

EDITORIAL

The articles in this issue deal with several different themes. What brings them together is their diligent attempt to grapple with the complex realities of today's world of teaching, values and beliefs. While each author addresses a specific content area, he or she also locates the content area within the broader context of quality education, curriculum, social theory and design. Each article provides some important insight into an area of the educational field.

Maria Salih presents part of a larger study on the development and implementation of a Thinking-based Learning (TBL) instructional manual for secondary science. The paper concluded that TBL is a potentially powerful and competent approach to instill thinking skills in the teaching and learning process as envisioned in one of the element of the Malaysian education development plan (PPPM, 2013-2025). However, the article cautions that its introduction and implementation in schools as an initiator to pedagogical transformation should proceed progressively so as to overcome any existing constrains in the school environment.

Kung-Teck Wong, Mohd Sahandri Gani B. Hamzah and Mahizer B.Hamzah touched on the widespread recognition that technology play in supplementing and complimenting the process of teacher's teaching and learning. Given current recognition of the advancement of educational technology, as well as the high costs of investing in schools or higher institutions, their study attempted to understand teachers' acceptance of blended e-learning in teaching and learning.

The third article, by Suppiah Nachiappan and Norwahida Makhtar, continues with the ever important aspects of teachers and teaching with attention given to pre-school teachers. Their study showed that pre-school teachers lacked creativity in planning daily teaching lesson, particularly involving the physical and aesthetic development of their pupils. Such teaching approaches and methods could slow down the cognition development process among pre-school students.

Nagendralingan Ratnavadivel, Chang Lee Hoon, Maria Salih,, Jeffery Low, Nagalingam Karuppiyah, Ainon Omar, Sopia Md. Yassin, Amir Hasan Dawi, Noor Shah Saad and Abdul Talib Mohamed Hashim highlight the need for knowledge workers to place emphasis on new attributes for learners, particularly those which pertain to twenty-first century skills. The article discusses how guiding principles for a teacher education curriculum framework is being developed in line with national needs and demands of international trends. The authors advocate that a teacher education curriculum framework needs to strike a balance between standardization and allowing for flexibility and creativity so that teacher education does not stifle the creativity and holistic growth of teachers and their students.

The fifth article have Nagendralingan Ratnavadivel, Rajendran Nagappan, Amir Hasan Dawi and Lim Chong Hin expound on the ideologies, policies and development plans of teacher education in Malaysia. The article see 'value' as the essence towards ordering and prioritizing of the ethical and ideological beliefs that individuals or society held. The author maintains that culture in turn is based on the value system espoused by the stakeholders concerned and this value system should be incorporated and reflected in the teacher education programmes, particularly its curriculum and the management and development of the curriculum.

From teachers and curriculum, the focus shifted to secondary school students in the sixth article. Chang Lee Hoon, Mohd Faris bin Dziauddin, Baharuddin bin Jabar, Mohd Noor bin Daud, Nurul Firdauz bt Abd Rahman and Zainuddin Othman explored the social science literacy among form four students in Malaysian secondary schools. Their study culminated in the development of guidelines on standards of social science literacy for Malaysian secondary schools. The guidelines were developed for the use by policy makers and educators in social sciences, including teacher educators.

The final article veered from studies of teachers, teaching and teacher education but no less important. It looked at the important influence grandparents have in their grandchildren's development.

Muhammed Yusuf found that grandparent's personal characteristics and family demographic influenced grandchildren's nutrition attitudes, emotional well-being, lifestyles, learning activities, and social skills. Interestingly, the author also found that grandparents play a big role in shaping their grandchildren's behavior and educational performance in school and thus grandparent's contribution should be recognized and appreciated.

As always, it is hoped that the articles in this issue has created opportunities for ongoing reflection and dialogue among educationists and researchers. As we wrap up another year, a sincere thank-you is offered to JRPPTTE's Editorial Board members, who remain committed towards providing their support and advice. JRPPTTE encourages contributions on any aspects of teachers, teaching and teacher education. On behalf of the Editorial Board, we thank you for your interest and warmly welcome your paper submissions. For more information about the journal, please visit our website at <http://jrpptte.upsi.edu.my/>

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