

Novice Teachers' Perceptions of the Extent to Which
the Brock University Teacher Education Program Focused
on Methods of Promoting Responsibility in Students

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Abstract

The purpose of this study was to determine novice teachers' perceptions of the extent to which the Brock University teacher education program focused on strategies for promoting responsibility in students.

Individual interviews were conducted with ten randomly selected teachers who were graduates of this teacher education program between the years of 1989 and 1992, and a follow-up group discussion activity, with the same teachers, was also held.

Findings revealed that the topic of personal responsibility was discussed within various components of the program, including counselling group sessions, but that these discussions were often brief, indirect and inconsistent.

Some of the strategies which the teachers used in their own classrooms to promote responsibility in students were ones which they had acquired from those counselling group sessions or from associate teachers. Various strategies included: setting clear expectations of students with positive and negative consequences for behaviour (e.g., material rewards and detentions, respectively), communicating with other teachers and parents, and suspending students from school. A teacher's choice of any particular strategy seemed to be affected by his or her

personality, teaching subject and region of employment, as well as certain aspects of the teacher education program.

It was concluded that many of the teachers appeared to be controlling rude and violent behaviour, as opposed to promoting responsible behaviour. Recommendations were made for the pre-service program, as well as induction and in-service programs, to increase teacher preparedness for promoting responsible student behaviour. One of these recommendations addressed the need to help teachers learn how to effectively communicate with their students.

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CHAPTER ONE: THE RESEARCH PROBLEM

Introduction

This is a study of novice teachers' perceptions of the extent to which the Brock University teacher education program (B.Ed.) focused on methods of promoting responsibility in students and their recommendations for a future program based on current related classroom needs.

Background of the Research Problem

As a graduate student and educator, I, along with members of various faculties of education, federations, researchers and student teachers have held concerns about teacher education programs in their present state. Specifically, I feel that the teacher education program at the University of Toronto did not adequately prepare me to deal with the realities of a classroom in terms of problem-student behaviour. Although that program provided me with a solid background in content within selected instructional subjects, it did not, in my opinion, formally or effectively educate teacher candidates about methods of promoting positive and responsible behaviour in children.

Although teacher education programs are developing new standards (for what teachers should know and be capable of) in early childhood, English language arts, art, music,

science, mathematics, social studies, guidance counselling and several other areas (Fullan, 1993), a review of current literature revealed that no research had been conducted regarding the extent to which teacher education programs focus on methods of promoting responsible behaviour in students. Accordingly, no literature was available concerning individuals' perceptions of programs in this regard either.

Purpose of the Study

The purpose of this study was to obtain verbal information from novice teachers regarding the extent to which the Brock University teacher education program focused on strategies for promoting responsibility in students. The study also aimed to obtain recommendations from novice teachers about effective classroom strategies for promoting responsibility in students, which might in turn be incorporated into a future teacher education program at Brock University. -

Introduction to the Concept of Personal Responsibility

According to Evans (1990), the perceived problems in education stem from system design, not faulty operation. Specifically, Brown (1986) indicated that all too often

teachers do too many things for students, tell them what to do and exert control over them thinking it is for the students' own good.

In response to these problems, Clifford (1990) strongly suggested that it is time for educators to replace the coercive, controlling techniques with autonomy-supportive techniques, and to introduce risk-taking opportunities into otherwise regular classroom lessons. More specifically, Brown (1986) recommended that it is time to

Change our priorities from direct control, aimed at stuffing the maximum possible amount of knowledge, skills and values into children, to motivating them to manage their own lives--shifting the balance of our work with children from helping to enabling, and from support to promoting self-responsibility. (p. 26)

Lane (1989) strongly emphasized that student responsibility and self-discipline can indeed be learned in schools regardless of any existing negative influences in a student's life (e.g., peer pressure) and must stand beside the teaching of reading, writing and arithmetic skills.

Definition of Personal Responsibility

Several descriptions of personal responsibility have been presented in current literature. First, Brooks (1987) described the twelve steps to achieving personal

responsibility as follows: be accountable, be confident, be here, be on time, be friendly, be polite, be a listener, be a risk taker, be a goal setter, be a doer, be prepared, and be a tough worker. In relation to academic pursuits, Cohen and DeBettencourt (1983) indicated that following directions, approaching tasks, obtaining help, and gaining feedback and reinforcement demonstrate responsible actions. Further, Steinberg and Elmen (1986) revealed that being responsible means being self-reliant and resisting peer pressure, and above all, Bray (1982) emphasized that "responsible behaviour requires going beyond minimum requirements to do the best job possible" (p. 1).

While these descriptions reflect certain steps required to achieve a sense of personal responsibility, as well as various responsible actions, certain prerequisites (e.g., family values and school environment) may also be significant in the process of developing responsible student behaviour. Regarding the school environment specifically, teachers who have a solid educational background in the area of promoting responsibility in students may be far better prepared to encourage and develop aspects of responsible behaviour in their students than teachers with little or no training at all.

On the basis of the aforementioned meanings, the following definition of personal responsibility has been derived for the purpose of this study:

Being reliable and accountable for oneself, while setting goals and working hard independently and with others to achieve them, and respecting others while resisting peer pressure, and exerting the highest possible level of effort in all of these tasks to fulfil a sense of obligation to self, family, school, community and society.

Rationale for Promoting Responsibility in Students

The primary interest of this study was to determine novice teachers' perceptions of the extent to which the Brock University teacher education program focused on strategies for promoting responsibility in students and their recommendations for a future program based on current related classroom needs.

According to various researchers, a systematic presentation of concepts and skills of personal responsibility will:

- 1) improve individual conduct (Brooks & Paul, 1984);
- 2) increase student motivation (Sadowski & Woodward, 1981);
- 3) help students come to depend on themselves (Duckworth, 1986);
- 4) increase self-worth (Brown, 1986);
- 5) increase student involvement, self-expectations

and liking for other students and teachers (Brady, 1987);

- 6) improve academic achievement (Whelan & Teddlie, 1989);
- 7) free up time for teachers to assist those in need of extra help (Pendergrass, 1982);
- 8) have a positive effect on school climate (Brooks, 1984; Etzioni, 1983); and
- 9) help curb the societal problem of drug abuse (Texas Education Agency, Austin, 1992).

In view of this comprehensive list of outcomes resulting from the organized presentation and ultimately the acquisition of personal responsibility skills, it is imperative to determine whether or not instructors at faculties of education are attending to the issue of how teachers can promote responsible behaviour in students. Furthermore, those classroom teachers who do attend to this issue are likely to have numerous effective strategies for promoting responsibility in students. It was, therefore, the aim of this study to identify some of those strategies, and possibly incorporate them into the Brock University teacher education program.

CHAPTER TWO: REVIEW OF RELATED LITERATURE

Organization of the Present Chapter

This chapter has been organized into two broad sections, each with its own specific components. In order to provide myself with some broader knowledge of, and deeper insight into teacher education programs, the first section focuses on Ontario teacher education programs and specifically identifies the goals and structures of these programs. Further, plans for a collaborative teacher education program and the various components of teacher induction programs are identified. Also, both positive and negative perceptions of teacher education programs are revealed by various individuals (e.g., faculty members, federation members, researchers and student teachers). Since, as previously mentioned, no published research was available concerning individuals' perceptions of teacher education programs in the area of promoting responsibility in students, most of the literature here focuses on general perceptions of programs.

The more specific information was obtained from the first part of interviews with four Brock University faculty members (e.g., in these interviews, faculty members revealed their perceptions of how the Brock University teacher education program prepares teacher candidates to promote responsibility in students). (It should be noted that the

remaining data gathered from these interviews will be referred to in Chapter Five: Summary, Conclusions and Recommendations.)

The second section in this literature review identifies various classroom strategies for promoting responsibility in students, while addressing both teacher and student roles, specific subject areas into which these strategies may be incorporated, as well as the role of parents.

It was the intent of this study to bring together the themes presented within these two sections by incorporating the knowledge and experience of faculty members and novice teachers in the area of promoting responsibility in students, into the Brock University teacher education program, and perhaps into teacher education programs in general.

Goals of Ontario Teacher Education Programs

The basic mandate of Ontario's faculties of education was to prepare potential teachers, according to the aforementioned Ministry of Education requirements, to receive an Ontario Teaching Certificate and a Bachelor of Education degree; beyond this certification goal, faculties outlined their aims as "helping teaching candidates to become effective and committed teachers with a strong knowledge of educational theory, as well as classroom

experience" (Fullan & Connelly, 1987, p. 13). More specific goals included service to the professional community, research in education, professional development or in-service programs, research and additional networks for co-operative study, communication of research results and broader development of graduate work (Fullan & Connelly, 1987).

The Structure of Ontario Teacher Education Programs

According to Ingram (1989), the structure of teacher education programs has always been rather straightforward. Barr (cited in Ingram, 1989) indicated that teachers have traditionally been given a solid background in pedagogy and content, with as much practice as possible.

The focus of the pedagogical component specifically has changed little between the 1890s and the 1980s (Ingram, 1989). Gillis (1981) revealed that common elements have been:

- 1) history, philosophy and sociology of education;
- 2) school organization, law and management;
- 3) teaching methods and curriculum development;
- 4) educational psychology and child development; and
- 5) practice teaching (p. 26).

Similarly, present Ontario pre-service programs, which are approved by the Minister and conducted at a college,

faculty or school of education, must include the following components specified in Regulation 297:

- 1) a concentrated study in one, or a combination of primary, junior, intermediate and senior divisions, or technological studies;
- 2) studies in education including learning and development throughout the four divisions;
- 3) teaching methods designed to meet individual students' needs;
- 4) the regulations and acts respecting education;
- 5) a review of curriculum guidelines issued by the Minister relating to all divisions and a study of curriculum development;
- 6) a minimum of forty days of practice teaching in schools or other environments approved by the Minister. (p. 320)

Although the general structure of Ontario teacher education programs, both past and present, seems fairly constant, Watson and Allison (1992) indicated that faculties are undergoing many changes as they deal with changing conditions in the world surrounding them. For example, since 1988, significant changes have been made not only in pre-service education admission requirements and numbers of practising faculty, but also in plans to collaborate with other institutions and to develop effective teacher induction programs (Watson & Allison, 1992).

Plans for a Collaborative Teacher Education Program

In June, 1991, following discussions with Centennial College of Applied Arts and Technology, Ryerson Polytechnical Institute, and the Faculty of Education, University of Toronto, the Teacher Education Council, Ontario (TECO) presented a proposal for the development of a collaborative program (a program developed by members who share in the responsibility for completing the task) for teachers of young children to the Minister of Education and the Minister of Colleges and Universities. Guided by a steering committee (composed of senior staff from the three institutions) and TECO, a work team of experts in early childhood education developed a four-year program for preparing teachers of young children and a model for its collaborative implementation by a degree-awarding institution, a faculty of education and a college of applied arts and technology. The program was designed for individuals who would work with two-and-one-half to seven-year-old children in day care centres and schools. Graduates would receive an undergraduate degree, an Early Childhood Education Diploma, an Ontario Teacher's Certificate as well as a new document created by the Ministry of Community and Social Services and the Ministry of Education, for teachers of children aged two-and-one-half through six years.

The delivery model was created to ensure active participation of each institution in all aspects of the program and to encourage the sharing of resources, knowledge and expertise. In short, this proposed program recognized the need "for training to help childcare workers and teachers to communicate and collaborate" (Report of the Teacher Education Council, Ontario to the Deputy Minister, Minister of Education and Training, 1993).

Overall, the significance of this proposal in relation to the present study may be that it is the responsibility of higher educational institutions to collaborate in their efforts to develop more effective preparation experiences for teachers, so that the teachers themselves may assume the responsibility of collaborating with one another to improve their effectiveness in promoting positive behaviour patterns in students.

Teacher Induction Programs: Collaboration Within Schools

According to Rosenholtz (cited in Cole & Watson, 1991), when new teachers become isolated in their work, "their capacity for growth is limited almost entirely to trial and error learning. With little access to role models among their peers, they rely on memories of good teachers whom they recall from their own student experiences, instead of gaining substantive knowledge from their more experienced

colleagues" (p. 12). And research suggested that most beginning teachers do need help from their colleagues in terms of orientation information, classroom management, responding to individual differences, as well as emotional support and encouragement (Veenman, 1984; Odell, 1986, cited in Cole & Watson, 1991).

Although individual programs may vary, a teacher induction program was defined by Cole and Watson (1991) as "a formalized program of assistance and support designed to facilitate a new teacher's transition into teaching and foster professional growth" (p. 7). In Ontario, specifically, these programs aimed to encourage a view of teaching as a long-term learning process, to enhance teaching performance and promote more collaborative work in the schools.

One example of the kind of collaborative work which may occur within a teacher induction program is mentoring. Cole and Watson (1991) revealed that in a typical mentoring program, a beginning teacher is paired with an experienced colleague, usually in the same school and teaching the same subjects or grade level. The mentor then assumes various roles such as providing assistance to the novice teacher with classroom management and discipline, permitting opportunities for the new teacher to get to know and observe other teachers, providing assistance in adapting new strategies to individual classrooms, and engaging in

reflection about teaching practices.

In addition to novice teachers' involvement in mentoring programs, Thiessen and Kilcher (1993) revealed that they may often attend orientation activities prior to the onset of the school year. Throughout the year, additional school board meetings are planned to provide these teachers with knowledge about school regulations and resources, with training in classroom management and contact with other colleagues (e.g., consultants or psychologists).

In some schools, induction strategies might also include adjustments in work conditions. Specifically, Thiessen and Kilcher (1993) indicated that new teachers may be given reduced workloads, more release and planning time and a higher concentration of resources in terms of supervision and teaching materials.

As well, Cole and Watson (1991) revealed that new teachers may learn by being involved in numerous other activities including informal visiting, sharing resources, team teaching, shared planning and peer coaching. Finally, Cole and Watson (1991) indicated that professional growth may well be enhanced by the effect of a combination of diverse support strategies available in schools.

Thus, while collaboration is occurring among faculties of education, colleges and other higher education institutions to improve pre-service programs for teachers, it is also occurring within teacher induction programs to

ease the transition from pre-service training into children's classrooms. Cole and Watson (1991) reported that novice teachers who participated in these programs expressed greater self-confidence and endured fewer classroom difficulties than those who did not participate. As well, the experienced teachers who provided assistance to new teachers felt that their participation in the programs was a significant and challenging learning experience (Cole & Watson, 1991).

Therefore, collaboration may be a key concept in the education of teacher candidates. Specifically, if higher educational institutions (e.g., universities and colleges) are collaborating to improve their teacher education programs, and teachers are collaborating with one another to enhance the induction process, then teacher candidates may be able to strengthen their capacities in terms of providing children with valuable knowledge as well as skills for exhibiting positive and responsible behaviour.

Positive Perceptions of Teacher Education Programs

In view of the recent changes which have been implemented and the goals which have been established in Ontario teacher education programs, various faculty of education members perceived numerous aspects of their programs in an increasingly positive manner. Primarily, in

regards to admission policies, Watson and Allison (1992) felt that faculties are seeking to ensure that candidates enrolling in teacher education programs are academically capable. For example, in 1993, 62.8% of Ontario teacher education applicants held four-year Bachelor degrees as compared to 55% in 1987 (Teacher Education Council, Ontario, 1993). Watson and Allison (1992) also revealed that faculties are aiming to enrol individuals who are personally fit for the position of teacher and representative of minorities and natives in addition to the regular population.

Watson and Allison (1992) further indicated that pre-service programs have considerably diversified in the variety of special programs and the methods of presentation. Specifically, they expressed positive views on the co-ordination of teacher preparation programs with first degree programs, the collaboration among various faculties to offer combined programs and the co-operative efforts with school boards which have resulted in pre-service students spending more time in the schools. In this regard, Fullan and Connelly (1987) revealed that faculty members at York University felt that their concurrent teacher education program, with 114 days spent in the classroom, provides sufficient preparation for teacher candidates. These members also perceived their practicum-seminars, designed to permit student discussion about important issues which arose

during teaching blocks, in a very positive manner (Fullan & Connelly, 1987). Similarly, the counselling group model, seen as a desirable characteristic of the Brock program, organizes teacher candidates into groups of approximately 25, according to geographical area and school division in which they will be doing practical assignments. In these groups, under the direction of two faculty members (counsellors), the students work as a team in teaching centres within schools to evaluate and support one another in their practical work and to reflect upon teaching experiences in a given school week (Watson & Allison, 1992). Faculties viewed this model in a positive way, since "it provides a supportive environment in which professionals may learn and grow" (Watson & Allison, 1992, p. 11).

Faculty members at Brock University also felt positively about their teacher education program since it is helping, to some degree, to educate teacher candidates about methods of promoting responsibility in school-age children. Specifically, S. Wilson (interview, July 7, 1993) indicated that since the program expects its candidates to behave responsibly in terms of classroom attendance, professional conduct during practicum assignments and exerting a high level of effort during all program activities, these candidates may expect responsible behaviour of this sort from children in their own future classrooms.

The faculty members further indicated that specific

components of the teacher education program (i.e., methods courses, counselling group sessions, conferencing and practicums) strongly encourage teacher candidates to develop responsible behaviour in their students. First, regarding methods courses, R. Connelly (interview, July 6, 1993) revealed that the problem-solving approach utilized in the mathematics course helps to develop students' independent thinking abilities. Similarly, A. Elliott (interview, July 7, 1993) indicated that language methods courses, which employ a collaborative learning approach, may enhance students' cooperative as well as independent working skills. If any or both of these approaches are later used in children's classrooms, then the children themselves may develop these important aspects of responsible behaviour (A. Elliott, interview, July 7, 1993).

Secondly, the supportive environment within a counselling group provides teacher candidates with opportunities to discuss potential strategies for promoting responsibility in children as well as previously used methods which appeared effective during practicum assignments (A. Elliott, interview, July 7, 1993). Anne Elliott (interview, July 7, 1993) also felt positively about the time she devotes to conferencing with individual candidates for similar purposes. As well, Brock University faculty members perceived the organization of teaching practicums in a very positive manner. Anne Elliott

(interview, July 7, 1993) spoke favourably about the Brock teacher education program when she revealed that she intentionally places teacher candidates in classrooms which will give them opportunities to "struggle with" developing responsible behaviour in students, so that the candidates may be better prepared to meet this challenge during their first year of formal teaching.

Various faculty members also maintained positive perceptions of their graduate programs, since these programs are expanding and becoming more specialized (Watson & Allison, 1992). In-service professional courses are now being offered in new ways as well. Specifically, Fullan and Connelly (1987) revealed that faculties are willing to make adjustments in their delivery of in-service courses, based on the needs of their clientele; Nipissing, for example, provides instruction through direct means, correspondence and/or a floppy disk. Also, course materials are modified to meet the needs and capabilities of teachers in such courses as music and French as a second language (Fullan & Connelly, 1987).

Furthermore, Watson and Allison (1992) indicated that faculties feel positively about their new emphasis on research since it is now considered an essential part of the workload of practically all faculty members.

Partnerships with other institutions are seen as positive and powerful vehicles for change in teacher

education programs as well (Watson & Allison, 1992).

Specifically, faculties are making stronger efforts to develop and maintain consistent working relationships with schools and the school systems.

Lastly, members of Ontario faculties of education view their work on "faculty renewal" (the hiring of new faculty and the ongoing professional growth of all faculty members) in a positive manner (Watson & Allison, 1992, p. 4).

Although the criteria at different faculties may vary, most newly hired members combine doctoral degrees with practical educational experience (Watson & Allison, 1992).

In consideration of these positive perceptions of various faculties of education, it seems natural that many aspects of teacher education programs would be perceived positively by the student teachers themselves. To begin, interns and co-operating teachers in the University of Saskatchewan teacher education internship program were surveyed to determine their perceptions of various program components. Barnett (1992) found that interns and teachers felt positively about the presentation of teaching tasks in smaller, more manageable components, the opportunities to practice limited aspects of teaching and the school visitations by college supervisors.

Next, in a study conducted by Housego (1992), secondary student teachers were assigned to one of four subject specialization groups (mathematics, language, arts or

physical education); PREP scale scores, reflecting teachers' preparedness to teach, were obtained from the total group and subgroups at the conclusion of each of the three terms in the revised University of British Columbia (UBC) secondary teacher education program. Results indicated that student teachers' feelings of preparedness to teach increased significantly in the first and second, but not the third term. No subject specialization or gender subgroup felt significantly more prepared to teach than any other at the start or finish of any term in the program. Housego (1992) revealed that overall, few student teachers felt unprepared to teach at any point in the program.

Furthermore, in a study designed to evaluate students' perceptions of their teacher education program, Boak and Ellis (1991) asked Brock graduates about perceptions of their learning in terms of knowledge, comprehension, application, analysis, synthesis and evaluation while attending the Faculty of Education. Findings revealed that a high percentage of graduates felt positively about their knowledge of professional responsibilities (92.4%), abilities to present lessons in a systematic manner (91.8%), skills in evaluating instructional subjects (90.5%), and abilities to critically examine their own teaching (90.5%). Brock graduates also felt that their professors went out of their way to encourage and help teacher candidates with assignments and, therefore, they viewed these professors as

nurturing and caring individuals. Overall, 76.3% of the Brock respondents expressed satisfaction with their programs at the Faculty of Education.

As well, Fullan and Connelly (1987) indicated that teacher participants feel positively about in-service courses. Specifically, in a survey of teachers from various faculties, 91% felt their particular course met the objectives and 92% decided to apply directly some of the knowledge they had acquired during their upcoming school year. Similarly, in his review of literature concerning teachers' attitudes toward in-service programs, Theis (1981) found that teachers liked the following aspects of various courses:

- 1) active involvement;
- 2) opportunities to teach;
- 3) practical information;
- 4) meetings which were short and to the point;
- 5) in-depth treatment of one concept;
- 6) well-organized meetings;
- 7) variety;
- 8) an incentive to come;
- 9) occasional inspirational speakers; and
- 10) visiting other schools to observe other teachers.

In summary, then, various faculty of education members, along with student teachers and graduates, expressed positive views on specific aspects of teacher education

programs, including admission requirements, graduate and in-service courses, research requirements of faculty members, partnerships with other institutions and faculty renewal.

Regarding pre-service courses, some faculty members at Brock University felt positively about the degree to which these courses focus on strategies for promoting responsibility in children. They indicated that the problem-solving approaches, collaborative learning activities, counselling group sessions, individual conferences, as well as faculty exemplary behaviours and expectations of students, are instrumental in developing methods of promoting responsible behaviour in children. Graduates of the Brock University teacher education program further revealed a high level of knowledge of their professional responsibilities, abilities to critically examine their own teaching and general satisfaction with the program at the Faculty of Education.

Negative Perceptions of Teacher Education Programs

According to Fullan and Connelly (1987), the identification of concerns surrounding the restructuring of Ontario teacher education programs depends on the perceptions of those recommending changes. Primarily, members of Ontario faculties of education described several negative aspects of their programs and in no particular order of priority.

To begin, Boak (cited in Watson & Allison, 1992) stated: "We are now being required to do more with less" (p. 7). Specifically, he felt that faculties of education must prioritize and do what will have the greatest positive impact on programs and teacher candidates. Similarly, Fullan and Connelly (1987) indicated that there is insufficient funding for hiring qualified professors to meet the changing needs of new curricula and teaching methods and who are trained in doing educational research; many of these professors also have full teaching loads which reduce their time for conducting valuable studies and some faculty are not rewarded (e.g., financially or through promotions) for important contributions they make to the teaching profession.

Moreover, additional time is needed within programs to re-examine program components and accommodate new areas of study being requested by the Ministry, Federations and school boards (Fullan & Connelly, 1987). Fullan and Connelly (1987) felt that the practical component needed to be re-examined due to the small number, and often random selection, of good associate teachers. Don Dworet (interview, July 6, 1993) specifically revealed that faculty members at Brock University do not go out of their way to look for associates who use effective social skills teaching models in their classrooms. In this regard, R. Connelly (interview, July 6, 1993) also indicated that insufficient

time is devoted to communication among faculty members about the issue of promoting responsible behaviour in children and, as a result, this theme is not consistently presented throughout the Brock University B.Ed. program. As well, Fullan and Connelly (1987) revealed that little time can be devoted to teacher induction programs because of the overloaded pre-service curriculum.

Perhaps the biggest problem in teacher education viewed by the faculties is that "there is no commonly recognized model of professional education based on a continuum of pre-service, induction, in-service, certification and graduate programs" (Watson & Allison, 1992, p. 3). As revealed by Watson and Allison (1992), although faculties of education are looking for new approaches, the absence of one collaborative model makes this task very difficult.

Next, the teachers' federations also maintained some negative views on teacher education programs. Primarily, federation members felt that there is little emphasis on the relationship between theory and practice in pre-service training (Fullan & Connelly, 1987). They also believed that education in the reduction of sex-role stereotyping and racism occupies only a minimal part of education programs when it should occupy a more substantial part; pre-service programs demonstrate little flexibility and are not reviewed as frequently as they should be (Fullan & Connelly, 1987).

Furthermore, educational associations (ASFO, OAAIS,

OAEAO, OCSOS) criticized programs for not having internships for new teachers, for hiring professors with outdated classroom experience and for distancing themselves from the Ministry, federations and the school boards (Fullan & Connelly, 1987).

As well, various researchers revealed many problems with the current state of teacher education programs. For example, Goodlad (cited in Fullan, 1993) highlighted four difficulties resulting from an investigation of 29 universities:

- 1) since few efforts are made to organize candidates into "cohort" groups, students' interactions with peers regarding their classroom experiences are limited to formal classes;
- 2) professors are confused over the mission of higher education and their specific role within it;
- 3) there is a serious gap between campus-based and school-based components of training; and
- 4) courses in the history, philosophy and social foundations of education "have seriously eroded".

(p. 106)

Another study conducted by McDonald and Elias (cited in Fullan, 1993) revealed these concerns:

- 1) almost all teachers view the period of transition into the classroom as the most difficult aspect of their career;

- 2) teachers encounter many problems, once in the classroom, ranging from pupil evaluation to developing consistent teaching styles to working with parents; and
- 3) beginning teachers experience feelings of fear, anxiety and loneliness and find help in dealing with challenging situations only through their own efforts.

Researchers also revealed negative views on Teacher In-Service/Additional Qualifications Courses. Specifically, they indicated that program content and delivery often ignore the concerns and present knowledge and skill level of participants, and do not consider the differences among the schools for which they are intended (Fullan & Connelly, 1987).

In addition to these concerns expressed by members of various faculties of education, federations and research teams, the teacher candidates themselves seemed to possess some negative views on their teacher education programs. As suggested by Ingram (1989),

Since research reveals a low correlation between successful performance in education theory courses and ratings of success in teaching, it should be expected that education students who consider teaching success to be their primary goal often resent spending time on theory, which does not appear to have a direct and

immediate payoff in improved practice. (p. 26)

For example, one study conducted by Ross and Stewart (1977) determined the extent to which Alberta industrial arts teachers perceived value in their specific teacher education program in developing the competencies required for teaching in secondary schools. Graduates from the University of Alberta (64%) perceived their preparation as being inadequate to teach at the senior high school level and inadequate in relation to graduates of other programs.

Although teacher candidates enrolled at the Brock University Faculty of Education in the academic year 1989/1990 rated their program quite high (76% overall satisfaction with the program), these candidates expressed concern in the areas of knowledge and application. Boak and Ellis (1991) revealed that this reservation involved the depth of understanding of the psycho-socio-emotional needs of children as well as the student teacher's ability to assess this knowledge.

Finally, in a study involving 14 recent graduates of, and students currently enrolled in, the University of Alberta Teacher Education Program, Ingram (1989) found that this program was heavily criticized for being "relatively ineffective in preparing potential teachers to deal with the realities of the classroom" (p. 25). Specifically, the participants frequently referred to a wide gap between the content of education courses and the daily requirements of

teaching. "Where," they asked, "are the information and skills needed to motivate inattentive students, to interpret the curriculum for this particular group of students, to manage classroom routines, to evaluate students, to deal with parents and to handle specific learning or discipline problems?" (Intram, 1989, p. 25).

While the information and skills required to accomplish these tasks may come gradually with formal teaching experience, perhaps they should be targeted more directly and throughout the duration of any teacher education program. From the views expressed by graduates of the University of Alberta and the Brock University teacher education programs, it was apparent that training in the areas of managing classroom routines, handling learning and discipline problems and psycho-socio-emotional needs in general was lacking in these programs.

Therefore, since the concept of personal responsibility was previously defined as:

being reliable and accountable for oneself, while setting goals and working hard independently and with others to achieve them, and respecting others while resisting peer pressure, and exerting the highest possible level of effort in all of these tasks to fulfil a sense of obligation to family, school, community and society,

then perhaps a teacher education program which focused on

strategies for promoting responsibility would be successful in preparing teacher candidates to effectively manage classrooms and deal with students' learning and discipline problems. Therefore, it was the intent of this study to determine novice teachers' perceptions of the extent to which the Brock University teacher education program focused on strategies for promoting responsibility in students, and their recommendations for a future program based on current classroom needs.

Classroom Strategies for Promoting Responsibility in Children: Teacher and Student Roles

Several strategies for promoting responsible behaviour in children are presented in current literature in terms of both the teacher's role and student activities.

First, regarding teacher's roles, Brown (1986) indicated that today, doctors, lawyers and teachers work very hard trying to convince society that people should be dependent upon their services, and that the boundary between dependent behaviour and suitable use of service is poorly defined. He suggested that one way teachers can deal with students' dependency on them is a preventative approach, which would encourage children to grow up as responsible individuals, who learn how to avoid needing help in the first place.

According to Brown (1986), one aspect of this approach is behavioural patterning. Specifically, he revealed that if teachers make arrangements for children to behave in responsible ways, they will eventually become adults "in whom the behavioural patterns have been transformed into strength and character" (p. 28).

Secondly, Brown (1986) indicated that children are incredibly responsive to adults' expectations, both spoken and unspoken; thus, if "teachers expect children to think, feel and act in a responsible manner, the students will do so" (p. 28).

Thirdly, Brown (1986) emphasized that the most powerful method by which students learn about self-responsibility is watching the behaviour of their teachers, parents, and significant others; therefore, teachers can promote responsible behaviour by demonstrating an awareness of their own identity and autonomy, by defining for themselves suitable values and high standards of behaviour, by acting responsibly and by arranging experiences for students which will encourage them to become self-reliant adults. Brown (1986) stressed, however, that this method is not simple imitation, but one which lets children define themselves, and develop their own strategies for coping.

Another strategy teachers may use for promoting responsible behaviour involved assuming the role of a helper, as opposed to a dictator, to eliminate a power

struggle within the classroom. In this way Butzin (1984) indicated that discipline becomes instructional and positive in nature, as opposed to punitive or negative. Balis and Hunter (1985) also revealed that a teacher's choice of words can have a significant impact on students' depth of thinking; "words can be either think stoppers or think starters" (p. 43). More specifically, Duckworth (1986) indicated that instead of explaining to the students what she thinks about a particular situation, she asks the students to explain to her what they think about it and why; using this technique, she found that students can learn a lot from each other and may come to depend on themselves.

From this literature, it seems evident that these strategies designed to promote responsibility in students have the ultimate goal of developing children into adults who are strong in the inner sense, responsive to others' high expectations, yet self-reliant and independent. If this is true, then it would appear that another appropriate strategy which teachers might use to develop responsible student behaviour is to utilize adult principles in their own learning, as well as in their students' learning.

According to Knowles (1992), "andragogy" is defined as "the art and science of helping adults (maturing human beings) to learn" (p. 12). In his andragogical model of learning, several adult principles are presented. First, Knowles (1992) indicated that adults become increasingly

self-directed as they mature. Candy (1991) described the four principle domains of self-direction as personal autonomy, desire and ability to manage one's overall learning pursuits, independent pursuit of learning excluding formal institutional support and association, and learner control of instruction.

Secondly, Knowles (1992) revealed that adults become ready to learn those things which are relevant to their daily activities and problems. Thus, he indicated that these learners must be involved in diagnosing their needs, formulating learning objectives, designing learning activities, carrying out learning activities through an independent study, and evaluating their work.

As well, Knowles (1992) assumed that adults are goal-oriented and motivated by internal incentives and curiosity. Finally, he revealed that adults learn most effectively in environments which are relaxed, informal, trusting and supportive.

In addition to these principles, McMurtry Grisson (1992) indicated that adults learn by doing and participating; their learning is never a passive process. Specifically, she reported that adults acquire a great deal of knowledge through interaction with teachers or presenters and enjoy sharing tips, ideas and factual information.

Therefore, if the main reasons for promoting responsible behaviour in school-age children are to develop

these children into adults who are strong in the inner sense, responsive to others' high expectations, yet self-reliant and independent, then perhaps teachers should be utilizing adult principles in their own learning and ultimately in their students' learning. In children's classrooms, for example, teachers may encourage increasing amounts of self-direction in students' learning activities as the students mature. They might consider the planning of lessons or projects which are relevant to children's lives in terms of interests (e.g., professional sports) or problems (e.g., peer pressure). To some degree, teachers may also involve students in planning learning activities and evaluating their own work or the work of their peers. As well, teachers might design and encourage a classroom environment which is, at times, relaxed and informal, but always supportive and conducive to students' active involvement in the learning process. Altogether, these strategies may not only promote responsibility in children, but they may encourage an individual's continued responsible thinking and behaviour throughout adolescence and into adulthood.

Overall, in a summary of his thoughts on how teachers can build self-responsibility skills in students, Sparks and Stinson (1991) suggested that teachers include students in decision making, encourage them to be accountable, establish achievable and mutual goals, model and then reward

responsible and mature behaviour to build children's self-esteem, and always show respect. Most importantly, Sparks and Stinson (1991) revealed that teachers must understand the significance of students' feelings, and work to create an atmosphere of open communication, honesty and trust in order to foster in children an attitude of responsibility for their own actions, and a desire to deal with consequences for all types of behaviour.

Next, the students may be engaged in numerous activities to promote their own responsible behaviour. As suggested by Sizer (1992), the common theme to all of these activities is that the students are "doing the work themselves" (p. 24).

According to L. Popp (interview, November 4, 1993), one activity which may promote responsible student behaviour is the inquiry process. Specifically, he revealed that the main goals of instruction in inquiry are to develop students' curiosity, power and independence, as opposed to simply engaging in problem solving; "inquiry responds to instruction and grows over time as ability at each stage is developed (e.g., as students acquire the knowledge, operation and affect learnings about inquiry)" (L. Popp, notes, 1993).

The problem context is first investigated in a teaching stage called the "unstructured investigation stage." At this stage, the teacher involves the students in a series of

varied initiating activities which require sufficient instructional time (L. Popp, notes, November 4, 1993). During this time, there is shared control over inquiry in the classroom; for example, the teacher exerts indirect control over the problem solving through decisions regarding the problem context (reflecting the unit, theme or situation). The students then maintain direct control over inquiry through the specification of the particular area to be investigated, as they pose their own research questions (L. Popp, interview, November 4, 1993). It is this direct control which may promote students' independent working abilities and thereby contribute to the development of respectable and responsible individuals.

Another activity which may help to promote responsibility in students is problem solving. According to L. Popp (interview, November 4, 1993), problem-solving activities have four outstanding benefits for children:

- 1) they move individuals toward higher levels of intellectual performance;
- 2) the intense concentration and engagement in these activities result in intense satisfaction upon solving the problem;
- 3) this positive effect becomes attached to school learning, and
- 4) problem-solving skills become a major tool of the life-long learner (which is a central

goal of schools).

Len Popp (notes, November 4, 1993) concluded that these benefits derived from student problem-solving activities contribute to the development of responsible behaviour since students will ultimately have increased levels of knowledge and skills to offer society.

Several types of problem-solving activities specifically designed to promote students' responsible behaviour were presented in recent literature. For example, Project Real World was a self-contained activity-based Canadian consumer science program which provided students with organized instruction in economic living skills. It gave students in Grades 10-12 an orientation to economic realities, and to opportunities and challenges in society by employing a variety of decision-making and problem-solving activities (Federal/Provincial Consumer Education and Plain Language Task Force [Canada], 1991).

Furthermore, in response to recent school violence, many schools are turning to conflict resolution programs. Williams (1991) revealed that the goal of these programs is to help students control their anger before raising a fist or weapon. Students are trained to mediate their own disputes and, by doing so, are improving their skills involved in effective communication, teamwork, critical thinking and problem solving (Stuart, 1991).

As well, in an attempt to prevent smoking among sixth

graders from two schools, students engaged in interpersonal communication, self-instruction and problem-solving activities. Schinke (1986) suggested that by discussing the causes and effects of smoking behaviour, and finding solutions to the problems associated with peer pressure, students' risks of starting and continuing to smoke may be significantly reduced.

Altogether, students may be involved in a variety of problem-solving activities within the classroom setting. The increased levels of intellectual performance, the intense engagement and resulting self-satisfaction, along with the positive contributions to school climate and life-long learning pursuits may encourage and develop positive and responsible behaviour among students.

In addition to the inquiry process and problem solving, students may be involved in a variety of other activities, either independently or collaboratively (members sharing the responsibility of completing a task), to promote their own responsible behaviour.

For example, Lincoln (1992) presented one strategy which involved the students in managing their own classrooms. Specifically, a teacher's mailbox was available for student suggestions, a "bill of rights and responsibilities" was posted in the classroom, class jobs were undertaken by all, and a bulletin board company and an advice-to-the-teacher card were consistently utilized.

Secondly, in an article titled Tips for Beginners, two methods designed to facilitate classroom management and initiate student responsibilities were suggested. The first required students to initiate schedules for making up missed tests and completing assignments, and the second involved students using "scorecards" to keep track of their grades and enhance motivation.

Furthermore, Cook-Kallio (1991) recommended that students maintain a daily record of classroom activities by writing in a log or journal; suggested entries included homework assignments, summaries of lessons and students' personal comments.

Moreover, in a practicum designed to increase the homework completion rate of sixth graders in English classes, students were given the responsibility of designing homework assignments which accommodated their own interests and learning styles. May-Campbell (1991) found that students produced creative literary pieces and "graphic representations" that far surpassed expectations, and that these students exhibited increases in motivation, self-esteem and pride in accomplishment. Similarly, a program designed by Guyton and Fielstein (1989) supported the practice of students planning and leading parent-teacher conferences to promote and develop student responsibility.

Finally, a program titled Reaching Success Through Involvement (RSI) was designed in an attempt to restructure

and create quality cultures, through altering school roles and expectations of students. Furtwengler (1991) discovered that this program allowed students to develop personal responsibility through talking to teachers and administrators about school improvement, learning how to "get things done" in an organization, working in teams with adults and also by gaining an understanding of adults' perspectives by playing adult roles.

In summary, then, students may be engaged in a variety of activities to promote their own responsible behaviour. In order for teachers to permit these sorts of activities, however, they must be familiar with them, understand their boundaries and experience them. Therefore, it seemed imperative that faculties of education provide teacher candidates with knowledge of and experience in activities designed to promote responsible student behaviour in order to increase teacher preparedness for formal classroom work.

Developing Student Responsibility Within Specific Subject Areas

While student responsibility may be encouraged by both teachers and students at random periods throughout the school day, it may also be targeted more directly within specific subject areas. For example, Brooks (1989) suggested that in the English classroom, the words, concepts

and skills of personal responsibility may be addressed and developed through writing personal anecdotes and role-playing. Making bar graphs about dropout rates, and discussing the consequences of these rates, may be appropriate activities for encouraging more responsible behaviour in the mathematics classroom (Trede, 1991). Crowder (1987) also indicated that during social studies lessons, students are made aware of people's basic needs along with their potential crisis situations, and may be taught how to deal with these situations. Further, according to Hammond and Collins (1993), "individuals must take responsibility for caring about the earth that supports us" (p. 9). Therefore, within the environmental studies lesson, methods of protecting the environment (e.g., recycling) may be taught and implemented to encourage respectable student behaviour. As well, Lambert (1988) revealed that, today, physical education is shifting its emphasis from sports-centred programs to health-related fitness. Thus, if teachers can promote the potential personal health benefits resulting from regular physical activity, children may develop a positive attitude toward physical education activities and assume a personal responsibility for their own health and well being.

The Role of Parents

According to Wahler (1990), "parental insensitivity sets the stage for child maladjustment" (p. 703).

Therefore, although the teachers and students must work to promote students' responsible behaviour, the parents also play an important role in terms of working alongside teachers to encourage and reinforce responsible actions in the home environment. In order to establish and maintain this home-school partnership, Adamek (1984) offered four key recommendations for parents:

- 1) encouragement (encouraging the child through praise, showing interest in schoolwork and making education a family priority);
- 2) organization (helping children to organize their schoolwork by expecting responsibility, scheduling study time, keeping track of assignments, providing a study place and necessary work materials, and supporting one hundred percent classroom attendance);
- 3) teamwork (communicating with and participating in the school and its programs); and
- 4) coping with challenges (staying friends with teenage children, becoming involved in parent support groups, monitoring children's eating, sleeping and television habits and keeping

extracurricular activities in perspective).

Bergstrom (1985) also suggested that children be involved in organizing the household, doing various chores, and regular reading, particularly in the summer months, as well as community youth service (Schine & Scales, 1992).

Summary

In summary, Lewis (1983) emphasized that rapid technological development, the information era and demographic shifts are three current trends which will influence the educational programs of the future; thus, "schools will need to help students develop skills of reading, writing and computing, and also help them assume responsibility for their own learning throughout the rest of their lives" (p. 10). The Oregon State Department of Education (1989) specifically recommended that by focusing on problem prevention and teaching students alternative ways to behave and meet their needs when they do exhibit problem behaviours, schools will achieve a high level of responsible student behaviour and drastically reduce the incidence of discipline problems within their student populations.

Therefore, if schools need to help students assume responsibility for their own learning and behaviour, then the teachers themselves must be role models. Specifically, teachers must consistently emulate responsible behaviour and

learn how to promote it, so that children may increase their academic achievements, motivation, and self-esteem and improve the overall climate in their schools and in society.

CHAPTER THREE: METHODOLOGY

Organization

This chapter outlines the procedures followed to determine novice teachers' perceptions of the extent to which the Brock University teacher education program focused on strategies for promoting responsible behaviour in students, and their recommendations for a future program based on current classroom needs. Characteristics of the participants involved in this study are provided, along with a detailed description of the materials and procedures utilized in data collection. As well, the form of data analysis chosen is presented, followed by a discussion of the limitations of the study.

Participants

The participants in this study consisted of faculty members from the Brock University teacher education program and novice teachers who were graduates of this program, both with a variety of academic and career backgrounds which were pertinent to the investigation.

Four faculty members were selected by the Dean to participate in interviews conducted by the researcher. The first faculty member interviewed specialized in mathematics education at the junior level; the second member was the

current chair of the pre-service department who taught and researched various topics in special education; the third member focused her work on intermediate/senior curricular programs; and the fourth faculty member was responsible for teaching language methods courses and conducting counselling group sessions. All of these individuals were highly respected doctoral degree recipients who had had previous formal teaching experience in elementary and/or secondary schools.

Thirteen novice teachers (teachers of one to four years) also participated in this study. Novice teachers were chosen in view of the recency of their experiences in the Faculty of Education at Brock University (sample group only), as well as the substantial knowledge and skills which may be acquired during early teaching years.

Three of these teachers were selected by the researcher to participate in a pilot activity designed for purposes of critiquing and commenting on possible research questions to be answered by a sample group. One of the female teachers in this pilot group earned a B.A./B.Ed. from Brock University and had been teaching for four years with the Grey County School Board. Her Grades 6, 7 and 8 students lived in a farming community of a lower- to middle-class economic status. A second female teacher held a full-time position teaching primary students at St. Monica's School of the Simcoe County Separate School Board. She earned a B.A.

and B.Ed. from York University in 1992, and her present classroom consisted of twenty-two boys and seven girls from an inner city region. The third teacher, a male, was currently responsible for the entire computer studies program at a high school in Oxford County. He obtained an undergraduate degree in business and computer science, as well as a B.Ed. from the University of Western Ontario. As a first-year teacher, he worked with students from a variety of academic and socio-economic backgrounds.

The other ten teachers (five males and five females) were participants in formal interviews and seven of these teachers participated in a group discussion session. The teachers were randomly selected from a list of 1989-1992 graduates of the Faculty of Education at Brock University who were living in or within the boundaries of one of these three areas: Dundas, Hamilton or Stoney Creek.

Following an introductory telephone call which identified the purpose of and the procedures involved in the study, the ten teachers were chosen on the basis that they held positions with students between the ages of ten and fourteen. According to Erikson (cited in Lerner, 1986), individuals at these ages are beginning to take the first steps toward career objectives; at this time, society asks young adolescents what role they will play in society, and wants to know what these soon-to-be adults will contribute to its maintenance. Specifically, "society wants to know

what socially prescribed set of behaviours--behaviours functioning for the adaptive maintenance of society--will be adopted" (Erikson, cited in Lerner, 1986, p. 314).

Therefore, since it is mainly the period of early adolescence in which individuals are expected to acquire and demonstrate socially acceptable behaviour, then for the purpose of this study, it seemed appropriate to focus on teachers of students between the ages of ten and fourteen.

As well, all of the teachers signed a written informed consent letter prior to the commencement of interview sessions (see Appendix C).

Materials Used in Data Collection

Materials Provided for Faculty Members

A memo was sent to each of the four faculty members to inform them of their scheduled interviews with the researcher. A copy of this memo is presented in Appendix A.

At the start of each interview session, faculty members were also provided with a document containing background information about the research topic, concepts of personal responsibility presented in current literature and a definition of personal responsibility leading to two research questions. This document is also shown in Appendix A.

Materials Provided for Novice Teachers (Pilot Group)

A package consisting of three specific materials was sent to each of the novice teachers who participated in the pilot activity. First, a brief letter was written which confirmed their participation in the activity and outlined instructions for critiquing and commenting on possible interview questions. Secondly, a document which contained background information about the research topic, concepts of personal responsibility presented in recent literature, the definition of personal responsibility as well as eight research questions, was enclosed. These questions were developed from the data obtained during faculty interviews. Thirdly, a comment sheet was provided which allowed the teachers to give written feedback on the research questions in terms of several specific criteria. This complete package is presented in Appendix B.

Materials Provided for Novice Teachers (Sample Group)

A letter confirming the novice teachers' participation in this study of strategies for promoting responsibility in students was sent to them in February of 1994. A copy of this letter is contained in Appendix C.

At the start of each interview, novice teachers in the sample group were then given an Informed Consent Letter. This letter described the procedures involved in the study and allowed for choices on the part of the participants.

regarding the tape recording of the interview and group discussion session, as well as the use of their first names within the text of the study and discussion of results. The Informed Consent Letter is also contained in Appendix C.

Also, at this time, each teacher was provided with a document similar to that which was given to the four faculty members. For example, this document contained information about the research topic, descriptions of personal responsibility presented in current literature, and a definition of personal responsibility. However, these components were followed by eight research questions which were originally developed from data given by the faculty members and further refined following piloting procedures. The format of this document as well as the eight research questions are shown in Appendix C.

Following the interviews, each teacher received a letter which provided instructions for listening to a copy of the tape which contained his or her responses to the eight research questions (see Appendix C).

Later on, a short memo was also sent to these teachers informing them of the specific purposes, date, time and location of the follow-up group discussion activity. Finally, at the start of this activity, the seven teachers who were able to attend received a handout, which identified purposes of the session and contained a review of the findings from all previous interviews, as well as three

final discussion questions. Along with all other materials provided for the sample group, the memo and handout are presented in Appendix C.

Procedure

Faculty Interviews

In July of 1993, four members of the Faculty of Education at Brock University received a memo from the Dean informing them of scheduled interviews with the researcher. No details about the interview topic were provided at this time.

The faculty interviews were conducted on July 6 and July 7. At the start of each interview, faculty members were provided with a brief document which contained information about the research topic, concepts of personal responsibility presented in current literature, a definition of personal responsibility, and two questions to which they were to respond (e.g., How does the teacher education program at Brock University prepare teacher candidates to promote responsible behaviour in children? What change(s), if any, are needed in this program to improve teacher preparedness?). These two interview questions were developed from the literature review (see Chapter Two: Review of Related Literature), and remained fairly open-ended so as to permit a very open, honest and broad range of

responses from the faculty members in relation to the topic. A request was made to tape record each interview, and faculty members were informed that they could take as much time as they needed to respond to the two questions. As well, interruptions by the interviewer were kept to a minimum.

Preparation for Pilot Procedure

The data collected from the four faculty members provided the basis for developing interview questions for the novice teachers. Specifically, the tape-recorded interviews with each faculty member revealed his/her perceptions of how the Brock University teacher education program prepared teacher candidates to promote responsible behaviour in students, as well as his/her recommendations, if any, for change(s) to the program to increase teacher preparedness. From these data, eight detailed questions were prepared to be critiqued and refined by a pilot group of three novice teachers.

Pilot Procedure

Three novice teachers, known by the researcher, were contacted by telephone in October of 1993 and invited to participate in the pilot procedure for this study. At this time, these teachers were made aware of the purpose of the study and the specific task they would be required to

complete (e.g., critiquing and commenting on eight possible research questions).

Once the teachers had verbally agreed to participate, they received a package which contained three separate items. The first item they received was a letter which confirmed their participation in the pilot procedure and outlined specific instructions to be followed while completing the task. The second item was a document which contained information about the research topic, concepts of personal responsibility presented in current literature, a definition of personal responsibility as well as eight possible questions to be answered by the sample group during formal interviews. The pilot group of teachers was required to read this document carefully and critique it in terms of the following six criteria:

- a) adequate background information;
- b) clarity of questions;
- c) grammar usage;
- d) level of difficulty of questions;
- e) approximate time required to respond to questions;
- and
- f) overall organization and presentation of the document.

These criteria were displayed on the final page of the package titled "Preparing Teachers to Promote Responsible Behaviour in Students: Comments" (see Appendix B) on which

the teachers provided written constructive feedback regarding the interview questions.

Upon completion of this procedure, the comments were returned by mail to the researcher and the questions were refined according to this constructive feedback given by the three novice teachers.

Interviews With the Sample Group of Novice Teachers

All interviews were conducted at a convenient time and in a relaxing environment which were chosen by the individual participants. At the start of these interviews, each of the ten teachers in the sample group received an Informed Consent Letter which permitted the tape recording of interview and discussion sessions as well as the use of his/her first name within the text of the study and discussion of results (see Appendix C).

Each teacher then received the document which contained information about the research topic, descriptions of personal responsibility presented in current literature, a definition of personal responsibility, followed by the eight research questions which had been refined based on the feedback provided in the pilot study (see Appendix C). The teachers were requested to respond to each question with as much detail and in as much depth as possible. They were also informed that they could take as much time as needed to respond to the questions, and that there would be little

interruption by the researcher throughout the course of the interview.

Following each interview, individual member checks were conducted to ensure validity of the data. Specifically, each tape was copied so that the teachers could listen to their responses to the questions and confirm that the information they provided was complete and accurate.

Group Dialogue and Discussion

In March of 1994, all teachers from the sample group received a short memo informing them of the group dialogue and discussion session to be held at Elizabeth Bagshaw School (see Appendix C). This session was designed for purposes of gaining a greater insight into specific strategies which could be used to promote responsible behaviour in students, and the means by which these strategies might be incorporated into the Brock University teacher education program.

The group dialogue and discussion session was held on April 7 of 1994 in the Conference Room at Elizabeth Bagshaw School at 4:15 p.m. Seven of the ten teachers interviewed were able to attend. At the start of this discussion, a group member check was conducted. Specifically, a summary of the themes which emerged during individual interviews was presented in order to validate the data as well as the researcher's interpretation of those themes.

For the remainder of the session, teachers consulted with one another to reveal what they felt were effective strategies for promoting responsibility in students, and the means by which Brock University faculty members might better educate teacher candidates in this regard. The entire discussion lasted two hours and was tape recorded with the participants' written informed consent (see Appendix C).

Data Analysis

In view of the qualitative design of this study, the data collected from interviews with novice teachers were descriptive in nature. These data were recorded on tape with written informed consent of the teachers (see Appendix C), and the tapes were later copied so that each teacher could listen to his or her responses to all the research questions. This individual member check ensured the validity of the data obtained during each formal interview.

At the end of the interviews, the ten sets of data were analyzed to determine various themes which emerged in response to the questions, as well as similarities and differences in the teachers' perceptions of, and recommendations for change in, the teacher education program at Brock University.

A summary of these themes, similarities and differences in data was then presented to the group of teachers at the

start of the discussion session. As with the individual check, this group member check ensured validity of the findings obtained from all interviews, as well as the researcher's interpretation of the emergent themes, similarities and difference in research results.

Limitations of the Study

As with all studies, there were several weaknesses in this present study. First of all, a study of this nature permitted only a small sample size ($n = 10$) drawn from selected geographical areas (Dundas, Hamilton, and Stoney Creek). Therefore, the results obtained from the study were not generalizable to a similar sample of novice teachers. Secondly, their extensive and varied career experiences, both inside and outside of the teaching profession, may have affected teachers' knowledge of and perspectives on the topic of interest and thus confounded the results. As well, interviews with the ten novice teachers were conducted by the researcher, creating the possibility of interviewer bias within the study's results. Finally, only seven of the ten teachers were able to attend the group discussion session. Therefore, the input regarding additional effective strategies for promoting responsible student behaviour and the final discussion questions was limited.

Summary

Four members of the Faculty of Education at Brock University were interviewed to determine their perceptions of the extent to which this teacher education program focused on strategies for promoting responsibility in students and their recommendations for change in the program to increase teacher preparedness. From the data obtained, eight research questions were developed and then critiqued by a pilot group of three novice teachers.

The refined set of questions was presented to ten novice teachers of students between the ages of ten and fourteen. During formal interview sessions, these teachers responded to the questions with as much detail and in as much depth as possible. The interviews were tape recorded and the copied tape was listened to by each participant to ensure validity of the data provided.

A follow-up group dialogue and discussion session was held in order to validate the researcher's interpretation of the information gathered from all the interviews, and gain a greater insight into appropriate strategies for promoting responsibility in students. In addition, the group revealed the means by which those strategies might be effectively incorporated into a future teacher education program at Brock University.

CHAPTER FOUR: RESULTS AND DISCUSSION

Organization

This chapter has been organized to include three specific sections.

The first section focuses on findings from each of the ten teacher interviews. Data obtained from individual teachers were organized in terms of their response to each of the eight research questions. A summary of the findings obtained from all the interviews is also included.

The second part of this chapter focuses on the follow-up group discussion activity. The steps which were carried out during this activity are briefly reviewed, followed by a summary of the information which the teachers felt should be emphasized or added to that which had been obtained from previous interviews. As well, recommendations regarding the means by which strategies for promoting responsible student behaviour should be incorporated into the teacher education program at Brock University are presented.

This chapter concludes with a discussion of some of the factors which may have influenced or caused discrepancies within the research results.

Teacher Interview Findings

Catherine

While she was attending the Faculty of Education, Catherine indicated that the concept of personal responsibility was not directly addressed by her professors, but was discussed casually between her and her peers in the educational psychology course. She did reveal, however, that faculty members' expectations of her responsible behaviour helped her to develop expectations of responsibility in students during her first year of teaching in terms of being accountable for oneself.

Later in the interview, Catherine recalled that during that first year of teaching, her students did not meet her expectations of their behaviour. As a result, she clearly outlined her expectations of the students, in chart form, accompanied by positive and negative consequences for behaviour. She explained to the students that referral to the principal would be a final but real consequence for severe behaviours (e.g., swearing or physical fighting).

Within her counselling group, Catherine revealed that strategies for promoting responsible behaviour were discussed. Specifically, she indicated that the idea of setting expectations of students so that they are aware of how they are to behave was addressed after her teaching blocks, in an effort to resolve the problems which teacher

candidates encountered or would encounter with students.

Moreover, Catherine felt that the teaching styles and classroom settings which she witnessed during her teaching blocks helped her to learn how to effectively promote responsible behaviour in her own students. Specifically, she learned that a positive classroom atmosphere motivates students to achieve academically and to behave well, and she also learned how to set expectations with appropriate positive and negative consequences for behaviour. As well, Catherine was informed about the Advisor Program implemented in the Hamilton Public School Board. This program allows for increased communication among teachers regarding student behaviour and subsequent consequences through the use of advisor cards. Presently, she participates in this program within the school where she teaches.

Catherine recommended several changes regarding the practicum component which she felt would increase teacher preparedness for promoting responsible student behaviour. First, she recommended that teacher candidates be informed that schools do, and should attempt to, develop students' social skills. Secondly, she suggested that candidates be taught how to incorporate aspects of personal responsibility (e.g., accountability) into lesson plans and keep a journal which evaluates the effectiveness of related teaching strategies. She also suggested that candidates be exposed to and involved in various school-wide programs (e.g., the

Advisor Program and athletics) and that one of the teaching blocks be designed primarily for dealing with student behaviour.

Finally, Catherine felt that the subject of promoting responsible student behaviour should take high priority within the theoretical component of the Brock teacher education program. She recommended that teacher candidates be made aware that it is an important issue and that they be taught how to incorporate various aspects of personal responsibility into lesson plans. She also suggested that effective classroom and group organization be addressed within general theory and methods courses.

Jaimie

Jaimie recalled that the concept of personal responsibility was discussed while she was attending the Faculty of Education at Brock University. Specifically, she indicated that this concept was addressed in terms of collaborative learning within a classroom management course and also in her social studies class.

However, Jaimie revealed that faculty members' expectations of her behaviour did not help her to develop expectations of students' behaviour during her first year of teaching because the relationship between her and the professors was of a peer type. She felt that expectations of teacher candidates were not clearly stated, but simply

understood. During her first year of teaching, she remembered that students did not meet her expectations of their behaviour. She described these students as being from a different socio-economic climate than what she was familiar with, and the classroom as being "brutal and violent." For example, on one particular day, she described "open warfare," during which the students pelted her and the blackboard with spitballs, pens, erasers, etc. In response to this situation, Jaimie remained calm and reported the event to her administrator. Because he was not completely supportive or helpful, she sought advice from other colleagues and finally enrolled in a continuing education (Junior Specialist) course.

Later in the interview, Jaimie revealed that strategies for promoting responsible student behaviour were discussed in her counselling group, usually after teaching blocks. She recalled one particular presentation on effective group organization (e.g., optimal group numbers and cross-ability groups) to enhance students' co-operative working skills.

Regarding the Practicum, Jaimie revealed that two of her three associates were effective in promoting responsible student behaviour. She further revealed that their effectiveness in this area helped her to learn how to promote responsibility in her own classroom in terms of "permitting just enough classroom conversation and confusion to allow kids to find their own way," and encouraging

students to ask their peers questions before asking the teacher in the event of a problem.

Her recommendations to increase teacher preparedness for promoting student responsibility included ensuring that associates are effective teachers and classroom managers, allowing candidates the opportunity to dialogue with faculty members regarding the usefulness of practicum experiences, increasing emphasis on how to organize the students as opposed to lesson plans, and lengthening the teaching blocks.

Altogether, Jaimie emphasized that although teachers should not be made to feel completely responsible for encouraging responsible student behaviour, this issue should take high priority in the teacher education program at Brock University. She suggested that, within the theoretical component, more emphasis should be placed on the theory and practice of co-operative and collaborative learning. She emphasized that because many children do not have traditional families or roles anymore, teachers need to give them responsibility for little things and take pride in smaller accomplishments (e.g., teaching students the meaning of "put-ups" and "put-downs").

Mark

Mark remembered the concept of personal responsibility being discussed in the law and social studies classes while

he was attending the Faculty of Education. He also revealed that faculty members' expectations of his own behaviour helped him to develop expectations of students' behaviour during his first year of teaching, in terms of accountability, meeting deadlines for assignments and developing independent thinking skills. However, since these students did not meet his expectations of their behaviour, he encouraged their involvement in extra-curricular activities which he felt would enhance social skills, and utilized a sense of humour, from time to time, within the classroom.

Within his counselling group, Mark indicated that strategies for promoting responsibility in students were not discussed. He did reveal, though, that his associate teachers' effectiveness in promoting responsible student behaviour helped him to promote this behaviour in students during his first year of teaching in terms of using the phrase "eyes on me" to obtain students' attention, insisting on personal organization prior to each class, and being "firm" yet "fair" with all students.

In order to increase teacher preparedness for promoting responsible student behaviour, Mark recommended that teacher candidates be placed in children's classrooms in September so that they may observe their associates' setting expectations of students and establishing classroom guidelines. He also suggested an increased level of

communication between members of the Brock University Faculty of Education and associate teachers regarding appropriate methods of promoting responsibility in students, in order to increase consistency and continuity between the theoretical and practical program components.

Mark also emphasized that the subject of promoting responsible student behaviour should take high priority within the theoretical component of the Brock teacher education program. He strongly recommended that work expectations of the teacher candidates should be higher so that future teachers will learn to set high expectations for their own students. He also stressed that teachers must be positive role models for students since many children have home lives which are difficult or unstable. Further, Mark suggested that teacher candidates be taught "how to read a class" (e.g., how to identify students' abilities and disabilities) before putting students in groups in order to ensure that group organization is effective. In addition, to encourage the sharing of appropriate techniques for promoting responsibility in students, he recommended that teacher candidates role-play various classroom scenarios and consult one another to develop solutions to problems. Finally, Mark emphasized that candidates need to be taught how to inquire about students' broader environments (e.g., how to ask parents about possible family problems which may be affecting a student's academic achievement and/or

general behaviour).

Alison

Alison revealed that the concept of personal responsibility was not discussed in her particular program while attending the Faculty of Education at Brock University. She did reveal, however, that faculty members' expectations of her responsible behaviour helped her to develop expectations of responsible behaviour in students during her first year of teaching in the following areas: personal organization, listening, following directions, completing tasks, meeting deadlines, and honesty. Since these students did not meet her expectations of their behaviour, Alison clearly outlined her expectations along with positive and negative consequences. She also assigned all students a grade of 7.5 for behaviour at the start of each day and raised or lowered their marks according to performance. As well, Alison demanded a quiet entry into her classroom and tried to be consistent in terms of her expectations of students' behaviour and appropriate assignment of consequences.

Furthermore, Alison revealed that "strategies for promoting responsible student behaviour were not discussed concretely" during her counselling group sessions. She referred to some discussion about how to effectively organize school trips to ensure productivity and students'

safety, but could not recall the concept of promoting responsible behaviour being addressed in relation to the classroom setting.

To some extent, Alison learned how to effectively promote responsibility in students by observing her associates' abilities to adequately demonstrate responsible behaviour themselves (e.g., to provide prompt and thorough feedback to students), outline expectations of students and encourage them to meet these expectations, and to organize basic classroom routines (e.g., appropriate methods of entering and exiting the classroom).

Regarding teaching blocks, Alison recommended that teacher candidates have the opportunity to plan an Advisor Program (e.g., plan extra-curricular learning activities for an advisor class), participate in parent-teacher interviews in order to learn how to appropriately communicate with parents, complete a "mock report card" to learn how to express problems and recommendations regarding student behaviour in a professional manner, and to learn about a "peace-maker program" (e.g., a program in which Grade Seven and Grade Eight students have supervisory responsibilities on the playground along with a classroom teacher).

Although Alison indicated that the concept of promoting responsible student behaviour should take high priority only within the practical component of the Brock teacher education program, she emphasized that teacher candidates

should be familiarized with Student Advisor Programs and taught how to read, interpret and complete Ontario Student Records (OSRs) within both practical and theoretical components.

Carl

During the interview with Carl, he revealed that while attending the Faculty of Education at Brock University, the concept of personal responsibility was discussed in his social studies and math classes. He also indicated that faculty members' expectations of his responsible behaviour helped him to develop expectations of students during his first year of teaching in terms of proper conduct in hallways, being self-reliant and resisting peer pressure.

However, Carl felt that having similar expectations of teacher candidates and Grade Seven students was unrealistic. He found that his students would rather avoid than assume responsibility for their own actions. For example, only a minority of Carl's students came to class on time, sat down and were ready to work. Most of his students failed to meet his expectations and were therefore "treated like elementary kids." Carl conducted head-counts and marched his students up and down the halls and into class so that they would learn how to behave appropriately both inside and outside the classroom.

Within the counselling group, strategies for promoting

responsible student behaviour were addressed by a guest speaker known by one of the teacher candidates. Specifically, a "star program" was described in which students earn or lose points based on their classroom behaviour. At the end of each week, students were permitted to "purchase" materials items (e.g., pencils or candy) with their accumulated points. At the time, Carl felt that this was an ineffective means of promoting responsible behaviour, since "students were basically buying their responsibility." Now, however, since he uses a similar technique in his own classroom (e.g., students are given raffle tickets for good behaviour which are then used to win prizes in the "Sunshine Raffle") and this technique has positive results, he revealed that using material rewards may be an effective strategy for promoting responsible student behaviour.

Furthermore, Carl felt that two of his three associate teachers were effective in promoting responsibility in students, in view of their consistency, fairness, sense of humour and good rapport with students. While Carl learned by their example, he felt it was important to emphasize that certain strategies may be effective in some classrooms but not necessarily in all classrooms.

In order to increase teacher preparedness for promoting responsible student behaviour, Carl recommended that, if possible, teacher candidates have more practice teaching time in a variety of socio-economic regions. He suggested

that associates familiarize candidates with a variety of classroom management techniques, encourage them to incorporate these techniques into lesson plans, and evaluate both the technique and their use of the technique following the lesson.

Overall, Carl felt that more weight should be given to the issue of promoting responsible student behaviour and that this subject should take high priority within the theoretical component of the Brock teacher education program. He stressed that the theoretical component should be "more down to earth and gritty" and that attention must be drawn to methods of dealing with those children who do not respond to strategies designed for promoting mature and responsible behaviour.

Dave

At the start of the interview with Dave, he revealed that the concept of personal responsibility was discussed while he attended the Faculty of Education, to a minimal degree, within the teaching methods course and a counselling group session.

During the program, one particular professor asked the teacher candidates: "What are your expectations regarding this course?" This professor then combined the candidates' expectations with her knowledge of what they needed to learn and planned the course accordingly. Dave felt that this

approach, which encouraged independent thinking and self-sufficiency among the candidates, helped him not only in terms of setting expectations for his own class, but in involving the students in this process as well. He later revealed, however, that some faculty members set specific expectations of the teacher candidates (e.g., deadlines for submitting assignments) and then did not follow through. Although Dave was disappointed with this particular approach, he indicated that he did learn from the experience. He also admitted that he acquired most of his expectations of students (e.g., punctuality and requesting a teacher's help when necessary) from work experience prior to being admitted to the Brock Faculty of Education.

During his first year of teaching, students did not meet Dave's expectations of their behaviour. Specifically, many of his students had little interest in being at school and were very uncooperative. These students were then withdrawn from class, were asked to complete their work in the principal's office, and some were suspended from school.

Within Dave's Counselling group, strategies for promoting responsible student behaviour were discussed during one particular session. Dave felt that these strategies (e.g., encouraging single file entry into the classroom and attentive listening) were inadequate for the "real world." He felt he needed to learn how to respond to more serious situations such as physical fights or students

throwing chairs at one another.

In his opinion, all of Dave's associate teachers were effective in promoting responsible student behaviour. Their abilities in setting clear expectations of students and following through on these expectations, and waiting until all students are listening before beginning a lesson helped Dave to learn how to promote responsible behaviour in his own classroom.

As Dave revealed, since "teaching personal responsibility is what parents want and what teachers must be able to do in order to survive," associates must be required by the university to teach teacher candidates various strategies for promoting responsibility in students. He suggested that this requirement be outlined within the package that is sent from Brock University to all associate teachers.

Regarding the theoretical program component, Dave emphasized that all faculty members must consistently demonstrate responsible behaviour and teach teacher candidates how to promote it within their own future classrooms. To accomplish this, he suggested the use of role play activities (based on actual classroom situations) followed by a group attempt to deal with aspects of problem student behaviour. He further suggested that faculty members draw attention to aspects of personal responsibility when they arise within their own lessons and reflect upon

these issues with the teacher candidates. Finally, Dave emphasized that teacher candidates need to know that responsible behaviour must be nurtured in children within their homes as well as in the schools and, therefore, appropriate strategies for communicating with parents need to be taught within this teacher education program.

David

At the start of the interview with David, he revealed that the concept of personal responsibility was discussed in the teaching methods course, mainly during the month of September. He also indicated that faculty members' expectations of teacher candidates in terms of "working as a team" helped him to encourage effective teamwork with his own students during his first year of teaching.

At that time, many of David's students were able to behave responsibly and work well in group activities. Other students who did not meet his expectations were dealt with by re-emphasizing behaviour expectations during one-on-one communication sessions with the teacher and encouraging co-operative work with peers for those students who "did not want to belong."

Further on, David revealed that various strategies for promoting responsible student behaviour were discussed during one particular week within his counselling group. Various strategies included maintaining a calm, quiet manner

while teaching, speaking only when students are listening, and maintaining consistent communication with other teachers and parents. David also felt that his associate teachers were very effective in terms of promoting responsible student behaviour. He indicated that their particular teaching strategies helped him to learn how to clearly outline expectations for students with both positive and negative consequences for behaviour, maintain calmness while teaching, employ a "team approach" to various classroom activities, involve students in decision making and maintain frequent contact with parents.

In order to increase teacher preparedness for promoting responsible student behaviour, David recommended that teacher candidates be permitted to choose the appropriate location and grade level for one of their teaching blocks to help them clarify their teaching interests and strengths. Within each placement, he suggested that associates help candidates to focus on various aspects of personal responsibility and encourage them to record effective teaching strategies in a log or journal.

In addition, David felt that the subject of promoting personal responsibility should definitely take high priority within the theoretical component of the Brock teacher education program. He emphasized that more time needs to be spent on related teaching strategies in terms of specific subject areas (e.g., problem-solving activities in

mathematics) as well as how to implement these strategies. He felt that teachers need to know more about handling behaviour problems associated with various age groups without sending students to the principal's office. He also suggested that experienced intermediate teachers be invited to the Faculty of Education to share certain case scenarios with candidates and dialogue about possible solutions to problems.

Overall, David emphasized that teachers must be taught to "be prepared, be organized, be yourself, and expect the best from students." In addition, he encouraged teachers to gather as much information as possible from colleagues as well as parents and to take some time at the end of each day to reflect, and ask, "How can we make tomorrow better than today?"

Sandra

Sandra recalled that, while she was attending the Faculty of Education at Brock University, strategies for promoting responsible student behaviour were discussed during counselling group sessions. She developed expectations of student behaviour (e.g., exerting personal best efforts in all activities) from her associate teachers as opposed to faculty members, yet emphasized that expectations must be modified to some degree depending on the particular group of students being taught.

In her first year of teaching, some students met Sandra's expectations of their behaviour in terms of politeness, accountability and personal preparation for class. When other students were either rude, unfriendly or unprepared, Sandra spoke with these students' advisor teachers, arranged detentions which required students to complete problem-solving sheets (activity sheets which allowed students to identify problem behaviour and develop strategies to improve it), and arranged conferences at which parents and administration were present. Another strategy which she acquired from her counselling group and often used was a game which allowed students to earn points for acceptable behaviour (e.g., completing homework on time), leading to rewards (e.g., candy or going out to lunch with the teacher).

Sandra suggested that longer teaching blocks may help to increase teacher preparedness for promoting responsible student behaviour. She also felt that an actual course, which is case-study oriented and provides candidates with opportunities to examine, discuss and develop solutions to problems should be a priority at the Faculty of Education that would prove most helpful to teacher candidates.

In closing, Sandra emphasized that "promoting responsible student behaviour is a very difficult thing to do."

Claudio

At the start of the interview with Claudio, he revealed that the concept of personal responsibility was not discussed in his particular program at the Faculty of Education. He did indicate, though, that faculty members' expectations of his responsible behaviour (e.g., punctuality, personal organization, attentiveness and work completion) helped him to develop the same expectations of his own students. He emphasized, however, that expectations should be modified to some degree depending on the group of students and content being taught.

During Claudio's first year of teaching, some of his students met his expectations in terms of attendance, punctuality, reliability, persistence, motivation, kindness and leadership. In contrast, one boy confronted Claudio one day and said, "I'm not really an eleven-year-old boy. I'm really a fifty-year-old man with a wife and kids who has been put here to test you." Claudio attempted to reason with this boy and let him know he cared about him. Altogether, Claudio felt that this type of approach helped to encourage mutual respect between teacher and student.

Within Claudio's counselling group, strategies for promoting responsible student behaviour were discussed (e.g., flicking the lights to quiet a class and maintaining close proximity to students while teaching to increase attentiveness). He also acquired various strategies from

associate teachers (e.g., personal organization prior to lessons, setting high expectations of students, and displaying self-confidence). which he now attempts to utilize in his own classroom.

In order to increase teacher preparedness for promoting responsible student behaviour, Claudio suggested that candidates have fewer, but longer, teaching blocks so that they have a chance to get to know the school, staff and students, and have more actual teaching than observation time.

He felt very strongly that the issue of promoting responsibility in students should take high priority within the theoretical program component. He believed that faculty members should better educate teacher candidates about why children do the things they do, and then elude to "an overall behaviour pattern" that teachers must aim to achieve in students. In order to accomplish these goals, Claudio recommended the implementation of a "mini-course" in which faculty members and guest speakers share various techniques for promoting responsible student behaviour with candidates. Specifically, he indicated that candidates be taught to "pick up on the strengths of certain students and use these strengths to promote personal responsibility in all students, and that if children are comfortable in a classroom and feel that it is a nice place to be, then aspects of personal responsibility may simply fall into

place." Finally, Claudio revealed that teacher candidates must be taught to view things from a child's perspective so that they may understand and be better equipped to deal with aspects of problem student behaviour.

Susan

During her interview, Susan revealed that the concept of personal responsibility was not a topic of study within her program at the Brock University Faculty of Education. She did indicate, though, that learning about stages of psychological development helped her to understand what students would be capable of, at various ages, in terms of responsible behaviour. She also revealed that, since faculty members' expectations of teacher candidates were "basically understood," this understanding did not help her to develop expectations of responsible student behaviour within her own classroom. Most of Susan's students, however, did meet her general expectations of their behaviour; they participated well in class, exerted a high level of effort in all activities, and submitted quality written assignments.

From her counselling group sessions and through her associate teachers, Susan acquired various strategies for promoting responsible student behaviour including modelling responsible behaviour as a teacher, setting expectations for students and following through on them, and remaining fair

and consistent with all children and in all activities. In her present classroom, she revealed that she implements those strategies as best as she can.

Overall, Susan felt that the subject of promoting responsible student behaviour should take high priority within the theoretical component of the Brock teacher education program. She recommended that teacher candidates be exposed to more "real-life examples" of problem student behaviour (through counsellors' and other experts' experiences) and be involved in developing and sharing possible solutions to these problems. She also emphasized the importance of familiarization with various learning styles so that teachers may encourage personal responsibility through these styles. Finally, in relation to the practicum, Susan felt that teaching blocks which are four to five weeks in length would allow for more actual teaching as opposed to observation time.

Summary of Teacher Interview Findings

Individual interviews were conducted with ten novice teachers on the topic of preparing teacher candidates to promote responsible student behaviour. During these interviews, each teacher responded to eight research questions by drawing upon his/her past experiences from the Faculty of Education at Brock University as well as his/her

present knowledge and experience as professionals.

The following data represent a summary of findings based on all the teacher interviews and are organized in terms of responses to each of the eight research questions.

1. The concept of personal responsibility was discussed in the Faculty of Education within these program components:
 - a) school law,
 - b) educational psychology,
 - c) social studies,
 - d) mathematics,
 - e) teaching methods, and
 - f) counselling group sessions.
2. Faculty members' expectations of teacher candidates' responsible behaviour helped teachers to develop expectations of responsible behaviour in students in terms of:
 - a) accountability,
 - b) attentiveness,
 - c) effective listening,
 - d) class participation,
 - e) respect for others,
 - f) resistance of peer pressure,
 - g) politeness,
 - h) work completion,
 - i) meeting deadlines,

- j) personal organization and effort,
- k) independent thinking,
- l) self-reliance, and
- m) self-sufficiency and collaborative team work.

Some teachers felt that expecting similar behaviours from both teacher candidates and intermediate students was unrealistic.

3. Some students met teachers' expectations of their behaviour in terms of:

- a) accountability,
- b) participation,
- c) respect for others,
- d) politeness,
- e) work completion,
- f) punctuality,
- g) personal organization and effort,
- h) self-reliance and collaborative team work.

Other students did not meet teachers' expectations of their behaviour. Subsequent teaching strategies included:

- a) clearly outlining expectations with positive and negative consequences for behaviour,
- b) evaluating student behaviour on a daily basis,
- c) communicating with students and letting them know they are cared about,

- d) giving out detention and problem-solving sheets,
- e) head-counting,
- f) communicating with parents as well as other teachers (including advisor teachers) and administrators,
- g) suspending students from school, and
- h) enrolling in additional qualifications (AQ) courses.

4. Within counselling groups, strategies for promoting responsibility in students were discussed. Various strategies included:

- a) setting clear expectations of students so that they are aware of how they should behave,
- b) modelling responsible behaviour,
- c) speaking calmly and only when all students are listening,
- d) turning off lights and maintaining close proximity with students to gain their attention,
- e) organizing cross-ability groups,
- f) rewarding appropriate behaviour with points which may later be used to "purchase" material items,
- g) encouraging proper preparation for school

- trips to ensure personal safety, and
- h) maintaining effective communication with other teachers and parents.
5. Associates who were effective in promoting responsible student behaviour helped teachers to learn how to effectively promote this behaviour in their own classrooms by:
- a) setting clear expectations with positive and negative consequences for behaviour,
 - b) modelling various aspects of responsible behaviour (e.g., personal organization and politeness),
 - c) maintaining a sense of humour,
 - d) encouraging student leadership and students' involvement in decision making,
 - e) being consistent and communicating with other teachers (via advisor cards) as well as parents, and
 - f) accepting only personal best efforts from students in all activities.
6. In order to increase teacher preparedness for promoting responsible student behaviour, the following changes were suggested for the practicum component of the Brock teacher education program:
- a) increased communication between Brock Faculty of Education members and associates regarding

- emphasis on appropriate methods of promoting responsibility in students,
- b) ensuring that associates are effective classroom managers,
 - c) more focus on promoting responsible student behaviour than on writing lesson plans,
 - d) exposing teacher candidates to a variety of classroom management techniques,
 - e) encouraging candidates to incorporate these techniques into lesson plans and evaluate their use of the technique in a journal,
 - f) familiarizing teachers with the Advisor Program and Ontario Student Records (OSRs),
 - g) allowing candidates to complete a mock report card and participate in parent-teacher interviews,
 - h) organizing September and longer teaching blocks, and
 - i) permitting candidates to dialogue with faculty members and each other about effective strategies for promoting responsible student behaviour before and after each teaching block.

7. Nine out of ten teachers felt that the subject of promoting responsible student behaviour should take high priority within the theoretical

component of the Brock teacher education program. Recommendations for change regarding this subject included:

- a) making this subject central to course work by exposing teacher candidates to strategies for promoting responsibility in students (e.g., co-operative learning activities, setting high expectations for students, promoting a positive classroom environment, developing students' strengths, showing a personal interest in students, and problem-solving activities) and how to implement these strategies with various age groups,
- b) developing a course on promoting responsible student behaviour,
- c) examining and/or role playing scenarios of "real-life" classroom events and developing and sharing solutions to these problems,
- d) inviting "experts" and/or inner-city school teachers to the Faculty of Education to share experiences and strategies for promoting responsibility with teacher candidates, as well as faculty members' consistent teaching and role modelling of an overall pattern of responsible behaviour, which all educators must aim to achieve in their students.

8. Overall, several of the teachers revealed that promoting responsible behaviour in students is a very difficult thing to do since many children do not have traditional families or roles anymore. They emphasized that teachers need to:

- a) learn how to inquire about the students' broader environment (e.g., family background),
- b) provide effective feedback which keeps students motivated, and
- c) help students grow by giving them responsibility for small things and take joy in their accomplishments.

Findings from the Follow-up Group Discussion Activity

The follow-up group discussion activity was held at Elizabeth Bagshaw School on April 7th, 1994. Seven of the ten teachers interviewed were able to attend.

At the start of this activity, the purposes of the evening were stated as follows:

- 1) to validate the researcher's interpretation of the main themes which emerged during the teacher interviews,
- 2) to gain a deeper insight into effective strategies for promoting responsibility in students, and

- 3) to determine the means by which these strategies might be effectively incorporated into the teacher education program at Brock University.

After the research findings were reviewed (see Appendix C), the teachers were asked to consult with one another and comment on the data presented. Specifically, comments regarding the accuracy and completeness of the findings were encouraged.

All of the teachers felt that the data presented were accurate. However, as a group, they felt that the following information should be emphasized or added to the findings to help ensure effective teacher preparedness for promoting responsible student behaviour.

- 1) All faculty members, themselves, must consistently model responsible behaviour.
- 2) Within their own lessons, faculty members should "seize teaching moments" so that future teachers might learn to do this too. For example, they should identify specific events or situations when they arise during a lesson, discuss them and teach candidates how to deal with them. Even further, faculty members can emphasize that flexibility in conducting lessons is acceptable and that to stray from the course of a lesson plan once in a while, and seize a teaching moment, may have important benefits for both teachers and students.

- 3) The topic of personal responsibility should be discussed and promoted across the curriculum within the Faculty of Education at Brock University. Teacher candidates need to learn about general strategies as well as strategies specific to subject areas (e.g., problem-solving activities in mathematics), experience them and learn how to implement them in their own future classrooms.
- 4) Teacher candidates must learn not only how to write lesson plans, but about strategies required to ensure these plans may be effectively carried out. They need to be taught how to incorporate strategies for promoting responsible student behaviour into their lesson plans and to evaluate their use of those strategies in a journal.
- 5) Faculty members and associates must familiarize teacher candidates with aspects of "real world" student behaviour and help candidates develop strategies to deal with them.
- 6) Faculty members and associates must familiarize teacher candidates with programs implemented in school boards (e.g., the Advisor Program) which are designed to promote responsible behaviour in students.
- 7) One short teaching block (e.g., one week) should

be organized in September and designed strictly for observational purposes. During this block, teacher candidates could observe associates setting expectations of students, along with appropriate positive and negative consequences for behaviour. Records could be kept of these expectations and consequences, as well as other effective strategies for promoting responsible student behaviour.

- 8) Faculty members must remember to teach the teacher candidates, not the subjects, and maintain effective contact with schools as well as the children.

After this information was presented, the issue of incorporating aforementioned teaching strategies into the teacher education program at Brock University was addressed in greater depth. Specifically, the teachers responded to the three Discussion Questions (see Appendix C) as follows:

- 1) Strategies for promoting responsible student behaviour should be taught within and across all areas of the teacher education program, including: school law, educational psychology, teaching methods, academic areas of specialization (e.g., mathematics, physical education, social studies and music), counselling groups and practice teaching.

- 2) These strategies should be incorporated into the teacher education program as soon as possible and taught to teacher candidates consistently throughout the school year.
- 3) Recommendations for both practical and theoretical components of the B2rock teacher education program should be presented to faculty members by the researcher. Faculty members in positions of authority should attempt to ensure that this information is shared with all other faculty members and implemented effectively. In order to accomplish these aims, experienced principals, teachers and associates from a variety of settings may also contribute their knowledge to the better education of teacher candidates in terms of promoting responsible behaviour, both inside and outside of the Brock Faculty of Education.

Discussion

The results of this study, obtained from both the teacher interviews and the group discussion activity, may be attributed to a variety of factors. First of all, within the interviews, some teachers provided responses to research questions which were contradictory. For example, at the start of their interviews, both Sandra and Claudio revealed

that the concept of personal responsibility was not discussed in their particular programs at the Faculty of Education. Later on, however, they indicated that this concept was discussed during counselling group sessions. These contradictory findings may be explained by the time elapsed between graduation and the present (e.g., Claudio graduated from the Faculty of Education in 1989) leading to initial difficulties in recalling various details regarding the teacher education program.

Secondly, the age of certain teachers while they were attending the Faculty of Education may have influenced their responses to the research questions. For example, Claudio revealed that because he was thirty-seven years of age at the time, he had no choice but to "make it as a teacher." He also indicated that his age made him feel anxious, nervous and uncomfortable with the idea of teaching thirty Grade Eight students in one classroom.

During his interview, Claudio felt very strongly about the concept of personal responsibility taking high priority within the theoretical component of the Brock teacher education program. Perhaps, then, this recommendation was in part due to his age and the resulting pressure he felt to become a successful teacher.

Furthermore, because some of the teacher participants (e.g., Dave and Claudio) were thirty years of age or older, they had also gained substantial teaching-related

experiences in a variety of other settings. Specifically, prior to attending the Faculty of Education, Dave worked with "mentally handicapped" children in a residential treatment centre. At this centre, he received training in the area of behaviour management. During his interview, Dave specifically revealed that it was this training which helped him to set expectations for students as well as positive and negative consequences for behaviour.

In short, other teachers (e.g., Catherine, Mark and Alison) revealed that faculty members' expectations of their responsible behaviour helped them to develop similar expectations of their own students. Dave revealed, however, that this was not true in his particular case. Therefore, this discrepancy in research results may be attributed to the effect which previous work experiences may have on one's ability to accurately recall various aspects of a teacher education program (Housego, 1992).

Moreover, David revealed that different teachers have different expectations of responsible behaviour for their students and employ a variety of strategies to help students meet those expectations. During his interview, he stated, "I am traditional and expect a quiet classroom in which all are listening before I begin speaking." Jaimie, on the other hand, felt that it was appropriate to allow just enough classroom confusion to let students find their own way. Thus, differences in suggested strategies for

promoting responsible student behaviour may, in part, be explained by personality differences among the teachers, which can influence their choice of, and level of, comfort with various teaching styles (Theis, 1981).

In addition to personality differences, the subject a teacher teaches might influence his/her views on appropriate strategies for promoting responsible student behaviour. For example, Claudio and David, who were both physical education majors, felt that one-on-one communication between teacher and student is important in dealing with problem student behaviour. In contrast, Sandra, who teaches French, felt that this strategy would be ineffective in her classroom. She specifically revealed that students' poor attitudes toward French (which often come from parents) and their lack of motivation to achieve in her class (compared to mathematics and English classes) force her to implement more concrete teaching strategies and consequences for behaviour (e.g., games which allow students to earn points leading to rewards for acceptable behaviour, detentions and parent-teacher conferences). In short, Sandra felt that in French class, many students do not feel a need to be responsible since neither they nor their parents see this subject as important in relation to other academic areas. Therefore, she revealed that the strategies and consequences required to enforce appropriate classroom behaviour must be more concrete.

According to Frame (1990), teacher's region of employment may also affect his or her choice of appropriate strategies for promoting responsible student behaviour, and his or her perceptions of personal competencies in accomplishing this task. In support of this statement, schools within the Hamilton Public Board of Education utilize the Advisor Program as a means of promoting responsible student behaviour. Several of the teachers interviewed (e.g., Jaimie, Sandra, Carl and Claudio) who also work in the Hamilton region, indicated that they often have trouble managing student behaviour problems since many children do not have traditional roles or families anymore and that these problems may not be solvable strictly through the school.

Regarding the practical component of the Brock teacher education program, all of the female teachers made several recommendations for change to increase teacher preparedness for promoting responsible student behaviour. For example, three of these teachers (Jaimie, Sandra and Susan) suggested that teaching blocks be lengthened. Catherine emphasized the importance of the teaching block in terms of familiarizing teacher candidates with schoolwide programs (e.g., the Advisor Program) and Alison felt that the teaching block, since it provides practical experience, was the only component within the teacher education program which could adequately prepare teacher candidates to promote

responsible student behaviour.

This pattern is supported by the results of research conducted by Housego (1992). Specifically, he found that females increase significantly in personal teaching efficacy (what teachers, given their individual characteristics and the current environment, feel they can accomplish or are prepared to accomplish) during the practicum component, whereas males do not. In short, perhaps the females in this present study advocated further development of the practicum component of the Brock teacher education program because of their enhanced confidence in what they could personally accomplish at that particular time.

To summarize thus far, various factors regarding the teachers themselves may have influenced the results of this study. Their time away from the teacher education program, age, variety of work experiences outside of teaching, personalities, teaching subjects, region of employment and gender may all have had an effect on the research findings.

In addition to these factors, certain aspects of the teacher education program may have influenced the results obtained from this study. As stated by Housego (1992), "the quality of the educational experience of the practicum is uneven. Co-operating teachers are not equally knowledgeable regarding effective teaching, or to the same degree skilled in supervision" (p. 61). Furthermore, Brock University reported an aging teaching profession and senior teachers

becoming tired of the extra work required to supervise student teachers (Fullan & Connelly, 1987).

In relation to the present study, support may be given to the above comments since several of the teachers interviewed (e.g., Catherine, Mark, Sandra and Claudio) felt that they learned more from one particular associate than they did from the others. It is interesting to note, however, that all of the teachers maintained very positive views regarding their practical experiences within the Brock teacher education program.

Finally, the teachers who participated in this study were graduates of the teacher education program between the years of 1989 and 1992. Therefore, reported differences in terms of acquired strategies for promoting responsible student behaviour may be attributed to possible program variations due to educational developments and faculty renewal (Fullan & Connelly, 1987).

Overall, then, the results obtained from this study on preparing teachers to promote responsible student behaviour may be attributed to factors related to the teachers themselves as well as the Brock University teacher education program. Many of the findings are supported by results presented in recent literature which relate to the research topic.

CHAPTER FIVE: SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

The purpose of this study was to determine novice teachers' perceptions of the extent to which the Brock University teacher education program focused on strategies for promoting responsibility in students. Individual interviews were conducted with ten teachers of intermediate students, and a follow-up group discussion activity with the same teachers was also held to gain deeper insights into strategies for promoting responsible student behaviour, and to determine the means by which those strategies could be effectively incorporated into the teacher education program at Brock University.

Conclusions

On the basis of the findings from both the teacher interviews and the group discussion activity, several conclusions may be drawn. First of all, it may be concluded that the topic of promoting responsible teacher behaviour was discussed within various components of the teacher education program, including: school law, educational psychology, social studies, mathematics, teaching methods and counselling group sessions. The discussions of this topic, however, did not always seem to be direct, lengthy or consistent throughout the program.

Secondly, it appeared that faculty members'

expectations of teacher candidates helped most of the teachers to develop expectations of responsible behaviour in students. Some of the teachers revealed that faculty members' expectations of teacher candidates were simply understood, and the others felt that expecting similar behaviours from both teacher candidates and intermediate students from a variety of socio-economic backgrounds was unrealistic.

Furthermore, some students were able to meet the teachers' expectations of their behaviour. For those students who were unable to meet teachers' expectations, a variety of strategies were implemented, including: clarifying expectations for students with positive and negative consequences for behaviour, giving out detentions, communicating with other teachers as well as administrators and parents, and enrolling in additional qualifications (AQ) courses. A teacher's choice of any particular strategy to be used with students seemed to be affected by his or her personality, teaching subject and region of employment, as well as certain aspects of the teacher education program including practicum experiences and faculty renewal.

In addition, it may be concluded that counselling group sessions did produce several strategies for promoting responsible student behaviour. Teacher candidates seemed to appreciate the invitation of guest speakers to these sessions, for purposes of identifying and describing

additional effective teaching strategies of this nature.

As well, it was the feeling among the teachers interviewed that their associate teachers were highly effective in terms of promoting responsible teacher behaviour and in helping teacher candidates to promote this behaviour in their own future classrooms.

Overall, the teachers felt that promoting responsible student behaviour is a very difficult task, since many children do not have traditional roles or families anymore. Although this issue was addressed within both the practical and theoretical components of the teacher education program, the teachers felt that discussions on this topic were often brief, indirect or inconsistent, and that examples of problem student behaviour with accompanying strategies for dealing with this behaviour were insufficient for meeting teachers' and students' needs within "real-world" classroom settings.

Therefore, it appeared that the teachers who participated in this study have indeed encountered some difficulty in dealing with students' behaviour. The problems they have been faced with seemed to be quite serious (e.g., swearing or physical violence in the classroom), and perhaps they felt they had no choice but to strictly enforce expectations with positive and negative consequences for behaviour (e.g., material rewards and detentions, respectively).

In short, many of these teachers appeared to be controlling rude and violent behaviour, as opposed to promoting responsible behaviour. A proposed model of the relationship between strategies designed to control rude and violent behaviour and promote responsible behaviour is presented in Appendix D.

Whether or not this controlling approach is appropriate for dealing with students' behaviour is open to question. As previously indicated by several of the teachers, many children do not have traditional roles or families anymore. And while setting expectations for students and defining consequences may be necessary at first, perhaps what some of these students need is simply to know that they are cared about and valued as individuals. Perhaps they need to be encouraged to identify some expectations for their own behaviour so that they may feel their personal input, as well as the teacher's input, is valuable. Since a classroom is made up of individuals, perhaps the identification and development of personal strengths is also a key factor in motivating students to achieve academically and behave responsibly. Finally, as indicated by some of the teachers, learning how to effectively communicate with students may be a critical factor in dealing with students' behaviour. Specifically, if a teacher identifies a student who is misbehaving, and knows how to ask the right questions to determine the cause(s) of misbehaviour, and also listens

effectively and responds empathetically, then perhaps a broader understanding of that student's situation may be gained and more personally suited strategies may be utilized for promoting responsible behaviour.

Recommendations

Recommendations for the Brock University Teacher Education Program

The teachers who participated in individual interviews as well as the follow-up group discussion activity produced these recommendations for the theoretical and practicum components of the Brock University teacher education program to enhance teacher preparedness for promoting responsible student behaviour.

- 1) All faculty members themselves must consistently model responsible behaviour. Specifically, they must be reliable and accountable for their actions as teachers and researchers. They must also set their own professional goals, and work hard independently and collaboratively with others to achieve these goals. As well, they must respect others, including their colleagues and students, and work with a high level of effort to fulfil obligations to themselves and the university.
- 2) Expectations of teacher candidates should be

clearly stated by faculty members at the start of each course in the pre-service program. Teacher candidates may then be asked what their expectations are within various courses. This process should be used as a "teaching moment" to help teacher candidates learn how to set expectations of their own future students, with appropriate positive and negative consequences for behaviour. This sharing of explanations may also encourage teacher candidates to involve children in the identification of personal expectations regarding academic studies and classroom behaviour. Teacher candidates should be further informed that expectations of students as well as consequences for their behaviour, may need to be modified depending on the age and socio-economic background of the students, as well as the subject being taught.

- 3) The topic of personal responsibility should be discussed and promoted across the curriculum at the Faculty of Education at Brock University. For example, this topic should be discussed with all courses, and presented through various methods and strategies which may be appropriate to each subject (e.g., collaborative learning activities in language arts).

- 4) Within a special course and/or counselling group sessions, teacher candidates should be taught various strategies for promoting responsible student behaviour. The teaching of these strategies may be enhanced by inviting experienced guests (e.g., teachers and principals) to the Faculty of Education to dialogue with the teacher candidates. Teacher candidates should also be involved in role-play activities, and in examining recent case studies which require developing solutions to problem student behaviour.
- 5) Teacher candidates must be informed of special programs, implemented in various school boards, which are specifically designed for promoting responsible student behaviour (e.g., the Advisor Program and the Peace-maker Program).
- 6) Faculty members should identify and familiarize teacher candidates with components relevant to specific subject areas which may be used to promote responsible student behaviour. For example, in educational psychology and teaching methods courses, teacher candidates may be taught how to relate psychological stages of development as well as children's learning styles to the development of responsible student behaviour. Teacher candidates must also experience and learn

how to implement co-operative and collaborative learning activities, as well as problem-solving activities which may occur within language arts, mathematics and other teaching subjects.

- 7) Faculty members must remember to teach the teacher candidates, not the subjects. More specifically, they must recognize individual needs and abilities, and plan their lessons with these factors in mind. Faculty members must also maintain consistent contact with schools, including both teachers and students.
- 8) Associate teachers must model responsible behaviour. For example, they must be reliable, available to students and accountable for their professional actions. They must also set goals for themselves, and help students to set their own personal goals as well. Finally, associate teachers must respect their colleagues and students, and themselves and their schools. In addition, associates must continue to effectively promote responsible behaviour in their classrooms so that teacher candidates may learn how to do this in their own future classrooms as well.
- 9) Associate teachers should be required by the university to teach teacher candidates how to effectively promote responsible student behaviour.

This requirement should be stated in the handbook which is provided for all associates by the Faculty of Education. Various strategies may include: teaching teacher candidates how to incorporate techniques for promoting responsible student behaviour into lesson plans and evaluate their use of the technique in a journal, showing candidates how to read, interpret and complete Ontario Student Records (OSRs), allowing candidates to write mock report cards and involving them in parent-teacher interviews.

- 10) One short teaching block (e.g., one week) should be organized in September and designed strictly for observational purposes. During this block, teacher candidates should observe associates setting expectations of students, along with appropriate positive and negative consequences for behaviour. Records should be kept of these expectations and consequences, as well as other effective strategies for promoting responsible student behaviour.
- 11) The total time allotted to practice-teaching should be lengthened so that teacher candidates will have more time to learn about, implement and evaluate various strategies for promoting responsible student behaviour, under the direction

and supervision of their associate teachers.

- 12) All of the above recommendations should be presented to faculty members by the researcher. Faculty members in positions of authority should ensure that this information is shared with all other faculty members, and implemented effectively in the pre-service program. In order to accomplish these aims, experienced principals, teachers and associates should also contribute their knowledge to the better education of teacher candidates, both inside and outside of the Faculty of Education at Brock University.

In addition to these recommendations provided by the teachers, the following suggestions were made from the point of view of the researcher:

- 13) Communication among faculty members should be increased in order to ensure that the theme of promoting responsible student behaviour is presented consistently throughout the teacher education program and is integrated within each course.
- 14) Collaboration should occur between members of the faculty of education and of various school boards to enhance the teacher induction process. Specifically, mentoring and orientation activities may be collaboratively designed to reinforce the

importance of promoting responsible student behaviour and to help novice teachers to effectively implement strategies for promoting this behaviour.

- 15) In-service courses should be offered to associates and other teachers which focus on effective strategies for promoting responsible behaviour in students.
- 16) Pre-service, induction and in-service programs must help teachers to learn how to effectively communicate with students. Teachers need to be taught effective questioning and listening skills regarding the students' broader environment, so that appropriate strategies for promoting responsible behaviour may be implemented.

Several of these recommendations were confirmed by the views of faculty members at Brock University and also by current relevant research. For example, Recommendations 3, 6 and 13 were supported by R. Connelly (interview, July 6, 1993). Specifically, he advocated the consistent presentation of the theme of personal responsibility throughout the pre-service curriculum, the participation of teacher candidates in problem-solving activities and increased communication among faculty members to ensure that this theme is filtering consistently through each course in the teacher education program. Recommendations 1 and 2 were

confirmed by S. Wilson when she revealed that the modelling of faculty members, in terms of the ways in which they set expectations for teacher candidates, must continue so that candidates in turn will learn how to set expectations of their own students, along with positive and negative consequences of behaviour (interview, July 7, 1993).

In addition, D. Dworet (interview, July 6, 1993) suggested that promoting responsible behaviour could be a lecture topic at the Faculty of Education, and that more training of this nature should be provided for associate teachers so that they may be effective role models and effective in terms of promoting responsible behaviour in their own students. These views provided support for Recommendations 4, 8 and 15. Furthermore, Recommendations 1, 4, 6, 10 and 11 were confirmed by the views of A. Elliott (interview, July 7, 1993). Specifically, she indicated that faculty members must model responsible behaviour, and strategies for promoting this behaviour must continue to be discussed during counselling group sessions. She also emphasized that teacher candidates must experience and learn how to implement collaborative learning activities, and recommended more practice-teaching time, including a brief block in September. Finally, L. Popp (interview, November, 4, 1993) supported Recommendation 6, when he suggested that teacher candidates experience and, more importantly, learn how to implement problem-solving activities while they are

attending the Faculty of Education.

Regarding current research, Recommendation 11 (e.g., to lengthen practice-teaching time) was confirmed by Recommendation 5.5 (Fullan and Connelly, 1987). In addition, Willet (1988) expressed support for Recommendations 7, 10 and 11. As well, Recommendations 1, 4, 5 and 6 were confirmed by information presented in the document titled "Image of the Beginning Teacher (Base Image)", Brock University. Specifically, these recommendations paralleled what teachers should "be able to do," in terms of modelling and promoting appropriate moral values, helping students acquire collaborative competencies and helping students to accept responsibility for their learning.

Recommendations for Further Research

The findings obtained from this present study have reflected novice teachers' perceptions of the extent to which the Brock University teacher education program focused on strategies for promoting responsibility in students, and their recommendations for a future program based on current classroom needs.

In view of the specific nature of these findings, further research is recommended in several areas. First of all, since this study focused strictly on novice teachers of

junior and intermediate students, future studies could be conducted to determine effective strategies for promoting responsibility in primary and/or senior students. It would also be interesting to see if there are strategies for promoting responsibility which are more effective than others in terms of a student's gender or socio-economic background.

Furthermore, a study similar to this one could be conducted at other faculties of education, to determine their effectiveness in terms of preparing teacher candidates to promote responsible student behaviour and to gather valuable recommendations for enhancing teacher preparedness in this regard. Or, instead, a more indepth study of two to four teachers could be conducted over a one-year period in which the researcher observes and dialogues with these teachers to determine first hand what they are doing in the classroom to promote responsible student behaviour.

Finally, a study could be carried out in the future to evaluate the effectiveness of incorporating certain aforementioned recommendations for preparing teachers to promote responsible behaviour into the teacher education program at Brock University.

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Appendix A
Materials Provided for Faculty Members

Memo to Faculty Members

Terry Boak, Dean

Professors Wilson, Dworet, Connelly, Elliott

RE: INTERVIEW WITH MS. KATIE FLOCKHART
M.Ed. Graduate Student (Brock)

I have arranged the following schedule for interviews with Katie.

Tuesday, July 6, 1993

1:30-2:30 Sybil Wilson

3:00-4:00 Don Dworet

Wednesday, July 7, 1993

1:30-2:30 Ralph Connelly

3:00-4:00 Anne Elliott

Katie will provide you with a question to respond to at the time of the interview. Thank you for assisting Katie with her study.

TB/ph
June 30, 1993

**Preparing Teachers to Promote
Responsible Behaviour in Students**

Research Topic: Early teachers' perceptions of the extent to which teacher education programs focus on methods of promoting responsibility in students, and their recommendations for future programs based on present classroom needs.

Concepts of Personal Responsibility in Current Literature:

- i) "Be accountable; be confident; be here; be on time; be friendly; be polite; be a listener; be a risk taker; be a goal setter; be a doer; be prepared; and be a tough worker" (Brooks, 1987).
- ii) "following directions, approaching tasks, obtaining help, gaining feedback and reinforcement" (Cohen, 1983).
- iii) "Be self-reliant and resist peer pressure" (Steinberg & Elmen, 1986).
- iv) "Go beyond minimum requirements to do the best job possible" (Bray, 1982).

On the basis of the above concepts, the following definition of personal responsibility has been derived:

Being reliable and accountable for oneself, while setting goals and working hard independently and with others to achieve them, and respecting others while resisting peer pressure, and always exerting the highest possible level of effort in all of these tasks to fulfil a sense of obligation to family, school, city

and society.

In consideration of this definition, please respond to the following questions with as much detail and in as much depth as possible.

- 1) How does the teacher education program at Brock University prepare teacher candidates to promote responsible behaviour in students?
- 2) What changes, if any, are needed in this program to improve teacher preparedness?

Appendix B

Materials Provided for Novice Teachers in the Pilot Group

Letter to Novice Teachers in Pilot Group

November 7, 1993.

Dear _____,

How are you? I hope the school year is going well for you.

As I informed you on the telephone, part of the research I will be conducting for my masters thesis involves interviewing novice teachers who graduated from the Brock University Teacher Education Program between the years of 1989 and 1992. Specifically, I will be determining teachers' perceptions of the extent to which the Brock University Teacher Education Program focused on methods of promoting responsibility in school-age children, and their recommendations for a future program based on current classroom needs.

At the start of the interviews, each teacher will be provided with the enclosed document titled "Preparing Teachers to Promote Responsible Behaviour in Students." They will be given as much time as they need to read and interpret the information, and then answer the questions in as much depth and with as much detail as possible.

In order to increase the validity of the data, I am required to have this document critiqued by a pilot group of teachers. As a part of this group, you will need to read the document carefully. You are not expected to answer the 8 interview questions, but instead imagine yourself being one of the members of the actual sample group in the interview situation.

In order to guide you in your critique of this document, I have provided these criteria for your consideration:

1. adequate background information
2. clarity of questions
3. grammar usage: sentence structure, punctuation and spelling
4. level of difficulty of questions
5. approximate time required to respond to questions
6. overall organization and presentation of document

Once again, please take your time in reading the entire document, and examine it in terms of the above criteria. You may wish to make a few brief notes as you go along. You may return your final Comments in the enclosed stamped and addressed envelope.

Thank you very much for your time and efforts.

Sincerely,

Katie Flockhart

Preparing Teachers to Promote Responsible Behaviour in Students

Research Topic:

Novice teachers' perceptions of the extent to which the Brock University teacher education program (B.A./B.Ed. or B.Ed.) focused on methods of promoting responsibility in school-age children, and in their recommendations for a future program based on current classroom needs.

Concepts of Personal Responsibility Presented in Current Literature:

- i) "Be accountable; be confident; be here, be on time; be friendly; be polite; be a listener; be a risk taker; be a goal setter; be a doer; be prepared; and be a tough worker" (Brooks, 1987).
- ii) "Following directions, approaching tasks, obtaining help, gaining feedback and reinforcement" (Cohen, 1983).
- iii) "Be self-reliant and resist peer pressure" (Steinberg & Elman, 1986).
- iv) "Go beyond minimum requirements to do the best job possible" (Bray, 1982).

On the basis of these concepts, the following definition of personal responsibility has been derived for the purpose of this study:

Being reliable and accountable for oneself, while setting goals and working hard independently and with others to achieve them, and respecting others while resisting peer pressure, and exerting the highest possible level of effort in all of these tasks to fulfil a sense of obligation to self, family, school, city and society.

In consideration of this definition, please respond to the following questions with as much detail and in as much depth as possible.

- 1) While you were attending the Faculty of Education at Brock University, was the concept of personal responsibility discussed in your program? If so, in which particular component(s) of the program was this concept discussed? If not, go to Question 2.
- 2) Did the faculty members' expectations of your responsible behaviour help you to develop expectations of responsible behaviour of students during your first year of teaching? If so, what were your expectations of your students in this regard? If not, go to Question 3.

- 3) Did any, or all, of these students meet your expectations of their behaviour? If so, give an example(s). If not, describe how you dealt with any one particular situation.
- 4) Within your counselling group, were strategies for promoting responsible student behaviour discussed? If yes, please describe these strategies, and how you feel they did, or could, promote responsible behaviour. If no, go to Question 5.
- 5) If any, or all of your associate teachers were effective in promoting responsible student behaviour, did their particular classroom setting(s) help you to learn how to effectively promote responsible behaviour in your own classroom(s), or not? Explain. If none of your associates were effective in this regard, go to Question 6.
- 6) What change(s), if any, would you suggest for the practicum component of the Brock teacher education program to increase teacher preparedness for promoting responsible student behaviour?
- 7) Should the subject of promoting responsible student behaviour take high priority within the theoretical component of the Brock teacher education program? If yes, what change(s), if any, relative to this subject would you recommend for this teacher education program?
- 8) Do you have any additional comments regarding the issue of preparing teachers to promote responsible behaviour in school-age children?

Preparing Teachers to Promote Responsible Behaviour in Students

Comments

1. Adequate Background Information:
2. Clarity of Questions:
3. Grammar Usage
4. Level of Difficulty of Questions:
5. Approximate Time Required to Respond to Questions:
6. Overall Organization and Presentation of Document:
7. Additional Comments:

Teacher's Signature: _____

Appendix C

Materials Provided for Novice Teachers in the Sample Group

Letter to Teachers in Sample Group

Date: _____

Dear _____,

How are you. I do hope the school year is going well for you.

I am writing to you to confirm your participation in a study being conducted for my masters (M.Ed.) thesis. Specifically, I will be determining novice teachers' (teachers of 1 to 4 years) perceptions of the extent to which the Brock University teacher education program focused on methods of promoting responsibility in students, and their recommendations for a future program based on current classroom needs.

In order to gather my data, I will first be conducting interviews with several novice teachers. The interviews will take place in January in a comfortable environment of your choice. You will be asked to respond to 8 research questions to the best of your ability, in a time period of approximately 2 hours or less.

At the end of all the interviews, I will also be organizing a group dialogue and discussion session, which will help us gain a greater insight into effective strategies for promoting responsible behaviour in students, and the means by which these strategies might be incorporated into the teacher education program at Brock University.

Your participation in this study will be greatly appreciated by myself, and may prove to be a valuable learning experience for you as a novice teacher.

Thank you very much for your time and consideration. I do look forward to meeting you and further developing our knowledge and teaching skills. Please complete the form below, and return it to me in the enclosed stamped-addressed envelope as soon as possible.

Sincerely,

Katie Flockhart
M.Ed. Graduate Student.

I _____ would like the opportunity to participate in this study.

Check one: ☐ Yes ☐ No

I would like to participate in an interview at this convenient time:

at this comfortable location:

I may be contacted by telephone at:

Home: () _____

School: () _____

Teacher's Signature: _____

Date: _____

Informed Consent Letter

Title of Research Project:

Novice Teachers' Perceptions of the Extent to which the Brock University Teacher Education Program Focused on Methods of Promoting Responsibility in Students, and Their Recommendations for a Future Program Based on Current Classroom Needs.

I, _____, understand that the intent of this study is to determine novice teachers' perceptions of the extent to which the Brock University teacher education program focuses on methods of promoting responsibility in students, and their recommendations for a future program based on present classroom needs.

I have agreed to participate in a private interview session, with the researcher (Katie Flockhart) to express my feelings about the Brock teacher education program, and make recommendations, with respect to the topic. I also agree to allow the researcher to tape record this interview: Check One ☐ Yes ☐ No.

Further, I have agreed to participate in a follow-up group dialogue and discussion of strategies which may be used in the teacher education program at Brock, and in classrooms, to promote responsible student behaviour. As with the private interview, I agreed to have this follow-up discussion tape recorded: Check One ☐ Yes ☐ No.

With respect to both the private interview and the group discussion session, I agree to respond to specific questions and contribute to group dialogue to the very best of my ability. Yet, I fully realize that I reserve the right to withdraw from this research project at any time without penalty.

Finally, I understand that the information obtained in this research will be gathered for the purpose of writing a masters thesis. As well, I agree to allow the researcher to use my first name within the text of the study and discussion of results: Check One ☐ Yes ☐ No.

Signature of Participant

Date

Signature of Researcher

Research Questions Which Were Answered

By the Sample Group of Novice Teachers

1. While you were attending the Faculty of Education at Brock University, was the concept of personal responsibility discussed in your program?
If so, in which particular component(s) of the program was this concept discussed?
If not, go to Question 2.
2. Did the faculty members' expectations of your responsible behaviour help you to develop expectations of responsible behaviour of students during your first year of teaching?
If so, what were your expectations of your students in this regard?
If not, go to Question 3.
3. Did any, or all, of these students meet your expectations of their behaviour?
If so, give an example(s).
If not, describe how you dealt with any one particular situation.
4. Within your counselling group, were strategies for promoting responsible student behaviour discussed?
If yes, please describe these strategies, and how you feel they did, or could, promote responsible behaviour.
If not, go to Question 5.
5. If any, or all, of your associate teachers were effective in promoting responsible student behaviour, did their particular classroom setting(s) help you to learn how to effectively promote responsible behaviour in your own classroom(s), or not?
Explain.
If none of your associates were effective in this regard, go to Question 6.
6. What change(s), if any, would you suggest for the practicum component of the Brock teacher education program to increase teacher preparedness for promoting responsible student behaviour?
7. Should the subject of promoting responsible student behaviour take high priority within the theoretical component of the Brock teacher education program?
If yes, what change(s), if any, relative to this subject would you recommend for this teacher education program?
8. Do you have any additional comments regarding the issue of preparing teachers to promote responsible behaviour in school-age children?

Instructions for Listening to Tapes of the Interviews

Date: _____

Dear _____,

How are you? I hope all is well for you at school.

I would first like to thank you very much for your participation in the teacher interviews. Your experiences as a former student at the Brock University Faculty of Education and as a classroom teacher helped to provide me with valuable information and recommendations with respect to my research topic. I hope the interview was a valuable professional and learning experience for you as well.

I have enclosed a copy of the tape of your interview that was held on _____. Please take some time in a quiet environment to listen carefully to this tape. You may find it helpful to have the research topic and questions with you at this time. If there is any information at all which you feel would make your responses to the questions more complete and/or accurate, please contact me by telephone at (905) 304-0765.

I will be in touch with you soon regarding our follow-up group dialogue and discussion activity. Thank you again for your time and effort.

Sincerely,

Katie Flockhart
M.Ed. Graduate Student

Memo to Novice Teachers Regarding the Follow-up Group Discussion Activity

Date: _____

Dear _____,

How are you? I would first like to thank you again for your participation in the teacher interviews, which focused on preparing teachers to promote responsibility in their students. I hope you have had a chance to listen to the tape which I sent you, in order to determine whether or not you would like to add to or change any of the data to make it more complete or accurate. I enjoyed and appreciated very much your views and recommendations regarding my research topic.

As you were previously informed, I will be holding a group dialogue and discussion activity as a follow-up measure to your interviews. This activity has been organized to help us gain a greater insight into effective strategies for promoting responsibility in students, and to determine the means by which these strategies may be effectively incorporated into the teacher education program at Brock University.

The discussion activity will be held at Elizabeth Bagshaw School in the Conference Room at 4:15 p.m. on Thursday April 7th, 1994. Refreshments will be provided for you starting at 4:00 p.m.. Please contact me at (905) 304-0765 if you will not be attending this session.

I am looking forward to meeting with you again, so that we may further develop our knowledge and teaching skills.

Sincerely,

Katie Flockhart

KF/lmw
ENCLOSURE

Handout Provided for Novice Teachers who Attended
the Follow-up Discussion Activity

Novice Teachers' Perceptions of the Extent to which the Brock University Teacher Education Program Focused on Methods of Promoting Responsibility in Students, and their Recommendations for a Future Program Based on Current Classroom Needs:

Follow-up Group Discussion Activity
Elizabeth Bagshaw School
April 7th, 1994

Researcher:

Katie Flockhart

Teacher Participants:

Claudio
Catherine
Sandra
Mark
David
David
Carl

Note: Due to previous engagements, Jaimie, Susan and Allison were unable to attend this activity.

Follow-up Group Discussion Activity

Introduction

Purposes

1. to validate the researcher's interpretation of the main themes which emerged during the teacher interviews
2. to gain a deeper insight into effective strategies for promoting responsibility in students
3. to determine the means by which these strategies may be effectively incorporated into the teacher education program at Brock University

Research Findings

1. The concept of personal responsibility was discussed in the Faculty of Education within these program components: school law, educational psychology, social studies, teaching methods and counselling group sessions.
2. Faculty members' expectations of teacher candidates' responsible behaviour helped teachers to develop expectations of responsible behaviour in students, in terms of: accountability, attentiveness, effective listening, class participation, respect for others, resistance of peer pressure, politeness, work completion, meeting deadlines, personal organization and effort, independent thinking, self-reliance, self-sufficiency and collaborative team work.
Some teachers felt that expecting similar behaviours from both teacher candidates and intermediate students was unrealistic.
3. Some students met teachers' expectations of their behaviour in terms of: accountability, participation, respect for others, politeness, work completion, punctuality, personal organization and effort, self-reliance and collaborative team work.
Other students did not meet teachers' expectations of their behaviour. Subsequent teaching strategies included: clearly outlining expectations, with positive and negative consequences for behaviour, evaluating student behaviour on a daily basis, communicating with students and letting them know they are cared about, giving out detention and problem-solving sheets, head-counting, communicating with parents as well as other teachers (including advisor teachers) and administrators, suspending students from school and enrolling in additional qualification (AQ) courses).

4. Within counselling groups, strategies for promoting responsibility in students were discussed. Various strategies included: setting clear expectations of students so that they are aware of how they should behave, modelling responsible behaviour, speaking calmly and only when all students are listening, turning off lights and maintaining close proximity with students to gain their attention, organizing cross-ability groups, rewarding appropriate behaviour with points which may later be used to "purchase" material items, encouraging proper preparation for school trips to ensure personal safety, and maintaining effective communication with other teachers and parents.
5. Associates who were effective in promoting responsible student behaviour helped teachers to learn how to effectively promote this behaviour in their own classrooms, by: setting clear expectations with positive and negative consequences for behaviour, modelling various aspects of responsible behaviour (e.g., personal organization, and politeness), maintaining a sense of humour, encouraging student leadership and students' involvement in decision-making, being consistent and communicating with other teachers (via advisor cards) as well as parents, and accepting only personal best efforts from students in all activities.
6. In order to increase teacher preparedness for promoting responsible student behaviour, the following changes were suggested for the practicum component of the Brock teacher education program: increased communication between Brock Faculty of Education members and associates regarding emphasis on appropriate methods of promoting responsibility in students, ensuring that associates are effective classroom managers, more focus on promoting responsible student behaviour than on writing lesson plans, exposing teacher candidates to a variety of classroom management techniques, encouraging candidates to incorporate these techniques into lesson plans and evaluate their use of the technique in a journal, familiarizing teachers with the Advisor Program and Ontario Student Records (OSRs), allowing candidates to complete a mock report card and participate in parent-teacher interviews, organizing September and longer teaching blocks, and permitting candidates to dialogue with faculty members and each other about effective strategies for promoting responsible student behaviour before and after each teaching block.
7. Nine out of ten teachers felt that the subject of promoting responsible student behaviour should take high priority within the theoretical component of the Brock teacher education program. Recommendations for change regarding this subject included: making this subject central to course work by exposing teacher candidates to strategies for promoting responsibility in students (e.g., co-operative learning activities, setting high expectations for students, promoting a positive classroom environment, developing students' strengths, showing a personal interest in students, and problem-solving activities) and how to implement these

strategies with various age groups, developing a course on promoting responsible student behaviour, examining and/or role-playing scenarios of "real-life" classroom events and developing and sharing solutions to these problems, inviting "experts" and/or inner-city school teachers to the Faculty of Education to share experiences and strategies for promoting responsibility with teacher candidates, as well as faculty members' consistent teaching and role-modelling of an overall pattern of responsible behaviour, which all educators must aim to achieve in their students.

8. Overall, several of the teachers revealed that promoting responsible behaviour in students is a very difficult thing to do since many children do not have traditional families or roles any more. They emphasized that teachers need to learn how to inquire about the students' broader environment (e.g., family background), to be effective role models, to provide effective feedback which keeps students motivated and to help students grow by giving them responsibility for small things, and take joy in their accomplishments.

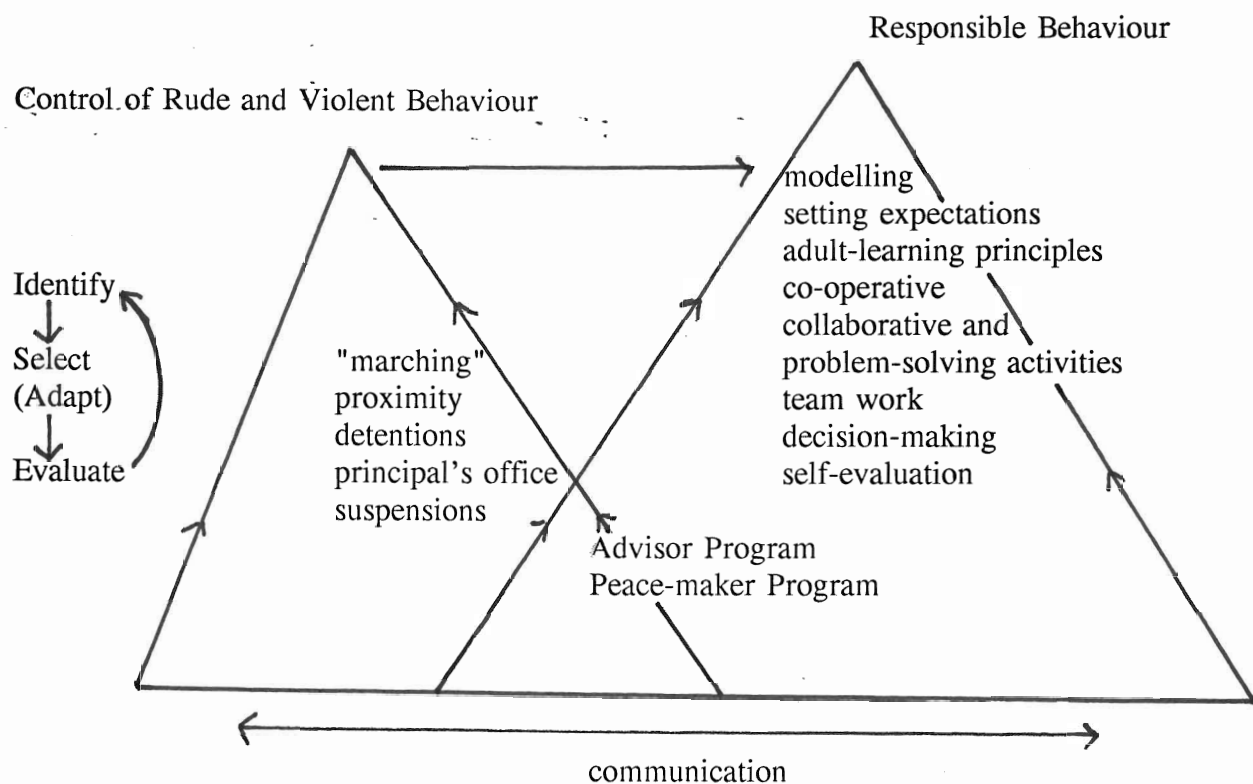
Discussion Questions

1. How should the aforementioned strategies for promoting responsible student behaviour be incorporated into the teacher education program at Brock University?
 - a) Where, within the program, should these strategies be incorporated?
 - b) When should these strategies be incorporated and taught to teacher candidates?
 - c) Who should be involved in implementing recommended changes to practical as well as theoretical program components?

Closing Comments

Appendix D

Relationship Between Strategies Designed to Control
Rude and Violent Behaviour and Promote Responsible Behaviour



Teaching Strategies and/or Student Activities