

EDITORIAL

The articles that make up this issue of Journal of Research, Policy & Practice of Teachers & Teacher Education cover a range of concerns, moving from the optimum use of an innovative teaching model in teacher education, to issues, challenges of new teachers, and to the best practices in teaching and supervision of preservice teachers. Not to be overlooked, the issues of how best to help university students achieve academically is also a research area and one that is necessary and important.

The first article by Constantine Chatoupis proposes a Teaching Games for Understanding (PETE) program that employs a Teaching Games for Understanding (TGfU) model as a conceptual framework to encourage preservice teachers to use it for teaching games and sports at schools. Combining theory, observation of demonstration, practice, and feedback under protected conditions and in real school settings, Constantine proposes that the program provides preservice teachers with adequate opportunities to develop familiarity and confidence with TGfU as well as to experience success in using it.

Following this, the second article by Suppiah Nachiappan, Siti Alawiyah Abdul Rahim, Mastura Othman and Vinoshini Devi Balakrishnan provided insights into the effectiveness of using electronic and non-electronic teaching aids in improving the cognitive levels among slow learners through art lessons. They used a Hermeneutic model of research method in which the daily lesson plans and the observations of students' artworks were analyzed. The results obtained showed that the use of electronic and non-electronic teaching aids positively affected the improvisation of a student's cognitive level and psychomotor skills among slow learners.

An exploratory study to examine the determinants believed to have influenced university student's academic achievement makes up the third article by Iza Azura Ahmad Bahar and Syed Nasirin. Their investigation uses the Schermerhorn's High Performance Equation Model. Although there are many determinants to predict students' academic achievement, the support they receive appears to be the highest determinant whether they will be high or low achievers. The findings also provide both a foundation and methodological bases for further investigations into students' prerequisites for high academic achievement.

In the fourth article, Ganesh Kumar Paranjodi, Ahmad Jazimin Jusoh and Mohd Hassan Abdullah concerned themselves with the basic components of the induction programs and its unique features for new teachers and made a comparison between beginning teachers' induction programs in Malaysia and the jurisdiction of Victoria, Australia. Method used for this study was library research. The paper started with history and definition of beginning teacher induction before discussing the challenges that beginning teachers endured in their early days.

Similarly, in the final article, Chew Wai Keng, Ahmad Jazimin Jusoh and Mariyati Mohd Nor also did a library search but their search focused on the differences of teaching practices between Malaysia and Australia. Further, the differences of supervision practices between both countries was also been identified. Discussion about best practices and its implications were provided.

We continuously seek manuscripts that link research to practice, with an objective towards improving pre-service and in-service teacher education, therefore, we look forward to receiving your articles for the December 2017 issue. As always, we extend our sincere appreciation to all our contributors, reviewers and technical personnel who made this issue a success.

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