



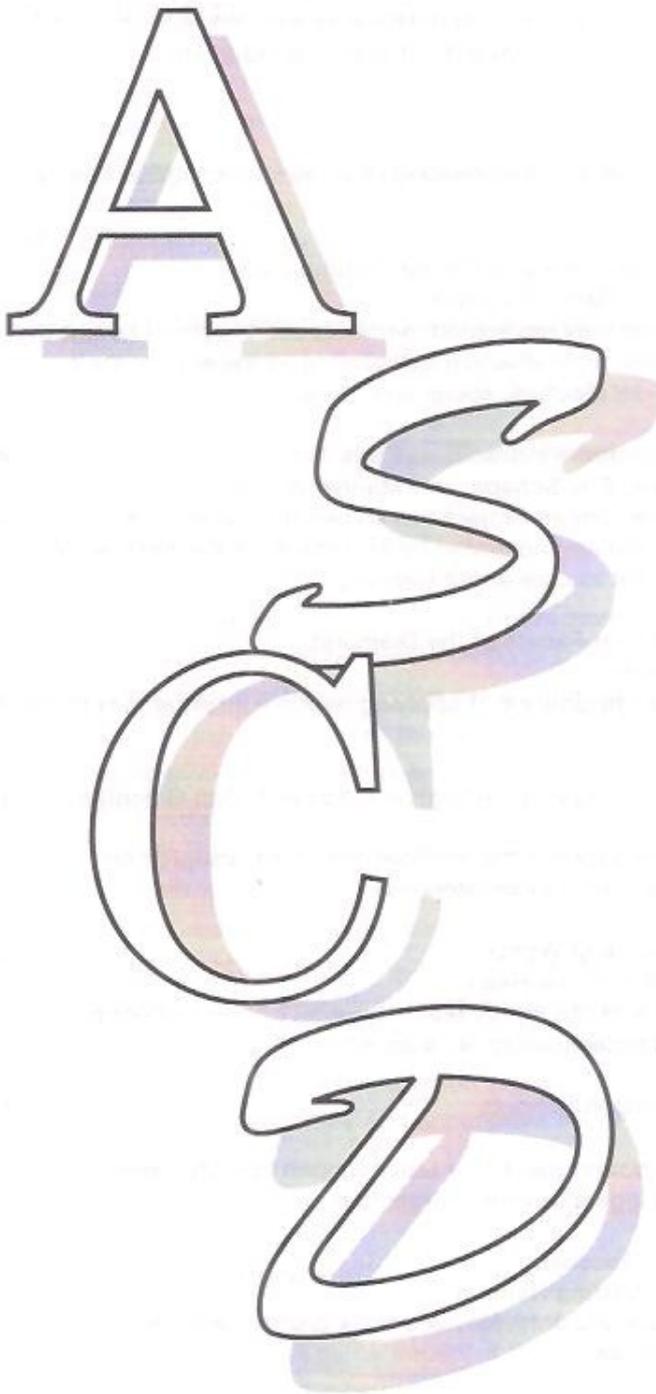
REVIEW

Vol 7. No.1 Nov 1996 MITA (P) No 330/11/96

ASCD SINGAPOR
E ASCD SINGAPO
RE ASCD SINGAP
ORE ASCD SINGA
PORE ASCD SING
APORE ASCD SIN
GAPORE ASCD S
INGAPORE ASCD
SINGAPORE ASC
D SINGAPORE AS
CD SINGAPORE A
SCD SINGAPORE
ASC
D SINGAPOR
E ASCD SINGAPO
RE ASCD SINGAP
ORE ASCD SINGA
PORE ASCD SING
APORE ASCD SIN
GAPORE ASCD SI
NGAPORE ASCD
SINGAPORE ASC
D SINGAPORE AS
CD SINGAPORE A
SCD SINGAPORE
ASC
D SINGAPOR
E ASCD SINGAPO
RE ASCD SINGAP
ORE ASCD SINGA

**Beyond
Academic
Excellence**

ASSOCIATION FOR SUPERVISION AND
CURRICULUM DEVELOPMENT
(SINGAPORE)



ASCD (SINGAPORE) BOARD

President

Mrs Kam Kum Wone

President-elect

Mr Tan Yap Kwang

Immediate Past President

Miss Kan Sou Tin

Hon. Secretary

Miss Betsy Lim

Hon. Asst Secretary

Mrs Christina Chan

Hon. Treasurer

Miss Cheong Yuen Lin

Hon. Asst Treasurer

Mr Toh Chye Seng

Council Members

Dr Ang Wai Hoong

Mr Cheong Heng Yuen

Mr Fong Weng Cheong

Miss Hee Piang Chin

Mrs Lysia Kee

Mrs Mok Choon Hoe

Mrs Angela Ow

Mr Yahya Aljaru

PUBLICATIONS SUB-COM

Editor

Miss Hee Piang Chin

Members

Mrs Abdullah Tamugi

Dr Ang Wai Hoong

Mrs Lysia Kee

Mrs Christina Ratnam

Illustrator

Mrs Janice Baruch

The ASCD (Singapore) Review is published three times a year in March, July and November.

The views expressed in this journal do not necessarily reflect the official position of ASCD (Singapore).

Published by the Association for Supervision and Curriculum Development (Singapore). All rights reserved. No part of this publication may be reproduced, stored in a retrieval system, or transmitted in any form or by any means, electronic, mechanical, photocopying, recording or otherwise, without the prior permission of the copyright holder.
Printed by Mentor Printers Pte Ltd

BEYOND ACADEMIC EXCELLENCE ...

c o n t e n t s

	Page
A Whole-school Approach to Pupil Management <i>Esther Tan</i> Building a conducive school environment, enhancing pupil self-esteem, facilitating pupils' competence as learners, and the preventive and remedial aspects of pupil management.	3
What Motivates? <i>Low Guat Tin</i> An honest discussion on motivating (and demotivating) factors in learning.	12
Schools and Classrooms as Caring Communities <i>Eric Schaps and Daniel Solomon</i> When pupils feel they are valued members of the school family, the school becomes more effective at fostering all aspects of their development - intellectual, social and moral.	18
The Caring Classroom's Academic Edge <i>Catherine Lewis, Eric Schaps, and Marilyn Watson</i> The Child Development Project has shown that when kids care about one another - and are motivated by important, challenging work - they are more apt to care about learning.	24
Polishing the Other Facets of the Diamond <i>Christina Ratnam</i> A review of the importance of applying multiple intelligences theory in our teaching.	33
On Emotional Intelligence : A Conversation with Dan Goleman Daniel Goleman explains the implications of his research on emotional intelligence in an interview.	35
Educators' Choice of Words <i>Low Guat Tin & Lim Lee Hean</i> A reflective look at the words teachers use - do they reflect our beliefs and attitudes toward our pupils?	42
Handling Bullying in Schools <i>Tan Ai Girl</i> The impact of bullying and how teachers can identify cases of bullying and suggestions for intervention.	45
Inviting School Success <i>Reviewed by Christina Ratnam</i> William Purkey's and John Novak's book discuss ways to invite success in schools.	50
Announcements	51

A WHOLE-SCHOOL APPROACH TO PUPIL MANAGEMENT

Esther Tan

Effective pupil management involves both the fostering of acceptable pupil behaviour and the management of pupil misbehaviour. It is an integral part of school management and classroom teaching that is the responsibility of everyone in the school, not just something to be left in the hands of the classroom teacher or the discipline master/mistress only. In fact, effective pupil management requires a whole-school approach and can be carried out at the developmental, preventive and remedial level.

The Developmental Aspect of Pupil Management

Building a conducive school environment

The developmental aspect of pupil management involves the fostering of acceptable pupil behaviour through setting standards and goals, the inculcation of values and the teaching of social skills. At the school level, this requires the team effort of the administrative personnel, the teaching staff and the support staff to create a school environment that is conducive to learning. William Glasser (1965) identifies four features that characterise such an atmosphere - a) people are courteous; b) laughter is often heard; c) communication is open and d) rules are reasonable. Such characteristics describe a tension-free climate and a school community in which people show mutual respect and acceptance for each other. There is an open, two-way communication as well as a common standard of behaviour that is perceived as reasonable and acceptable by all concerned.

Enhancing pupil Self-esteem

Since the final goal of pupil management is the inculcation of self-discipline, enhancing pupil's self-esteem is part and parcel of this "empowering" process. Reasoner (1986) believes that building self-esteem in pupils is a sequential, step-by-step process that begins with the establishment of a sense of

The developmental aspect of pupil management involves the fostering of acceptable pupil behaviour through setting standards and goals...

identity. When the pupil identifies with his peer group in school, he feels secure and enjoys a sense of belonging. Naturally he wants to strengthen his membership through contributing to the group and finding a niche for himself. This gives him a sense of purpose. Overtime, with repeated success in a variety of situations (social, recreational and academic), the pupil builds up self-confidence and gradually develops a sense of personal competence.

At the classroom level, Purkey (1970) identifies six factors that can enhance the self-concept of pupils in their learning process -

- Challenge** (teacher maintaining an " I know you can do it " attitude);
- Freedom** (allowing pupils a certain degree of autonomy and decision-making);
- Respect** (accepting pupils as worthy individuals);
- Warmth** (teacher is accepting and caring);
- Control** (teacher is organised and keeps on top of his work) and
- Success** (creating opportunities for pupils to succeed and achieve goals).

In a local study, Young (1989) observed the following characteristics of a "positive school climate" :

- * The school climate in effective schools is characterized as being safe, orderly and conducive to learning.
- * Respect and courtesy permeate the school building. A sense of community and pride is felt and exhibited through informal gatherings.
- * Staff members feel that they are part of the school - and are responsible for all students and classroom discipline.
- * Students know the rules and the school's code of conduct which is enforced fairly and consistently.

Facilitating Pupils' Competence as Learners

Academic achievement and rule-breaking are incompatible pupil behaviours. When pupils are motivated, competent learners, they are unlikely to engage in disruptive classroom behaviours. Thus enhancing pupils' motivation in learning and raising their competence as learners will indirectly reduce discipline problems in the classroom. A British study by Rutter et al. (1979) of twelve inner-city London high schools using a

***Enhancing
pupils'
motivation in
learning and
raising their
competence will
indirectly
reduce
discipline
problems in the
classroom.***

Good teaching is inviting pupils to view themselves positively, enabling them to grow and reach their potential.

four-year longitudinal analysis suggests that staff attitudes, behaviour and academic focus produce an overall school ethos that is conducive to achievement. Other results included classroom management that kept students actively engaged in learning, firm discipline, use of rewards and praise, effective monitoring practices and a physical environment that was conducive to learning.

Based on his case studies of effective schools in the US, Taylor (1990) suggests five school characteristics that would facilitate pupil achievement: strong instructional leadership; high expectations for all students; an orderly, work-oriented climate; priority focus on instruction and frequent monitoring.

Teacher as Enabler and Role Model

It is a well-established fact that teacher attitude and teacher behaviour could have a profound impact on the academic achievement and general behaviour of pupils. Teachers therefore play a vital role in enhancing pupil self-esteem and in motivating pupils to learn. Purkey (1984) defines the teacher as an inviter who sends invitations to pupils through formal and informal measures, verbal and non-verbal communication, conscious and unconscious ways, to see themselves as able, valuable and acceptable. Good teaching, he maintains, is inviting pupils to view themselves positively, enabling them to grow and reach their potential. Conversely, Purkey defines "disinvitation" as an interaction that tells the pupil he is incapable, worthless and unacceptable.

According to Burns (1982), numerous research studies on teacher personality and teacher behaviour have concluded that effective teachers appear to differ from ineffective ones by demonstrating a) a willingness to be more flexible; b) an emphatic ability, sensitive to the needs of pupils; c) an ability to personalize their teaching; d) an appreciative, reinforcing attitude; e) an easy, informal, warm, conversational teaching manner and f) emotional adjustment, self-confidence and cheerfulness.

The Preventive Aspect of Pupil Management

Developing classroom rules and expectations

Many experienced teachers have come to the realisation that the most effective way to prevent classroom disruptions is

effective classroom management. The first step to effective classroom management is to develop productive pupil behaviour by effectively teaching rules and procedures. Jones and Jones (1995) identify five factors that will increase the likelihood that pupils will accept and consistently follow classroom rules

- 1) pupils need to be involved in developing the rules so that they have a sense of ownership;
- 2) the rules need to be clearly stated;
- 3) it is important to keep the rules as few as possible;
- 4) pupils must clearly indicate their acceptance of the rules agreed on by the whole classroom group and
- 5) pupils are more likely to behave in accordance with rules they perceive as being accepted by their significant others such as their parents and peers.

Increasing On-Task Behaviour of Pupils

When pupils are engaged in on-task learning behaviours in the classroom, they are unlikely to indulge in disruptive behaviours. Good and Brophy (1994) have identified eight classroom management strategies that will help to increase on-task behaviours of pupils -

1. Give clear and precise instructions
2. Begin the lesson by removing distractions and arousing interest in the pupils
3. Maintain the attention of the pupils by varying class activities and keeping the pupils on the alert
4. Pace the lesson and activities in an appropriate manner
5. Use seatwork effectively
6. Summarise the lesson to help pupils focus on the learning process
7. Provide useful feedback and evaluations
8. Make smooth transitions from one learning activity to another

The Remedial Aspect of Pupil Management

Despite the teacher's efforts to establish routines and rules in the classroom and to make the lessons interesting, disruptive pupil behaviour is still inevitable. Many contemporary authors have advocated replacing the authoritarian approach with the problem-solving approach to handling discipline problems in the classroom.

Some writers have even developed methods for helping pupils

A misbehaving pupil is a discouraged pupil trying to find his place in the class. He is acting on the mistaken assumption that his misbehaviour will get him the social acceptance he desires.

Dreikurs advises teachers to show acceptance of such "difficult" pupils and try to win them over instead of putting them off with punitive measures

resolve problems and take responsibility for their own behaviour. Three approaches are presented in this paper.

Rudolf Dreikurs' Approach to Handling Misbehaviour

Dreikurs (1972) believes that all pupils have a basic need to be socially accepted. He thinks a misbehaving pupil is only a discouraged pupil trying to find his place in the class. He is acting on the mistaken assumption that his misbehaviour will get him the social acceptance he desires. Dreikurs identifies four goals that are associated with pupil misbehaviour : attention-seeking, power-seeking, revenge-seeking and display of inadequacy.

When a pupil is deprived of the opportunity to gain status through conventional, useful contributions, he usually seeks proof of his status in class through attention-seeking behaviours such as clowning and showing off. By giving him attention whenever he misbehaves, the teacher is only reinforcing his unacceptable behaviour. On the other hand, by ignoring his attention-seeking behaviour altogether, the teacher is not meeting his need for attention either. Dreikurs suggests that the teacher gives him attention at other times, when he is behaving in an acceptable manner. This not only meets his emotional need, but also helps him to learn more acceptable ways of gaining attention and status.

Often when a teacher attempts to stop a misbehaviour, which originally was for attention only, a power struggle ensues. In such a scenario, the pupil tries to control the situation or the teacher through openly or passively defiant behaviour. When this happens, Dreikurs' advice to teachers is to avoid being caught in the power struggle. Instead, try to think of ways and means to direct the pupil's ambition to useful channels. One example is to assign him responsibilities to help him gain power in a legitimate way.

When a pupil's repeated attempts to gain power are thwarted by the teacher's own power methods, the pupil will become deeply discouraged and seek revenge by engaging in destructive behaviours such as vandalism and delinquent acts. Dreikurs advises teachers to show acceptance of such "difficult" pupils and try to win them over instead of putting them off with punitive measures.

The pupil who feels inadequate and hopeless would use assumed disability or a display of inadequacy to protect his

already depleted ego. He has given up trying and just wants to be left alone. Dreikurs advises teachers not to give up on such pupils but continue to boost his self-esteem by praising even the slightest improvement he has shown.

Thomas Gordon's Problem-Solving Approach to Discipline

In his *Teacher Effectiveness Training*, Gordon (1974) postulates that disciplinary problems in the classroom are often the outcome of conflicting interests between the teacher and the pupil, the simplest example being that while the pupil's interest is in talking, the teacher's interest is in delivering the lesson to cover the syllabus. Gordon suggests involving the pupils in the following six steps in problem-solving: 1) Defining the problem (conflict); 2) Generating possible solutions; 3) Evaluating the solutions; 4) Making the decision; 5) Determining how to implement the decision and 6) Assessing the success of the solution.

Gordon reminds teachers that it is all right to fail. If things do not work out as expected, it probably means that the decisions chosen were bad. Instead of finding a culprit for the failure, the teacher should repeat the whole problem-solving process to look for new solutions. Even if a solution seems to have solved the original problem, it is still wise to reexamine it from time to time as needs may change, resulting in new situations and new problems.

William Glasser's Seven Steps to Effective Discipline

Based on his Control Theory, William Glasser (1965, 1986, 1990) suggests a seven-step approach to handling discipline problems, an approach that has been tested out in classrooms with some degree of success.

Step 1. Be warm and personal and be willing to become emotionally involved.

When the teacher communicates to the pupil that he cares and wants to help, the latter will be more willing to examine and change his own behaviour.

Step 2 Deal with the present behaviour

Awareness of actions is an important component in any behaviour change programme. The pupil must be helped to realise how his behaviour has affected others.

Step 3 Make a value judgment

Once the pupil has described his misbehaviour, the teacher helps him to determine whether the behaviour is desirable. In this case it is the pupil who is making a value judgment of the behaviour in question, not the teacher.

Step 4 Work out a plan

After the pupil has decided that the behaviour really needs to be changed, the teacher will help him develop a workable plan for making the change.

Step 5 Make a commitment

Once the plan has been clarified, the pupil is asked to make a commitment to try out the plan. This commitment could take the form of a verbal promise, a written agreement or simply a handshake.

Step 6 Follow up

Follow-up is very essential in any behaviour change programme. Once a work plan has been decided upon, it is necessary to designate a time when both teacher and pupil will meet to discuss how the plan is working.

Step 7 No put-downs but do not accept excuses

The final step deals with what to do if a plan does not work. Glasser's advice to the teacher is not to be critical or sarcastic or punish the pupil. Rather than allowing the pupil to make excuses for his failure to follow through his plan, the teacher should initiate another problem-solving conference.

According to Jones and Jones (1995), teachers who have succeeded in using Glasser's approach have also identified several advantages of the approach. First, the problem solving can be accomplished in a short time. Second, the procedure is simple and easy to learn. Third, involving the pupil in the problem-solving motivates the pupil to change his behaviour and finally, because the model focuses on specific, observable behaviour, data can be collected and the pupil is held accountable for the results.

Conclusion

To sum up, pupil management in school involves a whole spectrum of activities, ranging from the teaching and fostering of positive learning attitudes and productive pupil behaviours at one end to the handling of disruptive behaviours and disciplinary problems at the other. Although the classroom teacher is the key person in this process, he needs the cooperation and support of other school personnel from the school principal to the school clerk to produce good results. In short, effective pupil management requires a whole-school approach involving the total school staff.

References

- Burns, R. (1982). *Self-Concept Development and Education*. Holt, Rinehart & Winston.
- Dreikurs, R., & Cassel, P. (1972). *Discipline Without Tears: What to Do with Children Who Misbehave*. New York: Hawthorn.
- Glasser, W. (1965). *Reality Therapy*. New York : Harper and Row.
- Glasser, W. (1986). *Control Theory in the Classroom*. New York : Harper and Row.
- Glasser, W. (1990). *The Quality School : Managing Students Without Coercion*. New York : Harper & Row.
- Good, T., & Brophy, J. (1994). *Looking in Classrooms* (6th ed.). New York : Harper and Row.
- Gordon, T. (1974). *T. E. T. (Teacher Effectiveness Training)*. New York ; Wyden.
- Jones, V.F., & Jones, L.S. (1995) *Comprehensive Classroom Management: Creating Positive Learning Environment for All Students* (4th ed.). Boston : Allyn and Bacon.
- Purkey, W.W. (1970). *Self-concept and School Achievement*. New Jersey: Prentice-Hall.
- Purkey, W.W. & Novak, J. M. (1984). *Inviting School Success : A Self-Concept Approach to Teaching and Learning*. Belmont : Wadsworth Publishing Company.
- Reasoner, R.W. (1986). *Building Self-Esteem : Administrator's Guide*. Consulting Psychologists Press, Inc.
- Rutter, M., Maugham, B., Mortimore, P., Ouston, J. & Smith, A. (1979). *Fifteen Thousand Hours : Secondary Schools and Their Effects on Children*. Wells : Open Books.
- Taylor, B.O. (1990). *Case Studies in Effective Schools Research*. Kendall/Hunt Publishing Company.
- Young, S.C. (1984). *The Relationship Between Teacher Perception of Principal Leadership Behaviour and Teacher Job Stress*. Unpublished M Ed. dissertation. National University of Singapore

Esther Tan is Senior Lecturer and Head of the Division of Psychological Studies at the National Institute of Education, Nanyang Technological University, Singapore.

What motivates?

Low Guat Tin

I have been invited to speak on the topic "Motivation" many times and I am often at a loss about what to speak on — do I rave on about the numerous motivation theories such as Maslow, Herzberg, McClelland and Vroom or do I speak from my own knowledge and experience about what motivates?

My own belief is that people are very motivated particularly, if they are doing things which they like doing. Children will spend countless hours in front of computer screens while adults will spend hours seated in front of a square table playing mahjong. I often get to the Botanical Gardens at 6 am and you will be surprised to see the number of people out walking, jogging, tai-chi-ing at that unearthly hour! That's motivation for me! People who will give up the comfort of their beds and get up to go to the Gardens at such an early hour!

So, how can we as educators get our pupils to like learning? How can we as administrators make the school such an interesting and exciting place that our teachers and our non-academic staff will look forward to coming to work. How can we get people to see the school as a second home assuming that we all like going home. Often discipline teachers and administrators have to go round the neighbourhood looking for pupils who skip school—now, what is it about school that keeps these pupils away? What is so attractive about the neighbourhood?

I believe some of our pupils are turned off from school. Some are turned off by teachers, administrators or some school policies. In the same vein there are many who are turned on by teachers who care. The issue about motivational problem in the workplace according to Peter Drucker (1988) is not one about motivating but it is about how not to demotivate. It seems that people want to work and pupils want to learn but they are demotivated. The problem to Drucker is "how to keep from turning (people) off. The quickest way to quench motivation is not to allow people to do what they've been trained to do." For instance, some teachers may have been trained to teach

People are very motivated particularly, if they are doing things which they like doing.

geography, yet they find themselves teaching everything else except their one pet subject — geography!

To find out what motivates, I believe that each of us could ask ourselves what pushes us on, what enthuses us. If we can list the things that turn us on, we may be able to think of ways to provide such motivators in the workplace. According to Herzberg (1971), not everything that bosses provide motivates. To him money, air-conditioned staffrooms, better facilities and the likes do not motivate, these are merely what he termed "hygiene factors". The motivators to him are achievement, recognition, work itself, responsibility, advancement, creative and challenging work and growth opportunities. What then can we learn from this list? I think administrators need to think of ways to provide motivators for their staff. There is a need to recognise good work and also to give people creative and challenging work.

What motivates me?

I believe in examining myself and so one question that I often ask myself is "What pushes me on? Why am I so motivated?" I know that I am motivated by a sense of achievement. Whenever I worked hard and I know I have done well (it could be in the form of a finished product such as a video/book, a piece of writing or just a feeling of deep satisfaction) I feel really motivated. My "batteries" seemed to be "re-charged" and I am all geared up to move on to another project or another piece of work. Seeing the project taking shape, albeit sometimes too slow for my comfort can push me on to work even harder.

Indeed a sense of achievement or accomplishment is very important. Teachers and students need to feel that they have achieved something to keep them going. In a study with 27 highly motivated teachers, Low, Lim and Yeap (1996) found that their 27 teachers were motivated when students showed progress in their work. A female teacher with 8 years of experience said

When you see students achieving so much, from nothing in the beginning, there is a sense of pride, a sense of gratification...and when they leave, you know that they will continue to do well... and you have made an impression on them.

A sense of achievement is very important. Teachers and students need to feel that they have achieved something to keep them going.

*People flourish
in an
atmosphere of
trust*

According to Vroom (1964) and McClelland (1985) teachers who are motivated direct their energy to achieving goals. In fact there is a direct link between motivated teachers and better student performance. A motivated teacher takes care of what she is teaching, is caring and works hard at ensuring that the students understand what she is teaching. It therefore pays for administrators who want their students to do well to become more conscious of their actions so that they do not demotivate their teachers.

I am also motivated when my heads trust me. Nothing demotivates more than principals who do not trust teachers even those who are hardworkers and are considered very good. Leaders must trust. If you do not trust you will find all your time taken up with checking, close monitoring such that you have no time to do what you have been paid to do. Principals are to lead their schools, their staff, they are CEOs, leaders in their organisations, not managers.

People flourish in an atmosphere of trust. Sure there will be times when some people betray trust, times when they abuse the trust of their leaders. However, the bulk of the people will not betray trust that has been given to them.

Because of the trust, I have been given the freedom that I need, i.e., the freedom to do my work in the way I think best. I am given a job, made accountable, and allowed to carry on with the work. I set my own agenda. Working to other people's agenda can be stifling. What demotivates me would be to have my head breathing down my neck, monitoring all that I do closely. One of my colleagues asked if I was going to monitor his coming and going. My reply was that I am not employed to be a policewoman. If the institution wanted me to check on the times that people arrive or leave then surely the security guard would be an ideal person to do that.

The thing about trust and close monitoring is that when people trust us we often never let them down, at least 90% work to ensure that we do not let our heads down. People do have integrity. As most workers are reliable, heads should spend time monitoring those who abuse the system, monitor the recalcitrants with a passion, but not everyone! Never set rules for everyone just to catch the 10% Heads must have the courage to deal with the recalcitrants. Leave those who are top notch workers alone. In this way heads will be free to do strategic planning which is really their work. And the 90% will

feel good about work and as a result become more productive. One of the teachers in Low et al.'s (1996) study shared:

I believe that in whatever school I'm placed in I still can perform but if I'm placed in a school like this, it's a bonus. In this school, the principal and the vice-principal trust us and leave us alone and we have leeway to do a lot of things and that's good.

One of the motivators to Herzberg is recognition. Low et al.'s (1996) subjects reported that when their principals recognised the work they had done, that was very motivating. One shared:

The administrators motivate. The positive feedback I get, their expectation of me...since I joined teaching I've had good support from the administrators and it makes me feel that I want to do my best. With the recognition they give, I'm thoroughly motivated. It was a great boost to my morale when I was recognised for my contribution to the profession.

Chapman and Lowther (1982) surveyed 5,764 teachers to examine their satisfaction with teaching. Their results showed that there was a strong positive correlation between recognition teachers received from administrators and career satisfaction. Someone once said, "To get the best out of a worker, look for the best that is in him" and Peters and Waterman claimed that "The simple act of paying positive attention to people has a great deal to do with productivity."

Besides recognition, Low et al.'s (1996) subjects appear to be motivated by certain principal behaviours such as trust, support and encouragement. It would be important therefore for studies to identify principal behaviours which motivate and those which demotivate. Principals could then work on nurturing or acquiring those behaviours which motivate.

The chance to grow on the job is very motivating to me. In my work I have ample opportunities to read (and reading is a hobby), to argue with colleagues and to listen to world renowned academics. Through my work I find plenty of opportunities to "sharpen my saw" (Covey 1989) and in all four dimensions too! Indeed "Blessed is the person whose work is her leisure and pleasure."

"People rarely succeed at anything unless they are having fun doing it. " With fun comes enthusiasm and enthusiasm is very powerful.

And finally I believe we need to bring laughter into the organisation. Work should not only be productive but it should be fun too! La Rochefoucauld said, "People rarely succeed at anything unless they are having fun doing it." With fun comes enthusiasm and enthusiasm is very powerful. Recently in an advertisement in The Straits Times, a big multi-national corporation advertised for officers and the advertisement they put up has a number of very happy faces. The word "enjoyable" is the first word one reads on the advertisement. That company appears to promise that people who work with them will find the workplace or the work enjoyable. There is a need to think of ways to bring a sense of play into the workplace.

"To get the best out of a worker, look for the best that is in him"

I like my work because it gives me lots of opportunities to have "fun" with my students. Some of my students give me such nice, great sayings, in fact I had used many of them in my writing. When asked to give metaphors about organisations, or how workers view their organisations, I had a great list and we had a real good laugh about how organisations are viewed. For instance, one said, "Some organisations are like mushroom farms—the workers are kept in the dark, and every now and then bosses throw some xxx on them." Others said their organisation is like the Singapore Zoo, workers like animals are free to roam around within an enclosure and every now and then the more seasoned ones are brought out of their enclosures to put on a performance."

Conclusion

Work takes up so much of my waking hours, to me it is therefore very important that I enjoy my work. It is important that I am motivated to get out of bed each day and look forward to the time spent in the office. If I am really not motivated then I need to examine myself and see what I can do about it. Maybe I can make my work less routine, bring play into it, or pray to see my work as a gift of myself. As a lecturer one of the things I want to get across to trainee teachers is that classroom teaching can be made exciting.

If teachers make their lessons interesting then surely pupils will be more eager to come to school. I see myself not only updating and helping them to upgrade but also uplifting those I teach. Yes I can make the workplace good for myself and in the process good for those who come into contact with me.

References:

- Chapman, D.W., & Lowther, M.A. (1982) Teachers' Satisfaction with Teaching. *Journal of Educational Research*. 75(4), 241-247
- Covey, S. (1989) *7 Habits of Highly Effective People*. N.Y: Simon & Shuster.
- Herzberg, F. (1971). *Work and the Nature of Man*. Cleveland: The World Publishing Co.
- Low, G.T., Lim, L.H., & Yeap, L.L., (1996) What Motivates Teachers? *New Horizons in Education*
- McClelland, D.C. (1985) *Human Motivation*. Illinois: Scott Foresman & Co.
- Vroom, V.H. (1964) *Work Motivation*. N. Y.: Wiley

*Dr Low Guat Tin is Senior Lecturer at the
National Institute of Education, Nanyang Technological University,
Singapore*

Schools and Classrooms as Caring Communities

Eric Schaps and Daniel Solomon

When students feel they are valued members of the school family, the school becomes more effective at fostering all aspects of their development - intellectual, social and moral.

How can schools encourage social responsibility in their students? They can teach the behaviours that constitute being "socially responsible", but social responsibility is more than a set of learned skills or acquired habits - it is anchored in the development of deeply personal commitments to such core social values as justice, tolerance, and concern for others. We cannot expect our children to develop commitments of this kind in a vacuum. They must be able to see and experience these values in action in their daily lives, including their lives in school. This is why schools must strive to become "caring communities", imbued with these values, in which all children become contributing, valued members.

Creating such communities has not, unfortunately, been a priority in American education, but a few schools are succeeding at developing them. We would like to describe a program presently in place in seven elementary schools in two California districts. This program, the Child Development Project (CDP), fosters the creation of a caring community within each school and each classroom.

Towards More Optimistic Assumptions

Although students spend their academic careers in groups, schools often ignore the potential benefits of this group life. Teachers and administrators, when they organise students to work individualistically or competitively, actually undermine a sense of community. An emphasis on competition guarantees that school life will become a series of contests, with some students winners and some losers. And the current enthusiasm for "time-on-task" often condemns students to spend inordinate amounts of time working alone on narrowly defined cognitive exercises.

In our view, the assumptions about student learning and motivation that underlie these approaches are misguided. We view students as partly self-interested, of course, but also as well intentioned and concerned about their fellows, curious and interested, and capable of using and responding to reason.

Social responsibility is anchored in the development of deeply personal commitments to core social values.

The Child Development Project is based on these optimistic assumptions. We designed it to promote children's *prosocial development* their kindness and considerateness, concern for others, interpersonal awareness and understanding, and their ability and inclination to balance consideration of their own needs with consideration for the needs of others. What we have tried to do is to structure conditions in schools and classrooms that bring out the best in teachers, administrators and students alike.

The CDP classroom contains three major elements that work together to foster prosocial development: cooperative learning, "developmental discipline" and a literature-based approach to reading instruction. The CDP version of cooperative learning emphasises:

- extensive interaction among group members
- collaboration toward group goals
- division of labour among group members
- mutual helping
- use of reason and explanation
- explicit consideration and discussion of values relevant to the group activity.

This approach stresses two major types of experience that we consider essential for promoting children's prosocial development: collaboration and adult guidance. It is through their collaboration with equal-status peers that children learn the importance of attending to others, supporting them, and working out compromises. Then, because peer interaction is not always equal-status, collaborative, and benevolent, the teachers act as values advocates, pointing out the importance and relevance of helpfulness, fairness, concern and respect for others, and responsibility. They show students the meaning of doing one's best, one's part, one's fair share, and how these values can be effectively applied in their group work. In "setting up" cooperative activities and in "processing" them with the students afterwards, teachers routinely lead discussions about the relevant values and their applications, after first focusing on the academic task at hand.

"Developmental discipline" is a classroom management approach that encourages children to take an active role in classroom governance, including participating in the development of classroom rules. They meet periodically to discuss issues of general concern, enjoy as much autonomy as

***It is through
their
collaboration
with equal-status
peers that
children learn
the importance of
attending to
others,
supporting them,
and working out
compromises.***

is appropriate for their age level, and work collaboratively with the teacher to develop solutions to discipline problems. The teachers treat the children with respect - as capable people who can respond to reason. They help students to think about and understand the importance of common values, rather than imposing values by virtue of their authority or power. Further, these teachers avoid extrinsic incentives (rewards as well as punishments) so that children will develop their own reasons for positive actions other than "what's in it for me." Teachers work to help children develop and tap their own intrinsic motivation by emphasising the inherent interest in and importance of the academic activities.

We want each student to feel that the school is a large family and that he or she is an important and valued member. It is the feeling of belonging and contributing that motivates children to abide by and uphold the norms and values that the school community has decided are important.

We try to ensure that students' emerging sense of community is not achieved through a process of isolating and distancing their communities from others. To discourage such isolation, we change the membership within class groups, so that by the end of the year each student will have worked in groups with most, if not all, the other students in the class. And in the school at large, students often work outside their own particular classrooms, particularly in the "buddies" program. For this program, classes of older students are paired with classes of younger students for activities such as reading to each other, planting a vegetable garden, or holding a bake sale to raise money for an earthquake relief fund.

As with other literature-based reading programs, ours is designed to help students become more skilled in reading and more inclined to read. Ours is also designed to develop children's understanding of prosocial values and how these values play out in daily life. In much the way that cuisinaire rods provide examples of mathematical processes, good literature shows how values "work". For example, the touching story of *The Hundred Dresses* by Eleanor Estes (about a poor girl who claims to have 100 dresses at home) helps children to see how damaging and hurtful teasing can be. Similarly, other stories and books show concretely and vividly how such values as fairness and kindness make the world a better place. Still others reveal the inner lives of people from other cultures, ages and circumstances as they deal with universal issues and

The teachers treat the children with respect - as capable people who can respond to reason. They help students to think about and understand the importance of common values, rather than imposing values by virtue of their authority or power.

concerns - they help children to empathise with people who are both like them and not like them and to see the commonalities that underlie diversity.

Encouraging Results

To find out how well the program was actually implemented in the project classrooms and what effects it had on participating students - to see whether what should work in theory actually works in practice - we conducted a comprehensive evaluation of the project. Our evaluation has followed a cohort of children who participated in the project from kindergarten through 6th grade.

Our findings show that the project was well implemented in most participating classrooms and that it produced a broad range of positive effects on students. It helped them to improve in social competence, interpersonal understanding, endorsement of democratic values, and higher-level reading comprehension. They also reported themselves to be significantly less lonely in class and less socially anxious. Overall, we believe the program is fostering a healthy balance between children's tendencies to attend to their own needs and to attend to the needs and rights of others.

In this article, we want to focus on our attempt to assess students' perceptions of their classrooms as caring communities and the impact of such perceptions. We included a measure of this perception in questionnaires that we administered to project students when they were in the 4th, 5th and 6th grades. This instrument included items representing two major components in our conception of the sense of community: (1) students' perceptions that they and their classmates care about and are supportive of one another and (2) their feeling that they have an important role in classroom decision making and direction.

The first of these components was represented by 7 items, including: *Students in my class work together to solve problems*, *My class is like a family*, and *The children in this class really care about each other*. The second component was measured by 10 items including: *In my class the teacher and students plan together what we will do*, *In my class the teacher and students decide together what the rules will be*, and *The teacher in my class asks the students to help decide what the class should do*. Students in the three project schools scored

The greater the sense of community among the students, the more favourable their outcomes on measures of prosocial values, helping, conflict resolution skill, and intrinsic motivation.

significantly higher on this combined measure than those in three comparison schools each year of the three years we administered the questionnaires. Thus, as we had hoped, the program was successful in creating caring communities in the classrooms, at least as seen by the students in those classrooms.

We also found, in general, that the greater the sense of community among the students in a program class, the more favourable their outcomes on measures of prosocial values, helping, conflict resolution skill, responses to transgressions, motivation to help others learn, and intrinsic motivation.

These findings indicate that the program produces its best effects on students when it succeeds in creating caring communities in classrooms. We believe that students who feel themselves to be part of such communities are strongly motivated to abide by the norms of the communities, as they see them. When these norms include the maintenance of prosocial values and the development of and reliance on intrinsic motivation, these are the characteristics that children in such classrooms will display.

Creating Caring Communities

Because of fundamental changes in American family and community life, today's children often lack close, stable relationships with caring adults. Schools cannot ignore this reality - it cuts across all class and ethnic categories, and it shows no sign of abating - nor can they avoid the problems it causes. Schools have little choice but to compensate by becoming caring communities, by becoming more like supportive families.

Our experience in the Child Development Project shows that, with effort and dedication, schools *can* become such communities. What's more, when they do, they become measureably more effective at promoting all aspects of children's development - intellectual, social and moral.

All too often, meeting children's needs for belonging and contributing is the missing variable in the school improvement equation. Systematic attention to their human needs holds high promise for both children and society, as children and adults thrive in caring communities and develop their personal commitments to each other, to the world around them, and to

abiding human values.

References

- Battistich, V., M Watson, S. Solomon, E Schaps and J Solomon (In press) "The Child Development Project: A Comprehensive Program for the Development of Prosocial Character" in *Handbook of Moral Behaviour and Development: Vol 3. Application*, edited by W. M. Kurtines and J.L. Gewirtz, NJ.: Erlbaum.
- Solomon, D., M Watson, E Schaps, V Battistich and J Solomon (1990). "Cooperative Learning as Part of a Comprehensive Classroom Program Designed to Promote Prosocial Development" In *Cooperative Learning: Theory and Research*, edited by S Sharan. New York: Praeger
- Watson, M., S Solomon, V Battistich, E Schaps and J Solomon (1989). "The Child Development Project: Combining Traditional and Developmental Approaches to Values Education" In *Moral Development and Character Education*, edited by L Nucci, Berkeley, Calif. McCutchan.

Eric Schaps is President, and Daniel Solomon is Director of Research, Developmental Studies Center, 111 Deerwood Pl., Suite 165, San Ramon, CA 94583.

This article has been reproduced with permission from Education Leadership (NN 1990). Copyright of this article Seling to the Association for Supervision and Curriculum Development.

The Caring Classroom's Academic Edge

Catherine C. Lewis, Eric Schaps, and Marilyn S. Watson

At Hazelwood School in Louisville, Kentucky, pairs of students are scattered around a 2nd - 3rd grade classroom. Heads bent together, students brainstorm with their partners why Widower Muldie, of the book *Wagon Wheels*, left his three sons behind when he set off across the wilderness in search of a home site. Although this story of an African-American pioneer family is set in the rural America of more than 100 years ago, these inner-city students have little trouble diving into the assignment: Write a dialogue between Johnnie and Willie Muldie, ages 11 and 8, who are left in charge of their 3-year-old brother.

Teacher Laura Ecken sets the stage:

Let's imagine that we're Johnny and Willie. It's the first night all alone without daddy. We've put little brother to bed, and we're just sitting up talking to each other.

Before students launch into their work, Ecken asks the class to discuss "ways we can help our partners." The children demonstrate remarkable forethought about how to work together: "Disagree without being mean." "If your partner says something that don't fit, then work it into another part." "Let your partner say all they want to say."

Over the next hour, students become intensely interested in figuring out what the Muldie boys might have said to each other. The teacher offers no grade or behavioral reward for this task, nor is any needed. Students are friendly, helpful, and tactful, but also determined to write the best dialogue they know how. In one partnership, John says, "We could talk about how much we miss daddy." Cynthia counters: "But daddy's only been gone for a day." After a few exchanges on this point, John and Cynthia agree to talk about "how much we're *going* to miss daddy." In another partnership, Barry makes use of a strategy suggested

When kids care about one another and are motivated by challenging work, they're more apt to care about learning.

by a classmate in the preceding discussion: "How about if we use your idea to 'help me hunt for food' later, because right now we're talking about how the boys feel." Students seem remarkably comfortable questioning and expressing disagreement; the easy camaraderie extends to the many partnerships that cross racial and gender lines.

Fruits of Community

That children at Hazelwood School care about learning and about one another seems perfectly natural. But it didn't just happen. The school's staff has worked very hard over the past five years to create what they call "a caring community of learners" - a community whose members feel valued, personally connected to one another, and committed to everyone's growth and learning. Hazelwood's staff - and educators at other Child Development Project (CDP) schools across the country - believe that creating such a community is crucial to children's learning and citizenship. A growing body of research suggests they are right.

At schools high in "community" - measured by the degree of students' agreement with statements such as "My school is like a family" and "Students really care about each other" - students show a host of positive outcomes. These include higher educational expectations and academic performance, stronger motivation to learn, greater liking for school, less absenteeism, greater social competence, fewer conduct problems, reduced drug use and delinquency, and greater commitment to democratic values (Battistich et al., in press; Bryk and Driscoll 1988; Hom and Battistich 1995).

Our approach in the child Development Project is to take research findings about how children learn and develop - ethically, socially, and intellectually - and translate them into a comprehensive, practical programme with three facets :

- (1) a classroom programme that concentrates on literature-based reading instruction, cooperative learning, and a problem-solving approach to discipline;
- (2) a school-wide programme of community building and service activities; and
- (3) a family involvement programme.

We originally developed these approaches in collaboration with teachers in California's San Ramon and Hayward school districts. We then extended them, beginning in 1991, to six

***A caring
community is a
community
whose members
feel valued,
personally
connected to
one another,
and committed
to everyone's
growth and
learning***

additional districts nationwide (Cupertino, San Francisco, and Salinas in California; Dade County, Florida; Jefferson County, Kentucky; and White Plains, New York). In both the original and extension sites, students in CDP schools were studied and compared with students in matched non-project schools (Solomon et al. 1992).

Caring communities of learners strive for the following:

1. warm, supportive, stable relationships

2. constructive learning

3. an important, challenging curriculum

4. intrinsic motivation

5. attention to social and ethical dimensions of learning

Five Principles to Practise

How exactly do Child Development Project schools become “caring communities of learners”? They adhere to five interdependent principles, striving for the following.

1. Warm, supportive, stable relationships. Do all members of a school community - students, teachers, staff, parents - know one another as people? Do students view their classmates primarily as collaborators in learning, or as competitors in the quest for grades and recognition? Teachers at our CDP schools carefully examine their approaches, asking, “What kind of human relationships are we fostering?” They recast many old activities.

For example, at one California elementary school, the competitive science fair has become a hands-on family science night that draws hundreds of parents. With awards eliminated, parents are free to focus on the pleasures of learning science with their children. A Dade County, Florida, elementary school removed the competitive costume contest from its Halloween celebration, so that children could enjoy the event without worrying about winners and losers. Other schools took the competition out of PTA membership drives, refocusing them to emphasize participation and celebration of the school’s progress.

Teachers also added or redesigned many academic and nonacademic activities so that students could get to know one another and develop a feeling of unity and shared purpose as a class and school. “A big change for me is that on the first morning of school, the classroom walls are blank - no decorations, no rules,” explains a teacher from California. Like many of her Child Development Project colleagues, she involves students in interviewing classmates and creating wall displays about “our class” that bring children closer together.

In the first class meetings of the year, students discuss “how we want to be treated by others,” and “what kind of class we want

to be.” From these discussions emerge a few simple principles - “be kind,” “show respect,” “do our best” - that are remarkably similar across diverse schools.

Says one teacher,

When you invest time up front in having the kids get to know one another, the picked-on child never has a chance to emerge. Kids find out that they share the same favourite food, hobby, or whatever; they see one another as human beings. The child who might have been the nerd in previous years never gets seen that way because classmates remember that that child's favourite food is McDonald's hamburgers, too.

2. Constructive learning. Children naturally try to make sense of the world - to figure out how magnets work or why friends help. Good teaching fosters these efforts to understand, but also hones them, helping children become ever more skillful, reflective, and self-critical in their pursuit of knowledge. How can teachers support and extend children's natural efforts to learn?

First, educators can provide a coherent curriculum, organized around important concepts, rather than a potpourri of isolated facts. Second, educators can connect the curriculum with children's own natural efforts to make sense of the world. Children should see mathematics, for example, as a powerful means for understanding the world, not as arbitrary principles that apply only within classroom walls. When children see how the ideas and skills of school help them understand and act upon the world - how they are genuinely useful - they begin to practise these academic skills throughout their home and school lives.

Third, lessons can be set up so that children must weigh new information against what they already know, work through discrepancies, and construct a new understanding. When children make discoveries, struggle to find explanations, and grapple with evidence and views that differ from their own, they are likely to reach more profound levels of understanding than they can achieve through simple rote learning. The students at Hazelwood School who wrote a dialogue between the Muldie boys were constructive learners in all these senses.

Like other books in our project's literature-based programme, *Wagon Wheels* pursues important issues: What experiences

To minimize extrinsic rewards, educators need a curriculum that is worth learning and a pedagogy that helps students see why it is worth learning.

have shaped the lives of diverse Americans? How have acts of principle, courage, and responsibility shaped history, and how do they shape our own daily lives? These issues are explored not just in literature and social studies, but in class meetings, problem solving, and in many other ways.

In addition, to make sense of an experience that happened long ago, Ecken's students needed to draw on both school learning and their own experiences. Would being left without parents and in charge of a younger brother feel any different in 1878 than in 1994? Finally, the task of writing a dialogue challenged students to take the perspective of the boys in the story and to reconcile their thinking with their partner's perspective.

3. An important, challenging curriculum. In an era of rapid technological change, certain skills and habits are likely to remain important - thoughtful reading, self-critical reflection, clear communication, asking productive questions. But the defacto curriculum defined by commercial text books and standardized tests often emphasizes something much less enduring - isolated subskills and piece-meal knowledge. Like Jere Brophy and Janet Alleman (1991), we believe that curriculum development must "be driven by major long-term goals, not just short-term coverage concerns." These goals should be broadly conceived to include children's development as principled, human citizens.

Numerous critiques of the curriculum in this country argue that it sells children short by presenting material that is too simple and too easily mastered - for example, basal readers whose barren language and shallow ideas offer little reason to read. that a more challenging curriculum is more compelling to children, even so-called slow learners, is a tenet underlying some recent interventions (Hopfenberg 1993).

4. Intrinsic motivation. What kind of schooling produces eager, lifelong learners? Certainly not schooling that relies on the power of extrinsic rewards - prizes, honours, grades, and so forth. In fact, studies show that these can actually undermine children's interest in learning (Lepper and Greene 1978). Awarding prizes for creating science projects, reading books, running laps, or a host of other worthwhile ends can diminish interest in the activity itself by focusing children's attention on the reward, and by implying that the task is not inherently worthwhile (Kohn 1993). As one sage commentator quipped, "If

we want children to read books, we should offer them books as a reward for eating pizza, not pizzas for reading books."

To minimize extrinsic rewards, educators need a curriculum that is worth learning and a pedagogy that helps students see why it is worth learning. The students writing a dialogue between the Muldie boys were motivated by the task itself. Wagon Wheels raised issues of timeless importance, and the teacher took care to introduce the book in a way that piqued students' curiosity and helped them make personal connections to the book.

5. Attention to social and ethical dimensions of learning.

Everything about schooling - curriculum, teaching method, discipline, interpersonal relationships - teaches children about the human qualities that we value. As students discuss the experiences of African-American families like the Muldies, they grow ethically and socially. This growth stems from the content they encounter, the experience of working with classmates, and the reflection following partner work on their difficulties and successes working with others.

Child Development Project teachers scrutinize disciplinary approaches not just for whether they help children behave in the short run, under an adult's surveillance, but whether they promote children's responsible behaviour in the long run. Teachers engage children in shaping the norms of their class and school, so that they see that these norms are not arbitrary standards set by powerful adults, but necessary standards for the well-being of everyone. Teachers also help children develop collaborative approaches to resolving conflicts, guiding them to think about the values needed for humane life in a group. Playground disputes become opportunities for students to learn about the needs and perspectives of other students, and to practise skills of nonviolent problem solving.

Finally, teachers look at the many programmes, special events, parent-supported activities, and policies of the school through the lens of social and ethical development. Do these activities help children understand the values that sustain democratic society? Do they give students many opportunities to develop and practise qualities that we want them to have as adults - responsibility, collaboration, tolerance, commitment to the common good, courage to stand up for their beliefs, and so on?

Everything about schooling - curriculum, teaching method, discipline, interpersonal relationships - teaches children about the human qualities that we value.

Synergy of Academic and Social Goals

It is common to think of the academic and social goals of schooling as a hydraulic - to imagine that fostering one undermines the other. But when schools attend to all five elements described above, they create environments where children care about one another and about learning.

For example, students work harder, achieve more, and attribute more importance to schoolwork in classes in which they feel liked, accepted, and respected by the teacher and fellow students. Warm, supportive relationships also enable students to risk the new ideas and mistakes so critical to intellectual growth. It is no coincidence that, to create an environment in which students can discuss classmates' incorrect solutions to math problems, Japanese teachers spend a great deal of time building friendships among children and a feeling of classroom unity.

Schools that provide an important, challenging curriculum, and help children connect it to their own efforts to understand the world, become allies in children's quest for competence - and teachers in those schools have a head start in being seen as supportive, valued adults.

A shift away from competition, rewards, and punishments helps all students - not just the high-achievers - feel like valued members of the classroom community. Faced with a competitive, skill-and-drill curriculum, educationally less-prepared children may preserve their self-esteem by reducing their efforts. They may psychologically withdraw from the classroom or school community, leaving it powerless to influence their social, ethical, or intellectual development (Nicholls 1989).

The caring classroom is not one that avoids criticism, challenge, or mistakes. Parker J. Palmer (1983) has written:

A learning space needs to be hospitable not to make learning painless but to make the painful things possible ... things like exposing ignorance, testing tentative hypotheses, challenging false or partial information, and mutual criticism of thought. [None of these] can happen in an atmosphere where people feel threatened and judged.

Like a family, the caring classroom provides a sense of belonging that allows lively, critical discussions and risk-taking.

Countering Conventional Wisdom

We think relatively few American schools have managed to sustain a simultaneous focus on students' social, ethical, and intellectual development. What will it take to achieve this on a much broader scale? First, it will take changes in thinking; the agenda we have proposed runs counter to much current conventional wisdom in education.

Such changes cannot be expected to come quickly or easily. Because adults, too, are constructive learners, they need the same five conditions that children do. School improvement hinges on a sense of community and collaboration among teachers, conditions that enable teachers to risk changing practice and to admit and learn from mistakes.

At the schools participating in the Child Development Project, teachers spend up to 30 days over three years in staff development. The schools have worked consciously to build strong personal connections among staff members. They do this through social events, shared planning and reflection, and often by meeting regularly in "learning partnerships" of two to four teachers to discuss their efforts to reshape practice. In an era of tight budgets, such time for adult learning is difficult to obtain.

Finally, we need to recognise that community and learning are interdependent and must be pursued in context. This means that it is not enough to ask whether a new science curriculum increases students' mastery of important scientific concepts; we must also ask whether it fosters their capacity to work with fellow students, their intrinsic interest in science, and their recognition that science depends upon both collaboration and honesty. This is a big picture to keep in focus. Educators who have traditionally worked in isolation from one another - specialists in subject matter, pedagogy, school climate, motivation - must help one another to keep it in perspective. ☺

References

- Battistich, V., D. Solomon, D. Kim, M. Watson, and E. Schoaps. (In press). "Schools as Communities, Poverty Levels of Student Populations, and Students' Attitudes, Motives, and Performance." *American Education Research Journal*.
- Brophy, J. and J. Alleman. (1991). "Activities as Instructional Tools: A Framework for Analysis and Evaluation." *Educational Researcher* 20, 4: 9-23.
- Bryck, A.S., and M.E. Discoll. (1988). *The School as Community: Theoretical Foundations, Contextual Influences, and Consequences for Students and Teachers*. Madison, Wisconsin: National Center on Effective Secondary Schools.
- Hom, A., and V. Battistich. (April 1995). "Students' Sense of School Community as a Factor in Reducing Drug Use and Delinquency." Presentation to the 1995 American Educational Research Association Annual Meeting.
- Hopfenberg, W. (1993). *The Accelerated Schools*. San Francisco: Jossey-Bass.
- Kohn, A. (1993). *Punished by Rewards: The Trouble with Gold Stars, Incentive Plans, A's, Praise, and other Bribes*. Boston: Houghton Mifflin.
- Lepper, M.R., and D. Greene. (1978). *The Hidden Costs of Reward: New Perspectives on the Psychology of Human Motivation*. Hillsdale, N.J.: Lawrence Erlbaum Associates.
- Nicholls, J. (1989). *The Competitive Ethos and Democratic Education*. Cambridge, Mass. Harvard University Press.
- Palmer, P. J. (1983). *To Know as We Are Known: A Spirituality of Education*. San Francisco: HarperCollins.
- Solomon, D., M. Watson, V. Battistich, E. Schaps, and K. Delucchi. (1992). "Creating a Caring Community: A School-Based Program to Promote Children's Prosocial Development." In *Effective and Responsible Teaching: The New Synthesis*, edited by E. Oser, J.L. Patty, and A. Dick. San Francisco: Jossey-Bass.

This article has been reproduced with permission from Educational Leadership (Sep 1996). Copyright of this article belongs to the Association for Supervision and Curriculum Development.

Polishing the other facets of the diamond

Reviewed by Christina Ratnam

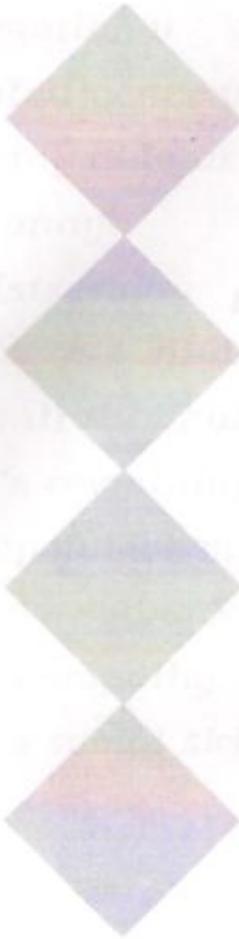
A boy drowns. His distraught sister rushes around, trying to persuade the young men lounging around to save him - but they refuse, unless she pays them for the service. Later, when the body of the boy is dredged up by a fisherman, he refuses to hand the corpse to the bereaved parents as they cannot pay him.

It is difficult to believe that such things happen in this day and age - it is even more frightening to think that we could go that way one day. What is the likelihood of our children becoming unfeeling, uncaring, and insensitive to the plight of others, as they pursue their dream of amassing financial assets, property and the latest technological advancement in transportation? In the pursuit of "practicality" and "reality", parents dissuade their children from reading Literature - "You can't score distinctions in that subject!" Learning to play the piano is fine, but: "What are you going to be? A composer? Over my dead body!" You can draw and paint in your spare time - perhaps during your holidays, after your computer lessons and math tuition.

We tend to think a person is intelligent - or smart - if he graduated from school with distinctions and good grades. Thanks to research on multiple intelligences and emotional intelligence, there is now a realisation that there is more than the ability to memorise facts and regurgitate them. Just as a diamond has many faces, a person has the potential for many intelligences. If we think of education as the pursuit of grades, we have only polished one facet of the diamond of education. Such a diamond is useless. The more polished faces a diamond has, the more brilliant it becomes. So also, the more intelligences we reach out to in a child, the better they are able to learn.

Howard Gardner, in the video tape "How Are Kids Smart?" (1995, ISBN : 1-887943-02-1) shows how teachers can use their knowledge of a person's multiple intelligences to cope with

The more polished faces a diamond has, the more brilliant it becomes.



the challenges of educating our children. Insights to multiple intelligences provide a lens to better appreciate how children learn. It helps us understand not how smart our kids are, but how are kids smart.

Gardner identified seven intelligences: linguistic intelligence; logico-mathematical intelligence; spatial intelligence; musical intelligence; kinesthetic intelligence; inter-personal intelligence; and intra-personal intelligence.

Teachers in the Fuller Program (Elementary schools in Gloucester, Massachusetts) show how they incorporated Multiple Intelligences (M.I.) theory into their teaching. There is no one way to implement M.I. Among the many approaches, seven are illustrated in the video. They are :

- co-operative learning
- project-based approach
- team teaching
- centres of instruction
- thematic instruction
- performances and presentations and
- inclusion of students with special needs.

In the Teacher's version, scenes from the classroom are included to demonstrate the approaches taken.

In the Administrator's version, Gardner dispels the following myths around the M.I. theory:

- that everything can be taught in seven different ways;
- that the goal of M.I. is only to assess intelligences;
- that M.I. dictates teaching in a specific way;
- to implement M.I. is to create seven standardized tests;
- that intelligence is the same as learning styles.

From the example of the Fuller Program, it is evident that knowledge of our multiple intelligences empowers teachers to reach out to the full potential to the pupil. Learning becomes meaningful when pupils understand how and why they learn something.

When we begin to recognise that all the intelligences are equally important and valued, the business of educating a child takes on the full brilliance of responding to the child and his learning.

The Teacher's version and the Administrator's version of "How are Kids Smart?" can be viewed in the IML, Bukit Timah Campus.

ON EMOTIONAL INTELLIGENCE :

A Conversation with Daniel Goleman

John O Neil

Traditional conceptions of intelligence focus on cognitive skills and knowledge. You've investigated the idea of "emotional intelligence." What do you mean by that term?

Emotional intelligence is a different way of being smart. It includes knowing what your feelings are and using your feelings to make good decisions in life. It's being able to manage distressing moods well and control impulses. It's being motivated and remaining hopeful and optimistic when you have setbacks in working toward goals. It's empathy; knowing what the people around you are feeling. And it's social skill - getting along well with other people, managing emotions in relationships, being able to persuade or lead others.

And you contend that emotional intelligence is just as important as the more familiar concept of IQ?

Both types of intelligence are important, but they're important in different ways. IQ contributes, at best about 20 percent to the factors that determine life success. That leaves 80 percent to everything else. There are many ways in which your destiny in life depends on having the skills that make up emotional intelligence.

Has research shown such a correlation?

Yes. For example, boys who are very impulsive, who are always getting in trouble in 2nd grade, are six to eight times more likely than other kids to commit crimes and be violent in their teen years. Sixth grade girls who confuse feelings of anxiety and anger, boredom, and hunger are the ones most likely to develop eating disorders in adolescence. What these girls lack is an awareness of what they are feeling; they're confused about what this feeling is and what it's called. So specific deficits in these skills can get a person in trouble,

Emotional intelligence is being able to manage distressing moods well and control impulses. It's remaining hopeful when you have setbacks. It's empathy. And it's social skills.

particularly a child who is growing into adulthood. On the other side, having these abilities can help you immensely in life; they affect everything from whether your marriage is going to last to how well you do on the job.

There's also a relationship between these emotional skills and academic success, isn't there?

Absolutely. It's not too surprising, really. We know that skills such as being able to resist impulsivity, or to delay gratification in pursuit of a long-term goal are helpful in the academic arena.

Your book describes some fascinating findings from the "marshmallow" study at Stanford.

Right. Pre-school kids were brought in one by one to a room and had a marshmallow put in front of them. They were told they could eat the marshmallow now, but if they delayed eating it until the researcher came back from running an errand, they could have two marshmallows. About one-third of them grabbed the single marshmallow right away while some waited a little longer, and about one-third were able to wait 15 or 20 minutes for the researcher to return.

When the researcher tracked down the children 14 years later, they found this test was an amazing predictor of how they did in school. The kids who waited were more emotionally stable, better liked by their teachers and their peers, and still able to delay gratification in pursuit of their goals. The ones who grabbed were emotionally unstable, they fell apart under stress, they were more irritable, more likely to pick fights, not as well liked, and still not able to delay gratification. But the most powerful finding was that the ones who waited scored an average of 210 points higher on the SAT.

Was that because their emotional habits were more conducive to studying, sticking with a task and thinking that it would eventually pay off?

That's part of it. Obviously, a child who can stick with a task can do his homework or can finish an assignment much better than a child who is distracted and goes off and does something else.

There's another factor, too: the physiology of the brain and the relationship between the emotional brain and the brain's executive areas. The prefrontal lobes just behind the forehead

are where working memory resides. Working memory is what you are paying attention to at any given point. So everything you are mulling over, making a decision about, or are learning, is at first in working memory. All learning is in working memory. And the emotional centres that control moods like anxiety or anger have very strong connections to the prefrontal areas. So if a child is chronically anxious or angry or upset in some way, he experiences that as intruding thoughts. He can't keep his mind off the thing he is worried about.

Now working memory has a limited attention capacity. So, to the extent that it is occupied by these intrusive thoughts, it shrinks what's available in working memory to think about what you are trying to learn.

Is that what's occurring when someone has "test anxiety"?

Yes, test anxiety is a very good example. You can think of nothing else except the fact that you may fail. It becomes a self-fulfilling prophecy, because your working memory cannot manage both the extreme anxiety and the demands for retrieving the information that would help you pass. So I think that's why we find that children whose emotional lives are more under control and better managed are able to learn more.

We all know people who have a lot of self-insight, or who are virtuosos in social situations. But are those kinds of personality traits something that people are born with, or can everyone be helped to develop them?

The good news about emotional intelligence is that it is virtually all learned. Even though newborn children differ in terms of their temperament, for example, they are highly malleable.

The best data on this come from Jerome Kagan, who studied shy kids. He found that you can identify a tendency toward shyness within the first two weeks of life, by looking at how much an infant startles to a noise or whether they are likely to shy away from stimulating, new, novel, uncertain experiences. He followed kids from birth into childhood and teenage years and found that this is a remarkable predictor of shyness.

But he also discovered that a sub-group of children whose newborn behaviours suggested they would be shy turned out not to be. Kagan found that the parents of this group treated them differently. Instead of catering to the children's shyness

and protecting them from the world, these parents pushed them a bit into challenging situations; you know, meet a new kid, let's go to this new place. Not in a way that overwhelmed them but in a way that gave them the continued experience of mastering something new. And by the time they got to kindergarten, those kids weren't shy. They weren't the most extroverted, but they weren't inordinately shy either.

What's the significance of these findings?

Well, they suggest something that, in theory, we've known all along: the brain is enormously malleable during childhood. The brain's regulatory centres for emotional response are among the last parts to become anatomically mature. They continue to grow into adolescence.

This is vitally important, because we're finding that the repeated emotional lessons of a child's life literally shape the brain circuits for that response. So if a child learns to manage his anger well, or learns to calm or soothe himself, or to be empathic, that's a lifelong strength. That's why it's so critical that we help children develop the skills of emotional intelligence.

What about children who learn the wrong emotional responses from early on; who come from abusive homes, for example. Can they learn emotional skills or do the initial strategies become "hard wired" in the brain?

It's harder, but the sooner we begin to teach children appropriate emotional responses the sooner these responses can become a part of their repertoire.

A child may have learned that when you get mad, you yell and you hit. Someone has to help these children learn an alternative response that becomes stronger than the initial one. So instead of yelling and hitting, the child will stop, calm down, think before she acts, and so on.

Again, the good news about childhood is that it's a wonderful palette to work with. It may look like it's been painted on, but you can keep painting and eventually children can learn healthier emotional responses. The literature on resilient children, those who have grown up in the worst circumstances and yet thrived, shows that what made the difference wasn't the terrible circumstance of their chaotic home life, but the fact that

one caring adult really got involved in their lives and helped them out. And oftentimes that person is a teacher.

Before talking about what schools can do to foster emotional intelligence, what can you say about the current state of the emotional well-being of children?

Childhood is harder than it used to be; we've got data on that. For example, in the last 20 years or so the rate of teen homicide has quadrupled and teen suicide tripled, and forcible rape among teens has doubled. Those are the headline-making statistics.

But there are other more subtle indicators of a growing general emotional malaise among children. Thomas Achenbach at the University of Vermont studied a random sample of American kids in the mid-70s and a comparable sample in the late '80s. He had them rated by their parents and teachers and found that, across the board, American kids on average had a growing deficit in these emotional skills. They had gone down on 40 indicators of emotional well-being, which is very alarming. This doesn't mean there aren't great kids, but on average kids were more impulsive, more disobedient, more angry, more lonely, more depressed, more anxious, and so on.

Let's face it: childhood has changed, and not necessarily in ways that anyone intended. The state of the economy now demands that parents work much harder and longer than they had to, so they have less discretionary time to spend with their kids than their own parents had with them. More families live in neighbourhoods where they're scared about the kids even playing down the street, let alone going into a neighbour's house. And kids are spending more time glued to a TV or in front of a computer, away from other children or adults. And most of the emotional skills I've discussed aren't learned on your own, they're learned through your interaction with other children and adults. That's why the emphasis on computers concerns me, helpful as they can be. More time with computers and TV means less time with other people. The changes in families are another reason I think it's vital that schools begin to teach these emotional skills, to promote "emotional literacy".

You're familiar with schools that have been trying to teach emotional literacy. How are they doing this?

A good example is the programme developed in the New Haven

schools, which goes from 1st through 12th grade and is developmentally appropriate. The programme addresses all the skills I mentioned before, like empathy, how to calm yourself down when you are feeling anxious, and so on. In some grades, lessons in emotional intelligence are taught as a separate topic three times a week. In other grades it's part of courses such as health, even math or study skills. And all the teachers are familiar with the ideas and look for opportunities to teach them. So whenever a child is upset, it's an opportunity to make sure that they learn something from that experience that will help them.

In New Haven, they also use techniques that make healthy emotional responses a pervasive part of the school culture or environment. For example, a school I recently visited had a "stoplight" poster on the wall of every room. It indicates to kids that whenever you are distressed or upset or you have a problem, red light - stop, calm down, and think before you act. Yellow light - think about a number of different things you could do and what the consequences will be. Green light - pick the best one and try it out. Now that's a wonderful lesson in impulse control, in soothing yourself, and in making the distinction between having the feeling and what you do, how you act when you have the feeling. These are crucial lessons and kids are really learning them.

That's encouraging, because one of the trends that worries educators is that students seem to be more impulsive, more prone to act without thinking about the consequences.

I've taken aside 7th graders in New Haven and said, "Look, I know they teach you this stuff, but does it really make any difference to you?" And they all have stories to tell about how they're using these skills in their lives.

In the culture of adolescents in New Haven, if someone "disses" you, you have to fight them; it's the code. But I talked to this kid, and he said: "You know, this guy was dissing my sneakers, and you know what I did? I told him I didn't agree with him. I like my shoes. And then I walked away." Well, that's revolutionary, and what's happening is that children are expanding their emotional repertoire in some healthy ways.

What are they finding in terms of results?

Well, it works. They've found that students are better able to control their impulses, they've improved their behaviour, they have better conflict-resolution skills and skills in handling

interpersonal problems. That's consistent with what's happening in other programmes aimed at emotional literacy.

It seems important that this emotional literacy curriculum is a schoolwide effort; it's not just isolating the kids who appear to have the worst emotional problems.

Ghettoizing is the wrong approach. For one thing, the decline in emotional well-being holds true for all groups of kids, from wealthy areas and poor ones. These lessons are not just for so-called problem kids.

The public appears to be very sceptical these days about curriculums that address social issues, or that ask kids to work on their emotions instead of on their reading and math. Isn't that a major obstacle to broader application of these ideas by schools?

Actually, I've encountered the reverse. Parents and teachers are very interested in bringing this sort of curriculum into the schools, because they see that children need it. When they understand that you can do this without taking any time from the basics - which they've been able to do in New Haven - they're very supportive. It just makes good sense. ☺

This article has been reproduced with permission from Educational Leadership (Sep 1996). Copyright of this article belongs to the Association for Supervision and Curriculum Development.

The good news about emotional intelligence is that it is virtually all learned

Educators' Choice of Words

Low Guat Tin and Lim Lee Hean

One need not be a veteran teacher or administrator to come across expressions like "I can't handle that class", "We must deal with such pupils properly", "You should settle the group fast", "We need to treat her like that to teach her a lesson" and "fix him up to get work done".

Such choice of words generate certain images. Our perceptions are in a sense guided by our language and thoughts. We visualise ourselves gearing up to show "who's boss" when we have to handle a group of 40 difficult pupils. In dealing with people, one conjures an image of a fist-clenching person ready to fight or flee. With such vocabulary, are we actually more concerned with the education of human beings per se, or is the focus on scheming and fighting to conquer "objects"?

Concerned educators may use words associated with the garden in sharing their vision, like planting the seed, watering, pruning, nurturing talents, and fruits of labour. Words like "service to community" may also be expressed, as they perceive their vocation as one that enables them to dedicate themselves to education and relate to those under their charge. They rejoice to see "recalcitrants turning over a new leaf", and are committed to mentoring, loving-kindness and magnanimity. They value people in their care not as means to an end, but as ends in themselves. People become gifts along the way. There is not only permission for but also provision of opportunity. The element of care is expressed in the facilitation for growth of the individual, group or organisation. John Dewey would probably see the educators' task as that of enabling growth, for to him "education is all one of growing, it has no end beyond itself".

Our perceptions are in a sense guided by our language and thoughts.

Images and metaphors such as "garden", "factory", "army", "temple", "machine", "organism", "market-place" and "conversation" serve to guide the work orientations of schools or to describe administrators' perceptions of the schools they run.

The metaphors we have about schools affect the way we run schools and also how the words we choose to use, as each

metaphor has its pivotal elements. Thus if we perceive the school as an "army", we would probably use words such as deal, handle, et cetera. If we choose to see the school as a "factory" then the result is input, output, quality control, et cetera. The metaphors represent our world view of life or education.

As suggested above, metaphors or images we have of schools influence our approach and actions. Those who see the school as a "temple" would be more concerned about traditions, rituals and are motivated by intrinsic rewards. Those who see it as a "factory" would be more concerned about maximising resource utilisation. To Mitchell (1986), the choice of metaphors "machine", "organism", "market-place", "conversations" indicate perceived management control through "designing structures and enforcing rules", "controlling information and making decisions", "negotiating agreements and allocating resources" and "articulating purposes and motivating individuals" respectively.

Whatever the selection of a particular metaphor or an integration of metaphors in an educational setting, there has to be a certain degree of congruency among school administrators, teachers and pupils. Congruency in the way they define and organise their work and the expectations they have of one another.

Our interactions with pupils are thus affected, as to whether we advise, belittle or cane. Our choice of words influence actions and relations, and it is best that we employ language in an optimal way. Experienced educators are more likely to know more about a pupil's emotional triggers, and can better gear and control an exchange.

Callous words of an educator can hurt and poison for they linger in impressionable young minds. For those affected, follow-up administration of an antidote would be imperative, to unlearn what they had learned or internalised. Unfortunately, unlearning and relearning is not always easy.

"There are two educations [sic]: the one that teaches how to make a living and the one that teaches how to live" (Mello, 1989, p.7). The metaphors we have are influenced by our concept of life, by what we think living is, or what life "out there" is or should be. Is life "out there" a garden where nurturing, blooming matters? Or is it a rat race where what

plant
water
prune
care
value
mentor

matters is output? This perception will influence us as we educate others "how to make a living" or "how to live".

References

Steil, L.K., Barker, L.L., and Watson, K.W. (1983). *Effective Listening: Key to Your Success*. Massachusetts: Addison-Wesley.

Mello, A. (1989). *The Prayer of the Frog. Vol. 2*. Anand, India: Gujarat Sahitya Prakash.

Mitchell, D.E. (1986). Metaphors of Management: Or, How Far From Outcomes Can You Get? *Peabody Journal of Education* 63 (3): 29-45.

Low Guat Tin is Head of Division and Lim Lee Hean is a graduate student, Division of Policy & Management Studies, National Institute of Education, Nanyang Technological University, Singapore.

Handling Bullying In Schools

Tan Ai Girl

When children come home showing no sign of physical abuse and/or abnormal behaviours, parents might not realise that unpleasant events have happened to them in schools. Parents may refer to a child's academic records for his intellectual performance. These records, to a certain extent, can be used as indicators of his cognitive development, but they are not an effective measurement of his affective and social development. How can parents and educators identify whether children feel secure in schools and ensure that children are happy with their school environment and peers? How do they uncover whether their children are victims of bullying?

Direct or indirect bullying?

Bullying is an imbalance in strength (Olweus, 1994). A child is being bullied or victimized when he is exposed, repeatedly and over time, to negative actions by one or more people of the same age or senior in age. *Direct bullying* occurs in the form of a relatively open attack. Parents and educators may be aware of the occurrence, if a child is hurt physically. *Indirect bullying*, on the other hand, is in the form of social isolation, verbal threats, and teasing. It is relatively difficult for parents and teachers to recognise it, if a child does not disclose the incident explicitly. Emotional abuse is likely to be neglected by parents and teachers, because it often does not leave visible evidence. Research findings with Japanese pupils showed that *direct bullying* happened frequently in higher grades, whereas *indirect bullying* was common in lower grades. Boys are frequent victims of *direct bullying*, whereas girls are more likely victims of *indirect bullying*. The former type of bullying may correlate with physical development. A study on Norwegian pupils showed that bullying was often carried out by older pupils on younger children in the lower grades. There is gender difference in bully-victim relationship. More than 60% of bullied girls (in grades 5 to 7, corresponding to ages 11 to 13) reported being bullied by boys. According to Olweus, there are three causes of bullying: a large size of class, severe competition and striving for good grades, and physical appearance. Bullies are likely to be physically stronger. In contrast, victims are likely to be physically weaker. Studies on Japanese pupils show that there is an increase in

The three causes of bullying are: a large class size, severe competition and striving for good grades, and physical appearance.

bullying and violence among pupils of junior high schools (ages 12 to 15) and senior high schools (ages 15 to 18). One of the possible reasons for this inclination is the competitive studying environment and prolonged examination stress. Other causes are the length of school days (6 days a week), the rigidity of the school system that discourages changing schools, and extreme in-group behaviours. In a collectivist society like Japan, pupils of elementary schools are organised into social groups or *dans*. Every member is obliged to maintain and preserve harmony of the in-group. Changing school is perceived as one of the most distressful life events by Japanese pupils. Distress as such may be interpreted as one's worries of his acceptance by members of the new in-group. Current research on bullying focuses mainly on pupils. Bullying in schools is not merely incidents happening among pupils but it can be from teachers to pupils. Favouritism, verbal insults, and unjust punishment are also forms of bullying.

Long-term impacts of bullying

Bullying may leave long-term psychological and emotional negative impacts on victims, if the victims do not undertake coping intervention. Banzai's studies demonstrated that active coping styles such as self-defence and seeking social support improved or eliminated bullying effects. Passive coping styles such as not doing anything increased negative impacts.

The long-term impacts of bullying include physical disturbance such as sleeplessness and tiredness; loss of self-confidence; loss of interests in study and play; oversensitivity; pessimistic attitudes towards interpersonal relationships; and negative feelings toward the future.

Long-term effects remain as a psychological hindrance of adults who were victims of bullying. Intervention programmes may be effective in reducing and/or eliminating these effects.

Disclosure

Self-disclosure is one of the most effective ways to reveal whether a person is a victim of bullying. Teachers and other adults' observations are another significant means. Research findings conducted by Monbusho (Ministry of Education, Japan) showed that at lower ages (eg elementary schools), victims were in a relatively passive position. Few would reveal that they were being bullied. Classroom teachers and parents were

resourceful persons who reported the incidents. More pupils of senior high schools employed the means of self-disclosure than those of junior high and elementary schools.

There could be several reasons why younger children are reluctant to reveal that they are being bullied. They could have been threatened into silence - telling would lead them into more trouble. Some hope that in keeping silent, they can gain acceptance - the "snitch" or "tell-taler" is never liked by their peers.

Self-disclosure is essential in the intervention process because it can draw the attention of the adult to the seriousness of an event. Children, especially victims of bullying, should be given a conducive environment to disclose their problems. A person normally discloses his problems to someone he trusts. A psychologically safe environment is a pre-requisite condition for intervention.

Intervention and prevention

Suggestions for intervention and prevention include :

- lend a listening ear. Research has shown that adults perceive bullying differently from pupils.
- set class rules against bullying
- conduct regular class meetings with pupils
- conduct conversations with bullies and victims. Usually, the bullies are victims themselves, of abuse - perhaps in their homes.
- keep a check on verbal behaviour - ban put-downs in the classroom
- discuss the effects of stereotyping and excessive teasing
- be on the look-out for "loners" and cases of withdrawals and underachievement
- follow-up on the case immediately after disclosure. If there is a delay, the victim may be punished, and will never trust adults again.

Conclusion

Bullying in schools is an old but a valid social phenomenon. Children of younger ages are more vulnerable to such incidents and in particular to indirect bullying. Educators and parents should take an active role to create a secure social environment in schools and at home. Parents and educators should insist on warm, interactive, and psychologically safe classroom and home settings. They should realise that they are the immediate sources of social supports for children. Among pupils, positive

Long-term effects remain as a psychological hindrance of adults who were victims of bullying.

attitudes of interpersonal relationship should be cultivated. Children should also learn to disclose their problems to peer, teachers and parents. Only with an explicit conversation, are teachers and parents able to disclose bullying among children. Interactive communication enhances pupils' trust toward teachers and parents.

It is indispensable to include bullying and violence in social studies or moral education. Equally important is to set school regulations that eliminate favouritism, verbal threats and unjust punishment in the classroom.

References

Asahi Simbun (7.3.1996). Ijime ima yarery koto (What can we do for bullying?)

Banzai, T. (1995). Long-term effects from bullying on a victim and the differences between the victims self-perception and the victim's perception of other victim, Research in Social Psychology, 11, 105-115.

Furlong, M. Bobinski, L., Poland, S., Munoz, J., & Boles, S (1996). Factors associated with school psychologists' perceptions of campus violence. Psychology in the Schools, 33, 28-37.

Ministry of Education, Science and Culture (1994). Japanese government policies in education, science and culture: New direction in school education - fostering strength for life. Tokyo.

Monbusho (1995). Seido shido jo no shomondai no genjyo to monbusho no seisaku ni tsitte (Problems related to consulting pupils and the policy of Ministry of Education). Tokyo.

Olweus, D. (1994). Annotation: Bullying at school - basic facts and effects of a school based intervention program. Journal of Child Psychology and Psychiatry, 7, 1171-1190.

Olweus, D. (1995). Bullying or peer abuse at school: Facts and intervention. Current Directions in Psychological Science, 4, 196-200.

Tan, A.G. (1995). Implicit theories of stress: A cross-cultural comparison between Japanese and Malaysians. Research in Social Psychology, 11, 1-10.

Tokutake, Y. (1995). Education in Japan. Tokyo: Foreign Press Center.

Dr Tan Ai Gil is a lecturer at the National Institute of Education, Nanyang Technological University, Singapore

Case Study : Fending-off Indirect Bullying

Peter is an average 14 year-old Secondary 2 student in a neighbourhood school. He has a ready smile and is quite popular with his peers.

One day, he is approached during recess time by a 15 year-old Secondary 3 boy who told him: "Hey, Peter. I like you. How would you like to be my 'Sai-lo' (Small Brother)? If you'll join me, I can take care of you."

Peter was immediately wary but he kept his smile. Lightly touching the older boy on his shoulder, Peter replied: " 'Tai-ko' (Older Brother), I like you too and, I am so happy that you want to address me as 'Sai-lo' but, may I respectfully be your friend without actually joining you?"

The older boy searched the younger boy's eyes at this speech and the younger lad steadily returned his gaze, all the time, keeping his smile on his face. After a minute or two, the older boy clapped his hand on Peter's shoulder and said: "O.K. I like you."

The two boys parted and went their separate ways, equilibrium was restored.

[This actually happened but character names have been changed to protect the parety concerned.]

Inviting school success

William Purkey and John Novak

Why should we 'invite'?

'Teaching is a delicate and precious relationship. The words used to describe teaching are not neutral because words involve choices, perspectives, and hopes. These in turn affect what people see, think, and do. ... Pupils are not passive recipients who can be turned on and cranked out. They are active participants in the process of trying to construct a life. ...

'The metaphor of "teaching as inviting" was developed ... based on the idea of a "doing-with" relationship... learning is fundamentally connected to a person's intrinsic motive to seek meaning in the world.'

'Inviting messages are intended to inform people that they are able, valuable, and responsible; that they have opportunities to participate in their own development; and that they are cordially summoned to take advantage of these opportunities.'

well as the manner in which he does it incites the child to respond in some way or another and each response tends to set the child's attitude in some way or another.'
John Dewey

What the book has to offer :

Inviting School Success is a practical book, with anecdotes, useful hints, and specific directions. It describes disinviting and inviting behaviours to enable educators to more deeply participate in the interactions, ideals and rewards of teaching. The book not only deals with principles and the theory of inviting education, but also suggests plans of action to educators.

The contents of the book include the foundations of invitational education, the inviting approach, the craft of inviting, managing conflict, models for schools of the 21st century, creating inviting schools, and practical suggestions for the whole school.

The chapter on the inviting approach looks at teacher perceptions - viewing pupils as able, valuable, responsible, and viewing oneself positively and perceiving education affirmatively. Based on such perceptions, the teacher will take the following stance - trust, respect, optimism, and

intentionality. The chapter also describes the four levels of teacher behaviours.

Here are some quotations cited in the book which are particularly inspiring for the educator:

- *Human behaviour is always a product of how people see themselves and the situations in which they are involved. Although this fact seems obvious, the failure of people everywhere to comprehend it is responsible for much of human misunderstanding, maladjustment, conflict and loneliness. Our perceptions of ourselves and the world are so real to us that we seldom pause to doubt them.*
A.W. Combs, D. Avila, W.W. Purkey.
- *The best teacher is one who, through establishing a personal relation, frees the student to learn. Learning can only take place in the student, and the teacher can only create the conditions for learning. The atmosphere created by a good interpersonal relationship is the major condition for learning.*
C.H. Patterson.
- *Many people go throughout life committing partial suicide - destroying their talents, energies, creative qualities. Indeed, to learn how to be good to oneself is often more difficult than to learn how to be good to others.*
Joshua Liebman.
- *And now here is my secret, a very simple secret: It is only with the heart that one can see rightly. What is essential is invisible to the eye.*
Antoine de Saint-Exupery.
- *Where I come from, we have great universities. When pupils graduate, they have two things you need. A diploma and a degree. There, then, is your diploma - " He handed the scarecrow a rolled up parchment - "and your degree. You are now a Th.D. - Doctor of Thinkology!" The scarecrow took the diploma, and frowned. Then he looked up and smiled a huge smile! "Gosh!" he cried, "I think I can think!"*

The Wizard of Oz - L. Frank Baum

An invitaiton....

The ASCD (Singapore) Review Committee seeks original articles on teaching and learning. Manuscripts should be between 2000-2500 words and submitted in the form of a hard copy together with a 3 1/2 "diskette. Contributions may be addressed to Miss Hee Piang Chin, The Editor, ASCD (Singapore) Review, c/o Staff Training Branch, 5th Floor South Block Ministry of Education Kay Siang Road.

Themes and deadlines for the next 3 issues are:

Vol 7 No 2 : **Learning and metacognition**
Deadline for submission of articles **15 May 97**

Vol 7 No 3 : **Every Child Can Learn**
Deadline for submission of articles **1 Jun 97**

Vol 8 No 1 : **Schools and Technology**
Deadline for submission of articles **15 Sep 97**

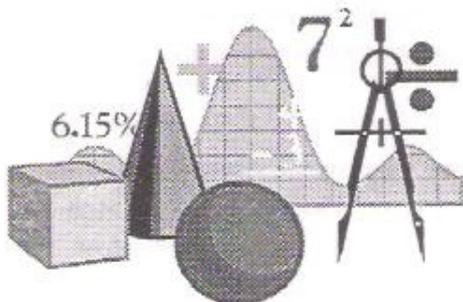
Vol 8 No 2 : **Schools As Learning Apprication**
Deadline for submission of Articles is Dec 97.

ANNOUNCING

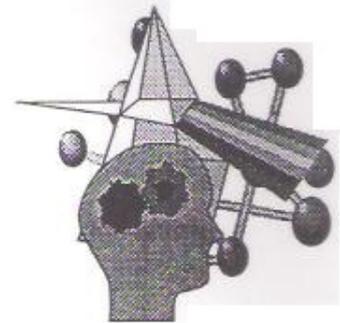


PROMOTING THINKING
by
Dr Gene Carter
&
*INTELLIGENCE:
WHAT IT IS
&
HOW TO ENHANCE IT*
by
Dr Robert Sylwester

4 June 1997
9.00 a.m. to 1.00 p.m.



Venue: National Junior College
Shaw Theatre (LT 1)
37 Hillcrest Road



PROGRAMME

9.00 - 9.45 a.m.: *ASCD Initiatives in Promoting Thinking* by Dr Gene Carter

9.45 - 10.30 am: *Intelligence: what it is and how to enhance it Session 1* by Dr Robert Sylwester

10.30 - 11.00 a.m.: Tea

11.00 - 1.00 p.m.: *Intelligence: what it is and how to enhance it Session 2*

Please send your application forms and payment to : ASCD Singapore
c/o Tele-Temps Pte Ltd
Blk 1002 Toa Payoh
Industrial Park
#06-1475
Singapore 319074

CLOSING DATE: 21May 1997

