

Continuous teacher education process in school

Halimah Abdul Majid*¹, Chuah Beng Ean¹ and Eow Yee Leng²

¹*SMK Putrajaya Presint 11 (1)*, ²*Education Department of WP Putrajaya*

The school administrators in Sekolah Menengah Kebangsaan Putrajaya Presint 11(1) (SMKPP) took the initiatives of doing differently from what they had been doing. Sample of this study consisted of 89 secondary school teachers from SMKPP. Malaysian Education Standards Quality (Standard 4) instrument was used to evaluate teachers' performance during teaching and learning (T&L) process in the classroom. Paired-samples t-test analyses on teachers' performance were carried out at .05 level of confidence, between years. Although teachers' performance was in the range of excellence with the mean score beyond 90 in year 2015, yet there were significant decline within the dimensions of delivery methods, enhancement of mastery learning among students, communication skills, resource application, assessment conducted, questioning skills and overall performance. With the initiatives taken by the school's administrators through continuous teachers' education process and renewal practices in school, by mid-year of 2016, teachers started showing improvements with significant results in their communication skills, initiative in applying various resources during T&L processes in the classroom, assessment conducted, questioning skills, classroom management skills and overall performance.

Keywords: Teacher education, professional development, continuous learning process, teacher performance assessment

Introduction

Malaysian government is keen of transforming teaching into the profession of choice (Ministry of Education, 2012). According to UK Department of Education (2010), no education system can be better than the quality of its teachers. South Korea recruits teachers from their top 5 per cent of its graduates and Finland from the top 10 per cent (UK Department for Education, 2010). Therefore, teaching has the highest status as a profession.

Teacher

Teacher is not just someone who stands in front of the class (Obanya, 2012). A teacher is not a dummy. Obanya (2012) illustrated a teacher as a social servant, nation builder, social animator, the sun that gives warmth and light, a colourful flower with fragrance, the

* Corresponding author: Email: psri.halimah@yahoo.com

unchanged mountain even with the changing of seasons, and a farmer who cultivates good fruits. Therefore, the teaching profession is very challenging.

Teachers' quality is one of the most significant factors in student learning (DuFour & Mattos, 2013). Teachers are required to deliver the existing syllabus in a manner that emphasizes skills and competencies critical for the 21st century (Ministry of Education, 2012). Education reformation would allow every child the chance to take their full and equal share in citizenship, shaping their own destiny, and becoming masters of their own fate (UK Department for Education, 2010). According to UK Department of Education (2010), the most important factor in determining how well children do is the quality of teachers and teaching. The underperforming teachers would create additional pressures on their colleagues, as well as letting down the children under their care.

Teachers need the right combination of personal and intellectual qualities (UK Department for Education, 2010). Teachers should have the freedom to innovate, to devise appropriate methods of communication and activities relevant to the needs, capabilities and recent concerns of the community (India Department of School Education and Literacy, 2012). Thus, teacher education is a continuous process. It does not stop once teachers are graduated from their tertiary studies.

Teaching

Teaching is a way of life and a lifetime commitment (Pashiardis & Pashiardis, 2011). In order to help students reaching and unveiling their greatest potential, teachers should cultivate and model crucial traits in their classroom and become the role models for their students. However, according to Pashiardis and Pashiardis (2011), teaching is a demanding and time-consuming profession. It requires patience, commitment and continuous professional growth in order to face the daily challenging school life. Therefore, Pashiardis and Pashiardis (2011) stressed that teachers and administrators share the equal responsibility and initiative to strengthen and improve the teaching profession on a daily basis, besides supporting the high standards of the profession.

Time has changed and the world is becoming more complex. Intellectual knowledge, technical skills and pedagogical skills alone do not produce an effective teacher (Obanya, 2012). An effective teacher of the 21st century needs to be able to empathize with students, motivating them and bringing the best out of them. According to Obanya (2012), in order for students to fit into wider society, it requires the inculcation of a set of life skills, which determined by the nature, the needs and the evolving trends in society. Today's rapidly evolving world requires learning to know, learning to be and learning to belong. As a result, teachers, like other professions, require continuous learning (Sullivan & Glanz, 2009). Teachers need constant process of assessment and renewal of practices. Therefore, lifelong learning is warranted for teachers.

Lifelong learning

Lifelong learning is defined as learning that is pursued throughout life, which is flexible, diverse and available at different times and in different places (Lifelong Learning Council Queensland, 2016). It emphasized on learning to learn and the ability to keep learning for a lifetime. Thus, lifelong learning enables creativity, initiative and responsiveness to be instilled in teachers.

Teachers need continuous process of learning and renewal of practices (Sullivan & Glanz, 2009). School administrators have the accountability in supporting teachers' continuous professional development on ground. Teachers need to keep learning. If teachers

stop learning, they would soon be out of touch with the students. At the same time, it is important for teachers to place themselves in the way students are learning today.

With the changing global perspectives on the labour market, economic, political, social, cognitive science and technology, Prof. Jophus Anamuah-Mensah noted that the process of learning has moved from the traditional forms to game-based and open content (International Council on Education and Teaching, 2012). Teacher education needs to redesign to embrace changes in order to prepare students for the future and not the past. Accordingly, teacher education must be transformed to prepare teachers to handle change and be the change agents themselves (International Council on Education and Teaching, 2012).

World class education systems devolve as much power as possible to the front line among school administrators and teachers, while retaining high levels of accountability among their education department (UK Department for Education, 2010). Therefore, by giving autonomy to the school, teachers would be able to decide the best for their professional development. Teacher education should comprise of self-learning and independent thinking (India Department of School Education and Literacy, 2012). Subsequently, teachers' professional development would benefit the students' learning process.

Research focus

Teachers' education needs evolution. The social, economic and technology development that take place on a national as well as on an international level create a new educational reality (Pantazis & Sakellariou, 2011). Learning is a lifelong process for all professions, especially teachers. However, teachers tend to resist change of what they have always been doing and are comfortable with. Thus, educators need to adapt to their new reality and meet the challenges by transforming themselves through continuous teacher education process in school.

Teachers should have the awareness of the necessity on the constantly upgrading of their knowledge and skills (Pashiardis & Pashiardis, 2011). While there are certainly many excellent teachers in the Malaysian education system, a 2011 research study found that only 50% of lessons were being delivered in an effective manner (Ministry of Education, 2012). Most lessons are delivered in a passive lecture mode and conventional method of content delivery. Consequently, teachers do not sufficiently engage students. Since the international environment is becoming increasingly challenging with students from neighbouring countries starting to pull ahead in terms of their students' performance, we need to invest more effort and initiatives in making Malaysia globally competitive (PEMANDU, 2014). Higher-order thinking skills and problem-solving skills are needed for the 21st century workforce.

The world is evolving. Continuous process of learning and renewal of practices are needed in the teaching profession. Therefore, this research focused on teachers' continuous professional upgrading through initiatives taken by the administrators of SMKPP11(1). The impact on teachers' performance in the classroom is taken into consideration during the study.

Methodology

Research design

The study is part of the action research carried out by SMKPP11(1) in order to continuously supporting teachers in providing the best education for human capital development. Action research provides researchers a platform in addressing practical issues during the research. It takes the form of change, improvement and implementation. In this study, the action research focused on the initiatives taken by SMKPP11(1) in supporting continuous teacher education

in school. Researchers held on to the notion that action research is not a problem-based journey. Therefore, this action research emphasized more on the practical applications and transformational possibilities based on empirical results.

Subject of the study

There were 89 secondary school teachers in SMKPP11(1).

Instrument

Malaysian Education Standards Quality (Standard 4) instrument was used to evaluate teachers' performance during teaching and learning (T&L) process in the classroom. There are 12 dimensions within the MESQ (Standard 4).

Data analysis

Paired-samples t-test analyses on teachers' performance were carried out at .05 level of confidence, between years.

Initiative taken by the school administrators

With the unimpressive teachers' performance based on Malaysian Education Standards Quality (Standard 4) in year 2015 as compared to year 2014, initiatives were taken by the school administrators to improve the situation. Administrators stressed that teachers have the responsibility for improvement. Thus, administrators assured teachers to receive appropriate and effective professional development throughout their career, as time, technology and needs evolve. According to Malaysian Education Blueprint 2013-2025, teachers will receive the best training possible, from the time they enter their teacher training programmes, through to the point of retirement (Ministry of Education, 2012). SMKPP11(1) is taking their initiatives to induce continuous teacher education at school level. The following are the initiatives taken by SMKPP11(1):

- i. Open classroom was carried out as an initiative to encourage teachers to work as a team and continuously develop throughout the profession. A shared sense of purpose and direction for all teachers was created. Besides that, teachers are provided with the opportunities to observe and discuss with other teachers. Teachers plan, prepare, teach and reflect with their peers, in order to improve, identify and disseminate the best practices. Professional Learning Community (PLC) was established in order to protect teachers' time for professional development. It is also an avenue for new and experience teachers working together on how to improve teaching and create better educational opportunities for students. The opportunities in trying new approaches in teaching and learning process would help teachers to perceive themselves as professionals and improved their sense of self-efficacy (Day et al., 2010). Subsequently, the opportunities to experiment would make all teachers as action researchers.
- ii. Teachers learn to teach throughout their career. In-house courses are provided based on the suggestions from heads of department. Currently, SMKPP11(1) is focusing on the manipulation of ICT in education, latest best practices and strategies, 4Cs concept (Collaboration, Communication, Critical Thinking, Creativity), globalization and morality. The supporting teams consisted of Putrajaya's School Improvement Partner

- (SIP+), School Improvement Specialist Coach (SISC+), excellent teachers, motivators, community leaders, experts from different fields, as well as religion leaders such as imam and *ustaz*.
- iii. Cultivating leaders and future leaders through accountabilities decentralization based on teachers' capabilities. Teachers are challenged and motivated to achieve beyond their full potential through the accountabilities given. Teachers were coordinated and accounted for different roles in the school to mould students to be better human capital. In addition, appropriate pool of possible replacement teachers are developed in order to counter the problem of transferring teachers.
 - iv. Individualized support within the different subjects communities. Excellent teachers are leading the communities of learning.
 - v. Supporting teachers with the new learning resources available in market and guide them on how to manipulate these resources into their teaching and learning process in classroom.
 - vi. Establishing research community and encourage innovation development among teachers. Teachers are encouraged to pursue higher level of professionalism, stimulate intellectual development through innovation in teaching and mobilizing and furthering study at higher levels. Teachers are treat as change agents in their teaching community. This was described by Bennett and Anderson (2003) as reculturing of school.
 - vii. The principal spent more than half an hour on every starting week briefing the teachers on her missions, expectations, and directions. Besides that, she also allocated a major portion of her day working with teachers to improve teaching and learning. This is because teachers always execute actions based on how they understand things and situation (Strauss, 2013). At times, teachers might misunderstand the message. In addition, few teachers are a hard audience.
 - viii. The administrators adapting 4Ds Model of Appreciative Inquiry Theory. The practices of AI Theory do not embark from the negative perspectives of the teachers. It started from a positive view, in which teachers have advantages that could be manipulated. AI Theory focuses on the co-evolutionary search for the best in people and the relevant world around them (Cooperrider, Whitney, & Stavros, 2008). The 4Ds model of AI Theory is designed to merge the past and present capacities such as achievements, assets, unexplored potentials, strengths, elevated thoughts, opportunities, highpoint moments, and visions into possible futures (Cooperrider et al., 2008). By putting the 4Ds Model into practice, instead of focusing on problems, what is not working and why; the administrators seek to discover what is working particularly well with the teachers, as well as what the teachers desire to achieve (Cooperrider & Whitney, 2005; Lebrun, 2007).
 - ix. Benchmarking as a learning practice from other institutions.

Findings

Table 1 shows the descriptive analyses of teachers' performance based on Malaysian Education Standards Quality (Standard 4). The overall teachers' performances for year 2014 – 2016 were beyond the score of 90, which indicated within the range of excellent. However, most teachers' performance dimensions evaluated in year 2015 were not as impressive as year 2014. Although teachers' performance was in the range of excellent with the mean score of 91.48 in year 2015 (Table 1), yet there were significant decline within the dimensions of delivery methods, enhancement of mastery learning among students, communication skills,

resource application, assessment conducted, questioning skills and overall performance (Table 2).

With the initiatives taken by the school's administrators through continuous teacher education process and renewal practices in the school, by mid-year of 2016, paired-samples t-test analyses carried out at .05 level of confidence indicated improvements in 11 dimensions, with significant results in teachers' communication skills, initiative in applying various resources during T&L process in the classroom, assessment conducted, questioning skills, classroom management skills and overall performance (Table 1 and Table 2).

Table 1: Descriptive analyses of teachers' performance based on Malaysian Education Standards Quality (Standard 4)

Dimension	Mean	N	SD	SE Mean
Students' involvement				
2014	5.580	89	.4960	.0530
2015	5.618	89	.4886	.0518
2016 (June)	5.652	89	.4791	.0508
Mastery learning among students				
2014	5.340	89	.4750	.0500
2015	5.101	89	.3386	.0359
2016 (June)	5.146	89	.3859	.0409
Students' learning output				
2014	5.110	89	.3520	.0370
2015	5.045	89	.3963	.0420
2016 (June)	5.090	89	.3580	.0380
Teacher's planning and preparation				
2014	5.870	89	.3430	.0360
2015	5.865	89	.3751	.0398
2016 (June)	5.900	89	.3032	.0321
Teacher's delivery method				
2014	5.840	89	.3960	.0420
2015	5.719	89	.4520	.0479
2016 (June)	5.708	89	.4573	.0485
Teacher's communication skills				
2014	5.730	89	.4460	.0470
2015	5.551	89	.5003	.0530
2016 (June)	5.697	89	.4623	.0490

Table 1 (continue)

Dimension	Mean	N	SD	SE Mean
Resource application by teachers				
2014	5.250	89	.4590	.0490
2015	5.045	89	.4240	.0449
2016 (June)	5.258	89	.4654	.0493
Assessment				
2014	5.360	89	.5060	.0540

2015	5.112	89	.3825	.0406
2016 (June)	5.315	89	.4670	.0495
Teachers' questioning skills				
2014	5.690	89	.4670	.0500
2015	5.382	89	.5114	.0542
2016 (June)	5.551	89	.5225	.0554
Mastery of contents by teachers				
2014	5.930	89	.2520	.0270
2015	5.865	89	.3435	.0364
2016 (June)	5.865	89	.4043	.0429
Classroom management				
2014	5.570	89	.5200	.0550
2015	5.584	89	.5602	.0594
2016 (June)	5.854	89	.3552	.0377
Teaching professionalism practice				
2014	5.910	89	.3250	.0340
2015	5.978	89	.1491	.0158
2016 (June)	5.978	89	.1491	.0158
Overall performance				
2014	93.305	89	2.626	.2784
2015	91.481	89	2.992	.3171
2016 (June)	93.072	89	2.011	.2132

Table 2: Paired samples t-test analyses on teachers' performance based on Malaysian Education Standards Quality (Standard 4)

Paired samples	Paired Differences			T	df	Sig.
	Mean	SD	SE			
<i>Between year 2014 and 2015</i>						
Students' involvement	.0337	.6297	.0668	.5050	88	.615
Mastery learning among students	-.2360	.5645	.0598	-3.943	88	.000*
Students' learning output	-.0674	.5393	.0572	-1.179	88	.241
Teacher's planning and preparation	.0000	.4767	.0505	.0000	88	1.000
Teacher's delivery method	-.1236	.5398	.0572	-2.160	88	.033*
Teacher's communication skills	-.1798	.5753	.06100	-2.948	88	.004*
Resource application by teachers	-.2023	.6064	.0643	-3.146	88	.002*

*significant at .05 level of significance

Table 2: (continue)

Paired samples	Paired Differences			T	df	Sig.
	Mean	SD	SE			
Assessment	-.2472	.6083	.0645	-3.834	88	.000*
Teachers' questioning skills	-.3034	.6289	.0667	-4.551	88	.000*

Mastery of contents by teachers	-.0674	.3931	.0417	-1.618	88	.109
Classroom management	.0112	.7612	.0807	.1390	88	.890
Teaching professionalism practice	.0674	.3630	.0385	1.752	88	.083
Overall performance	-1.824	3.658	.3878	-4.705	88	.000*
<i>Between year 2015 and 2016 (June)</i>						
Students' involvement	.0337	.7143	.0757	.4450	88	.657
Mastery learning among students	.0449	.4980	.0528	.8510	88	.397
Students' learning output	.0449	.5417	.0574	.7830	88	.436
Teacher's planning and preparation	.0337	.4873	.0517	.6530	88	.516
Teacher's delivery method	-.0112	.5329	.0565	-1.990	88	.843
Teacher's communication skills	.1461	.6666	.0707	2.067	88	.042*
Resource application by teachers	.2135	.6479	.0687	3.108	88	.003*
Assessment	.2023	.6249	.0662	3.053	88	.003*
Teachers' questioning skills	.1685	.6782	.0719	2.345	88	.021*
Mastery of contents by teachers	.0000	.5000	.0530	.0000	88	1.000
Classroom management	.2697	.6870	.0728	3.703	88	.000*
Teaching professionalism practice	.0000	.2132	.0226	.0000	88	1.000
Overall performance	1.591	3.622	.3840	4.144	88	.000*

Discussion

This research indicated that initiatives taken by the school administrators in teachers' continuous learning process contributed to the improvement of teachers' competencies. The administrators of SMKPP11(1) feel that they need to intensify their efforts and become the ambassadors of the latest teaching practices introduced at national and global levels. They believe that renewal effort in making the school more effective in producing quality human capital is obligatory (Halimah, Eow, & Chuah, 2014). The administrators of SMKPP11(1) stressed that they should not stay static and being happy with previous achievements. They wanted to focus on broader educational agenda and across existing curriculum by engaging students physically, emotionally, spiritually, intellectually, and socially, in consistent with the National Educational Philosophy. Therefore, the administrators consistently encourage teachers to generate more innovation in their teaching and learning process, as well as activities beyond classrooms.

However, teachers need time to make it as a culture since Rome was not built in a day. The unimpressive yet within the range of excellent teachers' performance in year 2015 is understandable. Nevertheless, it could be an indication that teachers have some administrative workload burden. According to Malaysian Blueprint 2013-2025 (Ministry of Education, 2012), teachers would enjoy a reduced administrative burden, so that they can focus the majority of their time on their core function of teaching. However, this has not been materialized at the moment. Teachers are still very busy with data collection and management

processes, competitions, documentations and non-academic accountabilities. They could not have enough time in preparing their next lessons with appropriate supporting learning materials, as well as planning and preparation of engaging and exciting activities. In addition, pedagogical skills of the 21st century were just exposed to teachers at the end of year 2015. A few teachers might have falling in their comfort zone and ending up applying single and conventional approach in teaching and learning process. These could be some of the contributing factors for the unimpressive yet acceptable teachers' performance in year 2015.

By adopting AI theory and practices, the administrators of SMKPP11(1) believe on possibilities beyond existing good practices (Cooperrider et al., 2008). All teachers are at different levels of willingness, readiness and commitment to participate in transformation. Hawk and Hill (2003) highlighted that some teachers tend to inclined to take risks. However, with the continuous effort from the school administrators, these teachers will indirectly involve in parts of the transformation. With the consistently encouragement from the SMKPP11(1) administrators, teachers started to show significant improvement in the application of appropriate communication skills on students; manipulation of various resources to make the learning process more interesting, application of different pedagogical approaches with different group of students in needs and inspire students through positive commendation.

According to Cooperrider et. al. (2008), AI is both theory and practices. As a theory, AI offers the administrator of SMKPP11(1) an opportunity to understand the perspective, principles, model and beliefs about how human systems function. In terms of practices, AI guides the administrators of SMKPP11(1) to acknowledge the best in teachers and helps them moving towards their potential. The major philosophy underlying AI Theory is the belief that when our expectations, hopes, and dreams are positive, our human systems will turn in that positive direction (Cooperrider et al., 2008; Martinetz, 2007). The administrators of SMKPP11(1) considered teachers as intelligent and well-informed people. They believe that teachers know all there is to know on the subject matter. What teachers need most is the motivation to move forward and take volunteer actions. Therefore, they supported teachers in such a way. With the consistent effort from the school administrators, gradually they would see more positive transformations on teachers.

Teachers should not only educating students to be knowledgeable, but also to be healthy, religious, emotionally stable, responsible, socially skilled, and a productive human capital for the nation. One of the ways for teachers to catch up with other world-class schools in the world that the students deserve is by learning the lessons of other countries' success. That was why the administrators of SMKPP11(1) encourages benchmarking and students exchange programs. The best performing education systems also set clear expectations for what children must know and be able to do at each stage in their education, and make sure that the standards they set match the best in the world (UK Department for Education, 2010). Therefore, teachers should not be left out without exposing and training of new skills from time to time.

Too little teacher training takes place on the job, and too much professional development involves compliance with bureaucratic initiatives rather than working with other teachers to develop effective practice (UK Department for Education, 2010). In addition, UK Department for Education (2010) highlighted that there is too much prescription about how to teach. These are the factors leading to inefficient in-house training for teachers. Therefore, in SMKPP11(1), teachers are given opportunities to decide what the best are for their students while school administrators provide teachers with the support needed. For example, school administrators would contact experts needed for teachers' professional development.

The school has no control on teachers' recruitment. The only authority the school has is the ability to redevelop teachers in order to suit its needs. Teachers should be well-equipped

with subject knowledge, personal and intrapersonal skills. The administrators of SMKPP11(1) have a very high expectations on teachers' accountabilities towards their students' needs. Teachers who were newly posted to the school might not be used to these high expectations. SMKPP11(1) focused on its own ElevenOne environment in order to cultivate holistic development among students (Eow, Chuah, & Halimah, 2013; Halimah, Eow, & Chuah, 2011, 2013; Halimah & Eow, 2014). The administrators noted that teachers' incapability to adapt and adopt well with the ElevenOne environment, would performed poorly in classroom. Thus, administrators take the accountability to redevelop, motivate and inspire teachers, especially those newly transferred teachers, which occurs every year.

When teachers performed excellently in a certain year, it does not prove the same the following year. Few justifications listed could be the transferring of teachers, burnout among teachers, changes of curriculum, high evolving of technology, and introduction of new concept in the existing familiar pedagogy. Teaching requires one of the highest levels of cognitive ability of any profession. Not only must effective educators be knowledgeable in their subject area and stay abreast of current educational theories and practices; they must also understand the character and ways of learning of the students they teach (Pashiardis & Pashiardis, 2011).

Teachers are required to deliver the existing syllabus in a manner that emphasizes skills and competencies critical for the 21st century (Ministry of Education, 2012). Teachers in SMKPP11(1) performed within the range of excellent from year 2014 – 2016. There was significant improvement in year 2016. It indicated that pedagogical skills are further enhanced by teachers in year 2016. With the improvement of teachers' classroom practices, it would subsequently enhance students' learning and achievements.

When the SMKPP11(1) administrators believed that every teacher is an intelligent and well-informed person, it helps improving teachers' performance in the classroom. Cardon (2008) highlighted that each teacher should be perceived as the sole person capable in finding original and appropriate answers to achieve his or her personal or professional objectives. Teachers know all there is to know on the technical dimensions of their issues. Therefore, they are the "expert" in their own field. Teachers have the abilities in solving their own problem and achieving much more performing results than they have achieved in the past. Hence, school administrators of SMKPP11(1) would support teachers by believing in them, shows respect, encouragement, understanding, being empathy, providing opportunities for teachers to take their actions, as well as professional supports.

Continuous professional development is needed for all teachers, including veteran and experience teachers. According to Pashiardis and Pashiardis (2011), even excellent teachers need to devote their time to become aware and acquainted with their students' learning needs, to comprehend the complexities of their students and to continuously redesign their instruction in order to reach them. The classroom must be a safe, friendly and effective learning environment into which the student never hesitates to enter. Love is an obligation and students who recognize the genuine concern of their teachers would attain their learning and their feelings of accomplishment at the highest level (Pashiardis & Pashiardis, 2011). Thus, teachers need continuously learning how to cultivate their communication skills, as well as taking the initiative to create a conducive learning environment in the classroom.

Cooperation is an important aspect of the teaching profession. Excellent teachers share their ideas on instructional and management strategies and methods as well as on teaching materials because they believe that sharing increases achievement and collegiality and enhances the learning environment (Pashiardis & Pashiardis, 2011). Professional learning community established within each subject panel allow teachers of SMKPP11(1) to work as a team. The impact was impressive through the above findings. In short, actions can only be

executed voluntarily when teachers, themselves dream of achieving better conditions in their teaching and learning process.

Conclusion

As a summary, no day or year is predictable. School is a very challenging learning institution. Teachers should well-equipped themselves with the latest knowledge and skills. Thus, teachers' education is a lifelong journey. Teachers should have the enthusiasm and encouragement to perform throughout their profession, in order to make learning more meaningful for students. Being responsive to the constantly changing learning environment is warranted for today's teachers. Teachers would be able to attain their full potential with a greater support from school's administrators. At times, teachers could be easily disillusioned by negative images within their classroom and school environment. Therefore, what teachers need most is the continuous support, motivation to move forward, take volunteer actions and building a bridge to their success.

References

- Bennett, N., & Anderson, L. (2003). *Rethinking educational leadership: Challenging the conventions*. Thousand Oaks, California: Sage Publication, Inc.
- Cardon, A. (2008). Coaching questions. Retrieved from <http://www.metasysteme-coaching.fr/english/iii-coaching-questions-and-powerful-questions/>
- Cooperrider, D. L., & Whitney, D. (2005). *A positive revolution in change: Appreciative inquiry*. San Francisco, CA: Berrett-Koehler Publishers.
- Cooperrider, D. L., Whitney, D., & Stavros, J. M. (2008). *Appreciative inquiry handbook: For leaders of change (2nd edition)*. Brunswick, OH; San Francisco: Brown Custom Publishing, Inc.; Berrett-Koehler Publishers, Inc.
- Day, C. S., Hopkins, P., D. Harris, A. Leithwood, K. Gu, & et al. (2010). *10 strong claims about successful school leadership*. Nottingham: National College for Leadership of Schools and Children's Services.
- DuFour, R., & Mattos, M. (2013). How do principals really improve schools? *The Principalship*, 70(7), 34–40.
- Eow, Y. L., Chuah, B. E., & Halimah, B. A. M. (2013). What Does An Excellent School Leader Do? In *3rd Regional Conference on Educational Leadership and Management (RCELAM) 2013 (19-21 November 2013)*. Genting Highlands: Institut Aminuddin Baki.
- Halimah, B. A. M., & Eow, Y. L. (2014). Model pendidikan berkualiti 6S. *Jurnal Pendidikan MPSPM*, 2014(1), 145–164.
- Halimah, B. A. M., Eow, Y. L., & Chuah, B. E. (2011). *SMK Putrajaya Presint 11(1) towards an effective school. Paper presented at Asia Pacific Conference on Educational Management and Leadership (APCEMaL): Educational Management and Leadership – Fostering a Learning Culture for Success, November 29 – December 1, 2011, The Legend Hotel, Kuala Lumpur.*
- Halimah, B. A. M., Eow, Y. L., & Chuah, B. E. (2013). Budaya Awal Pagi Membentuk Kemenjadian Murid SMK Putrajaya Presint 11(1). In *Seminar Nasional Pengurusan dan Kepimpinan Pendidikan Kali ke-20 Tahun 2013*. Genting Highlands: Institut Aminuddin Baki.
- Halimah, B. A. M., Eow, Y. L., & Chuah, B. E. (2014). More time is needed. In *Paper presented at Asia Pacific Conference on Educational Management and Leadership (APCEMaL) 2014: Shaping Global Educational Leaders and Managers, 24 – 26*

November, 2014, Thistle Hotel, Johor Bahru.

- Hawk, K., & Hill, J. (2003). Coaching teachers: Effective professional development but difficult to achieve. In *AARE/NZARE Conference, Auckland, December 2003*.
- India Department of School Education and Literacy. (2012). *Restructuring and reorganization of the centrally sponsored scheme on teacher education*. India: Government of India.
- International Council on Education and Teaching. (2012). *56th year book on teacher education*. Ghana: University of Cape Coast.
- Lebrun, M. (2007). Quality towards an expected harmony: Pedagogy and Technology speaking together about innovation. *AACE Journal*, 15(2), 115–130.
- Lifelong Learning Council Queensland. (2016). What is lifelong learning? Retrieved July 2, 2016, from http://www.llcq.org.au/01_cms/details.asp?ID=12
- Martinetz, C. F. (2007). Appreciative inquiry as an organizational development tool. *Performance Improvement*, 41(8), 34–39.
- Ministry of Education. (2012). *Preliminary report: Malaysia Education Blueprint 2013-2025*. Putrajaya: Ministry of Education, Malaysia.
- Obanya, P. (2012). Looming threats to teachers, teaching and education. In International Council on Education and Teaching (Ed.), *56th Year Book on Teacher Education* (p. 15–). Ghana: University of Cape Coast.
- Pantazis, S., & Sakellariou, M. (2011). The education of future educators – Pre-school teachers in the Pedagogical Schools through their own perspective: A pan-Hellenic research. In P. Anastasiades, P. Calogiannakis, K. Karras, & C. C. Wolhuter (Eds.), *Teacher Education in Modern Era: Trend and Issues* (pp. 37–58). Greece: University of Crete.
- Pashiardis, G., & Pashiardis, P. (2011). Investigating teachers' excellence in Cyprus. In P. Anastasiades, P. Calogiannakis, K. Karras, & C. C. Wolhuter (Eds.), *Teacher Education in Modern Era: Trend and Issues* (pp. 59–71). Greece: University of Crete.
- PEMANDU. (2014). Improving students outcomes overview. Retrieved from http://www.pemandu.gov.my/gtp/Improving_Students_Outcomes-@-Improving_Students_Outcomes_Overview.aspx
- Strauss, V. (2013). What it's like in school to have principal after principal. Retrieved from <http://www.washingtonpost.com/blogs/answer-sheet/wp/2013/09/13/what-its-like-to-have-principal-after-principal-after-principal/>
- Sullivan, S., & Glanz, J. (2009). *Supervision that improves teaching and learning: Strategies and techniques*. California, US: Corwin / Sage.
- UK Department for Education. (2010). *The importance of teaching: The schools white paper 2010*. London: Crown.