unique and have a special contribution to make to school culture, therefore a safe environment that fosters risk-taking is recognized as critical to the learning process [Linwood Belief Statements].

This reference to a safe environment in the principal's and in the school's philosophy was borne out in the organization of the classrooms for instruction. As a rule, the classrooms were crossgrade groupings [1/2, 3/4, 5/6] where teachers would stay with a group of children for two years. As well, on a larger scale, classes were also organized into learning communities of students from grades one to six enabling the children to work with a large cross section of the school population and get to know many teachers. In fact, four smaller schoolhomes were created

within the large school. This provided students with continuity of teacher, and continuity of place for several school years.

On a school-wide basis, to support the comptroller function of teachers, there were clearly defined policies which enabled a harmonious environment to exist. There was a policy for supervision of students indoors and outdoors, a discipline policy which focused on problem-solving and solution-seeking, and an emergency policy which outlined a course of action for fire drills or, total school evacuation measures in the event of a major emergency. These policies had been written by staff committees and vetted through the staff as a whole.

To support the concept of teacher in the cheerleading capacity, certain structures were also in place to celebrate successes and recognize contributions. School-wide assemblies were scheduled every two weeks where the opportunity was available for students and staff to come together to reinforce the concept of school as a whole and to share and celebrate in a large forum. As well, smaller gatherings of learning communities took place throughout the days.

Every week, a student at each grade level was selected to receive a citizenship award. These awards were given out on Monday so that the rest of the students are encouraged to model good citizenship throughout the week.

The problem-solving philosophy was well defined as part of the school's story. The belief that quick problem-solving with logical follow up as the most effective way of changing behaviour was an integral part, along with the firm belief that emphasis should be placed on how and what the child *should* do, rather than what the child should not do, necessitated the teaching of pro-social alternatives to inappropriate behaviour.

A peer support team, an effort at having students regulate their own and peers' actions, was part of the approach to problem solving [School Handbook, Section E p.11]. The belief that conflict is a natural process, that students can solve their own problems, and that students are responsible enables students to become empowered, promoting feelings of self-control and autonomy.

Teacher as Pedagogue

The category of teacher as pedagogue was derived from a conversation with Carol. She described her work as "seeing the whole, something beyond connecting the theory with the practice" [Fieldnotes, p.I-41]. A teacher bears special responsibility for the enhancement of students, to create a sense of wonder, of curiosity, and possesses a special ability to question and to see where each individual student dwells in order to lead them forward. A teacher can encourage her student to stand personally related to what the student says and does, to be responsible for his words and actions, and to consider why he thinks something is important. Noddings describes this relatedness as not necessarily a "deep, lasting, time-consuming, personal relationship, but...to be totally and nonselectively present to the student - to each student - as she addresses me. The time interval may be brief, but the encounter is total" [1984, p.180].

In my observations of the teachers in relation-related contacts as pedagogue, two sub-categories emerged in the analysis, teacher as intimate partner and teacher as informed practitioner. In each of these sub-categories, the teacher appeared to be able to see through the eyes of the students and allowed them to be as they are. At this point, the teacher and student experienced a contact that allowed them to build and grow together. The child begins to develop as a student, and the teacher comes to know what it means to teach.

Table 2 illustrates the actual observed relation-related contacts of teachers as pedagogue. In Carol's case, her interactions were guided by the premise that:

if true learning is to happen, it must come from the child. Often we forget that. We need to honour children, your interaction needs to be honest, sincere, authentic - not a different agenda in mind. Dishonesty does not bring learning, it brings compliance.

[Fieldnotes, p.I-41]

In her contacts as intimate partner, it was apparent that Carol trusted her children to do the right thing. She viewed each child as capable and attributed the best motive to their questions and actions. During a literature session, everyone sat in a circle on the floor including the teacher. The task was to converse about their favourite books, so Carol began the conversation to set the tone. After that, children took turns directing the conversation, even admonishing classmates if they were off task or carrying on side conversations. Carol trusted them to do the right thing and gave them authority to direct the conversation and the learning [Fieldnotes, p.C-9]. Her language created the reality for the children in the classroom. They believed they were learners, and capable members of their group. Comments such as "you'll fix it up I'm sure" [Fieldnotes, p.B-6] and "I think you can try, and I think you can change that" [Fieldnotes, pp.B-3, B-6] illustrate her faith in her students. There were 15 instances of a deliberate transfer of ownership from teacher back to student in the observation time I spent with Carol. She managed this through comments which validated the child's ability.

Table 2: Teacher as Pedagogue

| PEDAGOGUE: | Robert | Carol | TOTAL |
|-----------------------|--------|-------|-------|
| Intimate Partner | 29 | 60 | 89 |
| Informed Practitioner | 19 | 47 | 66 |
| TOTAL | 48 | 107 | 155 |

Note: All figures shown represent actual observed contacts

As an intimate partner, Carol possessed knowledge of students' academic and behavioural capabilities. On one occasion I overheard her asking a student "is that the best you can do? Is that your best piece of writing you want to keep forever and ever" [Fieldnotes, p.C-8]? The child went back to work to revise his piece of writing. He knew that she knew that he was capable of more.

Carol was constantly monitoring students' work. On one observation day within the space of ten minutes, she made seventeen contacts to check for student understanding or progress. Often her comments built on previous knowledge and pushed at the edges of student understanding, or reaffirmed what the students had to say. When I talked with her after the observation about the number of contacts she made within such a short period of time, she seemed surprised [Fieldnotes, p.B-5]. Apparently, it was a pretty comfortable way of discovering the status of the class for Carol.

The students in this classroom were treated with dignity and held in equal esteem. Carol rarely worked with children in her space, she always went to the child, sat beside them on a small chair at their desk, asking permission to be part of their work. Parts of conversation such as "were you waiting for me? Let's sit down together at your desk and work on this" were overheard [Fieldnotes, p.D-11]. There was a VIP board in the classroom which honoured a different student each week by displaying special chosen things about that individual. Both the Carol and the teaching assistant had been a VIP during the year.

The child in the wheelchair who was critically disabled by an inherited condition was treated with honour and dignity by all members of the classroom community. Neither Carol or the teaching assistant who was assigned to her hovered over her, or gave her any undue attention.

Rather, each day, a different child was an assistant for Anna, making sure she was able to participate quite normally in all the classroom activities and routines.

Carol believed it was her professional responsibility to be an informed practitioner. For her, this meant "being competent in what I teach and understanding why I teach" [Fieldnotes, p.I-41]. She talked about being open and thoughtful, to question her practice constantly, and to evolve as a teacher. As an informed practitioner, Carol believed that it was her responsibility to "make learning the centre of what we do. Learning comes from all directions, especially from the children" [Fieldnotes, p.I-42].

Table 2 indicates that 47 observations were made of this teacher as informed practitioner. The literature-based language arts program that was an integral part of the day had children involved in tasks where each had the opportunity to do good work. Tasks and skill instruction were differentiated based on the child's previous knowledge, and the teacher worked alongside each student to analyze the child's level, to set goals, to produce work of high quality, and to self-evaluate [Fieldnotes, pp.B-5, C-9, D-14, E-15]. Carol also honoured many ways of knowing as subject areas had projects attached to them or drama, art, or literature integrated into the assigned theme [Fieldnotes, p.C-8]. She described herself as not good at themes. Carol said she looks for a concept rather than a topic, one that is non-restrictive, a big issue, that she can relate to human history. "I strive for connection and continuity in my teaching. History has rhythm and it is my job to create the connection between the student and that rhythm" [Fieldnotes, p.I-41].

Table 2 illustrates that Robert had 48 relation-related contacts as pedagogue with students during the observation period - 29 as intimate

partner and 19 as informed practitioner. He viewed his role as teacher as:

one which strives to fulfil the educational needs of students and encourages the unique talents of students to the highest degree. Teachers need to evaluate students on what they can generate from what they know bridging the gap between learning and living. When I pause to think of education in the future and my role of educator, I think it is a daunting undertaking. We will need to prepare students for a world of conflict and confusion that will force difficult decisions upon them almost on a daily basis.

[Fieldnotes, p.K-53]

In his relation-related contacts as intimate partner, Robert showed intimate knowledge of his student's academic and behavioural strengths and weaknesses and communicated with the students based on that knowledge. In a math lesson where students were working in centres [six different activities where a group of students worked their way through a task] he always sat alongside the student, at the student's desk and acknowledged the competency of each student he guided. A comment that was overheard in this situation was "you think I nag sometimes, well I do, I know you can do it. I'll help you every time" [Fieldnotes, p.C-16].

In his role as informed practitioner, Robert engaged in the monitoring of student's understanding as an on-going process. Questions were often asked in order to check for understanding and progress. "Show me your work, how's it coming?" [Fieldnotes, p.D-19] and "So what do you think you can do about how many you have left over?" [Fieldnotes, p.D-18]. Robert always used the students name in his conversations with individuals [Fieldnotes on several observations]. This gave the student acknowledgement of the teacher's recognition and personal attention even for a short period of time.

Often in conversations this teacher would confirm the student's personal knowledge then push at the edges of this knowledge by asking specific questions to take that student's understanding to a higher level.

"You know a straight line is equal to 180 degrees, what then do you think this angle would be equal to?" [Fieldnotes, p.C-15].

Robert analyzed the child's level in order to set goals, produce good work, and foster the process of self-evaluation for each student. He believed that "teachers must recognise that children learn in different ways and rates. Therefore curriculum and programs need to be adapted to meet the need of the children in their classroom" [Fieldnotes, p.K-54].

His classroom was organized in cooperative groups where the children supported and helped one another. These groups were assigned to specific tasks over a specific period of time. Often the students were at different stages of the task and it was observed that some of the students who had completed a certain section of the task would help another student who was just in the initial stages of the assignment [Fieldnotes, p.B-10]. As well, each student kept an organizer which enabled them to constantly look back at what they had done and how they had done it. This began the process of self-evaluation for each of the students. "This way the child can see what they have done and I can see if they have put in their best effort or to see if they need more of a push" [Fieldnotes, p.J-57]. As well as the organizer, each student kept a journal to which the teacher responded personally. "I really want the children and myself to know how the other feels. Some of the children are very comfortable dialoguing back and forth" [Fieldnotes, p.J-51].

Parts of the school story addressed the notion of teacher as pedagogue. The organizational structure nourished the role of teacher as intimate partner. The principal stated her belief that "every student deserves a teacher who loves, and cares about him/her and who will provide the student with a sense of belonging" [Principal's philosophy, School Handbook, Section B p.10]. The students having the same teacher for two

years in a row, sustained the pedagogical relationship critical for learning. The continuity provided by the one to six grouping in a smaller schoolhome within the larger organization also contributed to the teacher student relationship.

Opportunities for learning were provided to inform the practice of teachers. The belief that:

it is important to recognize individual teacher strengths and to be life time learners in a fast moving technological society. It is important to keep staff morale high and at the same time it is important to keep staff involved in professional development

[Principal's philosophy, School Handbook, Section B p.11]

paved the way for the organizational structures to foster teacher as informed practitioner. All staff were expected to be life-long learners who worked hard to meet the needs of students. Early each fall, a needs assessment was done to assess all areas for staff development and individual interest areas. The School Improvement Plan was the core to all professional development activities. Professional development was an on-going endeavour with all staff involved on a monthly basis. There were weekly noon meetings scheduled for curriculum development which were sponsored by different working groups of staff. As well, three professional development days each year provided the time for staff to design and partake in sessions which met their learning needs in relation to the school plan.

Staff supervision by the principal was a differentiated effort which attempted to facilitate the professional growth of a teacher. Supervision could be done in a number of ways - clinical supervision, co-operative professional development, self-directed development or through administrative monitoring. Formal evaluation was regarded as a process which was legal in nature and completed when required by the board.

Teacher as Community Activator

The first community in which we live is our family. How we care for one another in the *first* group in which we live initially prepares us for the responsibility and focus in society in later life. Communities were formed as a way to sustain life on earth. When children begin to venture out into the world away from mother and father, the teacher is an adult who becomes a highly influential being, fostering a sense of family within the learning community. Having the skills to live interdependently in the community is critical in building rich, enduring, productive relationships with other people.

Table 3 represents teacher as community activator, where each teacher in two ways fostered a sense of community within the classroom - as host and as creator of interdependence. Teacher in the role a host invited membership, welcomed students, celebrated successes and generally set a positive tone for everyone who resided within. Teacher as creator of interdependence, helped students learn "how to be" and "how to be" with one another.

In order for children to feel sheltered and safe, the child must be invited into the membership of the community. Carol was observed in the role as host welcoming the children into the classroom first thing in the morning. She felt that her presence at any transition time reminded the children of what they were about in the classroom and helped the children to be "available for learning" [Fieldnotes, p.I-42].

Table 3: Teacher as Community Activator

| COMMUNITY | Robert | Carol | TOTAL |
|-------------------------------|--------|-------|-------|
| Host | 34 | 27 | 61 |
| Creator of Interdependence | 7 | 26 | 33 |
| TOTAL | 41 | 53 | 94 |

Note: All figures represent actual observed contacts

The students in this classroom knew that the teacher would help if they needed it. This support was communicated specifically by the teacher. During one observation a student was totally confused and upset about the way she was handling a spelling test. In the middle of the test, she had only completed a small portion of what was expected of her. The student was in tears. Carol went over and quietly told the student "It's alright, we'll fix it up later, just start in the middle where we are" [Fieldnotes, p.H-37]. The student composed herself, finished part of the test, then received the assistance she needed to do the part that was missing after the test was finished. The integrity of the teacher was evident in this exchange - the student knew the teacher would do what she said she would do.

Schmaltzing - defined here as a lively or teasing exchange of words to communicate positive feelings for students - was a part of Carol's personality. One could see the visible results in the demeanour of the children when the teacher engaged in this type of conversation. The children smiled, their eyes sparkled, they knew they were the object of her undivided attention. Such was the case with two boys who were preparing a puppet show. Carol stopped, sat down on the floor to observe their practice. "Would you like some comments" she asked [Fieldnotes, p.D-11]? They nodded. "Oh, how I love your puppets! I'm so glad you made them a lot bigger! The audience will be able to see the right side now" [Fieldnotes, p.D-11]. There were four other occasions that this kind of exchange with students was observed with the same positive result [Fieldnotes, pp.D-14, G-31, G-31, H-37].

Carol held some very specific notions of what is was like to dwell interdependently with the students and the students with one another. As creator of interdependence she believed that:

The basic bottom line in our aim in education is to help children learn how to be - who they are and who they are with others. A particular concern for educators is to develop a populace that is full of competent learners. There is a Japanese concept that translated means "sweet dependence" - the notion is to build a close bond so that we are independent but still dependent on one another.

[Fieldnotes, p.I-41]

The students in this classroom understood the needs and capabilities of one another, and therefore rarely asked for clarification about issues of equality - no questions were asked about who was allowed to go to the library. Grouping for instruction and for project work was another example of how they seemed to understand the concept of equity versus the concept of equality. Some students worked in pairs, some students worked alone and some students worked in a group. There was no blanket rule or expectation for or by any of the students - they seemed to understand and accept that although they were a member of the group each of them were still individuals [Fieldnotes, p.D-13].

to treat everyone the same is not fair. The students understand that some of them are ready to do certain things and some of them are not. I cannot send every one to the library to work independently. Some of them are just not ready. So, just because it's someone's turn doesn't mean that they will have the opportunity.

[Fieldnotes, p.I-43]

When the students had completed their social studies projects, they had to present their ministudy to the rest of the class. Each student or group of students had taken a part of an issue in human history, then they were responsible for presenting it to the whole class so that the entire continuum of that issue was presented. The rest of the class was responsible for knowing what was presented. This interrelatedness of knowing within this community is:

related to self-esteem - you can't teach self-esteem - students need an opportunity to be competent - the responsibility to teach and to know what is taught by one another gives them the opportunity to do good work, to own their successes individually and together.

[Fieldnotes, p.I-43]

Robert also acted in specific ways to foster a sense of the individual and a sense of how we are in this together. In his community activator role, he talked about "schools assessing their programs to allow learning into the community. These programs need to give students the opportunity to develop as an individual and as a member of a group" [Fieldnotes, p.J-54].

I observed Robert as host as he welcomed the students into the classroom the morning of an observation. He chatted individually with each, asking one boy how his hospitalized father was, talking with another boy about the weekend hockey game and then engaging several students in predictions about who would win the seventh game of the Stanley Cup series [Fieldnotes, p.I-39]. The conversation then focused on the pictures which had come back from the preceding week's trip to outdoor school - the students were very interested and talked animatedly about the events of the past week with their classmates and their teachers. [Fieldnotes, p.I-39].

Robert built a sense of "we are in this together" by looking at "how we are in this together" as the occasions presented themselves. As a creator of interdependence, there were several conversations which revolved around "golden rule thinking" - putting yourself in someone else's shoes. "I really want the children and myself to use 'I' statements so that they know how you feel" [Fieldnotes, p.J-51]. One such instance was with a student who felt he was being picked on by another student. Robert said to the student who was being harassed: "I know how you feel. I've watched you and ever since I got to this school and I've noticed that

people have picked on you. We have to end the cycle" [Fieldnotes, p.I-45]. Robert went over to the student who was doing the bullying and said: "How do you think Michael feels? Put yourself in his shoes. You have to sit down and talk to him, how have you impacted upon him?" [Fieldnotes, p.I-45]. The conversation between the two students resulted in one of them stomping out of the room in a rage. Robert went out to find the student, brought him back to the classroom, then talked with each one individually asking each to try to appreciate the other's point of view in order to break the cycle. He then put both of the students together again in a second attempt to solve the dispute. After a few minutes, he went back to the pair and asked: "Did you guys get it sorted out? You understand how each of you feels? What will you do next time?" [Fieldnotes, p.I-46]. Robert persisted until the issue was resolved to the satisfaction of each of the students.

The language Robert used, let the children know he was there to support them if they needed help and that the classroom resources were to be shared. When he was approached by students for help, he would respond with comments such as "we'll deal with the problem" or "sure I'll help" or "let's figure it out together" [Fieldnotes, pp.A-5, B-10, B-11, C-15, D-19]. These responses of optimism modelled cooperation between members of the community, and frequently children were observed helping one another with assigned tasks. Often, children worked at Robert's desk if they needed a quiet spot, and he often directed students to his desk for supplies without needing to be there to give them out. [Fieldnotes, p.B-11].

Much of the leadership role of the principal and the administrative team focused on the development of community and supported the teachers in their role of community activator. The focus for the teachers was the classroom, the focus for the administrative team was the whole school and

larger community. The belief that "we need to model the expectations necessary for students to become proactive and productive members of a multicultural society" [Principal's philosophy, School Handbook, Section B p.10], set the tone for a "we are in this together", interdependent type of organization. The goal was a collegial kind of school in which professional respect and personal care were products of doing good work. In this manner, a collective autonomy was gained through successes based on positive learning experiences.

The effort to reach out to the larger community was evident by the welcome parents received in the school. The principal in the role of host believed that:

it is important to include parents in the total task of learning and teaching. Together we can meet the developmental needs of our children and make a difference. Learning needs to be fun and exciting and schools need to be open, warm and stimulating.

[Principal's philosophy, School Handbook, section B p.11]

This point of view provided the impetus for the school's volunteer program, the active parent staff association, and the open door policy for parents to attend all the professional development activities within the school.

Teacher as Communicator

The American Heritage Dictionary [p.269] defines communicate as "to make known or to make common, everything we do in our relationships with others - through eye contact, through body language, through words, and through gestures. This category of teacher as communicator cannot be separated from teacher as orchestrator, teacher as pedagogue or teacher as community activator. It exists separately in this project in order to

highlight two significant ways the teachers interacted with the students in their relation-related contact. Table 4 represents these two ways. When teacher communicates as commentator, it is for the purpose of giving the student critical information for the acquisition of new knowledge or to build on previous knowledge. Teacher as questioner represents contacts which clarify information for the student or for the teacher, contacts which lead students to an answer, or probe for further information.

As commentator, Carol was observed many times giving information which was critical to the acquisition of new knowledge. She felt that new knowledge helped students appreciate the perspectives of others. One of the examples was of the student whose study in social studies was how the building of the railway influenced Canadian history. The student's project was formulated from the typical viewpoint of the politicians and the foremen of the construction, so Carol made a special point of commenting on the Chinese and the role they played in the building of the railway. She related:

that we always take for granted the point of view presented in the material we read. It is critical for our students to consider and appreciate the less popular points of view in the story. Learning is messy, teaching is messy.

[Fieldnotes, p.I-41]

As commentator, she was committed to giving information critical to the acquisition of new knowledge and to foster flexibility of thinking in her students.

Table 4: Teacher as Communicator

| COMMUNICATOR: | Robert | Carol | TOTAL |
|---------------|--------|-------|-------|
| Commentator | 3 | 7 | 10 |
| Questioner | 42 | 35 | 77 |
| TOTAL | 45 | 42 | 87 |

Note: All figures shown represent actual observed contacts

As questioner, Carol's role was to clarify the understanding of students. For example she would say to a student "Can you explain this a little more?" or "Is anyone not sure what you are going to do?" or "Can you tell me a little more about the part you are having difficulty with?" [Fieldnotes, pp.B-5, F-24, G-30, H-35, H-36]. She would also ask questions which would lead children to an answer they already knew, attempting to cause knowledge which was tacit to become knowledge which was stated and acknowledged [Fieldnotes, pp.D-11, E-15].

In discussion with Carol about questioning she talked a lot about questions which were reaffirming for students. She described how at one time in her teaching she used to ask questions to her students for which she already had the answer in her head. She commented "this was not reaffirming what the child had to say...by saying to the child "you're right" all the time, I was only saying to him there was no point in asking the question in the first place!" [Fieldnotes, p.I-43].

As Table 4 illustrates, Robert was observed 45 times in relation-related contacts as communicator. With the problem solving approach in this classroom, much of his commentator part of his role as communicator focused on comments which verified feelings and points of view. "You are able to tell me what you will do next time you run into a situation like this. Yes, that's a great way to cool off" [Fieldnotes, p.A-9]. In a discussion with his class about their impending attendance in junior high he said,

A lot of you are feeling apprehensive, afraid and nervous about going to grade 7. I know I've been on an emotional roller coaster too, it's hectic thinking about going to a new place. So, in your groups, discuss some of the changes that are happening to you, or if you do not feel comfortable talking about it write in your journal.

[Fieldnotes, p.G-28]

This teacher, in his role as commentator was validating and identifying with the children in special circumstances.

As questioner, Robert was observed asking questions to clarify, questions for specific information and questions leading towards a single answer. Often these were questions asked during a session of behavioural intervention. On such an occasion, Robert asked a student "What's the problem here? Do you know how to solve it? So, what will you do next?" [Fieldnotes, p.F-24]. In another situation, the teacher was working with a group of boys. "So what would have been a better way to solve this? What other ways can we deal with this? Do you honestly think that, or is that just your immediate reaction? As you think back is there anything you could have done better?" [Fieldnotes, p.A-2]. In problem-solving situations, Robert stated that:

I allow the student to tell their story or their recollection of the events that were going on. I try to ask questions [who, what, where,when, why and how] to relate to them and their experience to see if it is reasonable and at the same time provide a calming environment whereby I show the student I care about them, I have concern for what happened, I respect them and I have a desire to help them.

[Fieldnotes, p.J-50]

The teacher's questions align with his stated beliefs; his next step in the problem-solving process would be to examine the consequences, examine the payoff by adopting certain strategies, then proceed to make a plan with a written commitment from each student so they take ownership for their actions.

Within the larger school organization, several things created clear lines of communication between staff, students, and parents indicating the importance for the opportunity to comment and to question on a whole school basis. On a daily basis, there were morning and afternoon

announcements which set the expectations and the tone for the day. A daybook was used to communicate the day's events to all staff members. A yearly calendar was placed on the wall close to the daybook so that the day's events could be placed in the context of the total school year. The principal sent out weekly bulletins at the beginning of each week so that the staff had a sense of the week as a whole. On a weekly basis, an administrative meeting was held, a learning community meeting was held, and a whole staff meeting was held. A comprehensive monthly newsletter was issued which went home with the youngest child in each family connecting the school with the parent community. Channels of communication were integrated into all aspects of school life.

SUMMARY

The relation-related contacts [teacher as orchestrator, teacher as pedagogue, teacher as community activator and teacher as communicator] have been analyzed in this chapter in terms of a caring pedagogical relationship. Robert and his classroom were considered, Carol and her classroom were considered, and the organizational structure of the school and how it supported those relationships was considered.

Each teacher's interactions with students reflect evidence of the four categories which have been identified as integral to a caring pedagogical relationship. The frequency of some categories of interaction differs with gender. A discussion of the differences follows in the summary chapter. The school organization has structures in place [most of which have been collaboratively designed by the staff] to support caring pedagogical relationships in each classroom. The final chapter will provide a summary of this project, major conclusions and implications for further research.

CHAPTER VI

SUMMARY AND CONCLUSIONS

INTRODUCTION AND SUMMARY

This has been a study which explored the nature of care in two elementary classrooms. Two teachers provided the primary source of information about their relation-related contacts in the context of their classrooms. This information was gathered through fieldnotes written during observations of the teachers' interactions with their students, and interviews with the teachers. School documents and conversations with the principal provided the information about the nature of the school culture. Perception checking strategies and triangulation were used to confirm observer interpretations, to ensure varied reflections of phenomena, and to alleviate participant observer familiarity with the setting in which the study took place. In-the-field analysis involved observer comments based on insights, hunches, and questions generated during the re-reading of fieldnotes each day.

Post-site analysis, which involved the coding and interpretation of data, took place on more than one level. Strauss and Corbin [1990] referred to three levels of coding. The first level - open coding - provided a conceptualization of words, sentences and sometimes paragraphs in the data. The second level - axial coding - involved identifying trends or major categories of relation-related responses of the teachers which emerged from the conceptualization of the data. The third level - selective coding - involved creating a descriptive narrative or story line about the central phenomenon of the study. This central phenomenon or core category was given a name [caring pedagogical relationship] and the

other categories [teacher as orchestrator, teacher as pedagogue, teacher as community activator, and teacher as communicator] were related to it.

The conclusion of this study will explore the differences in the relation-related contacts between the male teacher and the female teacher, formulate reasons for the differences, then relate it to the literature which was used as a basis for this project.

DISCUSSION

This project began with the notion that to care and be cared for are basic human needs - cared for in the sense that we need to be understood, received, respected and recognized. Caring is not an activity or a program, but rather it is a value that is grounded in relationships - the kind of relationships good teachers have cultivated with their students for years. This study focused on the relationships between two teachers and their students and how each of them created an extrafamilial environment which was a primary arena for the promotion of caring. The frequency of teacher's relation-related responses were different, but both teachers were represented in all of the identified categories of the core phenomenon - caring pedagogical relationship.

Differences Between Teachers in Total Relation-related Contact

Table 5 illustrates the total number of relation-related contacts for Robert and Carol, 579 in total. While the total number of contacts for each is very similar, 297 for Robert and 282 for Carol, differences do occur within the categories.

Table 5: Total Relation-related Contact

| TOTAL CONTACTS: | Robert | Carol | TOTAL |
|------------------------|--------|-------|-------|
| ORCHESTRATOR | 163 | 80 | 243 |
| PEDAGOGUE | 48 | 107 | 155 |
| COMMUNITY ACTIVATOR | 41 | 53 | 94 |
| COMMUNICATOR | 45 | 42 | 87 |
| TOTAL | 297 | 282 | 579 |

Note: All figures shown represent actual observed contacts

The data showed that Robert made twice as many contacts as orchestrator as Carol. If we refer back to Table 4, it shows this noticeable difference occurred in all of his orchestrator contacts: as comptroller - where he made efforts to set direction, define limits and set children to tasks; as cheerleader - where he offered non-specific encouragement to group and individuals; and as problem-solver - where it was more often necessary to act as go-between for students, to mediate, to direct and to focus students. These differences for Robert as orchestrator appeared to be a function of student behaviour in his class, as well as part of his philosophy of supporting and motivating students - he stated that his approach was based on the STET philosophy which uses a problem-solving model for effective teaching.

In contrast, relation-related contacts of teacher as pedagogue were observed approximately twice as many times in Carol's work. If we refer back to Table 2, this difference occurred similarly in both of the sub-categories - intimate partner and informed practitioner. Carol seemed to be able to see through the eyes of the students and allowed them to be as they are in a contact that allowed them to build and grow together. While this was a harmonious classroom which enabled her to have fewer relation-related contacts as orchestrator, this harmonious condition was not sufficient in-and-of itself to create the difference. The significant factor appeared to be her more eclectic approach which was influenced by her philosophy, her experience, and her value system.

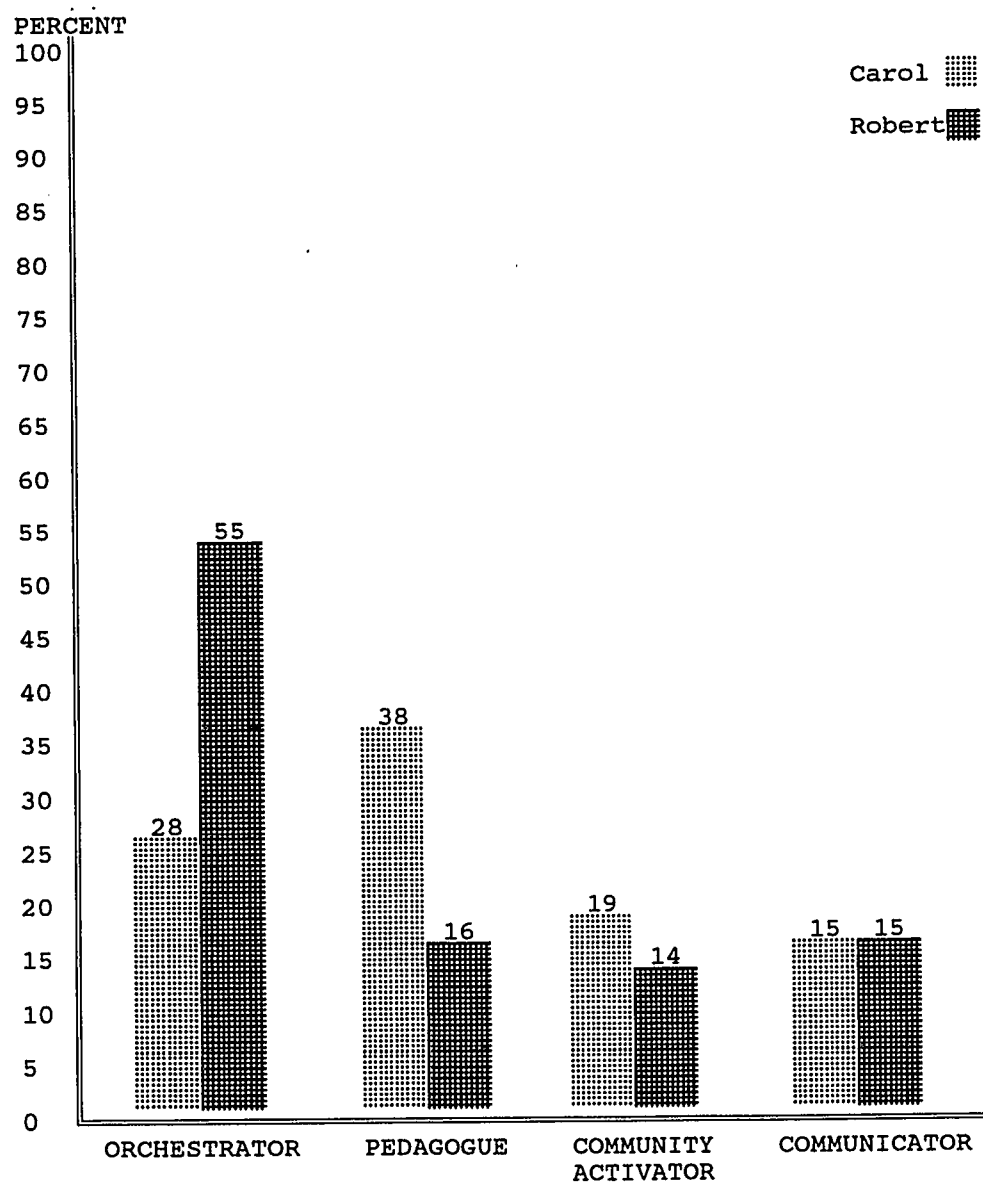
Both teachers engaged in the community activator role, however, Carol participated somewhat more frequently in this type of contact. While both teachers accepted the need to act as host - to welcome and to recognize the children, and once inside the community worked at how the students would be in relation to one another, Robert frequently used "golden rule thinking" to cause students to appreciate others' points of

view. Carol was observed three times more than Robert, focusing on the development of interdependence between community members, speaking often of equity versus equality, and facilitating situations of student teaching student, honouring their personal authority. Once again this difference may be the result of the more harmonious classroom and the philosophical differences of the teachers.

As illustrated in Table 5, there was little difference in the category of teacher as communicator, however, Table 4, represented differences between the sub-categories of commentator and questioner which were quite similar for each teacher. They were observed asking more questions than making comments, in an attempt to clarify and push at the edges of knowledge.

Figure 3 illustrates a comparative profile of the teachers in their relation-related contacts. As clearly can be seen in the main categories, for Robert the greatest percentage of relation-related contacts was teacher as orchestrator; for Carol, teacher as pedagogue. As well, the profile for both teachers is different. For Carol, the overall profile is more evenly distributed across all categories which may reflect the more harmonious atmosphere in her classroom as well as her more eclectic philosophy. The profile for Robert is not distributed evenly across all categories and the peak in teacher as orchestrator category seems to be due to the amount of time spent giving direction and focusing, setting limits, mediating and intervening. The overall comparative profile for each teacher, then, was very different.

Figure 3: Comparison Graph of Total Relation-related Contacts for
Robert and Carol by Contact Categories



CONCLUSION

Links to the Literature

In the review of the literature, the first question posed was: "What does it mean to care?" Authors' points of view were examined in an attempt to understand this phenomenon. Noddings described the essence of a caring relationship as engaging in certain types of dialogue, as modelling a certain type of relationship, as giving children opportunities for practising that certain type of relationship, and as confirming the best motive in children. She also talked about the concept of continuity that John Dewey wrote about so long ago - continuity of people, continuity of place, continuity of curriculum and continuity of purpose, and how important it was for children in their development.

Observations in Carol's classroom found elements of all the components that Noddings described in the relation-related contacts of the teachers and their students even though the concepts and the categories were given different names in this study. From the observations of teacher as pedagogue, I observed Carol's way with children as not only enhancing self-worth, but as encouraging academic development. She was able to model care for her students in her relationships with them. As orchestrator, she seemed to incorporate caring into her relationships with every student through helping, talking and touching. It was part and parcel of both learning and discipline. As communicator, she was able to engage in dialogue which was open-ended, never knowing necessarily what the outcome of the conversation would be. She even talked about her deliberate attempt to not ask questions to which she could respond "you're right." There was not just talk by the teacher where the student was only allowed to ask the occasional question, there always seemed to be the quest for something that perhaps was undetermined. In her role as orchestrator, Carol created genuine opportunities for students to practice

caring. Her focus on creating interdependence and a sense of community helped the students to understand how to be with one another. Carol encouraged and developed the best in her students through having them work in groups and on projects together.

A critical factor in Carol's classroom was the presence of what Noddings has described as continuity of person - as of this fall, she would have worked with the students intermittently for three years. This continuity of person, even though somewhat interrupted, impacted the continuity of place, of curriculum and of purpose for each of the students in the classroom. Even though there had been changes, the students knew Carol and Carol knew her students.

On the other hand, Robert's relationship with the students was affected by the fragmentation the children had experienced over the school year. He stated that the number of teachers the children had worked with created an uncaring environment for the students. Special circumstances directly impacted upon Robert's classroom as he attempted to create relationships with his students. A leave of absence, a person receiving a promotion which created a domino effect, new staff and new administrators all had influence upon his work in the classroom with children. The lack of continuity for the students fostered a sense of being without purpose and direction, and it seemed to me that Robert was in a constant uphill battle to create routines and rituals which would have helped the students to participate in such a way that they could begin to create their own purpose and meaning within that classroom environment. It was not that Robert did not care about his students and his relationships with them, indeed, he talked a lot about how much he cared about them. However, the previous experiences of the students had severed significant relationships and Robert was in the middle of rebuilding these connections.

Did the paradigm of school in this particular building promote the value of care? From my perspective, the school itself seemed to be designed to support a caring environment and caring individuals. The everyday way of doing things was to modify curriculum to meet the needs and interests of all students. A cooperative rather than a competitive approach was the way of life for academics and athletics. The manner in which children were disciplined was not only to stop inappropriate behaviour, but it was also to assist children in becoming stronger academically and socially. Class sizes were typical according to district policy, and there was opportunity to modify if timetables were inhibitive. However, these routines and rituals had only been an everyday way of doing things since September of that school year. In fact, an explicit effort was being made to create a new culture to promote caring through the creation of new routines and participation in new ways. Talk between colleagues and between teachers and students was encouraged and welcomed, and expected. Teachers were encouraged to spend more time attending to their students needs. Finally, constancy and continuity were being developed through organizational structures which had the relationships of people as the basis for their formation.

Finally, the core question for this project was "Is caring a gendered experience?" The critical difference in the nature of how students experienced care in this study was the teachers - Robert and Carol - their experience, their philosophy, and their way of being with their students. Educational theorists believe that in order to address the relationship between gender and care adequately, we need to keep in mind the wider society in order to recognize the relationships between class and gender and power and control.

Teachers' personal knowledge, and the personal experience they carry, shape their professional knowledge context. Clandinin and Connelly

use the metaphor of a landscape to talk about this professional knowledge. To them, this knowledge is filled with diverse people, things, and events in different relationships. They say this

landscape calls for a notion of professional knowledge as composed of a wide variety of components and influenced by a wide variety of people, places and things. Because we see the professional knowledge landscape as composed of relationships among people, places, and things, we see it as an intellectual and a moral landscape.

[Clandinin & Connelly, 1995, p.5]

Robert and Carol did not work in isolation, nor did they work in the absence of their history as people. These two teachers had been influenced by society, each had been treated in certain ways because of their gender, and each was blessed with certain capabilities. As a result, their intellectual and moral ways of knowing were different. These ways of knowing result from the values they held that were influenced by a myriad of factors.

Caring is the context in which genuine education occurs. It is a value that is grounded in relationships based on stories which reflect everyday life, personal history, social history, as well as previous moral models, but not exclusively gender. Care was experienced by both Robert and Carol, but it was not experienced the same way. In fact care is never experienced the same way by any individual regardless of gender. Therefore the delivery of care in the two classrooms, and the students' experience of care depended on both the teacher's and the individual student's "landscape" of care.

And so, if we seek to educate our children for competence as well as caring, we need to go beyond the traditional ways of examining our work with children in schools. As Clandinin and Connelly say, "the quality of the landscape is central to the hopes we share with everyone concerned

with education" [Connelly and Clandinin, 1995, p.163]. In order to revitalize contemporary schooling, and change the quality of the landscape, it is imperative that we begin to pay attention to the intellect and the moral decision making ability of those we would call TEACHER.

RECOMMENDATIONS AND IMPLICATIONS FOR FUTURE RESEARCH

The findings of this exploratory study on care provide a base for moving from gender issues when looking at differences in teaching, to looking more systemically at professional knowledge landscapes and their creation. Investigations which follow this study may focus on what teachers know, how they acquire that knowledge, and how they apply their knowledge to their profession. Consideration for the deep multilayered professional lives of teachers, where moral, historical, personal and intellectual worlds merge, and impact the lives of students, is critical to any future study.

Since this study was exploratory in nature, a replication of it could be done with two different teachers at the elementary level over a similar or extended period of time. This study might be repeated at the primary level, the junior high level or senior high level to validate the findings of how a teacher's moral decisions and intellectual ability affect the delivery of care in classrooms, and if this delivery differs from Division One through Division Four and beyond.

Inasmuch as this study focused on two teachers in an elementary school, there are implications for explorations at many levels. First, a study which examines how teacher education at the university level could further contribute to the quality of a prospective teacher's personal knowledge landscape, is in order. Asking questions such as "Who are the best candidates to create a caring environment for this profession and

why?" and "Can we provide opportunities which would strengthen the intellectual and moral decision making ability of our education students?" might frame such studies.

From there one may proceed to the district level and the department of human resources. An investigation with recommendations for increasing the understanding of the people who select new teachers is a possibility. How do they understand the quality of teachers' knowledge and how would increased understanding enhance the possibility of hiring excellent teachers who truly "care" for our students?

A study which focuses on care in the supervision of teachers and care in the supervision of those administrators who supervise those teachers, based on what has impacted their professional knowledge landscape would provide insight for stretching our colleagues. Examining the factors which have caused teachers to deliver and to apply their knowledge in particular ways are critical to our understanding more meaningfully the complex profession in which we live.

FINAL COMMENTS

The generalizability of a study is always of concern, yet qualitative research is not geared to discovering generally what is true of many. The objective is to understand the particular - in depth. When understanding, extended experience and increased conviction are the objectives of the research, some of the concern disappears. The work becomes strengthened when perspectives are drawn and patterns and similarities within the context are recognized.

As a result of this work, I have gained tremendous understanding

of two teachers and how they work with children in their classrooms. I am grateful for their courage in sharing their true stories with me. It has helped me to rethink the old ways in which teachers relate to students, teachers to colleagues, and administrators to teachers.

I hope this study can be useful to some, perhaps in pushing at the edges of knowledge, or creating the opportunity to understand a concept more deeply. Since we all respond according to our personal knowledge landscape, it is important to understand what a personal knowledge landscape is. Being attentive to this addresses the individual's view of the world and is foundational to facilitating caring experiences for us all.

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