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University of Southampton

Faculty of Social Sciences

Southampton Education School

Teachers' views about school-based professional development for promoting inclusive education in Malaysia's primary schools

by

Rosmalily binti Salleh

Thesis for the degree of

PhD Education

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To the beloved and cherished people in my life,
whose actions and attitude taught me that
lifelong learning is not a choice, but a must.

‘Excellence is an art won by training and habituation.

We do not act rightly because we have virtue or excellence,
but we rather have those because we have acted rightly’. (Will Durrant)

University of Southampton

Abstract

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Rosmalily binti Salleh

Most countries recognise inclusive education, but the practice is inconsistent due to its complexity and variability in implementation. The Malaysia Education Blueprint 2013–2025 emphasises the importance of quality-inclusive education. However, Malaysia's context, including its diverse ethnicity, language, culture, religion, besides education and school systems, has implications for implementing and promoting inclusive education. This research explores teachers' significant yet overlooked views of inclusion and school-based continuous professional development (CPD). The aim is to understand better the requirement for the promotion of inclusive education in Malaysia's primary schools, focusing on practitioners' views.

This interpretative, exploratory, qualitative study employed multiple methods to obtain rich and in-depth data. There were 76 participants from five National primary schools, and 25 teachers were interviewed individually and 51 participated in eight focus-group interviews. Ten classroom observations were conducted prior to the individual interviews. The data were analysed thematically by the inductive approach, using NVivo software. Theories of inclusive education and the 'Cognitive Activation in the Mathematics Classroom and Professional Competence of Teachers' (COACTIV) model of teachers' professional competence were adopted to analyse teachers' views. In the model, four aspects of competences were identified as needing improvement through professional development: beliefs, values and goals; motivational orientations; professional knowledge; and self-regulation.

The results show that teachers view inclusive education as a challenging concept to implement. Such views are influenced by multiple factors, such as miscommunication between departments, sociocultural attitudes to disability, educational systems, insufficient facilities, and teachers' lack of knowledge and skills. The analysis of data reveals that teachers' views about school-based CPD in promoting inclusion are influenced by factors that correspond to the COACTIV model. In parallel, the study highlights the importance of the Malaysian context and structures within the education system in forming teachers' views on inclusion and relevant CPD. The findings will be of value in developing teacher training programmes and informing the potential topics for school-based CPD programmes.

Keywords: continuous professional development; school-based CPD; inclusive education; inclusion.

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Research Thesis: Declaration of Authorship

Print name:	Rosmalily binti Salleh
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Title of thesis:	Teachers' views about school-based professional development for promoting inclusive education in Malaysia's primary schools
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I declare that this thesis and the work presented in it are my own and has been generated by me as the result of my own original research.

I confirm that:

1. This work was done wholly or mainly while in candidature for a research degree at this University;
2. Where any part of this thesis has previously been submitted for a degree or any other qualification at this University or any other institution, this has been clearly stated;
3. Where I have consulted the published work of others, this is always clearly attributed;
4. Where I have quoted from the work of others, the source is always given. With the exception of such quotations, this thesis is entirely my own work;
5. I have acknowledged all main sources of help;
6. Where the thesis is based on work done by myself jointly with others, I have made clear exactly what was done by others and what I have contributed myself;

Signature:		Date:	
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Important note:

The completed signed and dated copy of this form should be included in your print thesis. A completed and dated but unsigned copy should be included in your e-thesis

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Definitions and Abbreviations

BPG	<i>Bahagian Pendidikan Guru</i> (Teacher Training Division), MOE
BPKhas	<i>Bahagian Pendidikan Khas</i> (Special Education Division), MOE
BPK	<i>Bahagian Pembangunan Kurikulum</i> (Curriculum Development Division), MOE
BPSH	<i>Bahagian Pengurusan Sekolah Harian</i> (School Management Division), MOE
CPD	Continuous Professional Development
EFA	Education for All
IPGM	<i>Institut Pendidikan Guru</i> (Institute of Teacher Education)
ITE	Initial Teacher Education
JKM	<i>Jabatan Kebajikan Masyarakat</i> (Department of Social Welfare)
JPN	<i>Jabatan Pendidikan Negeri</i> (State Education Department)
JPNPER	<i>Jabatan Pendidikan Negeri Perak</i> (Perak State Education Department)
JUK	<i>Jurulatih Utama Kebangsaan</i> (National Teacher Trainer)
LADAP	<i>Latihan Dalam Perkhidmatan</i> (In-service Training: the school-based CPD)
LINUS	Literacy and Numeracy Screening
LP	<i>Lembaga Peperiksaan</i> (Examination Syndicates), MOE
MOE	Ministry of Education Malaysia
MOHE	Ministry of Higher Education Malaysia
MPG	<i>Maktab Perguruan Guru</i> (Teacher Training Colleges)
MTEP	Malaysia Teacher Education Philosophy

Definitions and Abbreviations

MWFC	Ministry of Women, Family and Community Development Malaysia
MCM	Ministry of Communication and Multimedia Malaysia
MTEP	Malaysia Teacher Education Philosophy
MTS	Malaysian Teacher Standards
NEP	National Education Philosophy
OKU	<i>Orang Kurang Upaya</i> (People with less abilities)
PBPPP	<i>Penilaian Bersepadu Pegawai Perkhidmatan Pendidikan</i> (Public Education Services Officer Integrated Evaluation)
PBS	<i>Pentaksiran Berasaskan Sekolah</i> (School-Based Assessment)
PD	Professional Development
PDK	Pusat Pemulihan Dalam Komuniti (Community-Based Rehabilitation)
PIPPK	<i>Pelan Induk Pembangunan Profesionalisme Keguruan</i> (Master Plan for Teacher Professionalism Development)
PL	Professional Learning
PLC	Professional Learning Community
PPD	<i>Pejabat Pendidikan Daerah</i> (District Education Office)
PPG	<i>Program Pensiswazahan Guru</i> (Graduating Teacher Programme)
PPPM	<i>Pelan Pembangunan Pendidikan Malaysia</i> (Malaysia Educational Development Plan)
PPP	<i>Pegawai Perkhidmatan Pendidikan</i> (Public Education Services Officer)
SK	<i>Sekolah Kebangsaan</i> (National Primary school)
SJKC	<i>Sekolah Jenis Kebangsaan Cina</i> (Chinese National-type Primary School)

SJKT	<i>Sekolah Jenis Kebangsaan Tamil</i> (Tamil National-type Primary School)
SPM	<i>Sijil Pelajaran Malaysia</i> (Malaysian Certificate of Education)
SPP	<i>Suruhanjaya Perkhidmatan Pelajaran</i> (Education Service Commission Malaysia)
STEM	Science, Technology, Engineering and Mathematics
TNA	Training Need Analysis
UPSR	<i>Ujian Pencapaian Sekolah Rendah</i> (Primary School Achievement Test)

Chapter 1 Introduction

1.1 Introduction

This thesis presents a study of teachers' views in terms of school-based continuous professional development (CPD) to promote inclusive education in Malaysia's primary schools. Malaysia, following involvement in the international inclusion movement since the United Nations Educational, Scientific and Cultural Organisation's (UNESCO) (1994) Salamanca Statement, has stated its commitment to inclusive education. Within the national Education Transformation Plan 2013–2025 (MOE, 2013c), the pledge for high-quality education and an inclusive Malaysia places high demands on all levels and requires a significant shift in teaching practice. The chapter introduces the study background, rationale, focus, aim and research questions, followed by an overview of the thesis, chapter by chapter.

1.2 Background of the study

Internationally, researchers have noted the conceptual muddle and ineffective implementation of inclusive education across nations and schools (Armstrong *et al.*, 2011). Stemming from the notion of rights (de Beco, 2018) in special education, constant debate about the term (Brantlinger, 1997; Nind *et al.*, 2004) has led to an evolution and transformation of inclusive education (Opertti *et al.*, 2014). Opertti *et al.* (2014) suggest four phases in the journey to inclusion: (1948–) a human rights-based perspective; (1990–) a response to children with special needs; (2000–) a response to marginalised groups; and (2005–) a transformation of the education system. The recent development of the term 'inclusive education' is seen as a wider concept that do not focus solely on pupils with disability (Thomas, 2013) but on all marginalised pupils (Messiou, 2006, 2012).

Inclusive education that focuses only on a specific group's needs and is based on deficits could deviate from the prime objective for change, risking overlooking individuals' uniqueness (Messiou, 2017). In doing so, Slee (2011) believes that people tend to provide 'second-rate' forms of education for those under this umbrella. This type of categorising could be seen as stereotyping. Indeed, as Quadflieg and Macrae (2011, p. 217) mention, people are inclined to stereotype sets of 'cognitive biases', 'motivational needs' and

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'social learning mechanisms' at a very early age. According to Quadflieg and Macrae (2011), by five years old children acquire stereotypic beliefs about various facets of others, such as their ethnicity, personality and behaviour. Moreover, people tend to associate, for example, minority groups with uncommon attributes and negative qualities (and vice versa), although in reality there is no association. This has resulted in different treatment for other people without any effort to know them, and may lead to marginalisation and exclusion. Allan (2000) emphasises the continuing process of inclusive education, whereby ethical values at all levels in the system must go beyond the ideology of disability. Allan (2005) stresses the importance of ethical aspects and accountability to create an effective learning environment for all rather than focusing on a specific individual for inclusive education. However, negative preconceptions and values dominate societal and professional thinking (Slee, 2000). Slee (2011) urges a reflection upon one's own values, actions and contributions and the need to prompt the collective responsibility to shape the real, inclusive world for everybody, irrespective of difference, also the idea that educational equality and equity (Lincoln, 2015), certainly, extends beyond merely pupils' placements in schools.

The main points that these scholars make relate to removing the contextual barriers and dominating assumptions for inclusion, as reflected in values, policies, places and practices in the wider context of education systems. Fundamentally, inclusive education is a means to improve access to and participation in quality education and achievement for all learners, beyond identity or 'ability' or different backgrounds such as ethnicity, socioeconomic status, first language, gender or religion. The United Nations Educational, Scientific and Cultural Organisation (UNESCO) recently defined inclusive education as the 'process of strengthening the capacity of the education system to reach out to all learners' (UNESCO, 2017, p. 7). This involves wide measures and strategies at all levels, including teacher professional development, and a shift in underlying values to establish the necessary infrastructures and promote the right of access to and participation in high-quality education.

Despite theoretical and empirical insights to inform educational policies in providing truly Inclusive Education for All (EFA) (UNESCO, 2000a), there is evidence of gaps between policy and practice (Opertti *et al.*, 2014), including in Malaysia (Bailey *et al.*, 2015). Furthermore, the Malaysian context (for example, with regard to different ethnicities,

languages, cultures, religions, education and schooling systems) affects the promotion of inclusive education. The challenge is exacerbated by an aspiration to prepare pupils for the twenty-first century, when, arguably developing more-inclusive schools might arguably contribute better to preparing pupils for the future (see Chapter 2). Authors such as Mittler (2000), Rose (2010) and Schuelka (2018) identify several challenges to successful inclusive education implementation, such as inadequate school resources, teacher training and unsupportive leadership. Indeed, both the conceptualisation and implementation of inclusive education are challenging. Countries find it difficult to develop an inclusive system (Opertti *et al.*, 2014; Messiou, 2017); Haug (2016) asserts that none has yet succeeded. However, there is research-based evidence of inclusion from various countries that benefits all pupils (Florian *et al.*, 2017; Hehir *et al.*, 2017); this can be learned to advance towards inclusive education.

While there are various ways to define successful inclusive education, Schuelka (2018) argues that the UNESCO's (2017) 'Guide for Ensuring Inclusion and Equity in Education' is the most lucid conceptualisation. Schuelka (2018, p. 4) summarises its key dimensions for establishing inclusive education systems into five main components: (1) inclusive policies that promote high outcomes for all [pupils]; (2) a flexible and accommodative curriculum; (3) strong and supportive school leadership; (4) equitable distribution of resources; and (5) teachers who are trained in inclusive pedagogy and view it as their role to teach all learners in a diverse classroom. Inclusive values are vital (Booth and Ainscow, 2002; Ainscow, 2006; Ainscow and Miles, 2008), and the understanding that inclusive education can be achieved through continuous endeavour by all, beginning at school level.

Teachers, therefore, are the key figures in any inclusive education system. Researchers highlight the importance of preparing teachers as 'agents of change' in increasingly diverse classrooms (Florian, 2012, 2015). Teachers need actively to learn with positive partnerships within and beyond schools, supported to make the change by teacher educators and others in the system to make the change (Hargreaves, 2000). Behind the complexity of inclusive schools is an underlying optimism to overcome the challenges (Slee, 2011). In this sense, these scholars emphasise the importance of teacher practice and its quality to successful inclusive education that relates to the significance of teacher competence and their professional development). Teachers may overcome the challenges by holding shared values in re-evaluating strategies and practices, and engaging in

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learning to develop and raise the standard for all learners in a dynamic educational change (Fullan, 2007). Hence, teachers need to be empowered so that they can, in turn, empower their learners (Florian *et al.*, 2010; Forlin *et al.*, 2015).

Research highlights the significance of teacher CPD in reducing the challenges (Ainscow, 2003; van Kraayenoord, 2003; Bishop *et al.*, 2012; Bačáková and Closs, 2013; Engelbrecht, 2013) to fostering inclusive practice. Moreover, internationally, the literature has constantly shown that CPD is a vital element for successful school and teacher development, as well as teachers' well-being and success (Day, 1999; Muijs *et al.*, 2004). Therefore, the government should respond to teachers' needs and consider their views (Penuel *et al.*, 2007). Moreover, when considering teacher CPD, the context cannot be ignored (Steyn and Van Niekerk, 2005). Teachers are probably best supported for inclusive education by more effective CPD (Ainscow, 2003). Furthermore, as argued by Guskey (2002a), irrespective of its form CPD should be a purposeful endeavour, in this case to meet teachers' views about their needs regarding inclusive education, both to enhance inclusive practice and benefit diverse pupils.

1.3 Rationale of the study

Since 2013, Malaysia has been aiming to transform its education system within 13 years (MOE, 2013c). This is significant in providing EFA (UNESCO, 2000a). Through the Malaysia Education Blueprint 2013–2025, Malaysia emphasises greater participation of pupils with special educational needs (SEN) in mainstream education and school-based CPD for teachers. The Ministry of Education Malaysia (MOE) aims to provide the opportunity for relevant, high-quality education for pupils with 'specific needs' (MOE, 2013c, pp. 4-1). These are some of the strategies (MOE, 2013c) to meet its aspirations for an economically advanced and inclusive society (Economic Planning Unit (EPU), 2015). The MOE defines inclusive education as a programme, specifically as 'mainstream schools that integrate one to five students with special needs into mainstream classes' (MOE, 2013c, pp. 4-17). This is a narrow definition, as described by Booth and Ainscow (2002). Furthermore, its targets – '75% of students with special needs enrolled in inclusive programmes by 2025' and 'every teacher equipped with basic knowledge of special education' (MOE, 2013c, pp. 4-17) – while impressive, invite many queries about the policy and its implementation.

Chong and Graham (2017) argue that the anticipated change is huge. Furthermore, this definition deals only with special education (Arduin, 2015), and the dominant use of the term 'inclusion' relates to both special education and disabilities (Norwich, 2014). The continuation of the Blueprint's transforming agendas for the education system is reflected in its Annual Report 2017, where the Minister of Education mentions that it resonates with UNESCO's Sustainable Development Goal 4, to ensure inclusive and equitable quality education and promote lifelong learning opportunities for all (UNESCO, 2015; MOE, 2017a). This reflects the intention for inclusive education in Malaysia, although the accounts of its success are subjective.

The pilot for this study suggests that neither mainstream nor special education teachers understand the core ideas of inclusive education clearly and have negative views on the inclusion of pupils with SEN. This contradicts what some Malaysian researchers report. Ali *et al.* (2006) and Jantan (2007), for example, report that teachers have positive attitudes towards inclusive education. These Malaysian studies about inclusive education, however, focus only on pupils with SEN, probably because they were conducted almost 10 years ago. The situation has since changed. Notably, Messiou (2017), drawing on her analysis of 2005 to 2015 studies on inclusive education, argues the importance of employing collaborative and transformative approaches, as well as qualitative approach, to impact on the wider community and instigate change in a given context. It is, therefore, proposed that a broader concept of inclusive education should be embraced by all teachers. This involves values and beliefs about pupils' diverse learning needs and a shift away from 'identity-assess-diagnose-help' (Thomas, 2013) to examining how teachers empower all learners so as to avoid unintentionally marginalising pupils yet support those at risk of exclusion. In any case, whether mainstream or special education, a mixed-ability class relies heavily on the expertise of teachers to facilitate the widest range of pupils to achieve their potential (Bremner *et al.*, 2008).

With regards to my own professional experience, I was an educator for almost 15 years. I taught at both secondary and primary level in mainstream, then focused on pupils with SEN at primary level. Also, I witnessed and experienced school-based CPD programmes. Reflecting on my school years (1980s–1990s) as a student, I did not encounter any pupils with SEN directly, not even in public. Pupils of low achievement were streamed and placed in the class that was allocated to them. This would normally be the bottom set,

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with classes ranked in terms of pupils' academic achievement. I was unable to recall any rebellious behaviour by pupils beyond disciplinary issues, such as not following the school's regulations. This was because the schools were prestigious, with single-sex pupils. They were previously the English-language medium schools. These schools were later changed to Malay-language medium schools, in accordance with government policy for the national language. Also, I was unaware of any special education schools.

I am inspired to pursue this study by the importance of the Blueprint's agendas for an inclusive system and to build upon the literature review. This is enhanced by reflection on my own emotional, intellectual and professional experience. It is an attempt to bridge the theory–practice gap that may affect schools' current practice, and my findings may be of value in developing CPD programmes and contributing to knowledge on CPD. I acknowledge that there may be some tension between my professional involvement and my position as a researcher. However, aiming to listen to teachers as educational agents (OECD, 2005) and to understand the situation, I set out my position as an informed outsider. To set the research focus, the next section explores the research gap.

1.4 Finding the research gap

This section reviews the literature on CPD regarding inclusive education to identify the study's focus.

1.4.1 International level

Several authors have described initiatives for CPD in the context of inclusive education. For example, there are professional learning communities (Graham, 2007; Hadar and Brody, 2010), school-based CPD (Robinson and Carrington, 2002; Tyagi, 2010; Meissel *et al.*, 2016); collaboration (Thomson, 2013; Rose and Doveston, 2015; Chen *et al.*, 2018); partnership (Waitoller and Kozleski, 2013); reflective practice (Allan, 2015); and the effectiveness of professional development (Borko, 2004; Knight and Wiseman, 2005; Desimone, 2011). Some researchers, such as Lessing and De Witt (2007) and Parise *et al.* (2015), examine teachers' views on CPD. The literature review shows that most studies suggest professional development that departs from a distinct and exclusive approach to adopt a more complex and ongoing approach that allows for reflection, discussion, collaboration and practice. The Teaching and Learning International Survey (TALIS) 2013

also suggests that teachers benefit from and have a more positive impact on teaching practice with school-embedded CPD (OECD, 2014b). This presents the potential for school-based CPD that is classroom-based, allowing for more reflection and collaboration among teachers.

1.4.2 National level

In Malaysia, scholars such as Jantan (2007), Jelas and Mohd Ali (2014) and Bailey *et al.* (2015) argue the need for CPD to bridge the gap between theory and practice in inclusive education. Studies such as by Adnan and Hafiz (2001), Ali *et al.* (2006), Hussin *et al.* (2008) and Jelas and Mohd Ali (2014), conducted at practitioner level, also argue for change. However, research on CPD for inclusive education in Malaysia is limited and is still in its early stages. Jamil *et al.* (2007) analysed the issues and challenges of teacher professional development yet do not discuss the recent national education agenda for inclusive education. In the last decade, there have been only two ongoing studies, without any findings yet reported. The first is by Azmah Ab. Latiff *et al.* (2015). They aimed to identify the best form of implementation of inclusive education, focusing on teacher collaboration, specifically between the subject teacher and the resource teacher. Another, by Marimuthu and Cheong (2015), proposed a teacher training programme and analysed its effect on mainstream teachers' competences for inclusive practice. Recently, Alias *et al.* (2016) interviewed 13 teachers at a Special Education Integration Programme (SEIP) school involved in the integration of pupils with SEN into mainstream classrooms, to identify their needs. They suggest improvements in school-based and other teacher professional development programmes to inform policy-makers' future plans. These studies considered teachers' views, but not specifically the views of special education teachers. Moreover, they focused on pupils with SEN in mainstream classrooms. Also, the studies involved secondary schools, not primary schools. Overall, these studies have a focus other than the broader understanding of inclusive education adopted in this study. Moreover, teacher learning for inclusive education is under-theorised (Waitoller and Artiles, 2013). According to Waitoller and Artiles (2013), there is limited knowledge about the partnership and shared responsibility between professional communities, such as the identities, learning and the valued knowledge, despite teacher preparation programmes. Although their study is carried out in Western countries, in reviewing the literature and reflecting on my own experience I found that their argument is relevant to the Malaysian

context also. It seems that the MOE initiatives to create a 'pipeline of trained teachers and other specialists' (MOE, 2013c, pp. 4-16) by the year 2020 and issues about teacher competence/teacher education and development are yet to be resolved.

1.5 Research aims and objectives

In alignment with the MOE agenda of creating a culture of peer-led professional excellence in school whereby teachers guide and inspire each other to achieve professional standards, this study focuses on school-based CPD in Malaysia's primary schools. It aims to investigate in-service teachers' CPD needs to gain insights to enhance support for teachers as they continue learning through their working lives, better to understand the requirements of successful promotion of inclusive primary education. Its main objective is to explore teachers' views on the requirements for school-based CPD to enhance their inclusive practice. Concurrently, teachers' views about inclusive education and helpful school-based CPD are obtained to understand their views better. As mentioned, the broader concept of inclusive education is adopted, one that does not focus solely on pupils with SEN. The elements of 'knowing', 'doing' and 'believing' in professional development (Rouse, 2008; Florian and Rouse, 2009) are emphasised in framing the research questions. The conceptualisation of teacher competence suggested by Baumert and Kunter (2013a), in their COACTIV model of teacher professional competence, is adopted.

1.6 Research questions and approach

This study explores Malaysian teachers' views about inclusive education and their requirements from school-based CPD to promote inclusive education in primary schools successfully and enhance their inclusive practice. Given this context, the research questions are:

- What are primary schoolteachers' views on inclusive education and what influences their views?
- What makes school-based CPD helpful for teachers to promote inclusive education?

- What do teachers require from school-based CPD to enhance their inclusive practices?

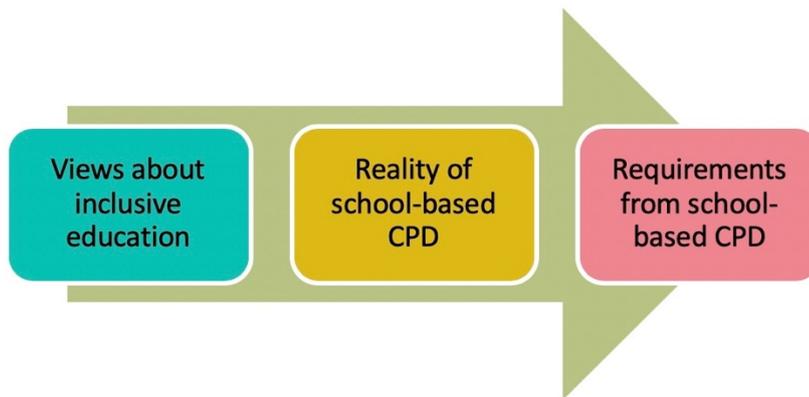


Figure 1-1 Connecting the research questions

This study employed a qualitative approach with multiple methods to gather rich data. Sampling was purposive. Seventy-six teachers from five primary schools participated in the study. This sample included administrators, mainstream and special education teachers. It was descriptive and exploratory research, with both individual and focus-group semi-structured interviews. Prior to data collection, a pilot study was carried out in another school. The data were thematically analysed using an inductive approach to reflect the alignment with an interpretive epistemology and interpretivist understanding of participants' meaning (Bryman, 2016).

1.7 Overview of the chapters

This thesis comprises 10 chapters. Four chapters focus on the literature review (Chapters 2 to 5). The study's methodology is presented in Chapter 6. Subsequently, Chapters 7 and 8 present the study's findings, which are then discussed in Chapter 9 and concluded in Chapter 10.

The literature review first describes the issues in the Malaysian context that relate to the study. I separate out inclusive education, CPD and Malaysian teacher CPD to explore these issues in depth and to justify the topics' inclusion in the thesis. In an attempt to conduct a comprehensive, systematic and relevant review of the subject, I have explored the literature using a combination of qualitative, systematic and scoping reviews (Grant and Booth, 2009). I adopted the Harvard reference style and used Endnote 8.2 software

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to comply with the University's requirement for standardisation. Below, I explain the respective chapters and the rationale for their content.

Chapter 1 sets the background of the study. It guides readers to the context of the study by outlining the significance of teacher CPD to inclusive education, as well as the gap in the literature.

Chapter 2 immerses the reader in the context of Malaysia. It describes the country's profile, especially through studies of its education and school systems. This is important to give an idea of present-day Malaysian life and an understanding of the issues presented in the finding and discussion chapters.

Chapter 3 concerns the history and context of inclusive education. The debates regarding theoretical and empirical concepts in inclusive education are reviewed. This is followed by a discussion on inclusive pedagogy and, finally, the challenges in practice. The issues in the chapter mostly relate to teachers' understanding and beliefs about inclusive education, their inclusive practice and the challenges to practising inclusive education.

Chapter 4 explores CPD, its definition and position in relation to initial teacher training (ITE). This is followed by a discussion of CPD models and the relationship between teacher knowledge and CPD. Next, effective CPD and its impact are examined. Finally, there is a discussion on empowering teachers to empower learners. These sections present my thinking on teacher CPD and its significance to teachers' learning and development, as well as to pupils' learning.

Chapter 5 brings the argument about CPD to the Malaysian context, providing further relevant information on Malaysian teacher CPD. Its separation from Chapter 4 is to give a more organised discussion on the context.

Chapter 6 details the methodological approach to conducting the study. Justifications of the research paradigm, design and participants are included. Having discussed the research instrumentation, the data analysis is described. I present the findings of the pilot study briefly. Finally, ethical issues, reflections from the research and trustworthiness are reviewed. This chapter incorporates a thorough and lengthy discussion. My intention is to

elaborate the research methodology and present a trustworthy thesis of crucial relevance to its readers.

Chapter 7 presents the findings for the first research question, on inclusive education, while Chapter 8 reports the findings for the second and third research questions, on CPD. This allows a focused explanation, thick description, careful attention to the participants' response and a thorough discussion of the findings. Furthermore, excerpts from teachers' conversations are included to provide the necessary evidence.

Chapter 9 connects the findings, and the significant themes are discussed. This is supported by evidence from the findings and literature review. I have identified particular issues from the findings chapters to focus on further. For the successful promotion of inclusive education in Malaysia, these are important to bring out and make widely known. The related findings are then used to discuss the study's contributions.

Chapter 10 discusses the limitations and implications of the study. It also presents its recommendations for future research. I present this essential chapter to summarise the thesis in a form that can stand on its own, which is vital for readers.

Chapter 2 Malaysian Context

2.1 Introduction

This chapter describes the research context. It commences with the Malaysian profile, the education system and issues associated with inclusive education. The context of inclusive education in Malaysia is then examined.

2.2 Country profile

Malaysia, a centrally governed country in Southeast Asia, is composed of Peninsular Malaysia and East Malaysia, with 13 states and three federal territories, Kuala Lumpur being the capital city. The population is 32.5 million (November 2018), of which 89.8% (estimated) are Malaysian citizens and the rest non-citizens (DOSM, 2018). Malaysian citizenship is achieved through fulfilment of the Malaysian Nationality Law in Part III, Constitution of Malaysia requirement (JAC, 2009; AGC, 2010). Perak, where this study takes place, has 2.50 million people and is the second largest state in Peninsular Malaysia.

Malaysia is a multi-ethnic, multicultural and multilingual country. Its citizens (2018 estimate) consist of indigenous Bumiputera (69.1%), Chinese (23.0%), Indians (6.9%) and others (1.0%) (DOSM, 2018). The Bumiputera consist of Malays (63.1%); Ibans, the predominant ethnic group in Peninsular Malaysia (30.3%); and Sabah, in Sarawak and Kadazan-Dusun (24.5%) (DOSM, 2011). Malay (Bahasa Melayu or Bahasa Malaysia) is the official language (JAC, 2009), designated as Standard Malay to distinguish it from its various dialects. Recognised as the international language of communication (MOE, 2013c), English is the second language (AGC, 2006). Others include Chinese, Tamil, Thai and Kadazan. Islam is the official religion, however others, such as Buddhism, Christianity and Hinduism, are practised freely. Therefore, Malaysia has a variety of cultures, practices, languages, beliefs and values.

Malaysia gained its independence from the British in 1957. At 57, it is ranked as a high Human Development Index country (UNDP, 2018). The government commitment to realising Vision 2020 is reaffirmed in the Eleventh Malaysia Plan (EPU, 2015), premised on a progressive, united country with a shared commitment to a better Malaysia for all

Malaysians. Vision 2020, launched in 1991, envisions Malaysia as a fully developed country with an advanced economy and inclusive nation (Islam and Ismail, 2011).

2.3 Organisation, structure and management of the education system

The MOE, established on 9 August 1955, is responsible for the education system at all levels, both private and public. Administration is centralised and has four distinct hierarchical levels: federal, state, district and school (MOE, 2004) (see Figure 2.1).

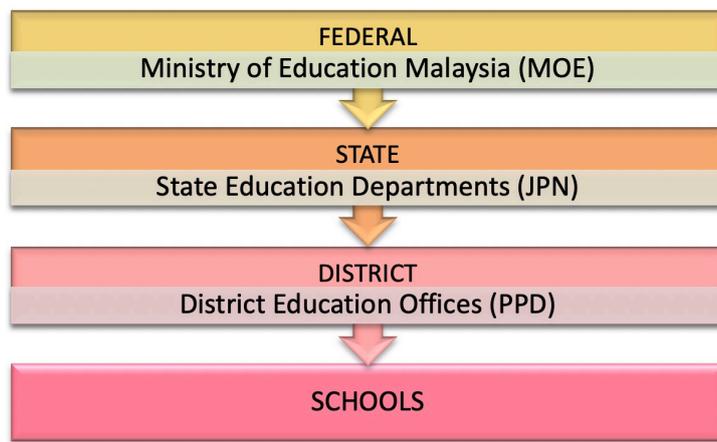


Figure 2-1 Management structure of education system

The MOE formulates policy guidelines, translates policies into plans and activities and coordinates their implementation. Additionally, it prescribes the national curriculum, syllabi and examinations. Under the overall responsibility of federal government, each state and federal territory has an education department governed by the Education Act 1996 (MOE, 2008b). In Sabah and Sarawak, the larger administrative areas, these are assisted by a residency or division education office. The JPN, the MOE’s regional arm, coordinates and implements educational policies and national education programmes across the state and provides feedback. For effective control and management, PPDs have been established as an effective link between schools and JPN, apart from in the smaller states.

2.4 The education system and philosophy of education

Malaysia’s education system is based on several policies, for example the Education Act of 1996 (Act 550), the Special Education Act of 1997, Eradicating Illiteracy 1961 and the

National Policy for Persons with Disabilities 2007 (MOE, 2015b). The education system has had a history of development from pre- to post-Independence (Al-Hudawi *et al.*, 2014). Othman *et al.* (2011) highlight the metamorphosis from a traditional, Islamic-based approach, through the colonialism of Japanese and English education systems, to the post-Independence education system. They believe that the challenge has been the continual change in the curricula and the approaches to developing the best system. As Nurul-Awanis *et al.* (2011) argue, the Malaysian education system is guided by the National Education Philosophy (NEP) formulated in 1988:

Education in Malaysia is an ongoing effort to further develop the potential of individuals in a holistic and integrated manner, so as to produce individuals who are intellectually, spiritually, emotionally and physically balanced and harmonious, based on a firm belief in and devotion to God. (MOE, 2011, p. 1)

Formed by the Malaysian authorities, the NEP accommodates the country's multi-ethnic, religious, linguistic and cultural society (Al-Hudawi *et al.*, 2014). It is founded on Malay tradition and Islamic-based education, yet also considers Eastern and Western philosophies due to the Chinese and Indian influence (Sang, 2008; Othman *et al.*, 2011). The aim is to produce citizens who are knowledgeable, competent, of high moral standards, responsible and capable of achieving a high level of personal well-being while contributing to the betterment of the family, society and the nation at large. Since 1957, there have been decades of post-Independence from British colonial rule involving a process of policy learning and borrowing from the United Kingdom, thus influencing educational decisions (Chong, 2016). Basically, the education system has taken on building racial unity, identity, equal opportunity, lifelong education, quality culture and international competitiveness. It focuses on developing pupils holistically, with a strong sense of national identity (MOE, 2013c).

Malaysia, determined to become a knowledge economy, puts its ongoing efforts into developing human capital development for the twenty-first through holistic and integrated education century (Nurul-Awanis *et al.*, 2011). The MOE reviewed the education system and developed the Malaysia Education Blueprint 2013–2025 (MOE, 2013c), outlining 11 shifts to transform it to keep up with rising international standards. These involve aspirations for both systems and students with clear performance

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benchmarks to assess progress with the reformation. There are five system aspirations: access; quality; equity; unity; and efficiency. The student aspirations are: knowledge; bilingual proficiency; thinking skills; ethics and spirituality; leadership skills; and national identity (MOE, 2012b). The transformation roadmap is divided into: Wave 1 (2013–2015), concentrating on system change by supporting teachers and focusing on core skills; Wave 2 (2016–2020), mapping the system improvement's acceleration; and Wave 3 (2020–2015), representing the advancement towards excellence with increased operational flexibility. Altogether, the understanding and improvement in the dynamics of teaching and learning process are seen as vital.

This transformation includes and affects inclusive education. For example, its concept of 'quality' shares the values of understanding and embracing difference; 'access' and 'equity' inspire increased participation by all; and 'unity' is significant to strengthen an inclusive and harmonious nation. In short, the aspirations emphasise the approaches and processes to achieving a higher-quality education for all. It has an impact on inclusive education's progression and implementation, with increasing awareness of both it and those pupils with SEN. It is a continuation of NEP's Vision (Al-Hudawi *et al.*, 2014) to develop values-driven Malaysians.

Malaysia provides preschool, primary, secondary, post-secondary, teacher education, special education, religious teaching, private and technical education. Primary education was made compulsory in 2003 (MOE, 2012b). However, there is a move to increase free formal mandatory schooling from six to 11 years by 2020, as stipulated in the Blueprint. The increase is a government reform to achieve universal access and full enrolment and to ensure that children leave school with at least the Malaysian Certificate of Education (SPM) or equivalent vocational qualification (MOE, 2012b). This is in line with the Dakar Declaration of Human Rights (UNESCO, 2000a). Children begin pre-primary education at the age of four to six years at a range of government or non-governmental agencies or private-sector institutions. Primary education begins at seven, lasting six years. This study focuses on the primary level of education.

2.4.1 General school system at primary level

Education is accessed through free multilingual public schools, private schools or home schooling. The Education Act 1996 stipulates the adoption of the standard national curriculum by all schools, including pre- and private schools, specifying the knowledge, skills and values to be acquired by pupils by the end of their schooling (MOE, 2011). The 'Standard Curriculum for Primary Schools' (KSSR), began in 2011, is a list of 'core subjects', 'compulsory subjects', 'additional subjects' and 'elective subjects' (MOE, 2017c) (see Appendix A). SEIP pupils learn through flexible KSSR for special education.

Primary education is divided into Level I (Years 1–3) and Level II (Years 4–6). Pupils progress to the next year regardless of academic performance, under a policy to increase access to education. The elements of access involve obtaining education at school and remaining to achieve a minimum level of schooling (MOE, 2013c). At the end of Year 6, pupils sit the Primary School Achievement Test (*Ujian Penilaian Sekolah Rendah*, UPSR) (MOE, 2011). Schools are assessed on the basis of the UPSR and ranked in league tables. However, beginning in 2017, there was an indication of change. Schools are now required to achieve an outcome of 100% of pupils passing without failure in any subject. A recent MOE media statement emphasises the government's commitment to reducing the emphasis on examinations (Bernama, 2018). The UPSR is said to be the only way to assess primary pupils' performance in literacy, numeracy and reasoning. Although this is not certification, its results may still influence school choice: academic school; technical and vocational school; or religious school. Pupils with excellent results usually attend a high-performance school, such as a science residential school.

2.4.2 Literacy and Numeracy Screening programme

One of MOE's strategies to improve the education system is its Literacy and Numeracy Screening (LINUS) programme, introduced in 2009. It is a continuation of and improvement on the previous 'Special Rehabilitation Programme' implemented in the 1960s (MOE, 2018b) in an effort to give more systematic support to assisting pupils who have difficulties in mastering the basic skills of reading, writing and counting. Through this intervention, pupils who fail the screening test attend remedial classes in Malay and Mathematics. They learn in a smaller classroom with a remedial teacher for a period

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dependent on their requirements and the school remedial teacher's availability. It aims to ensure that all Level I pupils master literacy and numeracy skills before starting Level II. Pupils continue learning in their usual mainstream classroom when they pass the school-based assessment (after the remediation period) or, in SEIP, when medical specialists authorise them as pupils with SEN (MOE, 2012a).

2.4.3 School improvement programme

Another strategy is school recognition, to encourage whole-school improvement. The MOE (2018a) defines 'high-performance schools' (*Sekolah Berprestasi Tinggi*, SBT) as those with an ethos, character and unique identity in all aspects of education. School recognition is rationalised as: raising the quality of the best schools; producing outstanding students; and bridging the gap between schools in the system. Selection is via screening, which first requires schools to be in Band 1 with a minimum composite score of 85%, then outstanding personalities, awards, networking and benchmarking practices. Awarded schools are granted special provisions, incentives and training for administrators, teachers and management staff, and autonomy over the administration of curricula, finances, human resources and pupil selection.

The 'Cluster School of Excellence' (*Sekolah Kluster Kecemerlangan*, SKK) is awarded to schools identified as excellent in their Cluster, in terms of school administration and pupil achievement. It is a merit system implemented in 2006 as one of the Blueprint's strategies to foster a culture of excellence in educational institutions. 'Cluster schools' constitute the excellent schools in a particular grouping. The niche area of excellence could be in a specific fields of academic, co-curricular or sports achievement. As each Cluster school is supposed to be a role model for others, its title is revoked if there is under-performance (Singh, 2017). SKK status is a platform for schools to boost their efforts and achieve SBT status. The Education Director-General emphasises the similarities between SBT and SKK in a government effort to increase levels of excellence, irrespective of location (Mohamed, 2011).

Another initiative is the 'Trust School' (*Sekolah Amanah*) programme (MOE, 2018a), promoting direct involvement of private partners in managing government schools to

transform the learning experience, reduce the elite gap between schools and enhance Malaysian education internationally (MCM, 2018).

2.4.4 School types

Although education provision has increased, it is scattered (Chong, 2016). There are 20 schooling options at primary and secondary levels (MOE, 2012b). To understand the situation, it is best to discuss Malaysia's history of school development briefly. Under the 'divide and rule' policy during British colonialism, the vernacular system resulted in Malay, English, Chinese, Tamil and religious Madrasah-type schools (Othman *et al.*, 2011). Othman *et al.* (2011) explain that the dualism system was influenced by political, economic, sociocultural and religious factors. English schools, built by Christian missionaries in urban areas, were accessible only to the elite; they were seen as a route to employment in the administrative service or British-owned commercial houses. Chinese and Indian immigrants developed their own schools and curricula. Malay vernacular schools were later established to increase literacy, and were limited to producing better farmers and fishermen.

In the 1950s, a national education system was launched to develop unity among ethnicities, framing the NEP (Ibrahim, 2007). Consequently, after Independence, providing that they used the national curriculum, the Chinese and Tamil vernacular schools were preserved and could maintain their mother-tongue and cultural schooling, (Othman *et al.*, 2011). English language-medium schools were gradually changed in the 1970s in accordance with national language policy.

In 1997, the English language-medium schools previously known as National primary schools, or *Sekolah Rendah Kebangsaan*, SRK, were changed to National schools and identified as 'SK' (MOE, 1997). Currently, there are three main types of schools: National (*Sekolah Kebangsaan*, SK); and two National-type (*Sekolah Jenis Kebangsaan*), either Chinese (SJKC) or Tamil (SJKT) (MOE, 2012b). Each is defined by the medium of instruction. Malay is the primary language of instruction at SK, while Chinese is used in SJKC and Tamil in SJKT. These three types jointly account for almost 99% of all primary enrolments. Additionally, there are numerous school options for niche provision, such as religious and special education schools, private schools, international schools and

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independent Chinese schools. Consequently, the multiple options form a complex education system that has implications for both the quality of education and an inclusive society.

2.4.5 Education and nation building

After more than half a century, the government still struggles to promote nation building and to enhance national unity via a unified education system (Khader, 2012). The challenges may be seen through its efforts, for example the development of the national curriculum in the face of pressing demands from various interest groups in the run-up to the globalisation era. Realising schools' differences, the government implemented programmes such as the 'Vision School' (*Sekolah Wawasan*) and RIMUP. Vision School was a concept introduced in 1995 to cultivate racial unity through integrated schools of all three types – SK, SJKC and SJKT (MCM, 2018), whereby they share facilities yet maintain separate administrative bodies and teachers. The 2006 Student Integration Plan for Unity (*Rancangan Integrasi Murid Untuk Perpaduan*, RIMUP) was a reintroduction of a similar programme halted in 1985 (MOE, 2012b). These are to promote inclusiveness and foster interaction and understanding among the pupils of the various schools.

2.4.6 English language and the education system

The prominence of English-language roles resulted in the reversal of the policy regarding the teaching of Science and Mathematics. Gill (2005) explains it as a reinstatement of English as the language of knowledge and intellect in order to prepare citizens for international competitiveness in the field of science and technology. However, due to its controversial nature, from 2009 the 2003 'Teaching and Learning of Science and Mathematics in English' (PPSMI) programme was run down and eventually abolished in 2012 (Yang and Ishak, 2012). The subjects' language of instruction now depends on school type.

The government next lent importance to proficiency in both English and Malay through its policy 'Upholding Malay language, Strengthening English Language Policy' (MBMMBI) in 2012. The reversion aimed to be even-handed regarding mastery of each language without compromising either's importance, while ensuring freedom to teach in Chinese and Tamil (MOE, 2014). The PPSMI, which had been compulsory at all government

schools, was reinstated in 2016 as the optional Dual Learning Programme (DLP) (MOE, 2018b). The various routes of primary schooling also influence language, and one of the Blueprint's shifts is to ensure that each pupil is proficient in both Malay and English (MOE, 2012b). Initiatives include the expansion of English literacy in LINUS programme and earlier intensive remedial support. Pupils are encouraged to learn a third language under the new educational reformation plan (MOE, 2013c).

With the current emphasis on Science, Technology, Engineering and Mathematics (STEM), the Blueprint has measures to ensure that pupils are prepared with the necessary skills, including sharpening teachers' skills and abilities to teach the revised curriculum.

2.4.7 School hours

The Malaysian school year runs from January until late November. The minimum number of schooling days is 190 annually, with holidays totalling 11 weeks. School hours is an issue related to the school shortage: while some larger schools have only one morning session to cater for all pupils (7.30 am to 1.30 pm), others have a second session (1.25 pm to 6.45 pm), using the morning for Level II (10–12 years old) and the afternoon for Level I pupils (7–9 years old). Level II pupils' school hours are normally extended by compulsory co-curricular activities and, in some states, optional lessons at religious schools, for example Perak, until 6.00 pm. The average class size is 35 to 50 (Kamaruddin, 2006), and the teacher to pupil ratio exceeds 1:40 in popular and over-subscribed schools. Kamaruddin (2006) asserts that the high number of pupils at certain schools is also because some primary schools act as feeder schools to secondary schools.

2.5 Special education in Malaysia

The Public Services Commission of Malaysia, Ministry of Women, Family and Community Development (MWFCD) classifies 'persons with less abilities' (*Orang Kurang Upaya*, OKU) as those with one or more of seven disabilities, namely hearing impairment, visual impairment, speech impairment, physical disabilities, mental impairment, multiple disabilities or learning difficulties (MWFCD, 2012). People in these categories are referred to as 'person with disabilities' under the Laws of Malaysia: Persons with Disabilities Act 2008 (Act 265). These are people with special needs, who have learning difficulties where there is an inconsistency between their mental and physical age, and who have conditions

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that affect their learning ability (MWFCD, 2012). They are registered OKU cardholders authorised by the Department of Social Welfare (JKM), MWFCD. The term 'less abilities' seems to overlap with 'disabilities'. Both terms, translated into Malay, mean handicapped, suffering from physical or mental disability. The term 'less abilities' is an umbrella term for the seven categories. The term 'less abilities' (*kurang upaya*) is now replacing the commonly used term 'disabilities' (*cacat/tidak upaya*).

The terminology used by the government, however, is disputed. As argued by a Malaysian professor, using the term 'persons with less abilities' to refer to handicapped/disabled people or, in Malay, *orang cacat*, should be rejected (Abdullah, 2012). He has introduced the term *orang kelainan upaya*, meaning 'persons with different abilities', because of the different abilities that they have, as for him the term 'less abilities' is negative and non-inclusive. However, generally, the public seems to understand the term 'less abilities' because of the popularity of the acronym 'OKU'. Furthermore, the terminology is still in use on official government websites; an obvious example is the Department of Social Welfare itself. Possibly the message and perspective of viewing people with different abilities should be made more widely known in Malaysia, similar to the interrelated understanding of inclusive education promoted in this study.

The registered OKUs with the JKM receive allowances of 150 Ringgit Malaysia per month. Such allowance is extended to special education teachers and the Pupil Management Assistant (MOE, 2009). Similarly, welfare support is given to adult disabled people under the Destitute Persons Act 1977 (FAO, 2004). Despite government's efforts to support SEN pupils, the general perception is based on the charity model, with a lack of respect, a lack of consistent and professional-quality services, a lack of integration between sectors, an unhealthy rise in financially motivated services and a vulnerable population (Islam, 2015). Due to the absence of an inclusive environment inside and outside school, pupils with SEN are very much limited because they can access welfare and rehabilitative services only if they demonstrate an ability to blend into 'normal' mainstream education.

There are special schools and SEIPs for pupils with special needs. The MOE's Special Education Division (BPKhas) coordinates all special education programmes, special schools and SEIPs. The Education Act 1996 (1998) defined special schools as those that provide special education, and special education was defined as education that meets the

special educational needs of pupils (Lee and Low, 2014). SEIP refers to a special education unit within mainstream school settings (Sukumaran *et al.*, 2015). Special schools are tailored to pupils with a visual or hearing impairment, while SEIPs cater for pupils with learning difficulties. Visually and hearing-impaired pupils learn using the mainstream curriculum with the required support provided. The pupils in SEIPs are identified by medical specialists as having learning difficulties in specific categories. The examples are: (i) 'slow learner', (ii) Attention Deficit Hyperactive Disorder (ADHD), (iii) specific learning disabilities, (iv) autism, (v) developmental delays, and (vi) Down syndrome (MWFCD, 2012). They learn in their own classroom with a special education teacher. Such pupils are given an extension of two years to complete their education (Rajendran, 2014) so that, while mainstream pupils complete primary education at 12, pupils with SEN do so at 14 years. Pupils with only physical disabilities learn in a mainstream classroom despite having an OKU card. Recently, the MOE has stated its aim to improve the educational provision of special education and highlights the importance of early intervention, coordination and collaboration (MOE, 2013c).

Pupils with special needs are referred to according to their school enrolment. The term: *murid bekeperluan khas – masalah pembelajaran* literally translates to 'pupils with special needs: learning problems or difficulties', *murid bekeperluan khas – masalah pendengaran* is 'pupils with special needs: hearing problems or disabilities', and *murid bekeperluan khas – masalah penglihatan* is 'pupils with special needs: visual problems or disabilities'. Generally, the term *murid bekeperluan khas-masalah pembelajaran* is used by the MOE and in official documents at schools throughout the country when referring to pupils with SEN at SEIPs (MOE, 2015a). Literally in Malay, the term highlights the category of the special needs of the diagnosed pupils, whereby the word *masalah* reflects that they have problems. In 2019, this term was officially dropped, and pupils with specifically learning difficulties are referred to as 'pupils with special educational needs' or, in Malay, *murid bekeperluan pendidikan khas-pembelajaran*. The circular was dated 31 December 2018 and was received by the JPN on 28 May 2019. (as conveyed by the Head of Special Education Unit, JPN Perak).

In this study, I use the term '**pupils with SEN**'. It is applicable in the context of the study; as highlighted by Tutt (2007), the term 'SEN and Disability' is incorporated in law. The literature uses different terminology yet may convey a similar meaning. For example, the

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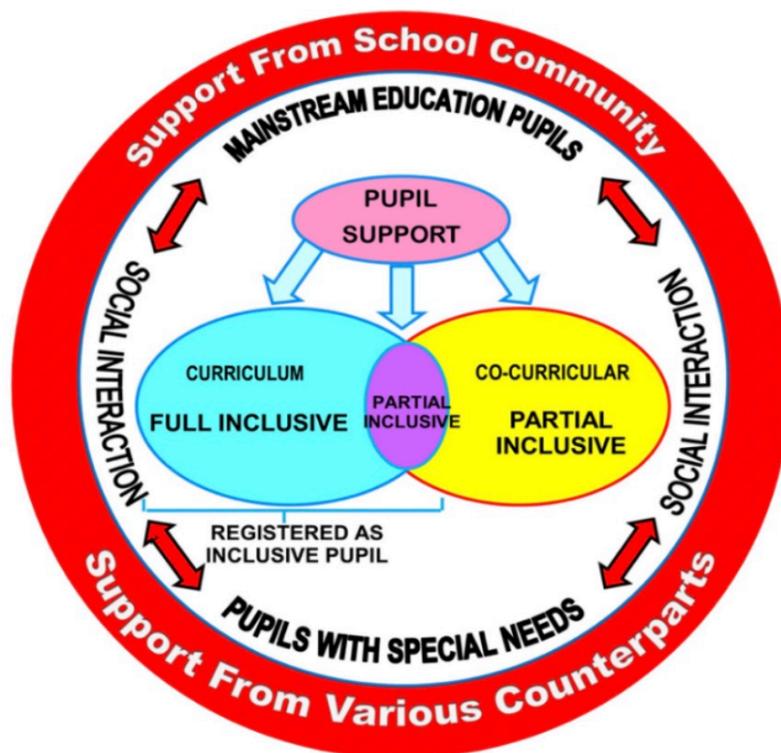
term 'handicapped children' (or pupils or students) is used interchangeably with 'special educational needs' and 'with disabilities'. Also, the umbrella terms of 'mainstream', 'regular', 'normal' and 'ordinary' are used as synonyms. In this study, the term '**mainstream**' is used. It is nearest the term to *perdana* in Malay, as used in Malaysia. This study focuses on primary-level education, therefore, apart from the term 'pupils with SEN', I use '**pupils**' to refer to mainstream (typical) to be coherent with the *murid* used in the local context. A much-needed common term is also needed, as manifested throughout this thesis. Next, inclusive education in Malaysia is explored.

2.6 Inclusive education in Malaysia

Inclusive education was introduced by the Education Act 1996 in an extension of education provision for children with special needs (Jelas and Mohd Ali, 2014). It is a continuation of the opportunity for pupils with SEN to be educated alongside mainstream pupils, apart from the provision of special education. However, the amended Education Act 1996 (1998), in accordance with Malaysia's aim of Education for All, did not explicitly state the inclusion of children with disabilities. According to Lee and Low (2014), like other developing nations in the Asia-Pacific region Malaysia struggles to provide access to education for children with disabilities. While the MOE reports that only 1% of Malaysian pupils are identified as SEN, compared to an average of 10% in developing countries (MOE, 2013c), the percentage may be higher in reality. As stated in the Blueprint, there are issues of accessibility, data coordination between the government agencies, the identification process and approach, and public stigma concerning SEN (MOE, 2013c), which may explain unregistered cases. This situation might also apply to other children who are overlooked or who have no access to or participation in quality education. Recent positive developments may be seen, with government targets for more enrolment of pupils with SEN on inclusive education programmes (see section 1.3). The strategies highlight a commitment to moving pupils with special needs to inclusive education and improving their overall quality of provision. The BPK has produced guidelines on its implementation (MOE, 2013b), but these are unclear, and basically the target group of pupils is pupils with SEN.

There are two approaches taken by the inclusive education programme involving pupils with SEN in SEIPs (MOE, 2016c): the first is 'full inclusion', whereby pupils with SEN learn

full time with mainstream pupils in all subjects, either based on the national curriculum or its modified version, with or without support services. The second is 'partial inclusion', in which pupils with SEN learn certain academic subjects or are involved in co-academic or co-curricular activities alongside mainstream pupils, also referred to as a 'pull-out' programme. Participation in co-academic and co-curricular activities is based on the SEN pupils' potential, talent and ability. There are criteria for pupils' selection, their placement and eligibility to sit a national examination, as summarised in Figure 2-2.



(translated, (MOE, 2013a, p. 4)

Figure 2-2 Malaysian concept of inclusive education

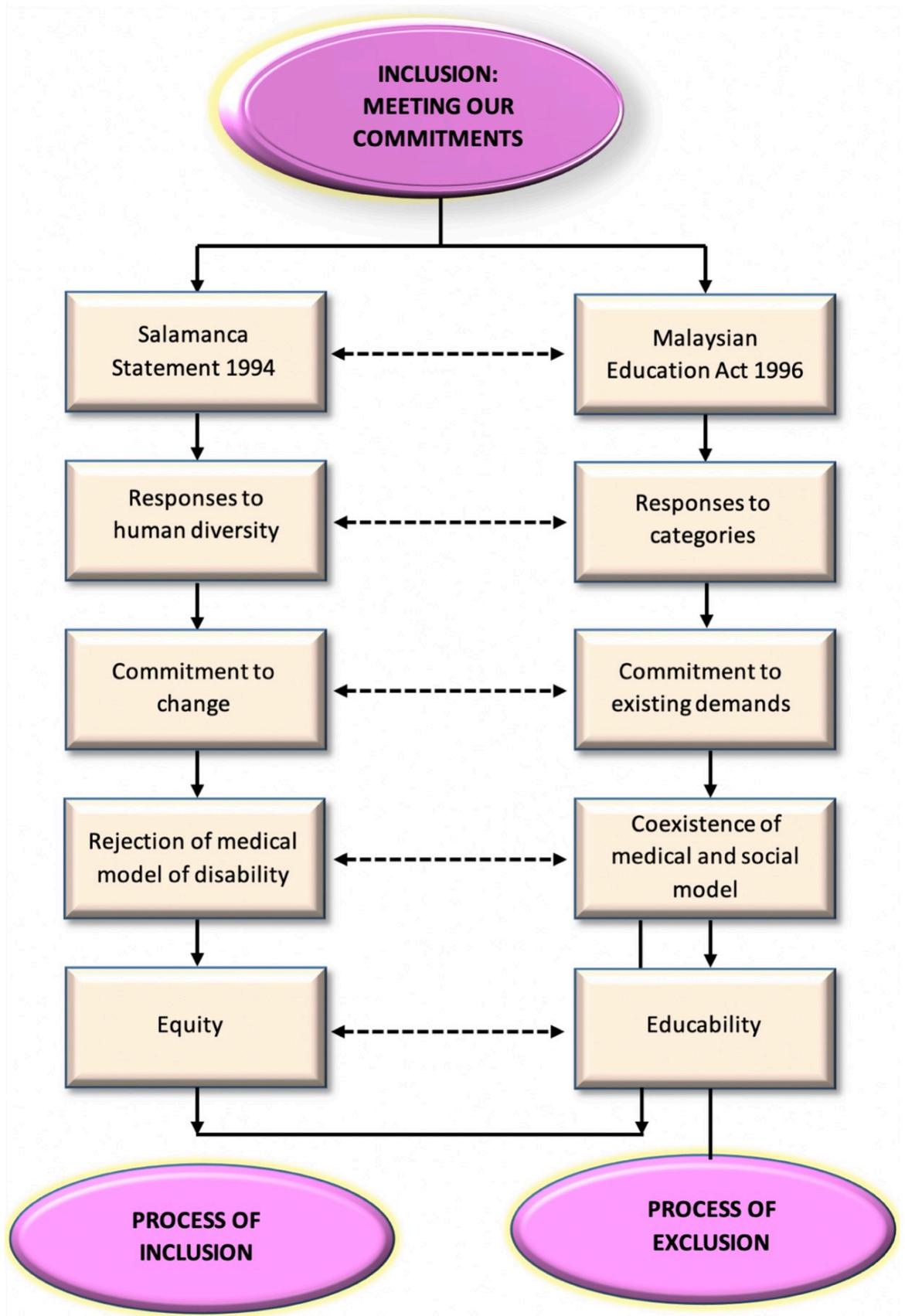
In this model, pupils with SEN who participate in the inclusive education programme are referred to as 'inclusive pupils'. Apparently, the inclusion of pupils with SEN is consistent with the 1980 integration model (Jelas and Mohd Ali, 2014) rather than 'total inclusion', without conditions (MOE, 2004). Instead of the education system adapting to pupils, pupils must adapt to the system's norms, expectations, styles and routines (UNESCO, 2008). The inclusion of pupils with SEN in mainstream classrooms is not compulsory, and it is decided mostly at school level (Sukumaran *et al.*, 2015). Generally, the conditions are:

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(i) able to manage themselves without help; and (ii) do not have behavioural conditions that could cause disruption to mainstream learning (MOE, 2008a, p. 10).

Jelas and Mohd Ali (2014) argue that this practice is based on an exclusionary process grounded in the legitimised paradigm of an 'ideal' concept of inclusive education. Earlier, Jelas (2000), cited in Jelas and Mohd Ali (2014), summarised the Malaysian inclusion process, as shown in Figure 2-3. Pupils who have learning difficulties in a mainstream classroom are described by their characteristics and the instructional challenges for their teachers. The pupils are felt to be 'helpless', even with remedial support from the LINUS programme. Once identified by medical specialists as having special needs, they are sent to SEIPs. If, after a period, they fulfil the conditions for inclusion in a mainstream classroom, they may do so after a recommendation by their special education teacher (MOE, 2008b).

The Holistic Inclusive Education Programme (HIEP), a collaborative research-based project on inclusive education by the MOE via the Education Performance and Delivery Unit and 'Universiti Sains Malaysia' (USM, 2015), is another recent initiative. According to its website, it was instigated because Malaysia has not yet formally implemented its inclusive programme. Under its definition, inclusive education still concerns the placement of SEIP-pupils with SEN in mainstream classrooms in 'the educational practice of placing SEN students in the mainstream environment where they can be integrated (included) and be educated likewise as students in the mainstream' (USM, 2015, p. 1). This practice is seen as understanding inclusion in terms of integration, based on the various placements of SEIP pupils with SEN in a mainstream setting. They are still assessed for their inclusive readiness on the basis of academic ability and behaviour; the term 'social participation' is used to justify the academic and non-academic inclusion. Notably, the term 'SEN students' is used on the official website.



(Jelas and Mohd Ali, 2014, p. 996)

Figure 2-3 Inclusion: its interpretation in the Malaysian context

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The MOE emphasised its commitment to the enhanced inclusive education programme at SEIP schools in 2016. The same directive was stated with a number of addenda. These include: i) encouragement of socialisation for 'abled' pupils with SEN; ii) without separation from mainstream pupils in school activities such as assembly and breaktime; and iii) the need to be registered through a 'Pupil Data Registration Application' (MOE, 2016c).

2.7 Summary

To conclude, there is an urgent need for an empirical study in Malaysia in relation to inclusive education. An evidence-based study provides useful information to inform the implementation of inclusive education (Göransson and Nilholm, 2014a). It has been shown that teachers lack both the knowledge and understanding of the values of inclusive education, and need professional development (Adnan and Hafiz, 2001; Lee and Low, 2013; Jelas and Mohd Ali, 2014). The government's aims for inclusive education, as illustrated in the Blueprint, in practice seems ambitious yet challenging (Lee and Low, 2014). Also, an inclusive perspective that strongly focuses only on the integration of pupils with SEN in mainstream classrooms does not contribute effectively to the transformation of the educational system and to realising the ideals of Education for All (Opertti *et al.*, 2013). Therefore, this study proposes obtaining a better understanding of teachers' views about their CPD needs relating to inclusive education. This would enable them to respond to all their pupils, thus contributing to greater inclusion in Malaysia's primary schools. The next chapter reviews the literature on inclusive education.

Chapter 3 Inclusive Education

3.1 Introduction

Inclusion is highly contestable (Nind *et al.*, 2004; Nind, 2014) and virtually incomprehensible (Armstrong *et al.*, 2011). In this chapter, the literature review focuses on conceptualising inclusive education, hence its understanding in the context of the study. It reviews the common features found in the literature of definitions of inclusion. It then explores the inclusive pedagogy and rationale for inclusive education. Next, it discusses the challenges in practice.

3.2 Conceptualising inclusive education

Inclusive education remains an elusive concept, in spite of the extensive literature and growing convergence in international policy and legislation: choosing best definition and practice is not easy. Therefore, to present an understanding of the concept and its context in the study, the following discussions are elaborated.

3.2.1 Rhetorical masterpiece and conceptual muddle

‘Rhetorical masterpiece’ and conceptual muddle are terms coined by Haug (2016, p. 207) to indicate the complexity in understanding and implementation of inclusive education, which is easy accept and difficult to reject or even criticise. Similarly, earlier, Kavale and Forness (2000) noted the rhetoric and reality of inclusion. Indeed, inclusion means different things to different people and is best described in terms of ‘messy complexities’ (Ainscow *et al.*, 2006, p. 4). With the continuous debate in theoretical policy programmes and practices, inclusion has accumulated various meanings that have led to ‘inclusive rhetoric’ (Armstrong *et al.*, 2011, p. 31).

There are many definitions of inclusive education, and to review them all is impossible. Inclusive education, as defined in the Salamanca Statement, promotes the ‘recognition of the need to work towards “schools for all” – institutions that include everybody, celebrate differences, support learning, and respond to individual needs’ (UNESCO, 1994, p. iii). Besides this definition, there are many others in international documents, such as by UNESCO (1990; 2000b; 2007; 2017) and OECD (2008). The literature presents various

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definitions from different scholars. Florian (2005) provides a useful summary of the definitions, as presented in Table 3-1.

Table 3-1 Definitions of inclusive education

Definition	Source
Being with one another, how we deal with adversity, how we deal with difference	Forest and Pearpoint, 1992
A set of principles which ensures that the student with a disability is viewed as a valued and needed member of the school community in every respect	Uditsky, 1993
A move towards extending the scope of 'ordinary' schools so they can include a greater diversity of children	Clark <i>et al.</i> , 1995
Schools that deliver a curriculum to students through organisational arrangements that are different from those used in schools that exclude some students from their regular classrooms	Ballard, 1995
Schools that are diverse problem-solving organisations with a common mission that emphasises learning for all students	Rouse and Florian, 1996
Full membership of an age-appropriate class in your local school, doing the same lessons as the other pupils and it mattering if you are not there. Plus, you have friends who spend time with you outside of school	Hall, 1996
The process by which a school attempts to respond to all pupils as individuals by reconsidering its curricula organisation and provision	Sebba, 1996
Schools that are accepting of all children	Thomas, 1997

(Florian, 2005, p. 31)

Florian presents the principles and practices relating to inclusive education that have been derived from various sources. From the table, it may be observed that the earlier definitions concern a specific individual or group that is considered to be different (from others), while later ones highlight the participation of all, with the development of inclusive schools. This change in definition can be traced over the years, as the underlying notion of inclusive education began to focus on allowing the full participation of all, instead of on the normalcy processes of a specific group. This change continues. The most recent definition shows that more emphasis is now laid on the development of the education system for inclusive education, for example by UNESCO (2017) (see p. 2). Florian (2005) concludes that the variations in the definitions and interpretations suggest the possibility that the contextual meaning of inclusion is dependent on the circumstances. This suggests that there are varying demands for inclusive education, according to the perspective of the individual or group in question (Winter and O’Raw, 2010). Also, it poses a considerable challenge to individuals and education systems. Inclusion is an elusive concept (Ainscow, 1999; Slee, 2000). Therefore, it is beneficial to review its theoretical and empirical development.

3.2.2 Theoretical and empirical movements

The historic context is significant to our understanding of the theoretical development of inclusive education (Clough and Corbett, 2000; Doveston, 2005; Armstrong *et al.*, 2011; Opertti *et al.*, 2013; Gibson, 2015). Closely linked to the field of special education and disability (Opertti *et al.*, 2013), the concept has evolved, impacting on its interpretation and implementation internationally.

3.2.2.1 Historical review

The concept of inclusion and the context of inclusive education are conceptualised via the objections of advocates and/or dissenters of special education and disability. Founded on the ideals of freedom, humanity, civil rights/ racial desegregation and equality of chances, supporters argue for educational support for inclusion of pupils with SEN (Tompkins and Deloney, 1995). Figure 3-1 shows the development of terminology regarding inclusive education. Although it is a non-linear process, inclusion is the ultimate objective of any educational system.

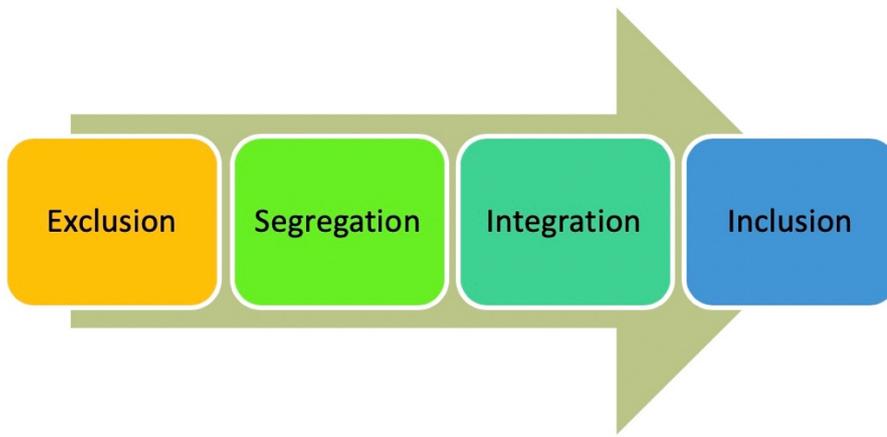


Figure 3-1 Development of terminology in inclusive education

From the denial of access to education (**exclusion**) (at left in the figure) to this educational right being provided in a segregated system, the field of special education and special schools for pupils with disabilities emerged in the twentieth century as welfare pioneers fought for the education of excluded children and young people, following the global civil rights movement in the 1960s (O'Brien, 2001; Winter and O'Raw, 2010). According to Winter and O'Raw (2010), the voice of people with disabilities spurred the issue of equality to educational access in 1960s and, with the political pressures, led to legislative changes. Segregated education, then, was seen as essential. As the children were considered unable to benefit from ordinary instruction (Winter and O'Raw, 2010), it was to ensure educational efficiency for the majority (Pijl *et al.*, 1997). Such **segregation** is supported by the medical model of disability that views child disability as a barrier to learning and also by the development of psychometrics (Clough and Corbett, 2000; Winter and O'Raw, 2010). The medical model of disability focuses on presumed deficits of individuals (Fulcher, 1989). This contrasts to the social model of disability, which examines outside features and reflects the discourse on rights (Allan *et al.*, 1998; Oliver, 2013). Advocates highlight the importance of educating pupils with SEN in settings where the resources, expertise, support and formulated curriculum benefit them. According to Heubert (1994), its supporters believe that most pupils with SEN are better served outside a mainstream setting, for reasons such as individualisation being more likely in smaller classrooms with specialised teachers, mainstream teachers refusing them, and because they have never been well served by teachers in mainstream education in the past, nor there is any indication for change in the future. Likewise, pupils

with SEN benefit from the provision of security, enhanced self-esteem and confidence (Wang, 2009), and have a sense of belonging.

The segregated approach became debatable as individual rights contributed to understanding and valuing learners' uniqueness (Hodkinson, 2011). Proponents argue that segregated placements and limited interaction between pupils further handicap pupils with SEN. Lipsky and Gartner (1992) believe that labelling frequently lowers the expectations for and the self-esteem of the pupils. Will (1986) regards the dual system (**segregation**) as contributing to a discoordination between the separate administrative arrangements, raising questions about leadership, ambiguous responsibility and accountability that are intensified by the lack of communication between mainstream and special education teachers, hence a discoordination in classroom instruction. Likewise, Stainback and Stainback (1984) maintain that it insufficiently prepares pupils with disabilities for the real world, because the real world is not divided into 'usual' and 'special'. Operti *et al.* (2013) conclude that it highlights personalised education for many profiles, learning contexts and circumstances. Educators then explored how to support the segregated group and how to place them in mainstream schools. Further integration was proposed, providing opportunities to inculcate positive values, attitudes and understanding and develop tolerance and friendship among pupils (Tompkins and Deloney, 1995).

'**Integration**/mainstreaming' is the placement of pupils with SEN in existing mainstream education/schools, providing that they fulfil the necessary requirements (Farrell *et al.*, 2004). This perspective is based on the assimilation model (Winter and O'Raw, 2010). This puts the social model of disability under inclusive education development. Farrell (2000) disputes this perspective of **inclusion**, holding that it is unethical if seen solely in this way. According to Farrell (2000), the human rights position on inclusion is basically unsound and unhelpful; it tends to sway the debate from more empirical questions about the development of inclusive practice. Moreover, educational inclusion is important, as it is where pupils with SEN have their needs met, knowing that they belong to the educational community, and interact appropriately. It removes the emphasis on placement, where equal values are applied in different settings, and focuses on engagement in appropriate educational experiences. Farrell and Ainscow's (2002) critique of integration, when defined solely in terms of placement, tells us little about the

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educational quality received. Accumulated evidence was noted on the constant failure of segregated provision (Thomas *et al.*, 1998), and the selective inclusion of racial minorities and socially disadvantaged groups of children (Tomlinson, 1981) began to be highlighted by researchers. Consequently, by the end of twentieth century, empirical evidence and moral awareness led to the term 'inclusion'- what Farrell *et al.* (2004) refer to as removing vulnerable children's barriers to high-quality education.

Inclusion is a more values-oriented term that celebrates and responds to diversity in schools and communities. Services have now evolved from 'normalisation' for behaviour modifications and from adaptations to the mainstream, with terms such as 'not just placement', 'least-restricted environment' (Chong, 2016, p. 604) and initiatives for pupils with SEN mainstream education and educational system improvement. It involves a process of transformation in educational provision that removes the contextual barriers to ensure the access, participation and achievement of all (Sebba and Ainscow, 1996; Farrell, 2010), where everybody is valued (Mittler, 2012). This highlights child-centred educational practices, where teachers academically, socially and culturally facilitate pupils' learning, departing from faith or prejudices based on the medical model. Simultaneously, there is a greater requirement for competences among teachers, who need to be equipped with the knowledge and skills for inclusive classrooms (Soffer, 1994). Table 3-2 summarises the differences between integration and inclusion, based on Walker (1995).

Table 3-2 Integration vs inclusion

Integration	Inclusion
Changing individuals	Changing schools
Needs of 'SEN' pupils	Rights of all pupils
Disability as a problem that needs to be fixed	Everybody has his/her own abilities
Benefits to the individuals that are integrated	Benefits to all pupils
Professionals, specialist	Political struggle/friends and allies
Special treatments and interventions	Power of 'common experience'
Difficulties with learning	Powerful expression of views and needs
Delivery of curriculum	Content of curriculum
Technical interventions (special teaching)	Good teaching for all

(adapted from Walker's (1995) Comparison of inclusion and integration (Thomas *et al.*, 2005, p. 22))

The following section discusses the definition of inclusion that is conceptualised in this study.

3.2.3 Defining inclusion

Sebba and Ainscow emphasise inclusion as a process in responding to diversity:

Inclusion is a process by which a school attempts to respond to all students as individuals by reconsidering its curricular organization and provision and, through this process, the school builds its capacity to accept all students from the local community who wish to attend and in so doing, reduces the need to exclude pupils. (1996, p. 9)

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Other interpretations both value and believe in the potential of individuals, such as the work of Corbett (2002); Alton-Lee (2003) and Carrington and Robinson (2006). In the same vein, Bell (2007) argues that individuals are both self-determining (able to develop their full capacities) and interdependent (capable of interacting democratically with others). Slee writes that 'inclusive education invites us to think about the nature of the world we live in, a world that we prefer and our role in shaping both of those worlds' (2011, p. 14). In this sense, as Loreman *et al.* (2014) argue, inclusion in education is recognised as a basic human right that forms a more equal society. The interpretation of inclusive education challenges educators and the education system to think from various perspectives about the strategies of teaching and learning for all pupils. Inclusion, then, is a belief system of a school being a learning community that educates all of its children to reach their potential (Friend, 2013). It could be interpreted in practice by conceptualising inclusive education through its key features, and as the absence of that which excludes and marginalises (Loreman *et al.*, 2014).

Overall, although continually debated, scholars agree that there are common features that I adopt (in addition to the features in Table 3-3) that complement, not contradict, the definitions of inclusive education.

3.2.3.1 Contextual in nature

Scholars argue that the concept of inclusion is contextual in nature (Lindsay, 2003; Ainscow, 2005; Ellis *et al.*, 2008; Acedo *et al.*, 2009; Bines and Lei, 2011). It is not a linear progression from special education (Slee and Allan, 2001). Ellis *et al.* (2008) believe that the many views, approaches and constructions of inclusive education stem from the management of learning and behaviour problems in education systems; it tends to assume that inclusive education is rigid. As Loreman *et al.* (2014) argue, this is not the case. It is not subject to a set of commonalities that are static across time and place. Moreover, it is problematic to define inclusive education by what it is, because such definitions can be impacted on by changes in educational practice, context, culture and circumstance that are quickly deemed to be irrelevant and outdated (Loreman *et al.*, 2014). Similarly, Göransson and Nilholm (2014a) emphasise caution over the findings, as the studies have dissimilar contexts, are probably about a local culture and are based on many and diverse factors.

In this context of study, it is sensible to understand the Malaysian culture, history and law, that have shaped the educational system and influenced the development of inclusive education.

3.2.3.2 For everyone

Inclusion concerns all pupils, especially those who are marginalised or at risk of marginalisation, not just with a specific disability or needs (Booth and Ainscow, 2002; Ellis *et al.*, 2008; Acedo *et al.*, 2009; Vakil *et al.*, 2009; Hodgkinson, 2011; Thomas, 2013; Haug, 2016). Foreman (2008) explains that inclusion is a concept that extends beyond pupils with a disability to encompass the idea that all schools should strive to provide optimal learning environments for all pupils, irrespective of their social, cultural or ethnic background or their ability or disability. Like Foreman, Florian (2008) and Haug (2016) stress the need to embrace all pupils, as each is unique and the differences are a matter of degree, not of kind. An alternative expression used in the literature is Education for All (EFA). This is a global movement initiated by UNESCO that aims to provide fundamental quality education for all (Miles and Singal, 2010). With this goal, inclusion has diverted 'from the field of disability into the realm of diversity, a terrain' (Haug, 2016, p. 4) that 'incorporates a more extensive spectrum of concerns and discourse' (Thomas, 2013, p. 474), hence is more complicated and demanding.

Other interpretations of inclusive education, which concern everyone, are explained from both the narrow and wider contexts, and are summarised as follows:

Table 3-3 Interpretations of inclusive education

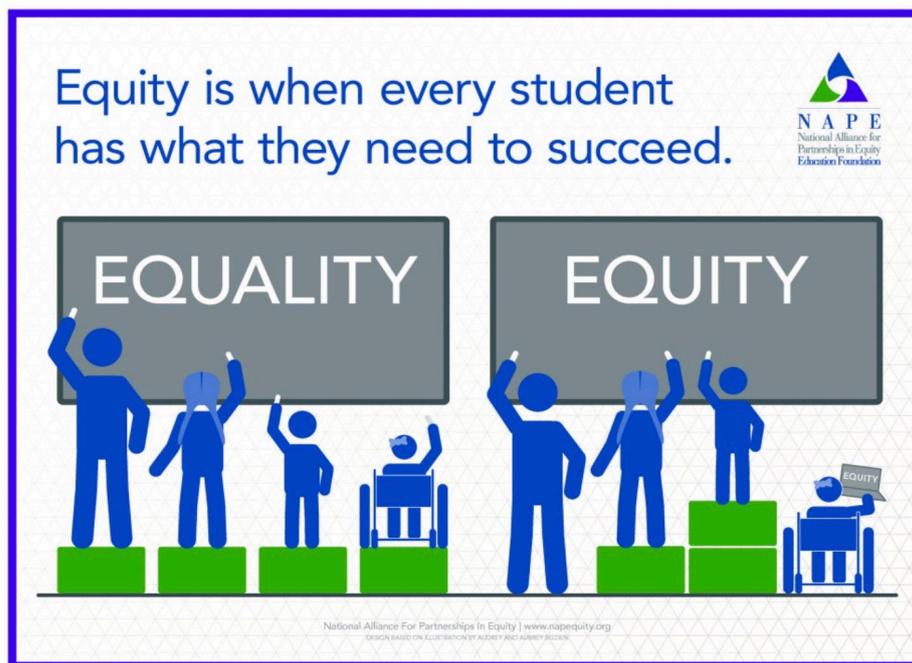
	Narrow	Wide
Ainscow (2006)	involve a specific group	response to diverse students and school communities as a whole
Florian (2008a) Thomas (2013) Arduin (2015)	originates in organising and teaching special education to pupils with disabilities	all students at risk of marginalisation
Göransson and Nilholm (2014a)	<ul style="list-style-type: none"> • placement of students with disabilities in mainstream classroom • meeting the social/academic needs of students with disabilities 	<ul style="list-style-type: none"> • meeting the social/academic needs of all students • creation of communities

As explained in earlier chapters, inclusive education in Malaysia is when pupils with SEN learn in mainstream classrooms, so it is not surprising when teachers understand inclusion as being about educating pupils with SEN in mainstream settings. Within this thesis, the understanding of the wider concept that involves everyone in inclusive education fits the beliefs and value system of the research context.

3.2.3.3 Equality and equity

Inclusion must be interpreted as the right to both formal and informal settings of quality and learning experiences, not just the right to access school (Acedo *et al.*, 2009). Moreover, the ‘locational inclusion’ is culturally loaded, because it refers to individuals’ deficiency through having impairments rather than their value (Hodkinson, 2010, p. 62). Giving pupils with SEN the opportunity to achieve educational equality is a noble approach to inclusive education, yet the educational processes (availability of support, resources, access, survival and outcome) determine both quality and educational equity (Lincoln, 2015). It is a challenging endeavour to ensure that every pupil has what they need to learn and succeed (see Figure 3-3). Thus, inclusion is not just about placement

but about the full participation of pupils (Jorgensen and Lambert, 2012) to experience all aspects of school life and their right to a quality education to fulfil their potential.



(Selden, 2016)

Figure 3-2 Equality vs equity

From this figure, it is clear that ensuring that all pupils have equal access to education is important. However, enabling each of them to succeed is different, because individuals differ, and some may require more support and resources. For example, giving similar resources to pupils with SEN and other typical pupils will not help to close the achievement gap. However, ensuring that pupils with SEN have access to effective teachers, facilities and support, including the funds to access high-quality education to help them to succeed, will help to narrow the gap. Certainly, other pupils may also be at risk of exclusion or marginalisation, thus need more support for quality education.

Inclusion involves strategies to create an environment both conducive and inclusive to feedback, responding sensitively and appropriately to diversity and being open culturally, socially, and academically, in an inclusive school. Avramidis *et al.* (2000) note the underlying assumptions that pupils with SEN belong to special schools or units of special education with other pedagogical strategies, thus are not educated by mainstream teachers. This challenges the implementation of inclusive education. Therefore, all

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educational systems and schools must be designed for inclusive education, whereby continuous efforts and decisions are made for the benefit of all pupils, as highlighted in Hart *et al.*'s (2004) model.

In the Malaysian context, placing pupils with SEN into SEIP with the intention of achieving inclusive education may not be helpful for those without support and teacher expertise, as Jelas and Mohd Ali (2014) observe. Likewise, taking the stance that special education teachers are specialists regarding pupils with SEN is an unpromising approach to inclusive practice. Without in-depth knowledge and skill, special education teachers may unintentionally exclude pupils. If they believe that the pupils are incapable of learning, this would limit their expectations and they would make little effort to support the pupils' learning. Therefore, pupils would be devalued and discouraged, which I believe is 'negative' inclusion. This also occurs when there is undue insistence that a mainstream classroom is the only place to achieve the full potential of a pupil with SEN. This occurs when, even with the commitment and support to meet their needs, a pupil does not progress, and it hinders other pupils' education and leads to exclusion, even jeopardising their safety.

Mitchell (2005) contrasts inclusion as a single, dominant issue with a multiple-oriented issue. Inclusion as a single dominant issue refers to one dominant value, idea or practice, which creates a dichotomy. In contrast, inclusion as a multiple-oriented issue is derived from multiple values and processes that either support each other or are in conflict. Haug (2016) exemplifies the wider definition as concerning the conditions for social life and learning at school. It is about how teaching is organised, the teacher and pupil activities (support, involvement and participation) and the benefits from teaching (Haug and Nes, 2003). Generally, international research has shown that successful inclusion depends on the availability of in-class support (Farrell, 2000): support for the development of all pupils in the classroom is not a problem exclusive to pupils with SEN.

Moreover, in developing inclusive practice, Rouse (2008) suggests that one way to overcome the barriers to inclusive education is to reconsider teachers' roles, responsibilities and identity, as well as their education role, in developing their skills, knowledge, attitudes and beliefs. Strogilos and Tragoulia (2013) note that co-teaching,

which involving both mainstream and special education teachers, is a promising way to help pupils with SEN to learn with their peers in a mainstream classroom. In accord with Rouse, they argue for political and practical changes to improve the roles of co-teachers and to enhance co-teaching. This leads to the next point: inclusion as a process and transformation.

3.2.3.4 Inclusion as process and transformation

Much of the literature on inclusion (Ainscow and Miles, 2008; Hodkinson, 2010; Wah, 2010; Opertti *et al.*, 2013) acknowledges that inclusion is a process, using the common metaphor of a journey, and this relates to Sebba and Ainscow's (1996) definition. It is intricately linked to the objective of inclusion, while acknowledging the challenges to clearly defined inclusion (Booth *et al.*, 2000; Hornby, 2002). Acedo *et al.* (2009, p. 230) argue that inclusive education is part of 'quantifiable objective' of embracing diversity and providing quality education to all pupils, yet it is achievable only via 'a transformative process' that alters a school's fundamental approach. Hodkinson (2010, p. 62) supportively writes that 'inclusion is not a summative measurable entity', emphasising that it cannot be clearly defined, because the achievement of an understanding of the core values of inclusion is what is more important.

The principles of inclusion that embrace the wider approach seem a better definition than those that employ the language of deficit, thus an inclusive school considers achievement, attitudes and teaching and learning of all pupils. Yet one might question whether inclusion should be determined by academic standards or by the metrics of accountability (Hodkinson, 2010). 'An inclusive school is one that is on the move, rather than one that has reached a perfect state' (Ainscow, 2014, p. 16). Therefore, to assess inclusive education on the basis of just academic performance is unjust. Acedo *et al.* (2009) suggest the notion of inclusive lines in planning the whole system. Consequently, inclusion is a dynamic process that requires continuing effort (Ainscow and Miles, 2008). The practice in Malaysia of including pupils with SEN prior to any academic and behaviour evaluation therefore needs to be reconsidered.

Ainscow *et al.* (2006), in their attempt to provide a coherent definition of the complex context of inclusion, propose a typology of ways of thinking about inclusion: inclusion as

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concerned with disabled students and others categorised as 'having special educational needs'; inclusion as a response to disciplinary exclusion; inclusion in relation to all groups seen as being vulnerable to exclusion; inclusion as developing school for all; inclusion as Education for All; and inclusion as a principled approach to education and society.

Adopting this standpoint and considering the earlier arguments, it is believed that conceptualising inclusive education is significant in this study, with the following features: **recognising and valuing diverse individuals; giving equal access, opportunity and support to flourish; focusing on presence, participation and achievement;** linking inclusion and exclusion as a way of actively **removing discrimination and other barriers** that lead to exclusion; and a highly **vigilant enduring process** (Percy-Smith, 2000; Preece, 2001; Slee and Allan, 2001; Devine and Kelly, 2006; Kearney and Kane, 2006).

The emphasis is on the process of increasing participation and decreasing exclusion (Florian, 2012). It is embodied as focusing on equity and fairness and on the inclusion of all pupils, regardless of disability, gender, ethnicity or other disadvantage (Farrell *et al.*, 2004). Yet, as Ainscow *et al.* (2006) conclude, there is no consensus definition: groups in different contexts think of inclusion differently. Inclusion is beyond definition (Booth *et al.*, 2000); it is difficult to define, practise and live up to the ideals and intentions of the interpreted definition. Nonetheless, I have attempted to define clearly the operative meaning of inclusion in this research, as suggested by Göransson and Nilholm (2014a). From their analysis of the research on inclusive education, they emphasise the importance of operative meaning in reviews and to define the empirical research clearly.

In conclusion, my perspective of inclusion is philosophically founded on its wide context. The underpinning principle of inclusive education is that all pupils, regardless of differences, abilities and other special needs, are learning with appropriate networks and effective support in an inclusive school/system. Everybody belongs to the systems/schools that accept and reform themselves to cater for all pupils, rather than the pupils having to accommodate existing structures. It is the maximising process to address and value the diversity of needs for a relevant and stimulating curriculum through enabling participation in learning, cultures and communities. The curriculum is flexible and relevant to meet the appropriate needs of diverse learners, whereby pupils are helped using a combination of approaches based on enquiry-based teaching and ethical position (Kerridge, 2017) as practice dedicated to 'learning without limit' Swann *et al.*

(2012). It is a superior learning environment for all, whereby diagnosis and assessment are not used to punish or to exclude but purely to support learning. The adequate provision and adjustments allow each child to have a high-quality education. From the literature reviewed, it seems that the successful promotion of inclusive education involves joint endeavour, with a positive ethos, genuine aims and a commitment to end discrimination and achieve equality and equity for all. Teacher preparation and education are crucial, since their understanding, ethos and expertise have widened through differentiating instructions and meeting a wider variety of pupils. The innovative solutions are imperative at all levels in the education system to deliver cutting-edge strategies in an ever-changing learning environment. Hence, inclusive education could be evaluated at the level of principles, persons, places, purposes and practices, as evidenced by pupils' outcomes.

The following section explores inclusive pedagogy.

3.3 Inclusive pedagogy

The use of the term 'inclusion' varies. Some view it as radical and visionary for anticipated changes to the education system, especially the curriculum and its pedagogy, to accommodate diverse needs. The inclusive practice must be proven to benefit all pupils (Göransson and Nilholm, 2014b), which may be achieved by analysing the theoretical and empirical aspects of teachers' inclusive practice (Florian and Black-Hawkins, 2011; Florian, 2012). 'Pedagogy' is used to mean the knowledge and skills that teachers require to make informed decisions about their practice (Florian and Spratt, 2013). Inclusive pedagogy, therefore, broadly refers to theory and practice that aim to 'raise the achievement of all children, while safeguarding the inclusion of those who are vulnerable to exclusion and other forms of marginalisation' (Florian, 2016, p. 2).

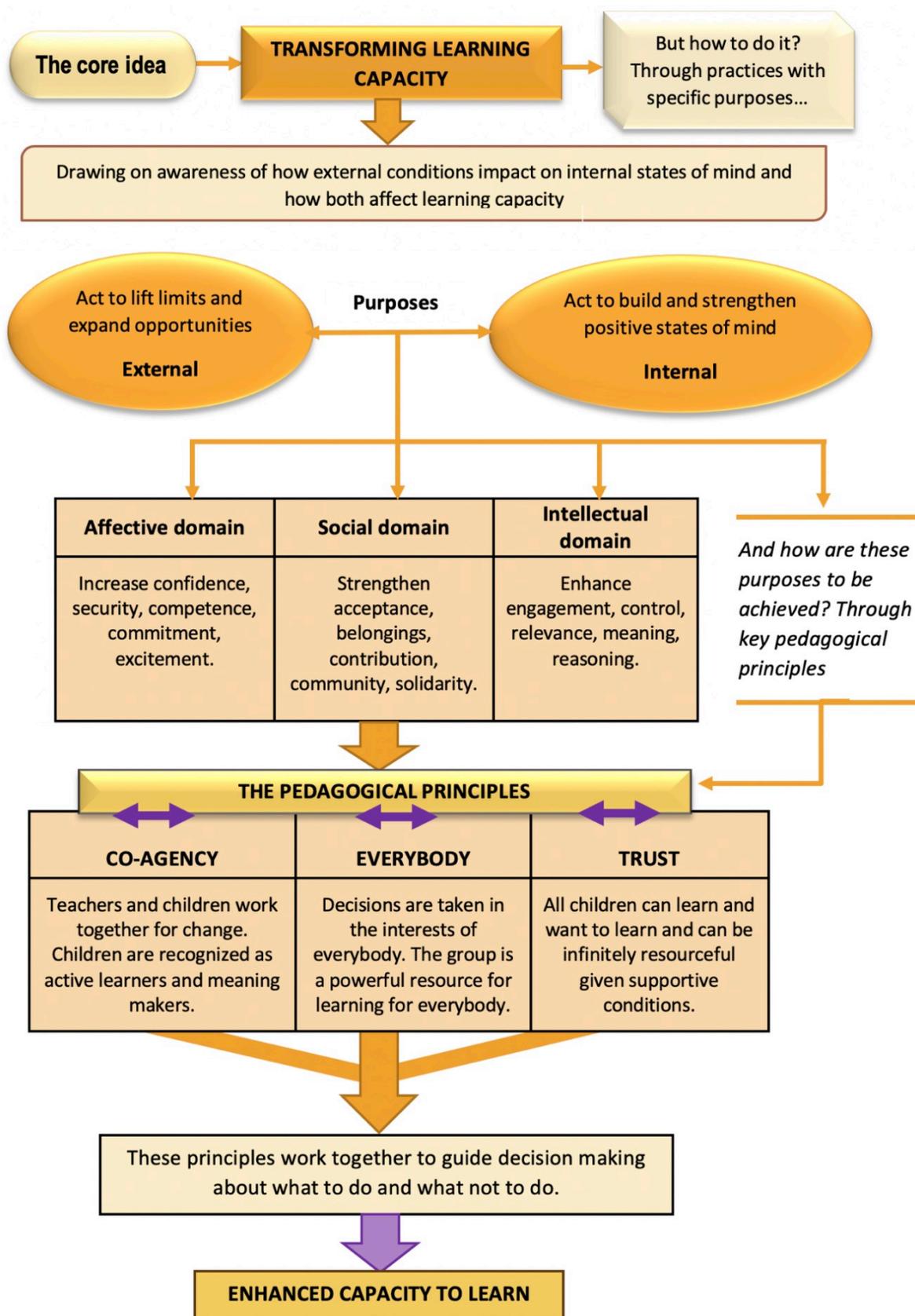
The approach requires a theoretical understanding of children's learning and the intertwined issues of social justice that have implications for their experiences, which in turn influence teachers' classroom decisions (Florian and Spratt, 2013). This is in line with Rouse's (2008) suggestion that inclusion depends on teachers 'knowing' (about theoretical, policy and legislative issues), 'doing' (turning knowledge into action) and 'believing' (in their capacity to support all pupils). Florian (2016) (also Florian *et al.*, 2009),

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Florian and Black-Hawkins (2011) and Spratt and Florian (2015) distinguish between other pedagogies and inclusive pedagogy, in which the latter's core idea is that all pupils are different.

Teachers must realise that the presumption of learning outcomes is unnecessary, as it undermines the uniqueness of individuality by positioning some as a problem, and to respond to individual differences and decide how children learn together (Florian, 2016). In their study of the enactment of inclusive pedagogy by new graduates of University of Aberdeen in Scotland, Spratt and Florian (2015) demonstrate how theoretical concepts inform actions in different contexts. They show that each pupil in a classroom community is central to inclusive pedagogy, where difficulties are addressed by considering everybody. The key idea is that teachers consider everyone in the classroom rather than most, as in some of the traditional approaches to inclusion. It is important to think about a more complex, flexible and holistic approach to respond appropriately to diverse learners. Florian (2014) develops the inclusive pedagogical approach in an action framework. The framework focuses on pupils' learning and the relationships in the classroom community by specifying principles, assumptions, challenges and evidence.

Another perspective that corresponds to inclusive pedagogy is the core idea of transforming the capacity to learn. The Hart (2003) model focuses on teacher practice as the main contributor to improving pupil learning outcomes in the affective, social and intellectual domains, guided by three principles. The principles are co-agency, everybody and trust; significantly, the synergy of teachers and pupils means that learning is better together, with support. The continuation of research on the notion that teaching without limit (without the unintended labelling and assumptions about intelligence quotients and inherent abilities) is itself evidence of its feasibility (Swann *et al.*, 2012). An adapted version of the earlier pedagogical model by Hart *et al.* (2004) has been developed by the research team, as illustrated in Figure 3-3. The elements would be recognisable to teachers who share similar values and commitments and, therefore, will develop classroom practice in line with their convictions (Swann *et al.*, 2012). According to Swann *et al.* (2012), the team works on the principle of the 'ethic of everybody' – the importance of all pupils' interests when making decisions in the classroom – and trust in pupils' powers as learners. They believe that the alternative transformability model is a practical and empowering way to realise the commitment to pupils' learning.



Adapted from Hart *et al.* (2004) (Swann *et al.*, 2012, p. 6)

Figure 3-3 A practical, principled, pedagogical model

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The above-cited scholars have explored all the vital themes in inclusion in order to provide and inclusive environments for pupils, for schools to be more inclusive and for everyone, especially teachers, to practise inclusivity and teach all pupils more effectively. Inclusion values and the provision of information about aspects of inclusion, including its theoretical part that informs teachers' actions in classrooms to ensure that pupils learn together, are emphasised by Florian (2016). On the other hand, the interactive model proposed by Hart *et al.* (2004) seems more complete and detailed, explaining the principles and practice of inclusive pedagogy, free from predetermined assumptions about pupils' capacity, specifically to increase pupil achievement, engagement and well-being. It must be child-centred, where teachers are more than transmitters of knowledge and are able to identify their pupils' position academically, socially and culturally to facilitate their learning and achieve optimal success. It involves the removal of barriers, both externally and internally. Its pedagogical principles highlight the importance of communication, cooperation and trust between teachers and pupils to serve as guidelines to making the best decisions for all pupils. Both Florian and Hart emphasise the danger of teacher presumptions of pupils' learning outcomes, as this undermines individual uniqueness and would deflect the fundamental idea of transformability (Hart, 2003).

The next section explores the challenges in practice of inclusive education.

3.4 Challenges in practice

All education systems have struggled to meet the needs of inclusion (Haug, 2016), although it is a concept that is internationally accepted (Ellis *et al.*, 2008; Ferguson, 2008; Bjarnason, 2013). Progress depends on clarity about what works to become more inclusive (Ainscow *et al.*, 2013b), which differs not just between countries but between states and schools (Haug, 2016). The literature (Ainscow *et al.*, 2004; Ainscow, 2006; Carrington and Robinson, 2006; Lindsay, 2007; Ellis *et al.*, 2008; Acedo *et al.*, 2009; McGhie-Richmond *et al.*, 2009; Winter and O'Raw, 2010; Florian, 2014) pays particular attention to what constitutes good practice. It raises questions about how it is manifested in schools and the teaching methods that are adopted in responding to diverse pupils' needs. The ones that methodologically prove that schools and/or classrooms become more inclusive and that inclusive practices benefit all pupils are rhetorically powerful (Göransson and Nilholm, 2014a). Many documents, such as Booth and Ainscow's *Index of*

Inclusion (Booth and Ainscow, 2002), could be used as guidelines by schools to develop ideal inclusive practices in their particular context. However, the implementation of inclusive education in schools remains challenging.

3.4.1 Influencing factors

The transformational line of inclusive education entails challenges and issues on the way to attaining true inclusion. It involves alterations to visions, cultures, policies, approaches and practices (Opertti *et al.*, 2013). The difficulties stem from questions over the operationalised definition of inclusive education itself; the weak relationship between ideals and practice; the target pupils who are viewed as being at risk of exclusion or marginalisation; access to education; a lack of coherence in policy; the dominating and different national histories, social and political traditions; confusing documentation on the effects of inclusive education and pedagogy; and teachers' competencies (Haug, 2016). Furthermore, contradictory interests in educational policy limit the development of inclusive education (Winter and O'Raw, 2010). Evans and Lunt (2002) assert that in many countries, along with endeavours for inclusive education, there are increasing demands that are underpinned by a marketplace philosophy of education – for example, the emphasis on academic excellence, school competitiveness, school choice and academic attainment. From the literature reviewed earlier, it seems that this statement applies to Malaysia.

The diverse contexts and various schooling options demand a thorough conceptualisation of inclusive education and effective implementations. In the United Kingdom, Rose (2001) describes the trend as the subjugation of the equity agenda to the imperative of competitive performance (Howes *et al.*, 2005; Ainscow *et al.*, 2006). Dyson and Millward (2000) write that many schools are concerned about their academic and reputation if they become 'too' inclusive. In their study on headteachers' perceptions about inclusion in Ireland, Abbott (2006) states that a post-primary provision based on academic selection may be viewed as deviating from inclusive. This is relatively true in the case of Malaysia, where various science boarding schools are mostly attended by UPSR high scorers. Consequently, teachers may concentrate on a narrow curriculum and on their academically able pupils, and pay less-consistent attention (Gallagher and Smith, 2000) to others.

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School reformation/development should lean towards inclusive practice, as should any educational practice, and must be inclusive. The 'Index of Inclusion' maps three dimensions: creating a school culture; producing inclusive policies; and evolving inclusive practices (Booth and Ainscow, 2002). Teachers' decisions and practices to engage in learning and change to transform their pupils' learning capacities have implications for the next generation (Hart, 2003; Hart and Drummond, 2014). This issue is closely related to the beliefs about diversity (Ainscow *et al.*, 2006) and how educational difficulties are created (Messiou, 2017). Mainstream and special school populations have changed. There are increasing numbers of pupils with SEN (MOE, 2017b; DfE, 2018), irrespective of the cause, who may have common difficulties in the social relationships that underpin learning and inclusion, such as being on the autism spectrum. In Malaysia, this is reflected in the increased number of special education schools (Mohamad Nor, 2008). Therefore, human variation must be embraced and celebrated. Everyone is valuable in society, regardless of difference and ability.

Many scholars, for example Winter and O'Raw (2010) and Jaarsma and Welin (2012), note that human variation should be reflected in schools, with flexibility and diversity at their core. It must be evident in the school structure, the curriculum, staff attitudes and beliefs, and in goals to provide relevant education and optimum opportunities for development for all (UNESCO, 2005). This demands not only time but teacher expertise and competencies, which require enhanced and high-quality initial training and CPD. Particularly in the Malaysian context, building an inclusive and prosperous society (MOE, 2013c) via inclusive education needs an inclusive government to adopt an inclusive approach through policy formulation (OECD, 2015). This is because school and education systems are critical platforms for nation building (MOE, 2013c). The government's efficiency and effectiveness represent effective policies in fostering the inclusive growth of society (OECD, 2015), thus become more economically sustainable (EPU, 2015).

Leadership practice and organisational conditions are crucial in promoting inclusive education and gearing up for sustainable change for all (Ainscow and Sandill, 2010). The headteacher and teachers have to discuss, plan strategies and learn from experience, involving further development or refinement of existing practice, which involves transformative CPD (Kennedy, 2005). Studies focusing on competence-based education to improve professional competencies, for example that by Bouwmans *et al.* (2017), suggest

that transformational leadership has both a direct and indirect influence on teacher team learning. Participative decision-making learn is significant (Bouwman *et al.*, 2017), where a culture of trust for teachers allows creativity (Morgan, 2014) to enhance pupils' capacity. Listening to the voices of teachers (Penuel *et al.*, 2007) and pupils is an inclusive act (Messiou, 2006) that communicates good practice as a caring society (Warin, 2017) and an inclusive school (Slee, 2011). It also inspires a whole-school commitment (Warin, 2017) to learn, reflect on the reality of school practice and map strategies (Charlton, 1996) to develop teachers' inclusive practice (Flutter, 2007). However, there must be strong support and cooperation among parents, teachers, headteachers, government officials and teacher unions (Morgan, 2014).

Research has helped to develop inclusive education (Göransson and Nilholm, 2014b). It is proven that there are mixed views about inclusion's benefits, and studying inclusive practice is difficult because of the operational definitions and methodologies (Winter and O'Raw, 2010). So, the examination of practices and attempts to improve the inclusive school and practice of teachers (Booth and Ainscow, 2011) should be to benefit the learning of all pupils, both socially and academically. Moreover, teacher competencies for inclusive pedagogy are crucial (Haug, 2016). Further, Ainscow *et al.* (2013a) emphasise the significance of research literature to highlighting issues to create more evident inclusive practice. Hence, rather than arguing about definitions, the extent to which the principle is enacted is counted as evidence for inclusive education (Florian, 2014).

From the literature reviewed, it can be argued that the successful promotion of inclusive education involves many factors. Mittler (2000) notes that teachers represent the greatest obstacle to 'inclusive education', due to their 'perceptions and attitudes' (p. 8). Teachers are judged to be negative about inclusive education (Clarks *et al.*, 1999) and resistant to more inclusive practice (Hegarty, 1993). Clarks *et al.* (1999) reports this among teachers in the United Kingdom, while Hegarty (1993) bases his conclusion on his review of international literature on integration. Similarly, in more recent research, de Boer *et al.* (2011), reviewing 26 studies, reveal that most teachers hold neutral or negative attitudes to the inclusion of pupils with SEN in mainstream classrooms. They may struggle to meet pupils' needs and to develop educational quality in classrooms. Therefore, if they are to become quality teachers and enhance all pupils' learning outcomes (Florian and Black-Hawkins, 2011), teachers have to be empowered and

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professionally developed to improve their competencies (Hunt, 2015). If this is to be effective, it could be argued that teachers' views need to be heard, so their requirements are responded to, and this is the focus of this study.

In the next section, I explore the literature on teachers' view on inclusive education. The terms 'views', 'perspectives' and 'perceptions' are used interchangeably in the relevant literature but, throughout this thesis, for consistency, I use the term 'views'.

3.5 Teachers' views on inclusive education: influential factors

Internationally, studies in the past decades have reported mixed views among teachers on inclusive education and the factors that influence them.

Some studies conclude that teachers (mainstream and special education) typically have positive views on inclusive education (Avramidis et al., 2000; Avramidis and Norwich, 2002; Leatherman and Niemeyer, 2005; and Ali *et al.*, 2006). Other studies however, reveal that teachers' views may be influenced by their anxiety they experience regarding the impact that the process will have on their time and skills (Avramidis *et al.*, 2000).

Noticeably, studies such as by Subban and Sharma (2005) in Australia report that, generally, mainstream teachers are positively inclined towards inclusive education but remain cautious about the inclusion of pupils with more severe disabilities. Subban and Sharma (2005) point out that factors such as training on teaching pupils with SEN, gender, age, teaching experiences and teaching qualification, class size, teachers' levels of confidence, previous experience of teaching pupils with SEN, the severity of pupils' disability and support from administrative staff are all significant factors in determining their views on inclusion. A similar notion may be seen in Kourkoutas *et al.*'s (2017) study in Greece, which found that although they appear favourably inclined to inclusive education, Greek teachers underestimate aspects of inclusion practice that are regarded as key elements by contemporary literature. Kourkoutas and colleagues analysed the teachers' views and concluded that the factors favouring inclusion revolved around building a strong relationship with the pupil, family and professionals working in the school, as well as adequate information and training concerning SEN. By contrast, factors hindering inclusion mostly concerned practical difficulties, such as overcrowded classrooms, delayed diagnoses and a lack of reliable measures of evaluation.

Other studies state that teachers (both mainstream and special education) have negative views on inclusive education and are unwilling to include pupils with SEN in the mainstream classes. The studies found that, generally, teachers believe in the segregation system and express concerns about having pupils with SEN in the mainstream classes. Studies such as by Cassady (2011) in the United States find that mainstream teachers hold negative views about the inclusion of pupils with SEN in mainstream classrooms. Cassady (2011) reveals that the type and severity of pupils' disabilities affect teachers' views on inclusive education, their willingness to accommodate pupils with SEN and their confidence in managing inclusive classrooms effectively. Similarly, Mngo and Mngo's (2018) study in Cameroon reveals that most teachers prefer separate special education institutions to inclusive ones. The authors find that teacher training and teaching experience influence teachers' views and enthusiasm for the benefits of inclusion and their ability to teach pupils with SEN in inclusive classrooms. De Boer *et al.* (2011), in their review of literature focusing on mainstream teachers' attitudes towards inclusive education find that, in all the 26 studies reviewed, most teachers hold neutral or negative views on the inclusion of pupils with SEN in mainstream primary education. They conclude that teachers' training, teachers' experience in inclusive education and pupils' disability are the factors that influence teachers' views. More recently, Zulu *et al.* (2019, p. 13050) have investigated primary school teachers' views on including 'mentally challenged' pupils in mainstream schools in South Africa. They report that teachers from mainstream schools, including special schools, still hold negative views on the inclusion of pupils with SEN despite the implementation of inclusive education in 1996. Teachers' views were found to be the same, regardless of age, gender, school type or class size; however, pupils' grades influenced teachers' views on inclusive education.

Some studies report mixed findings regarding teachers' views on inclusive education. For instance, Tiwari *et al.*'s (2015) analysis of teachers' views and beliefs about inclusive education in Delhi reveals that teachers had conflicting views of inclusion. Only a few teachers in their study view inclusion as a favourable option to educate pupils with SEN, while most teachers were found to be ignoring policy on inclusion because of inadequate institutional support and knowledge of classroom-level implementation. Altun and Eyüpoglu's (2018) study finds that some participants had positive views on inclusive education, some negative and some indecisive. In the study, the authors interviewed

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secondary-school music teachers in Turkey about their views on the education of pupils with SEN in their classrooms. They found that the most influential factors were teachers' knowledge and skills, thus their training. Overall, there seems evidence to indicate that teachers may express positive views about inclusive education and inclusive practices yet that there are conditions. These have an impact on their views about inclusive education. The following paragraphs discuss the factors that influence teachers' views.

Internationally, researchers have identified a range of factors that are influential in forming teachers' views on inclusive education: teacher training; teachers' experience in inclusive education and pupils' disability (de Boer *et al.*, 2011); teacher knowledge and skills (Altun and Eyüpoglu, 2018); the length of teaching experience and training (Morley *et al.*, 2005; Al-Zyoudi, 2006); teachers' skills and knowledge (Smith and Tyler, 2011); the type of teacher (special education or mainstream education), university coursework, in-service trainings and support (Zagona *et al.*, 2017); teachers' professional development (Avramidis and Kalyva, 2007; de Boer *et al.*, 2011; Ko and Boswell, 2013; Gaines and Barnes, 2017); the type/nature and severity of the disabling condition (Al-Zyoudi, 2006; Cassady, 2011; Zulu *et al.*, 2019); teachers' values and beliefs about disabilities (Patrick, 2006; de Boer *et al.*, 2011; Tiwari *et al.*, 2015); the support from school leaders, administration, teachers and parents, and resources as well as the collaboration between teachers (Leatherman and Niemeyer, 2005; Morley *et al.*, 2005; Ali *et al.*, 2006; Bouillet, 2013; Xu and Malinen, 2015; Mulholland and O'Connor, 2016); ITE (Leatherman and Niemeyer, 2005; Symeonidou, 2017); teachers' skills and knowledge (Smith and Tyler, 2011; Zagona *et al.*, 2017); the policy on inclusive education and inclusive education (Jelas and Mohd Ali, 2014); instructional leadership (Mngo and Mngo, 2018); and teachers' experience of teaching in an inclusive classroom (Leatherman and Niemeyer, 2005; de Boer *et al.*, 2011).

It could be argued that many scholars conclude that pupils' disabling condition greatly influences teachers' views on inclusive education. Mainstream teachers are reported to hold negative views on the inclusion of pupils with SEN in a mainstream class because of the pupils' disability, lack of social skills, behavioural outbursts, emotional disorders and the modifications to the curriculum (Avramidis *et al.*, 2000; Cassady 2011; de Boer *et al.*, 2011). Avramidis and Norwich (2002) reviewed the literature on the factors influencing teachers' views on inclusive education, and their analyses show that teachers have

positive views yet do not accept total inclusion. Avramidis and Norwich (2002) identify that the factor that most strongly affect teachers' views is not teacher-related variables but the nature and severity of the pupils' disabling condition- a child-related variables. There is concern among teachers regarding inclusion of those with more severe disabilities (Sigafoos and Elkins, 1994; Westwood and Graham, 2003). Teachers view that the move to include pupils with multiple disabilities in mainstream classes is impractical (Sigafoos and Elkins, 1994).

Teachers' values and beliefs seem to be another significant factor for teachers' views on inclusive education. As mentioned earlier, teachers' negative beliefs about SEN are judged to be negative about inclusive education (Clarks *et al.*, 1999), thus represent the greatest obstacles to inclusive education (Mittler, 2000). Tiwari *et al.* (2015) note that the teachers' belief systems and normative practice in Delhi influence their views on inclusive education. According to them, teachers justify the practice of inclusion in ancient India by citing religious texts, and were reported not to support the inclusion of pupils with SEN because they perceived them as special, and thus excluded from school work. There is undeniable influence by customs, traditions and beliefs on a teacher's mindset about pupils with SEN is undeniable. Teachers will be more accepting of their role in the education of pupils with SEN in inclusive environment if there are training programmes to improve sensitivities and increase tolerance and acceptance of pupils with SEN (Mngo and Mngo, 2018). Indeed, many experts have suggested that the success of inclusion greatly depends on the values and beliefs, as well as the knowledge and instructional skills of mainstream teachers (Mngo and Mngo, 2018).

Research also provides evidence that issues regarding teachers' knowledge and skills, such as teacher ITE, training, professional development and experience in teaching in inclusive classes, affect teachers' views. These teacher-related variables, as noted by Avramidis and Norwich (2002), are influential in determining teachers' views about inclusive education and their inclusive practice. Teachers view their own inadequacy in providing pupils with SEN as a barrier to inclusive education, the definite target of a journey (Morley *et al.*, 2005). Appropriate pre-service training, or ITE with adequate teaching practice to experience teaching pupils with SEN in an inclusive classroom, will be more supportive of inclusive education (Leatherman and Niemeier, 2005; Mngo and Mngo, 2018). Several studies indicate that there is insufficient inclusion training. Zagona

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et al.'s (2017) study in the United States proved that teachers who have undertaken university training or training about inclusive education were the most prepared for inclusive education. Their study yields useful insights on the importance of teacher preparation to include pupils with significant disabilities and to explore teachers' views of the importance of such skills.

Since teachers are under continuous pressure from current and local requirements to provide meaningful learning experiences and be effective for all pupils, continuous and adequate in-service training is vital to the success of inclusive education (Morley *et al.*, 2005; de Boer *et al.*, 2011; Ko and Boswell, 2013; Kourkoutas *et al.* 2017). Avramidis and Kalyva (2007) found that teachers undertaking continuous training were significantly more positive towards inclusive education. Their increasing knowledge level leads to positive attitude changes among teachers towards the inclusion of pupils with a hearing impairment (de Boer *et al.*, 2011). Kourkoutas *et al.* (2017) find that although they appeared to be favourable towards inclusive education, Greek teachers working in inclusive education need additional training and psychoeducation. Several studies (Lieberman *et al.*, 2002; Smith and Green, 2004; Block and Obrusnikova, 2007) indicate that insufficient training resulted in teachers harbouring negative views on inclusive education. Their lack of confidence relates to teachers' lack of knowledge and practise of skills to adapt to the activities in an inclusive classroom (Morley *et al.*, 2005). Teachers' preference for separate classrooms for pupils with SEN is congruent with their low self-evaluation of their ability to teach these pupils (Mngo and Mngo, 2018). Teachers who are empowered by specialised CPD, thus have the necessary knowledge and skills, will be more positive towards inclusive education and the inclusion of pupils with SEN in a mainstream setting (Ko and Boswell, 2013; Altun and Eyüpoglu, 2018). Other studies indicate that teachers become significantly more accepting of inclusion in schools when they participate in ITE and in-service training that combine mainstream and special education curricula (Kim, 2011; Boyle *et al.*, 2013; Engelbrecht *et al.*, 2015). This shows that teachers' undertaking of ITE and CPD, as well as their coherence and connections are important factors that affect their views on inclusive education.

Another significant factor that influences teachers' views on inclusive education, as noted by Avramidis and Norwich (2002), is the educational environment-related variables. This is human support: support from the administrators, headteachers, resource personnel,

parents, professionals and community. These are always implicated in teachers' views on inclusion (Leatherman and Niemeyer, 2005; Morley et al., 2005; Ali *et al.*, 2006; Bouillet, 2013; Xu and Malinen, 2015; Kourkoutas *et al.* 2017). Kourkoutas *et al.* (2017) also note that teachers need psychosocial support to become more positive about inclusive education.

Xu and Malinen's (2015) study in Beijing, reported on teachers' views and experiences on the support that they receive for teaching in inclusive classrooms. Their study focused on the support from families, resource teachers, school leaders and administration. Teachers were reported to receive support from the stated agencies. They also had support from school leaders for professional development opportunities. There were various forms of support, yet teachers expressed that this was inadequate to help them to address the challenges. Therefore, adequate and well-organised support, such as collaboration between teachers, schools and professionals, will contribute to improving the quality of inclusive education in schools (Bouillet, 2013). Appropriate support from administrators and resource personnels is vital to provide a successful inclusive environment (Leatherman and Niemeyer, 2005). Moreover, an instructional leadership and institutional support system is likely to make a difference at all levels to the quality of teaching and learning of all pupils in inclusive schools (Mngo and Mngo, 2018).

Likewise, physical support includes the availability of an inclusive classroom setting and environment for the education of pupils with SEN, and is considered as a significant factor for successful inclusive education. Scholars (Avramidis and Norwich, 2002; Tiwari *et al.*, 2015; Mngo and Mngo, 2018) note that this influences teachers' views on inclusive education. Teachers are more favourable to inclusive education if adequate and appropriate physical support for pupils with SEN is available (Tiwari *et al.*, 2015; Mngo and Mngo, 2018). Mngo and Mngo (2018) suggest that the availability of, for example, useful assistive technologies, assistive resources, mobility aids and other assistive devices will result in teachers' positive attitudes to inclusive education.

In Malaysia, researchers have mostly focused on teachers' views on inclusive education and its implementation and on the inclusion of pupils with SEN in mainstream classes. Almost two decades ago, Jelas (2000b) reviewed teachers and parents' views of inclusive practice. They reported that teachers saw a discrete role for inclusive education and felt

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that pupils with SEN were better taught by special education teachers. Ali *et al.* (2006) examined teachers' views and perceived knowledge of inclusive education. By contrast, they reported that teachers have positive views on inclusive education. More recently, Bailey *et al.*'s (2015) study reports that teachers view the principle of inclusion positively yet have mixed views about its benefits. Teachers were reported to express concern about their own skills and those of other teachers. The researchers conclude that teachers need professional development to address these perceived shortcomings. Zagona *et al.*'s (2017) finding is in line with of Bailey *et al.* (2015). It seems that, more recently, there is evidence to indicate that teachers' skill and professional development are significant to the successful promotion of inclusive education. Bailey *et al.* (2015), however, focused only on teachers involved with LINUS programmes, and it could be seen that these studies are different in several aspects, such as their target participants, schools and states, so, it is necessary to explore the issues further.

The discussion above has reviewed differing views on inclusive education among teachers and the influential factors across the globe. Indeed, considering the local context is essential to inclusive education because of the various influencing factors. Also, it is necessary to consider the limited and outdated studies on teachers' views in Malaysia as, clearly, it is significant to explore these views regarding inclusive education. Deliberating on the MOE's recent Vision and the possible changes over the years, as well as the transformation of the educational system in Malaysia, I intend to seek answers and to capture the elusive and complex issues regarding teachers' views on inclusive education and what influences these views. To advance inclusive education, it is crucial to continue to learn about teachers' views on inclusive education and the influential factors.

In order to answer the first research question, *What are primary school teachers' views on inclusive education and what influences their views?*, the study undertakes a range of interviews at several types of schools. The benefit of the study is that it enables us to understand both Malaysian SEIP schoolteachers' and non-SEIP schoolteachers' views on inclusive education, as well the views of administrators and special education teachers. This study contributes to our knowledge of teachers' views on inclusive education and what influences these views in a particular context, that of Malaysia.

3.6 Summary

Overall, the core issue discussed in this chapter is the challenges of defining inclusive education. Inclusion is a concept open to much interpretation, yet some common features have been derived from the literature. National variations are underpinned by the coexistence of the medical and the social models of SEN, and the approaches to SEN inclusion are influenced by the belief in fixed/inherent deficiencies/disabilities. Consensually, inclusive education is regarded as an important premise to secure equal quality educational rights for all pupils.

The approach to inclusive education must focus on identifying the barriers to learning and participation and providing the necessary responses in advance. Ideally, it is regarded as a multidimensional issue whereby the various elements can support or weaken each other (Haug, 2016). Teachers, the practitioners, struggle to realise inclusive education. As Allan (2008, p. 10) concludes: 'There appears, however, to be deep uncertainty about how to create inclusive environments within schools and about how to teach inclusively.'

To conclude, it is crucial to reveal empirically the challenges involved in developing inclusive education practices and to examine ways in which teachers may be supported to meet them. Thus, there is a real need for this study on teacher CPD on inclusive education, and this will be examined in the next chapter.

Chapter 4 Continuous Professional Development

4.1 Introduction

In Chapter 1, inclusive education was discussed as a fundamental strategy to promote social cohesion. Importantly, a more equitable society can be achieved via inclusive education. UNESCO (2015) shows that to achieve educational aims, equity, quality education and learning experiences for all pupils, professionally qualified and high-quality teachers are vital. In this sense, teachers are viewed as ‘change agents’ (Day *et al.*, 2007) and ‘human capital’ (Butters *et al.*, 2011), therefore they must be adequately prepared (Forlin, 2010b; Opertti *et al.*, 2013; Allan, 2015). Additionally, governments should have an education system and policy and quality assurance to focus on preparing teachers to respond to diversity and enhance relevant skills, knowledge and understanding (European Agency, 2015). Hence, increasing the provision of effective CPD and support is crucial to achieving the inclusive and quality educational aims (UNESCO, 2015) so necessary in the Malaysian context. It is vital to the preparation of pupils for the twenty-first century (MOE, 2013c).

Realising the importance of CPD, nations have been investing heavily in in-service teachers’ CPD as a means of developing an excellent teaching force (Tang and Choi, 2009). Furthermore, it is widely accepted that CPD needs to maintain high-quality practices as part of professionals’ implicit responsibility, reinforced by professional standards and explicit professional standards requirements (Friedman and Phillips, 2004).

CPD, similar to inclusive education, has many and varied definitions. After justifying the usage of the term ‘professional development’, this chapter first explores its meaning and positioning in relation to ITE. Next is a discussion on CPD models, followed by an exploration of teachers’ knowledge, skill and CPD, and their effectiveness and impact on practice. Finally, the importance of empowering teachers to empower learners is examined.

4.2 Adopting the term professional development

Acknowledging the contested terms of 'professional development' (PD) with 'professional learning' (PL) (Webster-Wright, 2009), I decided to adopt the former, which is used in the Blueprint and, most importantly, is familiar to and understood by Malaysian teachers. Moreover, the term still has common currency internationally, despite moves to use 'PL' in certain places. For the purpose of this study, PD (or CPD) is discussed in terms of how teachers' engagement in learning may improve and develop inclusive practice to benefit pupil participation and achievement. The conceptualisation of PD is the broader view (Bubb and Earley, 2008); that is, beyond the training programmes, courses or activities, as the outcomes of systematic inquiry into gaining the requisite knowledge and skills to sustain effective practice.

4.3 What is teacher CPD?

A review of the literature reveals several terms in use for CPD, such as ongoing PD (Helmer *et al.*, 2011), lifelong learning (Benjamin *et al.*, 2003; Collin *et al.*, 2012), continuing education (Webster-Wright, 2009) and continuous or/and CPD (McMillan *et al.*, 2016), all having similar meanings. Thus, these terms are treated as synonyms throughout this thesis, unless stated otherwise. There is no stipulated definition of CPD, due to its controversial theoretical and empirical aspects (Darling-Hammond, 2000). It involves a continuum, running from a simple definition concerning the maintenance of 'quality, competence and accountability' (Sturrock and Lennie, 2009) to wider issues of personal and professional 'lifelong learning' (Lammintakanen and Kivinen, 2012). Moreover, the literature on teachers' CPD, particularly 'theory in context', is fragmented and under-theorised (Kennedy, 2014b, p. 4). To further explore the meaning of CPD, CPD in the context of education and, particularly, teachers' CPD will be discussed. Hereafter, when mentioning CPD or PD, the terms relate to in-service teacher PD. The following subsections explore the significant literature in conceptualising teacher CPD.

4.3.1 Beyond initial teacher education

The terms initial teacher education (ITE) and pre-service education, sometimes referred to as initial teacher training, are often used as alternatives in the literature, meaning formal education for individuals who aspire to become teachers. It is the first step in

developing professionals, and it differs across nations (Villegas-Reimers, 2003). Nonetheless, consensually, learning to teach is personal (it depends on the learning history, preconceptions about learning and teaching), complex (due to the various skills and competences to be learned) and context-specific (Hauge, 2000). However, the different conceptual orientations about teachers' roles have implications for teacher CPD. Villegas-Reimers (2003, p. 38) concluded that the 'teacher-worker' metaphor, which is inevitable in teacher training, limits the views on educational opportunities and the kind of education needed to meet the multiple demands of preparing the next generation. The demands include making quality learning accessible to diverse pupils and creating a school that recognises and welcomes opportunities to develop pupils' abilities.

By contrast, teacher education or teacher preparation regards teachers as professionals, who need to be prepared, perceived and treated as such. Professionals, by definition, are highly specialised experts who can solve complex problems (Walling and Lewis, 2000). Therefore, as professionals, teachers need to update their skills and knowledge, and CPD is vital (Sachs, 2007). Similarly, Villegas-Reimers (2003) highlights that many teachers struggle during initial training and the first few years of teaching, which suggests a need for more support for teacher preparation and CPD.

ITE programmes are offered in colleges, universities and institutions, and are accredited via universities. In Malaysia, primary teachers are trained at an institute of teacher education (IPGM) (see section 5.2.2). In other countries, such as Japan, teachers are prepared at universities on programmes that range from two to five years. Some are in actual school settings, usually under the guidance of universities, such as in the United Kingdom (Villegas-Reimers, 2003). Mostly, ITE varies according to the level of higher education after graduation. The literature presents the various pre-service education models adopted by countries. For example, Vonk's 1995 study concludes that in Western European countries there are two models (Villegas-Reimers, 2003). The first, 'teacher professionalism', is based on mastering subject knowledge and professional competence principles, whereby teachers are provided with instructional skills and knowledge of pupils' learning processes and development. The second is the 'personal growth' model, and this implies that teachers have greater self-understanding and are more reflective, emphatic, sensitive and self-actualised (Vonk, 1995, cited in Villegas-Reimers, 2003).

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In essence, ITE, in its various conceptions, routes and programme length, as well as its level of education, implies the significance of teacher CPD. Through ITE, individuals gain the credentials established by an education system and become qualified or certified teachers (Pugatch, 2017). Similar to other professions, teachers as educators still need to 'grow' (personally and professionally) and continually to put their efforts into becoming more effective for all pupils. The next section discusses teachers' increased accountability.

4.3.2 Teachers' increased accountability

As discussed, teachers play a prominent role in achieving educational quality and developing human capital for nations (Day *et al.*, 2007; MOE, 2013c; UNESCO, 2015). Teachers as professionals must evolve to meet new circumstances, influenced by factors such as policy demands and the social- and knowledge-based economic context, besides time and location (Evans, 2008). Moreover, research (Bolam, 2002; Powell *et al.*, 2003) demonstrates that teacher PD is essential to improving school performance. In any educational reformation, teachers are important subjects, as well as objects, of that reform – the implementers of plans (Villegas-Reimers, 2003).

Certainly, scholars, for example Darling-Hammond (2007), Hochberg and Desimone (2010) and Stillman (2011), emphasise accountability-driven measures for teachers to engage in PD, meet the standards and improve pupils' achievement. However, identifying effective PD that assists teachers to respond to the demand for accountability and to understand how best to implement it, as well as where it fits in the broader accountability framework, involves an understanding (Hochberg and Desimone, 2010). Further, O'Neill (2013) highlights the significance of intelligent accountability, whereby plans that are clearly disseminated to teachers will prompt a more supportive attitude. It is therefore vital to develop an accountability system with checks and balance to support the school-led improvement system and serve the interests of inclusive education. Along the same lines, Moore and Clarke (2016) assert that attachment to professionalism may facilitate teachers to underpin the values that they believe it embodies. This is significant in situations where teachers may find themselves obliged to enact and implement educational policies that they do not believe in.

As the world enters the increasingly diversified, globalised and complex twenty-first century, with emerging technologies and media in all aspects of life, it is challenging to provide quality education and to prepare pupils. Moreover, the challenges posed by the changing nature of our contemporary knowledge society, pupils' needs, policy and pressures on the current association between professionalism and autonomy lead to considerations of initial teaching capabilities, and the relevance and appropriateness of their pedagogical and knowledge repertoire. Undoubtedly, issues about teacher professionalisation (Noordin *et al.*, 2010), professionalism (Phelps, 2006; Evans, 2008; Edmond and Hayler, 2013; Parker, 2015; Sachs, 2016) and quality (Darling-Hammond, 2000; Ingvarson and Rowe, 2008; Mincu, 2015) are always of interest to scholars and are continually debated. Connell (2009, p. 1), in his efforts to explain teacher quality and professionalism, refers to them as 'good teachers on dangerous ground'. Indeed, to be quality teachers, they must develop continuously while managing their personal and professional challenges in life. Apart from the challenges, providing quality education and preparing pupils also involve heavy demands, thus increased responsibility and accountability (Stillman, 2011) in meeting these demands.

4.3.3 Embracing teacher professionalism

CPD is widely recognised as a means to enhance the teaching profession (Sachs, 2007), professionalism (Sachs, 2016) and quality. Therefore, it is useful to describe professionalisation and professionalism. Professionalisation relates to notions of 'promoting the material and ideal interests of an occupational group' (Goodson, 2000, p. 182). Demirkasımoğlu's (2010) study of the various views on teachers' professionalism concludes that these definitions focus on teachers' professional qualifications, such as 'being good at his/her job', 'fulfilling the highest standards' and 'achieving excellence', which depend on the educational context. Certainly, as OECD (2005) puts it, 'teachers matter'. It is vital for teachers to connect work, lives and effectiveness (Day *et al.*, 2007). Teachers work under complex and uncertain conditions that require them to integrate various knowledges, practices and values, and it entails managing emotions skilfully in making ethical judgements (Staempfli *et al.*, 2016).

The key idea is to shape teacher professionalism, and a 'multi-agentic' and constantly evolving process influences the extent to which teachers believe in teaching

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professionalism and perceive its potential to constitute a better way (Evans, 2011, p. 868). In this respect, teachers strive to be better individuals for whom teaching is an aspect of their complex and busy lives: better for their pupils and better for society as a whole.

4.3.4 Meeting teacher standards

Teacher competencies are vital and of interest to educational stakeholders. Therefore, educational systems set various measures that may serve as an assessment of aspects of teaching (Evans, 2008). In England, sets of professional standards and the accompanying statutory performance management system, introduced by the Labour government in 2007, shape teacher professionalism (Evans, 2011), while European policy approaches to CPD concern 'accountability, standards and assessment' (Swennen, 2013). In an era of performativity (Wilkins *et al.*, 2012), where neo-liberal policy emphasises performance and product over personal enrichment in educational system and practice, teachers and schools have personal and local responsibility (Moore and Clarke, 2016).

Generally, standards require teachers to act to achieve competencies and quality (ISAAT, 2015). Teachers can use the standards to support their own PD (see section 5.3 for Malaysian Teacher Standards). Some scholars argue that the standards and accreditation processes result in higher-quality teachers and professional status (Darling-Hammond and Lieberman, 2012). However, their use in preparing teachers is not without controversy (Fernández, 2018). For example, Middlewood *et al.* (2005) dispute describing PD as such, as it implies a meeting of corporate and departmental objectives. They suggest an interpretation of teacher PD in the context of twenty-first-century schools as promoting the lifelong process of PL to acquire skills and develop personally. Additionally, the measures may have no effect if uncertified staff are used or if teachers are assigned to other roles and subjects in which they have not become expert (CEPPE, 2013). This impacts on pupils negatively; it is evidenced that they learn significantly less when their teachers are not specialised or certified in that particular area (Darling-Hammond and Bransford, 2007).

4.3.5 Increasing one's own competencies

Meggison and Whitaker (2003) argue that teachers take charge of their own learning and development in an ongoing process of reflection and action. They explain that it is an empowering process whereby teachers keep on learning from practice, beyond knowledge, and become more experienced. Interestingly, they convey that CPD is about being thirsty for new knowledge, skills and experiences. Thus, the process itself is inspiring and thrilling, which motivates people to achieve their objectives and dreams. Similarly, Villegas-Reimers (2003) terms it self-development. The rationale for self-development is that teachers and schools are more committed if they have initiated the change themselves, and the change will be institutionalised when teachers are better prepared to plan and implement it. Moreover, teacher professionalism will improve through reflection and discourse in a community of practice (Staempfli *et al.*, 2016). This is supported by other researchers (Gibbs *et al.*, 2005; McMahon *et al.*, 2015), who argue that learning is a lifelong process that spans a career. Recently, McMahon *et al.* (2015, p. 174) wrote: 'learning can be developed through the professional continuum, throughout the continuum', whereby the continuum acts as the developmental tool, not merely as a conceptual framework for career progression.

Therefore, CPD is a vital process within the wider agenda of raising standards and increasing the capacity of society development by improving policy and practice in all public service, including education (Darling-Hammond, 2000). The growing importance of voluntary learning and development by employees is implied by the requirement for effective participation in our contemporary technology- and knowledge-based economy and society (Maurer, 2002; Dall'Alba and Sandberg, 2006; Collin *et al.*, 2012). Kilminster *et al.* (2012) suggest that there are debates in individual professions. This covers the concept and context for specific professions, the pressures for professional formation as professions themselves, pursuing control systems and accountability, professional knowledge and practice and critical PD, despite the enhancement of professional qualifications. Their argument is that teachers as professionals and practitioners in the education system are bound to support the enhancement of knowledge in their field. As Villegas-Reimers (2003, p. 67) argues, promoting teacher PD involves enhancing teaching effectiveness in increasingly diverse contexts and at high levels, and supporting professional growth to allow a transition to roles of higher responsibility and authority.

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Teachers, even with initial professional qualifications and further academic qualifications, are still accountable to standards and professionalism to improve their knowledge and skills. This is because teaching is dynamic: it is a 'living practice that evolves, adapts, and responds to the opportunities, promises and challenges that are continually unfolding and forming' (ISATT, 2015, p. 1). Regardless of the quality of the ITE, it is unreasonable for it to have to anticipate all the challenges throughout teachers' careers (Schleicher, 2012). The curiosity and sustained motivation to make learning relevant and of high quality for diverse pupils drive teachers to engage in CPD. Highly motivated and committed teachers (and aspiring teachers) are more likely to engage in learning (or studies) and remain in the profession to meet its new demands (Struyven *et al.*, 2013).

4.3.6 Implementation of teacher CPD

The implementation of teacher CPD varies across nations and schools. More than a decade ago, Villegas-Reimers (2003) asserted that in developed countries in-service education is more homogenous and mainly to improve teachers' professional knowledge, skills and attitudes following initial certification, to educate teachers more effectively. In developing countries and some developed countries, by contrast, in-service training is the sole preparation received upon appointment, without any professional teaching certification. This may change over the years, yet it is still the case in Malaysia.

Sometimes, in my experience, 'untrained teachers' are hired for a short term (months, or up to a year) to replace teachers who are on long leave or, in some schools, to cover a teacher shortage. 'Non-trained substitute teachers' (GSTT) is the term used for the position, and these roles appointed by the JPN (MOE, 2019).

The diversity prompts authors to suggest a distinction within the broad category of teacher preparation, and Gardner (1995, cited by Villegas-Reimers, 2003) suggests a continuum: at one end there is training that takes place completely away from school (in a training environment); and, at the other end, in school; and, in between, degrees of training out of school. Villegas-Reimers (2003) refers to one end as 'in-service' (INSET) and the other as 'on-service' (ONSET). In this context of study, I refer to the former as school-based CPD, a translated version of *Latihan Dalam Perkhidmatan* (LADAP/LDP), and the other as out-of-school courses (see Chapter 5).

The importance of CPD is highlighted by most educators and policy-makers (Villegas-Reimers, 2003), including in Malaysia (MOE, 2013). Eraut (1995) is quoted in Villegas-Reimers (2003) as explaining three complementary rationales for in-service training: human resource development; the management of planned change; and based on self-development. Correspondingly, the objectives of CPD go beyond acquisition of subject or content knowledge and teaching skills (Day, 1999; Earley and Bubb, 2004). Furthermore, CPD moves practitioners from short-term goals to a planned educational environment, while engaging in activities involving reflection on the relationship between professional knowledge and professional competencies (Gibbs *et al.*, 2005). In this respect, teachers as professionals are recommended to engage in self-regulation and demonstrate keeping up with developments. Concurrently, they evidence their commitment to maintaining and extending their knowledge and competence in the interests of all pupils, and hence gain the knowledge, understanding, experience, confidence, satisfaction and enthusiasm to support their development and consequently offer the best possible practice to all pupils.

Guskey (2000) points out that CPD goes beyond special events on training days that are rarely directly applicable to teachers' tasks. It is manifested in various forms, from formal educational courses to learning from everyday practice. It could be either informal or formal with the aim of developing professional experience, which generates learning and professional expertise (Darling-Hammond, 2000; Earley and Bubb, 2004). The literature discusses many models (and frameworks to evaluate the effectiveness of models) as guidelines for implementing CPD and maximising its effectiveness. For example, Earley and Bubb (2004), examining effective CPD, assert that it embraces aspects of both the personal and professional learning of teachers. Supporting this view, McMillan *et al.* (2016) argue that PD and PL cannot be separated. Similarly, the individual and corporate needs that fall under CPD must not be fragmented. Some researchers, such as Tang and Choi (2009) and Collin *et al.* (2012), conceptualise teacher CPD as the development of knowledge and skills, consequently what constructs professional knowledge and skills. Moreover, there is debate about what teachers must know and the potential of research in informing teachers' knowledge and practice (Timperley and Alton-Lee, 2008). The literature on the model, effectiveness and teacher knowledge and CPD will be explored in further sections.

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Considering the above argument, the understanding of CPD that is adopted in the current study is that captured by Day's (1999) comprehensive definition:

Professional development consists of all-natural learning experiences and those conscious and planned activities which are intended to be of direct or indirect benefit to the individual, group or school, which contribute through these, to the quality of education in the classroom. It is the process by which, alone and with others, teachers review, renew and extend their commitment as change agents to the moral purposes of teaching; and by which they acquire and develop critically the knowledge, skills and emotional intelligence essential to good professional thinking, planning and practice with children, young people and colleagues throughout each phase of their teaching lives. (p. 4)

Overall, teacher CPD can be framed as a continuation of ITE, both as a means to enhance teacher professionalism and achieve the required standard, and to empower teachers with increased competencies. It is the lifelong and continuous (formal and/or informal) process of enhancement of knowledge, skills and practice, and possibly status within the teaching profession. It could also be seen as the pursuit of higher and further certification. Significantly, it must be conceptualised as a broader view, beyond ITE, and accredited as continuous teachers' reflective practice to try to improve intuition and to develop meaningful interaction, thus equipping themselves and leading to their empowerment to provide pupils with what they need to succeed. Remembering the aim of this research, the term CPD is conceptualised as listening to teachers about how they learn – what, when, why and where they learn best to improve their inclusive practice. Moreover, as acknowledged by Webster-Wright (2009), individuals' learning cannot be forced. It must be supported by considering teachers' expectations of their working context. This balances accountability and agency, in which learning issues and other areas of professional life are significant (Borko and Whitcomb, 2007), and supporting community and competence in PD (Lieberman and Pointer-Mace, 2008).

This section has reviewed CPD's key features by conceptualising it, and the next section explores CPD models.

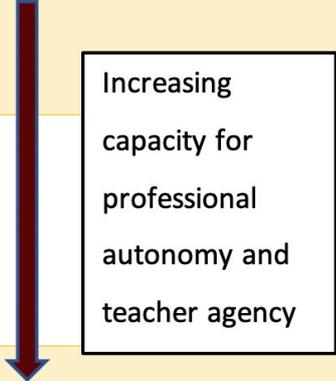
4.4 Models of CPD

The literature (Lovett and Gilmore, 2003; Kennedy, 2005; Fraser *et al.*, 2007; Coldwell and Simkins, 2011; Swaffield, 2014; Sharifzyanova *et al.*, 2015) indicates a range of CPD models focusing on particular aspects of CPD and purposes. However, there is limited literature that provides theoretical tools to understand the range of models and views in context (Kennedy, 2005; 2014b). Following the original framework, which was proposed in 2005, Kennedy (2014a) describes the non-exclusive categories of models, which are then organised along a spectrum to identify the relative potential capacity for transformative practice and professional autonomy (see Appendix B). In reference to her 2005's framework, Kennedy (2014a) suggests that CPD that is conceived as a means to prepare teachers to implement reforms is aligned with three models that support the transmission view of CPD. By contrast, CPD that is perceived to support teachers in contributing to and shaping education policy and practice is associated with a transformative model. In between is the transitional, which has the capacity to support agendas compatible with either of the two main purposes. Each model described by Kennedy (2014a) is still appropriate, and the key features are presented in Appendix C.

Nevertheless, Kennedy (2014b) refines the framework as shown in Table 4-1 following the contemporary literature, with some terminology changes to embrace common terms and emphasise the benefits of collaborative professional inquiry models such as Timperley *et al.*'s. (2007) 'inquiry and knowledge-building cycles'. The term 'action research' is replaced by the broader term 'collaborative professional inquiry' to encompass 'professional inquiry' and 'learning communities' and thus focus on problematising practice in local contexts. Also, the term 'malleable' (originally 'transitional') is used for greater consistency and coherence to acknowledge that any particular model could be considered as transmissive or transformative, depending on the (un)/intended purposes. Kennedy further explains that the term 'teacher agency' is added to the original framework to emphasise the teacher- and pupil-driven focus of any CPD approaches, to avoid its usage to promote external interests (Kennedy, 2015).

Table 4-1 Spectrum of CPD models (adapted)

Purpose of Model	Examples of models of CPD which may fit within this category
Transmissive	Training models Deficit models Cascade model
Malleable	Award-bearing models Standards-based models Coaching/mentoring models Community of practice models
Transformative	Collaborative professional inquiry models



(Kennedy, 2014b, p. 693)

The perceived CPD purposes may be identified in literature that links CPD to school and educational reformation (Villegas-Reimers, 2003; Kennedy, 2014a) – whether CPD serves to equip teachers to implement such reforms, usually decided by the government, or to inform, contribute to and provide critiques of the reforms (Kennedy, 2014a, p. 247).

Another perspective about teacher development is presented by Messiou and Ainscow (2015). Drawing upon their study in three European countries and literature about teacher PD, they propose a model that is argued to be effective in addressing increasing diversity because of its emphasis on pupil views. They believe that teachers will engage in experimentation with teaching strategies and respond better to pupils by engaging with the views of pupils and colleagues. According to them, this dimension, often overlooked, could be a catalyst for change in teacher practice and beliefs. It is also emphasised that collaboration between teachers helps to support new practice as well as senior support, effective leadership and an encouraging environment for experimentation at the challenging phase. The interactive process of teacher development model is shown in Figure 4-1.



Adapted from Messiou and Ainscow (2015, p. 253)

Figure 4-1 Learning from differences: The strategy

Reviewing the above argument, any CPD model depends on the context of the educational system and schools. Possibly for Malaysia, at the reformation phase, the government needs to disseminate its information about its policies, so the transmissive model is appropriate. For example, the training and deficit models are necessary to ensure that teachers know about the new curriculum. These will be followed by the evaluation of both teachers and pupils to ensure that the standards are achieved. The transmissive PD alone, however, is insufficient when change is needed. Teachers need to know, believe, comprehend the knowledge and be able to apply and practise the skills relevant to the necessary transformation. The resources and costs involved in any CPD activities must also be taken into consideration.

The literature emphasises that transformational PD is required for policy reformation, which shows the significance of the establishment of belief in the conception of inclusive education, prior to pedagogical input or other information. In achieving 'deep' reform, teachers need the know-why, which is less emphasised in CPD (in contrast to the know-what and know-how), to facilitate their conceptual understandings. Without this, reform could lead to merely superficial implementation (McLaughlin and Mitra, 2001). Therefore, models could be applied at the same time, or various models may be practical in certain

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circumstances, provided that they lead to significant changes in teacher attitudes and practices that benefit all pupils. This notion implies that the transformative model is significant for teacher CPD regarding inclusive education, yet the benefits of the transmissive and the malleable models are undeniable.

I have considered several other models. The Teacher CPD Motivation model emphasises the inner self of teachers that initiates change (McMillan *et al.*, 2016). Another CPD model with a similar theme describes CPD as in the movement of stages or levels. This is the Five-Stage Model of Adult Acquisition (Dreyfus, 2004). The Organisational and Task Perspective Model, which aims to enhance teachers' PD and occupational expertise (Evers *et al.*, 2011), focuses on the influence of organisational and task factors on teacher PD. These CPD models vary in terms of their underlying theories (Alharbi, 2011): different models are required to serve distinct purposes. Authors Coldwell and Simkins (2011) and Harland and Kinder (2014), who focus on teachers' CPD outcomes propose a framework or model and tools to examine the effectiveness of CPD and suggest models of the effects of teachers' CPD based on empirical studies. Kennedy's (2014a) framework of analysis of CPD models considers the circumstances in adopting a particular model and explores the form(s) of knowledge that could be developed through the model. According to her, identifying the context of knowledge acquisition is significant in analysing the underpinning agendas by the various CPD models and the nature of professional knowledge and professionalism.

4.4.1 Adopting the COACTIV model of teacher professional competence

Since there are many and diverse models, it is quite challenging to identify the one that serves the purpose of this study best. Although valuable in its own right, alone each is lacking, as it investigates only some of the elements that are important to this study. Hence, it is not naïve to say that research on CPD models focuses on variables and the relationship between them but, again, this is only within the parameters of those variables. McMillan *et al.* (2016), for example, limit themselves to motivational factors such as the system, and do not discuss the importance of other elements such as knowledge. Dreyfus' (2004) model considers intuition, yet it does not discuss motivation. Evers *et al.* (2016) conceptualise task factors such as participation in decision-making and organisational factors such as learning climate, yet knowledge, belief and self-reflection

are not considered. I totally agree with the concepts suggested by Messiou and Ainscow (2015), but perhaps the aspect of knowledge could be added. Therefore, a combination of models (Kennedy, 2005, 2014a) would help to understand and examine the CPD needs of teachers for inclusive education.

One model, however, comes very close to the needs of this study by embracing all the aspects: knowledge, belief, skills, inspiration and reflective activities. This model, the Cognitive Activation in the Mathematics Classroom and Professional Competence of Teachers (COACTIV), a model of teacher professional competence (Baumert and Kunter, 2013a), fits the attributes of the 'Transformative model' suggested by Kennedy (2014a). It integrates theorising on professionalism with the competence literature and is based on empirical studies, as emphasised by Harland and Kinder (2014). It was developed from the COACTIV (**Cognitive Activation** in the Classrooms) project on the professional competence of teachers, cognitively activating instruction and students' development to address the scarcity of empirical research in conceptualising and assessing the broad spectrum of teacher competencies, personality variables and work in the context of secondary Mathematics teachers' instruction (Krauss *et al.*, 2008b). The model was tested empirically on mathematics teachers recruited from the OECD's PISA 2003/2004 study and its longitudinal extension (Binder *et al.*, 2013). It aims to make a theoretical and empirical contribution by clarifying central concepts and furthering discussion on the professionalisation of teachers.

Baumert and Kunter (2013b) emphasise the non-generalisability of the COACTIV findings to other subject teachers. However, they also mention that, with its focus on continuous research, the potential for the framework to develop teacher competences is undeniable. The theoretical objective of COACTIV is a model of teachers' competence and qualities to succeed in the profession from a multidimensional perspective. In this respect, professional practice is seen as resulting from an interplay of various factors: specific declarative and procedural knowledge (competence in the narrow sense: knowledge and skills); professional values, beliefs, and goals; motivational orientations; and professional self-regulation skills (Baumert and Kunter, 2013a). It is a generic, non-hierarchical, structural model that requires being tailored to the context of teaching (Brunner *et al.*, 2006; Krauss *et al.*, 2008a). The competence aspects establish a foundation of teachers' professional practice that contributes to teaching quality and achievement by all pupils

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(Baumert and Kunter, 2013b). Moreover, the model assumes that professional competence is the result of occupation-specific development that depends on various learning opportunities.

Notably, this model is aligned with Rouse's idea of knowing, doing and believing for inclusion: likewise, to use another metaphor, head (the cognitive domain), heart (critical reflection, the affective domain) and hands (the psychomotor domain) (Singleton, 2015). This concurs with teacher PD to enhance inclusive practice. The model represents the multidimensional nature of the transformative process and highlights the importance of the learning context. For example, when examining teacher knowledge, skills and CPD, the types of professional knowledge beneficial to inclusive practice are outlined in the model as the knowledge required by teachers to facilitate the diverse pupils. This also entails the breadth of teachers' understanding of subjects and their flexibility to explain in meaningful ways and to be relevant to all pupils.

In this sense, the COACTIV model highlights teachers' uptake of CPD opportunities (from formal, non-formal and informal activities at school) to develop their competencies to meet the need of diverse pupils. It also emphasises that teachers' professional competence is a complex process across a professional career and is influenced by the educational and professional context, which relates to processes leading towards inclusive education. The aspect of belief/values/goals may also be discussed in terms of the beliefs and values about pupils, and personal growth, in addition to belief about a specific subject, as suggested by Baumert and Kunter (2013a). As emphasised in Chapter 1, in this study teachers' expressions are obtained from their experiences and views of their requirements from the school-based CPD, thus the model is not enforced during the interviews. I adopt this model because of the approach and aspects covered, and because it addresses the core issues of competencies for quality teachers, as explained earlier – based on theoretical and empirical studies. Moreover, the model entails ideas and concepts that I wish to explore, which include belief and self-regulation. It provides insights that I think could describe the link between teachers' PD and their inclusive practice. It is also consistent with the Malaysian Teacher Standards, therefore it is appropriate to adopt.

The model was developed specifically for Mathematics, thus a subject-independent version had to be devised (see Figure 4-1) (original version attached as Appendix D). The changes in facets of knowledge can be seen in the pink boxes, where the terms 'subject' and 'pupil' replace 'Mathematics' and 'pupil' respectively, to suit the context of the study – focusing on all teachers' inclusive practice rather than on teachers of a specific subject and at the primary level.

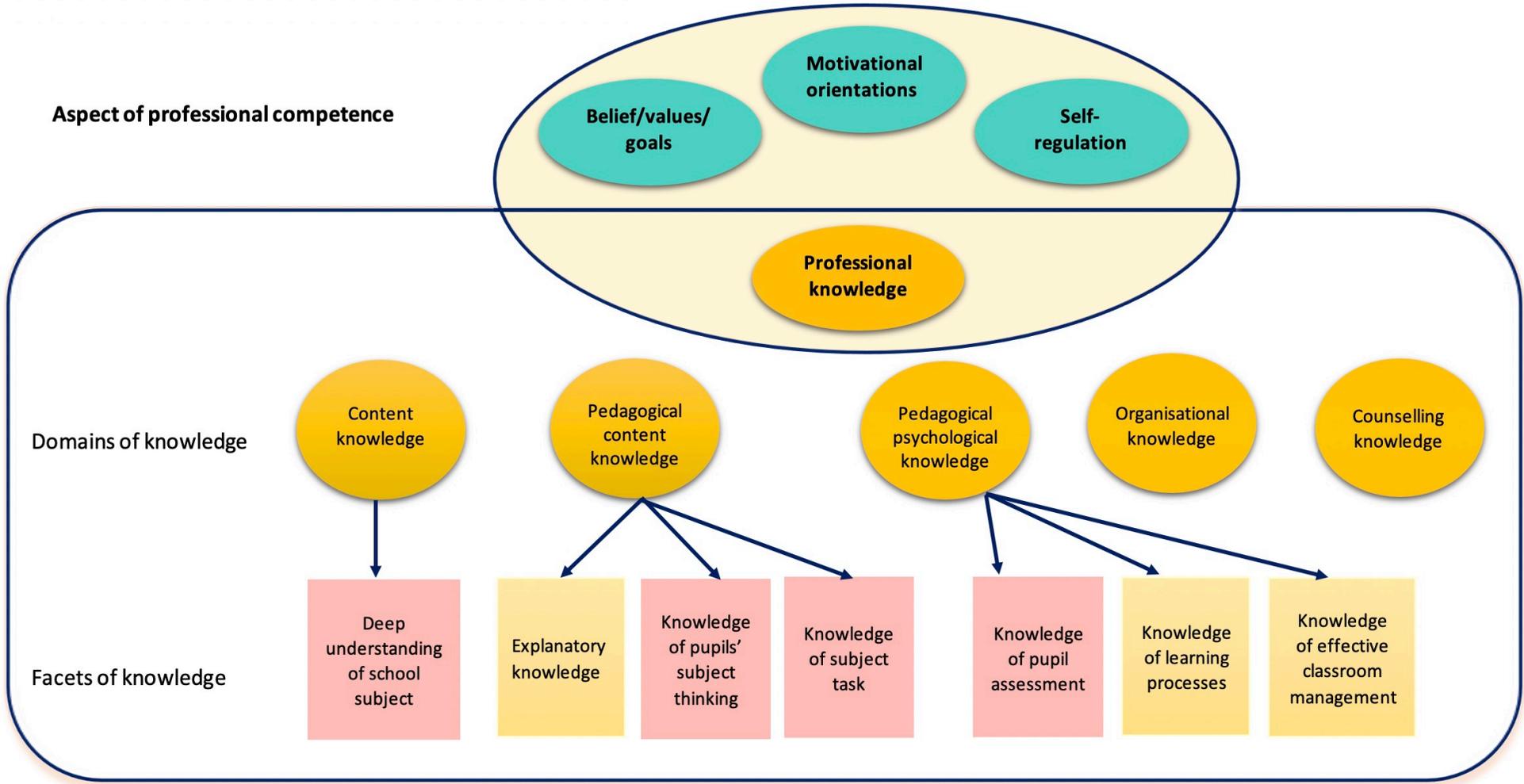


Figure 4-2 Adapted Baumert and Kunter's (2013) COACTIV model of professional competence

In this model, teachers' professional knowledge is the central component of their competence (Baumert and Kunter, 2013b). Teachers are able to conduct appropriate analyses, make prompt and appropriate decisions and critically reflect on their activities, provided that they are equipped with sufficient knowledge on instructionally relevant concepts and strategies. Domain-specific knowledge, as illustrated, comprises 'content knowledge' (a deep understanding of the curricular material) and 'pedagogical content knowledge' (the knowledge required to make subject content accessible to pupils). The latter is divided into knowledge of explanation and forms of representation; knowledge of pupil cognition; and knowledge of the potential task (also profession-specific knowledge that is acquired through teacher education and practice context), which is distinguishable from everyday knowledge. According to Baumert and Kunter (2013b) pedagogical content knowledge is important for the provision of high-quality instruction and pupil progress. This domain-specific knowledge is supplemented by the domain-general knowledge of pedagogical psychological knowledge, organisational knowledge and counselling knowledge. Pedagogical content knowledge is how to optimise the teaching and learning experiences of pupils, whereby knowledge of pupil assessment, learning process and effective classroom management is significant to teachers' instructional practice.

There are three further aspects: professional beliefs and values; motivational orientation; and occupation self-regulation. Teachers' beliefs and values that are relevant to teaching, that is, the beliefs about the nature of the subjects and learning process, have implications for providing effective teaching practice. The motivational characteristics include self-efficacy beliefs, control beliefs and various forms of self-determined motivation as malleable facets that vary over time. Finally, occupational regulation refers to teachers' self-regulatory skills that influence their job satisfaction/experience, which is vital for long-term success in providing high-quality instruction. The next section explores teacher knowledge and CPD.

4.5 Teacher knowledge and CPD

Examining teacher CPD, the development of knowledge and skills, specifically the type of knowledge, kind of skills and concept of teacher learning, are discussed and evident in the literature. Shulman (1987), for example, identifies five domains of knowledge: content knowledge; pedagogical content knowledge; knowledge of learners and their characteristics; knowledge of educational contexts and knowledge of educational ends;

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and purposes and values, and their philosophical and historical grounds. Likewise, Krauss *et al.* (2008a) explain that content knowledge and pedagogical content knowledge are inseparable. Teachers need in-depth pedagogical content knowledge to teach a specific subject and to practise efficiently in diverse, multicultural and inclusive environments (McDiarmid and Clevenger-Bright, 2008). These ideas seem connected to professional knowledge, as described in the COACTIV model. Meanwhile, Levin (2003) depicts PD in terms of an increasing correspondence between thinking and actions in pedagogy and growth in articulation, differentiation, integration and refinement in pedagogical understandings. Kelchtermann's (2004) definition encompasses important elements of the key subjects, pedagogy, policy and philosophy of education, psychology and education, besides skills in creativity and effectiveness with teaching techniques and curriculum strategies to meet various learning needs.

Although there are differences of opinion on teachers' development of knowledge and skills, there are some common features. Timperley *et al.* (2008) emphasise that, to teach effectively, teachers should acquire knowledge and skills that are both consistent with evidence-based principles and proven to be efficient in realising pupils' outcomes. Moreover, in achieving meaningful change in pupil outcomes, teachers must integrate their knowledge and skills regarding the curriculum and effective teaching, theory and practice and pupil assessment to identify their prior knowledge and abilities, a prerequisite for teaching that is responsive to pupils' needs.

Overall, referring to Day's (1999) definition, teachers' CPD involves an enhancement of knowledge and skills that contributes to improving all pupils' achievement and hence quality-inclusive education. Teachers, as active adult learners, are motivated and inspired by their beliefs and values to engage in the learning process and to relate the theory of learning to their own inclusive practice. It is proven that teachers, if they have the internal motivation to learn, will participate in CPD programmes even without time and scheduling support from the headteacher (Postholm, 2012). Since teachers are not naïve learners, their CPD builds on existing knowledge and understandings that can either facilitate or inhibit the acquisition of new ideas and approaches (Starkey *et al.*, 2009), hence to apply their knowledge in practice to support pupils' learning (Postholm, 2012).

CPD is necessary for various intended outcomes: enhancing professional skills and understanding; updating the teaching profession; and supporting educational reforms

that have an impact on teaching practice (Dall’Alba and Sandberg, 2006). However, to achieve a positive impact, CPD should be effective. Thus, the following section reviews the elements of effective CPD.

4.6 Effective CPD

The research shows that there are various views on conceptualising effective CPD. To become more effective, CPD programmes should provide evidence of positive impact on teaching practice that makes a significant difference to pupils’ academic and social/behavioural progress (Walter and Briggs, 2012). Barber and Mourshed (2007) propose teacher development that is concrete and classroom-based to build up practical skills. Darwin (2011) demonstrates effective changes among teachers who engage in writing activities and situated performances about their classroom experiences.

Muijs *et al.* (2004) assert that, to be effective, CPD should primarily take account of teachers’ specific needs. They highlight the greater possibility of school improvement when teachers are able to reflect, access new ideas, experiment and share new ideas in a school culture where leaders encourage appropriate levels of challenge and support. They further emphasise that teacher learning both directly and indirectly supports improvements in pupils’ attitudes to learning and achievement. Similarly, Cummings (2011) argues that to improve a school involves both investing in teachers’ PD so they invest in enhancement of their teaching practice and creating opportunities for collaboration to share best practice. In order to support teachers to teach creatively and confidently, once the needs have been identified the activities should be planned appropriately (Anderson, 2001). Moreover, a CPD programme that is systematically and formally planned with a focus on teachers’ personal and professional growth and with knowledge, skills and attitudes expansion, produces the best results (Collinson, 2000). Likewise, Wheeler (2001) highlights a systematic plan for CPD in meeting the contextual needs with elements to monitor and sustain its positive impact.

The purposes, processes and learning outcomes of CPD are complex, regardless of the model and context. Muijs *et al.* (2004) reason that this is because of the dynamic interaction with teachers’ implicit and explicit, conscious and unconscious learning and development needs, which are influenced by personal, school and environmental factors. ‘What is learnt from a learning activity or experience may be different from that which is

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intended to be learnt' (Muijs *et al.*, 2004, p. 293). In more recent research to synthesise international evidence about English and Mathematics teacher effectiveness and metacognition and their development, Muijs *et al.* (2014) conclude that 'state-of-the art' understandings about processes and conditions that promote pupils learning are not applied when constructing learning environment for teachers. They suggest a cyclical process of teacher inquiry and knowledge-building to promote important outcomes, whereby teachers reflect on their knowledge and skills to meet the pupils' needs in order to achieve the educational goals. According to them, in the process the teachers deepen their professional knowledge and refine their professional skills to engage pupils in new learning experiences, and the impact of teachers' changed actions on pupil outcomes is examined for further cyclic action.

From this perspective, obtaining teachers' views about their needs is significant, as they are the ones who know their pupils best and understand the challenges and reality of the day-to-day experiences in their school context – which is the aim of this study. However, I agree with Muijs *et al.*'s (2014) argument: what teachers think they know or understand about their CPD needs in order to achieve educational aims for the pupils may not be the most accurate. This is consistent with the notion of complexity of intrinsic and extrinsic motivation for learning and theories of learning for adult learners. Furthermore, this seemingly relates to the earlier arguments about checks and the balance of accountability-driven CPD in meeting inclusive education's aims.

4.6.1 Teachers' voices

Researchers such as Guskey (2000) and Starkey *et al.* (2009) believe that teachers' voice is important to their CPD. Greater involvement by teachers in selecting their own PD activities results in greater improvements to their subject knowledge, commitment to teaching, teaching practice and pupils' learning (Moore, 1995; Cordingley *et al.*, 2005). Supporting this view, Richardson (2003) states that teachers' resistance may be higher without their own views. Moreover, teachers tend to think that a CPD programme is intended to correct their teaching practice or how they undertake their work (Friedman *et al.*, 2009). However, when given opportunities to participate, teachers are unlikely to resist and, instead, will come to welcome PD initiatives (Richardson, 2003). Starkey *et al.*'s (2009) investigation of the effectiveness of the standards-based assessment system of PD in New Zealand provides proof of this perspective of effective CPD. Their study reveals

that teachers' input and involvement in the PD design are associated with a high level of satisfaction with PD.

The literature has evidence of findings on teachers' views on their CPD needs. For example, Parise *et al.*'s (2015) study on the Innovative Professional Development challenge in five districts in the United States involved multiple methods, including case studies, surveys and interviews about secondary school teachers' views on PD. They report that teachers expressed how collaboration with their colleagues was the most useful activity, while the least useful was the content that was disconnected from their classroom practice. These obstacles to instructional improvement involved situations when teachers felt that they were unable to implement what they had learned in the PD activities. Teachers also reported wanting PD to spend time with other teachers actively, and less time as a passive audience. Bautista and Wong (2017) conducted a mixed-method study involving a nationwide survey and two focus-group discussions on Singapore music teachers' perceptions of helpful PD. They found that participants preferred long, work-intensive PD initiatives that focused on a mix of context directly applicable to their class. They concluded that teachers value active learning opportunities with colleagues and the effective CPD features of Desimone's (2009) framework. Concurrently, its features must be perceived as of high quality for it to be deemed helpful. The findings demonstrate that teachers' views about their CPD also denote the characteristics of effective CPD.

Other researchers, such as Gibbs *et al.* (2005), state that effective CPD must be seen as a process rather than an educational event that supports self-directed learning. Yet, as they argue, short educational meetings with both didactic and interactive components (in any form: traditional and formal; or highly innovative and informal) can be effective. Moreover, the focus is on the nature and management of the CPD process, summarised as process of planning, doing and reviewing the effect, rather than merely considering the outcome measure. Supporting this view, Cordingley *et al.* (2005) and Walter and Briggs (2012) argue that good teacher development is sustained over time. Indeed, the evaluation and follow-up of CPD sessions are important in ensuring that PD is truly continuous. CPD programmes must be iterative, with ongoing support and follow-up activities to provide opportunities for experimentation, reflection, feedback and

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evaluation. The systematic reflection on and evaluation of effectiveness of teaching is every teacher's and school administrator's responsibility.

It is also vital to set the right conditions to establish the process and CPD culture (Gibbs *et al.*, 2005). The SEDL (2005) asserts that the traditional PD 'sit-and-get' workshops and expert-delivered awareness campaigns should be replaced by more engaging and effective PD. Recently, Schleicher (2012, p. 73) emphasised that teachers must become 'active agents of their own professional growth'. Mizell (2010) points out that the most effective PD engages teams of teachers, focusing on the needs of their pupils in ensuring their success, whereby they learn and solve the problem together. Attaining and sharing knowledge and skills are valuable for change and improvement (Lessing and De Witt, 2007). They enable educators to develop the knowledge and skills to address pupils' learning challenges (Anderson, 2001; Mizell, 2010). Teachers must understand how pupils' learning experiences will be improved. The aim and objective of CPD must be linked to improved pupil outcomes and personalised to teachers' areas of need, therefore in a culture of safety, respect, support and trust cultivates effective CPD and thus sustainable change. In this respect, self-reflection is a powerful way to recognise personal strengths and weaknesses.

The elements that are discussed above are proven in Walter and Briggs' (2012) research, which carried out 35 evidence-based studies of teacher PD to identify the types that make a significant difference to teachers' skills and, consequently, learners' performance. They are: 1) concrete and classroom-based; 2) bringing in expertise from outside the school; 3) involving teachers in the choice of areas to develop and activities to undertake; 4) enabling teachers to work collaboratively with peers; 5) providing opportunities for mentoring and coaching; 6) sustained over time; and 7) supported by effective school leadership. On a similar note, Parise *et al.* (2015) report on innovative PD case studies and surveys, concluding that teachers generally feel that the most useful CPD involves learning from and with colleagues and observing their peers in the classroom. This is relevant to their need to enhance their competencies and useful in improving instructional practice. Wells (2014) demonstrated that teachers' professional learning can be enriched by positioning teachers as practitioner researchers and professionals, as they are capable of generating change in their local educational communities. Together, these

studies are consistent with Stoll *et al.*'s (2012, p. 3) literature review, which highlights interconnected features for effective CPD:

- starting with the end in mind;
- challenging thinking as part of changing practice;
- based on the assessment of individual assessment and school needs;
- involving connecting work-based learning and external expertise;
- varied, rich and sustainable;
- using action research and enquiry as key tools;
- enhanced by collaborative learning communities within and between schools; and
- requiring leadership to create the necessary conditions.

To conclude, it appears that effective CPD covers: the teacher perspective; provision and support for new knowledge and skills; opportunities to use the knowledge creatively; nurturing positive attitudes; and enhancing personal and professional improvement. Additionally, it is important for CPD activities to allow flexible use and sharing of diverse knowledge, experiences and skills, and the assessments to enhance peer support. Effective CPD will contribute to improving and maintaining the latest goals in education (Muijs *et al.*, 2004). Isolated inputs with no links to each other have little value to teachers or schools (Lessing and De Witt, 2007). Therefore, clarity of aims is vital for CPD effectiveness, providing, enabling and supporting teachers to be excellent by adhering to contextual needs and increasing their level of competence, confidence, commitment and teaching enjoyment (Day, 1999; Anderson, 2001; Day and Sachs, 2005). This is significant as they, as professionals, are a community and consequently develop a professional learning community (PLC) founded on mutual understanding of joint efforts for transformation.

4.6.2 Professional learning community

A PLC refers to the efforts of educators who are committed to collaborative work and continue to act to achieve better performance for their pupils (DuFour *et al.*, 2006).

Bolam *et al.* define a PLC:

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An effective [PLC] has the capacity to promote and sustain the learning of all professionals in the school community with the collective purpose of enhancing pupil learning. (2005, p. iii)

Advocates, including Bolam *et al.* (2005) argue that PLC practice can foster and promote various positive professional interactions and practice among teachers. It is a way for teachers to come together continually as a group to examine, re-evaluate, refine and improve knowledge and teaching strategies to ensure pupils' achievements. In the Malaysian context, a PLC programme has been introduced in schools as an educational system reform strategy (MOE, 2013) (see section 5.5.1).

Notably, although teacher CPD is emphasised internationally, teacher participation in effective CPD is relatively low (Song *et al.*, 2017). Based on TIMMS 2007 data, Song *et al.*'s study (2017) examines the impact of high-quality PD on teachers. It concludes that teacher professional practice tends to be developed via collaborative learning instead of active learning that emphasises critical review of their own teaching practice, while actively sharing feedback with others in an effort to improve. A corollary of the literature on effective CPD, its impact, will be discussed next.

4.7 Impact of CPD

A vast international literature emphasises the need for teacher CPD and development (Evans, 2002; Purdon, 2003; Schlager and Fusco, 2003; Walkington, 2005; Fraser *et al.*, 2007; Kennedy, 2007; Penuel *et al.*, 2007; Ming *et al.*, 2010). Teachers' CPD is highly significant to improving educational performance and effectiveness and to enhance teachers' commitment, identity and job satisfaction (European Commission, 2013). It is necessary to develop educators capable of meeting the changes in educational policy and curriculum documents (Dyment *et al.*, 2014).

Several studies (Desimone *et al.*, 2002; Ross and Bruce, 2007; Timperley *et al.*, 2008; Dyment *et al.*, 2014) show that high-quality CPD is vital in building skilled teachers and removing knowledge gaps or overlaps that affect students' achievement negatively. Similarly, Mizell (2010) highlights the importance of effective CPD for teachers to improve their skills and acquire competence and effectiveness in the complex teaching profession. He emphasises that those who fail to do so cause their students' learning to suffer.

Darling-Hammond (2000) used data from a 50-state policy survey, state case study analyses, the 1993–94 Schools and Staffing Surveys and the National Assessment of Educational Progress. The study emphasised that there was strong evidence for approaches to teaching and learning with more effective PD and hence improved abilities to teach various learners. Holm and Kajander (2015) observed 14 teachers over a three-year period in a Canadian study, purposefully choosing two for in-depth study. They revealed that, despite initial differing beliefs and capacity, with effective CPD teachers demonstrate a growth in teaching. Although the study is specifically on teaching Mathematics, the researchers believe that for positive changes in teaching to take place there is a need for effective PD that takes time to address both knowledge and beliefs.

Reviewing the research that connects CPD to pedagogy (not just teacher satisfaction), the impact of CPD on the adoption of teaching strategies and effective methods is significant for framing this study and interpreting its result. Timperley *et al.* (2008) report a trend in the literature for constant reports that teachers' professional learning and development exhibit positive effects on pupil outcomes. Great PD, which consistently features the characteristics of effective CPD, leads to great pedagogy (Stoll *et al.*, 2012). Lessing and De Witt (2007) argue that CPD activities such as workshops on supporting pupils with learning difficulties are worth teachers' time and sacrifices, and are valuable. Interestingly, they (p. 53) conclude that the principles of CPD for teacher practice are: 'I hear and I forget. I see and I remember. I do and I understand.'

While there are many interconnected factors that contribute to education improvement in the school context and national education system (OECD, 2009a), teachers' competencies account for almost three-quarters of the influential effect on pupil achievement (Rivkin *et al.*, 2005). Moreover, without further support, or misalignment of support, teachers might struggle to stay committed, become discouraged or leave (Adoniou, 2016). Realising CPD's benefits to enhancing teachers' professional knowledge, skills and attitudes, hence probably improving pupils' learning (Guskey, 2000), the next section explores issues relating to empowering teachers to address learners' diversity.

4.8 Empowering teachers to empower learners

The teaching profession is exciting, rewarding, uplifting and challenging (MOE, 2012a), with wide-ranging and extensive research into teaching over the past decade (Goldhaber,

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2002; OECD, 2005; Rivkin *et al.*, 2005; Savolainen, 2009; Parkay *et al.*, 2010; Sahlberg, 2011). Interestingly, Ayers (2001) refers to the profession as a journey, the concept used by many researchers for inclusive education. As a journey, according to him, teaching is exploratory, provisional and uncertain; it seems easy at some times but hard at others, and teachers learn by living it and practising it. They are 'learning specialists' who have knowledge, are able to use the research-based principles of effective teaching and have professional responsibility that comprises a sense of obligation and commitment, as well as a willingness to hold themselves accountable (OECD, 2014a, p. 3). Other researchers argue that most teachers believe that becoming a better teacher means enriching pupils' achievement (Guskey, 2002). Therefore, to be effective, to value all pupils and hence promote quality-inclusive education, teachers need to continue to develop and extend their competencies (European Commission, 2013).

The literature has many interpretations of the concept of teacher competence. Rychen and Salganik (2003) argue that it involves implicit and explicit knowledge and cognitive and practical skills, as well as motivation, beliefs, value orientations and emotions. Teacher competence empowers teachers to act professionally and suitably in a situation (Koster *et al.*, 2009). It is a dynamic combination of cognitive and meta-cognitive skills with four fundamental aspects: learning to think; learning to know; learning to feel; and learning to act as teachers (González and Wagenaar, 2003; Feiman-Nemser *et al.*, 2008). The OECD (2009b), however, points out that it is beneficial to distinguish between teaching competence and teacher competence. The former is the craft of teaching and is focused on the role of the teacher in the classroom, while the latter implies a wider, systemic view of teacher professionalism on multiple levels of the individual, the school, the local community and professional networks (Hagger and McIntyre, 2006). There is a variation between countries in descriptions of the competence level for ITE or the competencies expected to be developed throughout a teacher's career (European Commission, 2013). In Malaysia, 2016 Service Circular Number 4 refers to competence in knowledge, skills and the personal characteristics required in implementing tasks and responsibilities (MOE, 2016a).

To be competent, teachers need to be empowered: 'The quality of an education system cannot exceed the quality of its teachers' (Barber and Mourshed, 2007, p. 16).

Furthermore, there is growing evidence (Sanders *et al.*, 1997; Darling-Hammond, 2000;

Rivkin *et al.*, 2005) that teachers' crucial role in developing quality education and their quality outweigh other factors of pupil achievement, including class size, class composition and background. Teachers have to embrace and enunciate lucidly the rapid changes in the education field, drawing on strategies as change agents, highlighting beneficial technologies, elucidating diverse students and defining thoughts on curricula, instruction, management, philosophy and issues of education of the past, present and future (Parkay *et al.*, 2010). Consequently, teachers are unable to be educational agents unless they are provided with convincing information, rationales, aims, knowledge and skills in inclusive education (Opertti *et al.*, 2013).

Empowering teachers to be truly inclusive of all pupils entails that teacher education curricula enhance teachers' competencies and support teachers to address diverse learning needs (Forlin, 2010a; Rouse, 2010; Florian, 2011). Concurrently, Forlin (2010b) argues that besides gaining formal and practical knowledge during their training, teachers need to develop positive values, supportive ideas, high moral principles and strong ethical understandings about their responsibility for the education of all children, irrespective of their learning needs. Besides, pupils obviously need additional support to overcome barriers to learning and participation, for various reasons (European Agency, 2015), from 'existing organisational structures, inflexible or irrelevant curricula, inappropriate systems of assessment and examination, and negative attitudes and beliefs about some children's potential' (Rouse and Florian, 2012, p. 5).

Researchers (Reynolds, 2001; Martínez, 2003; Vartuli, 2005; Sharma *et al.*, 2006; McClean, 2007; Sharma, 2012) have shown that the development of inclusive practice depends to a large extent on teachers' beliefs, values and attitudes, as well as their knowledge and skills. Teachers can engage fully in inclusive practice only if they have positive beliefs and attitudes about diverse pupils and inclusive education (Forlin, 2010b). Shulman (2007) conceptualises professional learning as an apprenticeship of the head (knowledge), hand (skill, or doing) and heart (attitudes and beliefs). Similarly, Singleton (2015) believes in the concept of teacher transformative learning to sustain positive changes. This conceptualisation provides a framework for thinking about developing teachers as inclusive practitioners (Florian and Rouse, 2009; Rouse and Florian, 2012). After all, 'effective teaching is effective teaching for all [pupils]' (Ainscow *et al.*, 2013, p.

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16) and, obviously, an increase in teacher competence is assumed to add to teacher quality, thus to pupil performance.

Conclusively, the underlying themes in empowering teachers to become inclusive practitioners involve practice that reflects positive beliefs and values that embrace all pupils. Teachers, then, are motivated to enhance their competence to improve their knowledge and skills and support all pupils. By becoming active learners, engaging in continuous learning, practising self-reflection and collaborating with colleagues, as well as sharing knowledge, experience and expertise interactively at school or beyond, teachers are empowered and become more efficient and better-quality professionals. Hence, quality possibly empowers pupils, enhances their learning experience and increases their performance. CPD, here, is enshrined in the elements of empowering teachers that consider all the factors: beliefs, values, knowledge, skills, inspiration and self-reflection. This study proposes examining teachers' CPD needs in view of the challenges or barriers to promote inclusive education. Therefore, the COACTIV model that contemplates all these factors is chosen.

Reviewing the aforementioned discussion, it is significant to understand teachers' views on the CPD activities that are seen to be effective for them. This resonates with the second research question, *What makes school-based CPD helpful for teachers to promote inclusive education?*, which aims to explore teachers' views on this issue. Teachers' views would help to plan school-based CPD programmes and help to promote inclusive education. First-hand information from teachers is beneficial, as it would allow them to be empowered through expressing their views, and ultimately be in a better position to promote inclusive education for all pupils.

4.9 Summary

This chapter reviews the relevant literature on CPD in the context of this study. Its interpretation and hence its relation to teacher CPD on inclusive education is discussed. In conceptualising CPD needs, the literature review reflects upon motivation, self-reflection, belief, knowledge and skill. CPD is seen as a strategy to drive change and improve teachers' practice as professionals. The dynamics of reflective practice driven by intrinsic and extrinsic contextual factors, has implications for how the practice can be supported; this is discussed. CPD models are examined and illustrated by COACTIV to consider

aspects of the research questions. Types of knowledge (content, pedagogic) and their relation to CPD and the characteristics of effective CPD are explored. CPD features consider teachers' needs and respond to their views about their own practice, grounding this study's methodological approach. Relating to inclusive education, the impact of CPD on teachers' practice, and consequently pupils, is reviewed. To empower pupils, teachers themselves must be empowered to enhance their competencies in meeting pupils' needs. The next chapter focuses on teacher CPD in Malaysia.

Chapter 5 Malaysian Teacher CPD

5.1 Introduction

This chapter is divided into five main sections. The literature draws out the matters that relate to Malaysia teachers' CPD. The chapter first reviews ITE, then the Malaysian Teacher Standards, teacher PD and school-based CPD. Finally, I present my own experience of school-based CPD.

5.2 Overview of initial teacher education

The 1982 Malaysia Teacher Education Philosophy (MTEP) emphasised the need for caring and noble teachers with scientific and progressive views, committed to upholding the nation's aspirations, respecting culture and heritage and dedicated to individual growth and preservation of a united, democratic, progressive and disciplined society (BPG, 2009b). This philosophy is reflected in the pre-service teacher curriculum for developing balanced, well-rounded, trained and skilled individuals (Jamil *et al.*, 2007) in support of the NEP and hence to meet government aspirations.

The MOE provides pre-service and in-service training at teacher training colleges and public universities. Teacher training colleges (MPG) were transformed into institutes of teacher education (IPGM) in a government effort to upgrade them to higher education institutions (MOE, 2006). Teacher education was under the jurisdiction of the MOE until the establishment of the Ministry of Higher Education (MOHE) in 2004 (Jamil *et al.*, 2007). Later, responsibility for teacher training was divided between two ministries. The MOE trains only primary teachers via IPGM, as the training of secondary teachers is at universities under the MOHE's jurisdiction although, as the pioneer in teacher training in Malaysia, University Pendidikan Sultan Idris (originally Sultan Idris Teachers College) still trains primary schoolteachers. The merger (in 2013) and split (in 2015) of the ministries was imposed by the government. In 2018, the MOHE was disbanded, and it is now under the purview of MOE, known as the Department of Higher Education. Still the training of teachers is separated, with courses prepared by each institution, respectively. This suggests that the government tries to train teachers systematically and to focus on producing high-quality teachers for each respective level commendably.

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With this transformation, the IPGMs produce teachers with a postgraduate diploma or a degree. Previously, the MPG graduated with a teaching certificate, later upgraded to diploma. The IPGMs train teachers via the postgraduate diploma programmes *Kursus Perguruan Lepas Ijazah* (KPLI) and *Diploma Perguruan Lepas Ijazah* (DPLI) for individuals who do not have a first degree in education. The duration of training differs: DPLI takes three semesters and KPLI two. The DPLI supplanted KPLI and its first intake was in 2012 (IPG Kampus Tuanku Bainun, 2017). The four-year degree programme (*Program Ijazah Sarjana Muda Perguruan, PISMP*) recently introduced, is designed to produce primary schoolteachers with a twenty-first-century-relevant curriculum that emphasises ICT integration. The principles are outcome-based, coherent, spiral and developmental, holistic as well as practical and contextual. They are aligned to the Malaysian Qualifications Framework (Shaharudin, 2009).

Mainstream and special education teachers are trained separately. Both secondary and primary mainstream graduates after training are qualified in a specific subject as their core major. Jelas (2010) argues that these distinct teacher education programmes fail to equip teachers with an integrated knowledge of the expected roles, functions and responsibilities of inclusive practice. Still, the MOE puts forward efforts to prepare quality teachers with guidance from the NEP and MTEP through its various agencies (Shaharudin, 2009). Shaharudin (2009) explains that the MOE has been upgrading the quality of primary education since 2004; it aimed to achieve 25% and 100% degree-holding among primary and secondary teachers, respectively, through the *Program Pensiswazahan Guru* (PPG). Under this scheme, most teachers, especially those from the early products of MPG and with diplomas, undertake further study as part-time students. Teachers are encouraged to add to their qualifications via distance education and in-service training through CPD programmes in local or overseas universities (Shaharudin, 2009). Pugatch (2017) emphasises this practice as a leading strategy in developing countries, yet concludes that most rigorous research shows no association between teacher certification and pupil performance. However, he refers to developing countries such as India and Togo, but not Southeast Asia.

The placement of qualified pre-service teachers is administered by the Education Service Commission Malaysia (SPP) and the MOE's School Management Division (BPSH) (Saman, 2016; SPP, 2017). Teachers are posted or transferred to schools based on vacancies and

Ministry requirements. The SPP is also responsible for teachers' promotion. Shaharudin (2009), in her study about preparing Malaysia quality teachers, identifies the three main strategies of the MOE: implementation of pre-service education guided by the Malaysian Teacher Standards (MTS) and Malaysian Qualifications Framework, which is an internationally recognised ISO certificate; active promotion of CPD for in-service teachers; and leadership development to ensure a continuous supply of quality teachers for the future. The next section discusses the MTS.

5.3 Malaysian Teacher Standards

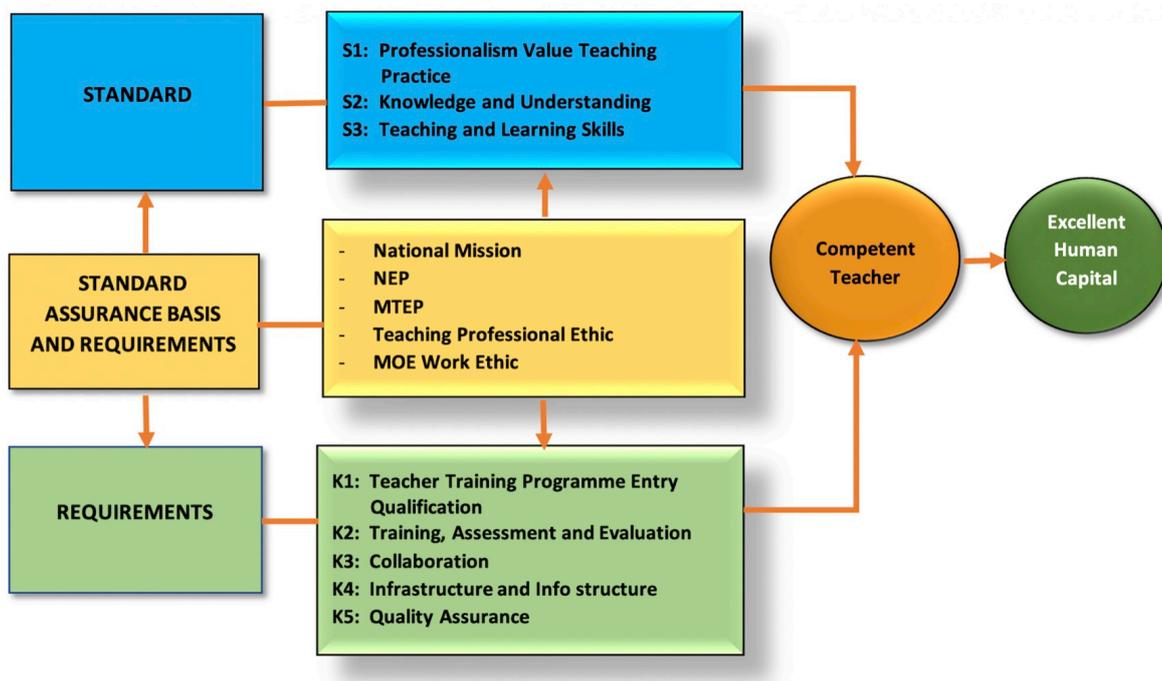
The 2009 'Malaysian Teacher Standards' (MTS) are guidelines for teachers to develop professional values, knowledge and understanding while acquiring relevant skills in teaching (BPG, 2009). Recognising teacher competence is a crucial prerequisite in improving students' achievement and schooling experiences, and the MTS aims to establish high teaching standards as a stepping-stone to teaching accomplishment (Goh, 2012). Malaysia is the first country in South-East Asia to adopt competency-based teacher standards, seen as a benchmark of teacher quality against global standards (Abdullah, 2014).

In other words, the MTS serves as a 'warning system' whereby teachers become aware of their CPD need to enhance competencies, to boost their PD and the overall quality of education (Asri, 2009; Goh, 2011, 2012; Abdullah, 2014). But, as Abdullah (2014) reports, the MTS is not compulsory. It remains in dialogue, yet most school portals encourage teachers to adopt the MTS and align their practice to its vision to gauge their own effectiveness (Goh, 2011). Furthermore, there are few studies about the implementation of the standards, their consequences and actual impact. It seems that, instead of evolving with the imposition of these standards, Malaysian teachers' passion for the profession is 'dissolving' (Mansor *et al.*, 2012, p. 78). Mansor *et al.* (2012) examine the relevance of the MTS to the teacher quality and its right to judge teacher competence solely by pupils' achievements. According to them, despite the MOE's emphasis on qualifications, higher salaries and better careers, it fails to transform teachers into quality educators because the core of the problem is not tackled. Citing teachers' character, passion and motivation, they suggest that further study and investigation into the soft skills are required in the education of educators, who are badly needed. Moreover, as they and Goh (2012) argue, there is a gap between standards and practice, in reality. For instance, it seems that a rift

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has opened up between the competency statements in the MTS and the actual enactment of good class management. Rhetorical statements, however, are not wholly bad, as they indicate an ideal that is both ambitious and inspirational (Ng, 2008).

The MTS encompasses three content standards that establish the ‘professional competencies that should be achieved by the teachers and what needs to be provided by training institutes to help teachers achieve the prescribed levels of competency’ (BPG, 2009, p. 3). The content standards are professional values in the teaching profession, knowledge and understanding of education, subject matter, curriculum and co-curriculum, and skills of teaching and learning. Underpinning the standards is the national mission described in the Blueprint, the NEP, the MTEP, the principles of conduct for teaching, the MOE work ethics and benchmarking of education in Malaysia, and standards of teacher education in several developing countries (BPG, 2009b; MOE, 2012a) (see Figure 5-3).



(Adapted from BPG, 2009: 20)

Figure 5-1 Components of Malaysian Teacher Standards

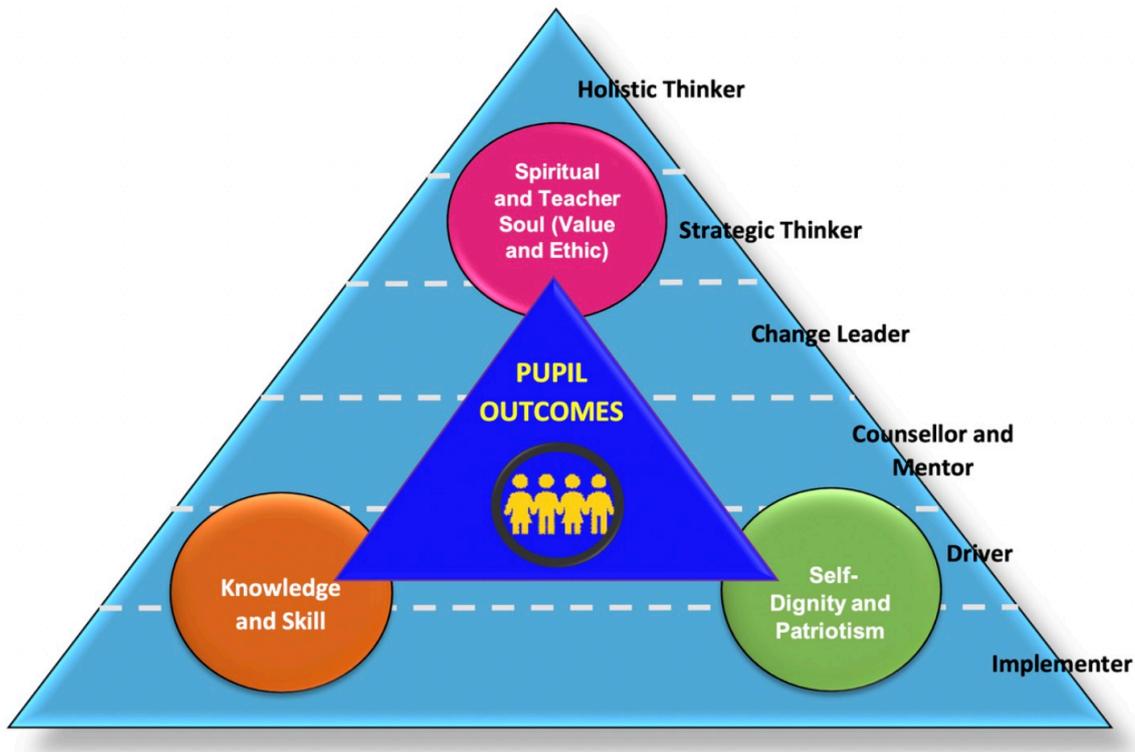
As mentioned, these standards are both consistent with the four aspects suggested in Baumert and Kunter’s (2013a) COACTIV model for teacher professional competences and aligned to the understanding of the concept of inclusive education and CPD in this study,

justifying its adoption for the study. The MTS requires teachers to assist students in their learning outcomes, teaching innovatively and assessing students at a higher level of thinking (Zakaria, 2000). In addition, teachers must be able to show, select and design good instructional tasks that cater for all pupils. Teachers are to facilitate pupils and attend to their understanding, assessing in new ways, managing the classroom and pupils' behaviour effectively and ensuring the achievement of meaningful and effective learning for all pupils. While covering the national curriculum, teachers need to integrate teaching and learning with technology and teach more complex content with clarity and a depth of understanding (Goh, 2011, 2012).

Although there is a rhetoric-reality gap, the innovation will probably improve with time, experience, emerging empirical evidence of the standard effectiveness for teacher education and the relationship between the standards and student achievement (Goh, 2011, 2012). In this study context, it possibly serves as guidelines and a pathway for teachers to learn and develop further, to improve and enable them to meet the challenges for inclusive practice.

5.4 Malaysia teacher

The MOE recently started to register Malaysian teachers through the Malaysia Teacher System (Samey) and award them the Malaysia Teacher Certificate of eligibility to teach at registered educational institutions (BPG, 2016). This rebranding is in parallel with the 2013–2025 Education Transformation Plan to ensure the professionalism of Public Education Services Officers (PPP).

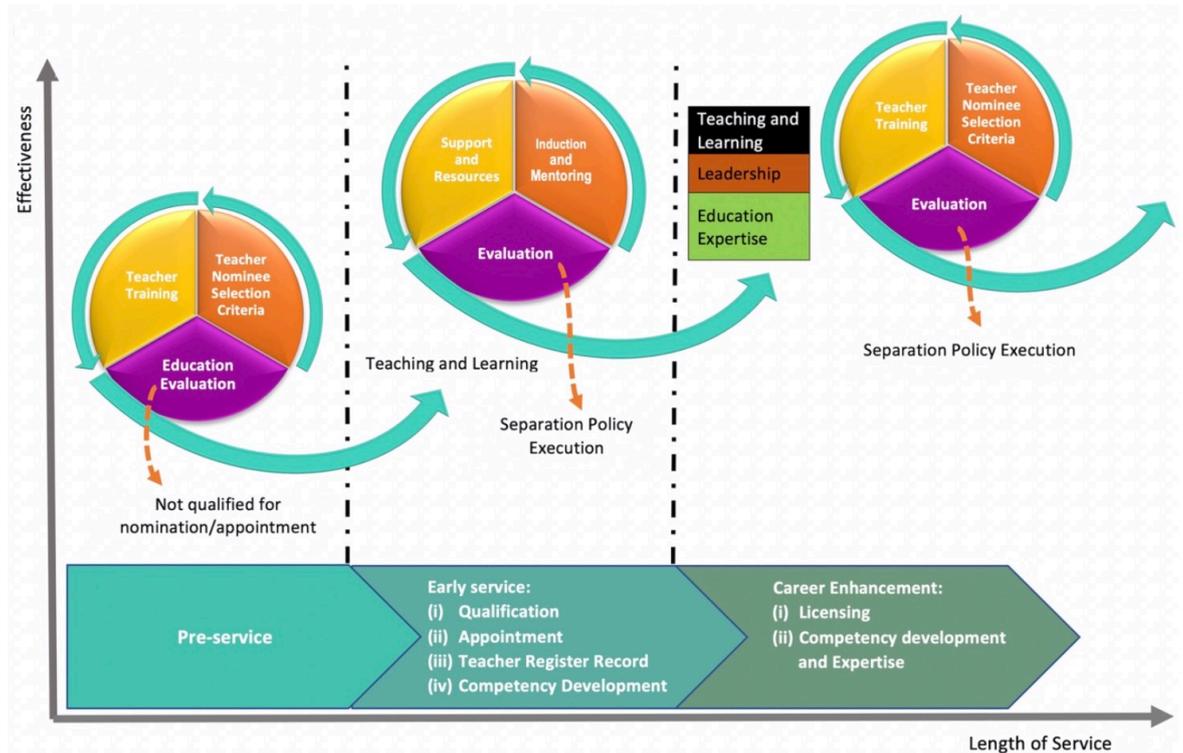


(Adapted from BPG, 2016: 16)

Figure 5-2 Malaysia Teacher Model

Figure 5-2 shows the Malaysia Teacher model, adapted from the MTS and the conceptual framework of teaching professionalism (Figure 5-3). All PPP are responsible for developing excellence, marketability and good citizen-pupils, underpinned by the related principles of teachers’ spirituality and soul, knowledge and skill, and self-dignity and patriotism. This diagram refers to teachers at the lowest grade of the service. Moving up the hierarchy are the higher grades.

Figure 5-3 shows the teacher PD framework, adapted from the Model of Educator Talent Management Framework that started the development of the Master Plan for Teacher Professionalism Development (BPG, 2016). It describes the concept of PD, beginning with the pre-service, early service and career stabilisation of PPP.



(Adapted from BPG, 2016: 15)

Figure 5-3 Teacher professional development framework

According to this framework, after certification and authorisation teachers need to improve their professionalism to meet the competencies and performances for the integrated evaluation method, gauging teachers' level of competencies and performance. The Competences Standard, the basis for success achievement, ensures that teachers have the competencies to execute their job-based and workplace roles and responsibilities efficiently, while the performance standards are the chief criterion of core competence and professionalism for teachers, based on task descriptions and benchmarks. This also means that teachers could choose one of the routes for career advancement: teaching and learning (to stay as teachers); leadership (to hold managerial and administrative positions, such as at the JPN; and specialist (educational specialist or experts in specific fields such as expert teachers for dyslexia). Those who fail to achieve the minimum 60% in their annual evaluation may be terminated, depending on the case (BPG, 2016). Higher posts, status, power and perhaps respect, and a better salary come with the two latter routes.

5.5 Teacher professional development

The MOE defines teacher self-development as the enhancement of skills, abilities and profession. These can be obtained through practising knowledge and having exposure to various ideas and experiences, as well as through training and mentoring (MOE, 2016a). This translated definition from the MOE's 2016 Service Circular Number 4 seems incomplete and lacking elements that are established in the literature, for example the values, reflective activities, the necessarily continuous process of updating teachers' competence, and the development as a person and a professional. Besides, the definition does not consider whether it is formal or informal, or alone or in collaborative activities, as described by Day (1999). Learning, translated from *pembelajaran*, is defined as a change resulting from relative experience of behaviour, and involves each individual learning need either by experimenting, analysing or applying the experience learned. On the other hand, training (*latihan*) involves the neat and disciplined process of knowledge transfer to enhance the knowledge and skills required for the current needs of an organisation via courses, training or mentoring/coaching programmes, which are beneficial to individual development and organisation performance. This continuous learning is referred to as a lifelong process to acquire knowledge and involves the three main elements of training, learning and development (MOE, 2016a). The conceptualisation of CPD and teacher competences in the circular seems somewhat fragmented, and impressive statements such as the 'disciplined transfer of knowledge process' are actually quite vague and may lead to different interpretations of CPD.

To ensure the quality of current and future teachers, the MOE implements several CPD programmes, including courses and training activities. The courses are divided into long-, medium- and short-term courses: more than 12 months; more than three but less than 12 months; and less than three months, respectively (MOE, 2016a). For example, the Smart Teacher Training Course, the 14-week PD Programme and the one-year Specialist Training Certificate Course are for teachers to function effectively in ICT-driven schools (Shaharudin, 2009). Moreover, there is ongoing short-term in-service training (ranging from one to five days), including programmes for critical subject teachers, namely those in the fields of science, Mathematics, ICT and English language. Notably, there is no course on inclusive education.

The time allocation for training is: 60% school-based; 30% centralised training at district and state level; and 10% centralised training in the division at MOE level (MOE, 2012b). The latter two are normally long-, medium- or short-term courses. The MOE, via the Teacher Education Division (BPG), plans and coordinates both local and overseas staff CPD programmes both at Ministry and college levels (Shaharudin, 2009). The programme is stated to include common training requirements expected of all teachers and electives that teachers can pursue for their own developmental needs. The training is aimed at continuing upskilling to meet the expected competencies level, which the BPG is held responsible for providing (MOE, 2013). The MOE produces three reference works for schools: *Guidelines for In-service Training Implementation Year 2009* and *Guidelines for School-based In-service Training Year 2010* (BPG, 2009a; MOE, 2012c). The latest is the Master Plan for Teacher Professionalism Development (*Pelan Induk Pembangunan Profesionalisme Keguruan, PIPPK*) for PPP (BPG, 2016). Lately, long- and medium-term courses have become very scarce. This is probably because of the shrinking budget (Jamil *et al.*, 2007) and the emphasis on school-based CPD (MOE, 2013). Besides, the time allocated to training is higher for school-based activities, as stated above. The next section reviews the Malaysia TALIS result.

5.5.1 Malaysia TALIS result

Malaysia has participated in TALIS twice, in 2008 and 2013. TALIS analyses the learning environment and teachers' working conditions from the school (public and private) practitioners' perspective, enabling TALIS countries to refine their policies to develop high-quality teaching (OECD, 2013). TALIS 2013 indicates positive participation by Malaysian teachers in PD activities (MOE, 2013), as more than 90% of teachers reported spending around 10 days annually on PD activities, exceeding the minimum stipulated in the Service Circular. In fact, this high percentage (OECD, 2014b) is due to its mandatory nature, in contrast to those in some countries who cite as reasons for non-participation 'conflicts with work schedules and the absence of incentives for participation'. The figure is an improvement on the 2009 findings, when Malaysia was the third top country, with 83% teachers expressing an unmet demand for PD needs, much higher than the average across countries. The 2009 TALIS reports that the majority of teachers wanted more PD mainly in 'content and performance standards', 'subject field' and 'instructional practices', far higher than the international average. Interestingly, the only field with a

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score lower than that in other countries was teaching pupils with SEN. It is noteworthy that TALIS excludes special education teachers. For relevancy and currency, I therefore focus on the 2013 result.

It is reported that teachers highlight 'improving student evaluation and assessment practices' and 'developing ICT skills for teaching' as areas for PD need (OECD, 2013). Interestingly 'teaching pupils with SEN' is not highlighted in the 2009 result. Teachers also spend only 71% of their lesson time on actual teaching and learning, with the balance on administrative tasks and classroom management. Lack of time is proven to be a barrier to PD (Burns and Darling-Hammond, 2014). While more than 95% were satisfied with their job, only 84% believe that the profession is valued by society (see Appendix E).

The TALIS report claims that the data reveal the real working conditions, which may be similar to or different from those in media reports or myths about teachers. Some interesting findings are regarding class size. In contrast to the belief that feelings of effectiveness and job satisfaction are associated with the number of pupils in a class, internationally teachers state that the strongest association with job satisfaction is the type of student (such as behavioural issues) (OECD, 2014b). The teachers are also reported to teach in isolation, rarely or never team-teaching. They miss the opportunities to collaborate, receive feedback and learn from their colleagues, which greatly influences their practice, job satisfaction and self-efficacy (Burns and Darling-Hammond, 2014). Relating to teacher appraisals and feedback, almost half of teachers state that they simply fulfil the administrative requirements, since their annual pay increment is awarded despite their outcomes (OECD, 2014b). Teachers with more than five years of experience are reported to have stronger self-efficacy. Additionally, participation in collaborative PD is found to contribute to greater self-efficacy (Burns and Darling-Hammond, 2014). It is useful to recall that these results relate to secondary-level teachers. Nevertheless, they provide insights into the primary level, at which differences and/or similarities may be reported because of the uneven implementation of CPD, professional school culture and leadership across schools. In the section that follows, school-based CPD is reviewed.

5.6 School-based CPD

The MOE has endeavoured to create a culture of peer-led professional excellence that is school-based, where teachers guide and inspire each other to achieve professional

standards (Selleh and Mohamed, 2011; MOE, 2012a). School-based CPD is a training strategy to avoid detracting from teaching activities and the school's timetable (BPG, 2009a). It is aligned to the concept of 'let the manager manage' and is coherent with other countries' CPD practice (BPG, 2009a). The headteacher of the school is responsible for planning, implementing and monitoring the training programmes for all teachers, including its allocation and budget, with the assistance of a school-based committee. This is done usually in collaboration with MOE and other agencies, such as the 'Smart Partnership', to develop educational coaches in ICT integration, who then assist their colleagues to develop the technological skills and instructional strategies necessary for teaching practice (Shaharudin, 2009).

Shaharudin (2009) focuses on the MOE's strategies to ensure a continuous supply of quality teachers for the twenty-first century: the International Organisation for Standardisation (ISO)-recognised ITE programmes; the in-service teachers' CPD programmes; and leadership development to complement former programmes. Shaharudin mentions that CPD programmes include the 14-week PD programme (see section 5.4), with strategies for on-site programmes for teachers to integrate ICT effectively into teaching and learning processes, and highlights the significance of leadership in promoting the transformation of educational institutions into learning organisations. English-language proficiency programmes are implemented, so as not to hinder the successful ICT-blended pedagogical approaches. She concludes that teachers need training, just-in-time support, opportunities to apply, time to experiment and a vision of CPD's potential.

School-based activities include courses, workshops, seminars, in-house input sessions and professional days, comprising a minimum of six hours of professional learning activities (Selleh and Mohamed, 2011). The school-based in-service training, popularly known as LADAP or LDP (for *Latihan Dalam Perkhidmatan*), can be implemented via three methods: training; learning sessions; and self-learning (BPG, 2009a). LADAP is the Ministry's requirement for CPD for in-service teachers. The minimum seven days training cited in the 2016 Service Circular Number 4 is divided into two in training, five in learning sessions and three in self-learning.

There are two types of training: courses for the MOE policy expansion regarding curriculum and schools' planned courses (BPG, 2009a; MOE, 2012c). The first should be

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implemented within a month of the school representative attending a specific course outside of school. The headteacher is responsible for ensuring that all teachers receive appropriate training and sufficient information for functional courses. Interestingly, the latter involve courses that are supposedly planned on the basis of the Teacher Need Analysis (TNA) (BPG, 2010). The school should plan, implement, observe, assess and systematically record, as well as report, all courses and the learning sessions, for example briefing and professionalism talks. Alternatively, there are self-learning activities such as e-learning and reading for teachers unable to attend the school's training programmes (MOE, 2013). Book reading, once implemented, should be summarised and shared with colleagues (BPG, 2010). School-based courses of more than four hours' duration may be executed on Saturdays. Courses may be spread over a series of one to two hours on weekdays, as required by the school.

It is not clear, however, what the common requirements are. Teachers usually attend weekend LADAP, which is not scheduled much more than a week in advance. Given the complexities of teaching and learning and other responsibilities and priorities of teachers, I should like to investigate teachers' views on school-based CPD and its effectiveness for their teaching practice. By understanding their complex views and their subjective experiences, so often unheard or uncommunicated, more effective school-based CPD could be provided to implement inclusive education successfully.

5.6.1 Professional learning communities in Malaysia

A PLC is a collective effort towards improving the professionalism of teaching and the performance of all subjects in schools. Its basic principles are ensuring that pupils learn, a collaborative culture and focusing on results (see Appendix F). The PPD monitors and guides the implementation of the PLC activities, and results are reported to the State Curriculum Committee for further action. The MOE, via BPG, implements PLC, beginning in 2011 with the 'lesson study' strategy for the 289 low-performing schools. The collaborative learning and teaching had encouraging results in enhancing teacher school-based PD. Therefore, the efforts continued in 2012 at 107 schools. Besides lesson study, strategies such as peer coaching, learning walks and sharing sessions have been used (see Appendix G).

The programmes are thus pioneering, although not all schools or teachers realise this, and there is a possibility of collaboration with teachers. Nevertheless, either way, the effectiveness of the collaboration (PLC activities) is not guaranteed.

Following the review of the literature, obviously the MOE has emphasised the role of teachers' professional development in ensuring the quality of teaching for pupils. School-based CPD is recognised as a significant strategy, in the long run, to ensure a continuous supply of effective teachers. Nevertheless, since its implementation, school-based CPD activities have not proved to be effective in meeting teachers' requirements. This is perhaps because teachers' views are not obtained. Therefore, with the aim of understanding these requirements, this study undertakes to seek answers to the third research question, *What do teachers require from school-based CPD to enhance their inclusive practice?* Since its context is important to all education systems, this knowledge about its practitioners' views is indeed beneficial. The information is significant to ensure that school-based CPD promotes an improvement in teachers' professional skills and knowledge, so they become more inclusive.

Reviewing the discussion on the rationale for the research questions and their value in terms of educational research, it is clear that this study is important. To understand teachers' views on their school based CPD needs for inclusive education, I have to investigate also their views on what helps it to promote inclusive education. There is a significance to understand teachers' views and what influences these views. By exploring the issues in depth, a better understanding of the successful promotion of inclusive education in Malaysian primary schools could be achieved. This is because the understanding of the issues from the practitioners' views is often overlooked. Overall, this study highlights the significance of teachers' views on their own school-based CPD needs to empower them with the knowledge and skills to be more effective for all pupils. Moreover, empowering teachers to achieve higher quality for the benefit of all pupils, wherever they work, is vital in any context. Thus, the study brings about enhanced educational value not only in Malaysia but beyond.

5.7 Summary

This chapter set the CPD context of this study by reviewing and presenting the relevant literature. It began with an overview of Malaysian teacher ITE and queried whether

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teachers are aware of the Malaysian Teacher Standards set by the government. This was followed by a discussion of PD for teachers, including the recent PD framework, the CPD model and 2003 TALIS result. Concurrently, issues about motivation and values for pursuing accreditation as part of the CPD were raised.

An exploration of school-based CPD activities and the limited literature on inclusive education and CPD indicates that CPD is essential to promoting inclusive education successfully. The issues summarised fall into three key areas of concern: first, the importance of identifying teachers' need for inclusive practices; second, the need to consider teachers' voice to ensure their continuous engagement in CPD; and third, to revisit school-based CPD programmes to deliver effective CPD for inclusive education. Therefore, it is pertinent to conduct an empirically based study. The next chapter describes the procedures and methods used in this investigation.

Chapter 6 Research Methodology

6.1 Introduction

This chapter shows how the research strategy was developed and then justifies the methodology. It begins with a discussion on the approach and paradigm and describes the research design and methods to collect and analyse the data. My own position is examined. Its impact upon the research process is discussed and approaches to seeking out and exposing areas of influence are explored. The findings from the pilot study are briefly discussed. Finally, the ethical dimensions and trustworthiness of the study are examined.

6.2 A qualitative inquiry

This study aims to address the following research questions:

- What are primary schoolteachers' views on inclusive education and what influences their views?
- What makes school-based CPD helpful for teachers to promote inclusive education?
- What do teachers require from school-based CPD to enhance their inclusive practice?

Focusing on school-based CPD to understand teachers' views on their requirements to enhance their inclusive practice requires in-depth exploration and interpretation. According to Holmes (2014), there are two opposing views in making meaning of knowledge: truth-and-objectivity; and constructivism-and-subjectivity. The former believes in an external, objective human-independent world and the latter a socially constructed, subjective one. To explore and understand individuals' or groups' viewpoints, meaning must come from the inside, not the outside (Cohen *et al.*, 2013). Moreover, considering teachers' views and accounts in their natural environment (Ritchie *et al.*, 2014) is significant in qualitative research (Creswell, 2014). It is easier to get people to talk about their understandings, experience and conceptualisations of a phenomenon under such circumstances (Cohen *et al.*, 2013). By contrast, the quantitative approach is a research strategy that emphasises quantification and generalisation both in the collection

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and the analysis of the data (Bryman, 2016). Thus, a qualitative inquiry procedure is framed using texts with open-ended questions rather than figures (quantitative). The process is flexible and involves emerging procedures, whereby data are inductively analysed and interpreted by the researcher (Creswell, 2014).

In my study, the research questions focus on the meaning that participants attach to their experiences and therefore, the qualitative approach seemed more appropriate.

6.3 Research paradigm

This study was conducted using the interpretive paradigm to better understand the phenomenon: 'Interpretivism aims to bring into consciousness hidden social forces and structures' (Scotland, 2012, p. 12). The ontological position of interpretivism is relativism, whereby reality is viewed as subjective and differs from person to person (Guba and Lincoln, 1994; Scotland, 2012). Moreover, the social world can be understood only from the perspective of participants (Cohen *et al.*, 2013). Knowledge and meaningful reality are constructed from the interaction between humans and their world, and are developed and transmitted in a social context (Scotland, 2012). Furthermore, the interpretive methodology is directed at understanding not only individuals' perspectives and the interaction between them, but also the social and cultural context: knowledge is not value-free (Creswell, 2014). The interpretations, meanings, motivations and values of the social actors, structures and patterns (Raddon, 2010) are important in understanding teachers' views about CPD relating to inclusive education. Thus, the knowledge established is relative to both context and time (Moghaddam, 2007). Regarding the researcher-participant relationship, instead of a rigid separation of positivism, interpretivism assumes that it is interactive, cooperative and participative (Cohen *et al.*, 2013). However, the interpretive paradigm, even with its sensitivity to individual meanings, has shortcomings. Its validity may be questioned because of its rejection of the foundational base of knowledge and scientific procedures (Cohen *et al.*, 2011). Its subjective nature and room for researcher bias mean that the data are heavily impacted by personal viewpoints and values (Rolfe, 2006), thus their reliability and representativeness are undermined, to an extent. Another limitation due to the subjectivity is the probability of incomplete and misleading reports. The methods for interpretation tend to be open-ended and intimate, so participants' autonomy and

privacy may be compromised (Cohen *et al.*, 2011) and unintentionally reveal secrets and relationships (Howe and Moses, 1999). Nevertheless, this 'flaw', or rather unique situation, actually contributes to obtaining individuals' interpretations of a situation that rationalising my decision to explore different teachers' views qualitatively.

This perspective is characterised by 'the given to individual and subjective accounts in the research process, along with reflexivity on the part of the researcher' (Cohen *et al.*, 2007, p. 28). Mölder (2010, p. 82) argues that researchers must uncover an 'intentional pattern' in the data to avoid over-projecting their own interpretation. Thus, it is my responsibility to demonstrate that the patterns are identified because of the 'intentional pattern' rather than my own projection.

It is also important to inform participants clearly of the policy of non-intervention in their private lives or exposure to risk and of protection of their identities, and to articulate methods that follow ethical guidelines in conducting the research. Moreover, the researcher plays a significant role in the inquiry process by avoiding misunderstandings and clarifying unfamiliar terms. On the positive side, interpretivist studies may be associated with a high level of validity since the data tend to be trustworthy and honest (Dudovskiy, 2016). Foremost, the value-laden nature of information gathered from the field, is reported, as well as my own values. The next section presents the philosophical assumptions underpinning this study.

6.3.1 Ontological, epistemological and methodological assumptions

For a qualitative study, reality is a subjective, culturally and historically situated interpretation. It has no distinct theory, paradigm or methods (Denzin and Lincoln, 2011). Reviewing the nature of the research questions and purpose of the research and acknowledging the possibility of own biases, I adopt a relativist stance. Relativist ontology perceives reality as an intersubjectivity that is based on meanings and understandings at both social and experiential levels (Lockie, 2003).

Thus, as an interpretivist-constructivist researcher, I believe that knowledge is subjective, complex and leads to socially constructed knowledge that is context embedded. Hence, to understand teachers' world, epistemologically, the inductive approach entails in-depth exploration of the issues, creating good rapprochement, trust and collaboration with participants in ways that allow open and genuine discussions. This was done throughout

the data inquiry and analysis. As Griffiths (2014, p. 551) asserts, 'I am towards the creativity end', because doing philosophy is more a way of understanding and being aware of the relevant distinction when making meaning of it.

6.4 Position statement and its implications

Positionality is described as an individual's world view and the position that they have chosen to adopt in relation to a specific research task (Foote and Bartell, 2011; Savin-Baden and Major, 2013, p. 551). Researchers might have multiple and interrelating aspects of identities and positions within positionality theory that could have an influence on knowledge creation (Merriam *et al.*, 2000; Kezar, 2002; McCorkel and Myers, 2003; Bourke, 2014). The researcher role is also framed by ethical procedures and processes, and the behaviours expected in the field (Hopkins, 2007). Therefore, when conducting research, it is important to locate one's own positionality, to explore the politics of position, to reflect on those positions (Hopkins, 2007; Giampapa, 2011) and to become aware of one's own value-laden nature (Creswell, 2012).

A clearly articulated position provides an insight into my research undertaking and adds value to the finding. By sharing my positionality, its interpretation and personal experiences, and being transparent about my own biases could increase the credibility and trustworthiness of my research findings. Transparency is vital for effective researcher reflexivity and increases credibility in qualitative research (Guba and Lincoln, 1989). Also, establishing the trustworthiness of research findings depends on credibility assurance (Lincoln and Guba, 1985). Consequently, the research output will not be presented as fact or truth, yet will be trustworthy. In the next part, the identities and positions that I undertake in this study will be discussed.

To some extent, I expected to be an insider. The identities that position me relate to my experiences as an educator, an Excellence Teacher and National Teacher Trainer (JUK). The Excellence Teacher accolade is a post granted by the MOE in recognition of excellent performance and contribution by a teacher at school, state and national level for a minimum of three consecutive years. The JUK is an appointment by the MOE, via the respective division, such as the BPKhas. As a JUK I became involved in MOE programmes, developing modules and training teachers especially regarding LINUS and the English-language curriculum for pupils with SEN.

The experience of teaching in both mainstream and SEIP is influential in maintaining the research focus, as it might represent a bias in my judgement. As a teacher, I was trained as an English-language teacher for mainstream primary education through the one-year post-degree programme. I taught various subjects relating to my first degree at two secondary schools before my formal ITE. Upon graduation, I worked at four different primary schools, two non-SEIP and two SEIP. Mostly in Perak and Johor, the schools are in rural and suburban areas. I joined the SEIP programme without prior formal training in special education. I was involved in school-based CPD activities and inclusive education programmes. In the next section, I elaborate on my school-based CPD experience.

6.4.1 My school-based CPD experience

As many schools have two sessions, most LADAP is held on Saturdays from 8 am to 2 pm. It is necessary to have all the teachers, from both the morning and evening sessions, on the course. Saturday seems convenient for staff and simplifies the school management. Saturday LADAP and various school activities are unavoidable by staff, despite the five-day week inaugurated by the 2005 Professional Circular Number 8 (MOE, 2005). Recently, in its Number 2/2016 notification letter, the MOE reminded its readers of LADAP to encourage continuous learning and development. However, it is permissible to hold the activities on the second and fourth Saturdays of the month to coordinate the programmes (MOE, 2016b). To avoid complaints and teachers' frustration at working extra days, the planned activities are held even if many are expected to be absent.

Depending on the school, these Saturday courses are planned before the start of the school year in terms of the date but at this stage lack any specific topics. Ad hoc courses are held, and the teachers know about them only at nearly the end of the week. Sometimes, short two-hour sessions are held 30 minutes after the last period, from 2 pm to 4 pm, or the session for the Saturday course is divided into two topics with a 30-minute break at around 10 am. Both Saturday and weekdays courses can be regarded as inconvenient and tiring and, at the weekday sessions, it is noticeable that teachers are no longer fresh and enthusiastic to learn, as almost every day they have to stay for co-curriculum activities, meetings and other school programmes, such as extra classes. It is notable that some teachers do go back, especially if they live near the school. During the early days of LADAP on Saturdays, teachers were provided with light refreshments and a buffet lunch, but for a few years now they have had to pay.

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Teachers need to write a release letter if they are unable to attend Saturday school-based programmes, which has to be approved by the headteacher, or the administration senior assistant if the headteacher is unavailable. This applies to teachers who are studying, attending lessons or sitting examinations, on courses, involved in activities outside of school or on sick leave, and they need to inform the headteacher by phone if they cannot attend in the event of an emergency. There are cases where women teachers have had to read summaries of books during school assemblies to fulfil the requirement of seven days minimum training, due to taking maternity leave. There are some activities that involve only certain staff; for example, teachers who teach Mathematics do not attend English-language sessions. Sometimes, sessions are undertaken separately in specific interest groups, on the same day. Also, very often teachers of Year 6 are exempt, because they run extra classes for these pupils.

CPD sessions are usually 'sit and listen' in a meeting or computer room, with some lectures by internal teachers, senior assistants, headteachers or external experts, including specific programme facilitators and 'Excellence Teachers' appointed by the SPP and the MOE for their classroom practice because they can influence practice in other schools (Saidin *et al.*, 2016). Some headteachers, for example, deliver ICT-related topics. In this case, teachers' engagement is better, because of the hands-on activities where teachers need to use computers. However, no participation was observed in group discussion or collaborative activities related to teaching practice. The activities may focus on teachers' ICT literacy, and their understanding of the potential for ICT to facilitate pupils' learning is questionable. On rare occasions, teachers have outdoor activities, for example on co-curriculum activities, and it is probable that school trips to other schools or other educational institutions are considered as LADAP, but this is rare due to budget limitations. Furthermore, mostly there is no follow-up on CPD activities. Usually the teachers attend sessions then leave with information and tasks.

None of the school-based activities involve clearly collaborative or interactive sessions, and possibly there is no effort to identify teachers' needs, either. Teachers at schools may have informal discussions regarding their work but rarely about strategies and experimental methods to engage pupils. I experienced a similar situation both as a mainstream and a special education teacher, as I taught at both non-SEIP and SEIP schools. At my first SEIP school there were a few sessions on SEN and special education,

and I was the facilitator besides the special education senior assistant, but no such opportunity was offered at my second. However, the sessions were more informative about the SEIP programme and pupils with SEN, yet there was no further commitment to or discussion on using this information in classrooms. I acted as a mentor to a new teacher at my first SEIP school, but was not assigned a mentor during my own time as a novice teacher. There was also no PLC before or even after 2011 at the schools where I worked.

Despite the option for courses on the TNA, it seems that most school-based activities involve only the dissemination of MOE policy. It may be safe to say that perhaps such training is perceived by administrators to be both necessary and required by teachers. Teachers state their CPD needs when completing the yearly performance evaluation form, which is based on the performance standard, but it is not clear that this is actually used to plan and implement the activities. Furthermore, classroom observations by headteachers, which are usually delegated to senior assistants (due to the high number of teachers because of overlapping programmes, time limitations and tasks), are not used to provide feedback or facilitate teachers' improvement. Moreover, in some schools where I have taught, the headteachers barely observed their teachers in the classroom yet still assigned them a mark.

The headteacher may identify needs via informal observation, yet the development of knowledge and skills, as suggested by researchers (Tang and Choi, 2009; Collin *et al.*, 2012), is not checked. There is no clear evaluation of changing practice due to the impact of CPD activities. It is important to note that a number of teachers escape from sessions for a time: they may be on the premises but not attending LADAP, and some teachers leave early on personal business. It seems that teachers are neither inspired nor thrilled to learn, and this is crucial to CPD (Gibbs *et al.*, 2005; McMahon *et al.*, 2015). Perhaps the activities are traditional and uninteresting and, as Starkey *et al.* (2009) emphasise, teachers' voice is not heard. It is pertinent, therefore, to revisit school-based CPD programmes to gain insights into teachers' needs for inclusive practice. The effectiveness of CPD programmes for inclusive education (despite all the challenges in schools) could be realised if these were established using the teachers' voice. As researchers (Bryant *et al.*, 2001; Muijs *et al.*, 2004; Meeus *et al.*, 2008; Walter and Briggs, 2012; Choi *et al.*, 2013) argue, effective CPD is concrete and classroom-based, relevant to teachers' specific needs

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and has a positive impact on teaching, thus making a significance difference to pupils' performance. Moreover, the role of learning network communities at school is vague; so far, no clear establishment has been reported or seen in research in Malaysian schools.

Overall, to abstract from the practical reality, CPD in Malaysia relates to the country's educational reformation whereby teachers are equipped with information to implement such reform and is mostly aligned to transmissive models. Undeniably, there is an intention to advance to the transitional model with the promotion for PLC activities, as stated in the Blueprint.

On reflection, my roles had inspiring moments in which I engaged in improving my competencies, despite being demanding. I struggled to find varied and creative ways to ensure the participation and achievement of all pupils. The positive impact of inclusion on learning and achievement was significant. It is something that I aspire to in my practice and anticipate in sharing it with colleagues.

My belief in lifelong learning, a commitment to work and a passion for supporting all pupils motivated me to engage in learning. I believe that the starting point for me was recognising my own strengths, weaknesses and objectives. Moreover, the focus on school-based CPD furthered my interest in the phenomenon and any cost-efficient and effective ways to assist teachers to improve their inclusive practice. As I come from a Chinese, Malay, Thai and Turk mixed background, being valued and respected as an individual and part of the community is important to me. In addition, I was physically disabled after accidents, resulting in limited movement to this day.

Altogether, these have instigated this study and are evidence that I have prior knowledge regarding issues on inclusion and school-based CPD. While being an insider may raise potential biases that imply the existence of unequivocal realities, alternatively multiple realities exist rather than single, and an unequivocal reality supports a positive impact from subjectivity rather than rejecting it as bias (Dearnley, 2005). Prior knowledge and associations with the people and organisations under scrutiny (Johnson and Duberley, 2003; Giampapa, 2011) position a researcher as an insider so, with self-reflexive examination as the underlying context, this position is justified.

Conversely, for several reasons, I could be perceived as an outsider. Apart from their identities, participants' feelings and attitudes towards me and the nature of study affect their evaluative judgement, hence their potential responses (Clore and Huntsinger, 2007). I was awarded the accolade of Excellence Teacher for special education in 2011. Although this was not disclosed to the participants, they may have heard about it, thus I was possibly viewed as an expert, influencing their views of the research context. It was probable that teachers thought that the study focused only on the inclusion of SEIP in mainstream classrooms. Moreover, I foresaw that some might refuse to participate or be unsure about their worth, while senior teachers of greater age, experience or authority might think differently and use their position to alter the research agenda for their own ends (Rice and Cooper, 2010). The relative power relationship, too, tends to be reversed when interviewing, as they consider themselves to be more knowledgeable (Smith, 2006). Although a teacher, I was not teaching at all the schools and did not know the participants well, meaning that there was a need to establish relationships and rapport (Hopkins, 2007).

Schools as organisations operate differently and have a distinctive setting and hence a different social-cultural context. The different style of leadership at a school implies more formal and hierarchical communication among teachers and administrators. In Malaysia, administrators of schools are headteachers, and senior assistants undertake administration, co-curriculum, evening sessions and special education. Still teaching at least one subject but mostly dealing with administrative matters, they were teachers until their promotion. Self-categorisation in an organisational context produces social identity effects (Hogg and Terry, 2000), undeniably affecting the interaction and the inquiry. Therefore, I presented myself as a non-expert with little knowledge of the contexts and attempted to maintain a reasonable degree of neutrality.

The nature of the study itself might provoke feelings of uneasiness in participants for two reasons: how the data are collected and the questions sensitivity. Participants may refuse to be observed and be uncomfortable about involvement in the study for fear of being assessed. The dilemma of positions continues with values clash (Giampapa, 2011). The problem arises, for example about inclusion, when teachers have different understandings and beliefs. This creates potential conflict between my role as a researcher and my desire to influence them. Furthermore, identities and positionalities

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such as my age, being a novice researcher and a PhD student from an overseas university, my experience and the nature of my questions were expected to influence data collection. This might further affect how the data were analysed and the presentation of the findings in clarifying the emergent issues and the context.

Nevertheless, I consider these as advantages in eliciting in-depth discussion, obtaining genuine and up-to-date information from practitioners. Moreover, shared experience, for teachers, helps to truly understand participants. The ability to understand others and accurately convey their experience contributes to the quality and validity of qualitative research (Pillow, 2003), mainly to reflect continually in providing a credible and plausible explanation of participants' accounts and avoiding assumptions. The researcher must remain alert to avoid projecting their own experience in order to view and understand participants' experiences (Berger, 2015).

I consider myself to be an informed outsider, so it is crucial to be aware, contemplate and anticipate using measures to negotiate the positionalities flexibly while adhering to the ethical guidelines and best practice throughout (Hopkins, 2007). My interest is listening to the views of teachers, therefore inquiry processes and data analysis were undertaken with attention to ensuring that the findings accurately reflect the ways that participants constructed meaning. I tried to remain neutral and consciously guarded against presenting my personal experience, and attempted to remain aware of my implicit (stereotyping) and explicit biases. This is in line with 'interpretive reticence' referred to by Sommer (1994, p. 548), whereby I tried to listen without expectations of mutuality and shared experiences. Participants were treated with respect, irrespective of differences in terms of aspects such as gender, ethnic, teaching experiences and roles, and without preconceptions or judgements. I tried to set a clear boundary and protocol between myself as a teacher and myself as a researcher – of which I believe the art of communication and interviewing skills are significant aspects.

According to Rupert (2008) constructing meaning 'always implies at least two voices' (p. 348). Therefore, it is acknowledged that constructed meaning within this thesis is the participants' views as well as the result of the co-construction between them and myself, but the interpretation and analysis are solely my own. Also, by directly and consciously engaging in reflexive activity, potential subjectivity may turn into an opportunity (Dearnley, 2005) whereby I am more able to understand participants' views. This helps to

achieve authentic findings with a representation of the complexities of teachers' views and my own interpretations of them. The next section discusses the research design.

6.5 Research design

'Research design refers to the structure of an enquiry: it is a logical matter rather than a logistical one' (de Vaus and de Vaus, 2001, p. 16). Other definitions include 'types of inquiry' (Creswell, 2014) and 'strategies of inquiry' (Denzin and Lincoln, 2011). Before conducting the research, an important step is to consider all designs (Robson and McCartan, 2016), such as phenomenology, grounded theory, ethnographies and case study (Creswell, 2014) and to identify the evidence, and also to anticipate alternative explanations (de Vaus and de Vaus, 2001).

In this study, the idea is to explore the research problem 'from the interior' (Flick, 2009). Reviewing the aims and the adopted paradigm, the designs above are inappropriate to this context of study, hence it employs an interpretative exploratory qualitative design of detailed, rich and complex data by understanding the participants' experiences, views, histories and learning about the sense they make of their social and material circumstances (Ritchie *et al.*, 2014). This is because the purpose of the study is exploratory – to gain insights and investigate the CPD needs for inclusive education. Additionally, the descriptive aspect refers to detailed descriptions of teachers' views with regard to inclusive education that enable readers to understand the meaning attached to the experience and the distinct nature of the problem (Meyer, 2001).

Table 6-1 Summary of the research strategy

Research Paradigm Interpretivism (Ontological position: relativist; Epistemological position: interpretivist-constructivist researcher)		
Research Approach Qualitative	Research Design Exploratory and descriptive	Methods Individual Interviews Focus-group Interviews

Before discussing the methods adopted, the next section explains the data collection.

6.6 Data collection process

The fieldwork took 18 weeks of concurrent activities in five schools. Depending on schools’ activities and participants’ schedules, the researcher spent four to five days at each with a break for transcription, planned so as not to be at any school for a whole week and thus disturb its normal activities or make teachers uncomfortable. Table 6-2 shows the phases of data collection.

Table 6-2 Research phases

	Phase 1 (14–27 August 2017)	Phase 2 (4 September–23 December 2017)
Duration	3 weeks	15 weeks
Aim	Getting to know the setting/participants, prior to selecting schools and administration concern	Investigation Concurrent activities include transcribing, interviewing, and securing participants (in case of withdrawal and other circumstances)
Methods	Informal conversations Briefings and meetings	Individual interviews Focus-group interviews (Classroom observation of similar participants of individual interviews)

The first three weeks of Phase 1 were crucial to selecting schools and obtaining access. It was essential to come to know the school structure and hierarchy, make contact, visit and build a participant pool (Seidman, 2013). Phase 2 was for formal data collection activities and other logistical considerations. Its duration overran the planned 13 weeks because of participants’ accessibility, as there was a mid-term holiday.

6.6.1 Research strategy

The data collection activities of the study are illustrated in Figure 6-1. Prior to the real data collection, a pilot study was implemented at another SEIP school.

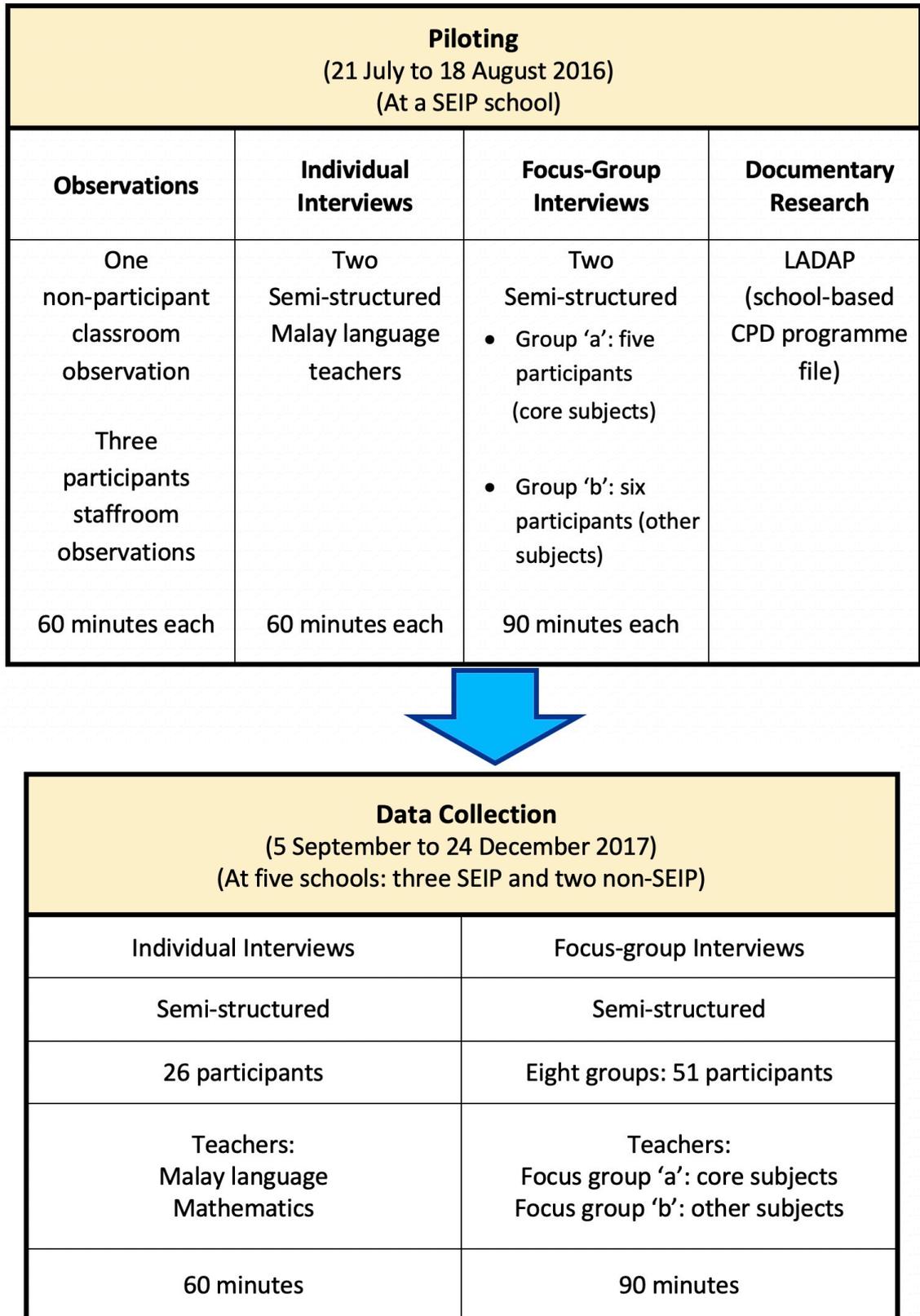


Figure 6-1 Research strategy

6.7 Pilot study

Following ethics approval from the University of Southampton and the Malaysian counterparts, piloting was undertaken at a SEIP school (see Appendix H for the instrumentation). The school, a two-session school, has a mainstream preschool. Purposive sampling was used in recruiting so that similar participants were observed. Focus-group interviews involved three mainstream teachers and two special education teachers, with an additional preschool teacher in Focus Group 'b'. During the focus-group interviews, some participants left before the session end, and their views were obtained in follow-up interviews.

The pilot study was implemented to assess the feasibility of a full-scale study, to test the instruments and to serve as training for me, as a novice researcher. The possible research questions were on teacher attitudes and beliefs, perceived knowledge, skills and roles, teacher development and its effectiveness in empowering mainstream teachers for inclusive education. The data were manually analysed, and the findings next reviewed.

6.7.1 Findings of the pilot study

From staffroom observation, I saw that participants barely had time to sit there together at the same time. Throughout the investigations, participants did not discuss or share their teaching and learning activities with other teachers. However, a few spoke about pupils' problematic behaviour in classrooms and sought others' advice. The staffroom was packed full of cabinets and equipment. The first impression was that the staffroom was not conducive to formal or even informal discussions on teacher development.

One participant, Kroll, demonstrated various efforts to assist all pupils in the classroom, and observed that some are deprived of attention because of class size and that lessons are teacher-centred, since pupils stay seated, and that the classroom is not in an inclusive condition (see Appendix I). The school-based CPD programmes displayed only details about the committee and lists of teachers' names and grades, not the topics or activities.

Mainstream teacher-participants had limited knowledge of special education and pupils with SEN. The findings showed their narrow interpretation of inclusive education. Notably, the response was initiated by special education teachers (indicated by *). The

pupils were ‘included’ under conditions of acceptable behaviour and literacy and numeracy skills as they prepared to sit the UPSR. The excerpt explains types of inclusion:

Ani: * Inclusive education, it's where pupils with SEN learn in mainstream classroom together with mainstream pupils, follow mainstream teaching and learning activities.

Ba: * Full time or for certain subjects?

Yana: It's new for the preschool. We're briefed early this year by the PPD Officer. But it isn't enforced. [...]

Kama: Do we have inclusive education at mainstream? (looking at Mokh)

Mokh: Have heard. But... don't understand.

Yana: Doesn't seem to be concerned – isn't stressed.

Ani: No LADAP.

(FGb, 5.8.2016)

Kroll, talking about the diversity of pupils in the classroom, mentioned the importance of special education to those who are shown to be pupils with SEN. The pupils were considered to have problems because they could not master literacy and numeracy skills by nine years old (Year 3): ('3M' is an abbreviation of the Malay *membaca, mengira, menulis*: translated as 'read, count and write'.)

Our focus is the age. Secondly, the IQ. Pupils who have low IQ – there must be a problem. They'll be sent to special education. For example, pupils who couldn't master the 3M by Year 3.

(Kroll, 1.8.2016)

Nana, responding to the question about the impact of the training or courses attended on her teaching practice, said:

If it relates to leadership or professionalism, it's inspiring – automatically motivates (me). If it's related to teaching and learning – will try to apply in classrooms, depending on its suitability.

(Nana, 28.7.2016)

The findings indicated that there was no school-based CPD relating to inclusive education. Participants also expressed their frustration about school-based CPD and the conditions

for its effectiveness. I refined the research questions and the methodology. Further implications of piloting are discussed in section 6.13.

6.8 Justifying research participants

This section describes the process and criteria for choosing the participants. This process was executed after ethical approval was obtained (see section 6.11).

6.8.1 Research sites

A research site is a place to uncover knowledge and is also part of the knowledge (Savin-Baden and Major, 2013). In this study, schools were National primary schools in Kinta District, Perak, a densely populated area as Ipoh, the capital, is here, thus there are many and diverse schools. There are 62 SK, 16 of which are SEIP schools, 35 SJKC with one SEIP, and 14 SJKT with no SEIP (PSKPP, 2019) (as at August 2018). National schools were chosen because they are accessible to various Malaysian pupils regardless of gender, ethnicity, socioeconomic background, religion, culture, first language or dis/abilities, and this variety also applies to teachers. Schools had diverse programmes/streams within the compound, including mainstream, SEIP, mainstream preschool and SEIP preschool.

The initial plan (see Appendix J) was to recruit participants from two schools, one SEIP and one non-SEIP, in anticipation that teachers' views might be influenced by the availability of different dis/abilities of pupils, including pupils with SEN. The plan was adapted due to the accessibility of participants during fieldwork. Inviting more schools was beneficial so that some were kept in reserve, and five eventually agreed to participate. Altogether, there were three SEIP schools and two non-SEIP schools. Table 6-3 gives details of the schools (see section 2.4.4), and the teachers' distribution is shown in Appendix K.

Table 6-3 School details

School	SEIP	Cluster	SRK (previously known)	Pupil Gender	Total Teachers
1	Yes	No	No	Mix	62
2	Yes	No	No	Mix	30
3	Yes	Yes	No	Mix	82
4	No	Yes	Yes	Female	32
5	No	Yes	Yes	Female	28

Invitations were sent first by email before Phase 1, and letters went to 16 schools with a participant information sheet (PIS) for the headteacher (see Appendix L and Appendix M). Although a week was allowed for a response, only one school responded. Follow-up calls and face-to-face meetings were arranged to obtain consent from further schools. Headteachers signed the consent form to signify their approval (see Appendix N). A letter of appreciation was sent after decision was made to select the schools (see Appendix O).

6.8.2 Sampling strategy

Purposive sampling was used to choose the schools and research participants to ensure representativeness (Cohen *et al.*, 2011). I focused on the representation of subjects. Participants were chosen in terms of the subject that they teach. They were both teachers of core subjects such as Malay language and those who teach other subjects, for example music. In this study, participants were able to reflect on their experiences, values, beliefs and opinions (Lopez and Willis, 2004). Also, they were valuable informants about their teaching experience at primary schools. They were selected regardless of ethnicity, socioeconomic, culture, religion, first language, gender, roles, responsibilities, qualification or years of teaching experience. It is not the purpose of this study to compare gender, ethnicities, subjects taught or other attributes, but rather to establish the views of teachers.

For the individual interviews, teachers of Malay language and Mathematics were selected, due to the importance of pupils' literacy and numeracy skills of pupils (see section 2.4.2). Also, the pilot study revealed that pupils with SEN would be selected for

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inclusion in a mainstream classroom only if they could read and count, as well as behave. Malay language and Mathematics are core subjects (see Appendix A). To administer the focus-group interviews I divided the teachers by teaching subject. Teachers were grouped by the category of subjects that they teach –core or other subjects (see section 2.4.1). Although there were different subject teachers in a group, similar interests could still be shared. This allowed the teachers to discuss and share their experiences of teaching and learning activities and inclusive pedagogy as well as their inclusive practice. This strategy also applied to special education teachers at SEIP schools. Special education teachers also teach specific subjects. I also ensured that the focus groups were varied, with different teacher attributes such as gender and ethnicity, as much as possible. In the following paragraph I discuss the ways I adopted to recruit the participants.

Initial approaches and invitations to the schools were made via email. This was followed by verbal and written details of the research to the headteachers. The chosen schools' teachers were briefed on the study. At some schools, the researcher was not given an opportunity to hold a briefing with all teachers due to school activities and time constraints. In that case, the researcher met potential participants to give further explanations. Participants were identified by subject and their availability in terms of time and interest in joining the study. They were approached in person according to the details on their response slip (see Appendix P and Appendix Q) from the briefing, and were recruited after they had given their informed consent. The PIS (see Appendix R) was verbally explained to them to ensure their full understanding, as described in section 6.11. Therefore, their recruitment to the individual (and classroom observation) or focus-group interviews was based on which method they preferred.

Although there are no formal criteria to determine sample size, an estimate was made (see Appendix J) to achieve the purpose and a richness of data (Patton, 2002).

Subsequently, 76 participants were finalised for the sample, at which point the researcher felt that it had achieved data saturation and data richness yet was not too large to undertake in-depth meaningful analysis. Figure 6-2 summarises the flow of sampling approach.

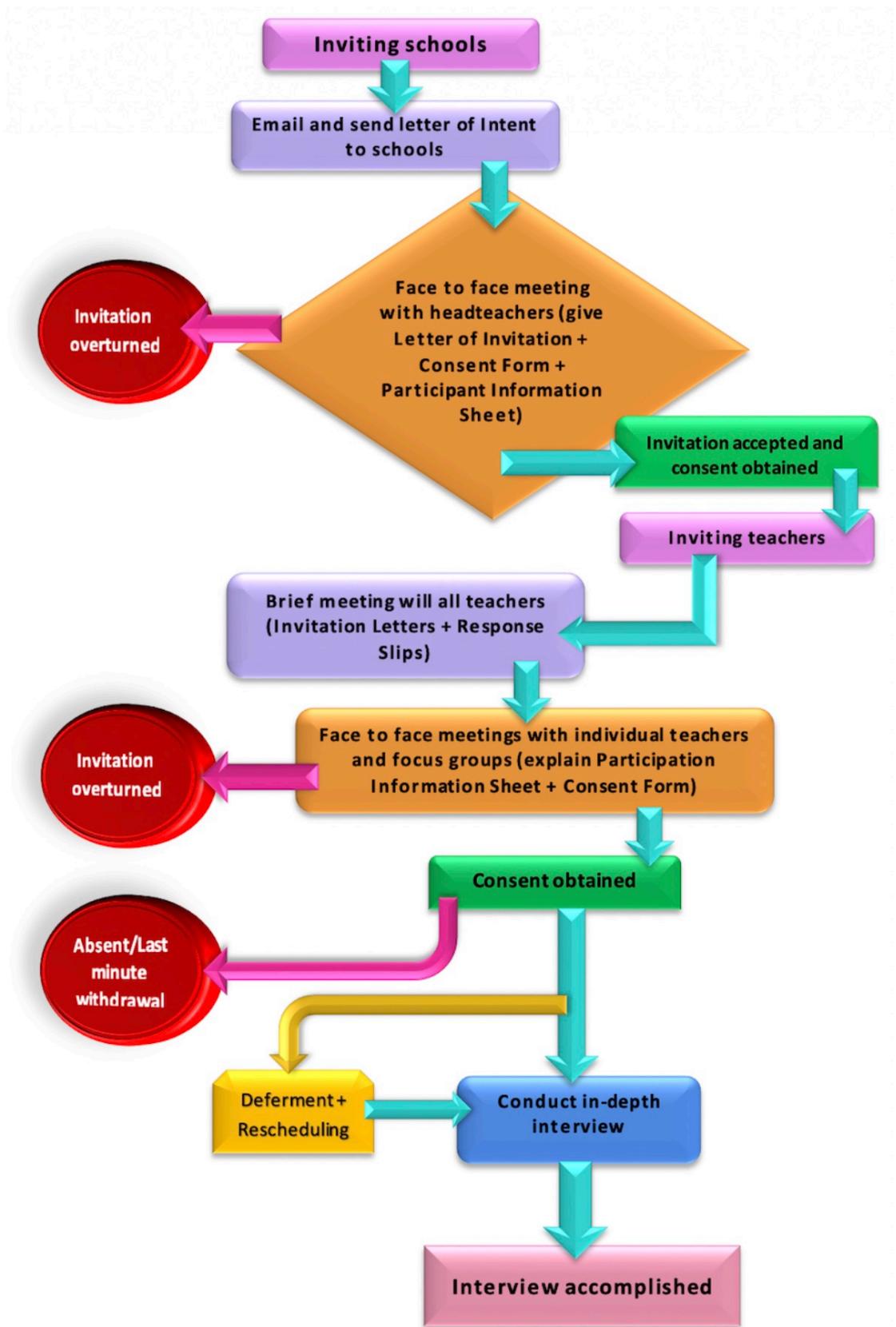


Figure 6-2 The flow of sampling approach

6.8.3 Participants

In this study, the participants included administrators (apart from Schools 2 and 3), mainstream teachers and special education teachers (only at SEIP schools), irrespective of attributes (see Appendix S). Table 6-4 shows the number of participants.

Table 6-4 Number of research participants

Methods		SEIP Schools			Non-SEIP Schools		Total
		School 1	School 2	School 3	School 4	School 5	
Individual interviews		11	0	2	6	6	25
Classroom observations		7	0	0	3	0	10
Focus-group interviews	'a'	7	7	0	6	6	26
	'b'	6	0	5	7	7	25
Total		24	7	7	19	19	76

Participants were recruited for different interviews. This means that teachers were interviewed just once, either individually or in a focus group. Prior to the individual interviews, some participants recruited were observed in classroom teaching and learning activities. (Not all participants who were interviewed individually were observed. I explain the reason in section 6.9.1 below). For the focus-group interviews, there are two rows: 'a' for the participants who teach core subjects and 'b' for participants who teach other subjects. It was intended that the number of participants in a focus-group interview would be seven, but this varied due to the teachers' availability at schools, and the smallest group consisted of five. A similar reason explains the non-availability of participants for other methods at Schools 2 and 3. I had difficulty in proceeding with the fieldwork at School 2, although it was the first school approached for the study. Individual interviews and Focus Group Interview 'b' were scheduled yet repeatedly postponed by the school. I had to resort to another school (School 3) to find participants for the SEIP school category. This resulted in three schools being involved in this category (the original

intention was to obtain an appropriate number of participants from one school each for the SEIP and non-SEIP schools – see Appendix J). However, as stated in Table 6-4, I only managed to interview two teachers individually at School 3.

As stated above, various participants were involved in the two types of interviews. Prior to their interviews, participants (based on their subject specialisation) expressed their preference for the type of interview and their specialisation was noted on the Response Slip. Therefore, to emphasise ‘representative sampling’, I chose participants for all the intended subject specialisations for both types of schools. The individual interviews were intended for mainstream teachers who teach the Malay language and mathematics, with the addition of further teachers (see section 6.9.2). The participants for the individual interviews did not participate in the focus-group interviews. Focus-group interviews involved both core teachers (Group ‘a’) and other-subject teachers (Group ‘b’) with subject specialisation. Malay language and mathematics were categorised as core subjects – see Appendix A. So, in Group ‘a’ I had participants who taught Malay and Mathematics, plus other core subjects. Moreover, there were special education teachers at SEIP schools. They joined Group ‘a’ and Group ‘b’ according to the subject group that they taught at the SEIP. Consequently, I had participants who represented subject specialisations from both type of schools (see Appendix S – Participant Attributes). Representative sampling may also be seen from the perspective that the schools (and teachers) were typical of the schools in their category. Recruiting such participants allowed me to explore the issues in detail.

Altogether, there were 76 participants in achieving the data saturation. The methods of the study are explained next.

6.9 Methods

The data were collected on a ‘one-shot’ basis. For a single researcher, it was most practical and manageable to collect and analyse just one dataset at a time (Creswell, 2014). The prime method in qualitative research, the interview, was employed to collect the data directly. In addition, classroom observations were conducted prior to the individual interviews for those teachers that agreed to take part in the observations. Non-participant observation was beneficial to understand teachers’ views on inclusive education and their inclusive practices in their natural setting. Classroom observation has

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been proven to be an important measurement tool in education research (Pianta and Hamre, 2009). The methods aligned with the research aim of this study to gain rich data and an understanding of the phenomenon.

I chose face-to-face interviewing rather than instant messaging platforms such as WhatsApp, as I preferred a direct encounter to approach as near as possible to the participants' natural environment (Creswell, 2015). Individual and focus-group interviews were integrated to serve the dual purpose of exploring the phenomenon of interest and collecting data (Lambert and Loiselle, 2008). According to Lambert and Loiselle (2008), a combination of methods enables triangulation to contribute to the synthesis of the findings. To avoid any language barrier, interviews were conducted in Malay, the researcher's native language, as it is understood and widely spoken by Malaysians. Therefore, participants would be comfortable and able to convey their views naturally, consequently providing relevant information for the research purposes. Moreover, a native language is important to build rapport and construct shared understanding, and for its effect on data accuracy and authenticity (Welch and Piekkari, 2006).

Interviews were conducted according to participants' schedules. Many times, interviews were rescheduled for reasons such as illness or distractions that might affect the quality of the interview. The interviews were conducted in school during or after hours, apart from one at a public library. Appropriate and comfortable rooms for both individual and focus groups were set up in advance: School 1's counselling room, School 2, 3 and 5 in the meeting room and in School 4's computer laboratory. The rooms were selected for their access to a power supply and at a distance from classrooms and activities that might produce noise to secure a recording without background noise. In the following sections, I present the characteristics of each of the method.

6.9.1 Observations

Observation is a meaningful process to gather open-ended, first-hand information and live data from participants' naturally occurring practices (Cohen *et al.*, 2011). Denscombe (2014) asserts that, through observations, the researcher can capture the participants' meanings and views. Furthermore, helping and supporting teachers productively acknowledges as important what happens in the classroom, rather than simply giving teachers an output (Black and William, 2010). Since the research questions of this study

were focusing on understanding teachers' views and their perceived needs, a non-intrusive, one-time, classroom observation of some individual interview participants was conducted, with their consent, to inform some of the questions that would follow in the individual interviews.

Some participants were not observed because they did not agree to it. This was for the following reasons, as stated by them: they were preparing for pupils' final-year examinations and their lessons were focused on that, thus were not worth observing; they were occupied on other tasks, such as training pupils for a school competition, therefore, so they did not have enough time to prepare for the observations; or, there was no suitable time due to other constraints such as school activities and teachers' personal issues. The reasons given could have been considered as a strategy to avoid observation. The data from observations were used as a way of gaining a better understanding of the participant's practices and to facilitate the individual interviews by referring to specific examples that has been observed.

The purpose of the classroom observations was to inform the individual interviews. The observations contributed evidence to Research Question 1. This was supported by the observation schedule. The questions posed were based on my observation notes, mostly from Part E and Part F of the observation schedule, which focused on the teaching and learning activities and the interaction between pupils and teacher (see Appendix T). To this end, I asked the participants during the individual interview a few questions about the pupils' participation and engagement in activities during teaching and learning sessions. These questions were based on Question 4 in the individual interview schedule (see Appendix U). The questions related to their views and understanding of inclusive education and helped to answer the first research question. For example, participants were asked about certain pupils who I felt were quite passive and not given opportunities to take part when I observed the lesson. They were also asked about the activities given to pupils who were at various levels. If no observation took place, participants were asked about their inclusive practice and understanding of inclusive education to answer Question 4 of the individual interview schedule, for instance: 'How do you ensure the participation of each pupil in the teaching and learning activities?' or 'What do you do to ensure that each pupil achieves the objectives of a lesson?' More questions were posed following their response.

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The observation schedule was designed to note the conditions and environment in the classroom, as outlined in Parts A and B of the observation schedule. This information was useful to understand the situations explained by the participants. It was undertaken in advance of the real observation to ensure that the time could be spent exclusively on observing the teaching and learning activities.

6.9.2 Individual interviews

Interviews were semi-structured to allow for flexibility in following tangents or seeking clarification of previous answers (Lopez and Whitehead, 2013). The in-depth face-to-face interviews allowed open discussion to inquire into deeper layers of participants' experience and the evidence from the research questions, yet not in a predetermined or systematic manner (Cohen *et al.*, 2011) (see Appendix U). The open-statement and general question format (see Appendix V) allowed for similar questions to various participants within the same framework (David and Sutton, 2004). Moreover, they encouraged depth, vitality and allowed the emergence of new concepts according to participants' responses (Dearnley, 2005; Creswell, 2012) without the constraint of the researcher's views (Creswell, 2012).

Participants were interviewed for 60 minutes (see Appendix W) and some were observed during teaching and learning activities (see Table 6-3). The classroom observations were restricted to informing the interviews. The duration was considered appropriate to produce valuable data yet not overburden participants or possibly reduce the number of willing participants, which might lead to bias in the samples (DiCicco-Bloom and Crabtree, 2006).

The individual interviews were mostly with teachers of Malay language and mathematics, purposely recruited in line with these subjects' importance to the inclusion of pupils with SEN into mainstream, as pupils with SEN from SEIPs are considered eligible only when they master literacy and numeracy skills and are well behaved, the pilot study had found. However, administrators (apart from at Schools 2 and 3) and other teachers, including teachers of English language, were also interviewed due to the circumstances at schools and participants' availability. Additionally, although it was not analysed, the Head of Special Education Unit at JPN Perak was interviewed twice to provide information. The next section discusses the focus-group interviews.

6.9.3 Focus-group interviews

Focus-group interviews were implemented despite the anticipated limitations and challenges, such as the limited questions that could be covered, possible conflict because of the participants' contrasting personalities, confidentiality issues between participants and the difficulty in generalising results (Robson and McCartan, 2016). It was an exciting opportunity to obtain various views and explore the degree of consensus among participants (Ivanoff and Hultberg, 2006), despite the challenge (Breen, 2006) of teachers' commitments. Furthermore, the likelihood of controversial views and dominance within a focus group could be diminished by moderator techniques (Smithson, 2000) and need my interaction skills (Gibbs, 1997).

Focus-group interviews allow for the exploration of wide views and experiences of participants, delving into social but not personal matters, as in individual interviews (DiCicco-Bloom and Crabtree, 2006). They represent an opportunity to derive a collective view and access a wider range and number of participants (Halcomb *et al.*, 2007) to achieve a deeper understanding of the phenomenon (Breen, 2006). A focus group is relatively inexpensive, flexible and easy to set up, and allows for natural quality controls of data collection, with validations of ideas and concepts among participants (Halcomb *et al.*, 2007). Moreover, group dynamics help to focus on both the most important and taboo subjects, as participants are stimulated by others' thoughts and comments to present their own in an enjoyable atmosphere (Robson and McCartan, 2016). Halcomb *et al.* (2007), however, argue that the group dynamics may influence the level of disclosure and comfort in a discussion.

To promote group dynamics, focus groups consisted of participants who shared knowledge and experience of specific subjects (Rabionet, 2011). (A demographic form was created, as shown in Appendix X). Participants were comfortable to interact with colleagues with the same experience, and it was convenient to discuss similar possible problems arising from teaching the same subject. Participant heterogeneity included age, gender, experiences and subject to achieve diversity within each group (Ivanoff and Hultberg, 2006) (see Table 6-4). Two focus groups were conducted at each school, apart from School 2, resulting in other data collection activities at School 3. Focus groups are labelled 'a', teachers who teach core subjects; and 'b', teachers who teach other subjects, including compulsory and additional subjects.

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To ensure a greater opportunity for diversity in opinions and a reduced tendency for domination, aside from being easier to manage than if larger, the group size was set at seven (Bryman, 2016), but this varied due to participant accessibility. The 90-minute group discussion was guided by semi-structured questions, and some overran due to participant eagerness. Focus-group interviews involved brainstorming and discussion of problem-solving activities (see Appendix Y). For this purpose, an elicitation tool guided the interview. The 'Tool to Upgrade Teacher Education Practices for Inclusive Education' (Hollenweger *et al.*, 2015) provided ideas for focus-group interviews, as the focus was not on 'teachers as the problem' but the challenges that they encounter in their daily work. Concurrently, the activity helped to clarify participants' understanding of inclusive education. The template for focus-group interviews is shown in Appendix Z. (See also Appendix AA for notes for data collection activities.)

6.9.4 Data characteristics

The interviews were audio recorded so that I could concentrate on the topic and the dynamics (Kvale and Brinkmann, 2015). A digital video recorder (besides an audio recorder) was employed in the focus-group interviews and was beneficial in transcription if there was hissy audio or overlapping speech, despite my efforts to eliminate background noise and use quality equipment. Moreover, it helped to avoid clarify the identity of the various participants, identifying individual views in the group discussion (Gibbs (1997). This was because the dyadic relationship (interviewer-interviewee) in individual interviews differs from the group dynamic of focus groups. Verbal and non-verbal interactions shape communicative meanings, and sometimes body orientation, facial expression and gesture are significant to interpretation (Bailey, 2008).

All the recordings were made with participants' consent. Acknowledging that participants might be inhibited in both speech and behaviour by being recorded, the device that I used was small and unobtrusive (Seidman, 2013). I noted important points and contextual issues.

6.10 Data analysis

Data analysis was an ongoing, iterative process in which data were continuously collected and analysed immediately. The interviewing and immediate transcription allowed the

researcher to become familiar with the data at an early stage to note any initial observations and gain insights for in-depth exploration or confirmation. I was able to reassess my information because it was fresh in my mind, and I noted questions to guide the next interviews. However, I was careful not to impose the meaning of one interview onto the next (Kvale and Brinkmann, 2015). It is an analytic process that captures both a semantic and conceptual reading of the data (Clarke and Braun, 2013). This process of evaluating data to discover information and draw inductive inferences to inform conclusions and support decision-making to answer the research questions is underpinned by philosophical assumptions and research aims. Throughout the process, I reflected on my own biases and understanding to explore phenomena in an open-ended way (Creswell, 2015).

In this study, thematic analysis was adopted using Computer Assisted Qualitative Data Analysis (CAQDAS) and QSR NVivo version 11 software (Bazeley and Jackson, 2013; Silver and Lewins, 2014) through the lens of the interpretivist/constructivist (Saldaña, 2015). The individual and focus-group interviews from all schools were analysed together. The consistencies and differences within each view were highlighted for data triangulation, as described by Prosser and Loxley (2007) when exploring the process and products of inclusion. Focusing on teachers' views, I also explored the similarities and differences between special education teachers and mainstream teachers, as well as administrators. Heale and Forbes (2013) assert that triangulation, although typically associated with research methods and designs, includes the use of multiple theories, investigators, data sources and methods within the study.

6.10.1 Thematic analysis

Thematic analysis is flexible, and potentially provides rich, detailed and complex data (Braun and Clarke, 2006), regardless of discipline or theoretical construct (Ritchie *et al.*, 2014). It involves discovering, interpreting and reporting patterns and clusters of meaning within the data (Ritchie *et al.*, 2014). Antaki *et al.* (2003) critique that the loose guidelines may mean that 'anything goes' in qualitative research. Nonetheless, thematic analysis with clear explanations and systematic procedures enables the identification of topics that are progressively integrated into higher-order key themes to answer research questions (Braun and Clarke, 2006; Joffe, 2012; Ritchie *et al.*, 2014). It allowed me to focus on key themes (Crawford *et al.*, 2008) that relate to teachers' views on inclusive

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education and school-based CPD and notes the differences and similarities between the schools. There are six phases in recursive thematic analysis: 1) familiarisation with the data; 2) coding; 3) searching for themes; 4) reviewing themes; 5) defining and naming themes; and 6) writing up (Braun and Clarke, 2006). In the same vein, Vaismoradi *et al.* (2013) suggest four phases and subsequent stages in developing themes: initialisation, construction, rectification and finalisation. The following sections describe the process that covers both. To become familiar with the data involves full immersion, including repeated readings of the data, listening to the recorded audio, watching the video and noting any initial observations.

6.10.2 Transcribing the interviews

Processing began with a thorough transcription of the audio recordings of 25 individuals and eight focus groups interviews involving 51 participants. The video records were used to countercheck the audio, and vice versa for the focus-group interviews. This involved close observation of data through paying repeated careful attention to understand and differentiate the accents and styles of speech, as well not to miss any data. In doing this, the researcher had notes to refer to. Familiarity with the data and attention to the actuality also helped the ideas to emerge. Transcription symbols were used to note pauses, emphasis or hesitation (Silverman, 2014). Speed, tone of voice, laughter, timing and pauses indicating a different interpretation with regards to the research aims were noted. For focus-group interviews, non-verbal language is deemed important as a signal for agreement or disagreement. In short, transcription involved not just technical tasks but judgements on the level of detail, data interpretation and representation to make the text readable and meaningful (Bailey, 2008). The verbatim data were then prepared with headings for the data analysis software.

6.10.3 Identifying themes

Engaging in the data involved an active and interpretive reading of the transcripts of the individual and focus-group interviews from all schools. There are three kind of readings: literal, interpretive and reflexive (Mason, 2002, pp. 148–152). In the literal reading, the structure of the transcripts helped to note the patterns in the research responses although, sometimes, information relating to one could be found in another part. Interpretative reading involves constructing the meaning of the data or their

representation, influenced by epistemological stance. Reflexive reading was incorporated to explore my role and perspective in generating and interpreting data. During this process, the 'memo', 'maps' and 'queries' features of the data analysis software were used to note the analytical thinking (Saldaña, 2015, p. 44), such as general insights into what was being said and examples of interesting or remarkable utterances. This early stage, referred to as initialisation by Vaismoradi *et al.* (2013), involves writing reflective notes (Appendix BB) about the analytical thinking (see Appendix CC for examples of the memo).

Following the verbatim data familiarisation, codes and categories were generated (Braun and Clark, 2006; Vaismoradi *et al.*, 2013). Coding involves generating labels for features of the data that are important and relevant to the research questions to guide the analysis (Clarke and Braun, 2013). The analytical coding was heuristic and cyclical, and transcripts were reread and referred to in examining the emergent categories corresponding to the research aims (Richards, 2015). Similarly, Vaismoradi *et al.* (2013) describe 'construction' phase as the processes of classifying; comparing; labelling; translating and transliterating; and defining and describing. The first cycle involved grammatical, elemental and affective methods (Saldaña, 2015). The second was used to theme where the codes were reorganised and reanalysed. In between the two cycles was eclectic coding, involving a constant splitting and lumping together of coded text to reassess and crystallise the codes, categories and themes (Bazeley, 2013; Harding, 2013; Richards, 2015). This is the rectification phase, when immersion and distancing to relate themes to established knowledge and to stabilise are undertaken to increase sensitivity and reduce any premature data analysis (Vaismoradi *et al.*, 2013). During this transition stage, 'code mapping' helped to assemble and organise the codes from the first cycle through iterations of analysis (Saldaña, 2015). The approach helped to 'bring meaning, structure, and order to data' (Anfara, 2008, p. 232) when the texts were revisited to review the nodes to re-categorise prior to initial categorisation. All codes are nodes, but not all nodes are codes. The final iteration involved transforming categories into patterns (Saldaña, 2015) in developing the story line where 'finalisation' was reached (Vaismoradi *et al.*, 2013). See Appendixes DD, EE and FF for the final coding key used. Each has a description, apart from those that are used to combine codes, such as 'continuous and interesting'. Next, I describe the coding methods, as outlined by Saldaña (2015).

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The grammatical method refers to the technique using basic grammatical principles. In this study, the method categories employed were 'simultaneous coding' (when the same text implies multiple concepts and meanings) and 'sub-coding' (dividing up a primary code to detail or enrich the entry). An example of sub-coding is the sub-codes 'facilities', 'job position' and 'teaching force' to provide more detail the entry for the primary code of 'school'.

Simultaneous coding refers to two codes being assigned to a data segment with both descriptive and inferential meanings. It was used when I interpreted both manifest (apparent) and latent (underlying) meanings. For example, the two codes of 'ever-changing' and 'political matters' (under 'policy', the sub-codes for 'government') were assigned to an excerpt from Focus Group 'a' at School 4. Discussing the education system, the group said: 'The Malaysia education system is the worst. We always change, without completing a term. A new Minister-held position would change (things). We couldn't see the result – it's already been changed. That's why, the standard is...'. I perceived two separate issues here: first, the inconsistency in the educational system policy; and second, the link between politics and the education system.

The elemental method, the primary approach in qualitative data analysis, was used to review the corpus and build the foundation for subsequent cycles. I used 'descriptive coding' (basic labels assigned to data to provide an inventory of topics), 'in vivo coding' (drawn from participants' own language) and 'concept coding' (extracted and labelled 'big picture') (Saldaña, 2015, p. 97). One participant, when probed about his need to improve his knowledge to support and benefit pupils, responded: 'Teaching methods, the new technique, it always changes and evolve. So, teachers need to be exposed to that. We need the latest material to teach – material, technique, gadget, ICT. But I'm also interested in the cooperation with industries and et cetera'. Examples of the descriptive coding here are 'pedagogical knowledge' and 'facilities and support'.

In vivo codes were assigned capital letters, for example: I DON'T KNOW, the translation of '*Saya tidak tahu*'. According to Saldaña, concept coding is not just a standalone method. In this case, the first cycle methods, such as 'simultaneous' and 'descriptive', used codes that are conceptual in nature. A series of codes for the second research question, such as 'ability', 'commitment' and 'willingness', was condensed into the concept code of 'target group'. The concepts were also derived from the second cycle methods – 'pattern'. Such a

code for the third research question was 'nature', constituting codes such as 'collaborative' and 'interesting'.

The affective method of coding was used when investigating the subjective qualities of participant experience. By this method, I applied 'values coding' (assessing participants' integrated values, attitudes, belief system or work). Such codes were 'V – monetary incentives' (V for values) and 'B – disrespectful' (B for belief). The pattern coding in the second cycle was characterised by similarity, difference, frequency, sequence, correspondence and causation. For this method, I organised the corpus into sets, themes or constructs, and assigned attributes' meaning accordingly. For example: 'positive' (the sub-code of attitude) had the pattern code for the related codes of 'acceptance', 'patience' and 'integrity'.

I coded first one transcript and then another that might have the same codes and different, as new codes emerged. In other words, when reading a transcript, it reminded me of what was said in another interview, in recurrent themes. Any 'first impression' responses can serve as codes. Sometimes, similar text might contribute to different codes: separate nodes. The data-driven (Gibbs, 2008) coding took a considerable time to organise, synthesise and assess to ensure exhaustive and correct categories to explicate data, as well as not to over-code (Richards, 2015). The second-cycle activities and analytic memo writing helped to synthesise the variety and number of codes into a more unified scheme. The memo was a good platform from which to reflect and write about data analysis progress, for example codes generated through iterations, categories and concepts.

Categories were constructed from the classification of codes. The process involved noting patterns in the data that related to topics described by participants or in how they described aspects of what they were describing, signified by labels and descriptions (Vaismoradi *et al.*, 2013). Categories must be internally consistent and externally divergent (Marshall and Rossman, 1999, p. 154), and may be uni- or multidimensional. Themes are 'super-categories': high-level categories that provide the overall structure of data and serve as structures in the data write-up. In short, the route to identifying themes is data – code (sub-code) – category (sub-category) – themes/concept (Saldaña, 2015). Reporting how the themes arise from the codes generated is quite difficult. Vaismoradi *et al.* (2016) assert that 'there is little practical explanation' (p. 103), as it involves 'intuition

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that is difficult to be described' (p. 102) and that varies between qualitative approaches. Altogether, during coding I had to track my own assumptions, positionality and the tensions within my own values, attitudes and belief system. It was an analytic venture: a 'blend of strategic mindfulness and unexpected recovery' (Lindloff and Taylor, 2011, p. 242).

This induction and bottom-up data analysis (Thomas, 2006) were carried out in Malay, so only the nodes, themes and excerpts were translated into English. This was important to reduce the chance of early termination of data or loss of meaning (Temple and Young, 2004). Moreover, as it was in the same language, there were no language issues in data collection, transcription and first analyses, and the first coding phase usually stays closely to the data (Van Nes *et al.*, 2010). Using the data analysis software was beneficial in managing codes, retrieving the large amounts of data and storing memos to help my analytical thinking, thus speeding up the coding process. This was strictly so that the analysis could be completed solely by the researcher. In the next section, I explain the translation strategies and processes involved, beginning with the early stage of interviewing.

6.10.4 Translation process

As explained earlier, the interviews were conducted in the Malay, as the participants were comfortable speaking the national language. Most participants spoke standard Malay. However, their multiple backgrounds, cultures and ethnicities meant that participants sometimes expressed things in language- and culture-specific terminology. Some participants tended to use the dialect of their birthplace, such as the north and east parts of Peninsular Malaysia. *Anda* in formal and standard Malay language would be expressed by participants from the north as *hang*, meaning 'you'. A few participants, especially the non-Malay, tended to mix Malay and English within a sentence. For example, a participant said: 'Could you give us LADAP?' Although such sentences are not grammatically correct, 'Minglish', as Malaysians refer to it, is understood by many. Temple and Edwards (2002) assert that language is not a natural medium, yet can define difference and commonality. In this sense, although there was a diverse conceptual terminology due to the multiple territorial and societal/cultural contexts, communication problems could be avoided. This was because Malay is my native language; it was an advantage. I was born in the eastern part of Malaysia and studied in the north. I had no

problem in understanding the various conceptions of the meanings and language of the interview transcripts. The schools employ teachers from several states, and this encourages understanding of various dialects. Therefore, participants' messages were understood and transcription could be achieved without any difficulty. However, when it came to translating and analysing the data, challenges arose.

Interviewing in one language (Malay) and presenting the data in another (English) is quite challenging. It was a learning process in which I had to decide an appropriate translation strategy. As a novice researcher, to avoid missing anything, I transcribed each and every word that the participants said. Therefore, in the early stages, the transcripts were rather a transliteration of the audio and contained detailed transcription symbols. In that sense, the transcripts were not correct in terms of either grammar and linguistic forms, but were a detailed verbatim text. In analysing a transcript, it is important to understand a participant's use of grammatical forms, for example pronouns, to understand their nuances and interpret the meaning of the statement (Kvale and Brinkmann, 2015). I decided to analyse the transcripts in the Malay language. This was because, as Filep (2009) states, not all words and phrases in one language (Malay) have an exact equivalent in another (English). Therefore, any loss of meaning caused by translation at an early stage could be avoided. Issues of multiple interpretation could also be detected promptly. Another reason was that translating a large volume data into English prior to data analysis would be time consuming (although a few transcripts have been translated into English for the appendixes). Therefore, the practice of keeping the raw data in Malay and having the codes and the interpretation in English was the best means to preserve the local context and, at the same time, conform to the English style required by the University.

Words and phrases were translated to codes into the analysis process. I did not translate word by word for the transcripts. Rather than a literal translation, I quested for the real meaning of the texts, given that not all words and phrases could be translated exactly into English. There were also words or phrases such as jokes and proverbs that had dissimilar meanings in other cultural contexts. Interviewing and translating data in multilingual/multicultural settings involves complex situations in which both language and culture need to be interpreted and translated appropriately (Filep, 2009). Careful consideration was given when assigning codes to the data. This was to ensure that the meanings of the word/phrases were secure. Once translated, I had to revise and check

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that the words/phrases/sentences made sense and were grammatically correct without changing the intended meaning. However, I did not use an interpreter or translator. Since I fully understood the research goals, it was best to do it on my own.

In presenting participants' quotes, the same rules applied. Participants' statements were translated and presented without changing the meaning. In this sense, I selected and condensed the texts, where appropriate, to avoid any redundancy yet retain the significance and connection to the discussion. A transcription of oral speech, with digressions, pauses and the like, was omitted to facilitate comprehension and provide a smooth, readable, written text. I made an exception in cases where such digressions and so on indicated something and were important to the study. I tried to maintain a balance between the length of the quotes and the discussion. To maintain confidentiality, the names and places mentioned by the participants were altered in the extracts. The steps taken are in accordance with the guidelines provided by Borum and Enderud (1980), as cited by Kvale and Brinkmann (2015). The guidelines on presenting the translated interview data as quotes include selecting the best quotes, which are both short and contextualised.

6.10.5 Demographic analysis

In this study, most participants were female Malay mainstream teachers (see Figure 6-3 and Figure 6-4). This was possibly because Malaysian teaching professionals are mostly female and teachers at National schools are mostly Malay (see Appendix GG and Appendix HH). Further analyses are shown in Appendix II. The demographic analysis is presented to support the main data analysis and discussion.

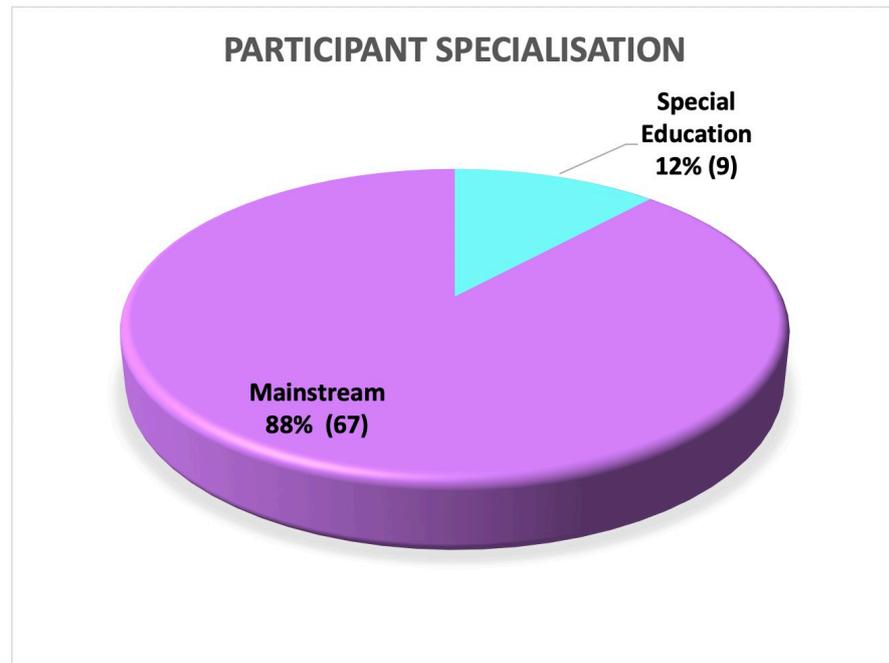


Figure 6-3 Participant specialisation

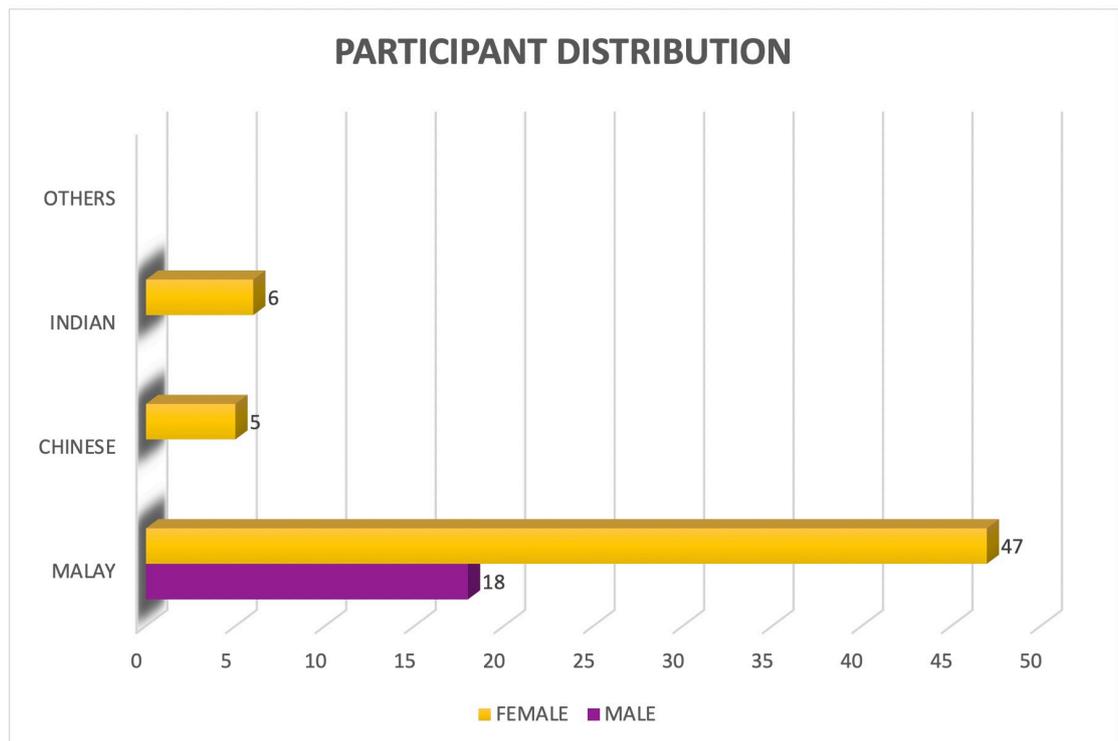


Figure 6-4 Participant gender and ethnicity

6.11 Ethical issues

A common ethics definition would be 'moral principles that govern behaviour' (Savin-Baden and Major, 2013, p. 319). When collecting data, a researcher typically faces field

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issues (Creswell, 2012) on access to the site and data collection activities and ethical issues on informing participants of the purpose of the study, abstaining from deceptive practice, being respectful of the research site, reciprocity, interview practices, maintaining confidentiality, sharing information and collaborating with participants (Creswell, 2012). Special consideration of ethics is needed when involving children and vulnerable groups and understanding the nature of consent (Cohen *et al.*, 2011; Savin-Baden and Major, 2013). Therefore, both the interrelated concepts of ethical approval and ethical conduct of research are vital (Savin-Baden and Major, 2013). As a researcher, it is obligatory to respect participants' rights, needs, values, dignity and desires (Creswell, 2014; Flick, 2014). Ethical considerations and practice are important in qualitative studies (Creswell, 2014) to produce responsible and better research (Silverman, 2013; Robson and McCartan, 2016).

Considering these, my safeguards were that, prior to data collection (Guillemin and Gillam, 2004), I obtained procedural ethics approval from the University and complied with the requirements in ethics screening checklist on its Electronic Research Governance Online System (ERGO) and those of the EPU, Prime Minister's Department Malaysia. I adhered to Malaysian procedures to gain official permission to access schools (see Appendix JJ). Participants were informed via the PIS what the study was about and what to expect in interviews and were assured of its ethical considerations: voluntary participation; privacy, anonymity and confidentiality; their right to refuse to respond to probable sensitive issues and to withdraw from the study; and no physical and psychological harm. The anonymity was extended to writing and verbal reporting. I assured participants that their data would be protected and accessed only by me for the purpose of writing the thesis. I explained verbally about the informed consent documents (see Appendix KK) to ensure that participants clearly understood the PIS.

Participants agreed to use pseudonyms; some chose their own (in private, without letting others know and be able to identify their remarks), while others left it up to me. Generally, to safeguard confidentiality, a pseudonym is used to ensure that a participant's identity is anonymised. In this case, the pseudonyms are not nicknames that are familiar to others at schools or even to other participants, but are totally fictitious. Furthermore, there are many schools in Ipoh and the schools involved are identified only by a number; thus, participant identification is avoided. All individual names and schools mentioned by the participants were also changed for concealment.

A week was allocated for participants to respond to the invitation and give their consent, so they had ample time to reflect and withdraw. Although the responses and identities were anonymous and confidential, this cannot guarantee that information from the focus groups will not be leaked. Therefore, I informed the focus groups that each participant's contribution or response was shared with the others in the group and encouraged them to maintain confidentiality and respect for each other.

The second dimension of ethics involves 'ethics in practice' (Guillemin and Gillam, 2004). Guillemin and Gillam (2004) note that this includes ethically important moments in the field in which the notion of reflexivity is crucial to research practice. Similarly, Giampapa (2011) argues that addressing ethical issues involves the negotiation of identities in terms of data production and accessing the sites, because of the complexity and dilemma of 'insider/outsider' in relation to 'being in the field'. Moreover, in reality, being in school is complex regarding the researcher-participant relationship across space and time. Thus, ongoing reflexivity (Guillemin and Gillam, 2004; Bourke, 2014), awareness of the position and my own values to clarify the probable bias, and the methodological approach and good rapport (Creswell, 2014) must be considered and enacted to ensure rigorous and ethical research practice (Guillemin and Gillam, 2004).

The data were stored and secured in accordance with the Data Protection Act, University Policy and the 1999 Malaysia General Circular Number 3, and 2011 General Circular Number 2: Amendment to 1999 General Circular Number 3. This increases the likelihood of honesty (Gill *et al.*, 2008), legality, objectivity, integrity, confidentiality, social responsibility, openness, carefulness, responsibility and respect for intellectual property and colleagues, as well as personal competence and expertise through lifelong education and learning (Resnik, 2015), ensuring ethical practice. In short, decisions were made to protect participants' identities, treat them with respect, aim for collaborative research and make my terms of agreement clear (Savin-Baden and Major, 2013).

6.12 Reflection

I learned many things through the research process. It was challenging, but stimulating and refreshing. My plans for data collection had to be modified after piloting, yet flexibility and quick action are an important part of the process. It is necessary to anticipate all circumstances and issues and to be aware of best practice or options

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throughout the research. As a sole researcher, the timing was critical (Savin-Baden and Major, 2013), therefore it was crucial to have alternative plans, mastery of the technology involved and close adherence to the ethical guidelines to maintain academic integrity. In this case, I benefited greatly from the pilot study and my reflective journal for critical reflection on my first-hand involvement. Direct exposure allowed me to improve the practical issues of my methodology and researcher skill (Creswell, 2015). The experience emphasised constant awareness of positions and reflective activities, being sensitive and giving attention to the participants and my relationships with the participants in the ethical conduct of research (Savin-Baden and Major, 2013). It helped me to recognise my strengths and weaknesses and thus improve, as a way to enhance the study's validity (Creswell, 2015). I realised that if I was able to maintain neutrality, was a good and sensitive listener and actively encouraged participants to be more open during interviews without using leading questions, I would be conducting the interview at my level best as a researcher rather than a teacher and in a friendly and approachable manner. I was in the position of a person who sought information, thus was less knowledgeable and had no presumptions.

This was not the case in the pilot. I was quite authoritative (because of my underlying knowledge and experience of inclusive education). The language that I used, my values and my assumptions were not always facilitating. Interviewing is cognitively, intellectually, psychologically and emotionally demanding (Silverman, 2013; Ritchie *et al.*, 2014; Kvale and Brinkmann, 2015). Listening to the records helped my interviewing technique, and prompt transcription promoted discovery learning, sensitising me to the oral medium to detect and rephrase unclear questions in future interviews (Kvale and Brinkmann, 2015).

6.12.1 Lesson learned from piloting

In short, besides the above, the impact of the pilot study includes:

- Refinement of the research questions. (There were five research questions during piloting. One example of the question was: How do in-service teachers practise inclusive education?);
- Change of approach in selecting schools and participants: embracing the broader concept of inclusive education and more-inclusive sampling strategy;

- Flexibility in the implementation of methods;
- Identification of a gatekeeper;
- Preparation of additional or back-up devices for recording;
- Preparation of back-up plans for data collection;
- Learning/improvements to interviewing skills – to conduct interviews aligned to the aims and philosophical assumptions of the study.

The experiences and lessons learned grew broader and deeper during the fieldwork and data analysis. Overall, the research process necessitated time, cost, planning and smart thinking but, eventually, my interest, determination and high commitment were guided by the ethics and clear positionality: 'Good research is not about good methods as much as it is about good thinking' (Stake, 1995, p. 19).

6.12.2 Lessons learned from the fieldwork

Obtaining ethical approval and consent from schools and participants as well as establishing rapport was challenging, though anticipated, and back-up plans or options were prepared following the pilot study. Dealing with humans and obtaining direct, honest and genuine data require more than plans: they need soft skills, such as communication techniques, flexibilities and alternatives.

I appreciate the potential of technologies and social platforms such as Facebook, WhatsApp or Skype in educational research to obtain views, with benefits for the researcher such as less travelling time and cost. However, tackling human issues is largely influenced by cultures, contexts, politics and human emotions, at least in this case. For example, although emails, letters and phone calls were used, the headteachers all needed a face-to-face meeting before they gave their consent. Though approval was granted by the EPU and MOE, I still encountered protocols and bureaucracy in schools. My experience was that WhatsApp was beneficial to set up focus-group meetings at lower cost than a direct call, telephoning or instant message contact is a necessary first step. The need for a contact visit to establish a relationship is paramount (Seidman, 2013).

The majority of participants were most comfortable to be interviewed at school, with the exception of School 3's individual interview participants. Moreover, those participants who left early and agreed to attend follow-up meetings, or to do so via WhatsApp, did not

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in fact do so, probably because of their busy schedules or the idea that my message was unimportant. This may contribute to the limitations of the study, since their views on particular questions are missing.

With challenges of accessing participants at school, as well as withdrawal or unexpected absence, I had to secure other participants and spend time travelling between schools. The gatekeepers were initially the headteachers of the schools, apart from at School 3 where I approached participants directly. As time passed, the gatekeeping function passed to the senior assistants, thus the role was taken on by mainstream teachers. This was important as it meant gaining access to participants through their peers, and it signified that I was outside of the hierarchy. This may have affected the relationship between the participants and interviewer. Because of the need for equity in the interviewing relationship, it is preferable to establish access to participants through peers rather than people higher in the hierarchy (Seidman, 2013). These teachers, therefore, even though they had no authority, may have facilitated my access to potential participants, suggesting sites for interviewing and taking on the role of gatekeeper.

I believe that the determination and honesty I showed, besides the rapport that I established, significantly influenced the interviews, as the participants were observed to be comfortable. This allowed for more open and genuine discussion on the subject; they seemed to forget the recording device. From my observations and experience, researching teachers through a teacher with qualitative methodologies and an emphasis on their voice to analyse and report the research findings proved invaluable. This is because research in Malaysian primary schools is rare and mostly quantitative, carried out by an 'outsider' such as a university lecturer or teacher trainer from the IPGs, and the teachers never encounter these researchers yet must complete their surveys. In this sense, I learned greater lessons and obtained more valuable experiences in reaching out to teachers and listening to their voice in their natural environment. It is an inclusive strategy for not separating the academic world or expertise from practitioners' reality. Overall, these mean that how to think about future research, the potential of technologies and the contexts shape how particular futures will emerge in supporting teachers and increasing the effectiveness of school-based CPD for successful inclusive education.

6.12.3 Lesson learned from data analysis process

Transcribing was strenuous and, especially for the visual data, took time to realise and make reasonable judgements on the inclusion criteria to interpret and to represent the data. Even in standard written Malay, the transcribed speech seemed inarticulate. Transcribing the individual interviews was more straightforward than those from the focus groups, as the conversation was more manageable than the overlapping audio.

When I 'learned by doing' for coding, at first, I tried at first to code alongside the text of the transcripts to reflect the themes in the precoding activities. I believe it is useful to find the connections between data sets and possibly, if done manually, it would yield advantages in terms of time and efficiency. Nevertheless, the data analysis software packages made the codes' management easier, as the same group of words can be easily coded to more than one category. The participant case classification and the finding maps were created and amended easily with this software. Overall, the software was beneficial in organising the large sets of data (Bazeley and Jackson, 2013) and helped to reduce the time, cost and energy spent on the research (Creswell, 2015).

Analysing the data involved constant and in-depth analytical thinking. To ensure that I was on the right track, I tried to benefit from discussions with peers, besides presentations at meetings and conferences.

6.13 Establishing trustworthiness

Quality in research is defined by various measures, such as validity and reliability. Validity refers to how a study been conducted to draw the best results from it, while reliability determines how reliable the outcomes are when the research is repeated (Savin-Baden and Major, 2013). However, Seale (1999) argues that the quality of qualitative research, unlike quantitative research that is mainly about reliability and validity, requires a new conceptualisation of the relationship between qualitative social research, theory and philosophy. Likewise, validity in qualitative studies is often debated in terms such as trustworthiness, authenticity and credibility (Creswell and Miller, 2000; Creswell, 2014). It concerns the accuracy of findings from the perspective of researchers, participants and readers (Creswell, 2014). The validity of claims must be judged by the adequacy of evidence provided (Hammersley, 1992). I do not intend to engage in debate on the

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concept of validity and reliability but to focus on the 'doing' of quality and validity. Moreover, the terminology is taken from quantitative research without considering the different nature of qualitative research (Thomas, 2015). Therefore, this study adopts the concept of 'trustworthiness' established by Lincoln and Guba (1985) is adopted in this study, reflecting its qualitative nature, which is not methodologically exclusive (Richards, 2015). According to them, trustworthiness involves establishing credibility, transferability, dependability and confirmability. Credibility refers to confidence in the truth of findings; transferability shows that the findings have applicability to other contexts; dependability means that the findings are consistent and repeatable; and confirmability denotes the degree of neutrality or extent to which the findings are shaped by participants and not researcher bias, motivation or interest (Lincoln and Guba, 1985; Guba and Lincoln, 1989).

In this sense, as Bazeley (2013) emphasises, regarding whether a study's findings are trustworthy, quality and significance are dependent on the evidence that its approach and process that exhibit creativity, reflexivity and competency, as well as having aspects that inform, inspire and empower others. Therefore, I am able to defend my work and extend it by application to similar settings or to further research (perhaps other researchers too). In line with Lincoln and Guba's (1985) techniques in establishing trustworthiness, Creswell (2014) suggests the active incorporation of procedural views as a validity strategy to check the accuracy of findings and convince readers: 1) triangulation; 2) member checking; 3) rich, thick description to convey findings; 4) clarifying bias; 5) presenting negative or discrepant information; 6) spending a prolonged time in the field; 7) peer debriefing; and 8) external auditing Creswell (2014). In the following paragraphs, I explain the strategies that I employed to achieve quality in data, and the processes and products that are trustworthy and significant.

6.13.1 Triangulation

First, to enhance the validity of the data, various and multiple sources and methods were employed, leading to triangulation of findings to establish credibility and confirmability (Lincoln and Guba, 1985). The use of multiple sources and methods was important because they allowed triangulation of both sources (Lincoln and Guba, 1985; Cohen *et al.*, 2011) and methods (Biklen and Bogdan, 2007). According to Patton (2002), the consistency of data sources could be checked by the same method: triangulation of sources. For this study, information was collected from teachers of various

specialisations, both mainstream and special education (including administrators). In addition, interviews with the Head of Special Education, JPN Perak, provided important information. This contributed to the triangulation of sources.

Interviews were the main method, and these were both individual and in focus groups and were semi-structured: the rationale is given in section 6.9. So, the data collected were not obtained solely from one specific method but from various methods, all leading to similar results. The potential problems can be addressed, since the multiple sources of evidence provide various measures of data triangulation (Yin, 2014). Therefore, there was triangulation of methods occurred in this study and the consistency of the findings could be checked (Patton, 2002). The variety of the sources and methods enhances the trustworthiness of this study through enabling triangulation.

6.13.2 Rich, thick description to convey findings

Another strategy to enhance the study's trustworthiness was the provision of rich description to convey its findings and clarify any bias or instances of negative information or discrepancies. This technique is useful to establish transferability (Lincoln and Guba, 1985) and justifies the two chapters dedicated to discussing the findings on teachers' views about inclusive education and CPD. Furthermore, the explanation of the Malaysian context (Chapter 2), Malaysian teacher CPD (Chapter 5) and the study's methodology (in this chapter) shows my efforts to provide a detailed description of the steps taken to achieve a smooth reading and understanding by readers. A detailed description of the context, processes and setting is provided to achieve a more realistic and transparent study and rich result with elements of authenticity by honestly citing participants' words (Savin-Baden and Major, 2013). In the same vein, Harding (2013) suggests that a qualitative researcher should reread the findings and the transcripts to ensure that the written accounts accurately represent the data. I constantly reread the narrative on the findings and rechecked the original data to confirm the story that I told and the pattern that I found from my analysis. Furthermore, I used semi-structured rather than structured interviews so that I could clarify and rephrase my questions if any participants were unsure about them; similarly, if participants' responses needed clarification, I could ask follow-up questions. Therefore, as Shuy (2003) observes, using semi-structured interviews had the advantage that it improved the credibility and trustworthiness of the data.

6.13.3 Clarifying bias

Field notes and a reflexive journal recorded my thoughts, actions, reflections and decisions throughout the inquiry process (Gibbs, 2008), and the protocols were documented to determine the reliability of the approaches (Yin, 2014). The narrative incorporates an explanation of my familiarity with the Malaysia National primary school setting, both as a student and as a mainstream and as a special education teacher. Transparency is essential for effective researcher reflexivity, and it increases the credibility of qualitative research (Guba and Lincoln, 1989). Lincoln and Guba (1985) also note that establishing the trustworthiness of research findings is dependent on establishing their credibility. In this study, the researcher's reflexivity (Creswell and Miller, 2000; Merriam *et al.*, 2000) and personal position are important strategies to enhance trustworthiness. Reflexivity is a process of self-examination that indicates an awareness of the epistemological stance and personal and methodological concerns by the researcher throughout the research process (Palaganas *et al.*, 2017).

I incorporated my narrative on reflection and positionality throughout the study into the related sections. My constant reflection, based on my prior knowledge, values and experience, enabled me to challenge any possible bias within this study. These strategies were important to safeguard my openness to the emerging issues, given that I adopted the guidelines before entering the field. I noted in my reflective journal my feelings, the situation, action and my decisions or any follow-up actions regarding the fieldwork. The explanation of positionality and reflexivity helped to provide details of my involvement that shaped my interest, views and analytical thinking. Sharing this information and being transparent about my own bias in the research, I believed, would enhance the trustworthiness of the research findings.

6.13.4 Member checking

I posed a few follow-up questions to participants via WhatsApp to obtain further information from them to ensure accuracy. This was possible by virtue of our rapport and trust built prior to the actual interviews. The transcripts were given to the participants for them to check. This was a strategy to double-check that what the participants said was transcribed correctly.

6.13.5 Peer debriefing

I consider that my supervisors had a role as peer debriefers, considering that they provided continuous feedback throughout my study. According to Bassey (1999), supervisors can be seen as critical friends, a similar role. They were familiar with the research from the beginning to the end, thus debriefed or reviewed the research process as well as its data. Peer reviewers provide support, challenge and constructive comments methodologically (Lincoln and Guba, 1985). Having a peer reviewer enhances a study's credibility and, thus, the trustworthiness of its research.

Finally, piloting the study is considered to be a part of the development of research skills to increase the validity of the research. During piloting, a headteacher from one of the schools in this study reviewed my instrumentation to check the accuracy of the findings, referred to as qualitative validity by Gibbs (2008). The use of computer software allowed for systematic, thorough and focused data analysis, hence contributed to more rigorous analysis (Bazeley and Jackson, 2013). Altogether, the strategies employed in pre-, during and post-study were important to ensure trustworthiness and hence quality of this study.

6.14 Summary

This chapter highlights the paradigm, philosophical assumptions and methodology to address the research questions. The discussion on positionality explores the dilemma of position. A justification of the research design, methodology, methods and time plan is provided. Appendices for related documents are enclosed for a more detailed description of the instruments. The sampling approach to selecting participants is specified for all methods. How the data were thematically analysed is described. The pilot study and its implication are discussed. The ethical issues are explored from two dimensions: procedural ethics and ethics in practice.

The ongoing process of critical reflection and engagement in the research during pre-, during and post-fieldwork is critical to improve the trustworthiness of the study. The limitations of the study are discussed, as is reflexivity, one of the strategies to improve the validity of the study. This is integral to knowledge construction and representation of research approaches. Although a complex process, continuous reflexivity contributes to a

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rigorous and reliable study. In particular, this chapter focuses on understanding how the study is framed and later analysed in an effort to ensure rigorous research.

Chapter 7 Findings: Analysis of Views on Inclusive Education and their Influences

7.1 Introduction

In this chapter, the first research question, on participants' views about inclusive education and their influences, is addressed. In essence, participants viewed inclusive education as a challenging concept. Therefore, the main theme, 'challenging', is presented in Figure 7-1 as the overarching theme. It emerged after the iterative process of data analysis explained in the previous chapter. Participants' views are affected by issues in the categories: 'government', 'school', 'teacher' and 'Malaysian ethos', with three sub-categories in each (see Appendix DD for the codebook). The plus and minus signs indicate the positive and negative views, with an additional balloon of views on Malaysia's Vision about inclusive education.

The findings are presented using excerpts from the interviews, where applicable. Any similarities and/or differences between methods, schools and other attributes are highlighted. The excerpts are from a version translated without changing the meaning and nuances of the original, in bold italics. The source shows the interview's type, school, and participant pseudonym (see section 6.11): II stands for 'individual interview' and FG 'focus-group interview' with 'a' and 'b' to represent the groups (core and non-core subjects). An asterisk '*' is added to denote a special education teacher in focus groups. For example, II, S4, Mia means an individual interview at School 4 with Mia. Information after the date indicates the administrator's role: senior assistants are either Senior Assistants for Special Education: SASE; or Senior Assistants for Pupils' Affairs: SAPA (see Appendix V for the interview date).

Before proceeding to the next section, it is noted that participants referred to pupils with SEN as 'SEN pupils', 'special education pupils', 'special pupils' and 'handicapped': they addressed their disability rather than the pupils. Sometimes, they would rectify their term, remembering what was used in the question. Sadly, they also referred the pupils with SEN as children with disease, brain damage and 'not normal' compared to mainstream pupils. Pupils with SEN who are included in mainstream classrooms (believed to be higher functioning) are referred to as 'inclusive pupils'. This may be related to

teachers’ beliefs and the Malaysian ethos, as described in section 7.5.2 and 7.6. The following sections rectify the theme and the categories identified.

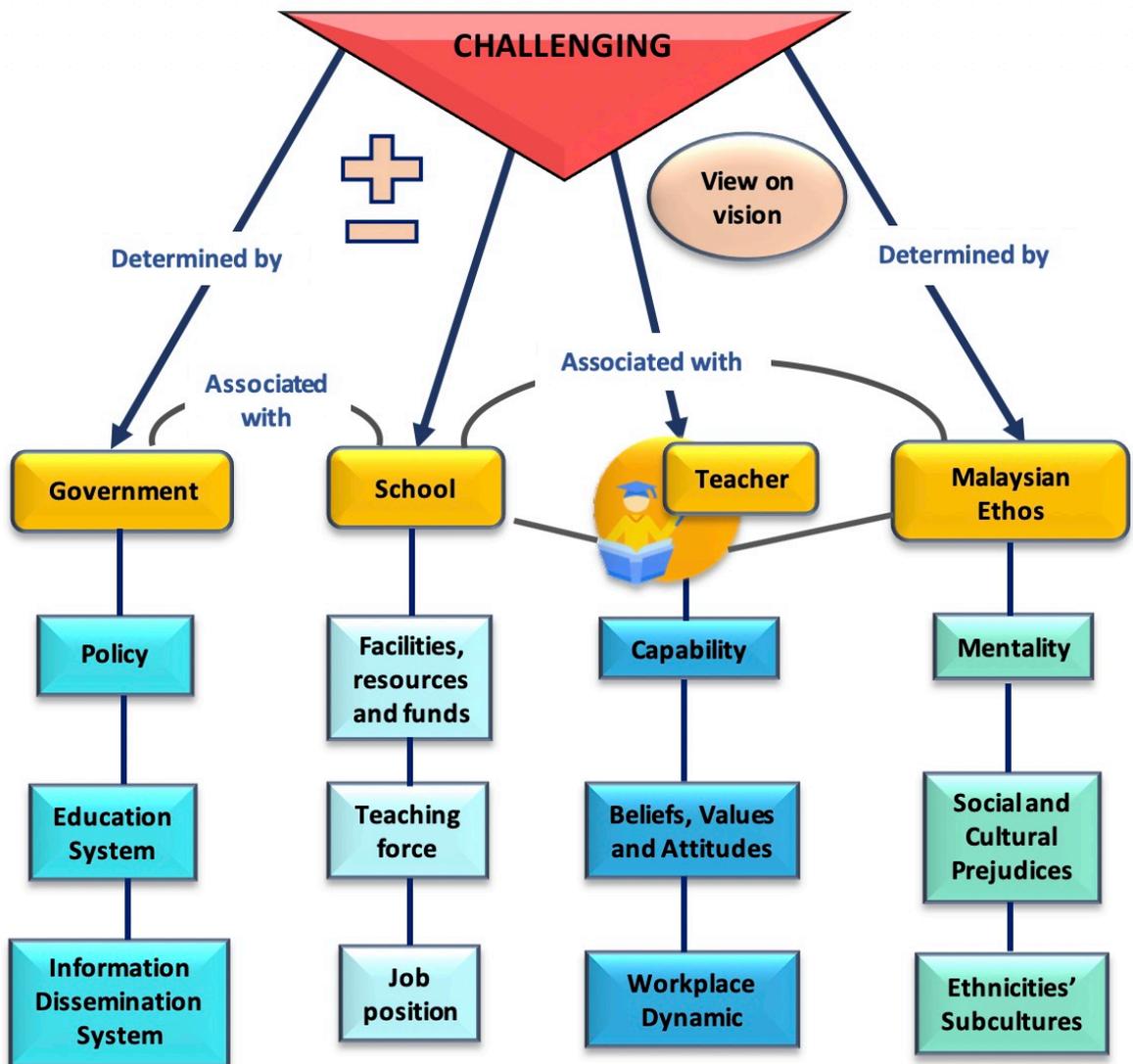


Figure 7-1 Participants' views on inclusive education and the influences

7.2 Challenging concept

As mentioned, the MOE aims to have 75% of pupils with SEN to learn in inclusive education programme by 2025 (MOE, 2013). Also, I have explained that inclusive education programme in Malaysia involves few pupils with SEN learning in mainstream classrooms. In relation to questions about inclusive education, participants were also asked questions about the Vision statement. They were sceptical about the Vision because of their insights into its discrepancy from reality. There were mixed views: positive and negative. Their views about the Vision and inclusive education in general,

besides the issues identified in each category, essentially helped me to identify the theme 'challenging'.

7.2.1 Views on the Vision and inclusive education

Participants conveyed mixed reactions, and their points were coded, collated and shown in bold, as below.

7.2.1.1 Negative views

One viewpoint, indicating that teachers were negative about the policy, is from Mia:

I don't care about policy, development plan or whatever. Once heard, forget it. Pupils' performance is important. With school programmes and pupils, no time for other interests. Too much work.
(II, S4, Mia)

This perception exposed their valuing of academic performance. Participants believed that policies that do not focus on academic results and inclusive education are insignificant. Mia's detachment was due to teachers' heavy workload and other school priorities.

Another participant brought up the issue:

I'm not sure (about the policy). Do we've pioneer schools?
(II, S5, Reja)

Reja presumed a pioneer school to be the foundation for the policy implementation and demonstrated inattentiveness. From another perspective, pioneering an inclusive school where pupils learn together regardless of differences with supporting system including the curriculum and teachers practising inclusive pedagogy may be one effective way to promote inclusive education in Malaysia.

Another view implied that teachers were ill-informed about the policy. A headteacher commented:

Government must inform teachers, ensure their understanding. But I don't see any effort to inform and support them. Only a few days ago since 2014, a JPN

officer briefed the headteachers. Still, unclear. And, for non-SEIP schools, why should we bother. Our main concern is the remedy for pupils who've issues with LINUS skills.

(II, S5, Rufqa, Headteacher)

Rufqa was comparing the Blueprint enforcement year with her starting year at School 5. Previously working at SEIP school, she claimed to have no information on inclusive education. She pointed out issues in communicating policies, the process and its clarity, besides enforcement. Information conveyed by the JPN officer seems to have failed to convince Rufqa to comply with the policy. She demonstrated teachers' narrow understanding of inclusive education as involving only SEIP schools. In this sense, it could be seen that government must not only inform teachers but instil the inclusion values vital for inclusive education. Rufqa also mentioned mainstream school concerns in dealing with pupils with LINUS (Literacy and Numeracy Screening) problems. This signifies the emphasis on academic performance and maintaining the ranking, status and school brand; in this case, as the Cluster school.

Rufqa argued:

We've the Blueprint, but do you think teachers would read that thick book without necessity?

(II, S5, Rufqa, Headteacher)

Referring to the Blueprint, Rufqa indicated that the lengthy official documents in government communication were unlikely to reach teachers effectively. Rufqa believed that teachers (especially at non-SEIP schools) do not find inclusive education necessary for them. And using only a book to spread information and enforce the policy was useless, especially when teachers had many tasks and responsibilities.

Some mainstream teacher-participants associated the Vision with economics:

Suli: Do you know SEIP teachers receive allowances?

Zari: Government save money then.

Suli: If special education pupils join the mainstream, it's easier. Save money.

Yara: The government's motive.

Suli: Malaysia education system is full of conspiracy.

Nor: Special education pupils received allowances.

Zari: Our money, the taxpayers' money.

(FGb, S4)

Participants expressed dissatisfaction at the allowances. They believed that the Vision was a strategy to reduce the high operational cost of special education due to the allowances paid to its pupils, also to SEIP teachers, to reduce government expenditure and improve the economy.

However, the special education teacher-participants argued:

Esah:* Anyhow, the pupils with SEN received allowances. It isn't the issue.

Abu:* Not because of allowances.

Fisam:* Should increase... (teacher...) (All participants laugh).

(FGb, S3)

The participants emphasised that registered pupils with SEN received an allowance even if they studied in mainstream classes. They laughed when asked whose allowances should be increased. Apparently, Fisam* referred to special education teachers' allowances, not the pupils. As mentioned in section 2.5, special education teachers receive allowances. This example shows teachers' perceptions and values of incentives. The special education teacher allowance was questioned by mainstream participants. This raises the issue of inequity as mainstream teachers do not receive the allowances (see section 7.3.3.2).

Another negative view on the Vision was its inconsistency with current practice regarding the inclusion of slow learners. To demonstrate:

***Firstly, the policy itself. Hospitals don't define slow learners as pupils with SEN anymore. Only pupils with SEN with OKU (People with less abilities) card could enrol in the SEIP. Basically, slow learners, high-function, are eligible for inclusive programme; not the low-function pupils like autism, Down (syndrome), CP (cerebral palsy), and others. Pupils with physical disabilities with normal brains, could be included. But, those with brain defects are unqualified, not for partial inclusive nor full inclusion. Problem is, no more slow learners, only the severe left. Where's our chance to achieve the Vision?
(II, S1, Tuah, SASE)***

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Slow learners were viewed as 'high-functioning' pupils with SEN, with the potential for inclusion in mainstream, and they had previously been in the category involved in the inclusive education programme. Those who were not categorised as pupils with SEN remained in mainstream and provided with remedial classes. Those left in the SEIP were thus ineligible, 'severe' pupils with SEN. They failed to comply with the set rules and even the 'transition' period of preparation before joining the mainstream. According to Tuah:

Some of MOE's criteria: pupils, eligible to be included if they're able to learn, behave and manage themselves... have minimum problems, high-functions pupils. We could familiarise them for inclusive education.

(II, S1, Tuah, SASE)

Tuah pointed out the differing policies on the inclusion of pupils with SEN. The chance to realise the Vision was, therefore, slender. The statements also implied issues concerning teachers' understanding about inclusive education and, more importantly, what the government, represented by staff from the higher level, such as from the Ministry and JPN, told the administrators (see earlier Rufqa's extract) and hence the teachers.

On the Vision, participants from non-SEIP schools felt that there was no cooperation from doctors to certify pupils who they believed were more suitable for SEIP:

Zania: The problem is, no cooperation from panel doctors. For us, these pupils couldn't be with normal pupils – they climbed desks, running around, beat and throw stone to others – not normal. Yet, the doctor said – normal, can stay.

Yong: They could respond verbally, but, behaviour...

Megha: They aren't normal. Disturb others, definitely disturbing.

(FGa, S4)

None of the group members objected to these views. They strongly supported Zania by expressing their view on the negative implications for their classrooms. It could be observed that teachers negatively referred to pupils with SEN negatively. The language used was negative, and they mostly blamed the pupils for the 'unsuccessful' lesson and were frustrated by the situation. They felt that bigger problems befell them when doctors did not certify (suspected mainstream) pupils as pupils with SEN, who then became the centre of attraction in the classroom. From another perspective, non-SEIP school participants were seen to believe that particular pupils must be sent to SEIP school to

avoid failure of mainstream lessons, leading to low academic results. Here, the participants do not realise what has to be changed in the school system and how to change to support pupils. By reluctantly 'keeping' the pupils, teaching them (certainly not supporting them) and without real support from the system, the school is not inclusive for pupils to achieve their optimum potential. The discussion also implied their refusal to accept the responsibility, and passing pupils with SEN to special education teachers was seen as the best solution.

One participant regarded the Vision as means to avoid an internationally negative reputation, and met with no objections from other members. As Esah* said:

Pupils with SEN are OKU card holders, registered disabled peoples. What would others think? Too many of them in Malaysia! If we don't include them, many would be SEIP pupils. Our future quality jeopardised.

(FGb, S3)

The group believed that the policy evades creating negative perceptions towards Malaysia among other nations. The inclusive education programme was viewed as government's strategy to cut the number of registered pupils with SEN. A country with many SEN citizens was perceived to be a low-quality nation. This argument might be based on the inclusive factors of life quality in relation to health and socioeconomics.

The majority of participants voiced concerns at the Vision's implementation. For them, the government must consider the issues to change and improve many areas, including facilities and teachers' workload, which were unrealistic for them, as illustrated below:

Qawi:* We must see (there're many things to consider).

(FGb, S1)

This group established an understanding of the unworkable targets and continued discussing pupils' limitations and other issues. The issues that influenced their (and other participants) views are discussed in the respective category. Similarly, the implementation was discussed:

Zania: How to implement?

Suria: Moreover, teachers not only teach.

(FGa, S4)

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Another common negative view was that the Vision was impossible and unrealistic for Malaysia, as a developing country.

75% is too high; difficult. Malaysia hasn't reached the level of developed country – too demanding.

(II, S5, Nur)

Concern was expressed at Malaysia's capacity in many areas, including technology, expertise, facilities, and educational system. On this point, another group argued:

Yong: But, not to the extent of special education category.

Zania: (Mainstream pupils are) Mentally and physically normal. Still, we need to divide them – mainstream and LINUS. Even for LINUS – various abilities.

Suria: Achieving 75%, teachers would suffer. More teachers at the mental hospital. Only a few lefts at schools.

Zania: Eventually, teachers become SEN people. We, endure all, not policy-makers or administrators.

(FGa, S4)

The group was responding to a question about pupils' diversity in classrooms. They emphasised that pupils differ, even when streamed. They emphasised that pupils with LINUS issues also varied. Therefore, practitioners would become victims of achieving the Vision. It was implied that pupils with SEN are pupils with 'mental' problems, which signified their negative values for SEN. They conveyed that by having a pupil with SEN in the mainstream classrooms they eventually become the ones who end up in mental hospitals. Consequently, the number of teachers attending mental hospitals increases. The participants also pointed to another issue: the lack of support from the administrators and the Ministry. In this context, they implied that policy was made without considering them and other situations at schools.

The issue of teachers comprising the main category of mental hospital patients was similarly raised by Fuad:

Have a look at Bahagia Hospital (a psychiatric hospital). Research found that they're many teachers there.

(FGa, S5)

According to this group, teachers already had a challenging nature of work, with much stress proven by the high statistic of teachers with mental issues. Therefore, 'including' pupils with SEN would only add to their problems.

Overall, it was argued that the Vision was suspicious, impracticable and inconsistent with existing practice of inclusive education. Many participants were unaware of the Vision and its implementation, including the special education teachers. In considering its realisation, some had a negative outlook yet, despite the arguments, there were also open-minded participants who expressed positive views.

7.2.1.2 Positive views

One view was that the Vision portrayed the government's effort and seriousness in implementing inclusive education:

It's a good effort, should be maintained. So, pupils with SEN could undergo realistic learning experiences, enjoy a fair share of the educational rights.

(II, S1, Sofia)

Mainstream education was mentioned to provide a naturalistic learning experience. Sofia's expression of educational rights to mainstream inclusion, however, was only to the rights of pupils with SEN getting similar resources, curricula and activities. This 'realistic' reference is questionable, and having access to the 'mainstream' does not guarantee an inclusive education for pupils. Although she believed that teachers play an important role in supporting pupils to achieve, her thoughts about inclusive education were settled when she mentioned that it was better to segregate pupils with SEN to boost their confidence.

Other participants mentioned:

Krishna: No wonder they gave us phone and tablet. [There's a purpose...] to be involved in ICT programme – use ICT in lessons.

Zania: [Their Vision and mission].

(FGa, S4)

The distribution of technological aids to teachers was perceived as government strategy to implement the Vision. This was believed to be a government effort to support teachers to improve their teaching techniques. Increased usage of ICT was seen as effective for

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pupils, especially pupils with SEN. Nevertheless, there were contradictory views about receiving tablets concerning their support (discussed in section 7.4.1).

Another perception involved the integration of pupils with SEN, and was considered to be a development of inclusive education:

SEN pupils are in the mainstream environment. The SEIP programme is opened in most schools.

(II, S1, Yaqeen, Headteacher)

Yaqeen revealed that the SEIP itself was an inclusive education. There were issues with teachers' understanding of two views: first government policy and the definition of inclusive education because, as stated in the Blueprint, SEIP is not an inclusive education programme (see section 1.3); secondly, there was a narrow view that associates pupils with SEN with their placement. Also, the placement of SEIP at mainstream schools does not warrant that pupils' inclusion achieves success.

Some participants believed the Vision to have an underlying intention to provide education for all pupils. To illustrate:

Esah*: The current enrolment shows increasing SEN pupils, like autistics. MOE wants to reduce cases of missing school. To include SEN pupils (from SEIP) into the mainstream; space availability (at SEIP). Children with severe problems, unregistered, could be enrolled... It's the way to narrow the gap – to provide Education for All, the educational rights. So, they increase the KPI (Key Performance Indicator), targeting 75% to be in the mainstream. With that intention, the Vision is generated.

(FGb, S3)

Esah* mentioned the increasing number of pupils with SEN. She argued that, by including the pupils with SEN from SEIP into the mainstream, extra spaces would be available for pupils with SEN with severe problems, who could be deprived of education. Inclusive education is seen as providing education access for marginalised pupils with SEN, who are unregistered at any school. Notably, in this group, Esah*, a special education teacher (as well as other special education teachers) used the term 'SEN pupils' and 'special education teacher', and occasionally 'pupils with SEN'. This gave a negative impression to

mainstream teachers; even the special education teachers did not use an appropriate term for their pupils.

One participant supported the Vision thus:

I support (the Vision). There're pupils with SEN who can be academically upgraded, join the mainstream.

(II, S1, Ziqri)

Still, there was an issue with conceptual understanding of inclusive education, that of involving only pupils with SEN learning in mainstream classrooms. Clearly, Ziqri referred to those pupils who can do well academically. Also, his word 'join' signals and emphasises the separate educational systems, with differing requirements for enrolment: 'those who want to join the mainstream need to have a certain level of IQ, otherwise they will receive special education'.

Although positive, participants were in a double-bind situation and perhaps ambivalent about the implementation:

The Vision is good, but it requires efforts to achieve.

(II, S5, Rufqa, Headteacher)

This viewpoint was that some participants were keen to accomplish the Vision and believed it was possible, with a certain amount of effort. Rufqa referred to the government effort being achieved by appropriate changes, beginning by informing teachers and ensuring that they understand inclusive education (see also Rufqa's statement in section 7.1.1). Other changes pointed to by participants are discussed in the following section. Another interpretation for this statement could also refer to the effort by teachers themselves, for example improving their knowledge.

The data presented various views and mainly fit under the 'negative' sub-theme. Even the positive ones are conditional, which leans to the theme of 'challenging'. Therefore, it is not credible to achieve the target Vision, although feasible. Inclusive education (the current practice) is already challenging for teachers so, without major transformation and remarkable change, the target will remain as a tough ambition. Therefore, government must take strong, urgent action in a rather ambitious strategy to transform the educational system to a truly inclusive system. Indeed, this is because participant views

were influenced by various factors, which were put into categories. The derivation of the 'challenging' theme is further clarified in the following discussions.

7.3 The influencing factors

There are four identified categories: government; school; teacher; and Malaysian ethos.

7.3.1 The government

The first category for considering the inclusion of pupils with SEN and other influencing issues was government, whether written as MOE, Ministry or otherwise. Participants made statements that were coded into three sub-categories: policy; information dissemination system; and education system.

7.3.1.1 Issues about policy

A common view was the lack of coherence in policy initiatives in favour of expediency. What were perceived to be frequent changes in policy direction served to frustrate the teachers. Policy was inconclusive and kept changing without them witnessing any outcome from its implementation. Most participants believed that no thorough research was done before formulating and implementing new policies. This vagueness could be from the policy itself and/or its implementation. If the latter was the case, the information dissemination of the policy and the interpretation of the policy would be another issue.

Policy clashes were obvious in the provision of vernacular schools (see section 2.4.4) and inclusion criteria for pupils with SEN (see 2.4.6). Other controversial policies included pupils' assessment and social cohesiveness. Prominent perceptions about the policy were that the education system was politicised. It was perceived that each action had a political agenda, which confused and overburdened teachers. Below are extracts to illustrate the challenging themes in this category.

Relating to the policy of education and school system, participants felt:

Kafei: Actually, Malaysian education is always politicising. Each party has its own political vision, interests. It's easier for them, to divide and rule.

(FGa, S5)

Another participant stated:

Similar, but different terms. Because the authorities always change.

Complicated education system, many policies. Teachers, as implementers, must execute.

(II, S4, Mia)

This statement demonstrated the requirement to adhere to policy, as a practitioner. However, it is confusing, and teachers may lose direction and take unclear actions. In this case Mia referred to MOE's programmes, specifically LINUS and a prior programme called 3M (see section 6.10.1). Hana said:

What's the direction? The KPI? Too many to focus. That's why, sometimes, we become... don't know what to say.

(II, S1, Hana)

Mia and Hana pointed to excessive and diverse policies, which certainly differed from teachers' performance targets, so they were overloaded with complications. The KPI to measure overall performance in achieving key objectives was seen as ambiguous. A prominent view was the need for a comprehensive study on policy-making. It seemed to participants that Malaysia was ambitious in advancing for a change. A group asserted:

Zara: To test a programme, see the positive outcomes, would at least take 10 years. Malaysia takes less than six.

Zie: Two to three years only.

Fuad: Always change.

(FGa, S5)

Some participants claimed that policy-makers replicate policies and practices without holistic research at school level. To illustrate:

Anusha: They (policy-makers) visited overseas, want to utilise and implement the idea. But it must include '1Malaysia'. Not just a slogan, yet, no effort towards it. We must think what's best for Malaysia. Not simply adopt and implement.

(FGa, S5)

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The participant above mentioned the tag '1Malaysia', a 2009 programme (Lim, 2018) to promote racial harmony, national unity and efficient governance. Effective policy formulation was highlighted.

When prompted about teachers' effectiveness for inclusive education, regardless of pupils' abilities, participants responded:

Jia: Have those authors seen schools with a classroom of 40 pupils? There's no situation like ours in other countries.

Yara: No research.

(FGb, S4)

Generally, participants believed that thorough research at schools was needed to successfully implement inclusive education.

Also, the inclusive programme is optional rather than compulsory. Only SEIP schools are recommended to include pupils with SEN in the mainstream. Therefore, participants suggested a merit system and recognition to motivate schools to adopt inclusive education.

Abu:* Why don't we give incentives to the schools, for example, the GPS increment?

Fisam:* At least, as the motivation booster.

(FGb, S3)

Gred Purata Sekolah (GPS) is the average school grade used to benchmark schools' and their pupils' academic achievement. Despite the special education teacher-participants' proposal, this comment revealed the prominent notion of influential academic achievement based on a narrow view of inclusive education.

Overall, participants recognised that Malaysia's inclusive education policy was off course relative to the present practice and situations. The inclusive education policy, claiming to give opportunities for selected pupils with SEN from SEIP to experience learning and socialising in the mainstream curriculum with mainstream pupils, was associated with political agendas and had been formulated without comprehensive research. The enormous policies and interests confused teachers, conflicting with the segregation policy

that encompasses special education, the vernacular system and the academic curriculum. Inclusive education, therefore, was viewed as challenging. The following section discusses the education system sub-category.

7.3.1.2 Discrepancy in the education system

In this sub-category, the participants talked of issues such as school type, curriculum, exam-oriented education, collective teaching and instruction time (see Chapter 2). For reference, 'SK', the acronym for *Sekolah Kebangsaan*, signifies a National school, whereas a National-type school is referred to as 'SJK' (*Sekolah Jenis Kebangsaan*) and 'SJKC' denotes the Chinese National-type and 'SJKT' the Tamil National-type school. As Ziqri put it, the segregation does not promote equality but contributes to the communication barriers within society in daily life:

Weird to talk about inclusive. There're vernacular schools, unnecessary! I don't see equality. Everybody should enrol in SK, to promote the national language in daily life. I tried to communicate with a Chinese, but he couldn't understand, unable to converse in Malay language, which is... So, inclusive education is good.

(II, S1, Ziqri)

Obviously, Ziqri was unable to speak Mandarin, and neither could he converse in English. It was considered strange for a Malaysian to be unable to speak the national language.

Another participant mentioned:

It's separated – the Chinese, with Chinese language. Most teachers are Chinese at SJKCs. Everything is different, the system, teaching methodologies – much simpler examination than at SKs. Their UPSR is at Year 4 level! Better to teach there – more subjects; get higher percentages. I don't think the result for Malay language paper is qualified.

(II, S5, Kyda)

Kyda's views on different various schools' practices were shared by all participants, including non-Bumiputera teachers (see p. 13). Kyda pointed to the language's differences, the teachers, teaching strategies and syllabus at vernacular schools. Even the level for UPSR question was commented on for being lower than that at National schools.

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However, vernacular school numbers are increasing, seen as due to political interest. Reja said:

Talking about inclusive, obviously we don't achieve the objective. Separated system: SK, SJKT and SJKC: very challenging for inclusive. How? The policy – develop more SJCs.

(II, S5, Reja)

Tuah expressed his suspicion:

The vernacular schools apparently follow the government policy. But who knows about their additional policies, agendas? Reality isn't highlighted, unknown to the public. To save something, you must let go others; the key to gain votes, do this. It's what makes our education system complicated.

(II, S1, Tuah, SASE)

It was implied that policies and agendas regarding vernacular schools are never publicly aired. Tuah associated the situation with a political agenda.

Some participants pointed to the alarming decrease in Chinese and Indian children in National schools: the system intensified ethnic segregation:

Parents' mentality – don't want the pupils to mingle, refuse to attend SKs. Chinese pupils are decreasing because SJKCs are greater. It's just, the school system is there; the choices.

(II, S4, Safa)

Similarly, the special education teacher-participants expressed concern regarding the enrolment of pupils with SEN at SEIP National schools. Since SEIP programmes are established at National-type schools, parents were seen to prefer to send their children there:

Fisam:* Worsening. Soon, there's no more Chinese pupil because SJKC has the SEIP.

Esah:* Yes. Supposedly, not suit for nation building.

(FGb, S3)

Many participants believed that it is better to have a single type of school:

Anusha: We must've one school system; '1Malaysia' schools. Malaysia education system fails to unite people. Pupils mingle, know, understand other cultures here, but not at vernacular schools. They don't know, not exposed to the environment.

(FGa, S5)

Anusha argued that SJK pupils felt uncomfortable mixing with other ethnicities since they were confined to a homogenous culture, unlike those in the multi-ethnic National schools, such as the perception of other communities. It is believed that the vernacular system fails to unite the population and, for most participants, it had many negative effects for Malaysian:

In simple language: 'Finish'. No more cross-culture, separated, no integration. Not a good practice, many disadvantages. Indeed, need to be examined.

(II, S1, Murni, SAPA)

It was believed that the vernacular system encourages segregation and need to be revised, and Tuah criticised the NEP:

The NEP is worn out, irrelevant with the current education.

(II, S1, Tuah, SASE)

Referring to RIMUP as an ad hoc programme, participants commented:

Anusha: Limited. Once or twice a year.

Nazra: Depends on budget.

Zara: Good, if there's budget. No budget, no good.

Kafei: It's a touch and go programme... no continuity.

Anusha: It's like testing... no improvement, no research to check whether it's right or wrong.

(FGa, S5)

The RIMUP programme is a key initiative for nation building under the National Education Blueprint 2006–2010 (*The Star*, 2007). Many participants asserted that RIMUP and Vision Schools had failed (see section 2.4.5), and it was suggested that differing management and external influences, such as from non-governmental organisations (NGO), had contributed to its failure.

Vision School has no Vision. The SJKC-Chinese; SJKT-Tamil; SK-Malay; fractured, not united. There's disagreement between administrators, plus external forces, like NGO. Everybody fights for their own interest.

(II, S1, Tuah, SASE)

Another view on to the challenges for inclusive education was that gender mattered. It was felt that teachers faced more challenges in mixed-gender schools:

Anusha: Perhaps our pupils are girls, it's not that difficult compared to mixed-gender schools or secondary level.

(FGa, S5)

7.3.1.2.1 Emphasis on academic achievement

Unanimously, participants viewed that the education system places great emphasis on academic achievement.

It was felt that Malaysia practised segregation for special education provision:

Zania: I want to emphasise our common practice. In mainstream schools, special education classes are segregated, isolated within the same premises. They never mixed up. Today, new category of mainstream schools emerged like Cluster schools – differs from the non-Cluster or suburb schools.

(FGa, S4)

Participants also pointed out mainstream schools' segregation was due to the branding practice involved in recognising academic achievement, such as the Cluster school (see section 2.4.3), which was believed to be given to more prestigious and of higher quality than other schools those that were not chosen, or schools in suburban areas. Therefore, having pupils with SEN at such schools would lower the academic results and tarnish their reputation, consequently the award could be withdrawn. They highlighted this practice (and provision of SEIP – special education within mainstream school) as common and contradicting the notion of inclusive education. From their view, this implied challenges for an inclusive education system. However, another standpoint was:

Zara: There're pros and cons with the existence of high-performance school, Cluster school. The good thing is, we'll have best pupils, workers, potential

leaders. Undeniably these schools produce high achievers because they're top performers. Possibly, government wants to find the best.

(FGa, S5)

It was perceived that the practice promotes school excellence and nurtures inspiring leaders, as mainstreaming has been practised for years.

Some participants expressed regret over the admission of 'problematic' pupils to a branded Cluster school, which resulted in its teachers facing problems:

Zania: Pupils are screened with various tests to ensure their eligibility to enter Cluster schools, failing which they'll be sent to other schools. But, not now. That's why those with 'problems' are problematic for teachers.

(FGa, S4)

Participants cited some pupils with learning difficulties and behaviour problems who, according to them, would be better at SEIP.

The following extract indicated that there would be no more streaming:

Rani: No more streaming. Wilayah Persekutuan JPN has released a statement. I'm not sure about Perak.

Fisam:* When?

Rani: Officially, unsure. We received the news via WhatsApp.

(FGb, S3)

Perhaps this is good news, but the cessation of streaming is still unofficial. The situation suggested unclear policy and issues with the information dissemination system.

Generally, participants felt that pupils with SEN are not suited to the mainstream system because they could not cope with its curriculum. The increasing number of subjects and levels are too demanding, not only for them but for mainstream pupils. When probed about the inclusion of pupils with SEN into the mainstream, Safa said:

It's difficult for them to join mainstream classes with the curriculum level. They wouldn't be able to grab the current syllabus – even the normal pupils couldn't.

(II, S4, Safa)

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Another example:

SEN pupils will be left behind in mainstream education.

(II, S1, Raha)

Most participants indicated that teaching is exam-oriented, because the emphasis is on academic excellence. A participant pointed that the approaches by trainee teachers may be interesting yet end up with poor results. When probed about teaching approaches and techniques to ensure participation and achievement of all pupils, Mia said:

Practicum teachers use many teaching aids, which certainly attract the pupils. But, they teach things which aren't assessed. The examination result is bad, unsatisfactory, who would you blame?

(II, S4, Mia)

The majority of participants felt under pressure to cover the syllabus:

Badi: We followed the syllabus provided by MOE. Prioritise the curriculum and the system.

(FGa, S2)

Asked about the possibility of wider inclusion of pupils with SEN into mainstream, Daxia said:

But the government also emphasises UPSR. If they want both, it isn't within teachers' capability.

(FGb, S5)

The participants unanimously admitted the challenges to be greater under the exam-oriented system. Primary education, according to them, is accentuated by the UPSR test. As Rufqa said, mainstream teachers were informed that they were not to focus on pupils with problems:

We send pupils associated with learning complications or who failed the LINUS test to be diagnosed for special education. That's what we're told. For inclusive education, we shouldn't do that.

(II, S5, Rufqa, Headteacher)

Rufqa's suggestion may be good, however a diagnosis might be needed less to find what is 'wrong' with the pupils than to identify their needs so that their teachers can meet their needs and support them. Perhaps, on another note, it could be interpreted that teachers should not jump to conclusions to label pupils and try to discard them without much effort.

Generally, the separation was perceived as an element of inclusiveness to address the pupils' needs for development as required by government statutory and societal demand:

We realise that pupils have different abilities, but our focus is putting their capability in parts. For example, an ideal place for pupils with SEN to learn is SEIP; gifted pupils, intelligent – at fine programmes. It involves the government statutory because education development has increasingly gained public interest. The current special education programme has many fragmentations and focus, even the mainstream. Like autism, Down syndrome and others. To ensure that, we concentrate on handling each specific need effectively.
(II, S1, Tuah, SASE)

Overall, schools' segregation policy and exam-oriented nature, academic achievement, rigid curriculum with numerous subjects and high-level syllabus were seen as challenges for inclusive education. Mainstreaming practice seemed to be continuing. The vernacular system, backed by political interest and hidden agendas, did not promote equity or cohesiveness among Malaysians but triggered more seclusion and division. Government's efforts for nation building were believed to be failing. Education for pupils with SEN was understood from the medical model of disabilities. They were believed to be given access, support and quality education, in an element of 'inclusive' education depending on cognitive level, and participants believed that they acted in the interests of all pupils under the set system. The suggestion was to examine the NEP and its perceived non-inclusive education system. The next section explores the information dissemination system.

7.3.1.3 Inefficiency of information dissemination system

Another viewpoint involved the efficiency of information dissemination. Generally, participants believed that there was no clear mechanism or system for disseminating

information. Before the information reached the public, schools and teachers, the policy had already changed, as they argued:

Anusha: The government always changes the policy. The main idea is there but not before it reaches the people, again they change.

(FGa, S5)

Sometimes, information was missing and contradictory, as another participant in a group mentioned:

Wadi: Information is left out or failed to reach teachers which caused the discontinuity of information and knowledge to pupils.

(FGa, S2)

Regarding teachers' comprehension of inclusive education, the special education teacher-participants believed that there was no issue at SEIP schools:

Abu:* No problem at SEIP schools – teachers must know, willingly or not.

Esah:* In one school, we shared facilities...the canteen, irrespective (of people) – everybody knows.

(FGb, S3)

However, the mainstream teacher-participants denied this. In this case, Reza was not aware about inclusive education until three years ago:

I only heard about inclusive education two or three years back.

(II, S1, Reza)

Adam, a less-experienced young teacher, revealed that he had searched for information regarding inclusive education just prior to the interview:

Frankly, when you talked about the research, I did some study. I'm a new teacher, not to mention the senior teachers. That's why, teachers must be informed and exposed to (inclusive education).

(II, S1, Adam)

Although from similar SEIP schools, it is seen that the information had not reached the mainstream teachers. Reza implied that he had heard unclear information, while Adam

had barely known of its existence. Furthermore, there was little circulation of information between SEIP and the mainstream. Therefore, most participants emphasised that MOE should propagate this information:

It must be disseminated. So, no issue arises.

(II, S1, Tuah, SASE)

Many pointed to discrepancies between ministries, departments and offices:

I've worked with different departments and divisions of MOE... Yet, no coordination. Even, within departments. But, the upper hierarchy don't care... They don't check for synchronisation.

(II, S1, Yaqeen, Headteacher)

Yaqeen highlighted the inefficiency of communication, administration and, significantly, the bureaucracy at the Ministry. He commented on the professional ethics of the officers at higher level.

Another issue was monitoring. The majority of participants believed that many programmes were introduced and implemented without any means of continuing checks:

Zania: The real reason – no action, monitoring, nothing to ensure the accomplishment of visions.

(FGa, S4)

To conclude, participants in both SEIP and non-SEIP schools stated that they had insufficient knowledge on inclusion due to deficiencies in the information system. The need for coordination between agencies to ensure effective implementation was emphasised. These issues were perceived as challenging for inclusive education. The next section focuses on school category.

7.3.2 The school

In this category, participants' responses regarding schools are grouped into the sub-categories 'facilities, resources and funds', 'teaching force' and 'job position'.

7.3.2.1 Facilities, resources and funds

Generally, participants indicated challenges at schools regarding total school and classroom capacity. Classroom size was believed to have been reduced for more effective lessons. According to Yaqeen, this had been a focus for discussion in Malaysia, yet it remained theory. For successful inclusive education, the facilities were a concern. Without support, teachers faced challenges in fulfilling pupils' diverse needs, in spite of strong theoretical knowledge. He claimed:

Since 1983, with the Primary School Integrated Curriculum, pupils weren't supposed to be 30 to 50 per classroom. But, it's not. It became a theory, not been realised. Teachers may have the knowledge, but couldn't practise; teach collectively, anticipating pupils are similar. 30 minutes is allocated for each subject, per session. Teaching quality is questionable – could be 5 minutes only. Now, the transformational phase – the plan emphasises pupils' outcomes and teachers as facilitators. Pupils are grouped in a small classroom. Cramped. We don't have enough equipment, no LCD TV, many limitations and weaknesses.
(II, S1, Yaqeen, Headteacher)

Yaqeen believed that the policy for educational transformation remained a plan, without any real action or change. Hence, teachers were in the same conditions and with a heavier workload. Hana commented on equipment that she used prior to the interview:

An old LCD, no maintenance. They send the LCD projector during PPSMI. (See section 2.4.6)

The repair cost was said to be too expensive. When probed: 'So, why don't the school buy a new LCD projector?', she said:

No money. Must wait (laughing). If we're lucky, somebody would donate.
(II, S1, Hana)

Another participant mentioned internet access:

In this era teachers need internet. We've it, but it's inaccessible. Teachers use their own data.
(II, S4, Ida, 29.9.2017)

Supplying teachers with phones and tablets might ease their work, but were seen as bait:

***Well, cannot say much, but everybody says, programmes with hidden agenda.
(II, S4, Rosnah, Headteacher)***

Another aspect is school location. Many indicated a difference in quality. Mia compared her school with the neighbouring SJKC, saying that the locality affected facilities and, despite similar government funds, the SJKCs were better off:

***SJKT is situated at the outskirts. The SK and SJKC are... Well, the school building, the high-rise and handsome SJKC buildings. SK is government's school, but it's of low-quality, different from SJKC.
(II, S4, Mia)***

The common perception was that urban schools had the advantage, but it was otherwise, according to Zara:

***Better priority is given to rural schools. We don't even have a hall. We had a computer room but filled with other things. Outdated and useless computers, so we bought our own computer. Thus, we cannot say that rural areas are underdeveloped. Today, urban schools have drawbacks, too.
(FGa, S5)***

Overall, lack of facilities, resources, teaching materials, and funding remained challenging for inclusive education. Government efforts to support teachers and improve school condition were seen as unfair due to political interests.

7.3.2.2 Teaching force deficiency

Another common concern was a teacher shortage in SEIP and mainstream. Yaqeen said:

***There should be assistants and support from special education teachers when SEN pupils join the mainstream. But, no. So, everything befalls mainstream teachers.
(II, S1, Yaqeen, Headteacher)***

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When asked about the co-teaching proposed for inclusive education, one group argued from a narrow concept of inclusion for pupils with SEN whereby a pupil with SEN learns in a mainstream classroom:

Abu:* Our teaching force is questionable, not enough. We're different from countries like Australia, Europe or America. For us, we don't need SEIP teachers or the Pupil Management Assistant to assist SEN pupils in the mainstream. We would give pupils who truly could blend with mainstream pupils.

Fisam:* Another limitation is teachers' acceptance. It's inconvenient if suddenly a SEIP teacher is in the classroom.

(FGb, S3)

This group commented on the lack of teachers at schools in comparison to other developed countries (although not all countries in Europe had that status). The word 'blend' was used somewhat interestingly by Abu, a special education teacher. Abu* revealed special education teachers' intention not to burden mainstream teachers, 'passing' only those pupils with SEN who were already accustomed to the norms and environment – those who could blend into the classroom. Therefore, there was no need for special education teachers to co-teach with mainstream teachers. This notion implies the 'understanding' of inclusion: that blending is nothing to do with inclusion. Fisam* added another point to the argument, namely the inconvenience of having other teachers in attendance during lessons, signifying a preference for sole teaching.

Another issue mentioned by participants is on schools forcing teachers of a certain specialisation to teach other subjects (not their field):

Anusha: The JPN asks English-language teachers to teach Mathematics. Illogical. They'd no skill to teach Mathematics.

(FGa, S5)

In this example, Mia questioned the quality of Malay language taught by non-Malay teachers at the vernacular schools:

The situation is worsened in SJKCs and SJKTs. I don't know what to say. Sometimes those who teach Malay language aren't (Malays). I don't claim that

Malay teachers are the best in teaching the language. Indian teachers too, have become expert at Munshi Dewan. Yet...

(II, S4, Mia)

Overall, participants believed that the teacher shortage presented greater challenges for inclusive education. Teaching deficiencies were believed to be due to irrelevant specialisations. The job position is discussed next.

7.3.2.3 More job positions at schools

There was consensus that teachers hold many responsibilities and roles that could be carried out by other staff. Generally, participants expressed frustration that the education system and workload prevented them from being more effective and inclusive.

When probed whether a teacher would be able to cater for all pupils, regardless of difference, Rosie asserted:

The education system emphasises academic achievement. Teachers are pressured with many things. Different teacher at different class from morning until noon. Indeed, you must tackle all pupils, but with time limitation, additional works and other responsibilities, how can we concentrate on pupils with SEN? A teacher holds tasks for pupils' affair, co-curriculum and curriculum.

(II, S4, Rosie)

According to Rosie, it was challenging for teachers because they are responsible for administrative matters, pupils' affairs and co-curricular activities, which takes them away from their core task – teaching. With additional staff, the burden could be shared and thus improve their efficacy in teaching. Participants also suggested supplementary posts to assist and focus on pupils with SEN in the mainstream classroom:

Izz:* We need a permanent employee who could help pupils with SEN.

Aini: A new job position.

Cuifen: Only few pupils in the SEIP. It's only a teacher in the mainstream classroom, so 30 pupils per teacher. Unless, if we've five teachers in a class.

(FGa, S1)

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The suggestion still stemmed from a narrow understanding of inclusive education although, generally, participants could comprehend its possibilities, with reservations. The issues were the facilities, the teaching force and job positions.

The next section explores the statements coded under the teacher category.

7.3.3 The teachers

Participants emphasised the challenges that they faced from both government and school, yet the data indicate another category: teachers. Most cited issues relating to themselves as teachers. Those that posed a challenge to promoting inclusive education emerged directly or indirectly from the interviews and were coded into three sub-categories: 'capability'; 'beliefs; values and attitudes'; and 'workplace dynamics'.

7.3.3.1 Teachers' capability

Common responses concerned teachers' capability. SEIP teacher-participants doubted mainstream teachers' capabilities to teach pupils with SEN, and most mainstream teacher-participants admitted that teaching pupils with SEN was beyond their capabilities, competencies and unquestionably their knowledge and skills. Some mainstream teacher-participants did not proclaim any lack of knowledge and skills relating to pupils with SEN in their strong belief that it was not their responsibility to teach them (see Chapter 8). Since teaching is based on specialisation, it was believed that pupils with SEN were better off in SEIP. In general, all mainstream teacher-participants admitted inexperience with pupils with SEN and emphasised the difference between theory and practice, and that they were not prepared to include pupils with SEN into mainstream classrooms:

Cuifen: If such, what happens to the mainstream teachers? Do you think teachers are free, trained to teach these inclusive pupils? No. Can you give us LADAP? Can you teach, train us to teach them?

(FGa, S1)

The point was made after considering conditional inclusion of pupils with SEN. Still, issues with the workload, pre-service training and need for PD to enhance teachers' inclusive practice were implied. However, a cynical view might be that Cuifen, above, was expressing doubts about mainstream teachers' competencies.

Below is an extract of special education teacher-participants' view. To be competent, they believed that professional knowledge and skills are needed:

We'd be very happy to – just be the partner, observe mainstream teachers. But, are they capable?

(II, S1, Tuah, SASE)

Another example:

Teacher's skill is important. Not everybody has knowledge and skill to cater to diverse pupils.

(FGb, S1)

Referring to weak pupils as slow in learning, Adam said:

I noticed these pupils were unable to follow the one-way learning, must be the two-way, in groups. They keep mum and refuse to do anything. There's one kid in Year 1, whose face is like Down syndrome.

(II, S1, Adam)

When probed about the pupils, Adam said:

They're in their own world. Another, like autism, sometimes, he'd sit alone, refuse to do anything. We need to refer him to doctors, to confirm... weak in learning.

A lack of knowledge could be observed about the conditions or syndromes of pupils with SEN. Adam was unable to detect and cater for the specific needs of pupils in his classroom. He talked about teaching approaches and methods and seemed aware of pupils with SEN, yet his level was low. Adam mentioned potential medical examinations – a regular course of action for mainstream teachers (see section 7.2.1.1). Note that Adam, as a young teacher who recently joined the profession, might well be expected to have had exposure to the issues in special education and related SEN. However, it was stated that senior teachers are not exposed to SEIP. A headteacher pointed out:

Older generation of teachers were trained only for normal pupils; not exposed to SEN. All pupils are ideal. I'm not sure about the younger teachers.

(II, S5, Rufqa, Headteacher)

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Probed about teacher effectiveness in tackling pupils, despite their specialisation, Rufqa pointed out issues in pre-service training:

Perhaps the problem is, Malaysian teacher training method – separating mainstream from special education. I believe the training is different in other countries.

(II, S5, Rufqa, Headteacher)

A younger teacher, with less experience, said:

LADAP is very important. Teachers, after the placement, don't have all skills. If he/she is a Malay language teacher, that's it. Same goes to others. The pre-service teachers too, have no exposure how to handle pupils with special needs.

(II, S5, Ina)

This extract about courses, training and exposure to special education and pupils with SEN was the common view of mainstream teachers' specialisation and expertise, and different from that of SEIP teachers, and the quality of pre-service training. Regardless of teaching experience, mainstream teachers emphasised that they were not trained and had little or no knowledge about pupils with SEN or the skill to teach them.

On this, Adam said that many teachers lacked insight into inclusive education:

What's needed is the root, the teachers themselves – teachers don't know the Vision. Why? Because we don't know the concept and have no exposure.

(II, S1, Adam)

Clearly, it was seen that teachers were prominent figures in the successful promotion of inclusive education. While everyone highlighted issues in government and school, some laid importance on competency as the main challenge to implementing inclusive education.

A consensus suggestion was made. As Afia put it:

Add more experienced teachers, skilful, have the knowledge; attended both courses for the mainstream and SEIP; able to teach both.

(FGb, S1)

It was suggested that teachers must be trained, exposed and skilled in both mainstream and special education, for inclusive education.

Significantly, all participants expressed a lack of knowledge regarding the concept of inclusive education. Most interpreted and associated inclusive education with pupils with SEN. Their viewpoint was of a narrow understanding of the inclusion of pupils with SEN from SEIP (the sole target group) into mainstream. Some believed that it was the provision of special education and the integration of pupils with SEN into mainstream education (see section 7.2.1.1). The approaches, placement strategies and activities defining the type of inclusive education demonstrated that most misunderstood its objectives and impact. Nevertheless, one special education teacher seemed to be aware of the wider concept of inclusive education, but insisted on the general understanding that focused on pupils with SEN learning in mainstream:

Abu: * When I studied for Masters, I understand that HIV-positive children, marginalised, and homeless must be included. More deeper. During undergrad, I learned that inclusive education involves only SEN pupils. But, in Malaysia, terms like HIV don't relate to inclusive – they could enrol in mainstream education.

(FGb, S3)

A lack of knowledge on strategies, implementation and the benefits were observed in interviews:

Inclusive education means moving towards examination, where... er, pupils are better prepared to sit for UPSR.

(II, S1, Tanvi)

Tanvi was from a SEIP school and had over 10 years' experience yet was still unaware of inclusive education.

Regarding the implementation and approach, Tuah explained:

To define, inclusive education is, pupils with SEN are given the chance to learn with mainstream pupils in the government mainstream schools.

(II, S1, Tuah, SASE)

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A common definition and reference of inclusion is on the academic or social inclusion of pupils with SEN, associated with the type of inclusion – full or half/partial inclusive education, as mentioned earlier. Yet another standpoint is:

Esah: * Not just academically, but from all aspects. Even with (access to) equipment, we could consider that as inclusive.

(FGb, S3)

7.3.3.1.1 Teachers' understanding of 'inclusion'

For a better understanding of participants' views on inclusive education, they were probed with the word 'inclusion'. They responded with various definitions:

Yong: Inclusion... Internal. That's inclusive, right?

(FGa, S4)

A headteacher admitted that he had never understood it:

Inclusive? That's what I don't understand.

(II, S1, Yaqeen, Headteacher)

Another example on the strategies of pupils with SEN' inclusion:

There're integration programmes between SEN and the mainstream pupils, for example, the camping programme. They join, learn how to erect camps and cook. Any group activity... an inclusive education for the inclusive pupils. They learn how to communicate and unite.

(II, S3, Aqil)

But the information about this seemingly broader approach of inclusive education (social aspect of inclusion) had not reached non-SEIP schools.

Teachers' awareness of inclusive education also guided the way in which they responded. There were also un insightful teachers. Daxia, a Chinese participant, was quiet, thus was encouraged to respond. She shook her head, however, to signal that she did not know, and said:

Daxia: Here we only have the remedial classes.

(FGb, S5)

Among the non-SEIP teachers, the impression was that inclusive education was irrelevant. The response was similar to the headteacher's, thus reasonable (see section 7.2.1.1). Remedial classes were to assist pupils who were unable to follow the usual lesson, focusing on literacy and numeracy skills (see section 7.3.2.2).

To define the term 'inclusion', the teachers reached for their mobile phones to research it, and immediately asked:

Jia: Inclusi. How to spell 'inclusi'?

(FGb, S4)

The word 'inclusi' is not a typing error, and it was uttered as it is written. Participants were unsure of the term even in order to Google it. Since the interview was in Malay, it was my responsibility to provide a correct spelling of inclusive education in Malay. Some apparently understood inclusive education and knew that the word 'inclusive' is spelt *inklusif* in Malay, adapted from the English. Although SEIP teachers were aware of inclusive education, one of them admitted:

I don't know in detail. But I've heard about it.

(II, S3, Sam)

Others could not express their understanding of inclusive education:

Azam: * I understand (inclusive education) but I don't know how to describe.

(FGa, S1)

It was clear that the group's understanding of inclusive education was narrow.

Of all participants in the multi-ethnic focus group of participants, it was the Malay teachers who seemed aware of inclusive education, yet they found it hard to describe, possibly, as explained earlier, as they were from non-SEIP schools. It might also be because of individual attitudes, or because information was not made available to them, which relates to information dissemination or because they were too busy. This might be more understandable if the study had involved vernacular schools. However, since the research question is to understand teachers' views generally, it can be stated that Chinese and Indian teachers were unaware of inclusive education, regardless of school

type, with or without SEIP. Some hesitated to share their views. In the individual interviews, Tanvi's answers deviated from those of many others. During the focus group some commented only after others or when they were prompted (see Daxia above). Kafei (similar school), however, gave a positive response when her colleagues responded from the viewpoint of a narrow concept:

Kafei: Inclusive education supposedly includes all pupils, regardless of their abilities and their understanding.

Anusha: But if they just couldn't cope with the mainstream momentum although we tried at our level best, what should we do next? The government has established the special education for this kind of pupils so that they aren't left behind. They can learn at their own pace and sit for the UPSR at 14. [...]

Fuad: It'll depend on their capability.

(FGa, S5)

This group's understanding was still based on the medical model of pupils with SEN, and Kafei's perception was overpowered by other participants in the group (see Appendix TT).

This example serves to highlight differences between focus-group and individual interviews. While an individual interview gives quick insights and deeper understanding, in a focus group a teacher's view might be challenged or influenced by others. In this example, the narrow understanding of inclusive education became the overall view of the group.

Some mainstream teachers were undecided and uncertain about their responses and seemed to guess at the 'correct' answer, although they appeared aware of inclusive education:

Nila: It means... inclusive education is typically for special education pupils, right?

(FGb, S5)

Another example relates to teaching and learning approaches:

Suli: Isn't a kind of twenty-first century learning concept?

(FGb, S4)

During focus groups interview at SEIP schools, mainstream participants signalled to special education participants to speak first. From another perspective, possibly due to their narrow understanding, they could be seen to be giving way to special education teachers, whom they believed to be the experts.

Others admitted that they had never come across inclusive education before the researcher's arrival (see section 7.3.3), thus it was new knowledge for them. Ziqri was probed to share the source of his knowledge on the idea. Despite being a young SEIP schoolteacher with a Master's qualification, he was unfamiliar with it:

I heard from my wife, a special education teacher. I've just talked to her.

(II, S1, Ziqri)

Even as a teacher couple, they did not talk about inclusive education (perhaps it was difficult to constantly talk about work) and, when they finally did, a narrow understanding materialised. This may be associated with the Malaysian ethos. In this example, a senior teacher with more experience reported:

Cuifen: The terminology, 'inclusive education' is new to us. Because we don't have special needs, special education, in the past.

(FGb, S1)

Another significant issue for inclusive education is teachers' self-regulation. Only one group expressed the matter, and only upon prompting. They felt that it is important to reflect and understand their emotions and behaviour and adapt them to situational demands, in this case the lack of knowledge and skills to enhance their inclusive practice:

We're now in globalisation era, borderless world. We could Google and survey the professional skills that we must have; be active to upgrade our knowledge.

(FGa, S2)

Upskilling of knowledge was deemed important to the successful promotion of inclusive education. The views of participants of varying teaching experiences, seniority (senior does not necessarily involve more experience), ethnicity, qualification and roles were discussed. Regardless of their differences, the participants seemed unaware or had low awareness of inclusive education, understanding it from the narrow concept of inclusive education that associated pupils with SEN from SEIP. However, the consensus differed in

terms of the implementation and practice of inclusion of pupils with SEN. Participants cited different pre-service training and a lack of knowledge and skills as relevant to the wider inclusion of pupils with SEN. CPD was perceived as necessary to increase competencies and improve inclusive practice. These issues were raised directly across all interviews. Due to challenges from government and school, participants doubted their ability to be more inclusive. Inclusive education was therefore viewed as difficult. Nonetheless, the interviews indirectly showed that their values and attitudes also represented a challenge for inclusive practice, as discussed next.

7.3.3.2 Beliefs, values and attitudes of teachers

Participants expressed negative feelings towards learning difficulties, and some shared negative experiences with pupils with SEN, mostly those who were more senior and with more teaching experience. They conveyed that it was harder to handle the new generation than earlier ones, who were believed to be more disciplined and respectful to teachers. They articulated the challenges that they faced when dealing with emotionally weak and uninterested pupils. In this extract, the participants discussed strategies and methods to ensure participation and achievement by all:

Azam: * In my generation, the beginning of my career, in 1980s, the pupils were more interested to learn. But now, how to say...

Naji: ICT era.

Badi: Too individualistic.

Naji: In the past, pupils respected teachers.

Sofia: Now, pupils are lacking in terms of emotional intelligence. Agree?

Yes. (all participants)

Sofia: That relates to the pupils' outcome in terms of social skills.

Ira: * They have less focus, less attentive.

Azam: * Record this. Let's MOE watch.

(FGa, S2)

When probed why they had such thoughts, they responded:

Sofia: Environment?

Naji: They're too pampered. Spoiled. Whatever we did, or 'it's all about communication' doesn't work. Result remains, no improvement. What did you do with the problematic pupils in the past, Azam*?

Azam:* Previously, not many problems, perhaps because of the upbringing.

Now, the pupils couldn't be disciplined, we couldn't do much.

(FGa, S2)

Azam,* a special education and senior teacher who had experienced teaching in mainstream education, implied a difference in disciplinary rules at schools. Most participants believed that teachers were professionally compassionate in their job and would sacrifice time, energy and money to assist all pupils yet, without parents' cooperation, it was useless:

Zara: Especially now with limited budget, we use our own money for all worksheets. It's a pity to collect money from parents. Some would pay, some not. Some, who afford, still refuse. So, it's teachers' burden.

Kafei: Teachers, no matter how, want everybody passes, gets the best result.

Nazra: Workshops, answering techniques.

Anusha: All are given free.

Kafei: We don't receive extra pay for extra classes. But, we don't discriminate, teach our best.

(FGa, S5)

Another argument about parents' responsibilities ran:

Parents must care about their children development. Teachers only see them for a few hours. To fix all their problems would be difficult.

(FGb, S4)

Positive values and beliefs were demonstrated in relation to pupils' diversity of gender, socioeconomic background, religion, ethnicity and other identifiable differences, apart from learning disabilities. Special needs and SEN were perceived and described in terms of the medical model. Pupils with SEN must meet certain criteria to be included in the mainstream, as summarised below:

Abu:* But, for special education pupils, if given a thousand chances, they still can't, because of their cognitive abilities.

(FGb, S3)

It is noteworthy that this was said by a young special education teacher with a Masters.

Values and beliefs that are possibly embedded in the education system were rooted in the emphasis on academic performance. Participants believed that pupils with SEN with certain intellectual capacity and behaviours would impede the education flow and have a negative impact on others. According to them, instead of advantages, more drawbacks would be encountered and inclusion would be meaningless:

We couldn't just place the special pupils to join inclusive programme. There're criteria and other issues. If the pupils don't fulfil the criteria, problem exist. We claimed there's an inclusive programme, fine. But, in reality, they couldn't learn, unable to do anything, only disturbing others. Is that what we want, to include, for that 75%? Is this the success, for the inclusive programmes?

(II, S1, Tuah, SASE)

Clearly, this viewpoint was from a narrow understanding of the concept. But, from another angle, Tuah was right in a sense that having 75% of pupils with SEN in mainstream classrooms (placement) for the sake of achieving the Vision would not be a success inclusive education. If there is no support system and change in practice, no pupil (not just pupils with SEN) would benefit from the setting.

A participant asserted that the emphasis on academic performance led to fear of penalties. According to Tuah, this discouraged teachers, disturbing them emotionally and physically. Teachers would be blamed for their chosen action to focus on academic performance or to ensure inclusive participation and achievement of pupils:

We're afraid of being punished. That's why we limit the OKU pupils' inclusion because nowadays, both administrators and teachers feared the consequences when results dropped. For example, being transferred, or demoted.

(II, S3, Aqil)

Some mainstream participants also queried the allowances that special education teachers enjoy, which seemed unfair considering the challenges they had while handling

various pupils in mainstream, since inclusion of pupils with SEN meant an extra workload, burden and challenges. Therefore, they perceived that mainstream teachers should also be given incentives to promote inclusive education:

Why do special education teachers receive allowances but not mainstream teachers?

(II, S5, Yong, SAPA)

Responding, Tuah said:

That's why it's a problem. I couldn't answer that. MOE has policies, they must have the reasonings. What they say is right logically. If all pupils with SEN join the mainstream, no problem. Only the pupils would have problems. Perhaps special education teachers too become mainstream teachers because all pupils are intelligent apparently.

(II, S1, Tuah, SASE)

Tuah felt that the allowance is appropriate, as decided by government, but that mainstream teachers had a point. However, the quality of education for pupils with SEN was questioned, moreover special education teacher employment would be unnecessary since pupils with SEN would learn in the mainstream. Exemplified by Yong's and Tuah's arguments, these demonstrated a lack of understanding of the inclusive education concept, special education teachers' roles and the provision of special education.

An example of a common viewpoint on problems in the mainstream education is:

Zania: Regular schools had enough problems with the pupils. To add special pupils, who'll face the trouble? Teachers.

Yong: We've many pupils, how could we add in SEN pupils? It could become problematic. Teacher has five to six problematic pupils. No, cannot.

(FGa, S4)

Another viewpoint was on having no job, following on from Eddie's comment above. It was perceived that Chinese and Indian teachers feared that National-type schools were to close:

Anusha: That's why, the SJKCs and SJKTs don't want the Dual Language Programme. They're afraid of losing their job. Because, when science and Mathematics are taught in the English language, not Mandarin or Tamil, other teachers would get in to teach.

(FGa, S5)

Another issue was highlighted:

Daxia: People don't want to become teachers. Many special pupils in the mainstream classroom! Many stressed out.

(FGb, S5)

Clearly, participants viewed inclusive education as challenging due to their prominent values on intellectual abilities. The data also showed that because of teachers' beliefs and values on SEN it was difficult to promote inclusive education.

7.3.3.3 Issues affecting workplace dynamics

Another view associated with teachers was workplace dynamics. Most participants mentioned team and organisational relationships as affecting the operation of schools. There were divisions between mainstream teachers and between mainstream and special education teachers, with a lack of teamwork, effective communication to voice grievances or disputes and effectiveness in managing school-based CPD. They believed that a positive workplace culture and collaboration are important, but that collaboration is difficult:

Ira:* We need to collaborate. But, to involve special education teachers into the mainstream is impossible. They've their own classes. That's the constraint.

(FGa, S2)

Also, many participants expressed that their voices were unheard and that both teachers and pupils suffered the effect:

Anusha: MOE doesn't call teachers when drafting new policy; there's no survey. After the implementation, then only they asked whether it burdens the teachers.

(FGa, S5)

As presented earlier, there was a lack of communication and interaction between teachers about inclusive education, even at SEIP schools, and no opportunity for special education teachers to share information, possibly because of its perceived insignificance and other school priorities. Some SEIP school mainstream participants said that their response was based on informal chats with special education teachers and/or experiencing for themselves the inclusion of pupils with SEN (from SEIP). For non-SEIP schools, information about inclusive education was not circulated, although the headteacher was briefed about the programme (see section 7.2.1.1). As shown, this was the view of many:

No matter what (policy), it depends on the authority, MOE. If, they don't physically visit, approach, and understand teachers' feelings, the situation remains.

(II, S1, Adam)

Generally, participants believed that teachers were just implementers and performed whatever was required, hence policy-makers should understand schools' situation and teachers' views. Adam expressed the feeling of being undervalued and ignored. This standpoint was in line with the aim of the study to explore and value teachers' views.

To conclude, inclusive education is challenging teachers in two ways: first, internally, from teachers themselves; and secondly, externally, determined by external factors that affect inclusive practice. Internal factors include teachers' awareness, capability, self-regulation and the values that determine their attitude towards inclusive education. External factors include the quality of pre-service training, workplace dynamics and teachers' workload.

7.3.4 Malaysian ethos

According to participants, the Malaysian ethos is another prominent issue. Malaysians' belief systems and attitudes are blended from a unique multi-ethnic, -cultural, -language, -religion and socioeconomic background. Generally, the participants spoke of the ethos of academic performance and disability. The sub-categories are ethnic subculture, mentality, and social and cultural prejudices.

7.3.4.1 Mentality of Malaysians

The mentality of Malaysian parents, societies and teachers was coded. This includes the mindset of segregating pupils based on ethnicity, academic excellence and ability. Most participants believed that Malaysians are comfortable with those of a similar language, religion and culture, thus a segregation mentality challenges the implementation of inclusive education. To illustrate:

Anusha: It's difficult to implement the programme. Malaysians aren't easy.

Kafei: They (SJJC teachers and pupils) don't understand our cultures.

Zara: Not respecting other cultures.

Kafei: Like us the Chinese (at this school), we too, have problems to mix with those from the real Chinese schools (SJJC). Their culture and thinking are different.

***Anusha: You send me to SJJKs, I wouldn't survive. They would kick me out.
(FGa, S5)***

The Chinese (Kafei) and Indian (Anusha) participants above expressed discomfort with vernacular schools because they were not used to their norms and their communities' mentality, different from those of ordinary National schools. They revealed that Chinese parents had run an investigation into sending children to National schools, which had never happened in the past. According to them, their preferences for school type were obvious, although the National-school facilities had improved. Some perceived that parents were dubious about school performance and thought that their children might do better in Chinese schools:

Anusha: We obtained new buildings, still, Chinese and Indian pupils didn't increase. Some remained, because their elder sisters studied here. Or else, none. Eventually, there would be none.

Zara: Surprisingly, for the next year enrolment, there were Chinese parents who came and interviewed the Chinese teachers, on how's the school's performance and all.

Anusha: They don't want... there're many other ethnics, worrying. They feel secure sending children to Chinese schools.

(FGa, S5)

Generally, pupils were perceived to be accustomed to a system that values academic performance, as it becomes the values that they are brought up with. Some participants claimed that the values were embedded in culture:

Nora: It's normal. Bright pupils have their own groups, don't want to befriend the weaker one. SEN pupils would feel isolated.

Nila: Becomes a culture. Because it's instilled by their parents.

Fang: Teachers could do nothing.

(FGb, S5)

Talking about upbringing values, another participant said:

Children are a result of their home. It's the parents' role to instil motivation and attitudes.

(II, S1, Hana)

Parenting values were considered important since they deeply influenced pupils' behaviour and attitudes in making friends and socialising. Under parents' intense drive and the standards valuing academic achievement, pupils' discrimination of classmates who they believed to be 'no good' and who are not quick to learn was said by teachers to be inevitable.

As disabilities became a constraint, it would be difficult for pupils with SEN to assimilate into mainstream education unless they could function cognitively. It was perceived to be difficult to include pupils with severe and multiple disabilities, who are mentally retarded, as they described them:

Qawi:* Most SEIP pupils with SEN have multiple disabilities. The mentally retarded pupils have severe brain damage. That's a constraint.

(FGb, S1)

Zania: Special pupils in classrooms, oh no! CANNOT. Definitely no.

(FGa, S4)

The two examples are provided because obviously the participants were Malaysians who were accustomed to the culture and practice, therefore it gives their characteristic attitudes and aspirations.

Generally, participants perceived that understanding and cooperation from Malaysians were crucial to promoting inclusive education.

Yanti: We need the parents' cooperation.

Fang: Society must realise about this.

(FGb, S5)

Ultimately, the separation and competitiveness of the academic excellence mentality were felt to have affected the socialisation and unity of the diverse younger generation. Values and prejudice were perceived to have been passed from parents to children. Suspicion directed at different ethnicities was believed to have been intensified by language barriers, cultures and mindset. Underlying comfort and security with similar ethnics polarised the school choice. Perceptions about intellectual capacity and learning disability compounded the challenges of inclusive education and it was felt that parents' and society's mentality and values represented a challenge for inclusive education.

7.3.4.2 Social and cultural prejudice

Another view was social stereotypes in regard to differences between ethnicities and disabilities. As reported, participants believed that separation at an early age instilled social and cultural prejudice among various ethnicities. Some senior teacher-participants reminisced about their school days and noted the difference. However, to expect pupils to mix was complicated, as some were not accustomed to mingling with other cultures and barely spoke the national language (Malay) at school:

Separated schools create discrimination... racial issues surfaced. I disagreed with the systems. It's better to mix... know and respect different cultures. But what happens is, they're within their own community. Eventually, they don't know how to speak Malay language. They're in their own environment, using their own mother tongue, even at schools.

(II, S5, Kyda)

Kyda believed that the vernacular system generates racism. She preferred a standard system where pupils are mixed in school, to encourage positive communication.

Speaking about different cultures and discipline practice at SJKCs, participants said:

Anusha: The requirement and condition are given at SJKCs: be prepared to be canned if pupils don't complete their homework.

Zara: The rule is accepted, not at SKs.

Nurin: Certainly not canning.

Zara: They would refuse JPN's visit. 'JPN should go to schools which don't achieve targets, not them'. They dare to say no. JPN said nothing. See, even the JPN officers have difficulties to talk to them.

Anusha: What about their discipline practice? It should be shared. Why are they so systematic? Their pupils are well disciplined, but not ours.

Nurin: Perhaps, from the parents.

Anusha: We're unable to (access the Chinese schools and obtain information).

Zara: And, the public were inattentive when we commented. But when they comment, everybody give attention.

(FGa, S5)

Participants highlighted different practice at SJKCs. JPN and the public's different treatment of and attitude towards National-type schools were emphasised. It was felt that National schools were discriminated against, in that certain practice is permitted and not commented on at vernacular schools. They suggested a need for cooperation and networking, so they can learn vernacular schools' practice.

The extracts were taken from Schools 4 and 5. Historically, these were SRKs (English-language medium) in which, obviously, in terms of ethnicity, the pupils were more diverse. Therefore, participants seemed to have more experience in relation to social differences and cultural background.

Some participants highlighted parents' acceptance and their children's attitude to pupils with SEN. Some would send their children to special education while others would refuse, because having SEN children is taboo in a society that values academic achievement:

Some parents refuse to send their child to special education because of family's honour.

(FGa, S5)

Social and cultural prejudice is believed by participants to have led to discrimination in the education system due to the attitudes of the government and public. Vernacular school communities were seen as maintaining boundaries between themselves and others. The absence of contact between schools and no legal enforcement to eliminate discriminatory behaviour at vernacular schools and prejudice towards the disabled and their families were seen to be challenges to inclusive education.

7.3.4.3 Ethnicities' subculture in Malaysia

Ethnicities' subculture refers to the cultural groups in the Malaysian culture and, in this sub-category, factors external to the education system and internal factors within the education system were considered by participants.

The predominant view on external factors was that parents' and pupils' upbringing meant varying values among the ethnicities. Clearly, academic performance is seen as a priority in the Malaysian culture. Lesson memorisation is important, and pupils of different ethnics were compared. Attitudes, values and language skills were pointed out:

Chinese pupils differ from Indian – lazy, perhaps too pampered. Chinese want to learn and memorise. Malays, weak in Malay language, what can you expect for English language and Mathematics?

(II, S4, Mia)

On another note, Kyda perceived the teaching and treatment of Chinese teachers to pupils of different ethnic; discriminated other pupils:

They (Chinese teachers) at SJKCs teach passionately, so determined because there're their ethnics. Chinese teachers at normal (National) schools would always easily scold Malay pupils, but not Chinese. They would enthusiastically teach the Chinese until the pupils become clever. There's injustice when appointing pupils for competition. So, (other) teachers notice that – discrimination.

(II, S5, Kyda)

Kyda complained that Chinese teachers taught pupils of their own ethnicity with more determination, to maintain their dignity.

Ethnicities' subcultures influenced the interaction between pupils, teachers and parents. A lack of exposure to other cultures and a preference for the same group were exaggerated by the vernacular system. Participants associated the ethos of assessment, segregation, labelling and an ethnocentric curriculum (see section 7.3.1.2 – Kyda) with the education system, where pupils were assessed, labelled and streamed on the basis of academic performance. Although a similar curriculum was used throughout the country, it was felt that the curriculum was modified (easier) to appeal to specific ethnicities (see section 7.3.12 – Kyda) to ensure high achievement in UPSR. The low level was felt to be favourable to the Chinese, which resulted in more 'A's at SJKC. Examinations were seen as essential to evaluate pupils, and parents demanded to see their results, so pupils with SEN were perceived as needing to learn in a special education setting.

7.4 Summary

Having discussed the theme of 'challenging', it seemed that all the challenges faced by teachers are due to external factors: participants laid the responsibility on the government. However, the findings suggest that it is not only external factors that are important but also how teachers themselves applied their understanding, knowledge, skills and values.

Much effort is required to address the issues regarding government and schools. For example, unclear and politically influenced education policies and the lack of school support need immediate rectification. Inclusive education is understood from a narrow perspective and from the medical model of pupils with SEN, which corresponds to that in government policy. Teachers lack awareness and understanding of pupils with SEN and inclusive education. However, they may not realise their own values and beliefs towards disability and academic achievement, adding to the challenge.

Participants recognised the need to acquire knowledge and skills to ensure participation and achievement of all pupils, regardless of difference. Still, many felt that differences did not refer to intellectual capacity and related learning difficulties. So, pupils are not valued and embraced in that sense. Participants believed that to address the needs of pupils with SEN, separate education is the best element of inclusiveness. Pupils with SEN seen to comply with the rules and standards were to be included in mainstream education. The view of the support given to pupils with SEN was from the medical model of disability.

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Adding to the challenges were the complex educational system and Malaysian ethos regarding segregation of ethnicities, academic achievement and disabilities. The analysis of the data shows that there were connections between the issues in each category. For example, education policy influenced the school system and teachers' workload. The contention was that inclusive education is more likely to be successful with changes to the political scenario. With that, an inclusive study on the country's complex education system could be instigated to embrace and value all differences, embarking on inclusive education. The first step would be to listen and respond to teachers' views on inclusive education, their inclusive practice and PD needs, which will be discussed in the next chapter.

Chapter 8 Findings Analysis about School-based CPD

8.1 Introduction

This chapter presents findings for the second and third research questions:

- What makes school-based CPD helpful for teachers to promote inclusive education?
- What do teachers require from school-based CPD to enhance their inclusive practice?

The first part answers the second research question, and the next the third question. The extracts are quoted with the similar format used in Chapter 7.

8.2 Helpful school-based CPD

Generally, participants perceived that helpful school-based CPD to promote inclusive education was influenced by factors, identified as codes, grouped into sub-categories (see Appendix EE). The associated sub-categories form the main categories: direct and indirect. For instance, 'activities' and 'implementation' are grouped into 'activities and implementation'. Figure 8-1 illustrates the overarching themes.

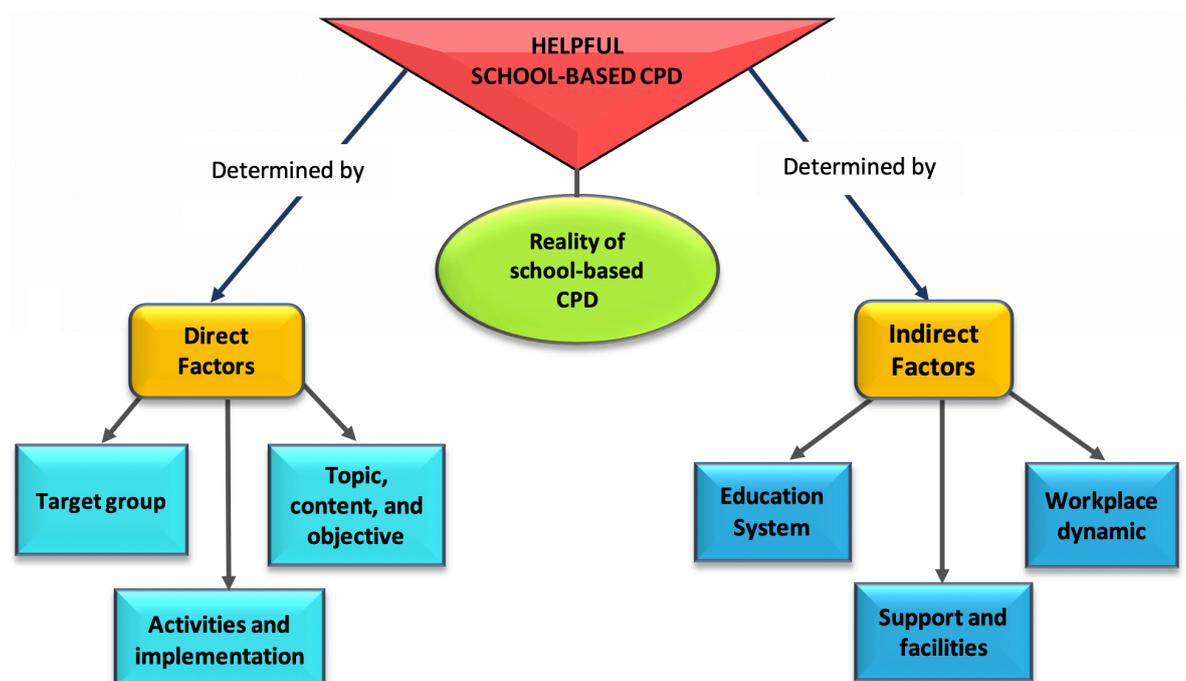


Figure 8-1 Helpful school-based CPD

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Participants' feelings and experience of school-based CPD were explored to understand the points made, as represented in the diagram as the 'reality of school-based CPD'.

'LADAP' refers to all school-based CPD activities (see section 5.5). Notably, participants used the word both as a noun and verb and, indeed, without me mentioning LADAP some were unsure what was meant by 'school-based CPD':

Is it the learning activities which based on school?

(II, S4, Wana)

Participants used the acronyms 'PdP' (*Pengajaran dan Pembelajaran*) and 'PdPc' to refer to teaching and learning activities. Recently, PdP was changed to PdPc (*Pengajaran dan Pemudahcaraan*) or, translated, 'teaching and facilitating'. This portrays the emphasis on twenty-first-century teaching practice, in which teachers are facilitators in empowering pupils to reach their full potential (MOE, 2012a). However, some were not accustomed to PdPc and struggled to recall its meaning upon closer questioning. They interpreted it as 'teaching and learning in the classroom'. The acronyms are written as stated by the participants, and mean teaching and learning.

8.2.1 Reality of school-based CPD activities

Generally, it was perceived that most CPD activities were held at schools for the government's requirements. A headteacher revealed:

We implement the seven days LADAP to improve teachers' knowledge, besides giving them opportunities to further study. Previously, teachers only attend courses, then, conduct in-house trainings. When LADAP was enforced, it was messy. Schools planned many things, sometimes irrelevant.

(II, S1, Yaqeen, Headteacher)

Yaqeen implied that there were issues due to unclear information and the absence of guidance on school-based CPD. Issues related to the topic, content, objectives, and activities, identified as internal factors. Thus, it was commonly felt that there were advantages and disadvantages to school-based CPD:

Teachers don't have to travel. Also, only a few teachers attend outside courses. Those who do must convey the information clearly. Here's the weakness.

What's delivered by the second person isn't similar to that from the first. Perhaps, it cuts cost and tackles teachers' deficiency. (II, S4, Safa)

More benefits were mentioned by Safa:

We'll receive new inputs, policies, and acquire knowledge and current teaching techniques. We cannot follow traditional ways but to move forward at par with pupils, who sometimes, more advance than us.

Safa expressed the need to improve. It seemed that school-based CPD was a means for teachers to learn and keep abreast with evolutions in education while unable to attend outside courses.

Nevertheless, one view contrasted:

Zania: LADAP is always about the same thing. Motivation to teach, teaching methods, techniques. Teachers, of 20 to 30 years' experience felt nothing change, keep repeated to remind us. (FGb, S4)

This illustrates several issues, including topics and activities and, more importantly, the group say that experienced teachers feel stagnant. It also implies a need for teachers to reflect on their own engagement in CPD activities:

There're pros and cons. Sometimes, LADAP pressures us. Whereas outside courses associate better with our options. LADAP involves all. Teachers must know and mindful of everything – other subjects, disciplines. It's too much. (II, S4, Wana)

Wana felt that school-based CPD involved all teachers and considered it irrelevant due to their different disciplines, and sometimes there was 'information overdose'. Such expressions conveyed that participants had both positive and negative feelings about school-based CPD. Generally, participants believed that the effectiveness of school-based CPD is associated with its positive impact on their teaching practice, thus is helpful to maximise the participation and achievement of all pupils. For example, when asked about changes in teaching practices, participants responded:

Badi: More positive. Helping teachers to change and improve their teaching.

Fostering cooperation among teachers.

Ira: * Sharing ideas to solve problems in PdPc.

Azam: * We're talking about positive effects, not negative.

Ira: * Yes, some LADAP are normal. Listen, finish, and go home nothing gained.

Naji: No changes for me. LADAP is supposed: we started zero, ended with additional, new information.

Azam: * Less impact.

Ira: * Depends on the topic.

Azam: * Or person who deliver.

(FGa, S2)

Participants conveyed negative feelings about similar activities, and some believed that there was no impact for betterment. Frustrations with school-based CPD activities were shared by most participants, across schools. Generally, work-relevant school-based CPD was believed to be beneficial, yet most considered that many school-based CPD activities did not support their principal task of teaching:

Abu: * LADAP that relates to work is important.

Esah: * About preparing teaching aids, it helps.

Abu: * Yes. Related to us, like a session about autism, followed by a workshop.

Esah: * We could use... beneficial. Thus, effective. But, if [it's nonsense], it wouldn't affect our teaching practices, the PdP activities.

Rani: [Nothing suitable]. We couldn't practise – apply them in the classroom.

Esah: * Whatever it is, LADAP must relate to our core business.

Fisam: * Must be focused.

Esah: * Focused activities such as how to tackle pupils.

Abu: * Professional development.

Esah: * Agree. And, we would follow the current PdPc practice... Definitely effective.

(FGb, S3)

Participants referred to twenty-first-century teaching practice as current practice. They expressed the need for focused activities for the 'right' teachers, based on their specialisation and disciplines. Such sessions were on classroom management and dealing

with pupils. Abu* suggested the need for more targeted school-based CPD about certain conditions or syndromes of pupils with SEN. Referring to the word 'workshop', Abu* expressed the need for both theory and practice of school-based CPD. In this context, he demonstrated that, following a CPD session about autism (theoretical), a workshop would have hands-on activities in dealing with the pupils (practical). Generally, it was perceived that focused school-based CPD to promote improvement on teachers' learning and teaching would have a positive impact on pupil's outcomes.

Another viewpoint on school-based CPD activities was a freedom to choose the method:

Anusha: There's none which really motivates us. All about work...

Zara: We enjoy PLC because we choose the way, and within the subject panel, our discipline. To feel happy, we did casually.

Zara: But we couldn't choose the method... do as told.

Nazra: It's just like the PdP activities... similar for teachers. Not to just sit and listen.

(FGa, S5)

Participants felt that the most beneficial school-based CPD activities were those that motivated them. This implied issues with activities, and most participants considered hands-on activities to be the best; for many, 'sit and listen' school-based CPD sessions were dull. Participants felt at ease within their PLC, based on specialisation. They felt supported and enjoyed learning from and with colleagues within their own subject. Unable to choose the PLC strategies, they planned interactive and interesting activities. Collaborative tools, according to participants, included peer-learning and learning walks.

Some participants were unsure about the term PLC (professional learning community), and either did not know or confused it with a 'process learning centre', one of the twenty-first-century education activities:

PLC... er, 'process learning centre'. 'Pupil-centred process'. Teachers as facilitators.

(II, S5, Kyda)

Yaqeen commented:

PLC is actually an inculturation, not one of LADAP topics. It's part of the twenty-first-century education; schools must adopt it. The PPD emphasised PLC's culture, to be practised daily or weekly by teachers. But, how many teachers do that? The subject panels don't care. Supposedly, they sit together, share new knowledge and discuss, at least once a month. Then, it becomes a PLC.

(II, S1, Yaqeen, Headteacher)

Yaqeen stated that PLC was supposed to be a learning culture that teachers practised at school, indicating that teachers presumed it to be another school-based CPD activity and complained about having to participate. In earlier interviews, participants expressed:

Fara: We shared lesson plans. Teachers could study and implement the best plan. There must be others, such as Panel Head to observe and give feedback.

Reja: We observe strengths and weaknesses to improve, the more experienced observing the less experienced.

Afia: Many strategies.

Fara: Always meeting.

Norm: It's not successful... time limitation.

Fara: Still, we do some – we'll be asked.

Reja: We've many things to do. Also, class management... pupils.

Afia: Sometimes, it's wasting time... disrupts our break.

Fara: Indeed. That's the time, teachers mark paper, books, write lesson plan and do other tasks, office works, and data-filling.

(FGb, S1)

Participants felt that PLC was unsuccessful due to time pressure and workload. There was dissatisfaction with its strategies, yet they undertook them because participation is checked. At School 4, the headteacher assigned two PLC strategies to each panel subject then let them choose. Rosie commented:

It helps. But, the problem is our workload. Teacher is responsible for many aspects, HEM (pupils' affair management), co-curriculum and curriculum. (PLC) is enjoyable, but, everything requires tasks with different objectives...

burdening, to implement, is challenging... It's very tiring.

(II, S4, Rosie)

Similarly, PLC is viewed as helping teachers but, considering the heavy workload, it was felt to be ineffective. Another issue was brought up:

Izz:* When teaching, we're full of ourselves, never realise our weaknesses... Via PLC, we're comfortable when colleagues observe us... could discuss for improvement. But, not with headteachers, we're [nervous...]. Eventually, familiar with observations, teaching is more neutral; we're confident.
Aini: [nervous... evaluation].
(FGa, S1)

Izz* asserted that teachers were content with their own teaching practice, not realising its flaws. This implied a lack of reflection on self-efficacy. However, with PLC they could help each other through observation and discuss to improve, at ease, rather than being uneasy at being observed by the headteacher. Consequently, their teaching would be more natural (even under observation) as they become more confident. Participants implied that headteachers observed mainly to give marks so teachers prepared their very best when being observed, unlike in their normal teaching practice.

When asked if they received feedback from headteachers' observation, they commented:

Kasih: Deviating from the main objective that's to discuss and give feedback (to teachers) for improvement.
(FGa, S1)

The group claimed that the objective of performance appraisal (via observation) was not achieved as there was no discussion on their progress, aims or need to improve their teaching practice. This implied a power-distance culture in schools. It appeared that teachers were not confident to request a meeting or discussion with their headteacher on their performance. It could also be uncomfortable for the headteacher to point to the weaknesses of teachers (also strengths) and discuss the challenges and opportunities for their improvement. Perhaps the interaction in the school community was influenced by cultural factors, namely avoiding things that could offend others or create bad feelings. The absence of discussion may also be explained by the discouraging environment for open and positive communication, as well as the observation method and its time management.

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Naila indicated the importance of self-reflection and self-efficacy, and believed that determination is important in learning to improve professionalism. When probed about realisation of efficiency and effectiveness in her teaching practice, she said:

Because, we never self-reflect. Normally, our colleagues observe us. If they never provide feedback, we wouldn't know our shortcomings. Ask, if you don't understand or refer to those who have the knowledge.

(II, S1, Naila)

Naila said that friends provided feedback to improve teaching, and this could relate to the viewpoint of school-based CPD in a whole-school sense, with shared values and vision.

Most participants conveyed that it is important to feel motivated to learn:

With God's will, motivation will improve. It means, I want to be excellent, more effective.

(II, S1, Naila)

Many participants voiced the importance of workplace dynamics and teacher relationships to learning communities at schools. Workplace dynamics is seen as significant to both formal and informal school-based CPD for teaching practice enhancement, and essential in solving issues and developing teamwork to achieve schools' objectives. A headteacher asserted:

I always say, 'No matter what problems, we shouldn't be angry and accuse others. Sit together and settle things.'

(II, S4, Rosnah, Headteacher)

Another important element raised was participants' feeling of insecurity in sharing views considered to be sensitive, which implied teachers' uneasiness to voice their views:

My heart is pounding as I share my view. I totally disagree, objecting to any activities that took teachers' time. I don't know about you. I don't want to add details.

(II, S4, Ida)

This extract was a specific account of the effects of LADAP on teaching practice on ensuring pupils' engagement; other participants did not agree but, rather, exuded

confidence in their responses, such as Azam,* who asked that his recorded interview should be sent to the MOE (see section 7.3.3.2).

Apart from mandatory LADAP, some participants believed that other informal activities such as face-to-face and discussions on social media could be considered as school-based CPD activities that help them. WhatsApp, for example, was used as a platform to discuss and share information:

***LADAP is a formal CPD, but there's informal CPD – the everyday talk, discussion, morning assemblies, and meetings. And, I update teachers via WhatsApp. As long as teachers learn.
(II, S5, Rufqa, Headteacher)***

In summary, participants perceived that school-based CPD was meaningful and effective when the knowledge is applicable to teaching and learning activities. Such school-based CPD activities allow them to improve teaching, thus have a positive impact on pupils' learning. However, the provision for such activities came with conditions due to the affecting factors. These are explained in the next sections.

8.2.2 Direct factors

The direct factors were essential elements that directly influenced school-based CPD, from planning to implementation, according to the participants. Participants' responses were coded into three sub-categories: 'topic, content and objective', 'activities and implementation', and 'target group'. The next sections discuss the sub-categories.

8.2.2.1 Topic, content and objective of school-based CPD

The codes 'topic', 'content' and 'objective' are associated with each other. School-based CPD that was perceived as inappropriate, inapplicable or impracticable was seen as unhelpful:

Abu:* Something unrelated like eating style.

Esah:* Insurance, tax.

Rani: That promotes something.

Fisam:* Online courses – nothing beneficial.

Abu:* Like BOSOT, more to country development. And, it's online – theory.

(FGb, S3)

They believed online courses such as BOSOT (Blue Ocean Strategy Online Training) to be irrelevant, despite the obligation. Malaysia adopted the programme in its national development to become an advanced nation by 2020 (University Malaya, 2018).

Another viewpoint on unhelpful school-based CPD was that it increased the workload:

We're excited about LADAP for PdP, like Frog VLE. But, not those that added work – workload such as online data input.

(II, S4, Wana)

Wana preferred sessions that were practical to enhance their teaching and learning practice, such as about Frog VLE, as opposed to those that created an additional workload. Frog VLE is a cloud-based virtual learning environment available via the IBestariNet project, Frogasia (2016).

Another common view was about the school-based CPD objective:

That's why it depends on LADAP. About what? Is it suitable for us? Normally, more about policy, management, and administration.

(II, S4, Mia)

Mia revealed that school-based CPD was used by MOE to impart new policies and directives for teachers. So, teachers were obliged to attend school-based CPD sessions, irrespective of their specialisation. This was confirmed by the headteachers:

It's actually towards that. Since 2009, only aggressive two to three years back... It's become the Minister's KPI, like PLC. So, mandatory.

(II, S4, Rosnah, Headteacher)

According to Rosnah, school-based CPD is linked to specific figures' interests. Moreover, school-based CPD that is not associated with teaching practice is instantly forgettable:

About twenty-first-century learning, we remember. But when unrelated to PdPc, not practised, indeed forgettable.

(II, S5, Reja)

However, another viewpoint was that it was indeed necessary. With regard to the objective of school-based CPD, as mentioned, most participants perceived that it was to relay government policies. School-based CPD was the government's platform to communicate and instruct teachers:

LADAP is for transmitting messages. We've to accept it. Whatever given is for good – to improve teachers' abilities to achieve the government's Vision; knowledge, competencies and management skill.
(II, S3, Sam)

Yet, school-based CPD was perceived to be non-rejectable, since the government's objective was to enhance teachers' competencies. Rufqa believed, as headteacher, that it was her responsibility to convey the policy and current issues in the education system and to train teachers to achieve the government's Vision. When probed:

LADAP could be used for others, to inform and explain about the Education Development Plan. But teachers don't see or understand what they get from LADAP.
(II, S5, Rufqa, Headteacher)

For Rufqa, school-based CPD was for education, regardless of topic and content, yet teachers did not appreciate this or understand the learning objectives of school-based CPD activities. This implies the significance of the feed-forward process, where teachers are informed of the expected learning outcomes through school-based CPD activities.

Another viewpoint was associated with participants' standpoint and inattention to inclusive education, feeling that school-based CPD on inclusive education was unnecessary at non-SEIP schools (see section 7.2.1.1). Furthermore, it was revealed that there was no school-based CPD about inclusive education:

Esah: We never receive specific explanation on its implementation. None.
Abu:* The implementation is important... Everybody knows about PdPc.
Esah:* Generally, everybody knows PdPc. But, regarding holistic inclusive, maybe some know, some don't. Perhaps, have heard.
(FGb, S3)

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Esah* stated that even SEIP teachers were uninformed and untrained on the implementation of inclusive education. She went on to explain that the holistic inclusive was a pioneering inclusive education programme planned by the JPN Perak's special education unit, and explained that it was about the total inclusion of selected pupils with SEN, not just academic, co-curricular or social. Notably, participants believed teachers comprehended their teaching and learning practice.

There was no school-based CPD associated with both mainstream and special education at SEIP schools. Participants said:

Izz:* So far, none. Even LADAP specifically for special education.

Kasih: Only for the mainstream. Special education teachers join.

Izz:* It's a lump sum.

Kasih: To total the number of LADAP.

Has:* Mainstream teachers never heard about special education – no knowledge.

(FGa, S1)

School-based CPD was seen as planned to fulfil the mandatory LADAP. The mainstream teacher-participants implied that it was important to have knowledge and skills if pupils with SEN were to learn in the mainstream classroom. Meanwhile, special education teacher-participants expressed frustration at having to attend all school-based CPD sessions, despite the irrelevant subjects. Most participants at SEIP schools believed that mainstream and special education were different and therefore teachers would not benefit from school-based CPD activities for their various fields; it was viewed important to have 'appropriate knowledge'. Special education teacher-participants instead insisted that they need school-based CPD connected to their work. However, their request was always dismissed:

Izz: For us, special education teachers, we always request LADAP which connects to us, like, about sign language, therapy, but, none is done. I don't know what the problem is. Nothing to apply – to benefit our special education pupils. Thus, we just come and listen.

Lina: It's a pity for special education teachers. Impractical.

Has:* To fill the quorum.

Aini: It's a shame.

(FGa, S1)

These participants questioned the purpose of school-based CPD. They appreciated school-based CPD that catered for their specific disciplines and subjects, which consequently benefited pupils and was perceived as effective school-based CPD. It was shown that school-based CPD was not based on teachers' requirements, as in this extract from a non-SEIP school:

Nora: LADAP isn't what we require.

Daxia: Everything is from the higher-ups.

Nora: So, disassociate from teachers' PdP. Furthermore, LADAP isn't about all subjects; focuses only core subjects.

(FGb, S5)

The group expressed frustration at the core subject-focused school-based CPD. This standpoint implied that teachers need subject-based CPD. Ziqri, specialising in elective subjects, had a different opinion:

Though, irrelevant, something relates... Teaching technique is beneficial regardless of respective field. I could try in my classrooms, see whether it works – practise if it's effective. I agree with the headteacher for setting the rules (mandatory to attend LADAP).

(II, S1, Ziqri)

Ziqri also implied the idea of reflective practice. Here, he mentioned about trying and practising the teaching methods learned in school-based CPD sessions although about other subjects.

Another revelation was the emphasis on academic achievement:

Sometimes, teachers involve in the formulation of UPSR answer scripts. So, other teachers would have the idea to teach based on the answering techniques.

(II, S1, Tanvi)

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Tanvi mentioned school-based CPD activities aimed at improving pupils' academic achievement. It seemed that teachers were trained to teach on the basis of UPSR answer scripts. Still, for Tanvi, such sessions were beneficial to her and other teachers. She perceived such school-based CPD activities to be helpful to promote inclusive education.

Few participants mentioned school-based CPD being tailored to teachers' suggestions. This contradicted the school headteacher's response regarding school-based CPD:

Based on need analysis. In the beginning, I asked them. I could observe it's about teaching techniques. Sometimes, I know what their needs are. Now, I'm more to ICT and PLC, do what's latest. I've planned what to do with senior assistants' help.

(II, S4, Rosnah, Headteacher)

Rosnah implied that she understood teachers' needs from observation, and planned the activities beforehand. Another headteacher commented:

We had (LADAP based on need analysis). The information about teachers' specialisation and their suggestion were collected. The topic was chosen from majority's voices.

(II, S1, Yaqeen, Headteacher)

When probed about the implementation effectiveness, Yaqeen said:

No. It was just awhile. In the past, we used forms. But now, everything is online – people just click. Worthless... They lied.

(II, S1, Yaqeen, Headteacher)

Yaqeen viewed that such effort was not effective, because teachers were dishonest about their requirements. Generally, participants believed that the content of school-based CPD affected teachers personally and professionally. To exemplify:

It depends on the content. If LADAP for self-fulfilment, it might change teachers' perception, more positive thinking – would have positive impact to schools, and profession. To upgrade themselves, improve their work capability, perhaps promoted from normal teachers to senior assistants – administration.

(II, S5, Ina)

This viewpoint demonstrated that school-based CPD, while beneficial if associated with teaching and learning, heightened teachers' motivation and possibly affected teachers personally and professionally. While promotion to administrative roles was asserted, significant positive changes in teachers' values and attitudes towards inclusive education were perceived possible.

Many participants emphasised administrators' roles for the efficiency and efficacy of school-based CPD. Headteachers were perceived as responsible for planning and implementing school-based CPD activities to accommodate teachers. Identifying teacher CPD needs was seen as essential. They implied that the result would be school-based CPD that is helpful to promote inclusive education:

The headteachers should play their roles. The basic, the top (person) must be active; proactive. God willing, the lower level will be smooth. No problem. That's the requirement of organisations. The management; to plan relevant LADAP in achieving the school's goal.
(II, S1, Tuah, SASE)

The administrator was said to be active and effective in managing and leading the school as an organisation. Tuah, as an administrator himself, emphasised the significance of leadership in contributing to a more helpful school-based CPD in promoting inclusive education.

In the following example, Sofia, who is the secretary of LADAP committee at the school, said:

LADAP is fully for teachers; efforts to improve pupils' academic achievement, and PdP. They're many activities like the post-mortem which is helpful.
(II, S1, Sofia)

Sofia believed that there were many activities specifically for teacher teaching and learning improvement. However, it seemed that the emphasis was on pupils' academic results. In the interview, she used the term 'post mortem' to mean the analysis of the outcomes of the results of examinations to outline the forward strategies to improve, going forward.

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To conclude, school-based CPD programmes are often used for administration and preparation to achieve MOE's requirement, which, it was conceded, while justified by some, did not necessarily contribute to teachers' PD. Generally, participants perceived that school-based CPD focusing on teacher teaching practice would be helpful to promote inclusive education. The headteacher was considered to be the key role to implement school-based CPD to meet teachers' needs. Pedagogical and subject-based school-based CPD, motivating them to engage in personal and PD, was felt to be helpful. The following is a description of activities and implementation of school-based CPD helpful to promote inclusive education.

8.2.2.2 Activities and implementation of school-based CPD

As mentioned, school-based CPD activities involve in-house training; teachers who have attended courses/training outside of school share it with their colleagues. It relays the MOE's Vision, policy, current issues and requirements in education. Teachers were informed and trained on the curriculum, syllabus, management and administration of systems. The amount of school-based CPD activities exceeded the government's requirement:

There're many LADAP annually. For MOE to implement their Vision.

(II, S3, Sam)

Therefore, most participants felt that few school-based CPD activities supported them in their teaching practice. Responding to the consensus view, Rufqa said:

It's less effective for an in-depth understanding. It's okay to relay information.

Perhaps, we reward teachers for LADAP. Teachers would travel with own money and attend classes to do their degree or Masters at weekends! But, refuse any weekend activity, even when pupils request extra classes at schools.

(II, S5, Rufqa, Headteacher)

Rufqa believed that school-based CPD was less effective for an in-depth understanding of matters. She expressed her frustration at teachers' refusal to attend school-based CPD sessions at weekends and how teachers value incentives. She implied teachers' determination when pursuing higher qualifications for better pay.

Participants uniformly felt that helpful school-based CPD activities to promote inclusive education were interesting ones held at appropriate times:

Kafei: Must be interesting at suitable time and place.

Anusha: But the administrator reasons out as of no time and cost.

(FGa, S5)

The participants mentioned funding restrictions. They implied that school-based CPD was dull because there was no budget for elaborate activities. However, as indicated earlier (see section 8.2.1), even without that restriction its efficacy was dubious since there were no guidelines. Yaqeen, in his second year as headteacher, had previously worked at PPD, and he commented that school-based CPD was implemented inappropriately even when funding was available:

Schools had trips to factories and zoos. The allocation was for two years. Then, no money. It's up to schools, cannot claim, so schools didn't do LADAP. Then, (the requirement) changes again – assembly is considered as LADAP, any activity. Strange things happen.

(II, S1, Yaqeen, Headteacher)

Ida described helpful school-based CPD:

With a suitable topic, but not too long – teachers sometimes continue teaching after noon; too tired after a whole day teaching, shouting, with various pupils' problem. So, one-hour LADAP is enough after school hours. Not until 5 pm.

(II, S4, Ida)

Generally, participants perceived engaging and short sessions with practically oriented input by acknowledged experts of school-based CPD activities to be meaningful, beneficial and, therefore, effective. They felt frustrated by 'sit and listen' sessions. They believed, like pupils, that learning should be fun. One session was described as interesting:

They gave us opportunities to ask many questions... And, it wasn't at school; hotels, different environments. Not similar LADAP, always at schools, from headteacher. So, we're happier.

(II, S1, Tanvi)

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Tanvi mentioned her preference for a venue other than at school. She expressed issues about facilitators. As mentioned, participants felt that they must be skilled to engage teachers and deliver the content in interesting ways. However, some perceived that outside facilitators may be less appealing to teachers and recognised that experts in schools could be used for the benefit of the wider school:

Zania: Skilful facilitator and interesting activities attracts our interest.

Khrishna: Sometimes, there're teachers, more expert than facilitators. We feel we can do better.

(FGa, S4)

Clearly, participants felt that the choice of facilitator was important for a positive impact on inclusive education.

Regarding monitoring, a headteacher said:

With conditions – implement and not just putting things on paper. We must observe, whether it's been practised or not. I must be strict. For example, for first phase, I instructed them to conduct two activities for core subjects in half a year. Once settled, they could choose PLC strategies. I'm asking the paperwork for the second-half year activities. The ongoing process needs careful monitoring – in achieving any objective. One cause for the failure is, we think we can achieve, but we don't know how.

(II, S4, Rosnah, Headteacher)

Rosnah felt that monitoring is imperative for successful school-based CPD with regards to PLC activities. Headteachers' views run parallel to the teacher-participants' in that they felt that PLC was forced and signified hierarchical issues. Careful plans and monitoring may contribute to systematic school-based CPD implementation, also implying the importance of documentation (for its own sake) rather than efficacy.

Another common viewpoint was the need for practice to which to relate theories. Particularly for inclusive education from the understanding of inclusion of pupils with SEN, participants believed that they need practice to benefit pupils. They were not prepared to have pupils with SEN in classrooms and felt that they needed hands-on activities for school-based CPD to acquire experience. For example:

That's because there's a gap between mainstream and special education teachers. No collaboration. We've to involve both teachers. Have LADAP. Bring in the pupils with SEN in the mainstream classroom and directly applied. We try (the theory learned) and see, get the pictures. Simultaneously, special education teachers must at all times keep mainstream teachers apprised about the pupils, their development so that mainstream teachers get to know and understand them better. Have to cooperate and help each other in the classroom.

(II, S1, Adam)

Adam pointed to the significance of collaboration between mainstream and special education teachers in learning about SEN theoretically and in practice. He emphasised the application of knowledge and teachers' hands-on learning. Mainstream teachers can then directly take on board and understand what was happening and how to tackle having pupils in an inclusive classroom. He implied issues in workplace dynamics, as explained in section 8.2.2.3.

To conclude, it was perceived that school-based CPD activities that are collaborative (see also section 7.3.3.3), interactive, interesting and engaging teachers as adult learners would promote inclusive education. They must also cover both theory and practice (see also pp. 212-213). There were contributing elements, such as facilitators, environment and timing, influencing whether school-based CPD activities were meaningful and helpful to teachers. The sub-category 'target group' is discussed next.

8.2.2.3 Target group for school-based CPD activities

As discussed, generally participants believed that school-based CPD activities should target the teachers on the basis of specialisation and requirements (see section 8.2.1.2). Special education teachers wanted school-based activities related to their field, while mainstream teachers wanted school-based activities that focused on their particular subject.

Another related viewpoint was on group size. Participants believed that targeting smaller groups of teachers, such as the PLC, by subject panels accommodates teachers best. This focused type of school-based CPD was preferred by many participants, as they could directly discuss and share relevant knowledge and practise the skills in their lessons. It

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was mentioned that PLC was practised between teachers of a similar specialisation. For instance, referring to PLC, Ziqri believed the specialism activities motivated him to develop his teaching practice:

The smaller LADAP which is subject-focused provides more useful inputs that influences me to improve and make changes.

(II, S1, Ziqri)

To conclude, it was perceived that school-based CPD that targets teachers of similar specialisation promotes inclusive education. The opportunities for idea-sharing and problem-solving within the same subject panel are greater, improving their teaching practice to benefit pupils.

8.2.3 Indirect factors

Another set of what I call 'indirect factors' seemed to affect elements of school-based CPD to promote inclusive education, based on the participants' views.

Participants' responses were coded into the sub-categories 'education system', 'support and facilities' and 'workplace dynamic'.

8.2.3.1 The education system

For this category, participants pointed to the issues in the education system discussed in Chapter 6. Thus, sometimes, school-based CPD sessions were cramped, and they felt overburdened by the school-based CPD activities, as discussed earlier. As Wana put it:

There're many things to load in education (system). So, we're confused.

(II, S4, Wana)

Another point relating to the education system was the provision of special education and the exam-oriented education. Participants asserted that mainstream and special education teachers had different responsibilities regarding pupils and tasks. Thus, school-based CPD about one field was worthless to the other:

Special education teachers give LADAP about learning difficulties to mainstream teachers. For sure, it's boring. 50 mainstream, and 15 special education teachers. Who'll listen? Only 15. 50 wouldn't, because they wouldn't

teach SEN pupils, although it's knowledge. It's the same with special education teachers.

(II, S1, Yaqeen, Headteacher)

It was viewed that mainstream teachers had more tasks than special education teachers, such as marking books (section 8.2). More importantly, mainstream teachers did not see the issue as being about them. Yaqeen did not think that it was his utmost priority, as SEN matters would be directed to the SASE at SEIP schools.

Therefore, school-based CPD would be more helpful if issues in the education system are addressed. It was implied that, to promote inclusive education, what is needed is a clear understanding of inclusive education and special education and guidelines for school-based CPD implementation, providing that the MOE studies schools' reality and understands teachers' requirement.

8.2.3.2 Support and facilities availability

A common viewpoint involved support and facilities. Most participants expressed frustration at the factors:

Must meet certain needs – materials, location, facilities, access, etcetera. For example, not all schools have access to data, internet access to ensure that information reach all teachers. Also, the alliance between teachers and staffs to ensure that programmes have higher successful rate to achieve the goal.

(II, S1, Tuah, SASE)

Tuah mentioned facilities for helping school-based CPD to promote inclusive education. School community cooperation was cited as supporting school-based CPD.

Materials such as handouts seemed to give teachers security. Thus, school-based CPD would be helpful in promoting inclusive education. The consensus was:

Yara: There must be modules. We attend courses, once returned, it's normal, we'll forget. So, bring materials as the reference.

(FGb, S4)

It was demonstrated that school-based CPD was ineffective due to the heavy workload:

The implementation... sometimes when it's too much, at one time, we've to do this, and that. So, finally, we think nothing.

(II, S5, Nur)

School-based CPD would be helpful with a reduced workload, as teachers could spend more time and energy on preparing lessons and creating a teaching and learning dynamic.

Generally, participants perceived that successful school-based CPD in accommodating teachers to promote inclusive education would cater for teachers' needs and, in increasing efficiency and efficacy, support and facilities were crucial. These included satisfactory and sufficient resources during training sessions and materials for reference. They believed it was important to be supported by a reduced workload to practise the knowledge learned and improve their skill in teaching.

8.2.3.3 The importance of workplace dynamic

Most participants expressed the importance of workplace dynamics for school-based CPD being supportive and beneficial to them. They cited issues relating to collaboration and communication between teachers and administrators. Senior teacher-participants expressed displeasure at younger and less-experienced teachers' attitudes, reluctance to learn and refusal to take responsibility, which led to an unfair workload:

Many young teachers nowadays: 'Eh, I don't know'. Not knowing and stop there. It couldn't be! They've learned, if not, you need to learn. When senior teachers speak and advise them, they would be angry. (We) speak too much.

(II, S1, Hana)

A similar standpoint was shown by Mia on the defensive attitudes of teachers:

Previously, the work culture was different among senior teachers. We tend to follow, learn from them. But, these newcomers aren't. I'm not sure. Perhaps too much workload, anxious, unable to handle tasks. New teachers, nowadays, don't want to learn, or don't care. So, the workload isn't balanced.

(II, S4, Mia)

Mia compared the work culture in her early years of teaching to the current culture in school, implying a different commitment to learning and improvement among teachers. There was a counterview regarding senior and junior teachers. This showed that the power-distance culture that led to a hierarchical relationship and defensive attitude among teachers impedes successful school-based CPD. Adam, talking about the effect of school-based CPD and the challenges to implement the input, said:

I don't want to blame anybody but that happens because of the higher-ups. Many of them, with different orders and usually without asking teachers. I'm not sulking, but it's the reality in education. Not just to me but, all new teachers... Some senior teachers don't like to listen to newer, younger teacher ideas. Their acceptance isn't good, that's an obvious barrier, besides the input.
(II, S1, Adam)

Upon probing, he continued:

Normal – personal ego. Sometimes, the younger teachers are more motivated to teach, using ICT and all. Yet, they're criticised: 'Why would you do that?'. That kind of statement hinders our teaching and motivation, although we're sincere. Bad effect to us. So, we just leave it and follow, as a respect for older people, the higher-ups.
(II, S1, Adam)

Moreover, some participants pointed to difficulties in expressing their views; often the administrators' decisions went unchallenged (see 8.2.1.1). This implied issues over communication and their efforts to change teaching practice. Developing positive environments and work cultures would facilitate a learning community and school dynamics to allow teachers to constantly cooperate, learn and work together, thus creating school-based CPD helpful in promoting inclusive education. Participants believed communication and understanding between teachers to be significant in helping them to benefit from school-based CPD. The mutual respect and trustworthiness in the school community demonstrated the importance of workplace dynamics in accommodating school-based CPD. Supportive leadership was perceived to be important in developing a sustainable dynamic of school community.

To conclude, indirect factors contribute to successful school-based CPD that supports teachers to promote inclusive education.

The following sections discuss the requirements of school-based CPD, addressing the third research question.

8.3 Requirements of school-based CPD

For the third research question, the features of school-based CPD that participants believed necessary to enhance teachers’ inclusive practice were highlighted. These are categorised as ‘content’, ‘attributes’, ‘nature’ and ‘conditions’ of school-based CPD (see Appendix FF), with sub-categories as illustrated in Figure 8.2. The discussion for this section may seem to overlap with earlier sections, however my intention is to describe in detail the content. I highlight the emergent findings beyond what was explained in response to the second research question.

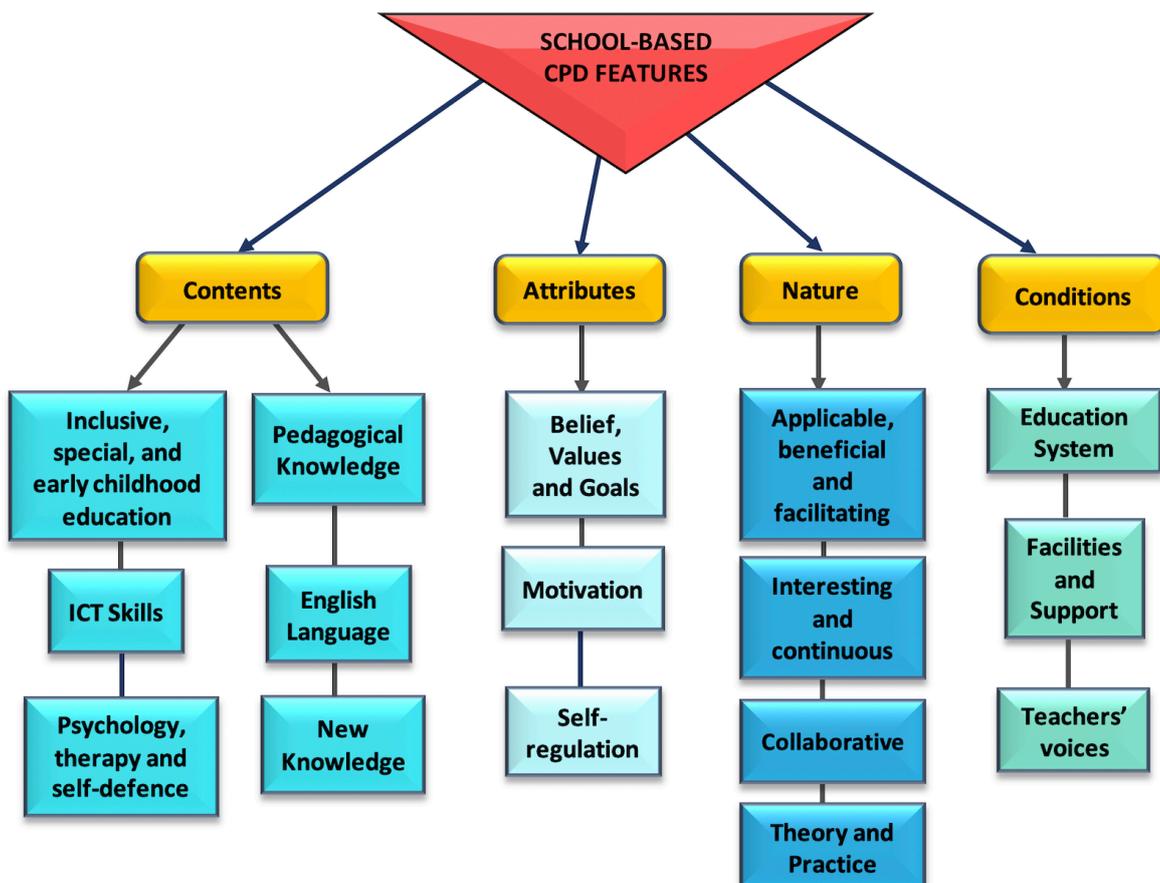


Figure 8-2 School-based CPD features

8.3.1 The content of school-based CPD

Generally, as discussed, participants perceived subject-based school-based CPD to be helpful in promoting inclusive education. They believed that focusing on certain content would enhance their teaching practice, making it both inclusive and effective. The content associated with direct factors was specified by participants when considering the Vision for inclusive education and other education policies of concern to them. The six subject areas identified are discussed under the following subheadings.

8.3.1.1 Inclusive, special and early childhood education

These three topics were grouped when participants considered the wider inclusion of pupils with SEN. Their perception was based on a narrow understanding of the concept of inclusive education that involved only SEIP schools. A non-SEIP school participant pointed out:

That's when LADAP plays its role. Inclusive education isn't well promoted. Focus and exposure are given to special education teachers. What about mainstream teachers?

(II, S5, Yong, SAPA)

As discussed in Chapter 7, participants at both SEIP and non-SEIP schools implied a lack of knowledge and understanding about the concept of inclusive education. Yong argued that information about inclusive education was passed only to special education teachers. Likewise, at SEIP schools, mainstream teacher-participants perceived that any directives for inclusive education were passed only to special education teachers. However, special education teacher-participants themselves expressed frustration over the blurred and sometimes overlapping information about its implementation (see p. 191). Thus, participants felt that school-based CPD about inclusive education is needed at all schools (SEIP and non-SEIP) for more successful promotion of inclusive education:

Not all schools have inclusive education, right? It should be promoted at all schools. All teachers should know.

(II, S1, Adam)

Other issues were that the current emphasis on school-based CPD restricts opportunities to gather teachers for sessions on inclusive education and special education. Although the

view was again based on the narrow concept of inclusive education, Tuah pointed out that knowledge about special education was recognised as necessary in school-based CPD for mainstream teachers to understand inclusive education:

Supposedly, SEIP – special education teachers organise LADAP, explain what special education is, its role, and inclusive education, to mainstream teachers.

But, it isn't easy to gather teachers with ongoing school's LADAP.

(II, S1, Tuah, SASE)

It was discussed how mainstream teacher-participants did not learn about special education during ITE (see p. 176). The senior teacher-participants, in terms of their age and experience, had studied on a part-time degree programme (later in their career) and also the younger teacher-participants who entered the teaching profession with a degree similarly struggled to recall any significant input concerning special education during their pre-service training:

I forgot. For six years, three months per semester; three subjects. Once completed, threw it away to begin a new one. Study is to pass the examination...

(II, S1, Yaqeen, Headteacher)

'Forget the meaning of inclusive education', this headteacher maintained: learning is just to pass the exam. Yaqeen completed his degree in 2014.

Without knowledge and experience, participants were not confident to teach:

I hope teachers are given exposure on teaching special education pupils. They finally think, 'I could. No problem actually'. But, now, no exposure, thus, anxious and afraid. 'Those pupils would finally fail in my class'. That's the conclusion. Why? No knowledge. Don't know how to organise appropriate activities for ADHD, autism, to control them, to make the hyper sit and do activities. It's a pressure. Courses should be given to mainstream teachers. Then, inclusive education could be successful.

(II, S5, Kyda)

Kyda expressed a need to experience teaching pupils with SEN and for school-based CPD on special education and SEN. She asserted the significance of hands-on learning and experience for successful inclusive education.

Meanwhile, special education teacher-participants Aini and Izz* mentioned:

Aini: Therapy, swimming, riding horses or occupational therapy. So, we're able handle the kinds of problem.

Izz*: Infrastructure is important too. Let's say a mainstream pupil has convulsions, what should the teachers do? How are they going to tackle that?

Aini: If we've the skills, we're more competent to handle these pupils.

Yana: Teachers must be exposed about autism, dyslexia – how to tackle.

Kasih: How to identify the problems of SEN pupils, handle and overcome their problems.

Yana: Behaviours.

(FGa, S1)

Aini and Izz* considered that knowledge and skill were needed to cater for pupils with SEN needs effectively. Kasih and Yana, mainstream teachers, expressed a need for school-based CPD on symptom identification and managing pupils with SEN.

Another requirement was:

Reja: Early childhood education.

Fara: Yet, why not the government directs us to teach there? There must be a specific course for that.

Reja: Yes, there's special education too.

Afia: That's why, we must add more teachers.

Fara: The language teachers teach Mathematics.

Afia: Continuous relieve – teachers must relieve others.

(FGb, S1)

It could be seen that Reja's view was balked at by others, who emphasised this option. They agreed on the teacher shortage and its consequences.

Considering the wider inclusion of pupils with SEN, participants believed it is important to identify pupils and their needs at an early stage, as seen in their expression of the need

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for school-based CPD on special education, pupils with SEN and early childhood education. The special education teachers mentioned more focused knowledge of special education, while the mainstream teachers concentrated on identifying and handling pupils with SEN. To enhance their inclusive practice, the participants believed that school-based CPD about inclusive education is required. However, a clear and deep understanding of the concept was felt to be needed. Background information would facilitate an informed interpretation, thus enhance teachers' inclusive practice, irrespective of school type.

8.3.1.2 Psychology, therapy and self-defence

Another appealing point was the need for teachers' mental and physical well-being:

Izz: * *Psychology. How to stand when pupils slap us? It's the opposite for us, the special education teachers.*

Kasih: *How to handle.*

Izz: * *Teachers' psychology. What if the pupils molest teachers?*

Aini: *Beat, sexually harassing teachers. Some would punch and bite teachers.*

Kasih: *Testing teachers' patience.*

Izz: * *Yes, but we cannot charge them [that's their nature]. So, how can the mainstream teachers suddenly accept that?*

Kasih: *[The heaven's children].*

Has: * *Return the slap (chuckle). Creating cases.*

Aini: *That's why patience is needed; otherwise, cannot.*

Izz: * *Teachers bruised and pained all over.*

Aini: *That's why we need therapy too.*

Kasih: *Learn the art of self-defence.*

Aini: *Spiritual.*

Izz: * *Because, those incidents are unpredictable. Suddenly, while observing other pupils. It seems binocular eyes are needed.*

Kasih: *Must smell – predict (chuckle).*

Izz: * *So, skills are needed, the experience would come. Not by specific teaching, but to experience it.*

Yana: *The teachers have to see psychiatrists.*

Kasih: *Therapy, every six months for teachers.*

(FGa, S1)

They are referring to teachers' well-being. According to them, mainstream teachers need to be well prepared for pupils with SEN in mainstream education. The special education teacher-participants in the group shared their experience of being beaten, hurt and sexually harassed by pupils with SEN. They expressed a need for psychology courses and voiced concern over mainstream teachers' acceptance of pupils with SEN. Since pupils with SEN were not blameworthy, teachers were left with two risky options: first, enduring harassment; second, inviting retaliation. The situation was exacerbated by classroom size. To curb such eventualities in classrooms, there was perceived to be a significant need to enhance teachers' courage, patience, values, knowledge and skills. Mainstream teachers would obtain hands-on experience by dealing with pupils with SEN in the classroom.

When participants stated their need to learn the art of self-defence to protect against pupils with SEN, this seemed extreme. Notably, this view arose over pupils with SEN being placed in mainstream classrooms. However, school-based CPD to improve mental and physical well-being was felt necessary for all teachers, regardless of specialisation.

8.3.1.3 Professional knowledge

The professional knowledge outlined in the COACTIV model seemed to materialise in the interviews. Largely, participants felt that teachers needed school-based CPD on pedagogical knowledge. It was considered important to improve their inclusive practice, as stated forthrightly:

Professional courses.**(FGb, S4)**

As indicated previously, participants expressed a preference for subject-based sessions. They asserted a need to master knowledge and skills in the subjects that they taught. Significantly, both content and pedagogical knowledge, regardless of subject, were felt necessary to develop competency:

As an English language teacher, I need knowledge about the subject, training for professional development. Teachers must acquire pedagogical knowledge, skills, how to handle pupils. For competency, narrowing skills, and for specialisation, mastering our areas. Everybody needs motivation.

(II, S5, Ina)

Pedagogical psychological knowledge is viewed by most participants as significant for inclusive education. There was a requirement to acquire knowledge of effective classroom management, pupil assessment and learning process to enhance inclusive practice, it was asserted:

Izz: * Everybody is a discipline teacher. How do we tackle the pupils? How do we manage pupils in classroom? But, just imagine, how to tackle one hyper pupil in the mainstream classroom of 50 pupils.

Has: * How then?

Lina: Teachers' skills.

Kasih: Fail to achieve the learning objectives (Chuckle)

(FGa, S1)

Participants were sceptical and dubious about achieving pupils' learning objectives. They expressed concern over classroom heterogeneity and their skills in creating positive learning environment for pupils' learning success. However, the language used ('tackle') implied teachers' negative perception: pupils with SEN have problems that are difficult to deal with. Another example, from non-SEIP schools, is the need for counselling:

Fang: To consider all pupils, we need counselling or psychology courses.

Uma: The problematic pupils or pupils with special needs?

Nora: Two different things.

Uma: Could scold the problematic pupils but not special pupils.

Daxia: Don't keep changing the syllabus.

(FGb, S5)

Upon probing for such need, they said:

Fang: Because we lack the skills.

Uma: Must've suitable skills and techniques for SEN pupils. I don't want to teach that class.

(FGb, S5)

This group clarified that to enable mainstream teachers to teach pupils with SEN, appropriate knowledge and skills about learning process and pupil assessment are

necessary. Knowledge about counselling and psychology was perceived to help to recognise pupils with different learning profiles or problems. The conditions for its possibility were acknowledged, yet Uma asserted that she would refuse to teach a class with pupils with SEN. This implied that the issues relate to the attributes discussed in section 8.3.2.

In another example, Naila indicated the requirement for counselling knowledge, and also knowledge of the learning process of pupils with diverse needs:

How do we teach pupils with problems? How do we recognise? how to..., Mainstream education and special education teaching is different – ways, approaches, and strategies are needed.

(II, S1, Naila)

In terms of pupil assessment, Nur commented:

I teach two weak classes. Among them, there're very weak pupils. The difference is like sky and the earth. But, we cannot move fast because the weak would be left behind. We're unable to always send them to remedial class. So, their worksheets are different. Let's say we give 10 questions; the weaker pupils could only answer three questions at most. Their levels are different. They do their works differently. Too slow.

(II, S5, Nur)

Nur referred to underachieving pupils who are apparently not medically approved as pupils with SEN. Yet, she recognised the need to assess different pupils. Even with mainstreaming practice, differences were mentioned in pupils' level in class.

Underachievers were implied to be at risk of marginalisation. It is noted that sometimes pupils who struggled in literacy and numeracy were sent to remedial classes. In a smaller-size remedial class, the remedial teacher could focus on and support pupils' improvement.

In this example, Tuah explained:

We've to solve pupils' problems, especially problematic pupils. Not only academic, sometimes they've other problems such as behaviour. So, do an examination, assessment, and observation.

(II, S1, Tuah, SASE)

Tuah expressed that it was the teachers' responsibility to recognise pupils' struggles and address their needs and, for that, counselling knowledge was obligatory.

The need for counselling knowledge to enhance inclusive practice was summed up by this group:

Nora: How do we assist them?

Nila: To approach.

Nora: To communicate.

Yanti: With this symptom, what should we do?

Nora: With certain problems, what should we do?

(FGb, S5)

The group mentioned issues about understanding pupils with SEN. To approach, communicate, understand and cater for their needs was considered challenging. This standpoint is similar among all mainstream participants, regardless of school.

Generally, regardless of their subject, teachers viewed knowledge as necessary to enhance inclusive practice. School-based CPD is needed to improve content, pedagogical content, organisational, pedagogical psychological and counselling knowledge, for teachers to be competent and empowered for wider inclusion.

8.3.1.4 English language

There were contradictory views on the requirement for school-based CPD on the English language. One participant viewed proficiency in English as unimportant (section 8.3.5), while others considered it significant to enhance inclusive practice:

Zania: Science and Mathematics teachers must master English language.

Lena: ICT skills. Apart from ICT materials and tools, we must master it. To explain to pupils and assist us in PdP.

(FGa, S4)

Referring to the Dual Language Programme, DLP, for science and mathematics, the group asserted the need for specified teachers to acquire skills and competency in English and ICT skills to improve their teaching practice.

8.3.1.5 ICT skills

Most participants believed that ICT skills were important, especially for twenty-first-century education teaching strategies. These were perceived to be suitable for teachers to become both effective and inclusive, considering the evolving educational field and challenges from rising pupils' inclusion, as mentioned above.

In contrast, the younger teacher-participants felt that they did not need school-based CPD on ICT, as they were already skilled (section 8.3.5). Ida saw that younger teachers' ICT skills were unconfirmed yet perceived that senior teachers needed school-based CPD to improve their ICT skills. When challenged, Ida retorted:

Oh, not really. I don't think teachers who teach religion education know about ICT.

(II, S4, Ida)

8.3.1.6 New knowledge

Another important point is the need for exposure and to understand varied practices between schools and countries. Some participants felt that teachers need to uncover new knowledge and skills in others, beside Malaysians, and suggested exposure to foreign school practice:

Perhaps we need the latest methods from other countries that applicable to improve ours. Or, we conduct exchange programmes. Then, we could learn new techniques and methodologies that will improve our professionalism. I heard such programmes. Korean teachers came to Malaysia. There were teachers sent to Japan to learn techniques and methodologies. Knowledge-sharing may provide positive impact and improve pupils' achievement.

(II, S4, Safa)

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Other than exchange programmes, there was mention of a benchmarking trip to a high-achieving school and teachers being trained during school-based CPD to adopt the techniques. Note that they emphasised academic results:

Afia: A trip to other successful schools to grasp how they developed pupils into achieving 100% passes. We brought the knowledge back and applied here.

Praise to God. It was successful last year after we followed their schedule. Our UPSR result boomed with 30 pupils scored good ranking.

(FGb, S1)

Overall, participants perceived that certain content was required in school-based CPD to enhance their inclusive practice, corresponding to the education system, including twenty-first-century education. Significantly, it is imperative to have a clearer understanding of the concept 'inclusive education'.

The following section reviews teachers' attributes.

8.3.2 Teachers' attributes

For school-based CPD, the teacher attributes perceived to embrace inclusive education and engage in learning to develop inclusive practice fall into three trait groups: 'belief, values, and goals'; 'motivational orientation'; and 'self-regulation'.

8.3.2.1 Beliefs, values and goals of teachers

Some participants specified the need to be more patient and able to embrace and value diverse pupils' needs. Ziqri implied that he must learn to be more tolerant, and perceived that special education teachers have the right aptitude to teach pupils with SEN:

I could learn to be more... because I observed special education teachers are so patient, could withstand the special pupils. I'm kind of hot-tempered and get irritated easily.

(II, S1, Ziqri)

Some participants believed that teachers need to be positive and more open-minded to enhance their inclusive practice. A few acknowledged that their prior acceptance of pupils with SEN had reservations, because of the challenges that teachers faced:

***Sofia: Teachers should be open-minded. Special education pupils in mainstream classrooms, yes, we've accepted them, but we must..., because, previously the way...; but, there're many limitations.... So, we're like...
(FGa, S2)***

Understanding inclusive education as the inclusion of pupils with SEN into mainstream classroom, all participants agreed that teachers must acquire positive thinking.

Another point was made:

***We need LADAP to change teachers' attitude. We've been in the 'A' system for too long. Exam-oriented. With less 'A', our father would say, 'you wouldn't become a person growing up'. Instilled from our parents.
(II, S1, Murni, SAPA)***

Murni pointed to the need for teachers' change to the attitudes and values about achievement that were inculcated by their parents. She explained that parents believe that academic achievement is vital to be successful in life, therefore want their children to focus on getting A grades.

Three extracts demonstrated participants' views of the requirement to change teachers' beliefs towards pupils with SEN, and to change their values. According to some, the embedded beliefs and values about learning disabilities and the emphasis on academic achievement had significantly affected them. With difficulties, limited resources and no support, they felt helpless and overburdened. Pupils with SEN were perceived as having bad behaviour and not contributing to academic results. This put pressure on teachers to achieve good results. Therefore, school-based CPD to change teachers' beliefs, values and attitudes was perceived to be a requirement to enhance their inclusive practice. As Rufqa summarised and emphasised:

Teachers' attitude is very crucial. First, attitude – positive thinking, and understand what they're doing. Because teachers, even without knowledge, but with good attitudes, would provide the effort to learn. We must realise why they want to become teachers, what they want to do, or just become the 25th-date teachers, waiting for payday. How can we change their attitude towards professionalism? The roles as teachers to all pupils. That's the most important

thing. As I said, they can, willing to (study), for their own sake; non-graduate to graduate teachers!

(II, S5, Rufqa, Headteacher)

Rufqa believed that teachers' attitudes portrayed the outcomes of their work as professionals. She commented on their values, mindset and attitudes, and questioned their motivational orientation to take responsibility and engage in PD, whether to improve their teaching practice or just secure better pay through their advanced certificates. Positive attitude is seen the substantial element for learning to enhance teacher inclusive practice. Rufqa implied the significance for teachers to value pupil's potential and appreciate teacher's professionalism to instigate engagement in PD and improve their practice. The evidence showed the importance of positive beliefs and values on different learner needs to embrace inclusive education.

The above example leads to the next section, 'motivational orientation'.

8.3.2.2 Motivational orientations of teachers

Participants believed motivation to be important in their working life. It was perceived that loss of passion and patience for teaching meant that teachers would fulfil their work in only a half-hearted fashion. Therefore, there was a requirement for school-based CPD to boost teachers' motivation and be revitalised to face all challenges, be more confident and empowered to meet the needs of diverse pupils. To illustrate:

Kasih: Counselling for teachers too.

Lina: To motivate ourselves.

Kasih: So, we could hold on.

Aini: To raise our moral.

Izz:* How can the special education teachers bear with the special pupils? Yes, because they're heaven's children. Perhaps the children would bring us there too. So, it'd increase our spirit.

Kasih: Even, without the SEN pupils, we're tensed. Just imagine if we've the inclusive pupils in our classroom.

Yana: Similar with the pupils, we need motivation.

(FGa, S1)

This group referred to pupils with SEN as ‘heaven’s children’, so teaching them required extra motivation and patience. This refers to the belief that, by helping them, teachers are doing a good deed and will join them in heaven. Participants believed that teachers were already stressed with their pupils, and felt anxious about the possibility of the inclusion of pupils with SEN in mainstream classrooms.

Although motivational orientation may be different for teachers, the significant point is that, as human beings, they need to be motivated. Beliefs regarding teaching pupils with SEN could be a motivational booster for some teachers, while the realisation of teachers’ professionalism stimulates engagement in PD, for many. Therefore, motivation-advocated school-based CPD is required to enhance teachers’ inclusive practice.

The next section presents ‘self-regulation’.

8.3.2.3 Teacher self-regulation

As demonstrated, participants implied a need to obtain skills to self-regulate. Instances were cited of motivation and willpower to learn and develop a teaching career. Ziqri indicated that he needed to learn control and achieve effective emotional self-regulation (p. 214) in classrooms, and believed it to be beneficial in addressing pupils’ diverse needs. An example is from Tuah, who cited a need to determine self-regulatory activity in determining his personal standards and wider contextual standard, monitoring his own behaviour and reflecting on his self-efficacy to meet pupils’ needs:

We’ve to always revitalise, refresh knowledge, because as time passes we become obsolete, forgetful and slower. So, with enlightenment, although it’s not our specialisation, we should accept others’ views, information and knowledge they share. Perhaps, we could revive, gain new knowledge, apply them in our teaching practice.

(II, S1, Tuah, SASE)

Clearly, attributes from school-based CPD are necessary to enhance teachers’ inclusive practice. The ‘nature’ of school-based CPD will be explored next.

8.3.3 The nature of school-based CPD

The predominant view of PD gleaned from interviews has the characteristics of effective school-based CPD. For this sub-category, generally participants asserted that school-based CPD activities have to be what is perceived as the essence of quality: applicable, beneficial, facilitating, interesting, continuous, collaborative and involving both theory and practice. These points correspond to direct factors for helpful school-based CPD, as discussed below.

8.3.3.1 Applicable, beneficial and facilitating

As discussed in section 8.2.2.2, participants required school-based CPD to be applicable and beneficial and to facilitate their teaching. Although this standpoint notably applied to all teachers, what might be beneficial and applicable to mainstream teachers might not be to special education teachers, as observed in the focus-group interviews at SEIP schools. Most participants mentioned the need for knowledge and skills relating to inclusive education, such as to understand and communicate with pupils with SEN, while some mainstream teacher-participants from non-SEIP schools were opposed to this view, based on their narrow understanding of inclusive education. Participants generally perceived that school-based CPD is effective if the knowledge is beneficial to them, allowing them to apply it to their teaching and learning activities and enhance their skills to meet the needs of diverse pupils effectively.

8.3.3.2 Interesting and continuous

Most participants described the need for interesting and consistent school-based CPD (p. 197) involving interactive activities that are appealing and relaxing, with support.

Participants also shared views on the continuity of PD. They suggested that everything should be continuous, for efficacy and for impact both to take place and be sustained, including continuity to implement policy changes as mentioned in the previous chapter. Tanvi, for instance, expressed a need for continuing courses to refresh, improve and advance her teaching career:

I need courses from time to time. That's one way to upgrade myself. If we aren't motivated, we might be demotivated along the career.

(II, S1, Tanvi)

Given the evidence, interesting, engaging, varying, inspiring, stress-relieving, motivating and continuing formal and informal school-based CPD is required to enhance teachers' inclusive practice. The following section discusses collaborative CPD.

8.3.3.3 Collaboration

The need for collaboration was commonly viewed as requirement of school-based CPD to develop teachers' inclusive practice, and participants believed in a whole-school sense where teachers cooperate to generate a positive work culture. Thus, collaborative school-based CPD would have a greater positive impact in achieving school objectives:

Anusha: We must put aside certificate or excellent service awards. We need to tackle teachers first, especially the younger, who need to understand school culture, so, we can work together to achieve objectives.

Zara: We shouldn't push the junior teachers too much. Softly. Don't simply declare they cannot do work. You're seniors, experts. As seniors, be modest to them, guide them stage by stage. Administrators should also trust their working ability.

(FGa, S5)

This group discussed the cooperation between teachers. Anusha stated strategies to boost teamwork yet expected teachers especially juniors, to abide by the culture. This implied the high power-distance culture at schools. However, Zara suggested the application of soft skills, concurrently, to guide the younger teachers and, still, they needed to show an enthusiasm to learn. Nevertheless, the group believed that successful school-based CPD needed a dynamic workplace. It was believed that mutual values allowed teachers to put aside self-interest in personal recognition to work as a team to realise the school's objectives.

Participants perceived the shared beliefs, visions and the trust to empower teachers in improving themselves. A younger teacher pointed the significance of achieving mutual understanding and empowering teachers via school-based CPD:

Indeed, teachers understand the concept of inclusion and work together with the MOE to achieve the Vision. Possible, but, must've the knowledge. If

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teachers don't have the knowledge, it couldn't be implemented and difficult to achieve.

(II, S1, Adam)

Participants believed that knowledge-sharing between mainstream and special education teachers would enhance teachers' inclusive practice. They indicated its benefit and the prospect of change to teachers' values:

Fara: We suggest experienced special education teacher to gives us LADAP.

Afia: So, we've both parties... not like they're in their own world.

Fara: We then know, and wouldn't say, 'Yes, it's easier at special education....'

Norm: We wouldn't have the wrong perception.

(FGb, S1)

For this group, collaborative school-based CPD between mainstream and special education would help them to understand special education better, thus prevent a negative perception of special education teachers.

A related point was about informal sharing with colleagues. Ida, admittedly less experienced, expressed a desire for informal discussions with senior colleagues who were perceived to have more experience:

I need to share with friends. Sit down, discuss, not at fixed time, but, informally.

Yes, since I'm the youngest. Senior teachers have more experience.

(II, S4, Ida)

Another view was the need for collaboration with other agencies:

Perhaps teachers have support from the SISC+, something which benefits the pupils. With LADAP, we share the information and knowledge, because, there are many school support services. We have SISC+, Excellence Teacher, School Inspectorate, PPD, benchmarking and others. We also have PIBG (parent teacher association).

(II, S1, Tuah, SASE)

Tuah revealed support for School Improvement Specialist Coaches, known as SISC+. The SISC+ is a government initiative to guide and assist schools in improving performance by

recognising what is working well for teachers (Izab, 2015), and this implied that collaboration in school-based CPD was not yet successful. Tuah suggested that the collaboration with all teacher support services should be enhanced.

Another viewpoint considered that collaboration with higher education institutions would be beneficial. On prompting, Sam shared the school's plan to collaborate with a university:

Yes, invite them to school... Do something related (with syllabus). We'll have a joint venture with UTP (a university).

(II, S3, Sam)

It is perceived that collaboration with a higher education institution would inspire teachers to be creative in their teaching and to be more effective and inclusive.

Evidently, collaborative school-based CPD is necessary to enhance teachers' inclusive practice. Collaboration between mainstream and special education teachers was highlighted. Collaboration and knowledge-sharing between teachers create a positive work culture and school dynamic. Cooperation with specialists, other education agencies and parents provides ideas and support for teachers' inclusive practice. Cooperation between school communities allows teachers' learning and development to be more effective.

8.3.3.4 A combination of theory and practice in school-based CPD

A typical view was of the need for theory and practice in school-based CPD:

Fara: Courses on inclusive education.

Norm: Theory and practice.

Fara: Yes, experience the real thing. Not just theory.

Norm: We wouldn't be in doubt.

Reja: Practicum with the special education teachers' support.

(FGb, S1)

Participants signified that having supported practice allowed them to experience reality and rehearse knowledge. They implied connecting issues from theory and the input from school-based CPD activities to their classroom practice.

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Another view was the significant experience of meeting and teaching pupils with SEN. A lack of experience in appropriate teaching and learning strategies for pupils of diverse need was apparent:

We could, at times, visit schools that involved with inclusive education. We observe first, before teaching. Accumulate experience, have the pupils to teach. Not just listening. No experience, and don't even know what special education is, because we never go there.

(II, S5, Kyda)

Notably, the expressions in the two examples above assumed that inclusive education involves inclusion of pupils with SEN in mainstream. School 1 participants mentioned special education teacher assistance at SEIP schools in relating theory to practice, while Kyda, from a non-SEIP school, suggested a visit to SEIP schools. Wana, below, referred to 'iThink' (a concept map as a way of learning), implying that hands-on activities enhance teachers' confidence in their teaching practice. She also implied frustration over online training that gives no practice:

We couldn't just take what we learn from LADAP direct into PdP activities. We're required to complete the module online. Still, unsure how to use them in PdP. So, we do LADAP based on the subject, discuss in groups, and draw out the iThink map for particular topics. It helps us to guide pupils. We're confident, because, to teach, we must know more. Previously, theoretically, now with practice.

(II, S4, Wana)

This section described the nature of school-based CPD in enhancing teachers' inclusive practice. Evidently, what is essential is school-based CPD that engages teachers as adult learners, facilitates their teaching practice and utilises PLC, and includes other school support.

The conditions for school-based CPD are discussed next.

8.3.4 The conditions for successful school-based CPD

Besides the requirements of the content, attributes and nature of school-based CPD, participants conveyed reservations linked to previous recognised indirect factors. There are conditions to be fulfilled for the efficiency and efficacy of school-based CPD to enhance teachers' inclusive practice. Such conditions are the education system, facilities and support and teacher voice.

The following sections discuss the conditions.

8.3.4.1 Changes in education system

A common view was about the education system. Related issues included the vernacular system, ever-changing policies, curricula and pre-service training, as previously discussed. Even with the realisation of their requirements for school-based CPD, improvement would be insecure without changes to the education system. It was believed that policy consistency and implementation are significant to change. Teachers believed that the government's Vision of inclusive education should correspond to the implementation of school-based CPD to enhance their inclusive practice.

In ensuring participation and achievement, participants discussed the conflicting pupil assessment systems of PBS and UPSR:

Uma: With PBS, supposedly no examination. Yet, both.

Yanti: Performance still based on examination.

Uma: Keep filing. Thick file. Why must we do? No idea.

Fang: Officers check.

Nora: Print each pupil's report, all subjects. Use own money.

(FGb, S5)

PBS (school-based assessment), implemented in 2011, is an holistic assessment in terms of cognitive, affective and psychomotor skills, in line with the implementation of Malaysia Transformation Education Plan (Ambrose, 2016). It was seen as more appropriate to the idea of inclusive education than exam-oriented assessment. However, participants expressed frustration at its implementation, which was considered useless as the result is

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both invalid and wasteful. Teachers were overburdened with work, had to spend their own money and were under pressure to produce reports for the PPD officer's inspection.

Referring to twenty-first-century education and the exam-oriented education system, Yaqeen argued:

Teachers have to catch up with many things. Revision, revising Year 4 and four subjects, examinations, various tests, motivational programmes. Eventually, teachers fall victim, the headteacher pushes teachers, the PPD pushes the headteachers. So, tense. With exam-oriented, focus would still be on teacher. Not as facilitator, pupil focused. No time to apply the twenty-first-century strategies.

(II, S1, Yaqeen, Headteacher)

Yaqeen highlighted teachers' dilemma over the teaching and learning strategies in conforming to the education system's constant pressure. As discussed earlier, twenty-first-century education is the government's strategy for transforming teaching practice. As it focuses on pupils, Yaqeen implied its suitability to achieve inclusive practice. Nonetheless, academic results were prioritised, inhibiting teachers' inclusive practice. This implied possible marginalisation for those who did not excel academically:

Zara: The system itself must emphasise inclusive practice. Then we could implement. When everything is provided, materials and complete support, we would try our best.

Fuad: Everything is complete, we will implement – follow.

Anusha: We're just a policy implementer.

Zara: Indeed, teachers are significant.

Anusha: If the main is right, as implementers, we would... positive impact to pupils' outcomes.

(FGa, S5)

Participants believed in the continuity of policy and efforts to achieve its objective. With clear policy and support for the implementation of inclusive education, teachers could develop inclusive practice and positively affect pupils' outcomes.

The emphasis on academic achievement, too, affected school-based CPD, since many of the activities were based on improving pupils' academic achievement, especially in 'critical' subjects. According to participants, pupils' results in core subjects were so emphasised that low achievement in these subjects was a major issue. Therefore, mainstream teacher-participants who teach other subjects and special education teacher-participants were in dire need of improvement. For them, school-based CPD activities must be wider and inclusive to all, to enhance their teaching and learning, rather than spent solely on strategies to enhance academic results of certain subjects (see section 8.2.1.1). Thus, participants viewed that this practice needs to be rectified to enhance their inclusive practice.

8.3.4.2 Sufficient and efficient facilities and support

Another typical view related to the lack of facilities and support. Earlier, participants discussed facilities and support from administrators, experts and other agencies in the education system (see section 8.2.2.2). Without the needed facilities and support, everything fell on the teachers and they were held responsible for failure. It would be much easier to accomplish any task with support, they perceived.

Another viewpoint is from Yong, who perceived that mainstream teachers would feel supported if they had special education teachers attached to them. She suggested collaboration between mainstream and special education teachers:

Or, another point, special education teachers are attached to the mainstream to assist teachers who teach pupils with SEN. Like a support service. Or, perhaps the special education teachers prepare suitable activities for the pupils with SEN. So, there's collaboration too. Maybe, we do this stage by stage, until at one time, Malaysians understand what inclusive education is. No problem.
(II, S5, Yong, SAPA)

It was perceived that such a support programme would need to be executed in steps. Yong believed that it would take time to change the Malaysian perception of inclusive education. Participants agreed that any school-based CPD activities to enhance teachers' inclusive practice would be more helpful if well-equipped and supported by the physical and organisational setup of schools and human resources.

8.3.4.3 Listening to teachers' voice

Teachers' voice was indicated as a condition to ensure the efficacy of school-based CPD in meeting the requirement to enhance teachers' inclusive practice. As mentioned, participants thought it important for the government to listen to teachers (p. 173). Generally, it was perceived that school-based CPD would be more valuable to teachers if their requirements were addressed:

Hopefully, there would be more openness about LADAP. Not just listen to what the government wants, but, we could also voice our opinion.

(II, S1, Ziqri)

Ziqri conveyed that teachers should be given the opportunity to provide feedback on school-based CPD activities.

Other concerns included the implementation of PLC. Participants expressed their dissatisfaction at its enforcement, as it was felt that they had carried out PLC activities before. Since its implementation as part of the government's effort Education Transformation Plan (MOE, 2012a), it had become just yet another task:

Yara: Sometimes, informally in the staffroom, we discuss pupils, how to tackle them. So, we had PLC but wasn't documented. But now, when PLC becomes LADAP, we must document it.

Suli: Informal and indirect.

Zari: Totally agreed.

(FGb, S4)

This group believed that its informal discussion constituted PLC activity and expressed hope that they could practise it without feeling compelled, as an additional aspect to report. This interpretation of PLC activities and efficacy was perhaps questionable.

While the emphasis is on academic results, the complicated education system involves inefficiencies and inconsistent implementation of the transformation plan, and while there is insufficient support and teachers' voice goes unheard, their inclusive education cannot be guaranteed. Teachers are not empowered to enhance their inclusive practice.

The next section discusses the view that non-school-based CPD is needed.

8.3.5 No need for school-based CPD

There was a view, despite the mixed teaching experience of the participants, that teachers do not need more school-based CPD, yet the reasons cited by the more experienced senior participants were unlike the others. A typical view related to extra LADAP being required by government, with senior participants arguing that they needed more time with pupils and that this would be possible if, with less LADAP, their workload was lighter. Another reason was that they needed the resources more. Younger participants argued that they had enough yet needed help to apply what they had learned, and expressed this view:

LADAP is enough for all teachers. Every year we've to attend same courses. We've enough knowledge. But, knowledge without application becomes stuck, stop there. We need help to apply the knowledge. As for me and the younger generation, subjects related to the twenty-first century using internet and ICT shouldn't be a problem, but perhaps problematic to senior teachers. Younger generation had attended enough courses. We just require complete facilities. We know what to do. Any other courses that, something we don't know? Maybe for us, English language teachers, communication in the English. That's the only one. Still, most pupils couldn't communicate in English – we need to translate.

(II, S5, Nur)

Nur perceived that she and other younger teachers had learned enough, including about the latest wave of twenty-first-century education, but needed support to implement the knowledge. She indicated that senior teachers might require more school-based CPD about ICT skills. This implies a lack of self-reflection on teaching practice.

When told that another group, from a similar school to this group, wanted courses on how to identify and handle pupils with learning difficulties, the group reacted:

Anusha: I don't think this school has problems. Because all teachers are veteran. Senior, have been teaching for 15 years and above. So, they know how to identify and tackle them. Just that it takes time.

Zara: Various expertise.

Nurin: We've LINUS. We could identify pupils from there.

Anusha: We learned how to understand pupils in education psychology at universities. Moreover, we've girls only. That's why we don't feel that challenging. Perhaps it's more difficult for school with mixed gender. Or secondary school... It's different.

(FGa, S5)

When prompted that perhaps the other group referred to pupils with SEN, such as hyperactive pupils, they responded:

Fuad: But, do we... all teachers need that? For pupils with problems, we directly refer them to doctors.

Anusha: There're specific channels.

(FGa, S5)

Pupils with learning difficulties are felt to be identifiable through the teachers' expertise and the LINUS test. This standpoint is based on their understanding that pupils with learning difficulties, once medically identified as pupils with SEN, are sent to special education. As discussed in Chapter 6, the extent of difficulty in handling pupils was mentioned as influenced by pupils' gender and level of education. Their confidence in their self-efficacy was evident. The common view is connected to a narrow understanding of inclusive education, whereby mainstream teachers do not need courses on special education or inclusive education:

There's no need for courses. What we need, a special education teacher in the mainstream classroom.

(II, S1, Tanvi)

Tanvi insisted that she had enough knowledge but needed a special education teacher's assistance if she was to practise inclusive education. Her solution was entrusting responsibility to a special education teacher placed with the pupils with SEN in a mainstream classroom. School-based CPD relating to special education is considered needed by special education teachers, not mainstream teachers. This view is based on a narrow understanding of the concept.

Another opinion suggesting that school-based CPD is not required was from Rosie, who planned to retire from teaching within two years, after over twenty years. She displayed signs of emotional exhaustion, job dissatisfaction and a lack of enjoyment in teaching:

51 years old... I want to retire. When we're too committed, at one level, we're saturated and exhausted. I've felt nothing. It's enough. I've reached the final destination for education. I'm unable to go anywhere. I just want to rest. I don't have satisfaction in teaching anymore. It's finished. I want to focus on my children. I've disregarded them for many years.

(II, S4, Rosie)

Thus, the requirements for and from school-based CPD differed between teachers from different schools and among teachers within a school. The stated reasons varied but were connected to issues regarding teachers' understanding of inclusive education and teaching practice. The workload obviously implied a challenge to the successful promotion of inclusive education.

8.4 Summary

This chapter combines the findings for research questions relating to school-based CPD. The second question aimed to explore teachers' view on beneficial school-based CPD to promote inclusive education, while the third examined in detail teachers' requirements of school-based CPD to enhance their inclusive practice. It is found that there is no school-based CPD on inclusive education. Participants believed that school-based CPD to promote inclusive education would be helpful, depending on both direct and indirect factors. The factors related to planning and implementing of school-based CPD, such that it positively impacts on teaching practice and consequently benefits pupils' learning. School-based CPD associated with subjects and pedagogical knowledge is considered beneficial by teachers.

The requirements from school-based CPD to develop teachers' inclusive practice were identified by the school-based CPD features, including content, attributes, nature and conditions. Fulfilment of the requirement would assist in ensuring the efficiency and efficacy of school-based CPD activities in enhancing teachers' inclusive practice, providing the changes required. The first three features are associated with the identified direct

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factors for helpful school-based CPD, while there are 'conditions' attached to the indirect factors. However, there is also a view that no school-based CPD is needed, associated with issues such as insufficient support and teacher self-reflection and exhaustion.

Notably, most views are based on the narrow understanding of inclusive education associated with SEIP pupils with SEN. Therefore, the foremost requirement for school-based CPD is a focus on a clearer understanding for teachers about inclusive education, at all levels and roles.

In the following chapter, a discussion of the findings will be presented.

Chapter 9 Discussion

9.1 Introduction

This chapter discusses the overall understanding of the findings. First, the discussion is on school-based CPD, and sections 9.2 to 9.7 address the second and third research question. The discussion in section 9.8 mostly relates to the first research question (school-based CPD refers to LADAP, in the Malaysian context). Then, the contribution of the study is explored.

9.2 School-based CPD as a pathway to educational reformation

Malaysian teachers are not short of opportunities to undertake PD. Many primary schoolteachers, as shown, obtained their degree through a government programme (see Appendix T) to boost their teaching professionalism. Teachers also attended a limited range of courses held outside school and participate in mandatory school-based CPD activities, yet not necessarily all sessions. Comparing the CPD activities held outside with school-based, most participants preferred the former. Both mainstream and special education teacher-participants mostly reported that, although convenient, the school-based activities do not support their teaching practice and they were not enthusiastic about their implementation. They contended that the twenty-first-century educational transformation focuses on pupils' academic results, concurrent with the emphasis on STEM subjects. CPD programmes including school-based CPD therefore focus on achieving the related objectives, none about inclusive education. Discussion about the Vision regarding inclusive education revealed that participants were not convinced, some suspecting it to be influenced by the economic downturn.

These notions suggest that the inclusion cause has not been well enough advanced, with a lack of awareness and a varying degree of understanding, commitment and enthusiasm between and even within schools. This and the conditional elements for the inclusion of pupils with SEN contradict Bailey *et al.*'s (2015) findings of teacher enthusiasm. Furthermore, not much change has been reported since 2000 (see section 2.6) under the inclusive education policy. Interestingly, the general understanding of inclusive education remains associated with pupils with SEN and integration into mainstream, as reported by Jelas (2000a). Could this disconnection of inclusive education policy from the

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transformation of the education system and the ineffective communication be the result of an 'unpopular' policy? Importantly, the policy itself unmistakably associates inclusive education solely with SEN, as mentioned in Chapter 1.

The findings of this study suggest that these factors are contributing to the situation whereby inclusive education has not been adopted, thus neither school-based CPD nor other courses emphasise teachers' inclusive practice. Interestingly, even at SEIP schools, where there is a general consensus that inclusive education involves pupils with SEN there has been no directive from JPN for schools to organise school-based CPD on inclusive education. Certainly, with the priority on academic excellence and others, besides elite practices, school-based CPD regarding inclusive education is not being initiated in schools. Inclusive education is seen not to be an obligation and too insignificant to necessitate school-based CPD activities.

School-based CPD should be a platform to improve schools and the wider educational system, whereby transformation involves moving towards inclusive education. The association of inclusive education with the wider education system transformation is discussed in Chapter 3. Utilising school-based CPD to make changes in the educational system so that teachers, in learning communities, build up their practical knowledge and skills seems appropriate to improve teachers' inclusive practice, and the participants recognised the potential of networking. As Barber and Mourshed (2007) suggest, concrete [school-based] CPD and classroom-based is significant, building practical skills (Bryant *et al.*, 2001; Meeus *et al.*, 2008). Moreover, to produce competent twenty-first-century teachers with quality teaching, school-based CPD represents a fruitful investment, if implemented efficiently and effectively. Such process-based (Waitoller and Artiles, 2013), 'state-of-the art' understandings of teacher learning (Muijs, 2014) encourage teaching communities to engage in reflective practice and collaborative enquiry (Muijs, 2004) to make a difference to pupils' achievement (Walter and Briggs, 2012).

That there is potential for school-based CPD to sustain teachers' meaningful learning experiences and development in ways that are contextual and classroom-based is undeniable, especially when resources and time are limited. Perhaps, as the finding shows, a reward system for school-based CPD could be designed to encourage teachers to participate and formulate their own PD to establish a cohesive work environment.

There is also support for self-directed learning as a school-based CPD programme, for example as described by Cummings (2011), which emphasises teachers as adult learners. My findings suggest that teachers have preferences and needs for school-based CPD in designing learning activities for their pupils, as well as their own concerns about grades and promotion. These are identified as important by Cummings, while mentors play only a small role in the Award in Mentoring, a school-based CPD programme. Although he refers to middle-school technology teachers, based on the findings I think that, similarly, a school-based CPD programme could be initiated to produce positive outcomes that benefit teachers and consequently pupils.

Therefore, rather than demand incremental participation in PD to go into the TALIS report, policy-makers could initiate a programme that enhances school-based CPD's strength as a strategy for educational transformation. This is a dynamic strategy to continuously produce flexible, knowledgeable and multi-skilled teachers. Schools have the opportunity to manage their journey towards improvement, regardless of type, stage or location (Beere, 2014). The varied human capital may inspire the development of effective school-based CPD and engage everyone in a learning community.

9.3 Teacher competencies and effectiveness

Participants seem more concerned with their professional standing than being competent and effective, high-quality teachers. The MOE rhetoric about improving school standards and transforming educational systems appeals more to teachers, moreover it entices them with clear career prospects. This is evidenced by the policy for certification to improve teaching professionalism, especially at primary level (see section 5.2). Perhaps teachers regard the race for individual 'success' to improve their reputation and take credit for their pupils' achievements as appropriate and aligned to the idea of lifelong learning. Providing and improving education for pupils with SEN are not acknowledged by mainstream teachers, and possibly not by special education teachers either, although highlighted in the Blueprint.

Moreover, there is no significant difference in the understanding and values concerning inclusive education between participants with different qualifications. Some young teacher-participants had higher degrees, while others had instrumental reasons for undertaking CPD, such as career development, and yet others personal and PD. Many

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senior teacher-participants, previously at a lower level, had studied via distance learning to obtain their degree. However, mostly their responses raised questions about ITE and its relevance to teaching practice (see p. 182). Reviewing participants' perceived CPD needs in respect of inclusion, the sentiment is that an improvement in ITE is vital. Indeed, this notion was argued by Jelas (2010): despite higher qualifications, teaching competence and effectiveness are not guaranteed.

Teachers' annual evaluation was questioned. Rather than being based on quality teaching, this study suggests that factors to heighten schools' image are considered, mainly pupils' academic performance and awards in co-curricular fields. Besides, classroom observations are rare, because of the schools' hectic schedules and, if they are undertaken, the teachers do not receive any feedback. Without feedback, their performance is unlikely to improve. Teachers were not given the opportunity and time to develop the necessary skills for 'evidence-based teaching'. This is a capacity issue (Philpott and Poultney, 2018). There was no discussion about enhancing teaching enhancement. Rather, the observations by the headteachers were perceived as an evaluation. Furthermore, the fieldwork implied that teachers put in extra effort when it came to observations and many hesitated to be observed. Technological tools were associated with younger and newer teachers, and were used mainly to attract the interest of pupils, with no consideration of how the usage assisted in pupils' learning (see section 8.2.2.3).

Unfortunately, participants barely reflected on their teaching practice but stood firm in their belief that pupils with SEN must be educated at special education programmes. Their belief about pupils with SEN seemed to influence their teaching approach. Inclusive pedagogy was apparently only for mainstream pupils to support them to succeed (mostly academically), not to everyone, as referred to by Florian (2016). This is associated with teachers' presumption of pupils with SEN and a disbelief in their capacity to learn, as well as doubts over their own capacity (which some did not admit to) to support them. Also, the provision of special education influenced their views, therefore inclusive pedagogy for pupils with SEN was limited by these attitudes. From another perspective, participants did not understand the role of special education (and special education teachers), and obviously not the concept of inclusive education. This affected the process of becoming

competent and effective for all pupils, whereby teachers create learning without limits and pupils' capacity to learn is enhanced.

Knowledge regarding teaching practice was perceived to be significant by all participants, both mainstream and special education. However, there was a divide in the responses. While participants (both recently qualified and senior) strongly emphasised teachers' specialisation, issues in education systems, insufficient resources and facilities, some – younger and less experienced – believed that they did not need CPD so much as more resources. This attitude is disturbing: the participants seemed confident in their knowledge and skills. Securing the Cluster school status appeared to boost their confidence, as in the case of School 5 (see p. 246). However, they may have wanted to stress the significance of resources, such as in the case of Nur (p. 245), who was heavily pregnant. Some more senior teacher-participants thought that they did not lack skill in managing pupils apart from those with SEN.

This notion was further strengthened by the obligation to cover syllabuses, streaming practices and segregated education for pupils with SEN (see p. 170). Could this be the result of an inclusive education policy? The findings suggest so: mainstream teacher-participants maintained that they followed the MOE's guidelines. Substantially, pupils with learning difficulties who were believed to be pupils with SEN would ultimately be sent to special education after certification by a doctor or, in other circumstances, to attend remedial classes. In contrast, some more senior teacher-participants seemed to have low morale, be unwilling to undertake CPD in the current atmosphere of challenge and intend to leave teaching.

Judging from the various responses, there seems to be a misconception about competencies and effectiveness. Moreover, there was no indication that the MTS was internalised by all teachers. Are teachers indeed effective if they are recognised as competent through producing 'A' pupils and bringing fame to their school? In reality, what tends to be valued and rewarded is that which produces fast and visible results. Do they participate in CPD – pursue further education – with the intention to learn and develop to support their pupils or just to advance their career? Or is it a combination of both? Either way, any CPD that is undertaken with honest aims, motivation (Baumert and Kunter, 2013) and an ability to continuously self-check and regulate (Muijs, 2014) in the

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face of field's never-ending changes will contribute to both personal and professional competencies.

In light of teaching competence and wider teacher professionalism (Hagger and McIntyre, 2006), teacher competencies and effectiveness (MOE, 2016a) in implementing tasks and responsibilities must be reconsidered. As discussed in the literature, effective teachers are at the heart of teaching professionalism. They value all pupils, inspire them and support them to reach their potential. Teachers are accountable for ensuring that all pupils engage and prosper via equality education without becoming marginalised. This also applies to special education teachers. Their inclusive practice could be questioned, as their embedded values delimit the capability of pupils with SEN and may inhibit the creative strategies that benefit pupils' further growth. The findings correlate to teacher competency, in the context of inclusive education being multifactorial and confined to no single aspect. While knowledge is a necessary component, professional competence involves more. Values, attitudes, motivational orientations and self-regulation also contribute to the mastery of teaching and learning. The significance of self-regulation and motivational orientation for PD undertakings in improving teaching practice was evident from the data. Thus, its paradigm must be revisited, and the four aspects suggested in their COACTIV model must be situated in the broader context of teachers' life and professional experience.

The findings from my research demonstrate that these aspects, as suggested by Baumert and Kunter (2013), are significant to teachers' professional competence. As noted in the adapted model, participants of various specialisations expressed the need for school-based CPD programmes that cater to their specific subject. Under professional knowledge, all five domains of knowledge were expressed, but participants emphasised most the content, pedagogical content and pedagogical psychological knowledge. This shows teachers' significant need for the knowledge vital to improving their pedagogical practice to create effective and meaningful teaching and learning environments, hence to address the need of all pupils. (There is more discussion on teacher knowledge in section 9.7.) The findings revealed participants' cry for both practice (p. 240) and the time to practise the knowledge received (p. 242), which is not emphasised in the model. The elements pointed to by participants were reskilling and upskilling to improve their efficiency in the practice of teaching. The findings of the study therefore suggest that,

apart from the four aspects highlighted in the COACTIV model, the element of practice is vital for teacher competence.

9.4 The effectiveness of school-based CPD

As mature individuals, adult learners and professionals, the participants were critical of school-based CPD. Its content and activities took a top-down, one-size-fits-all approach (Barber and Mourshed, 2007). It was delivered through traditional methods, hence was aligned to transmissive models (Kennedy, 2014) of CPD. In this performative working context, what is valued, rewarded and justifiable is determined by the headteachers. School-based CPD activities emphasised disseminating educational policies, changes to the educational system and curriculum and improving pupils' academic results, yet not inclusive education and, mostly, not to teachers' requirements. Headteachers felt obliged to circulate policy yet they complained about teachers' attitudes, while teachers expressed dissatisfaction and an absence of voice. Mostly as passive listeners, they spent time on after-session tasks and responsibilities yet without being given support or any time to practise, despite their heavy workload and the time needed, so they felt that their personal well-being was at stake.

With tension in their school communities, authoritative leadership, hierarchical practice, inefficient communication systems and a lack of honesty and integrity to promote positive environment and workplace dynamics, these teachers had no sense of belonging. This fuelled suspicion and misunderstandings among teachers. Senior and more experienced teacher-participants criticised the younger and newer, who felt blocked, inhibiting their creativity and productivity (p. 221). Consequently, professional capital was being underutilised and expertise was not optimised. At SEIP schools, mainstream and special education teacher-participants barely communicated to discuss professional work.

Some participants participated in PLC without enthusiasm, as they felt it was enforced. Many seemed to work in seclusion, and groupwork involved only other activities, not teaching. However, teachers acknowledged the potential of PLC, given time and sufficient autonomy and accountability, especially if the activities related to their specialisation. What may have led the teachers to pursue a higher degree was social status and an interest in power, rather than participation in and commitment to school-based CPD that was of no benefit and did not help their classroom practice, thus was ineffective. These

imply that school-based CPD was ineffective and implemented in ways that were inefficient for an educational reformation for the twenty-first century.

It seems that there is an imbalance in CPD provision between the needs of individual teachers, schools and the education systems. There is no connection between competence frameworks or MTS and teachers' careers in terms of feedback, appraisal, remuneration, incentives or certification. Reinforcing in teachers something that they do not believe in and feel is ineffective cannot do justice to educational reformation towards inclusive education. Without internal motivation (Postholm, 2012), teachers cannot engage in learning and developing their inclusive practice to support pupils' learning. This situation is perhaps understandable, because their schools did not receive any guidelines and school-based CPD is not regulated by JPN, apart from the attendance. Therefore, school-based CPD must be coherent. It should be practical, focused on pupils' learning and embedded in coherent school programmes.

9.5 Supportive and effective school-based CPD

The findings suggest that the bottom-up approach is helpful to promote inclusive education. This, together with transformative leadership (see section 9.8.3), represents opportunities to suggest and receive feedback about teachers' requirements of school-based CPD and practices. For schools to be inclusive, it is vital to obtain practitioners' views on what matters and works to enhance their inclusive practice. Moreover, the findings match the expectations arising from the literature review, which noted a broad consensus on effective CPD in terms of what is effective in teacher learning, changing teaching practice and improving pupils' learning. Clearly, this includes a focus on content, being applicable and beneficial, interesting, engaging, including peer observation and feedback, with experimentation to allow teachers to connect theory to practice, with specialist expertise support and materials, of an appropriate duration, involving collective participation and collaboration, featuring good communication within the school communities, and collaboration and networking with other educational agencies. However, for these characteristics to work, they must be accompanied by an awareness among and a call of action from all teachers of various roles, responsibilities and attributes.

Within the inherent complexity of educational transformation and dynamics of schools, listening to teachers and giving them opportunities to make decisions about school-based CPD would influence their motivation. Personalised, structured and collaborative school-based CPD, beginning with a need analysis, as emphasised by MOE (see section 5.6), must be initiated and sustained. The intrinsic and extrinsic influencing factors for adult learners of varying levels of motivation, interest, knowledge and skills must be considered within the complexities and dynamics of schools. Such conditions for an inclusive approach are that it is a blended combination of traditional, face-to-face and online CPD that is accessible at anytime and anywhere. Therefore, learning is self-directed, and teachers are inspired to learn by doing to evidence greater improvement in subject knowledge and their commitment to teaching, teaching practice and the learning of their pupils. Nevertheless, the findings also demonstrate that teachers lack awareness of the potential of online CPD. Lieberman and Pointer-Mace (2009) suggest that teachers make use of media tools and social network resources for CPD.

Reviewing the findings, teachers' views are understandable, because although their time is mostly flexible there are real limitations. In this case, the limitations include the provision of useful learning content, interactive discussions and teacher ICT skills, as well as internet access. Therefore, it is important to ensure that traditional and online CPD are relevant to improving teacher knowledge and skills, thus practice and, consequently, all pupils' achievement.

Given autonomy and accountability, school-based CPD could inspire teachers (and staff) to embrace the introduction of inclusive education. Nevertheless, uncertainties could be dangerous if there was no balance between the freedom to develop and the objectives of school-based CPD in terms of promoting change in thinking and practice for inclusive education, as voiced by headteachers. As discussed in the literature review, intelligent accountability (O' Neill, 2013) must be ensured through control systems such as establishing time for learning, consistency and clarity of roles within the overall strategy. To support policies for inclusive education there should be no hierarchical relationships yet both monitoring of policy implementation at various levels and policy integration.

Moreover, exercising control need not involve force or threat. The power dynamics could be used in more desirable ways and thus administrators, especially headteachers, could employ strategic interaction and participative leadership to influence teachers, while

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senior and more experienced teachers could influence younger and newer teachers. Similarly, the latter could influence their seniors through their innovative ideas and practice, in line with twenty-first-century teaching and learning. The foremost features are the sense of respect, defined roles and responsibilities in school-based CPD, learning from and with each other as well as understanding that all teachers are learners – lifelong learners.

With regard to policies, as mentioned, a school-based CPD system and its evaluation need to be developed. The findings suggest that there is inadequate preparation, monitoring and follow-up, and little information on teachers' satisfaction. Collaborative knowledge-sharing at some schools (School 4) is limited to the mandatory report on PLC activities. Moreover, what is reported is not necessarily accurate. The impact of provision is seldom known. There is a disconnection between provision for teachers to learn, teachers' teaching and the impact of that learning on pupils. There is no known account of deep or surface learning. CPD's supposed requirements are met by prescription and the CPD needs analysis is presented through discourse that is predetermined, so teachers just click the screen (see section 8.2.2.1). Policies on school-based CPD are seen to meet CPD requirement through a fixed and relatively rigid system, with implications that limit creative responses to teachers' CPD needs. Moreover, school-based CPD programmes are ad hoc and isolated, with rare evidence of any connection between the levels (teachers, schools and education system).

So, of interest to inclusive education might be an appropriate mechanism and reference framework to self-identify development needs (to recognise specific competences to develop), accountability for one's own growth and how to develop schools as learning organisations. It is vital to reflect on the provision of school-based CPD, in terms of what works well and what does not (Allison, 2014). A similar framework may help headteachers to assess teachers' development needs, implement a wider variety of CPD, encourage teachers to engage in CPD and ensure a balance between the needs of different stakeholders.

Continuous monitoring and assessment of teacher learning are crucial to ensure the effectiveness of school-based CPD. Furthermore, as the teachers relied heavily on courses outside of schools, an appropriate mechanism to link ITE and school-based CPD (including part-time study for degrees and teachers' annual appraisals) must be ensured. This

necessitates an evaluation of the quality of teacher educators, higher institutions and teacher training institutions, BPG and IPGM that deliver CPD. This raises challenges and a need to rethink the policy and provision of CPD, as well as to balance the needs. Indeed, the process of planning and providing helpful school-based CPD is arduous, and scholars such as Allison (2014) assert that teaching is complex and influenced by many factors.

9.6 Building professional capital and inclusive movement

In the Malaysian context, historically inclusive education has mostly involved access for groups with specific needs (including different ethnicities) through continuous efforts for increased quality of provisions, unity and efficiency in system. A movement now focuses on pupils with SEN, while the provision of schools identified by their ethnicity is increasing. Although there is no evidence of policy that differentiates between pupils, a preference for schools of similar ethnicities has further segregated Malaysians (see section 7.3.4.1). Participants expressed this view and that educational systems do not promote inclusive education. With regards to pupils with SEN, differentiated and tailored education is offered, perceived by both policy-makers and those at practitioner level as best for individual needs; that is, from the narrow interpretation of the concept.

Examples of development include the preparation of teachers with a degree in special education to meet the needs of pupils with SEN (Jelas and Mohd Ali, 2014). However, there is no training on inclusive education, despite the argument for change by Adnan and Hafiz (2001) and Lee and Low (2013). Teachers believed that separate ITE (see section 5.2) is aligned to the policies in providing the best education to pupils with SEN.

Aspiring teachers are not obliged to enrol on a special education module; besides, its quality is questionable. They may pass their examinations with no clear understanding of the concept of inclusive education, under the impression that the course is not applicable to them (see p. 224). Similarly, ITE for mainstream teachers is divided by specialisation, and teachers who teach in the Mandarin and Tamil languages are trained separately from those who teach at National schools. Therefore, there must be a paradigm shift in teacher education. The findings reveal no significant difference between the new and senior teachers' understanding of inclusive education. The Blueprint outlines plans to equip teachers for inclusive education, but new teachers have only a minimal understanding, indicating minimal or no changes in ITE and lack of appropriate training for pre-service teachers.

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A whole-faculty approach, as suggested by Jelas (2010), could be adopted by framing inclusive practice as a way to move from a medical to a sociological perspective. Critical thinking should be interwoven throughout coursework in the teacher education programmes by highlighting the connection between inclusive education and the need to confront all forms of segregation (Lalvani, 2013). Also, Black-Hawkins and Amrhein (2014) suggest an inclusive study on ITE, in which pre-service teachers' views about inclusive classroom practices are valued. In addition, Forlin (2012) emphasises that teacher educators must be trained to train teachers to educate a variety of pupils in an inclusive classroom. Segregation in ITE and the disconnection between school-based CPD and other CPD activities with inclusive education not only impact on pupils but significantly influence teachers. There is less belief in inclusive education and dubious values concerning inclusion.

Clearly, few opportunities to socialise and communicate are created at this early stage of primary education, and this is cyclic. At schools, therefore, the process of moulding teachers to be change agents who act according to inclusive values can scarcely be achieved. This is compounded by political views and the academic performance ethos. From the perspective of inclusive education, building teachers as human capital involves the development of competencies to be effective to all pupils. However, how can such capital be built if they barely believe in it and are, moreover, a product of the system? Consequently, how can teachers act as the social capital, the change agent, to create both a united nation and productive individuals, as highlighted in the Blueprint? The findings suggest that the teachers did not participate in policy-making and were uninvolved in decision-making at schools. For schools to be more inclusive, teachers must be given the opportunity to do so in school-based CPD and other activities. Participative decision-making (Bouwman *et al.*, 2017) would be a transparent way to turn assessments of risk into better decisions – investment decisions.

By understanding the aims of inclusive education, in the process involving connections with peers and other school communities and receiving more autonomy for own development, success may become more guaranteed. A more informed starting point – a fact-based depiction of schools' resources and consistent assessments of performance – would be helpful to promote inclusive education. To have a clear idea of the purposes of school-based CPD to improve quality teaching and teaching is to produce pupils who

achieve their potential, and it is worth studying the quality of teaching, teacher voice, student voice and assessment data (Allison, 2014).

9.7 Teacher knowledge

Reviewing the findings, apparently teachers had a need for knowledge that varied, though there are similarities. It appears that most participants associated their needs with the MOE's transformational plan, for example the requirement for ICT skills to link to twenty-first-century teaching and learning, and for English-language skills to teach Science and Mathematics. Some younger teachers believed that they do not need more CPD. Perhaps the understanding of the potential of technology and media tools, as well as the need for improved ICT skills for all teachers, must be assured in supporting pupils' learning in the digital and fast-paced world of the twenty-first century. Some teachers were interested in new knowledge and expressed a desire to explore the practice of countries besides Malaysia.

In addition to content knowledge on their specific subjects, all participants believed that, to be effective, they need pedagogical content and pedagogical psychological knowledge. For them, knowledge is a fundamental element in being more inclusive, and thus effective. Such highlighted components of content include knowledge of teaching methods and explanatory knowledge. Regarding the psychological knowledge, some emphasised classroom management and adaptation to dealing with heterogenous pupils, as well as knowledge about pupils with SEN. Participants mentioned pupils' characteristics: cognitive, emotional and motivational heterogeneity. This is notably because teachers encounter a wide range of groups of pupils (not necessarily SEN), and understanding their pupils would help them to identify those at risk and respond to their need so as not to marginalise them further.

Few participants asserted a need for knowledge of classroom assessment (knowledge about the different forms and purposes of formative and summative assessment), structuring learning objectives, learning processes, lesson planning or evaluation. This may relate to their sentiments about school-based assessment and the emphasis on UPSR (see section 8.3.4.1). Making good pedagogical decisions for classes of diverse pupils hinges on the quality of teachers' pedagogical knowledge. Only a few participants acknowledged the importance of counselling knowledge to enable them to tackle a range

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of pupils. Although this knowledge was emphasised by Tuah (see section 8.3.1.3), many refused to take it on since pupils with SEN were not their responsibility.

It is clear that teachers (both mainstream and special education) need to understand inclusive education, including its purpose and teachers' roles. Teachers' confusions and misunderstanding about inclusive education would lead to unintentional exclusion. Reviewing participants' responses, pupils with low academic skills are at high risk of marginalisation, to the extent of seclusion. Instead of removing barriers and responding to pupils' needs (including exercising different teacher's expertise), such pupils may be sent to special education. Similarly, those attending SEIP with severe medical conditions would be excluded. Inclusion, in this context, relates only to access to education, not equity. However, teacher's understanding of inclusive education (from a narrow interpretation) is comprehensible, because the MOE 'says so'. As such, it seems unfair to lay the blame on the teachers.

The policy itself is for the segregation and integration, rather than the inclusion, of pupils with SEN. This has been discussed in the literature review and is revealed by the responses. Some mainstream teacher-participants also expressed a need for knowledge on special education, and a few mentioned early childhood education to help them to understand pupils' psychology. Mainstream teachers exaggerated their lack of knowledge and awareness of special education due to ITE. Nevertheless, the data showed that the knowledge held by special education teachers, too, was unconvincing. The findings suggested that special education teachers felt that they were always underestimated (see p. 210). Specifically, the special education teacher-participants' expression was that their plea for specific knowledge and skills in supporting pupils with SEN was often ignored by administrators. They continued teaching with no enhancement of knowledge, deprived of any opportunity for development under the one-size-fits all school-based CPD policy.

Some mainstream teacher-participants at SEIP schools wanted to experience teaching pupils with SEN, while those at non-SEIP schools said that they wanted to observe special education teachers in action. The foremost, learning to develop, is not simply about acquisition of knowledge. Inevitably, few teachers highlighted the importance of assimilation of knowledge by special education and mainstream teachers (p. 208). This thinking is perhaps the result of the contrasting ITE for teachers, as they expressed the significance of knowledge combination and sharing. Perhaps a remodel of the ITE

programme would help to train and prepare aspiring teachers for inclusive education (see also p. 259). Moreover, some younger and newer teachers stressed the need to incorporate knowledge derived from experiential and practical experiences into the classroom.

In this context, knowledge about inclusive education, special education and pupils with SEN is one thing (knowing), yet the ways that teachers put their knowledge into action in the classroom (know-how) to improve pupils' learning outcomes are also significant in understanding or conceptualising quality teaching. However, many senior and experienced teachers (especially those from non-SEIP schools) failed to emphasise their need for knowledge and practice regarding pupils with SEN due to their belief in segregated education. Another noteworthy point is participants' stated need for knowledge of martial arts, for self-defence, and of psychology. This is perhaps for two reasons: first, teachers do not understand pupils with SEN; and second, they are afraid of them. The second may also relate to teachers' lack of understanding of pupils, such as their conditions, and/or behavioural management. This is understandable because, often, pupils with SEN' behaviour is unpredictable. Therefore, as teachers requested, an element of inspiration is significant to maintain a passion for teaching and an intention to develop a shared vision for their pupils' achievement.

To embrace the concept of inclusive education, CPD activities relating to teaching practice and considering teachers as adult learners are vital. Teachers are professionals who are responsible for shaping the world (Slee, 2011). However, they may struggle with other challenges. Therefore, listening to their voice is a stepping stone that is significant in supporting and facilitating them to enhance their competencies and become more effective for all pupils. A bottom-up approach is preferred by many participants, whereby teachers have opportunities to suggest and receive feedback about their requirements from school-based CPD and practices. Secondly, the concept of CPD, too, must be inclusive, involving elements of flexibility that embrace strategies in supporting different teachers, ensuring that they are relevant to improving teaching practice. While some prefer face-to-face CPD, others may opt for online CPD that is accessible at anytime and anywhere. This is due to participants' mention of their busy schedules and heavy workload and complaints about the weekend school-based activities (see section 8.2.2.2). Online CPD offers flexibility (MOE, 2012c), but participants criticised its disconnection and

irrelevance to classroom practice. In both, it appears that engaging activities are favoured by all teachers, in which they may apply theory to practise the knowledge learned, as well as giving them support to inspire them to experiment and master the skills.

Therefore, it seems that a blended approach, which is more flexible within the school context, may be the solution. Nonetheless, even to realise this approach, basic features of ICT skills and facilities need to be improved. In addition, there are conditions that need to be reconsidered with action, not just talk. These are discussed next.

9.8 What is vital?

Ensuring a helpful school-based CPD that promotes inclusive education and its effectiveness in improving teachers' inclusive practice requires serious thinking and enactment by various stakeholders at all levels of the educational system. The following discussions explore the conditions.

9.8.1 Understanding of inclusive education

Inclusive education in Malaysia is still understood from the narrow interpretation (Ainscow, 2006; Göransson and Nilholm, 2014) involving pupils with SEN (from SEIP) learning in mainstream classrooms. Although activities to meet the social needs of pupils with SEN were mentioned by some participants at SEIP schools (p. 152), this was not consistent across schools. Somehow, the social inclusion activities could be interpreted as the process of SEIP school moving towards an inclusive school, which is contextual since there were pupils with SEN (medically authorised) there. However, achieving a truly inclusive school (Ainscow, 2006) means more than this. There were many issues mentioned by participants, including their own understanding of inclusive education and inclusive practice.

Participants also assumed that educational equity for pupils with SEN could be achieved when the pupils learn at SEIP schools, yet it can only mean educational equality, as pupils with SEN had access to education without any guarantee of its quality. Other (mainstream) pupils were typically believed to be supported to succeed in mainstream without much realisation of marginalisation or risk of exclusion, as emphasised by Messiou (2006). This notion of educational equity for all contradicts what scholars such as Acedo *et al.* (2009) refer to, as discussed in the literature. This could be interpreted from

the interviews. The idea of equality and equity, however, was questioned when referring to mainstream pupils of dissimilar school systems. Participants queried the support and apparent teaching techniques at National-type schools. In this case, participants were thinking about the educational equity of pupils, specifically of mainstream pupils. These could also be interpreted as the process advancing towards inclusive education, as teachers have clearly begun to question the practice.

The lack of knowledge and understanding about inclusive education at various levels in the education system, as portrayed by the attempted definitions of inclusive education, is worrisome. Participants of all roles, specialisation, qualification and years of experience felt uninformed about the Vision, because of inefficiencies in the information systems and an absence of clarity regarding inclusive education. Participants have many levels of understanding, but they are mostly based on a narrow concept of inclusive education (mostly academic, although there is a movement towards social inclusion of pupils with SEN – p. 182). There was an alarming finding that some teachers had no knowledge at all, not only in non-SEIP schools but in SEIP schools. Tanvi's response was typical, indicating issues in education system and strongly emphasising academic performance and the exam-oriented curriculum, as well as teaching practice, and she defined inclusive education as preparation for the UPSR (p. 151). This may have been either because the information relating to the policy's dissemination was not made available; because teachers were too busy or because they disregarded it, with no idea that inclusive education was relevant to their work.

With regard to special education teachers, only Tuah, the SASE of School 1, knew about the MOE's Vision: 75% target of pupils with SEN to learn in inclusive programmes (p. 188). Only one special education teacher, Abu* (School 3), seemed to understand the wider concept of inclusive education, and he acknowledged that the understanding held by mainstream teachers and society was the narrow interpretation (p. 181). Apparently, this finding is similar to that of other studies, such as by Ali *et al.* (2006) and Jelas and Mohd Ali (2014), whereby inclusive education in Malaysia is held to be about pupils with SEN being placed and learning in a mainstream setting. Although he had graduated in special education and later completed his Masters in the same field at the same institution, Abu* demonstrated a negative attitude towards SEN (p. 188).

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Most participants pointed to the challenges for and the barriers to inclusive education, and some were unconvinced about Malaysia's capacity, as a developing country. With regards to inclusion of pupils with SEN, they believed that achieving 75% pupils with SEN learning in inclusive education programmes by 2025 was far-fetched. Participants highlighted many deficiencies in schools, such as in support, classroom size, facilities and teaching aids, as well as jobs. There were also many challenges at schools due to issues over government factors, such as its rigid curriculum and its information dissemination system. Moreover, the absence of support from colleagues, administrators, agencies and society contributed to the difficulties for teachers. These were reported by teachers to be significant challenges to implementing inclusive education in Malaysia (UNICEF, 2014). It is evident from this study that teachers believed that it is hard to be both effective and inclusive in the current situation. Interestingly, the head of the special education unit, JNPER, revealed that Perak is the only state to have achieved enrolment of more than 70% of registered pupils with SEN on inclusive education programmes. He mentioned that the participation of pupils with SEN is recorded in the APDM (Student Database Application). It is certain that the current inclusion of pupils with physical disabilities in mainstream classrooms contributes to this high percentage.

There was a view that the SEIP itself was an inclusive education programme because pupils with SEN were in mainstream schools, thus were integrated socially. From one perspective this was incorrect, because it is not inclusive education as defined in the Blueprint, yet this seemed logical in teachers' view because of the existence of special schools for pupils with hearing impairments, for example. Similarly, the notion of inclusivity regarding the vernacular system was questioned. As Allan (2015) argues, teachers' perceptions about inclusive education could be rationalised by considering the history and evolution of inclusion and social justice. Teachers were perplexed by the establishment of the SEIP and the roles of special education teachers.

The divide in the responses, itself, shows that teachers as educators are also influenced by the ethos of society. They themselves are a product of the system that emphasises academic success, implying negative values about SEN, especially relating to intellectual capacity. Teachers feel under pressure to meet particular standards but are seldom supported with knowledge, skills and resources. This situation is compounded by the discoordination of government agencies and a distant power culture at several levels. In

difficult times (the economic downturn and personal issues), with challenging reforms, professional responsibilities beyond classrooms, high workloads and a poor image, the lack of any clear lead forces teachers to accept a narrow view of the concept of inclusion rather than take the opportunity to broaden their understanding. Possibly, teachers (and schools) are clinging onto or being driven to the restricted model in the face of the pressure to raise standards.

9.8.2 Positive beliefs, values and attitude of teachers

Reviewing the findings, participants believed that there are many consequences of the inclusion of pupils with SEN in the mainstream. Rather than positive effects of inclusive education, negative effects, such as lesson disruptions, were highlighted by many. Thus, the majority viewpoint at non-SEIP schools was that inclusive education, instead of providing the benefits to pupils with SEN, would affect them negatively. This is contrary to previous studies, such as by Cologon (2013) and Goodman *et al.* (2014). The clear opposition was mainly because of beliefs and values about separate education for pupils with SEN, yet mainstream teachers at SEIP schools seemed to be more positive about their inclusion of pupils with SEN in mainstream classrooms. They were more open to the idea, with some exceptions. This is probably because they have had some exposure to pupils with SEN in terms of integration activities of selected pupils with SEN and the establishment of SEIP within mainstream schools. The opposition at SEIP schools was reasoned to be because of a lack of knowledge, skill and preparation, as well as of support and materials. Nonetheless, some were neutral about the idea.

Changes in attitudes were observed during the interviews. While quite negative and sceptical about inclusive education in the early part of their interview, some mainstream teacher-participants seemed to be more open by the end and expressed the importance of understanding the concept, SEN, and pupils with SEN. This was indeed a positive sign, compared to those who insisted on separate systems and refused to know more about inclusive education and SEN (see p. 246). This, however, could be related to roles and specialisations, as they did not teach core subjects so the academic demands and pressure were less. Others, although they seemed positive about the idea of inclusion later, tended to raise more objections upon my probing about inclusion of SEN, especially pupils with emotional and behavioural difficulties. The foundational belief was that teachers have positive attitudes towards education of all pupils, regardless of difference,

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but the educational right is from the perspective of the medical model highlighted by scholars such as (Winter and O’Raw, 2010). As Fulcher (1989) asserts, in this study, too, the participants were found to focus on the individual deficits instead of the external construct, although they admitted that there was an unsupportive environment and insufficient facilities. There were plenty of deficit views and the language used signified negative beliefs, values and attitudes. What is more frustrating to me is when a young, Master’s-qualified special education teacher uses shocking language (p. 188). This suggests that special education teachers, too, have presumptions and may not facilitate learning without limits to transform the learning capacity of pupils with SEN, as described by Hart *et al.* (2004). Perhaps he used that language unintentionally. Mainstream teacher-participants did not understand the label or category of SEN, and the special education teachers’ comprehension of the category was also dubious. This could be explained by a lack of understanding of SEN and special education, hence their inattention to the language that they used in their interviews.

It is worth noting that most participants were Muslims, who based their opinions on the Islamic teaching whereby all human beings are equal. Islam promotes equality and mutual respect. They saw that children are equal, with the underlying concept of rights and ‘Education for All’ based on intelligence capacity/ability. Although Islamic teaching highlights the importance of obtaining the right education for all pupils (Sri, 2016), they were content with the existing inclusivity, in that pupils with SEN are best educated by specialists and are their responsibility, with the excuse of no knowledge or skill. The majority were not very positive about pupils with SEN. Some, upon closer questioning, insisted on placing pupils with SEN with the lowest achieving pupils in mainstream classrooms if they were to learn in a mainstream setting. They believed that they were neither prejudiced about other differences (such as gender) nor practising seclusion in their classroom.

For some participants, it was just that pupils with SEN are helpless and God-given (heaven) children. They felt that the parents must take greater responsibility for them, considering the challenges facing teachers in the classroom (p. 187). The task demands different knowledge and great skill of teachers (p. 237). Overall, all teachers, regardless of difference, assumed that pupils with SEN were better off at SEIP and would only be ‘upgraded’ (to be included) to mainstream if they could comply with the set standard and

norms in at least their behaviour. This notion was similarly applied to suspect mainstream pupils (those not medically authorised as pupils with SEN) – they must be sent to SEIP where the appropriate support and attention would be given to them. This idea of inclusion is believed to be for humanitarian reasons. It was grounded in what Jelas and Mohd Ali (2014) referred to as the ‘ideal’ concept of inclusive education.

A few mainstream teacher-participants at SEIP schools who had experienced inclusive programmes also expressed a lack of knowledge and skills. They mentioned a superficial understanding of the concept and expressed a need to understand inclusive education and the symptoms, condition and level of pupils with SEN, and how to meet diverse needs in inclusive classrooms (p. 229). This finding relates to those of previous Malaysian studies, such as by Bailey *et al.* (2015). The difference between that study and mine is that, overall, their teachers had positive views while in mine there are several views but, overall, teachers found inclusive education to be a challenging concept. While their study reported teachers’ negative views about disabilities, my study found that, rather than physical disabilities, participants were more concerned about intellectual ability and behaviour. For them, there would be no problem for pupils with physical disabilities to be ‘included’ in mainstream classrooms with improved facilities.

However, both studies confirmed teachers’ lack of consensus on the benefits of inclusive education, as well as a lack of knowledge and the skills to implement it. Some acknowledged the benefits of social inclusion, yet not in academic terms, which correlates to the findings of Farrell (2000). Some also thought that inclusive education would detract from their focus to teach, with disruptions likely from the unstable emotions and behaviour of pupils with SEN. It would have a negative impact on the majority of mainstream pupils, as attention would be given to the perhaps sole SEN pupil in the classroom. This view is inconsistent with studies that have critiqued the policy and practice of inclusion, such as by Frederick (2005) and Lloyd (2008), which have highlighted the benefits of inclusive education for all pupils.

Moreover, participants argued that, while pupils with SEN have the right to be included in mainstream, they also have the right to receive appropriate education that meets their specific needs (see p. 171). This view is also expressed by Garry (2012). Particularly in pursuing ideal inclusion, the quality of education of pupils with SEN and others should not be compromised, as emphasised by Hodkinson (2010). Pupils with SEN should benefit

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from inclusive education so that they do not become more excluded or marginalised by the notion of inclusion in mainstream (see p. 188). Pupils with SEN were believed to be unable to cope with the curriculum and overall demands of mandatory national examinations and test-driven curriculum. Because pupils are assessed on academic performance, it puts pressure on teachers to achieve the school's target for excellence. The vastly popularised report on schools and pupils' achievement intensifies the competition between them and further marginalises pupils with SEN (Jelas and Mohd Ali, 2014). With that in mind, not achieving the target is judged to be poor performance and ineffective teaching (p. 188).

Participants believed that pupils with SEN were best off with the special education that was provided specifically for them. Even special education teachers agreed with this notion and emphasised the importance of preparation and remediation of possible pupils with SEN for inclusion in the mainstream. They all believed that pupils with SEN needed extra attention and different approaches and teaching strategies, with additional teaching aids and support, which were challenging because of the lack of materials and a heavy workload. For them, the inclusion of pupils with SEN is best at a SEIP school, to which materials and experts have been allocated and where pupils learn a modified curriculum. Inclusive practice, however, is questionable: as Farrell (2000) argues, the interaction between mainstream and SEN pupils is limited, and this segregation extends to teachers.

Farrell's (2000) argument is based on his review on the impact of research on the development of inclusive education and his own research in the United Kingdom. Farrell (2000) concludes that, among other things, there should be more research on mainstream teachers' views, specifically on the preparation and training that they receive, which is in line with this study. The data suggest that mainstream and special education teachers at SEIP schools hardly communicate to discuss about pupils with SEN. Also, this notion is true of the segregated vernacular system, in which teachers of different ethnicities barely communicate or collaborate (see section 7.3.4.1). Moreover, the participants believed that the curriculum does not unite people (see section 7.3.1.2) (rather than coexistence, tolerance, multi-culturalism), and ethnic identity (Khader, 2012), and the elitist culture's emphasis on academic achievement and intellectual capacity further impede the promotion of inclusive education.

Teachers' attitudes were probably expressed out of sympathy, rather than empathy. In a study to investigate the factors impacting on mainstream primary-school teachers' beliefs about teaching pupils with learning difficulties in west-central Scotland, Woolfson and Brady (2009) concluded that teacher experiences or professional training variables were not significant to teachers' self-efficacy for pupils with SEN. However, using questionnaires and multivariate analysis of variance, they highlighted that self-efficacy was a positive predictor of attributes and sympathy a negative predictor. Teachers do not despise pupils with SEN but prefer to avoid them to maintain the overall academic performance of pupils. Similarly, the findings of my study suggest that, despite helping pupils, teachers significantly reduce their expectations. As the participants suggested, it is important to engage in CPD activities and to challenge personal beliefs and values about disability and SEN. However, understandably, in this context they had no clear understanding and knowledge of SEN.

Another significant point that is important to the successful promotion of inclusive education is teachers' beliefs about its policy. For most participants, this contradicts other policies in the education system, such as that of vernacular schools. They believed that the segregation of schools in the name of inclusiveness does not promote the equity, unity or national identity of Malaysians (see section 7.3.4.1). This may lead to more serious issues that divide pupils of different ethnicities, religions, languages and cultural and socioeconomic background at an early age. Teachers, too, experience a similar situation, consequently this may have affected their values and attitudes and impacted on their inclusive practice. In addition, their belief of inclusion in terms of social justice and equity of educational opportunities of pupils with SEN remains unclear, resulting in the varying interpretations and practices in schools.

To conclude this section, the divisions in Malaysia's education system are connected to its history, the pressure to transform and the interference of stakeholders, such as parents, as well as politics. Since Independence, the plausible rhetoric of effort (including via education) to build a united and progressive nation further divides society. These and the impact of division have inculcated such an ethos (as discussed in section 7.3.4), and it is embedded in the culture. Therefore, inclusive education values must be embraced by all, at all levels: educators, teacher educators, policy-makers, politicians, parents and society.

9.8.3 Leadership and coaching

The findings demonstrate teachers' preference for a change in leadership style. With a distant power culture and hierarchical practice, teachers felt undervalued. Participants pointed to headteachers' and other administrators' roles and responsibilities to initiate effective school-based CPD (see section 8.3.3.2). Transformational leadership involves increasing the level of motivation beyond exchange values to achieve higher performance and self-actualisation of the followers, while transactional leadership entails the exchange values of things to produce minimum production without higher-order purpose (Nguni *et al.*, 2006). Reviewing the literature on leadership styles and school improvement, Jamal (2014) concludes that transformational leaders could improve the school function and teaching process. This is where the leaders focus on the needs of their employees. From the data, it is anticipated that teachers are more comfortable being creative in teaching practice under transformational leadership. This relates to what Kennedy (2005) emphasises in providing transformative CPD. Some younger participants highlighted the importance of the coaching relationship between newer and more experienced teachers (see p. 221 and p. 238). The findings indicate the relevance of listening to teachers' voice, sparking interest, motivating teachers to search for inclusive pedagogy and giving feedback, which then gathers momentum and becomes a culture of excellence.

Booth and Ainscow (2002), in the Index of Inclusion, emphasise the role of leadership styles in developing inclusive practice and culture. Also, the findings correlate to those of cited scholars such as Penuel *et al.* (2007) and Bouwmans *et al.* (2017), who stress the significance of teachers' voice and participative decision-making. This suggests that it is important for headteachers to inspire teachers to become excited about teaching, to discuss, plan and evaluate teaching together and to observe and learn from each other, as well as to share effective practice (Allison, 2014).

A review of headteachers' responses concerning their responsibilities for disseminating information, for example about educational system changes, suggests providing a positive workplace and creating dynamics between school communities. Headteachers must trust teachers, and the leadership (headteachers and senior assistants) must be committed to providing a range of school-based CPD opportunities using various mechanisms, using expertise within (and outside) schools to meet stakeholders' various needs.

9.8.4 Teachers' reflective practice

Some participants were uncertain about their own teaching practice and cited the significance of critical friends (see p. 205). Few participants admitted the importance of self-reflection on practice and learning from others (p. 204). While critical friends and collaborative school-based CPD activities may help teachers to develop, it is vital for them to be honest about their teaching practice. Some senior and more experienced teacher-participants seemed not to realise the significance of self-reflection, believing that they were expert at their job. Unfortunately, some junior and less-experienced teacher-participants implied the same (see section 8.3.5). Effective teachers always realise that there is room for development, as teaching strategies can always be improved (p. 211). Therefore, it is important for teachers of all roles and attributes to self-reflect by continuously examining and analysing their teaching and learning processes. By identifying their weaknesses (and strengths), searching for answers and turning them into positive and resolute goals to be achieved, teachers would become better, more inclusive and more effective. Reflective practice is cited in the literature by many scholars, such as Allan (2015), as significant to successful inclusive education. Self-reflective and self-regulation must develop momentum, and overall progress and development in teaching practice should be monitored.

External assessment by the MOE, such as regular and systematic feed-forward activity, will reinforce the ultimate goals of inclusive education. Teachers will modify their practice rather than adopt technical responses to particular needs, to be both inclusive and effective at school, with or without the SEIP. Ultimately, teacher learning and inclusive education involve the heart, mind and soul, alongside the metaphor used in the literature, such as by Florian and Rouse (2009).

9.8.5 Learning culture at schools

The findings indicate that teachers perceived that they benefited from PLC activities. Through PLC activities, participants expressed that they share ideas, discuss and learn from colleagues on how to solve issues in the classrooms, thus they are beneficial to teaching. However, the preference was for small-group subject-panel activities, because whole-school-based CPD involves traditional 'sit and listen' sessions. Some participants believed that they learned to self-regulate and engage in personal learning to improve

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their teaching while observing their colleagues and receiving feedback from them. This is in line with the study by Meirink *et al.* (2007), which evidenced teachers' individual learning in a collaborative setting with reported changes in cognition and experimentation with teaching strategies. Despite this, participants preferred no formalities that necessitated a report to the headteacher. Informal discussion with colleagues was considered to be part of PLC activities, besides official CPD. PLC was also considered significant to address teacher isolation and attrition. The finding correlates to previous studies about PLC, such as Brodie's (2013) study of mathematic teachers that revealed that PLC is powerful in developing conceptual knowledge about the subject and further enhances knowledge of teaching practice.

Teachers' participation and engagement were more mandated, similar to other school-based CPD activities. Many participants do not understand the notion of PLC, thus activities were gone through merely to fulfil the school's requirements. The learning community at school could be interpreted as not only for small groups of subject-panel teachers but for the whole community, to share teaching strategies. Positive communication and constructive comments from critical colleagues initiate collaborative inquiry, as Muijs (2014) highlights in his study. This reflects the importance of a learning culture at schools. When teachers are more open, trusting and respectful of each other despite their differences in roles and attributes, such as age and teaching experience, learning is habitual and becomes the culture.

Providing school-based CPD that facilitates collaboration is the starting point. Teachers positively, happily and openly discuss, learn, devise strategies and new ideas and take risks in order to develop continuously (Allison, 2014). Teachers then, may share a similar purpose, are motivated to develop and work together towards becoming more inclusive of all pupils. The trust within the team could then be extended to pupils, when teachers make decisions for the best of pupils in all domains – affective, social and intellectual – as described by Hart *et al.* (2004). Thus, schools' PLC is crucial to successful inclusive education in inspiring teachers to engage in PD to enhance their teaching practice. Also, a positive environment and relationships among the school are vital, allowing collaboration and team learning. To embrace inclusive education, it is mainly the teacher learning and development processes that must be envisioned and practised as a school culture.

9.8.6 Support and resources for an inclusive school environment

My study found that teachers were sceptical of inclusive education, partly because of the deficiencies in resources, facilities and support. For participants, there were imbalances in quality in school buildings (p. 175) and other essentials, such as internet access (p. 219). Teachers' responses indicate a different allocation of funds to various types of schools. Moreover, many schools are not inclusion-friendly for pupils with SEN and others with limitations. The inclusiveness notion was acted upon, leading to an improvement in SEIP school facilities around the country. While still a long way from the standards, as the findings suggest the improvements are a vital and significant step in the direction of inclusive education. Teachers must be supported both physically and emotionally to develop knowledge and skills. They must be given time to learn and experiment to grow and become quality teachers.

Other issues voiced by teachers, such as the lack of teachers, job positions at schools and the heavy workload, must be reflected upon and tackled. These findings correlate with many studies cited in section 3.7.1, such as those by Florian and Black-Hawkins (2011). From another perspective, as in participants' responses (see p. 238), support could be seen in the availability of collaboration with specialists, other educational agencies such as higher institutions and non-governmental agencies, and parents.

9.8.7 Educational policy

Policy changes are often disconnected from implementation, and many people on the ground may not be ready for them. Teachers are often confused and ill-supported to transfer this knowledge, which may affect pupils' achievement. Participants pointed to the need for clear guidelines and answers to the 'what', 'who', 'why', 'when' and 'how' of inclusive education. For them, the level of learning needed for inclusion into mainstream education should be clearly established. This finding corresponds to previous studies, for example by Jelas and Mohd Ali (2014). Notably, participants were thinking of inclusion in its narrow context, where pupils with SEN learn in a mainstream classroom using the mainstream curriculum. In addition to concerns about academic issues, a fresh viewpoint was the social dimension. Social inclusion, according to the participants, was when pupils with SEN were involved in co-curriculum activities and joined in school activities such as

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assembly. Involvement in such activities, however, was only for certain pupils with SEN. Otherwise, pupils with SEN had separate activities.

Another perceived contradictory policy was alternative assessment for pupils with SEN, by PASR instead of UPSR. According to special education teacher-participants, the inclusion of pupils with SEN means to allow them to be entered and prepared for the UPSR examination, but the suitable pupils were also candidates for the PASR, which was recently implemented. Therefore, including the pupils in mainstream would be unnecessary: they cannot sit for both. This viewpoint is obviously shaped by the narrow understanding of inclusive education and based on the academic, exam-oriented system. The confusion has arisen because teachers do not understand the concept, and its implementation is perceived as inconsistent due to the many approaches within and across schools. As discussed earlier, this is also because of the policy itself – the narrow context of inclusive education. Otherwise, the above-mentioned activities are all elements of inclusive education. It is also worth noting that, because of this eligibility issue, there were no suitable pupils with SEN included ‘academically’ at the three designated SEIP schools. Teachers emphasised the importance of social inclusion of pupils, yet the quality of the ‘inclusion’ is questionable. Also, the reported 75% inclusion does not indicate the extent of the equality, as quantification does not guarantee the quality of inclusion of pupils with SEN.

With regards to government policy for teacher higher certification for improving the quality and increasing teacher professionalism, it was very well embraced by teachers. This could be observed from the participants’ profile. New and young teacher-participants would enter the profession with no more than a degree, and they already mention pursuing a Masters. However, having higher certification could also be a teacher’s ticket to move to another line of service in education, as discussed in section 5.4. Noteworthy is the drained feeling of expressed by some teachers and their loss of joy in teaching, which is exacerbated by the heavy workload and responsibilities. Staying in the job for the sake of a stable career and pay will negatively affect the quality of teaching. Similarly, in the case of teacher shortages, the action of assigning teachers to subjects for which they were not trained will have a negative impact on teaching (see section 7.3.2.2 and 7.3.2.3), affecting pupils’ achievement. Hence, it is important to attract potential teachers, provide them with a conducive working environment and administer their placements well.

Listening to teachers is perhaps an effective step to investigate their CPD needs and to equip them better to be competent for all pupils.

Inclusion values, therefore, must be to the forefront in formulating policy in the education system, as Slee (2011) has pointed out. My study found that both the vernacular school system and the recognition of schools on the basis of academic achievement hinder the prospects for social cohesion and valuing all children as effective and productive citizens. Hence, everyone in the education system must put aside political interest and ethnic politics. Rather than policy borrowing, Malaysia should adopt a policy of learning in inclusive education within the Malaysian context of assorted backgrounds, history and laws. The enforcement and governance of the policy and its implementation involve all stakeholders. Only then can an inclusive system and supportive environment be created in which everyone is working towards removing barriers to individuals achieving their full potential without presumption, discrimination or prejudice.

The Blueprint is one step towards advancing and preparing for the twenty-first century's global competitiveness. But this so-called revolution must reflect the holistic situation, with an evaluative assessment of its nature and implications for teachers, society and, most importantly, the pupils, our future generation.

9.9 Contribution of the study

This study has contributed to understanding teachers' perceptions of inclusive education and school-based CPD in Malaysia. Little is known about either mainstream or special education teachers' views on these issues, their training needs or their preferences. By understanding their views, a better comprehension of the requirements for successful promotion of inclusive primary education in Malaysia may be achieved. While there have been studies about inclusive education in Malaysia, their focus has mostly been on pupils with SEN, viewing inclusive education from a narrow interpretation. My study goes beyond that in terms of both schools' and teachers' attributes and instrumentation to obtain an in-depth understanding of the issue. Moreover, while there has been virtually no research on school-based CPD on inclusive education, this study not only focuses on inclusive education but on teachers' requirements for school-based CPD in order to promote it. I have explored primary schoolteachers' perceptions from a broad approach, first in terms of the context of inclusive education, second of those involved in both

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mainstream and special education on the SEIP programmes, and third encompassing their schools' views, both those with SEIP and without.

With regard to inclusive education, my study offers a more current and better nuanced understanding of teachers' perceptions, as well as their understanding and mindset of inclusive education at National primary schools. This contrasts with previous research in Malaysia, such as by Jantan (2007). Jantan's study focused only on mainstream teachers' perspective, and it was completed more than a decade ago. There ought to have been changes over that period of time regarding the government's efforts, for example improved facilities (although commendable), that may change teachers' perceptions. The notion of inclusive education has been received with mixed emotions, and practice depends on teachers' assumption and their beliefs-in-action, which are influenced and shaped by social, cultural and political aspects. Inclusive practice in schools is also influenced by teachers' beliefs and values about social and educational rights.

Teachers' responses revealed their unconscious inclusive practice. Lee and Low (2013) ascribed to Deng and Holdsworth (2007) the term 'unconscious inclusion' of pupils with SEN in mainstream schools in a rural area in China, where there was no special education school. While Lee and Low (2013) refer to the inclusion of pupils with SEN in the Malaysia National-type schools because of the unavailability of SEIP, I refer to the inclusion of pupils who are not 'authorised' by a medical doctor as having SEN, or to those who are authorised pupils yet whose parents insist on keeping their them in a mainstream classroom even without support or appropriate facilities. From the interviews, I could see that teachers eventually became aware of these pupils and expressed a struggle to support them, even without proper knowledge.

Concerning CPD, valuable information about school-based CPD activities may be used and reflected upon. School-based CPD that is beneficial and applicable to all teachers is revealed to be at its best when it considers teachers' voice and the school context. The high level of participation in school-based CPD is due to its mandatory nature: its real value is elusive, and dissatisfaction was expressed by all teachers of varying attributes. The findings suggest that the bottom-up approach is best for schools to identify and respond to teachers' need to develop inclusive practice.

9.10 Summary

MOE has embarked on the journey of change to Malaysia's education system (MOE, 2013c), but the progress is slow and carried out under an academic pretence. In the Blueprint, the MOE emphasises quality education for all, highlights the pledge to improved special education and sets out its ambitious Vision for inclusive education, increasing teacher competence and highlighting the significance of school-based CPD. The findings, however, suggest that these are inconclusive, even when there are only five years left to achieve the target Vision. Reviewing participants' views, it is clear that teachers have no concrete understanding of inclusive education and do not favour school-based CPD. This is exacerbated by issues such as negative valuing of pupils with SEN, the hierarchical practice and the lack of support.

Therefore, it is suggested that school-based CPD could be utilised effectively as a platform to develop teachers' inclusive practice and create an inclusive culture for teacher learning. Now is the time to act, not to undertake rhetorical plans or ceremonial activities without a secure foundation. School-based CPD must be planned and implemented to consider teachers' voice and relate to their teaching practice in supporting all pupils. Teachers must be prepared both mentally and emotionally for inclusive education. Obviously, teachers are adult learners with various starting points of knowledge and experiences, thus have varying needs for knowledge and skills and preferences. School facilities also must be improved, and teachers must be supported by appropriate materials. Transformational leadership, continuous support and feedback, and a positive environment for team learning and teamwork will spark creativity, continuous development and hence excellence. Empowering teachers to become proactive learners, practising self-regulation and reflecting on their own practice, could help them to become more effective for all pupils. This may also contribute to enhancing teachers' motivation and both retaining and intensifying their commitment to teaching.

At the fore is instilling an understanding and core values of the concept of inclusive education in all stakeholders, irrespective of attributes or role. Moreover, good practice entails a clear understanding of teachers' roles and competencies in both mainstream and special education. Teachers have a responsibility to engage in self-reflective activities and self-directed learning for professional growth, and to be accountable. With positive values and mutual respect, the professional community of schools could learn and work

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together in a joint enterprise to enhance their inclusive practice. This has implications for the provision of effective school-based CPD for successful inclusive education.

Chapter 10 Conclusion and Recommendations

10.1 Summary of the findings

Research on inclusive education and professional development has grown internationally in recent decades. However, there is still a lack of studies on teachers' views on professional development to enhance their inclusive practice in Malaysia. This research aimed to understand the CPD needs of teachers in Malaysia better by focusing on their views on inclusive education, their practice and their experiences of school-based CPD. Three questions were asked:

- What are primary schoolteachers' views on inclusive education and what influences their views?
- What makes school-based CPD helpful for teachers to promote inclusive education?
- What do teachers require from school-based CPD to enhance their inclusive practice?

The findings for the first research question showed that the teachers view inclusive education as challenging. The data analysis identified that they see it as a challenging concept and practice because of the shortcomings of the government's policies, as well as schools' practices. In addition, the findings reveal that, according to teachers, the difficulty in implementing inclusive education, is mainly associated with SEN. The teachers believe that inclusiveness for pupils with SEN is best provided from the perspective of the medical model of disability. However, the study suggests that teachers themselves represent a challenge to the implementation of inclusive education, due to their lack of understanding, knowledge and skills, as well as their overall values. There is evidence that teachers, under the pressure on them to raise standards, may be adopting a restricted view of special education: this is believed by them to constitute the educational transformation for the twenty-first century.

The complex educational system and the Malaysian ethos of segregation of ethnicities, academic achievement and disabilities serve to intensify the challenges to the successful promotion of inclusive education in Malaysia's primary schools. All of the issues identified that relate to the government, schools, and teachers are interconnected. Thus, only by

changing the political scenario can inclusive education be successfully promoted in primary schools, whether SEIP and non-SEIP.

Regarding the second research question, this study revealed that there is no school-based CPD on inclusive education. School-based CPD is viewed by the teachers to be most helpful, depending on a range of direct factors and indirect factors. The direct factors are the topic, content and objective, activities and implementation and the target group for the school-based activities. The education system, the support and facilities and the workplace dynamics are the indirect factors. These were seen as associated with the planning and implementation of school-based CPD and to enhance teaching practice effectively, and thus, pupils' learning. The study has revealed the need for far more attention to be paid to pedagogy, through appropriate teaching and learning strategies. In conclusion, according to the teachers, to be useful, any school-based CPD to promote inclusive education must be academically robust and professionally helpful.

In relation to the third research question, it was found that the teachers felt that changes were needed to the content, attributes and nature of school-based CPD activities. The teachers believe that by providing them with both the right conditions in the education system and the appropriate facilities and support, more successful school-based CPD could be achieved and thus improve their inclusive practice. Teachers emphasised the need for school-based CPD on inclusive education.

Other issues voiced by the teachers relate to the country's educational transformation plan, which stresses the importance of both English-language and ICT skills to twenty-first century teaching and learning. Teachers' beliefs, values, attitudes and self-regulation were shown to be significant in inclusive education. School-based CPD activities that bring about positive change in teachers' attributes were seen as essential if they are to embrace inclusive practice. Another important finding was that school-based CPD must be inherently applicable, beneficial, facilitating, interesting, continuous, and collaborative and should combine theory and practice. These features are related to the direct factors, while the 'conditions' relate to the indirect factors. Nevertheless, one view is that no school-based CPD is needed, associated with issues such as insufficient support and teachers' self-reflection and exhaustion.

It is clear that listening and responding to teachers' views are vital to ensure the successful promotion of inclusive education. Since teachers are practitioners who understand their pupils and the school context, their views provide useful insights into and key messages for both practice and research, whether in SEIP or non-SEIP schools.

My research reveals some interesting views by mainstream teachers and special education teachers and headteachers on teacher CPD; however, it has its limitations, like any study. The next section discusses these limitations.

10.2 Limitations of the study

Partly because of the research design and time constraints, there are several limits to this study. The participants were mainly mainstream Malay women teachers from National schools (see section 6.8.3). It is acknowledged that more heterogenous participants (both mainstream and special education) would offer interesting, valuable data and a wider picture. Other stakeholders such as policy-makers, parents and pupils were omitted, yet their views about teacher CPD would be informative and, hence, serve as triangulation for this research.

Regarding data collection, only some of the participants were observed during teaching and learning activities. This was due to time constraints and school activities, and may have arisen because some participants were hesitant and made the excuses of insufficient time to prepare, being busy with other activities and imminent examinations so their lessons would be mostly revision. Nevertheless, I do not believe that this limited the findings. This is because the classroom observations were not analysed, per se, but were intended instead to inform the interviews and thus involved only a few questions. This is similar to my justification for choosing not to use observations in the study – I focused on teachers' views and on analysing the data with the interpretive paradigm. On the same note, an ethnographic approach would have required me to be at the site for much longer, which was impossible because of my time limitations. However, the dependence on in-depth interviews as the main source of data meant that great care had to be taken regarding the credibility of the material gathered and its subsequent analysis.

Furthermore, observations would have provided another dimension to this focus on teachers' perceptions. Some focus-group participants left the session early, omitting discussion on the third research question, thus their views were partially missing, as at

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Schools 1, 2, 3 and 4 (only FGa). The audio and video data were reasonably clear, apart from a focus-group interview at School 5, where I had to fully use both recordings and refer to my notes to transcribe it.

My work has been conducted from my views on, and involvement in, inclusive education and CPD. Consequently, the results have informed my own thinking and approach. The feeling that there was a need for more information inevitably gave rise to greater plans but, in retrospect, I felt that collecting more data would have been a logistical problem; given the restricted time for fieldwork and data analysis, it was unrealistic.

It should be emphasised that the study was undertaken only at National primary schools. Thus, more heterogeneous participants in terms of ethnicities and specialisations (special education) could possibly have been recruited by accessing National-type schools and special schools. These, however, represent other investigations to illuminate further the implications of some of the issues raised. Moreover, obtaining the views of other stakeholders, collecting data using other tools and analysing them under different paradigms, the data and their interpretation might be understood from different dimensions. This study is also limited to primary-level teachers' views of education in the Malaysian context.

10.3 Recommendations for future research

This study has produced an overview of teachers' views on inclusive education, helpful CPD and the requirements from CPD to enhance their inclusive practice. Several recommendations for future research may be helpful to enhance the implementation of inclusive education.

Mixed reactions about inclusive education at National primary schools were observed among teachers. The first suggestion, therefore, is to investigate the views of teachers from National-type schools to allow for more participation among teachers of other ethnicities, religions and social backgrounds.

This study indicates a different conceptualisation and interpretation of inclusive education in schools. Generally, the participants, both mainstream and special education, held the belief that the inclusion of pupils with SEN is based on the medical perspective

on disability. They expressed superficial support for inclusive education yet believed that the rights of pupils with SEN to receive a quality education are not compromised by the provision of special education. Those teachers who expressed a willingness for wider inclusion viewed it in relation to social justice and equity to experience mainstream education and the mainstream learning environment. Hence, the study suggests exploring the paradigm shifts in teacher education in a wider context to help to support the conceptual foundation of inclusive education.

This study suggests that teacher education is important in developing and shaping teachers' attitude towards inclusive education and pupils with SEN. ITE should focus on pedagogical and practical skills and classroom management skills in the inclusive classroom. It is crucial for aspiring teachers to gain knowledge, understand SEN and develop positive attitudes to, as well as confidence in, the inclusive classroom. Therefore, a study about transferring knowledge and skills from pre-service to classroom practice could be implemented.

School-based CPD is the immediate platform for teachers whereby PLC activities may be optimised to improve teaching skills. It is suggested that studies are conducted on the efficiency and effectiveness of school-based CPD. More detailed research with classroom observations to observe teaching practice, observations of CPD programmes and analysis of lesson plans and journal entries may provide valuable data.

Literature on school-based CPD and inclusive education are rare in Malaysia. Classroom-based or action research studies may provide models to transform teacher teaching practice and improve competence for successful inclusive education. Real-world experience in teaching in inclusive classrooms would provide a first-hand understanding of pupils with SEN.

A study on the education system, particularly vernacular schools, curricula and assessment, could be instigated in line with inclusive education. This is because, even at the primary level of education, academic performance is prioritised both in mainstream and in SEIP schools. Teachers believed that the rigid curriculum, with its many subjects and academic performance, remains parents' priority. Schools are under pressure to live up to society's expectations and the demands of stakeholders, therefore the wider inclusion of pupils with SEN is not welcome, especially at prestigious schools such as

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Cluster schools. Also, the teachers believed that segregated schools do not promote social unity or equity. This system only deepens the language barrier among pupils of different ethnicities and religions. Therefore, a study in curriculum development and school systems may be useful to explore all aspects of children's development and achievement.

Subsequently, studies on collaboration and a team-driven culture in schools, not only among teachers but with other stakeholders such as parents, policy-makers, NGOs and even pupils, could be initiated to promote inclusive education. In considering their views, participation in and support for the inclusion of the diverse pupils would increase.

Society's knowledge, understanding and values about inclusive education are deemed by teachers to be challenges to inclusive education. Thus, a study on this field could investigate these views and attitudes. This could lead into a study on the effectiveness of information dissemination on the concept, policy and implementation of inclusive education.

Studies are needed to understand the views of both parents with SEN children and mainstream pupils on inclusive education and how specialists, schools and teachers can engage in encouraging parents to send their children to inclusive classrooms. Also, engaging and responding to children voices is valuable in developing teacher PD (Messiou and Ainscow, 2015) and stimulating creativity to create an inclusive environment for all. Examining the challenges from these viewpoints would contribute valuable information on the issues, which would permit various approaches to improve inclusive education.

Lastly, inclusive research (Nind, 2014) could be instigated in which teachers and researchers co-work to identify problems, devise solutions and perhaps use the information obtained by this study to plan and implement school-based CPD activities. Such a study would analyse their effectiveness in developing teachers' inclusive practice.

10.4 Implications of the study

The findings of my study present avenues for further exploration in research (as discussed above) and have potential implications for how educational systems and practitioners might develop to enhance inclusive practice and further promote successful inclusive education. These implications (both at national level and beyond) are discussed below.

10.4.1 Implications for policy

The findings suggest that there are various views and understandings of policy on inclusive education at all levels of the educational systems, not only in schools. It seems that inclusive education is not understood by policy-makers. Thus, its interpretation has been vague and policy statements have not been conveyed by the Blueprint or disseminated clearly to practitioners. This has resulted in a variety of practice on inclusive education in schools, arising from multiple understandings and interpretations. The uncertainty in policy and selection for practice at SEIP schools compounds these. Educational practitioners may not perceive the level of personal accountability that has been assigned to them by the MOE.

A solution could be achieved through clear understanding at policy-making level. Open discussion among the policy-makers at the Ministry may help to achieve this clear understanding. The key concepts of the Index for inclusion, as outlined by Booth and Ainscow (2002), could provide the phraseology to discuss the development of inclusive education: 'inclusion', 'barriers to learning and participation', 'resources to support learning and participation', and 'support for diversity'. In this way, a better plan could be realised to disseminate information and policy on inclusive education from the top level (Ministry) down to the practice level (schools). Clearer plans, enhanced support services, relevant materials, suitable facilities, better funding structures, and adequate teacher training programmes could achieve a meaningful implementation of inclusive education.

For effective implementation of inclusive education, there is also a need for enforcement of the inclusive education policy, and thus legislation. Moreover, instigating collaboration between schools, SEIP and non-SEIP and educational agencies would contribute an impetus. This would not only increase the understanding at the school level but may itself lead to the successful implementation of inclusive education.

My study suggests that educational policy should not be borrowed from other contexts without a thorough analysis of the local context. Indeed, for national unity, government officers must set aside their political interests to formulate policies and plan strategies to disseminate information, raise awareness about inclusion and ensure the concept's understanding at all levels. They should increase their efforts to ensure that the process of review, planning for change and putting plans into practice are effective. In fact,

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everyone in the educational system has a role and responsibilities in developing an inclusive education system effectively.

School leadership and organisational cultures contribute to successful implementation of inclusive education by building the community and developing values that promote reflection, rather than solely increased achievement. There needs to be a framework to structure the approach to the evaluation and development of the school that is in line with the educational transformation plan. School leaders must restructure the cultures, policies and practices in schools so that they respond to the diversity of all pupils, not only those who are categorised as pupils with SEN. Moreover, wider availability of materials would enable a detailed review of all aspects of a school and help to identify and implement priorities for change, including teachers' school-based CPD. The improvement of staffs' working conditions and relationships is a prerequisite to proceeding with issues of teaching and learning by teachers. These could lead to a greater depth of inclusion in schools.

The notion of a clear understanding of inclusive education and continuous improvements in the mentioned areas is vital to the successful implementation of inclusive education. Enhancement in these areas will avoid any exclusion or marginalisation of pupils, and will reduce barriers to learning and increase participation in cultures, curricula, school activities and communities, thus ensuring a quality education for all pupils. These, are important not only in Malaysia but beyond. Internationally, scholars such as Eleweke and Rodda (2002), Hodgkinson (2010) and Ainscow and Sandill (2010), stress the importance of these areas to the successful implementation of inclusive education.

Another significant suggestion from the findings concerns the policy on teachers' school-based professional development. My study suggests that school leaders could take greater responsibility for bringing school-based teacher professional development into alignment with the aspirations in the Blueprint. A school-leader plan for school-based professional development is important to promote inclusive education. More interesting school-based professional development activities could be planned, thus shifting teachers' preference to school-based professional development. This could be encouraged by extending collaboration with other educational agencies and experts for school-based CPD so that it becomes an effective platform for teacher development and nurtures a learning culture within school communities. Discussion among educational

practitioners may prompt their continuous engagement in learning and development to support all pupils better. In addition, continuous dialogue and a system to check the effectiveness or impact of school-based professional development activities on teachers' practice would enhance teachers' inclusive practice.

My findings also suggest that policies have always been top-down. There is a potential link between hierarchical practice, leadership and teamwork for inclusive education, and this would benefit from further exploration, better to promote and practise inclusive education. A possible solution would be to examine practice and leadership structures to bring about changes to workplace dynamics and creativity by effective use of the existing expertise among teachers. Therefore, involving teachers in policy-making on inclusive education to examine, redefine and interpret inclusive education in schools may promote inclusive education. A bottom-up technique may influence teachers' interest and engagement in school-based CPD for inclusive education.

The importance of 'being understood' to facilitating communication and support has emerged from the findings. Positive communication between teachers and school leaders (and between teachers) revolves around being understood. Hence, the objectives for teachers' professional development and school improvement should be more inclusive and supportive of all pupils, and should be shared by all school communities. Teachers will understand, have stronger beliefs and be motivated to engage in improving their competencies. The shared beliefs and commitment to inclusion and collaborative teamwork may help to remove the barriers between them, thus advancing inclusive education.

All in all, a new vision for inclusive education must be developed, one that is supported by straightforward, coordinated and well-resourced policies. To increase 'inclusion consciousness', educational policy must ensure that the views of educational professionals and other stakeholders, including the children and their families, are listened to. This finding is relevant to all educational contexts, not just Malaysia. Hodkinson (2010), who reviewed the historical perspectives, recent developments and future challenges to inclusive education and special education in the England's educational system, concludes that both the views of the stakeholders and the availability of a coordinated and well-resourced policies are crucial to effective inclusion.

10.4.2 Implications for practice

My study suggests that the implications for practice are that administrators (especially headteachers) should take greater responsibility for listening and responding to teachers' views regarding their CPD needs. The importance of recognising teachers' strengths as well as their challenges in school could reduce teachers' frustration and over-focusing on the difficulties in developing their competencies to become more inclusive. In addition, effective use of teachers' expertise would initiate further collaboration between teachers, which may reduce their workload. Discussions at school level may also help to redress teachers' perceived limitations in confidence and experience that may be preventing them from helping those pupils in their class who have SEN. The findings also demonstrate that self-regulation and self-reflection should be practised at all levels to create both a positive work environment and learning culture for teachers and a positive and inclusive learning environment for pupils. This is a potential solution to the negative beliefs about pupils with SEN and the hierarchical practices at schools that discourages any creativity in transforming pupils' learning capacity.

The educational practitioners' beliefs and values revealed by my findings also demonstrate that the allocation of importance to quality education is still aligned to the number of good grades by mainstream pupils. A possible solution lies not just in reformulating policy but in achieving an understanding, knowledge and commitment to facilitate a quality educational experience for all pupils. It is important to enhance teachers' reflections on their beliefs about teaching and learning to be effective to all pupils. My research suggests that this could be achieved by effective school-based professional development activities and by reviewing and refining teachers' practice, alongside developing a more inclusive environment and culture in schools. Additionally, the support from parents and the various agencies, both non- and governmental, may help to transform the ethos of Malaysians, especially teachers, regarding inclusive education. In this way, the practice of recognising, accepting, valuing and embracing all pupils, including pupils with SEN, and preparing them for the real world would become society's norm. The finding also suggests that that continuous effort is needed to promote inclusive education and to change teachers' beliefs regarding the inclusion of pupils with SEN. These findings are in line with those in many studies at the international level, such as that by the Symeonidou and Phtiaka (2009) in Cyprus and by Carrington

(2000) in Australia. These indicate that the findings of this study are relevant beyond Malaysia.

The findings also suggest an important implication for teacher preparation and courses on inclusive education: pre-service teachers should have the opportunity to learn and practise the skills involved in promoting inclusive practices through teaching practice practicum. Zagona *et al.* (2017), in their study in the United States, found that educators' training at the university impacts on their preparedness for inclusive education. The pre-service teachers need the support of their mentor teachers and university supervisors as they reflect on their challenges in advancing inclusive practices. To take on the dynamic role of inclusive educator, they need to be psychologically and practically prepared. It is vital for educators to feel ready to engage in conversations and have meaningful discussions about the benefits, strategies and best practices involved in inclusive education, as schools work to be more effective to all pupils.

10.5 Final thoughts

In conclusion, my research has shown the importance of teachers' views to improving and supporting teachers to develop and enhance their inclusive practice in primary schools. It has also made detailed and in-depth contributions to the study of teachers' views on inclusive education and school-based professional development activities. My research is important in exploring how crucial it is to initiate ongoing dialogue with teachers to allow them to share their expert knowledge about their work. This is vital to allow a better understanding about their CPD needs and their requirements for school-based professional development to address the needs of diverse learners.

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Appendix A Teaching Subjects of Primary Schools

	Type of Primary School	LEVEL 1 (YEAR 1–YEAR 3)		
		Core Subjects	Compulsory Subjects	Additional Subjects
1	National Primary (SK)	<ol style="list-style-type: none"> 1. Malay language 2. English language 3. Mathematics 4. Science 5. Islamic education 6. Moral education 	<ol style="list-style-type: none"> 1. Physical Education 2. Health Education 3. Visual Arts Education 4. Music Education 	<ol style="list-style-type: none"> 1. Communicative Chinese Language 2. Communicative Tamil Language 3. Communicative Arabic Language 4. Iban Language (from year 3) 5. Semai Language (from year 3)
2	SKJC (Chinese National-type school)	<ol style="list-style-type: none"> 1. Malay language 2. English language 3. Chinese 4. Mathematics 5. Science 6. Moral education 	<ol style="list-style-type: none"> 1. Physical Education 2. Health Education 3. Visual Arts Education 4. Music Education 	Communicative Chinese Language
3	SKJT (Tamil National-type school)	<ol style="list-style-type: none"> 1. Malay language 2. English language 3. Tamil 4. Mathematics 5. Science 6. Moral education 	<ol style="list-style-type: none"> 1. Physical Education 2. Health Education 3. Visual Arts Education 4. Music Education 	Communicative Tamil Language

Appendix A

Type of Primary School	LEVEL 2 (YEAR 4–YEAR 6)		
	Core Subjects	Compulsory Subjects	Additional Subjects
National Primary (SK)	<ol style="list-style-type: none"> 1. Malay language 2. English language 3. Mathematics 4. Science 5. Local Studies 6. Islamic Education 7. Moral Education 8. Civics and Citizenship Education 	<ol style="list-style-type: none"> 1. Physical Education 2. Health Education 3. Visual Arts Education 4. Music Education 5. Living Skills 	<ol style="list-style-type: none"> 1. Communicative Chinese Language 2. Communicative Tamil Language 3. Communicative Arabic Language 4. Iban Language 5. Semai Language 6. Kadazan-dusun Language
SKJC (Chinese National-type school)	<ol style="list-style-type: none"> 1. Malay language 2. English language 3. Chinese 4. Mathematics 5. Science 6. Local Studies 7. Moral Education 8. Civics and Citizenship Education 	<ol style="list-style-type: none"> 1. Physical Education 2. Health Education 3. Visual Arts Education 4. Music Education 5. Living Skills 	Communicative Chinese Language
SKJT (Tamil National-type school)	<ol style="list-style-type: none"> 1. Malay 2. English 3. Tamil 4. Mathematics 5. Science 6. Local Studies 7. Moral Education 8. Civics and Citizenship Education 	<ol style="list-style-type: none"> 1. Physical Education 2. Health Education 3. Visual Arts Education 4. Music Education 5. Living Skills 	Communicative Tamil Language

(MOE, 2017c)

Appendix B Spectrum of CPD models

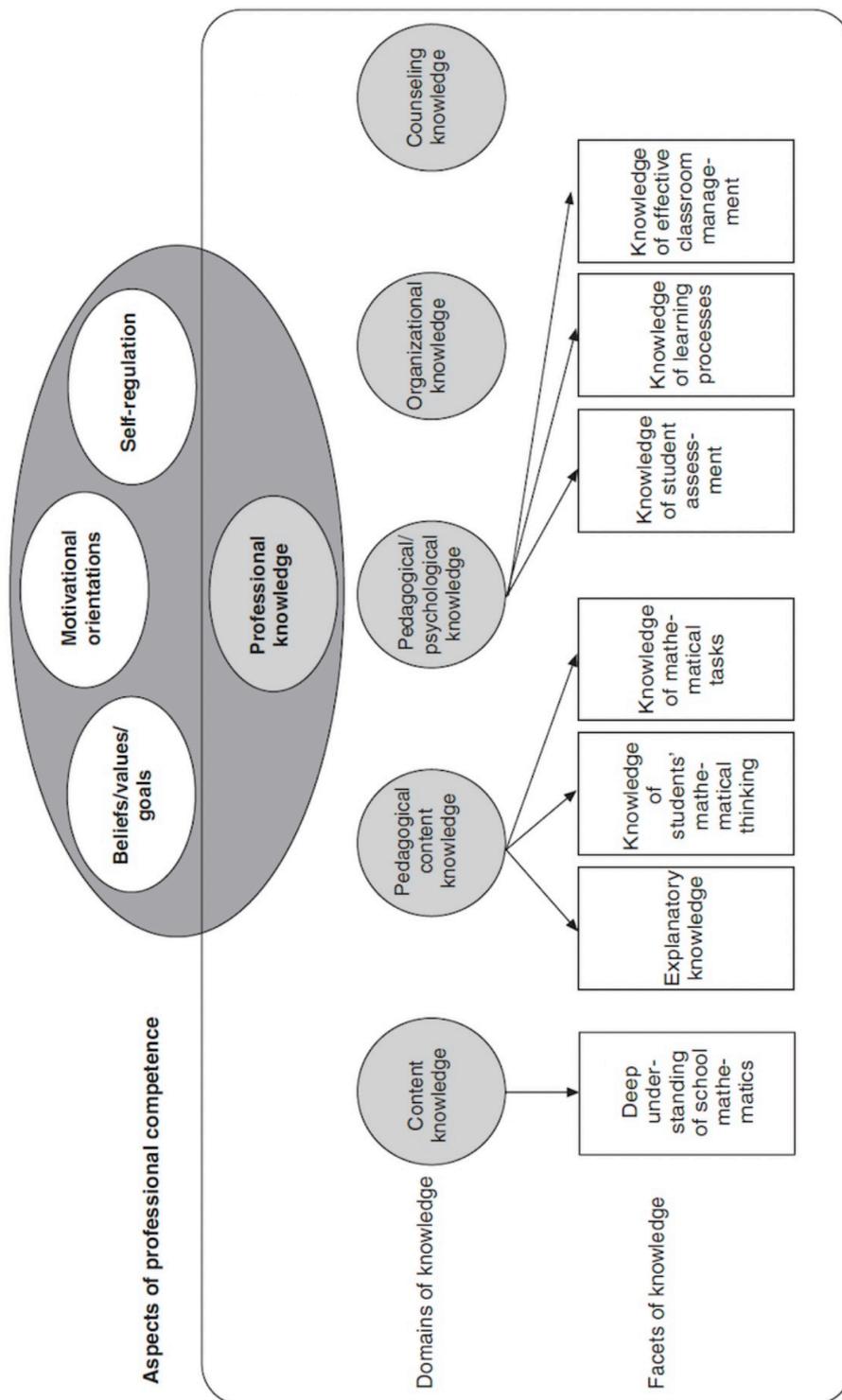
Model of CPD	Purpose of Model
The training model The award-bearing model The deficit model The cascade model	Transmission  <div data-bbox="1109 600 1401 806" style="border: 1px solid black; padding: 5px; display: inline-block;"> Increasing capacity for professional autonomy </div>
The standards-based model The coaching/mentoring model The community of practice model	Transitional
The action research model The transformative model	Transformative

(Kennedy, 2014a, p. 349)

Appendix C Key Features of Each Model in Kennedy (2014a)

CPD Model	Key Features
Training	<ul style="list-style-type: none"> delivered by experts at institutions, mostly off site passive participants veiled as quality assurance
Award-bearing	<ul style="list-style-type: none"> emphasis on the completion of award-bearing training quality assurance and the exercise of control of the validating bodies
Deficit	<ul style="list-style-type: none"> addresses perceived deficit in performance
Cascade	<ul style="list-style-type: none"> employed when resources become scarce supports technician view of teaching with emphasis on skills and knowledge
Standards-based	<ul style="list-style-type: none"> signifies the creation of a teaching system and teacher education belittles the notion of teaching as a complex, context-specific and moral endeavour
Coaching/Mentoring	<ul style="list-style-type: none"> one-to-one relationship supports either a transmission or transformative (depends on the underpinning philosophy of the relationship) <ul style="list-style-type: none"> mutually supportive and challenging or hierarchical and assessment driven
Community of Practice	<ul style="list-style-type: none"> involves more than two people not necessarily reliant on confidentiality the issue of power is the key to success <ul style="list-style-type: none"> not a form of accountability or performance management learning is positive or negative experience depending on the collective wisdom of dominant members
Action Research	<ul style="list-style-type: none"> involves participants as researchers to improve the quality of practice and social situation
Transformative	<ul style="list-style-type: none"> the combination of processes and conditions drawn from the above models that supports a transformative agenda

Appendix D COACTIV Model of Professional Competence



The COACTIV model of professional competence with the aspect of professional knowledge specified for the context of teaching (Baumert and Kunter, 2013a, p. 29).

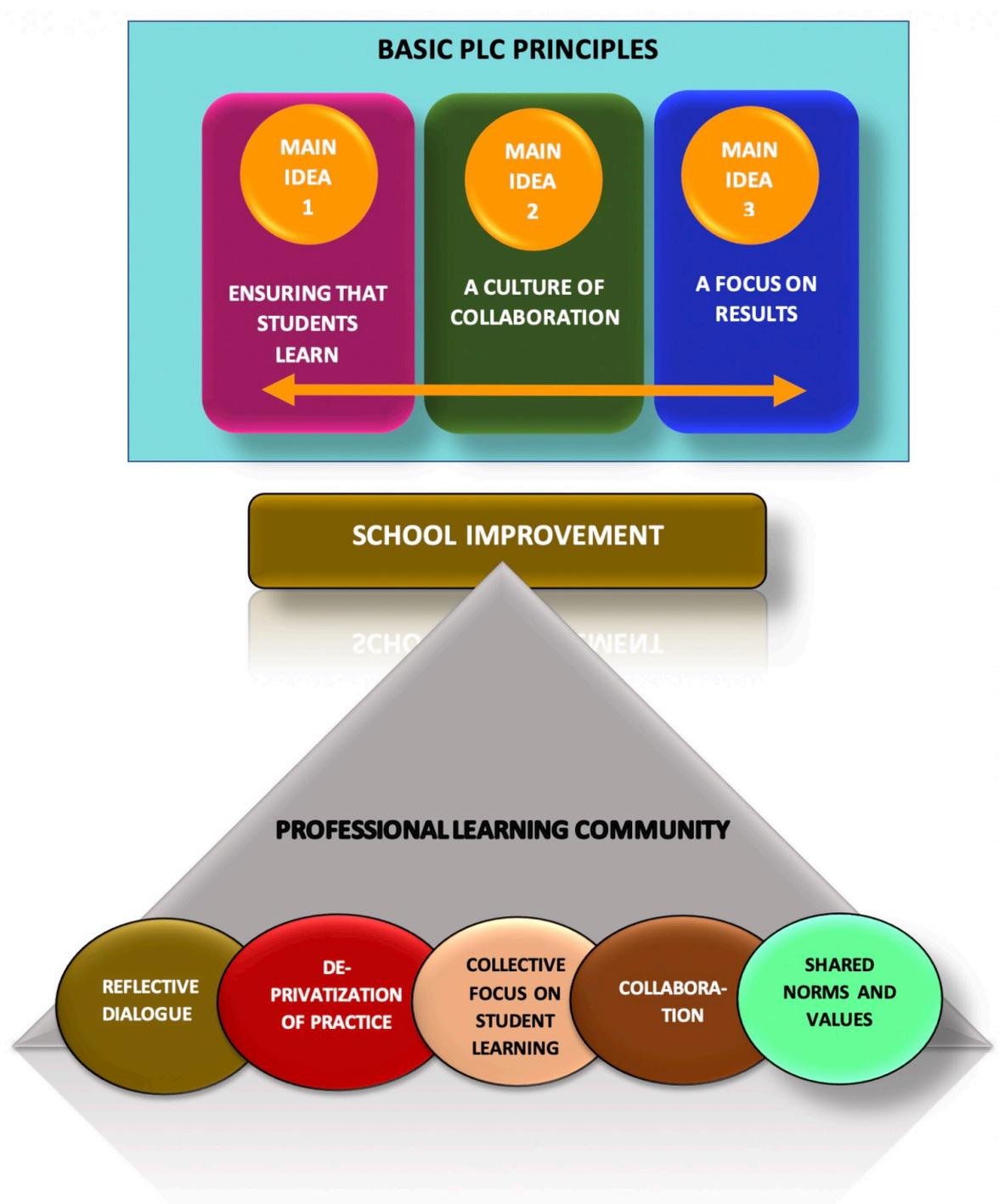
Appendix E Summary of Malaysia TALIS 2013 Result

Indicator	Result
Teachers	<p>On average</p> <ul style="list-style-type: none"> • 39 years old woman (younger) • 13.6 years of teaching (fewer years)
School leadership	<ul style="list-style-type: none"> • 53.5 years old man (older) • 6.5 years in their role (fewer years)
Teacher PD	<ul style="list-style-type: none"> • 87.4% teachers take part in formal induction programmes • 26.5% have a mentor assigned to them • 26.5% act as mentors
Appraisal and feedback	<ul style="list-style-type: none"> • 85.5% receive feedback that lead to increase in PD hours • 95.2% report that the received feedback improves their teaching practice • 99.1% teachers report the use of a certain formal appraisal, of whom 100 % of them, are observed directly in their classroom
Teaching practices	<ul style="list-style-type: none"> • 17 hours per week teaching (fewer) • 6 hours per week individually to plan and prepare lessons (fewer) • 7 hours per week marking (more) • 17.5% spend of their average lesson time on keeping order in the classroom (more) • 11.5% spend of their average lesson time on administrative task (more)
Self-efficacy and job satisfaction	<ul style="list-style-type: none"> • 98% teachers believe they help students to value learning • 91.9% believe they help students to think critically

Adapted from OECD (2013)

Malaysia TALIS 2013 result (as compared to other TALIS countries)

Appendix F Basic Principles of PLC



Appendix G Five Main Strategies of PLC

THE STRATEGY TO DEVELOP PROFESSIONAL LEARNING COMMUNITY (Source: Paidela Consulting Group Inc. Canada. 1990)			
No	PLC Critical Elements	PLC Strategy	Description
1	Reflective Dialogue	Using Discussion Protocols	Monthly meeting to discuss articles on various aspects of teaching and learning.
		Book Clubs	A group of teachers to read and discuss the article or book every month.
		Study Groups	To learn or discuss a specific topic. For example, thinking skills, a variety of intelligence or the study of the mind.
		Video Critiques of Teaching Moments	To watch and discuss video clips of teaching teachers (using placemat method).
2	De-Privatization of Practice	Learning Walks	To walk around the school and observe other teachers teaching and classroom activity using protocols or specific focus.
		Peer Coaching/Instructional Coaches	Systematically observing other teachers teaching cycle using pre-conference, observation and post-conference cycle.
		Lesson Study	A group of teachers in collaboration build a lesson plan; followed by a teaching/teaching observing, making improvements during teaching sessions.
		Teacher Sharing Sessions	A group of teachers meet regularly to share best teaching practices.

3	Collective Focus on Student Learning	Data Analysis	Collectively reviewed and deliberated on the aggregate data of students. The aim is to find a theme or pattern to make decisions about the improvements in the field of curriculum or categorize back in different groups.
		Curriculum Mapping	Develop a map by topic, curriculum standards and activities for each subject to be used as instructional guide and to share with students and parents.
		Common Assessments	Teachers who teach in the year or the same level provides simultaneous assessment aligned with standards and indicators. For example, in the areas of the curriculum.
		Critical Friends Groups	Use the Protocol to review and discuss the work of the pupils (for example, SLICE-see see.nsrffharmony.org for protocol)
4	Collaboration	Horizontal and Vertical Teams	Organise meetings by Year or Form to joint planning. Meeting to be handled by subject panels so that coordination and continuity between the years and form can be achieved.
		New Teacher Induction/Mentoring	Ensure support and guidance in the form of pedagogy, procedures and personnel for new staff in the profession or organisation.
		Interdisciplinary Units and Projects	Formulating units and projects between different disciplinary practices and

			subjects.
		Problem Solving Groups	A group of teachers who together discussing a problem. A teacher gives descriptions about a problem. Other teachers seek clarification and making recommendations.
5	Shared Norms and Values	Vision Activity	To involve staff in activities to develop an overview of the future of the organisation. How is the condition of classrooms and schools five years from now?
		Guiding Principles	To develop a set of principles for 4-6 to serve as guidelines in making decisions and taking actions.
		Value Activities	Organising activities for small groups to discuss the value of the organization.
		Common Rituals and Strategies	Agree with the strategy and shared traditions to strengthen focuses and goals and targets. For example, celebrate success and improved performance on a regular basis.

Appendix H

Question: What are the teaching strategies and/or practices that promote students' collaboration (learning together)? What are the teaching strategies and practices that reinforce barriers to collaboration?
Observed:
Reflection:
Question: What are the teaching strategies and/or practices that promote recognition and acceptance? What are the teaching strategies and practices that form barriers to the recognition and acceptance?
Observed:
Reflection:
Question: What are the teaching strategies and/or practices that promote achievement for all? What are the teaching strategies and practices that reinforce barriers to achievement?
Observed:
Reflection

H.2 Individual Interview

INDIVIDUAL INTERVIEW QUESTION SET

Title: EMBRACING INCLUSIVE EDUCATION: EFFECTIVE CONTINUING PROFESSIONAL DEVELOPMENT (CPD)

Valuing Malaysian Primary School Teachers' Views on Effective CONTINUING PROFESSIONAL DEVELOPMENT (CPD)

Day:
Time:

Date :
Code :

Contact Information

Name of school :
Name of teacher :
Gender :
Race :
Qualification :
Years of teaching experience:
Email address :
Phone number :

RESEARCH QUESTIONS:

- How do in-service primary school teachers view inclusive education and put it in practice?
- What are the barriers for the promotion of inclusive education in classrooms?
- How are teachers supported through school-based CPD programmes in addressing the barriers for inclusive education in classrooms?
- What do teachers require for the school-based CPD to enhance their inclusive practices?

Questions

1. What are the characteristics of successful teaching?
2. How can the quality of instruction be improved?
3. What distinguishes teachers who succeed in their profession?
4. How has your teaching practice evolved and changed with the courses/training that you have attended/undergone in the LADAP (school-based CPD programmes)?
5. What do you find helping you to ensure participation and achievement of all students in your class?

Probe:

1. What do you know about student with special needs? What about students with learning difficulties?

Appendix H

Apa yang anda tahu tentang murid bekeperluan khas? Bagaimana pula dengan murid bermasalah pembelajaran?

2. What comes to your mind when planning your lesson?
Apakah yang anda fikirkan semasa merancang proses pengajaran dan pembelajaran?
3. Do you take into consideration of all the students in ensuring full participation and achievement of the students?
Adakah anda mengambil kira semua murid dalam memastikan penglibatan dan pencapaian mereka?
4. What do you understand with the term 'inclusive education'?
Apa yang anda faham tentang istilah 'pendidikan inklusif'?
5. What do you think of the Ministry of Education Plan about inclusive education as highlighted in the Malaysian Education Blueprint 2013-2015? The MOE has targeted to have 75% of students with special needs (include students with visual impairment, hearing impairment, speech difficulties, physical disabilities and learning difficulties such as autism, Down Syndrome, ADHD and dyslexia) to learn in inclusive education by 2025.
Apa pendapat anda tentang perancangan Kementerian Pendidikan Malaysia tentang pendidikan inklusif seperti yang digariskan di dalam Pelan Pembangunan Tindakan Malaysia 2013-2025 di dalam Gelombang 3 (2021-2025)? Kementerian Pendidikan telah menetapkan sasaran sebanyak 75% murid bekeperluan khas untuk mendaftar dalam program inklusif menjelang 2025.
6. How do you evaluate the training programmes in the school?
Bagaimana anda menilai program latihan yang di laksanakan di sekolah?
7. Do you find the training/courses useful/beneficial to you as teacher? If yes / no, why?
Adakah anda merasakan latihan/kursus tersebut berguna dan berfaedah kepada anda sebagai guru? Jika ya / tidak, kenapa?
8. What do you consider as appropriate and effective training or courses to address barriers to learning in the classrooms?
Apakah latihan/kursus yang efektif bagi anda untuk menangani sekatan/halangan kepada proses pembelajaran bagi semua murid di dalam kelas?

CONCLUDING

Thank you for taking part in this interview. I appreciate you taking the time to do this. Are there any additional documents, which you could give me the copies – beyond what is available on the school website – that will help me better understand the issues? I may contact you in the future for the purpose of follow-up interviews. Again, let me assure you of the confidentiality of your responses. If you have any questions, please feel free to contact me.

Thank you again for your time and contribution.

H.3 Focus-Group Interview Guidelines

FOCUS-GROUP INTERVIEW QUESTION GUIDE

Title: EMBRACING INCLUSIVE EDUCATION: EFFECTIVE CONTINUING PROFESSIONAL DEVELOPMENT

Valuing Malaysian Primary School Teachers' Views on Effective Continuing Professional Development (CPD)

Day: Date :
 Time: Code :
 Venue:
 School:

Group: 1 / 2

Participants

Mainstream :
 :
 :
 :
 SEIP :
 :
 Mainstream preschool:
 SEIP preschool:

QUESTION GUIDE

Research Questions

- How do in-service primary school teachers view inclusive education and put it in practice?
- What are the barriers for the promotion of inclusive education in classrooms?
- How are teachers supported through school-based CPD programmes in addressing the barriers for inclusive education in classrooms?
- What do teachers require for the school-based CPD to enhance their inclusive practices?

Sub-questions

- What is the extent of knowledge do the teachers have on inclusive education?

Appendix H

- What are the teachers' views about inclusive education? (Meaning of inclusion and attitudes towards inclusive education)
- How do the teachers experience inclusive education in their day-to-day practice?
- How do the teachers respond to the rhetoric of government plan, both current and proposed, in relation to inclusive education?

Questions

1. What do you think about inclusive education?
Apa pendapat anda tentang pendidikan inklusif?
2. Could you tell me more about students with special needs and students with learning difficulties?
Boleh anda terangkan dengan lebih lanjut tentang murid keperluan khas dan murid bermasalah pembelajaran?
3. How do you believe that the education system is helping the students?
Bagaimanakah anda percaya sistem pendidikan negara membantu murid-murid?
4. What can each of us do to ensure the participation and achievement of all students?
Apakah yang setiap kita boleh lakukan untuk memastikan penglibatan dan pencapaian semua murid?

Probe: Ask about inclusion, articulate thinking about teaching practice to be more inclusive.

5. What do you think of the Ministry of Education Plan about inclusive education highlighted in the Malaysian Education Blueprint 2013-2015? The MOE has targeted to have 75% of students with special needs to learn in inclusive education by 2025.
Apa pendapat anda tentang perancangan Kementerian Pendidikan Malaysia tentang pendidikan inklusif seperti yang digariskan di dalam Pelan Pembangunan Tindakan Malaysia 2013-2025 di dalam Gelombang 3 (2021-2025)?

Part 2: Continuing Professional Development (CPD)

Continuing Professional Development: Professional Development, School-based in-house training and Courses/training.

2. What is the teachers' experience of Continuing Professional Development, CPD?

Sub-questions

- What are the teachers' views on CPD programmes organised at school and other government education agencies?
- What are the teachers' views about the adequacy of knowledge earned through CPD in their practices?
- What professional development opportunities did teachers attend and how do they respond to these opportunities?

Questions

1. The MOE also has introduced LADAP, the school-based in-house training. How do you feel about attending LADAP, the school-based in-house training?

Kementerian Pendidikan Malaysia juga telah memperkenalkan latihan dalam perkhidmatan (LADAP) di peringkat sekolah. Apakah perasaan anda apabila (wajib) menghadiri LADAP?

2. How do you evaluate the training programmes at school?

Bagaimana anda menilai program latihan/kursus di sekolah?

Probe: the adequacy of knowledge

3. Have you attended any other training outside from school? Did they go well? What needs improvement?

Pernahkah anda menghadiri latihan/kursus selain daripada LADAP? Apakah jenis latihan dan tujuan latihan tersebut? Adakah program tersebut baik? Apakah yang perlu ditambahbaik?

Probe: the adequacy of knowledge to improve practices; increase achievement of students

Part 3: CPD That Assist in Practising Inclusive Education

3. What is the nature of CPD that would allow them to promote inclusive education?

Sub-questions

- What are the most appropriate and effective forms of teachers' professional development do the teachers identify to address barriers to learning in the classrooms?
- What help/assist the teachers to enable them to respond effectively to a greater diversity of needs in moving towards a more inclusive education system?

Questions

1. What do you find helping you to ensure participation and achievement of all students in your class?

Apakah yang membantu anda dalam memastikan penglibatan dan pencapaian semua murid di dalam kelas?

2. Do you think that teachers can work together, collaborate and support each other to increase the students' learning experience?

Adakah anda fikir guru boleh bekerja bersama-sama, bekerjasama dan menyokong serta membantu antara satu sama lain untuk meningkatkan pengalaman pembelajaran murid?

3. Suppose that you are in charge and could make one change that would make the in-house training better. What would you do?

Appendix H

Andaikan seorang yang mempunyai kuasa dan dapat membuat suatu perubahan yang dapat menambakbaik latihan dalam perkhidmatan, apakah yang anda akan lakukan?

Probe:

What do you consider as appropriate and effective training or courses to address barriers to learning in the classrooms?

Apakah latihan/kursus yang efektif bagi anda untuk menangani sekatan/halangan kepada proses pembelajaran bagi semua murid di dalam kelas?

Notes to question being asked:

1. Short and to the point
2. Focused on one dimension each
3. Unambiguously worded
4. Open-ended or sentence completion types
5. Non-threatening or embarrassing
6. Worded in a way that they cannot be answered with a simple “yes” or “no” (use “why” and “how” instead)

Three types of focus-group questions:

1. Engagement questions: introduce participants to and make them comfortable with the topic of discussion
2. Exploration questions: get to the heart of the discussion
3. Exit question: check to see if anything was missing

Appendix I Pilot Study: Classroom Observation

NON-PARTICIPANT, OVERT OBSERVATION

Classroom Observation

Kroll

Date : 28 July 2016

Day : Thursday

Time: 10:20 – 11.20am

Venue: Class 6 Sina

Setting	Interpretation
<p>The physical setting</p> <p>Location: Level 3 (2nd floor)</p> <p>Size of classroom: 25 x 30 feet</p> <p>Two access doors at the right side of the classroom: front and back door</p> <p>Whiteboard in front of blackboard: front of the classroom with noticeboard at the left and right side</p> <p>Noticeboards at the back of classroom</p> <p>The noticeboards at the front of classroom are covered with red colour of cloth</p> <p>The noticeboards at the back of classroom are covered with orange cloth</p> <p>Noticeboard are divided into sections and labelled with the name of subjects: BM, BI, Maths, Science but mostly empty except for laminated cards of children story in Malay</p>	<p>The classroom is situated on co-joined buildings whereby the library is accessible with bridge that connect the two buildings. The other building also houses the staffroom and the office on the second level, apart from other classrooms. The fact that all the Year Six classrooms are located on the highest level of the building and near the library might indicate the school effort to provide conducive study environment for the students. Moreover, the location is away from the noise.</p> <p>Overall first impression of the classroom was not good. In fact, it was in quite bad condition with perforated ceiling and floor. The plastic chairs looked dirty and stained. The pupils' desks were poor in condition and not levelled. The notice boards which could be used effectively seemed so deserted. The motivational quotes pasted along the notice board appeared to be unnoticed. The size of the cards was</p>

<p>language and a piece of paper of pupils' work on English language section.</p> <p>The top part of the noticeboards at the front of the classroom is pasted with motivational phrases and quotes in Malay language – square shapes. For example: <i>Masa itu emas</i>.</p> <p>The top part of the noticeboards at the back of the classroom is pasted with motivational phrases and quotes in English language – star shapes. For example: Reading is a good habit.</p> <p>A wall clock on top of the whiteboard next to Doa – prayer before study</p> <p>A desk at the back of the classroom with Islamic books</p> <p>A magazine rack is located next to the desk with unorganised books and posters in both languages</p> <p>One-third of length curtain for windows at the both sides of classroom</p> <p>Part of ceiling is damaged</p> <p>The top part of the classroom is painted in light green while the lower part wall is painted in light orange, Nevertheless, it is marked with dirty spots.</p> <p>Teacher's table is situated in front of the classroom centre.</p> <p>LCD projector – not working.</p>	<p>too small but pasted too high for the students.</p> <p>The colour of the wall appeared to be mismatch and unattractive. The projector was not working. The classroom was disorganised. It seemed like there was no colour coordination and preservation of the class condition.</p> <p>Reflection:</p> <p>The first impression: dull. As I had arrived earlier than the participant, I asked two students to pick the crumpled paper on the floor (nearby them). I thanked them for keeping the class clean. It was not a surprise to see the inoperative projector. There would always be a delay for Information Technology maintenance. However, it was quite sad to see the holes on the floor and especially the ceiling. It is 2016, but I could still see this kind of classroom condition.</p> <p>I am afraid that incident might occurs because of the holes. Since there was no report of accidents before, I assume that the classroom is safe to be occupied. In my early years of teaching, I was posted in rural area where the school still used the wooden desks and chairs.</p> <p>Nevertheless, it is a common practice in primary school that the class teacher takes the responsibility to maintain the liveliness and</p>
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<p>Furniture: wooden desks – not levelled; plastic chairs not uniform</p> <p>Seating arrangement: 3 columns and 5 rows</p> <p>The first 2 columns from the door have 3 desks in a row. The last column has 2 desks in a row.</p>	<p>cleanliness of the classroom. He or she will decorate the classroom at certain level such as using tablecloths to cover the table and desks, painting wall murals with suitable images, putting materials on noticeboards and preparing the class-duty roster. All corner of the classroom is used for teaching and learning activities. There would be materials on students' desks too. The main decoration is normally prepared during the school holiday at the end of the year – just before the new term begin. The materials on the board will be changed from time to time, ideally in accordance with the lesson at the time. Thus, the classroom looks cheerful, lively and interesting.</p> <p>The usual desk arrangement would be two desks in a column. Nevertheless, the traditional arrangement is not necessary. Teacher could arrange the students where appropriate. Sometimes, students sit in a group of four or six. This normally applies to lower level (Year 1 to 3) of primary school students. It may also be the case that this classroom is for the Year Six students, who will sit for the national examination (UPSR), Primary School Achievement Test, the seating arrangement is maintained in columns. However, there was a slight difference seen; three desks in two columns.</p>
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<p>Teacher</p> <p>Notes: </p> <p>Male Female Empty</p>	
<p>1. The human setting</p> <ul style="list-style-type: none"> • Year 6 pupils: 12 years' old • Mix classroom: gender and ethnic • 36: 15 males, 19 females (2 male students were absent) • Malays and Indians • The last class from 4 classes of Year 6 • No identified pupil with learning difficulties (from Special Education Integration Programme) 	<p>The female and male students seemed to be segregated. Most of the male students occupied the first column, next to the entrance. However, there were three girls at the last row in that column. There was also a girl in the third column. This column was mixed with male and female students, otherwise empty. The students are streamed in this school. The students in this class would be the least achievers in their Year Five final examination, in comparison with their peers in three other classrooms. The total number of students in the class too, seemed moderate.</p>
<p>2. The interactional setting</p> <ul style="list-style-type: none"> • Verbal and non-verbal 	<p>It is quite probably the case that the male student who greeted the participant was the class monitor. He</p>

<p>Evidence of verbal and non-verbal interaction between the students. Face-to-face communication happened between the participant and the students and between students. Most students interacted with their friends sitting next to, in front or behind them. The participant interacted with the students in both verbal and non-verbal, but mostly verbal communication.</p> <ul style="list-style-type: none"> • Formal and informal Formal greeting to the participant was headed by a male student. Informal interaction was perceived but still maintaining the teacher and student relationship. • Planned and unplanned No clear planned interaction was observed. The teaching and learning activities were in natural flow. 	<p>was followed by the rest of the students. The participant responded to the greeting in usual teacher's tone. Communication was mostly verbalised in Malay language. Sometimes the Perak dialect could be heard from the students and the participant. Non-verbal interaction shown such as eye contact and hand gestures.</p>
<p>3. The programme setting</p> <ul style="list-style-type: none"> • Writing a descriptive essay • Topic: <i>Sambutan Hari Kanak-kanak which means Children's day celebration</i> • Malay language activity book for writing • Malay Language Paper 11 (Writing) format for Primary School Achievement Test. 	<p>The participant had mentioned that there would be no normal lesson but writing exercise in preparation for the UPSR. No lesson plan could be seen in prior of the teaching and learning activities.</p>

Notes on 17/5/2017

My supervisors have given their constructive comments on this document. After the comment, thus the additional notes as below.

Description of event	Interpretation
<p>Teaching and learning activities</p> <p>Greetings</p> <p>Participant distributed the exercise books</p> <p>Introduced the researcher</p> <p>A student read a paragraph</p> <p>Drew bubble map (iThink concept) to generate ideas on the whiteboard</p> <p>Whole-class teaching</p> <p>Individual writing activities</p> <p>Appreciation session</p>	<p>The activities that took place suggest the likelihood of similar and usual teaching and learning activities that have happened. It could be predicted that the students have known about bubble map and how to use it. The participant only used his marker pen and wrote on the whiteboard. Students would raise their hands to answer or give ideas. The participant gave the students chances to answer and wrote the accepted ideas on the whiteboard. Some students would not be able to answer correctly and were asked to give another response later. The participant would call some students who were quite passive compared to those who volunteered to answer.</p> <p>The students copied the ideas from the class discussion and continued with their individual writing activities. The participant finally asked the students' progress with their individual writing. Students raised their hands to the total number of words written. The participant encouraged the students to write and praise them for their progress and achievement before the teaching and learning activities end.</p> <p>Reflection.</p> <p>The participant only used the whiteboard marker pen and wrote on the whiteboard. The students had their activity books to copy and write their answers. There were no other tools that show the usage of information and technology that might make the lessons more interesting.</p> <p>Nonetheless, as the examination is just around the corner, it is anticipated that the participant would not resume with spending time on preparing the teaching aids. Most teaching and learning activities would concentrate and focus on getting an A or pass for the least achievers. The practice and drill on past years' questions or alike questions will take place as early as the beginning of Year Six.</p>

<p>2. The amount of participant and student talk</p>	<p>There was quite a significant amount of conversation of teacher-students during the teaching and learning activities. Despite of the physical appearance of the classroom, the participant was able to maintain the level of excitement in the lesson. The students seemed to enjoy the session with no stress. The participant even used the students' names for example, in the essay. The action awakens the mentioned students. It may be the case that the mentioned students were quiet students.</p> <p>The participant also engaged in conversation with the students during the individual task. He did not sit at all but walked around the classroom and stopped by at some desks and guided the students individually.</p>
<p>3. Participant's behaviours / qualities</p>	<p>The participant seems casual and natural. He was dressed in sport attire: collared t-shirt, track suit and sport shoes. The participant also teaches Physical Education). It is no evidence of acting up (to be extra cheerful) from normal, usual day of teaching and learning activities. His voice is naturally loud and clear. He would smile to the students but showed no sign of annoyance to any of the students. I could not notice any single frown. It was a friendly environment as the participant showed positive attitude.</p> <p>He spent most of the first half of the lesson in front of the classroom as whole classroom teaching took place. He would move naturally across the classroom to check and response to individual questions from the students. This had happened when the students were supposed to continue with the writing exercises individually.</p>

4. Participant's response to various students	The participant tried to response to every student. He would answer all suggestions and considered ideas from the students before commenting back during the whole teaching session. It appeared that students from the first column were quite active and talkative, while the middle column of female students was quite reserved. Sometimes the students from the front rows in this column would try to give their answers too. The students in the third column were quiet and only responded when the participant called. Nevertheless, they were able to answer correctly.
5. Participant's attempt to involve all students	It could be seen that the participant made attempts to give opportunities to as many students as he can. He would call upon students who were quiet. Most of the students who raised their hands were the male students from the first column. Thus, the participant called and encouraged the female students and the other male students to answer. The participant would encourage the students to discuss and check their answers with their friends.
6. The amount of group collaborative work	There were no clear group activities involved. It was a whole class lesson followed by individual writing exercise. The students would informally interact with their nearby friends mostly who sat next to them.
7. The extent of unsociable behaviour among students	The three female students at the last row in the first column seemed preserved and kept only among themselves most of the time – It was because they were the only girls in that column. Nevertheless, they showed the effort to participate during the whole class teaching activity. They raised their hand to answer. It may also be significant to point out that the participant did not provide any clear opportunities for collaborative work that would encourage interaction between the students. The rest of the students looked to be having positive relationship and behaved appropriately in the lesson.

Appendix J Initial Plan

SEIP SCHOOL School 1	NON-SEIP SCHOOL School 2
Individual Interviews <ul style="list-style-type: none"> • 3 Malay language teachers • 3 Mathematics teachers • 1 administrator (headteacher or senior assistant) 	Individual Interviews <ul style="list-style-type: none"> • 3 Malay language teachers • 3 Mathematics teachers • 1 administrator (headteacher or senior assistant)
Focus group Interviews- 28 teachers <ul style="list-style-type: none"> • Group 'a': core subjects (2 groups) • Group 'b': other subjects (2 groups) 	Focus group Interviews- 28 teachers <ul style="list-style-type: none"> • Group 'a': core subjects (2 groups) • Group 'b': other subjects (2 groups)
7 teachers per group <ul style="list-style-type: none"> • 5 mainstream teachers • 2 special education teachers 	7 teachers per group <ul style="list-style-type: none"> • 7 mainstream teachers
Total teachers: 35	Total teachers: 35

Overall, the total expected number of participants is 70.

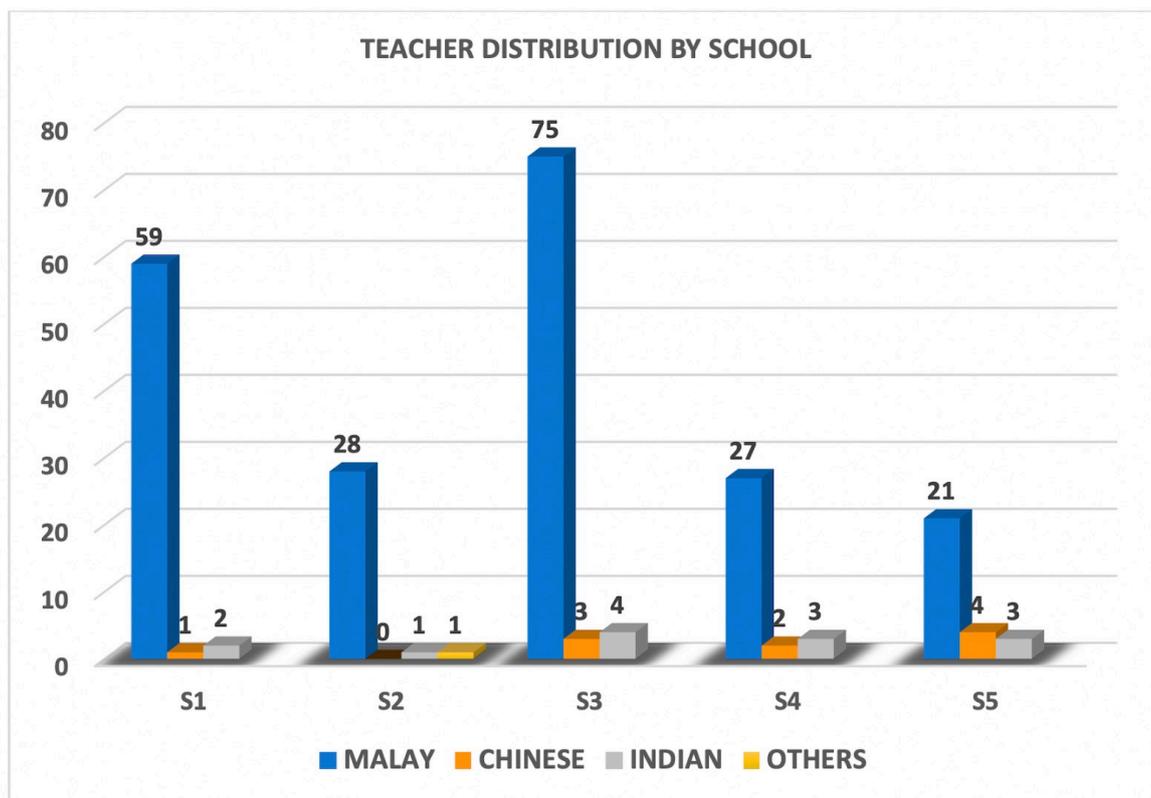
Appendix K Details of Teacher Distribution

SCHOOL	TEACHERS CATEGORY	MAINSTREAM							SPECIAL EDUCATION							GRAND TOTAL		
		MAL		CHI		IND		Sub-Total	MAL		CHI		IND		OE		Sub-Total	
		Male	Female	Male	Female	Male	Female		Male	Female	Male	Female	Male	Female	Male			Female
S1	OT	8	38	-	1	-	2	49	4	9	-	-	-	-	-	-	13	62
	PT	5	14	-	1	-	-	20 = 41%	2	2	-	-	-	-	-	-	4 = 31%	24 = 39%
S2	OT	7	12	-	1	-	-	20	3	6	-	-	-	-	-	1	10	30
	PT	4	1	-	-	-	-	5 = 25%	1	1	-	-	-	-	-	-	2 = 20%	7 = 23%
S3	OT	13	44	1	2	1	3	64	5	13	-	-	-	-	-	-	18	82
	PT	2	1	-	-	-	1	4 = 6.3%	3	-	-	-	-	-	-	-	3 = 17%	7 = 8.5%
S4	OT	-	27	-	2	-	3	32	-	-	-	-	-	-	-	-	-	32
	PT	-	16	-	1	-	2	19 = 59%	-	-	-	-	-	-	-	-	-	19 = 59%
S5	OT	1	20	-	4	-	3	28	-	-	-	-	-	-	-	-	-	28
	PT	1	13	-	3	-	2	19 = 68%	-	-	-	-	-	-	-	-	-	19 = 68%

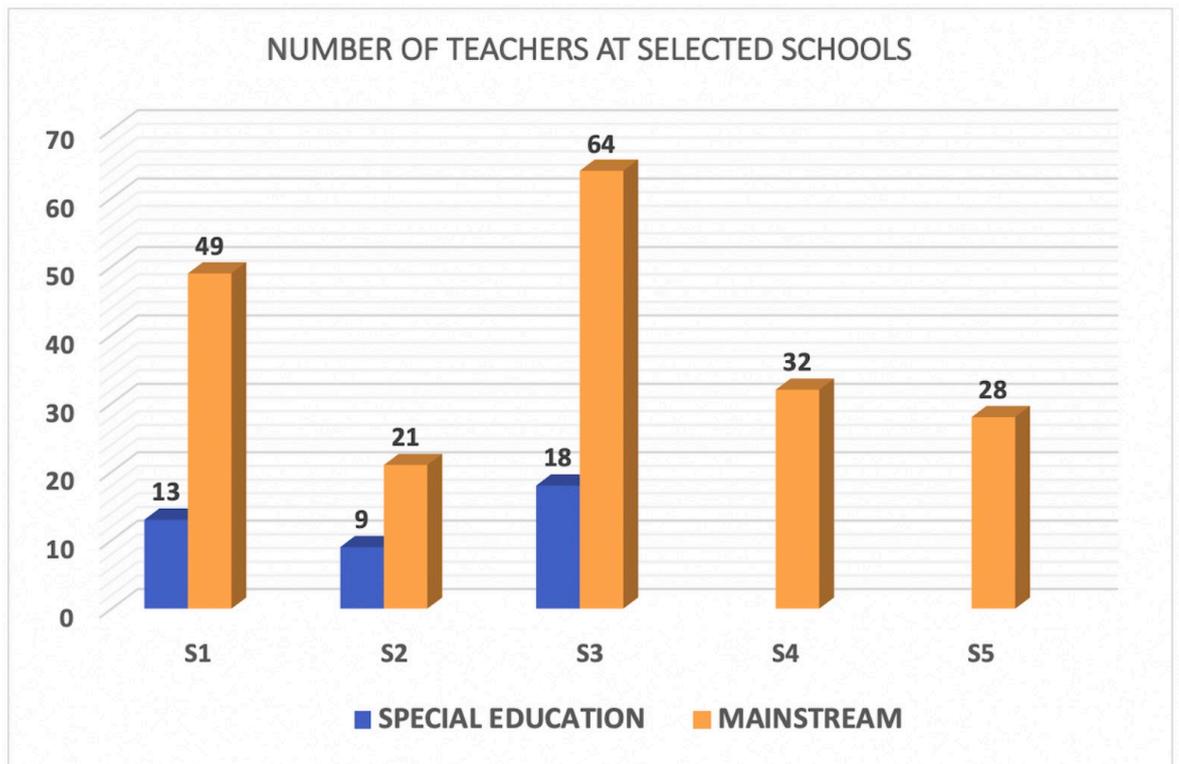
Note:

- a) **MAL** - Malay
- b) **CHI** - Chinese
- c) **IND** - Indian
- d) **OE** - Other ethnics
- e) **OT** - Overall teachers in the school
- f) **PT** - Participant (teachers who take part in the study)

K.1 Graph to show teacher's distribution by ethnicities at the selected schools



K.2 Graph to show teachers' distribution by specialisation at selected schools



Appendix L Invitation Letters to Headteachers



Rosmalily binti Salleh,
Gower-303-2nd,
118 Burgess Road, Bassett,
Southampton, SO17 1TW,
United Kingdom.

Head teacher,
SK
.....
.....

31 July 2017

Dear Sir,

REQUEST FOR PERMISSION TO CONDUCT RESEARCH IN SCHOOL

Please kindly refer to the above subject.

2. Please be informed that I am a PhD student at the University of Southampton with the scholarship from Ministry of Education. I am conducting a research which focuses on teachers' views on their own needs of continuing professional development, CPD that assist them to promote inclusive education. The rationale of the study is underlined by the Ministry of Education's plan for an inclusive environment for pupils by 2025 and the emphasis on the school-based CPD as outlined in the National Education Blueprint.

3. The detail of the request is as below:

Title : Teachers' views about school-based professional development for
promoting inclusive education in Malaysia's primary schools

Supervisor : Professor Dr Kiki Messiou
Senior Lecturer Dr John Woollard

Aim : to explore the in-service teachers' views on their CPD needs and
bring a better understanding of the CPD requirements for the
successful promotion of inclusive primary education in Malaysia

4. I am hereby seeking your consent to proceed with the data collection which will begin in August 2017. Also, to gain access to the school information which will direct to the research purpose.

Appendix L

All teachers will be invited to involve in the study. But, only 35 teachers will be selected as the participants. The division of the participants is:

- Individual interviews and observations – 7 individuals
 - 3 Malay Language teachers, 3 Mathematics teachers and 1 administrator
- Focus-group interviews – 28 individuals (4 groups)
 - 14 teachers who teach core subjects and 14 teachers who teach compulsory subjects.

The similar teachers for the individual interviews will be observed during the teaching and learning activities in classrooms. For the schools with the Special Education Integration Programme, possibly 8 teachers (2 in each group) are required for the focus-group interviews.

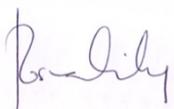
5. I would like to arrange a short meeting with the teachers to briefly explain about the study, inform and invite them to participate in the study. I am, therefore, requesting your assistance for the arrangement.

6. I have provided you with a copy of the Research Pass that I have received as approval from the Economic Planning Unit, Prime Minister's Department, approval letter from the Director of State Education Office as well as the Participant Information Sheet and the Consent Form.

7. Upon completion of the study, I undertake to provide the Ministry of Education with a bound copy of the full research report. If you require any further information, please do not hesitate to contact me on (email: rs14g15@soton.ac.uk). Thank you for your time and consideration in this matter.

Thank you again for your cooperation.

Yours sincerely,



(Rosmalily binti Salleh)

L.1 Invitation Letters to Headteachers (Malay language)

Rosmalily binti Salleh,
Gower-303-2nd,
118 Burgess Road, Bassett,
Southampton, SO17 1TW,
United Kingdom.

Head teacher,
SK
.....
.....

31 July 2017

Tuan,

PERMOHONAN KEBENARAN MENJALANKAN KAJIAN BAGI PENYELIDIKAN PERINGKAT IJAZAH KEDOKTORAN DI SEKOLAH

Dengan segala hormatnya perkara di atas adalah dirujuk.

2. Sukacita dimaklumkan bahawa saya adalah calon ijazah Doktor Falsafah dari University of Southampton, United Kingdom di bawah tajaan Kementerian Pendidikan Malaysia. Kajian penyelidikan yang akan dilaksanakan bertumpu pada perspektif guru tentang keperluan pembangunan profesional berterusan yang efektif bagi mereka, untuk melaksanakan program pendidikan inklusif. Rasional kajian digariskan berdasarkan hasrat dan perancangan Kementerian Pendidikan di dalam Pelan Pembangunan Tindakan Pendidikan Kebangsaan (2013-2015) untuk mencapai 75% murid bermasalah pembelajaran untuk belajar di dalam program pendidikan inklusif menjelang tahun 2025. Ianya juga adalah susulan penekanan Kementerian terhadap pembangunan profesional berterusan berasaskan sekolah serta komuniti pembelajaran profesional.

3. Maklumat permohonan saya adalah seperti di bawah:
Tajuk Kajian: Teachers' views about school-based professional development
for promoting inclusive education in Malaysia's primary schools.
Penyelia : Professor Dr Kiki Messiou
Pensyarah Kanan: Dr John Woollard
Objektif kajian: meneroka pendapat guru mengenai keperluan latihan
berterusan mereka dan merumuskan kefahaman yang jelas
tentang keperluan bagi memastikan kejayaan program
pendidikan inklusif di sekolah rendah di Malaysia.

4. Sehubungan dengan itu, saya ingin memohon kebenaran dan kelulusan pihak tuan untuk menjalankan kajian di sekolah ini serta akses kepada maklumat berkenaan tujuan kajian bermula Ogos 2017. Instrumen kajian melibatkan pemerhatian di kelas, temubual

Appendix L

secara individu (individu yang sama bagi pemerhatian) dan temubual secara berkumpulan. Pemerhatian dan temubual akan direkod hanya dengan kebenaran guru berkenaan. Semua guru akan dijemput untuk melibatkan diri di dalam kajian ini. Namun hanya seramai 35 orang guru akan terlibat. Pembahagian guru mengikut instrumen adalah:

- Temubual secara individu dan pemerhatian di kelas – 7 orang
 - 3 orang guru opsyen Bahasa Melayu, 3 orang guru Matematik, seorang pentadbir
- Temubual secara berkumpulan – 28 (4 kumpulan)
 - 14 orang guru subjek teras dan 14 orang guru subjek wajib

Individu yang sama untuk temubual individu akan terlibat dengan pemerhatian di kelas. Bagi sekolah yang mempunyai Program Pendidikan Khas Integrasi, 8 orang guru pendidikan khas diperlukan untuk temubual secara berkumpulan (2 orang guru bagi setiap kumpulan).

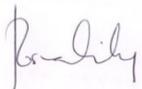
5. Saya memohon untuk mengadakan pertemuan dengan semua guru untuk menerangkan secara ringkas tentang kajian serta menjemput mereka untuk melibatkan diri di dalam kajian ini. Untuk tujuan ini, mohon pihak tuan membantu untuk menetapkan tarikh dan masa yang sesuai di dalam tempoh terdekat.

6. Bersama-sama ini, disertakan Kebenaran Kajian (Research Pass) yang telah diperolehi daripada Unit Perancangan Ekonomi, Jabatan Perdana Menteri, surat kelulusan Pengarah, Jabatan Pendidikan Negeri Perak, serta maklumat mengenai kajian (Participant Information Sheet) dan Borang Kebenaran (Consent Form).

7. Laporan penuh kajian akan dihantar kepada Kementerian Pendidikan setelah pengajian tamat. Jika pihak tuan memerlukan maklumat lanjut berkenaan kajian, saya boleh dihubungi di (nombor telefon bimbit: 012-5635830 atau email: rs1g15@soton.ac.uk).

Segala perhatian dan keprihatinan tuan dalam hal ini amatlah dihargai dan didahului dengan ucapan terima kasih. Sekian.

Yang benar,



(Rosmalily binti Salleh)

Appendix M Participant Information Sheet for Headteacher

Head Teacher PIS

ROSMALILY BINTI SALLEH



PARTICIPANT INFORMATION SHEET

HEAD TEACHER

Study Title: Teachers' views about school-based professional development
for promoting inclusive education in Malaysia's primary schools

Researcher: ROSMALILY BINTI SALLEH
29142

Ethics number:

Date: 17/07/2017

Please read this information carefully before deciding to take part in this research. If you are happy to participate you will be asked to sign a consent form.

What is the research about?

The purpose of this research is to obtain in-service teachers' opinion and perspective on their own professional development required in assisting them to uphold the inclusive education at the National primary schools with and without the Special Education Integration Programme (SEIP) in Malaysia.

I am a research student at the University of Southampton in the UK. I am interested in teachers' learning, training, development via the school-based CPD with regards to inclusive education. In particular, the emphasis is on teachers' views about their own CPD in order for them to meet the diverse learning needs of pupils and move forward with the promotion of inclusive education as suggested by the government in the recent National Education Blueprint. The findings will bring a better understanding to the requirement of the successful promotion of inclusive education at the primary level of education in Malaysia. Inclusive education in this study is embraced in terms of the broader understanding of the concept whereby the access, participation and achievement of all

Appendix M

pupils, regardless of their gender, ethnicity, religion, socioeconomic status and abilities, are valued.

The research is qualitative in nature where mix instruments will be used. Research instruments/methods that will be used in order are the individual observations, followed by individual interviews and finally focus-group interviews. There are overt participant semi-structured observations, semi-structured individual interviews along with semi-structured focus-group interviews. The observation is helpful in understanding the situation, contextualising and informing some of the questions in individual interviews, but will not be analysed per se. The interviews will be audio recorded. The focus-group interviews will be recorded with video recorder. All the recording will only be done with the participant informed consent. The field notes or reflective journal will be used apart from the recorded audio and visual data to increase trustworthiness. In addition to the research instruments above, the public secondary data will also be attained and examined. This include the strategic plans on CPD programmes, the Ministry and education agencies' circular or policy on inclusive education and professional development, as well as public artefacts including training materials such as flyers, reports on inclusive education, in-house training especially regarding teaching practices, training programmes, and photos or videos recorded during in-house trainings held at school if available. Please note that some of the public materials like the Ministry of Education's Policy about the school-based CPD have already been obtained from its official portal. These secondary data are helpful to understand the context and situation of the participants, not to be analysed per se.

The participants will be purposively chosen from two primary schools in Kinta Utara District, Perak, Malaysia. One school is with the Special Education Integration Programme, SEIP and one school without the SEIP. For this study, there would be 35 teachers to be selected as the participants from each of the two schools chosen. The participants will be divided based on the data collection methods. For observations and individual interviews: three teachers who teach Malay Language, three teachers who teach Mathematics and one administrator will be selected. The similar teachers and administrator who have been observed will be interviewed. There will be 28 teachers for focus-group interviews. The teachers will be grouped into four focus groups of similar numbers of teachers viz. Focus Group 1, Focus Group 2, Focus Group 3 and Focus Group 4. Two groups: Focus Group 1

and Focus Group 2 consist of teachers who teach the core subjects including Malay language, English Language, Mathematic, and Science. Focus Group 3 and Focus Group 4 comprise of teachers who teach the compulsory subjects for example Visual and Arts, Religious/Moral, Music or Physical Education. The different Malay language and Mathematics teachers will take part in the focus-group interviews (not those who participated in the observation and individual interviews). The variation in the groups is seen in the school with the SEIP. Eight SEIP teachers with two teachers will be in each of the groups, thus reducing the number of the mainstream teachers to five in each of the group. In total the number of participants for this study is 70.

Pupils involvement will be acknowledged for classroom observation and they will also be informed about being indirectly observed and filmed during the lesson. The number of the pupils depending on the main participant's choice of class for classroom observation.

Why is the school been chosen?

The school has been chosen as it is presumed the best representative that fit the criteria of the study. This includes the availability and the unavailability of the Special Education Integration Programme. The school is identified as having many and diverse pupils and teachers. The teachers (participants) in the school are considered as valuable informants and experience teaching the specific subjects with teaching experience at primary schools.

What will happen to me if I take part?

If you agree to take part and give your consent for the researcher to conduct the study and collect the data, I will meet at your convenient time during school days at school, in the afternoon or during your free period which is comfortable for you. We will meet briefly to discuss about the study. You will have the opportunity to clarify any information regarding the study. You may also recommend the teachers who would be willing to participate and share their experiences. Yet, the participants will be chosen based on specific criteria that serve the purpose of the study. Your assistance is needed in arranging a brief meeting with all teachers, granting access to school information including the school's programmes. There would be no cost incurred for the participants or school in participating in the study. I will use my own devices including the digital voice recorder and video recorder. I will try my very best not to interrupt the school activities

and programmes. Acknowledging the Year Six teachers' tight schedules, they are still welcomed to participate in the study. Data collection activities will last about four months. But, for each school, possibly only two to three days a week only will be spent at the school. This depends on the availability and convenient time of the participants for the observations, individual interviews and focus-group interviews.

Are there any benefits in my taking part? (Referring to the Participant Information Sheet for Head teacher Version 2, dated 17/07/2017)

It is hoped that the school especially the participants will find taking part in the study an interesting experience and beneficial. It could be seen as the platform to discuss and express their views on training needs in developing personally and helps them professionally. The study will possibly assist them to understand better about inclusive education and training support that they might feel acquired to practise it. The results of this research may be useful to those who are responsible in improving the training programme for teachers relating to inclusive education. It may also serve as guidelines for many teachers in identifying their professional learning and development needs. There is very little research that explores the professional development or teacher education and training on inclusive education in Malaysia. There is no study identified in valuing teachers' experiences and views on their own continuing professional development to ensure the success of the implementation of inclusive education in Malaysia.

Are there any risks involved?

There are no real risks to being involved and the participants are not obliged to talk about any experiences they feel uncomfortable discussing or find distressing. The study is approved by the Economic Planning Unit, Prime Minister's Department and the Ministry of Education as well as the University. The ethical approval from the Ethics Screening Checklist on Electronic Research Governance Online System (ERGO) has been obtained.

Will the participation be confidential?

The participants will be observed, interviewed and recorded; thus participation is not 100% anonymous but confidentiality is still very important in this study. The reporting of data will be anonymous and confidential. The recording and any document will be stored and secured on personal laptop/desktop and they will be password protected so that they

cannot be accessed by anyone else. Their name and the names of anyone else they mention (such as students, colleagues and the administrators) will be changed in any written documents, as will any other details by which they could be identified. In short, their identity will be anonymised. The researcher will only use the data on teacher discourse in the report. There is no intention of sharing or showing the video of the lesson. Information will be kept safe in line with UK laws (the Data Protection Act), University of Southampton policy and also the Malaysia guidelines and procedures for undertaking research by Economic Planning Unit, Prime Minister's Department Malaysia. However, as the study involves focus-group interview full anonymity and confidentiality is not guaranteed. I will try my best to encourage all the participants in focus-group interview to respect each other and maintain the anonymity and confidentiality.

What happens if I change my mind?

The participants have the right to withdraw at any time and this will not have an effect on any of their rights.

What happens if something goes wrong?

If you have any concerns or complaints about how this research is conducted, you may contact:

Head of Research and Governance

University of Southampton, UK

+44 (0) 2380 595058

Email: rgoinfo@soton.ac.uk

If you would prefer to speak with someone directly in Malaysia in order to raise your concerns, you can contact:

The Director of Malaysian Development Institute,

Economic Planning Unit,

Prime Minister's Department,

Level 4, Block B5, Parcel B,

Federal Government Administrative Centre, 62502 Putrajaya

(For Pn. Munirah Abd Manan)

Telephone number: 603-8872 5281 / 603-8872 5272

Appendix M

Fax number: 603-8888 3961

E-mail: oridb@epu.gov.my

Where can I get more information?

If you have any further questions once you have read this information sheet, please get in touch with me using the following details:

Rosmalily binti Salleh

School of Education,

University of Southampton, UK.

rs14g15@soton.ac.uk

If you would like any help finding out more about the research, please get in touch with:

Dr Kiki Messiou

University of Southampton, UK

k.messiou@soton.ac.uk

or

Dr John Woollard

University of Southampton, UK

J.Woollard@soton.ac.uk



M.1 Participant Information Sheet for Headteacher (Malay language)

Head Teacher PIS
ROSMALILY BINTI SALLEH



LEMBARAN MAKLUMAT RESPONDEN

GURU BESAR

Study Title: Teachers' views about school-based professional development
for promoting inclusive education in Malaysia's primary schools

Penyelidik: ROSMALILY BINTI SALLEH

No Rujukan Etika: 29142

Tarikh : 17/07/2017

Sila baca maklumat ini dengan teliti sebelum membuat keputusan untuk mengambil bahagian dalam kajian ini. Jika anda berpuas hati untuk menyertai anda akan diminta untuk menandatangani borang persetujuan.

Apakah kajian penyelidikan ini?

Tujuan kajian ini adalah untuk meninjau pendapat dan perspektif guru dalam perkhidmatan tentang pembangunan profesional berterusan yang diperlukan oleh mereka dalam menjayakan program pendidikan inklusif bagi semua murid di sekolah kebangsaan dengan dan tanpa Program Pendidikan Khas Integriti (PPKI) di Malaysia.

Saya adalah seorang pelajar peringkat Kedoktoran di Universiti Southampton, UK. Saya berminat untuk mengkaji tentang pembelajaran, latihan, pembangunan profesional berterusan guru serta pendidikan inklusif semua murid. Fokus saya meliputi bagaimana guru membangun bagi membolehkan mereka bergerak ke hadapan dan menyahut saranan pendidikan inklusif oleh kerajaan serta pembangunan profesional berterusan berasaskan sekolah. Dapatan kajian dapat membantu memahami keperluan guru bagi memastikan kejayaan pendidikan inklusif di peringkat pendidikan rendah di Malaysia. Pendidikan inklusif yang dimaksudkan di dalam konteks kajian luas meliputi semua murid

Appendix M

tanpa mengira perbezaan agama, jantina, ras, latar belakang sosio-ekonomi dan kebolehan.

Penyelidikan ini adalah bersifat kualitatif di mana kombinasi pelbagai kaedah digunakan. Kaedah kajian melibatkan pemerhatian di kelas, temubual individu dan temubual kumpulan fokus. Pemerhatian adalah separa berstruktur dan secara terang-terangan. Kedua-dua kaedah temubual juga bersifat separa berstruktur. Bagi aktiviti pengumpulan data berkenaan, perakam suara digital dan alat rakaman video akan digunakan hanya dengan kebenaran responden. Pemerhatian dibuat untuk membantu penyelidik memahami situasi sebenar dan membantu dalam temubual secara individu. Namun dapatan daripada pemerhatian tidak akan dianalisis secara terperinci. Selain daripada itu, penyelidik juga akan membuat catatan di lapangan untuk tujuan meningkatkan kebolehpercayaan kajian. Data sekunder awam termasuk fail LADAP, pamflet, kertas kerja atau laporan mengenai program pendidikan inklusif, gambar foto atau rakaman video yang telah dibuat oleh sekolah akan diteliti. Seseengah data sekunder seperti pekeliling mengenai LADAP telah diperolehi daripada Laman Web rasmi Kementerian Pendidikan Malaysia. Data sekunder ini membantu penyelidik dalam memahami situasi dan konteks responden.

Responden akan dipilih daripada dua sekolah di Daerah Kinta Utara, Perak, Malaysia. Sebuah sekolah mempunyai Program Pendidikan Khas Integrasi, PPKI dan sebuah sekolah tanpa PPKI. Untuk kajian ini, seramai 35 orang guru dari setiap sekolah akan terlibat sebagai responden. Pembahagian responden adalah mengikut keperluan kaedah kajian. Untuk pemerhatian dan temubual individu: tiga orang guru Bahasa Melayu, tiga orang guru Matematik dan seorang pentadbir. Individu yang sama akan ditemubual selepas pemerhatian di dalam kelas. Untuk temubual kumpulan fokus, 28 orang guru akan dibahagikan kepada empat kumpulan. Kumpulan Pertama dan Kedua melibatkan guru-guru yang mengajar subjek teras termasuk guru Bahasa Melayu, Bahasa Inggeris dan Matematik. Kumpulan Ketiga dan Keempat terdiri daripada guru yang mengajar subjek wajib. Contohnya guru Pendidikan Jasmani, Pendidikan Seni Visual dan Guru Moral/Pendidikan Islam. Guru-guru berbeza akan terlibat dengan temubual berkumpulan (bukan yang terlibat dengan temubual secara individu). Variasi kumpulan berlaku untuk sekolah yang mempunyai Program Pendidikan Khas Integrasi (PPKI). Lapan orang guru

PPKI, (dua bagi setiap kumpulan) akan dipilih. Oleh itu jumlah responden bagi kajian penyelidikan ini ialah 70 orang.

Murid-murid akan dimaklumkan tentang pemerhatian di kelas. Penerangan dalam bahasa mudah akan diberikan supaya murid-murid jelas bahawa pemerhatian adalah berfokus kepada guru. Murid-murid akan dimaklumkan tentang penggunaan alat rakaman video. Jumlah murid yang terlibat bergantung kepada kelas yang menjadi pilihan responden.

Mengapa sekolah ini telah dipilih?

Sekolah ini telah dipilih kerana ia dianggap wakil sesuai dengan kriteria sekolah bagi kajian ini. Sekolah ini dikenal pasti kerana kedapatan atau ketidakdapatan program Program Pendidikan Khas Integrasi (PPKI). Ini juga termasuk dengan kedapatan pelbagai dan ramai murid serta guru. Guru-guru (responden) di sekolah adalah dianggap sebagai pemberi maklumat 'first-hand' yang mempunyai pengalaman dalam bidang mereka dan pengalaman mengajar di sekolah rendah.

Apa yang akan berlaku kepada sekolah jika sekolah mengambil bahagian?

Jika anda bersetuju untuk mengambil bahagian dan memberi kebenaran kepada penyelidik untuk menjalankan kajian dan mengumpul data, pertemuan ringkas untuk berbincang tentang kajian dan langkah seterusnya akan dibuat. Pertemuan ini di tetapkan mengikut kesesuaian tarikh, masa dan keselesaan anda di sekolah. Anda boleh mengemukakan pertanyaan untuk mengetahui dengan lebih lanjut tentang kajian. Anda juga boleh mencadangkan guru yang sesuai untuk menjadi responden bagi kajian ini. Namun guru akan dipilih berdasarkan kriteria yang menepati objektif kajian. Adalah diharapkan bahawa anda dapat membantu untuk mengatur mesyuarat ringkas dengan guru bagi memaklumkan mereka tentang kajian dan menjemput semua guru untuk terlibat. Bantuan anda juga diperlukan bagi mendapatkan akses kepada maklumat LADAP, guru dan aktiviti sekolah. Ini penting bagi mengelakkan gangguan terhadap program dan juga aktiviti pengajaran dan pembelajaran. Penglibatan sekolah tidak melibatkan sebarang kos. Penyelidik akan menggunakan peralatan personal kecuali bilik atau lokasi sesuai untuk aktiviti temubual dengan responden. Menyedari kesibukan guru-guru tahun enam, penglibatan mereka masih dialu-alukan hanya dengan minat dan komitmen serta tidak mengganggu tugas asasi mereka. Pengumpulan data berlangsung sehingga empat bulan. Tetapi penyelidik akan hanya berada di sekolah sebanyak dua hingga tiga hari

seminggu, bergantung kepada jadual guru dan aktiviti temubual atau pemerhatian yang dipersetujui bersama responden.

Adakah terdapat apa-apa faedah dalam mengambil bahagian saya? (Merujuk kepada 'Participant Information Sheet for Headteacher Version 1, bertarikh 17/07/2017)

Adalah diharapkan dengan mengambil bahagian dalam kajian ini, sekolah terutamanya responden akan mendapat satu pengalaman yang menarik dan berharga. Ia juga boleh dilihat sebagai platform bagi guru-guru untuk berbincang dan menyuarakan pandangan tentang keperluan latihan dalam membangun secara peribadi dan professional serta membantu mereka dalam tugas harian. Kajian ini mungkin akan membantu sekolah (pentadbir dan guru-guru) untuk lebih memahami pendidikan inklusif dan latihan berterusan yang diperlukan. Hasil kajian ini juga mungkin berguna kepada pembuat dasar dan polisi yang bertanggungjawab dalam meningkatkan program latihan untuk guru-guru berhubung dengan pendidikan inklusif. Ia juga boleh digunakan sebagai garis panduan bagi guru dalam mengenal pasti keperluan pembelajaran dan pembangunan profesional mereka. Penyelidikan mengenai pembangunan profesional berterusan atau pendidikan guru dan latihan mengenai pendidikan inklusif sangat jarang dan terhad di Malaysia. Tidak ada kajian yang dapat dikenal pasti yang mengambil kira pengalaman dan perspektif guru terhadap pembangunan profesional berterusan mereka sendiri untuk memastikan kejayaan pelaksanaan pendidikan inklusif di Malaysia.

Adakah terdapat apa-apa risiko yang terlibat?

Tiada risiko sebenar untuk terlibat dalam kajian ini dan anda tidak diwajibkan untuk bercerita atau berkongsi sebarang isu atau maklumat yang tidak selesa bagi anda. Kajian Penyelidikan ini telah mendapat kelulusan dan kebenaran daripada Jabatan Perdana Menteri dan Kementerian Pendidikan Malaysia.

Adakah penyertaan saya sulit dan rahsia?

Oleh kerana guru akan diperhatikan, ditemu bual dan direkodkan, penyertaan mereka tidak 100% menjadi rahsia. Walau bagaimanapun, kerahsiaan adalah sangat penting dalam kajian ini. Pelaporan data akan dilakukan tanpa nama dan sulit. Rakaman dan apa-apa dokumen akan disimpan di dalam komputer peribadi / komputer meja peribadi dan dilindungi dengan kata laluan untuk mengelakkan akses kepada individu selain daripada

penyelidik. Nama guru dan nama-nama sesiapa sahaja yang disebut (seperti murid, rakan guru dan pentadbir) akan berubah dalam mana-mana dokumen bertulis, begitu juga apa-apa maklumat lain. Dengan kata lain, nama akan disamarkan supaya identiti sebenar menjadi rahsia. Maklumat akan disimpan selaras dengan undang-undang UK (Akta Perlindungan Data), University of Southampton, dasar dan juga garis panduan Malaysia dan prosedur untuk menjalankan penyelidikan oleh Unit Perancang Ekonomi, Jabatan Perdana Menteri Malaysia.

Apakah yang akan berlaku jika saya berubah fikiran?

Anda mempunyai hak untuk menarik diri pada bila-bila masa dan ini tidak akan mempunyai kesan ke atas mana-mana hak-hak anda.

Apakah yang akan berlaku jika masalah timbul?

Jika anda mempunyai sebarang masalah atau aduan tentang bagaimana kajian ini dijalankan, anda boleh menghubungi:

Head of Research and Governance

University of Southampton, UK

+44 (0) 2380 595058

rgoinfo@soton.ac.uk

Jika anda lebih gemar untuk berkomunikasi secara langsung dengan pegawai di Malaysia untuk menyuarakan kebimbangan anda, anda boleh menghubungi:

The Director of Malaysian Development Institute,

Economic Planning Unit,

Prime Minister's Department,

Level 4, Block B5, Parcel B,

Federal Government Administrative Centre, 62502 Putrajaya

(For Pn. Munirah Abd Manan)

Telephone number: 603-8872 5281 / 603-8872 5272

Fax number: 603-8888 3961

E-mail: oridb@epu.gov.my

Di mana saya boleh mendapatkan maklumat lanjut?

Jika anda mempunyai sebarang pertanyaan lanjut setelah membaca lembaran maklumat ini, sila berhubung dengan saya seperti maklumat di bawah:

Rosmalily binti Salleh
School of Education,
University of Southampton, UK
Telephone number: +44 7729073723 / +60 125635830
E-mail: rs14g15@soton.ac.uk

Jika anda ingin sebarang bantuan untuk mengetahui dengan lebih lanjut mengenai penyelidikan ini, sila berhubung dengan:

Dr Kiki Messiou
University of Southampton, UK
k.messiou@soton.ac.uk

atau

Dr John Woollard
University of Southampton, UK
J.Woollard@soton.ac.uk

Appendix N Consent Form for Headteacher



CONSENT FORM TO CONDUCT STUDY AND COLLECT DATA

Study title: Teachers' views about school-based professional development for promoting inclusive education in Malaysia's primary schools

Researcher name : ROSMALILY BINTI SALLEH

Ethics reference no: 29142

Please initial the boxes if you agree with the statements:

I have read/had read to me and understood the information sheet (dated 17/7/2017 version 2) and have had the opportunity to ask questions about the study.

I agree to take part in this research project and agree for the school public data/information such as the school's school-based activities to be used for the purpose of this study. I understand that the public materials are useful to understand the situation but not to be analysed per se.

I understand that the teachers' participation is voluntary, and they may withdraw before the interviews take place without their legal rights being affected.

I voluntarily agree to assist the researcher to access the classroom and observe the teaching and learning activities of the respective participants. I understand that the data will not be analysed but is useful for the researcher to understand the situation, contextualise and inform some questions in the individual interviews.

I understand that all teachers will be invited. But, only teachers who would give their consent will participate in this study. The researcher also, has obtained the ethical approval, Research Pass and consent from the Economic Planning Unit, Prime Minister's Department Malaysia and the Ministry of Education to conduct the study.

Data Protection

I understand that information collected about the participants and school during in this study will be stored on a password-protected computer and that this information will only be used for the purpose of this study. All files containing any personal data will be made anonymous.

Name of Head teacher (print name)

Signature and official stamp

Date

Signature of the researcher

Date

N.1 Consent Form for Headteacher (Malay language)



**BORANG KEBENARAN
BAGI MENJALANKAN KAJIAN DAN PENGUMPULAN DATA**

Tajuk Kajian: Teachers’ views about school-based professional development for promoting inclusive education in Malaysia’s primary schools

Nama Penyelidik : ROSMALILY BINTI SALLEH No Rujukan Etika: 29142
Sila turunkan tanda tangan ringkas di dalam kotak jika anda bersetuju dengan pernyataan tersebut.

Saya telah baca/ dibacakan maklumat tentang kajian (bertarikh 17/7/2017 versi 2) dan berpeluang untuk mengemukakan soalan mengenai kajian.

Saya bersetuju untuk mengambil bahagian di dalam kajian ini serta membenarkan maklumat umum berkenaan sekolah digunakan untuk kajian. Saya faham bahawa data berkenaan berguna bagi penyelidik dan membantu beliau memahami situasi sebenar bukan untuk dianalisis.

Saya faham bahawa penyertan guru adalah secara sukarela. Mereka boleh menarik diri daripada kajian sebelum temubual dibuat tanpa menjejaskan hak mereka.

Saya bersetuju untuk membantu penyelidik bagi mendapat akses ke kelas bagi membuat pemerhatian terhadap aktiviti pengajaran dan pembelajaran berkenaan amalan inklusif guru. Saya faham bahawa data tersebut membantu penyelidik memahami situasi dan penting untuk aktiviti temubual secara individu. Penyelidik tidak akan berkongsi bahan-bahan selain daripada yang telah diistihar kepada responden kajian ini.

Saya faham bahawa semua guru akan dijemput untuk menyertai kajian. Penyertaan guru tahun enam dialu-alukan dengan persetujuan mereka. Penyelidik juga telah mendapat kelulusan Etika daripada universiti serta Pas Kajian dan kebenaran menjalankan kajian daripada Jabatan Perdana Menteri, Kementerian Pendidikan dan JPN.

Kesulitan Data

Saya faham bahawa maklumat yang dikumpul tentang responden dan sekolah semasa kajian ini akan disimpan di dalam komputer yang dilindungi dengan kata laluan dan maklumat ini hanya akan digunakan untuk tujuan kajian. Semua fail yang mengandungi apa-apa data peribadi akan disamar supaya identiti sebenar tidak didedahkan.

Nama Guru Besar (Huruf Besar)

Tandatangan dan cop rasmi

Tarikh

Tandatangan Penyelidik

Tarikh

Appendix O Appreciation Letter to Headteacher



Rosmalily binti Salleh,
Gower-303-2nd,
118 Burgess Road, Bassett,
Southampton, SO17 1TW,
United Kingdom.

Head teacher,

.....

.....

.....2017

(Name and address of school)

Dear Sir,

APPRECIATION FOR ACCESS TO CONDUCT RESEARCH

Please kindly refer to the above subject.

2. I would like to offer my deepest gratitude for your acceptance, willingness and cooperation regarding my research. Although difficult, I have finally chosen the schools that best serve the purposes of the research.

3. I have informed the State Education Office about the matter, emphasising the facts that all schools were willing to participate in the research.

Thank you once again.

Yours sincerely,

Rosmalily

(Rosmalily binti Salleh)

O.1 Appreciation Letter to Headteacher (Malay language)



Rosmalily binti Salleh,
Gower-303-2nd,
118 Burgess Road, Bassett,
Southampton, SO17 1TW,
United Kingdom.

Guru Besar,

.....

.....

.....

.....2017

Tuan,

PENGHARGAAN BAGI KEBENARAN UNTUK MENJALANKAN KAJIAN

Dengan segala hormatnya perkara di atas adalah dirujuk.

2. Setinggi-tinggi penghargaan untuk kebenaran dan kerjasama yang diberikan berkaitan dengan kajian yang akan dijalankan. Pertimbangan telah dibuat dan dua sekolah yang sesuai untuk tujuan kajian telah dipilih.

3. Saya juga telah memaklumkan Jabatan Pendidikan Negeri Perak berkenaan perkara tersebut dan menyatakan respon positif serta kesediaan semua sekolah bagi tujuan kajian. Semoga kerjasama ini dapat diteruskan untuk kecemerlangan pendidikan negara pada keseluruhannya pada masa hadapan.

Sekian, terima kasih.

Yang benar,
Rosmalily
(Rosmalily binti Salleh)

Appendix P Response Slip



RESPONSE SLIP

Researcher name : ROSMALILY BINTI SALLEH

Ethics reference no: 29142

Study title: Teachers' views about school-based professional development
for promoting inclusive education in Malaysia's primary schools

Aim : to explore the in-service teachers' views on their CPD needs and bring a better understanding of the CPD requirements for the successful promotion of inclusive primary education in Malaysia

Dear Teachers,

Thank you for your time.

2. Please tick (/) where appropriate.

I am interested / not interested and willing to participate in:

Classroom Observation

Individual Interview

Focus Group Interview

3. If Yes, please fill in the detail.

Name : H/phone no:

Option : Email :

Subjects taught: Core Compulsory/Additional

Name of subjects:

1.

2.

The detail for the methods will be provided later in Participant Information Sheet (dated 17/7/2017 version 2). Thank you once again.

Yours sincerely,

Rosmalily

(Rosmalily binti Salleh)

P.1 Response Slip (Malay language)



SLIP JAWAPAN

Nama Penyelidik: ROSMALILY BINTI SALLEH

No Rujukan Etika:

Tajuk Penyelidikan: Teachers' views about school-based professional development for promoting inclusive education in Malaysia's primary schools

Tujuan : meneroka pendapat guru tentang keperluan pembangunan professional berterusan (PFB) mereka dan memberi pemahaman yang lebih mendalam tentang keperluan PFB untuk menjayakan program pendidikan inklusif bagi peringkat pendidikan rendah.

Tuan/Puan,

Terima kasih untuk masa anda.

2. Sila tandakan (/) yang berkenaan

Saya berminat / tidak berminat dan sukarela untuk mengambil bahagian dalam:

- Pemerhatian di kelas
- Temubual secara individu
- Temubual secara berkumpulan

3. Jika ya, sila isikan maklumat berikut:

Nama : No tel bimbit:

Opsyen : Emel :

Subjek yang diajar: Teras Wajib/Tambahan

Nama subjek:

- 1.
- 2.

Maklumat lanjut berkenaan kaedah kajian akan diberikan dalam 'Participant Information Sheet' (bertarikh 17/7/2017 version 2). Terima kasih sekali lagi.

Yang benar,
Rosmalily
(Rosmalily binti Salleh)

Appendix Q Letter of Invitation to Teachers

Rosmalily binti Salleh,
Gower-303-2nd,
118 Burgess Road, Bassett,
Southampton, SO17 1TW,
United Kingdom

.....

.....

.....

(name and name of school)

.....July 2017

Dear Sir/Madam,

INVITATION TO PARTICIPATE IN THE RESEARCH PROJECT

Please kindly refer to the above subject.

2. Please be informed that I am a PhD student at the University of Southampton with the scholarship from Ministry of Education. I am conducting a research which focuses on teachers' perspectives on their own needs of continuing professional development, CPD that assist them to promote inclusive education. The rationale of the study is underlined by the Ministry of Education's plan for an inclusive environment for pupils by 2025 and the emphasis on the school-based CPD as outlined in the National Education Blueprint.

3. The detail of the request is as below:

Title : Teachers' views about school-based professional development for promoting inclusive education in Malaysia's primary schools

Supervisor : Associate Professor Dr Kiki Messiou
Senior Lecturer Dr John Woollard.

Aim : to explore the in-service teachers' views on their CPD needs and bring a better understanding of the CPD requirements for the successful promotion of inclusive primary education in Malaysia

4. As the in-service teachers at the national primary school, you are in an ideal position to give us valuable first-hand information from your own perspective. Therefore, we would like to invite you to participate in this research. The research instruments for this study are observations, individual interviews and focus group interviews. Your responses to the questions will be kept confidential. Your identity will not be revealed during the analysis and write up of findings. Enclosed with this letter are the Participant Information Sheet and the Consent Form for your further reference.

5. To proceed with this invitation, I have been granted both the university's ethical approval and the Research Pass to conduct the research. The consent from the Economic Planning Unit, Prime Minister's Department and the Ministry of Education, as well as the Director of State Education Office and the head teacher, have been obtained.

6. There is no compensation for participating in this study. However, your participation will be a valuable addition to this research and findings could lead to greater understanding of inclusive education, school-based CPD and informing the Ministry of Education on planning and implementing the school-based CPD in relation to inclusive education.

7. Upon completion of the study, I undertake to provide the Ministry of Education with a bound copy of the full research report. If you are willing to participate please suggest a day and time that suits you and I will do my best to be available. If you require any further information, please do not hesitate to contact me on (email: rs14g15@soton.ac.uk). Thank you for your time and consideration in this matter.

Thank you again for your cooperation.

Yours sincerely,
Rosmalily
(Rosmalily binti Salleh)

Q.1 Letter of Invitation to Teachers (Malay language)

Rosmalily binti Salleh,
Gower-303-2nd,
118 Burgess Road, Bassett,
Southampton, SO17 1TW,
United Kingdom

En/Pn
Sekolah
.....

.....Julai 2017

Tuan/Puan,

JEMPUTAN UNTUK MENJADI RESPONDEN BAGI KAJIAN PENYELIDIKAN PERINGKAT KEDOKTORAN

Dengan segala hormatnya perkara di atas adalah dirujuk.

2. Sukacita dimaklumkan bahawa saya adalah calon ijazah Doktor Falsafah dari University of Southampton, United Kingdom di bawah tajaan Kementerian Pendidikan Malaysia. Kajian penyelidikan yang akan dilaksanakan bertumpu pada perspektif guru tentang ciri-ciri latihan berterusan yang efektif bagi mereka, untuk melaksanakan program pendidikan inklusif.

3. Maklumat kajian adalah seperti di bawah:

Tajuk Kajian : Teachers' views about school-based professional development
for promoting inclusive education in Malaysia's primary schools

Penyelia : Professor Dr Kiki Messiou
Pensyarah Kanan Dr John Woollard.

Objektif kajian : meneroka pendapat dan perspektif guru mengenai keperluan latihan berterusan mereka dan merumuskan kefahaman yang jelas tentang keperluan bagi memastikan kejayaan program pendidikan inklusif di sekolah rendah di Malaysia.

Appendix Q

4. Sebagai guru di sekolah kebangsaan, penyertaan tuan/puan adalah ideal untuk memberi maklumat 'first hand' daripada perspektif tuan/puan. Sehubungan dengan itu, saya ingin menjemput tuan/puan melibatkan diri di dalam kajian ini sebagai responden. Kaedah kajian melibatkan temubual individu, pemerhatian di kelas (bagi individu yang sama) dan Temubual secara berkumpulan. Identiti tuan/puan tidak akan didedahkan di dalam penulisan tesis. Bersama-sama ini, disertakan maklumat lanjut mengenai kajian (Participant Information Sheet) dan Borang Kebenaran (Consent Form).

5. Bagi meneruskan aktiviti pengumpulan data, kelulusan dari Jawatankuasa Etika Universiti serta 'Research Pass' telah diperolehi. Kebenaran telah didapatkan daripada Jabatan Perdana Menteri dan Kementerian Pendidikan, Pengarah Jabatan Pendidikan Negeri serta guru besar.

6. Tuan/puan tidak mendapat pampasan untuk menyertai kajian ini. Namun penglibatan tuan/puan sangat bermanfaat. Ianya membantu dalam perkembangan ilmu dan dapatan kajian yang menjurus kepada pemahaman mendalam tentang pendidikan inklusif, pelaksanaan LADAP di sekolah dan memaklumkan Kementerian Pendidikan mengenai perancangan dan pelaksanaan program perkembangan profesional berterusan berasaskan sekolah bagi guru-guru.

7. Jika tuan/puan bersetuju untuk menyertai kajian, mohon tuan/puan cadangkan hari dan waktu sesuai. Jika tuan/puan memerlukan maklumat lanjut berkenaan kajian, saya boleh dihubungi di (nombor telefon bimbit: 012-5635830 atau email: rs14g15@soton.ac.uk). Semoga kerjasama tuan/puan dapat membantu meningkatkan kejayaan program pendidikan inklusif.

8. Segala perhatian dan kerjasama tuan/puan dalam hal ini amatlah dihargai dan didahului dengan ucapan terima kasih.

Sekian.

Yang benar,

Rosmalily

(Rosmalily binti Salleh)

Appendix R Participant Information Sheet for Teachers



PARTICIPANT INFORMATION SHEET

Study Title: Teachers' views about school-based professional development for promoting inclusive education in Malaysia's primary schools

Researcher: ROSMALILY BINTI SALLEH
29142

Ethics number:

Date : 17/7/2017

Please read this information carefully before deciding to take part in this research. If you are happy to participate you will be asked to sign a consent form.

What is the research about?

The purpose of this research is to obtain in-service teachers' opinion and perspective on their own professional development required in assisting them to uphold inclusive education of all pupils at the National primary schools with and without the Special Education Integration Programme (SEIP) in Malaysia.

I am a research student at the University of Southampton in the UK. I am interested in teachers' learning, training, and development via the school-based CPD with regards to inclusive education of all pupils, examined in their own natural working environment. In particular, the emphasis is on teachers' views about their own CPD in order for them to meet the diverse learning needs of pupils and move forward with the promotion of inclusive education as suggested by the government in the recent National Education Blueprint. The findings will bring a better understanding to the CPD requirement of the successful promotion of inclusive education at the primary level of education in Malaysia. Inclusive education in this study is embraced in terms of the broader understanding of the concept whereby the access, participation and achievement of all pupils, regardless of their gender, ethnicity, religion, socioeconomic status and abilities, are valued.

Why have I been chosen?

You have been chosen as you are valued of being the valuable informants and experience in your field/subjects and have experience teaching at the primary level of education in Malaysia. I believe that you have so much to share about your knowledge and views regarding the topic.

Your perspective and knowledge are respected and will be treated with prominence for the academic purposes. Your willingness to participate in the study hopefully will encourage other teachers and promote the significance of the topic with the current trend of inclusive education and continuing professional development in the Malaysia.

What will happen to me if I take part?

There are two choices to take part in the study for teachers who teach the Malay Language and Mathematics. If you are one of them, you would either agree to participate in the classroom observation and individual interview or just the focus-group interview. If you agree to take part and give your consent for the observation, you will also be interviewed individually. This is because the similar participants are needed for the observations and individual interviews. You may only take part in the focus-group interview if you prefer so. Nevertheless, teachers who teach different subjects (apart from the Malay language and Mathematics) have only one option: to participate in the focus-group interviews. Either ways, if you voluntarily to participate in this study and give your consent, we will meet at your convenient time during school days at school, in the afternoon or during your free period which is comfortable for you. We will meet briefly to discuss about the chosen day and time for the classroom observation or the interviews. For the classroom observation, you will be observed during the teaching and learning activities in your chosen classroom. The duration of the observation will depend on your chosen period (a period of lesson of 30 minutes or two periods of lesson of one hour). The focus of observation will be on your inclusive practices which include your attitudes and responses to all pupils in the classroom. The observation will be before the individual interview. Please note that the observation will not be analysed per se, but is needed to understand the situation, contextualise and inform some of the questions in the individual interviews.

The next meeting will be the individual interview. The discussion about your experiences and opinion on inclusive education and the school-based continuing professional development will take place and will last up to an hour. This will be done with respect to your chosen time and class, in the afternoon or during your free time at school. In agreeing to take part in the focus-group interview, you would be either in Group 1, Group 2, Group 3 or Group 4. Group 1 and Group 2 comprise of teachers who teach the core subjects for example Malay Language, Mathematics and English Language. If you teach the compulsory subjects such as Moral, Physical Education and Visual Art, you will be in Group 3 or Group 4. For the focus-group interview, you and other participants in the group would involve in group activities and discussions in relation to inclusive education and the school-based continuing professional development. The focus-group interviews will last to 90 minutes. The time and location for the session should be agreed by all the participants in the respective groups.

A digital voice recorder will also be used for the individual interviews. The focus-group will be video-taped. If you prefer not to be video-taped during the individual interviews, please do inform me. Then, I will only use the digital voice recorder. If you are not comfortable to show your face during the video recording, I could take the measures to prevent that and respect your preferences. It would be easier and faster to communicate by phone or WhatsApp. For that reason, you will have to provide your contact number. If you do not wish to share your contact number, we could communicate via email as alternative. The detail is given below. I will create a WhatsApp group for faster and easier communication for the participants in the focus groups. It is probably much easier to select and agree on the right date and timing. There would be no cost incurred for you in participating in the study. There is also a possibility of follow-up interviews if needed for more information (referring to the Participant Information Sheet Version 2, dated 17/07/2017). In the case of participants for focus-group interview, the respected participant will then be interviewed individually not in the group.

Are there any benefits in my taking part? (Referring to the Participant Information Sheet Version 2, dated 17/7/2017)

It is hoped that you will find taking part in the study an interesting experience and beneficial. It could be seen as the platform to discuss and express your views on training needs in developing personally and helps you professionally. The study will possibly assist

you to understand better about inclusive education and training support that you might feel acquired to practise it. The results of this research may be useful to those who are responsible in planning, developing, implementing and improving the training programme for teachers relating to inclusive education. They may also serve as guidelines for many teachers in identifying their professional learning and development needs. They will also suggest the probable topics for the school-based CPD in relation to inclusive education for the school. There is very little research that explores the professional development or teacher education and training on inclusive education in Malaysia. There is no study identified in valuing teachers' experiences and views on their own continuing professional development to ensure the success of the implementation of inclusive education in Malaysia.

Are there any risks involved?

There are no real risks to being involved and you are not obliged to talk about any experiences you feel uncomfortable discussing or find distressing.

Will my participation be confidential?

As you will be observed, interviewed and recorded, the participation is not 100% anonymous. Nevertheless, confidentiality is still very important in this study. The reporting of data will be done anonymously and confidentially. The recording and any document will be stored and secured on personal laptop/desktop and they will be password protected so that they cannot be accessed by anyone else. Your name and the names of anyone else you mention (such as students, colleagues and the administrators) will be changed in any written documents, as will any other details by which you could be identified. In short, your identity will be anonymised. Information will be kept safe in line with UK laws (the Data Protection Act), University of Southampton policy and also the Malaysia guidelines and procedures for undertaking research by Economic Planning Unit, Prime Minister's Department Malaysia. However, as the study involves focus-group interview, full anonymity and confidentiality is not guaranteed. I will try my best to encourage all the participants in focus-group interview to respect each other and maintain the anonymity and confidentiality.

What happens if I change my mind?

You have the right to withdraw before the interviews take place and this will not have an effect on any of your rights. (You are, therefore, not to withdraw during the interviews).

What happens if something goes wrong?

If you have any concerns or complaints about how this research is conducted, you may contact:

Head of Research and Governance
University of Southampton, UK
+44 (0) 2380 595058
rgoinfo@soton.ac.uk

If you would prefer to speak with someone directly in Malaysia in order to raise your concerns, you can contact:

The Director of Malaysian Development Institute,
Economic Planning Unit,
Prime Minister's Department,
Level 4, Block B5, Parcel B,
Federal Government Administrative Centre, 62502 Putrajaya
(For Pn. Munirah Abd Manan)
Telephone number: 603-8872 5281 / 603-8872 5272
Fax number: 603-8888 3961
E-mail: oridb@epu.gov.my

Where can I get more information?

If you have any further questions once you have read this information sheet, please get in touch with me using the following details:

Rosmalily binti Salleh
School of Education,
University of Southampton, UK
Telephone number: +44 7729073723 / +60 125635830
E-mail: rs14g15@soton.ac.uk

If you would like any help finding out more about the research, please get in touch with:

Dr Kiki Messiou
University of Southampton, UK
k.messiou@soton.ac.uk
or
Dr John Woollard
University of Southampton, UK
J.Woollard@soton.ac.uk

R.1 Participation Information Sheet for Teachers (Malay language)

LEMBARAN MAKLUMAT RESPONDEN

Tajuk Kajian: Teachers' views about school-based professional development for promoting inclusive education in Malaysia's primary schools

Nama Penyelidik: ROSMALILY BINTI SALLEH

No Rujukan Etika: 29142

Tarikh : 28/6/2017

Sila baca maklumat ini dengan teliti sebelum membuat keputusan untuk mengambil bahagian dalam kajian ini. Jika anda berpuas hati untuk menyertai anda akan diminta untuk menandatangani borang persetujuan.

Apakah kajian penyelidikan ini??

Tujuan kajian ini adalah untuk meninjau pendapat dan perspektif guru-guru dalam perkhidmatan tentang pembangunan profesional berterusan yang diperlukan oleh mereka dalam menjayakan program pendidikan inklusif bagi **semua murid** di sekolah-sekolah kebangsaan dengan dan tanpa Program Pendidikan Khas Integrasi (PPKI) di Malaysia.

Saya adalah seorang pelajar peringkat Kedoktoran di Universiti Southampton, UK. Saya berminat untuk mengkaji tentang pembelajaran, latihan, dan pembangunan profesional berterusan berasaskan sekolah guru berkaitan pendidikan inklusif semua murid. Fokus saya meliputi bagaimana guru membangun bagi membolehkan mereka bergerak ke hadapan dan menyahut saranan pendidikan inklusif oleh kerajaan serta pembangunan profesional berterusan berasaskan sekolah. Dapatan kajian dapat membantu memahami keperluan guru bagi memastikan kejayaan pendidikan inklusif di peringkat pendidikan rendah di Malaysia. Pendidikan inklusif yang dimaksudkan di dalam konteks kajian luas meliputi semua murid tanpa mengira perbezaan agama, jantina, ras, latar belakang sosio-ekonomi dan kebolehan.

Mengapa saya dipilih?

Anda telah dipilih sebagai responden yang berpengetahuan dan berpengalaman dalam bidang anda. Anda juga berpengalaman mengajar di peringkat sekolah rendah. Saya percaya bahawa anda mempunyai banyak pengetahuan dan pandangan mengenai topik kajian untuk dikongsi dan disuarakan. Perspektif dan pengetahuan anda dihormati dan akan diberi keutamaan untuk tujuan akademik. Kesanggupan anda untuk mengambil bahagian dalam kajian ini diharapkan akan menggalakkan guru-guru lain serta mempromosi kepentingan topik dan tren semasa pendidikan inklusif dan pembangunan profesional berterusan di Malaysia seperti yang digariskan di dalam Pelan Pembangunan Pendidikan Malaysia. Hasil kajian akan memberi manfaat dan dan memaklumkan Kementerian Pendidikan dalam merancang program latihan untuk guru-guru dalam perkhidmatan dan menyumbang kepada pendidikan guru untuk guru-guru pra-perkhidmatan. Ianya juga akan bertindak sebagai panduan bagi guru-guru mengenalpasti keperluan pembelajaran dan pembangunan professional berterusan berkaitan amalan pendidikan inklusif mereka.

Apa yang akan berlaku kepada saya jika saya mengambil bahagian?

Anda mempunyai tiga pilihan dalam mengambil bahagian di dalam kajian ini. Samada anda bersetuju untuk mengambil bahagian dalam pemerhatian bilik darjah dan temubual secara individu atau temubual di dalam kumpulan atau dalam semua aktiviti. Walaubagaimanapun, anda dijemput untuk mengambil bahagian dalam semua aktiviti. Jika anda bersetuju untuk mengambil bahagian dan memberi keizinan untuk pemerhatian, anda juga akan ditemubual. Ini kerana peserta yang sama diperlukan untuk pemerhatian dan temu bual individu. Jika anda lebih gemar untuk ditemubual di dalam kumpulan, anda boleh hanya mengambil bahagian dalam temu bual kumpulan fokus. Tidak kira kaedah/aktiviti, jika anda secara sukarela mengambil bahagian dalam kajian ini dan memberi keizinan, kita akan berhubung atau bertemu pada masa yang sesuai bagi anda, di sekolah, pada waktu petang mengikut selesaan anda. Kita akan bertemu secara ringkas untuk berbincang mengenai hari dan masa yang sesuai untuk pemerhatian bilik darjah atau temu bual. Untuk pemerhatian bilik darjah, pemerhatian melibatkan tiga kali aktiviti pengajaran dan pembelajaran di dalam bilik darjah pilihan anda. Tempoh pemerhatian akan bergantung kepada tempoh pilihan anda (tempoh pengajaran 30 minit atau dua tempoh pelajaran- satu jam). Fokus pemerhatian adalah amalan inklusif anda

Appendix R

termasuk sikap dan respon anda terhadap semua murid di dalam kelas tersebut.

Pemerhatian di kelas akan dilakukan sebelum sebelum temubual individu.

Pertemuan seterusnya adalah untuk temubual individu. Perbincangan mengenai pengalaman dan pendapat anda terhadap pendidikan inklusif dan pembangunan profesional berterusan berasaskan sekolah akan berlangsung sehingga satu jam. Jika anda bersetuju untuk mengambil bahagian dalam Temubual Kumpulan Fokus, anda akan berada sama ada di dalam Kumpulan 1 atau Kumpulan 2. Kumpulan 1 terdiri daripada guru-guru yang mengajar mata pelajaran teras contohnya Bahasa Melayu, Matematik dan Bahasa Inggeris. Jika anda mengajar mata pelajaran wajib seperti Moral, Pendidikan Jasmani dan Seni Visual, anda akan berada dalam Kumpulan 2. Untuk temu bual kumpulan fokus, anda dan peserta lain dalam kumpulan itu akan melibatkan diri dalam aktiviti kumpulan dan perbincangan berhubung dengan pendidikan inklusif dan pembangunan profesional berterusan berasaskan sekolah. Sesi ini akan berlangsung hingga 90 minit.

Pemerhatian bilik darjah akan dirakam dengan perakam video. Perakam suara digital juga akan digunakan selain daripada perakam video untuk temubual. Jika anda memilih untuk tidak dirakam dengan menggunakan video, sila maklumkan kepada saya. Kita hanya akan menggunakan perakam suara digital. Ia akan menjadi lebih mudah dan lebih cepat untuk berkomunikasi melalui telefon atau WhatsApp. Untuk tujuan itu, anda perlu memberikan nombor telefon bimbit anda. Jika anda enggan berkongsi nombor telefon anda, perhubungan alternatif yang boleh digunakan adalah emel. Maklumat berkenaan adalah seperti di bawah. Saya akan mewujudkan kumpulan WhatsApp bagi komunikasi yang lebih pantas dan lebih mudah untuk para responden dalam kumpulan fokus. Ia dapat membantu untuk memilih tarikh dan masa dan mendapat persetujuan semua responden di dalam kumpulan berkenaan. Anda tidak akan menanggung sebarang kos untuk melibatkan diri di dalam kajian ini. Kemungkinan susulan temu bual diperlukan untuk mendapatkan maklumat lanjut serta penjelasan mengenai maklumat yang anda berikan. Jika ini berlaku, peserta untuk temubual kumpulan fokus, akan ditemubual secara individu, bukan di dalam kumpulan.

Adakah terdapat apa-apa faedah dalam mengambil bahagian saya? (Merujuk kepada 'Participant Information Sheet Version 2', bertarikh 17/07/2017)

Adalah diharapkan dengan mengambil bahagian dalam kajian ini, anda akan mendapat satu pengalaman yang menarik dan berharga. Ia juga boleh dilihat sebagai platform untuk berbincang dan menyuarakan pandangan anda tentang keperluan latihan dalam membangun secara peribadi dan professional serta membantu anda dalam tugas harian. Kajian ini mungkin akan membantu anda untuk lebih memahami pendidikan inklusif dan latihan berterusan yang anda perlukan. Hasil kajian ini juga mungkin berguna kepada pembuat dasar dan polisi yang bertanggungjawab dalam meningkatkan program latihan untuk guru-guru berhubung dengan pendidikan inklusif. Ia juga boleh digunakan sebagai garis panduan bagi guru dalam mengenal pasti keperluan pembelajaran dan pembangunan profesional mereka. Dapatan juga mungkin dapat membantu pihak sekolah dalam menyarankan topik atau bidang utk aktiviti/program LADAP berkenaan pendidikan inklusif. Penyelidikan mengenai pembangunan profesional berterusan atau pendidikan guru dan latihan mengenai pendidikan inklusif sangat jarang dan terhad di Malaysia. Tidak ada kajian yang dapat dikenal pasti yang mengambil kira pengalaman dan perspektif guru terhadap pembangunan profesional berterusan mereka sendiri untuk memastikan kejayaan pelaksanaan pendidikan inklusif di Malaysia.

Adakah terdapat apa-apa risiko yang terlibat?

Tiada risiko sebenar untuk terlibat dalam kajian ini dan anda tidak diwajibkan untuk bercerita atau berkongsi sebarang isu atau maklumat yang tidak selesa bagi anda.

Adakah penyertaan saya sulit dan rahsia?

Oleh kerana anda akan diperhatikan, ditemu bual dan direkodkan, penyertaan anda tidak 100% menjadi rahsia. Walau bagaimanapun, kerahsiaan adalah sangat penting dalam kajian ini. Pelaporan data akan dilakukan tanpa nama dan sulit. Rakaman dan apa-apa dokumen akan disimpan di dalam komputer peribadi / komputer meja peribadi dan dilindungi dengan kata laluan untuk mengelakkan akses kepada individu selain daripada penyelidik. Nama anda dan nama-nama sesiapa sahaja yang anda sebut (seperti murid, rakan guru dan pentadbir) akan berubah dalam mana-mana dokumen bertulis, begitu juga apa-apa maklumat lain. Dengan kata lain, nama akan disamarkan supaya identiti anda menjadi rahsia. Maklumat akan disimpan selaras dengan undang-undang UK (Akta Perlindungan Data), University of Southampton, dasar dan juga garis panduan

Appendix R

Malaysia dan prosedur untuk menjalankan penyelidikan oleh Unit Perancang Ekonomi, Jabatan Perdana Menteri Malaysia.

Apakah yang akan berlaku jika saya berubah fikiran?

Anda mempunyai hak untuk menarik diri sebelum temubual dijalankan dan ini tidak akan mempunyai kesan ke atas mana-mana hak-hak anda.

Apakah yang akan berlaku jika masalah timbul?

Jika anda mempunyai sebarang masalah atau aduan tentang bagaimana kajian ini dijalankan, anda boleh menghubungi:

Head of Research and Governance
University of Southampton, UK
+44 (0) 2380 595058
rgoinfo@soton.ac.uk

Jika anda lebih gemar untuk berkomunikasi secara langsung dengan pegawai di Malaysia untuk menyuarakan kebimbangan anda, anda boleh menghubungi:

The Director of Malaysian Development Institute,
Economic Planning Unit,
Prime Minister's Department,
Level 4, Block B5, Parcel B,
Federal Government Administrative Centre, 62502 Putrajaya
(For Pn. Munirah Abd Manan)
Telephone number: 603-8872 5281 / 603-8872 5272
Fax number: 603-8888 3961
E-mail: oridb@epu.gov.my

Di mana saya boleh mendapatkan maklumat lanjut?

Jika anda mempunyai sebarang pertanyaan lanjut setelah membaca lembaran maklumat ini, sila berhubung dengan saya seperti maklumat di bawah:

Rosmalily binti Salleh
School of Education,
University of Southampton, UK
Telephone number: +44 7729073723 / +60 125635830
E-mail: rs14g15@soton.ac.uk

Jika anda ingin sebarang bantuan untuk mengetahui dengan lebih lanjut mengenai penyelidikan ini, sila berhubung dengan:

Dr Kiki Messiou
University of Southampton, UK
k.messiou@soton.ac.uk

or

Dr John Woollard
University of Southampton, UK
J.Woollard@soton.ac.uk

Appendix S Participant Attributes

	Participants' Name	Age (Years)	Ethnicity	Gender	Method	Option	Qualification	School	Specialisation	Experience (Years)
1	AZAM	51 to 60	Malay	Male	FG	Core	Diploma	2	Special Education	16 to 20
2	BADI	41 to 50	Malay	Male	FG	Core	Diploma	2	Mainstream	16 to 20
3	IRA	41 to 50	Malay	Female	FG	Core	Diploma	2	Special Education	16 to 20
4	NAJI	31 to 40	Malay	Male	FG	Core	Diploma	2	Mainstream	11 to 15
5	NURUL	21 to 30	Malay	Male	FG	Core	Degree	2	Mainstream	6 to 10
6	SOFIA	31 to 40	Malay	Female	FG	Core	Master	2	Mainstream	6 to 10
7	WADI	31 to 40	Malay	Male	FG	Core	GDT	2	Mainstream	6 to 10
8	ABU	31 to 40	Malay	Male	FG	Others	Master	3	Special Education	6 to 10
9	FISAM	31 to 40	Malay	Male	FG	Others	Degree	3	Special Education	6 to 10
10	HALI	41 to 50	Malay	Female	FG	Others	GDT	3	Mainstream	16 to 20

	Participants' Name	Age (Years)	Ethnicity	Gender	Method	Option	Qualification	School	Specialisation	Experience (Years)
11	ESAH	31 to 40	Malay	Female	II	Others	Degree	3	Special Education	6 to 10
12	RANI	41 to 50	Indian	Female	FG	Others	GDT	3	Mainstream	11 to 15
13	CUIFEN	51 to 60	Chinese	Female	FG	Core	GDT	1	Mainstream	26 to 30
14	HAS	51 to 60	Malay	Female	FG	Core	GDT	1	Special Education	21 to 25
15	KASIH	41 to 50	Malay	Female	FG	Core	GDT	1	Mainstream	11 to 15
16	LINA	31 to 40	Malay	Male	FG	Core	GDT	1	Mainstream	11 to 15
17	IZZ	31 to 40	Malay	Female	FG	Core	Degree	1	Special Education	6 to 10
18	AINI	41 to 50	Malay	Female	FG	Core	Degree	1	Mainstream	6 to 10
19	YANA	31 to 40	Malay	Female	FG	Core	Degree	1	Mainstream	6 to 10
20	AFIA	41 to 50	Malay	Female	FG	Core	GDT	1	Mainstream	11 to 15
21	ASYR	31 to 40	Malay	Female	FG	Others	Degree	1	Mainstream	6 to 10
22	FARA	41 to 50	Malay	Female	FG	Others	Diploma	1	Mainstream	16 to 20

	Participants' Name	Age (Years)	Ethnicity	Gender	Method	Option	Qualification	School	Specialisation	Experience (Years)
23	NORM	41 to 50	Malay	Female	II	Others	GDT	1	Mainstream	16 to 20
24	QAWI	21 to 30	Malay	Male	FG	Others	Degree	1	Special Education	6 to 10
25	REJA	31 to 40	Malay	Female	FG	Others	Degree	1	Mainstream	6 to 10
26	AQIL	31 to 40	Malay	Male	II	Core	Master	3	Mainstream	11 to 15
27	SAM	31 to 40	Malay	Male	II	Core	GDT	3	Mainstream	11 to 15
28	ADAM	21 to 30	Malay	Male	II	Core	Degree	1	Mainstream	1 to 5
29	TUAH	41 to 50	Malay	Male	II	Core	GDT	1	Special Education	16 to 20
30	MURNI	31 to 40	Malay	Female	II	Core	GDT	1	Mainstream	11 to 15
31	TANVI	31 to 40	Indian	Female	II	Core	GDT	1	Mainstream	11 to 15
32	HANA	51 to 60	Malay	Female	II	Core	GDT	1	Mainstream	26 to 30
33	NAILA	41 to 50	Malay	Female	II	Core	GDT	1	Mainstream	21 to 25
34	REZA	31 to 40	Malay	Male	II	Core	GDT	1	Mainstream	11 to 15

	Participants' Name	Age (Years)	Ethnicity	Gender	Method	Option	Qualification	School	Specialisation	Experience (Years)
35	RAHA	51 to 60	Malay	Female	II	Core	Diploma	1	Mainstream	26 to 30
36	SOFIA	21 to 30	Malay	Female	II	Core	GDT	1	Mainstream	11 to 15
37	YAQEEN	51 to 60	Malay	Male	II	core	GDT	1	Mainstream	26 to 30
38	ZIQRI	31 to 40	Malay	Male	II	Others	Master	1	Mainstream	6 to 10
39	ANUSHA	51 to 60	Indian	Female	FG	Core	Diploma	5	Mainstream	26 to 30
40	FUAD	31 to 40	Malay	Male	FG	Core	Degree	5	Mainstream	6 to 10
41	KAFEI	41 to 50	Chinese	Female	FG	Core	GDT	5	Mainstream	16 to 20
42	NAZRA	41 to 50	Malay	Female	FG	Core	GDT	5	Mainstream	21 to 25
43	NURIN	41 to 50	Malay	Female	FG	Core	Degree	5	Mainstream	11 to 15
44	ZIE	41 to 50	Malay	Female	FG	Core	GDT	5	Mainstream	6 to 10
45	ZARA	41 to 50	Malay	Female	FG	Core	GDT	5	Mainstream	21 to 25
46	UMA	41 to 50	Indian	Female	FG	Others	GDT	5	Mainstream	16 to 20

	Participants' Name	Age (Years)	Ethnicity	Gender	Method	Option	Qualification	School	Specialisation	Experience (Years)
47	NORA	41 to 50	Malay	Female	FG	Others	GDT	5	Mainstream	16 to 20
48	NILA	31 to 40	Malay	Female	FG	Others	Degree	5	Mainstream	6 to 10
49	FANG	31 to 40	Chinese	Female	FG	Others	Degree	5	Mainstream	6 to 10
50	YANTI	41 to 50	Malay	Female	FG	Others	GDT	5	Mainstream	11 to 15
51	DAXIA	31 to 40	Chinese	Male	FG	Others	Degree	5	Mainstream	11 to 15
52	MEGHA	31 to 40	Indian	Female	FG	Others	Master	4	Mainstream	6 to 10
53	HIRA	31 to 40	Malay	Female	FG	Others	GDT	4	Mainstream	6 to 10
54	NOR	31 to 40	Malay	Female	FG	Others	GDT	4	Mainstream	6 to 10
55	JIA	31 to 40	Chinese	Female	FG	Others	Degree	4	Mainstream	6 to 10
56	SULI	31 to 40	Malay	Female	FG	Others	GDT	4	Mainstream	11 to 15
57	YARA	41 to 50	Malay	Female	FG	Others	GDT	4	Mainstream	16 to 20
58	ZANIA	41 to 50	Malay	Male	FG	Others	GDT	4	Mainstream	16 to 20

	Participants' Name	Age (Years)	Ethnicity	Gender	Method	Option	Qualification	School	Specialisation	Experience (Years)
59	KHRISHNA	41 to 50	Indian	Female	FG	Core	GDT	4	Mainstream	21 to 25
60	LENA	41 to 50	Malay	Female	FG	Core	Diploma	4	Mainstream	16 to 20
61	LINA	31 to 40	Malay	Female	FG	Core	GDT	4	Mainstream	11 to 15
62	SURIA	41 to 50	Malay	Female	FG	Core	Degree	4	Mainstream	16 to 20
63	YONG	41 to 50	Malay	Female	FG	Core	GDT	4	Mainstream	6 to 10
64	ZARA	41 to 50	Malay	Female	FG	Core	GDT	4	Mainstream	16 to 20
65	INA	31 to 40	Malay	Female	II	Core	Degree	5	Mainstream	6 to 10
66	KYDA	31 to 40	Malay	Female	II	Core	GDT	5	Mainstream	11 to 15
67	NUR	31 to 40	Malay	Female	II	Core	Degree	5	Mainstream	6 to 10
68	RUFQA	51 to 60	Malay	Female	II	Others	GDT	5	Mainstream	31 to 35
69	REJA	31 to 40	Malay	Female	II	Others	Degree	5	Mainstream	6 to 10
70	YONG	41 to 50	Malay	Female	II	Core	GDT	5	Mainstream	16 to 20

	Participants' Name	Age (Years)	Ethnicity	Gender	Method	Option	Qualification	School	Specialisation	Experience (Years)
71	IDA	31 to 40	Malay	Female	II	Core	Degree	4	Mainstream	6 to 10
72	MIA	41 to 50	Malay	Female	II	Core	GDT	4	Mainstream	21 to 25
73	ROSIE	51 to 60	Malay	Female	II	Core	GDT	4	Mainstream	16 to 20
74	ROSNAH	51 to 60	Malay	Female	II	Others	GDT	4	Mainstream	31 to 35
75	SAFA	51 to 60	Malay	Female	II	Core	GDT	4	Mainstream	21 to 25
76	WANA	31 to 40	Malay	Female	II	Core	Degree	4	Mainstream	11 to 15

Note:

1. Teachers' role

	Headteacher
	Normal teacher
	Senior Assistant

2. GDT – teachers undergone the part-time programme to complete their Bachelor degree; *Program Pensiswazahan Guru* (See section 5.2).

Appendix T Classroom Observation Guide

OBSERVATION GUIDE

Title: Teachers' views about school-based professional development for promoting inclusive education in Malaysia's primary schools

Complete section A – C before observation period commences.

A. Background

School:

Day: Date:

Venue: Time:End:.....

Participant: No of pupils:

Availability of pupils with SEN: Yes / No

If Yes, detail of pupil:

1. (specific category)

2.

B. Physical Amenities and Environment (Please tick and note where necessary)

Light, fan, air-conditioner	
Whiteboard and blackboard	
Noticeboard	
LCD projector	
Desks and chairs for pupils and teacher	
Other furniture and equipment	
Location of classroom	
Classroom size	
Paint or colour of the classroom	
Windows and doors	
Curtain	
What information is displayed?	
Overall first impression (note any danger or risk to the pupils and even teacher)	

Appendix T

Seating arrangement (draw)	
----------------------------	--

C. Plans for teaching and learning activity period being observed

Type of activity	Mainly structured/ Mainly unstructured / Combination
Nature of activity/ies	
If structure activities planned: Purpose/format (Topic to cover)	
Other context notes (for example: weather, what has happened beforehand, etc.)	

Complete section D – H during observation period.

D. Human Setting

Age of the pupils	
Gender	
Ethnicity	
Number of pupils	
Able/disabled pupils	

E. Activity

Nature of activity/ies (What happens)	
Type of activity	
Equipment, teaching and learning aids used	
How /when pupils engage in the activity	
When self/teacher/peer led	

F. The Interactional Setting

Between pupils and teacher	
Between pupil and peers	
Specific case	

G. Closing

What happens?	
---------------	--

H. Post Observation Perceptions

Did actual activity differs from any plan? Why?	
--	--

Researcher perception	
-----------------------	--

I. Any Other Post Observation Notes

--

Note:

Research Questions:

- How do in-service primary school teachers view inclusive education and what influences their views?
- What makes school-based CPD helpful for teachers to promote inclusive education?
- What do teachers require from the school-based CPD to enhance their inclusive practices?

Appendix U Individual Interview

Document for Data Collection



ROSMALILY BINTI SALLEH

INDIVIDUAL INTERVIEW QUESTION SET

Title:

Teachers' views about school-based professional development for promoting inclusive education in Malaysia's primary schools

Day:

Date:

Time:

Participant ID:

Contact Information

Name of school:

Name of teacher:

Gender:

Ethnicity:

Qualification:

Years of teaching experience:

Email address:

Phone number:

RESEARCH QUESTIONS:

- What are the in-service primary school teachers' views about inclusive education?
- What makes school-based CPD helpful for teachers to promote inclusive education?
- What do teachers require from the school-based CPD to enhance their inclusive practices?

Notes: Justifying the questions in purple.

Questions

- | |
|--|
| 1. What do you understand with the term 'inclusive education'?
<i>Apa yang anda faham dengan terminologi/istilah 'pendidikan inklusif'?</i> |
| |

<p>2. What do you think of the Ministry's Vision on inclusive education and school-based CPD as highlighted in the Malaysian Education Blueprint 2013–2015? <i>Apa pendapat anda tentang visi Kementerian mengenai pendidikan inklusif dan pembangunan profesional berterusan berasaskan sekolah seperti yang digariskan di dalam Pelan Pembangunan Tindakan Malaysia 2013–2025?</i></p> <p>Relating to their views. A short description about the Vision quoting the exact page number from the blueprint is prepared in case that teachers do not know about it/to remind teachers about it.</p>
<p>3. How do you ensure full participation and achievement of the pupils in your class? <i>Bagaimana anda memastikan penglibatan dan pencapaian semua murid di dalam kelas?</i></p> <p>Relating to their views – reflecting their actions; teaching practice.</p>
<p>4. I notice in your lesson.....Can you explain...? (Referring to the previous classroom observation) <i>Saya perasan dalam aktiviti PdP....Boleh anda jelaskan.....? (Merujuk kepada pemerhatian aktiviti PdP).</i></p> <p>Relating to their views – reflecting on their actions; teaching practice</p>

Appendix T

<p>5. How did the school-based CPD activities affect you as teachers? <i>Bagaimana LADAP mempengaruhi anda sebagai seorang guru?</i></p> <p>Relating to changes in terms of teachers' attitudes and beliefs, knowledge and understanding, teaching practice and motivation to learn in relation to pupils' learning.</p>
<p>6. How has your teaching practice evolved and changed with the courses/training that you have attended/undergone in the LADAP (school-based CPD programmes)? <i>Bagaimana amalan pengajaran dan pembelajaran anda berubah selepas menghadiri LADAP?</i></p>
<p>7. What do you consider as your own CPD needs to develop and assist you in promoting inclusive education? <i>Apakah yang anda fikir menjadi keperluan pembangunan professional berterusan anda yang membantu anda dalam menjayakan pendidikan inklusif?</i></p>

Note: The row size is bigger for the field work.

Appendix V Procedure and Script for Individual Interview

PROCEDURE AND SCRIPT FOR INDIVIDUAL INTERVIEW

Title: Teachers' views about school-based professional development for promoting inclusive education in Malaysia's primary schools

Note:

1. All participants will be given a copy of the information sheet to read themselves or to take with them should they wish someone to help them read it later.
2. The participant information script will be read at the beginning of all interviews to ensure that all participants, irrespective of literacy, have understood the information contained in the information sheet.
3. a) Those participants who can give written consent will be asked to complete the consent form before the interview begins.
b) Those participants who prefer to consent verbally will be read the consent statements at the end of the script, and their response will be audio recorded before the interview commences.

Good My name is Rosmalily binti Salleh. I am a research student at the University of Southampton, undertaking a doctorate degree in Education. I would like to offer my appreciation for your willingness to be interviewed to help me understand the issues about in-service teachers' professional development. Thank you very much; I am very grateful for your offer of help. I would like to give you a few more detail about the study. If you are happy to continue after the explanation, I will ask you either to complete a consent form or to give your agreement verbally, which I will record. Please feel free to ask any questions you have as I go through the information, or once I have finished.

To do this research, I have obtained ethical approval from the University of Southampton and the Economic Planning Unit (EPU) from the Malaysia Prime Minister's Department.

Appendix U

The title of this study is 'Teachers' views about school-based professional development for promoting inclusive education in Malaysia's primary schools'.

The participants for the study are the in-service teachers in National primary schools. The focus of my research is to elicit the views of teachers concerning their school-based continuing professional development (CPD) activities also known as in-service school-based training programme – *Latihan Dalam Perkhidmatan (LADAP/LDP)*, trainings, courses, etc. and inclusive education. I am interested to understand the views of teachers about their CPD needs that they think will assist them in practising inclusive education. I am also interested in opinions about government education policies related to inclusive education and professional development policy. Your views about CPD that assist in practising inclusive education based on your experience are sought. Thus, there are no right or wrong answers to any of my questions. Please feel free to be honest and critical as everything you tell me is strictly confidential.

The interview will last to an hour; if the time is running short it may be necessary to interrupt you to complete the questions. I believe that you have many valuable inputs to the study, and I hope you would agree for me to interview you again to seek clarification for any responses that I might find confusing or lacking after this session.

To facilitate my note taking, I would like to audio and video tape our conversation today. For your information, only the researcher will be privy to the tapes, which will be securely stored after they are transcribed. I would appreciate if you sign the consent form. Your name or anyone that you have mentioned in the conversation will be changed as well as details that could associate with your identity. Essentially, the document states that: (1) all information will be held confidential, (2) your participation is voluntary, and you may stop at any time if you feel uncomfortable, and (3) I do not intend to inflict any harm.

I hope that you will find taking part an interesting experience. The results of this research may be useful to education professionals who want to improve their knowledge, teacher trainers or even policy-makers in designing the training programme for teachers. There is very little research that explores the views and experiences of teachers about their own professional needs and development relating to inclusive education nationally, so by taking part you will be helping teachers' voices be heard in academic research.

You are not obliged to talk about any experiences you feel uncomfortable discussing or find distressing. Please let me know if you want to take a break at any time. Anything you do say will be kept confidential, unless you say something that concerns me. If that does happen, I will let you know and we can discuss what course of action, we take. You have the right to withdraw at any time and this will not influence any of your rights.

If you have any question or are unhappy about any aspect of this project, please do discuss it with me. My details are on the Participant Information Sheet I have given you (INDICATE). If you would prefer to make a complaint, there are details of which you can contact on the Participant Information Sheet I have given you (INDICATE). The main point of contact for you in Malaysia is Pn Munirah Abd Manan from the EPU who you can contact using the details on your information sheet (INDICATE).

Thank you again for your agreeing to take part. Do you have any questions before we begin? Are you happy to continue with the interview?

Consent Statement

I am going to read you three statements. If you agree, please say so at the end of each statement.

1. I have heard and understood all the information about the research, and I have had the opportunity to ask questions about the study.
2. I agree to take part in this research and agree for my data to be used for the purpose of this study.
3. I understand my participation is voluntary and I may withdraw at any time without my legal rights being affected.

Please put your signature on the Consent Form given.

Thank you again for your time and contribution.

Appendix W Interviewing Time

INDIVIDUAL INTERVIEW

	SCHOOL	PARTICIPANT NAME	INTERVIEW DATE	INTERVIEW TIME	DURATION (Minute)
1	S1	AZIM	24 Nov 2017	1130am-1235pm	65 mins
2		YUSOF	28 Nov 2017	1500-1656pm	116 mins
3		LAVA	25 Oct 2017	0940-1040am	60 mins
4		MIM	21 Sept 2017	1050-1156am	66 mins
5		NORI	12 Sept 2017	1235-1341pm	66 mins
6		EDDY	29 Sept 2017	1135-1248pm	73 mins
7		ELI	24 Nov 2017	1000-1110am	70 mins
8		RIZAL	21 Sept 2017	1250-1350pm	60 mins
9		RUBI	13 Sept 2017	1240-1430pm	100 mins
10		SITI	12 Sept 2017	0910-1014am	64 mins
11		ZIKIR	15 Nov 2017	1245-1350pm	65 mins
12	S3	EDI	22 Dec 2017	0900-0940am	40mins
13		SHAM	15 Nov 2017	1600-1700pm	70mins
14	S4	ILA	29 Sept 2017	0915-1020am	75 mins
15		LIA	10 Oct 2017	1045am-1222pm	104 mins
16		ROSHI	02 Nov 2017	1010-1110am	60 mins
17		ROSI	05 Oct 2017	1150am-1253pm	63 mins
18		SARI	02 Nov 2017	1130am-1230pm	60 mins
19		WANI	06 Oct 2017	0930-1030am	60 mins
20		NORA			
21	S5	RAFIAH	06 Dec 2017	1000-1136am	96 mins
22		IMA	20 Nov 2017	1000-1122am	82 mins
23		KIAH	21 Nov 2017	1135am-1245pm	70 mins
24		NUR	17 Nov 2017	1110am-1215pm	65 mins
25		ROS	20 Nov 2017	1220-1320pm	60 mins
26		YAN	05 Nov 2017	1000-1100am	60 mins

FOCUS GROUP INTERVIEW

	SCHOOL	FOCUS GROUP	INTERVIEW DATE	INTERVIEW TIME	DURATION
1	S 1	FG a	23 Oct 2017	1230-1414pm	104 mins
2		FG b	25 Oct 2017	1230-1403pm	93 mins
3	S 2	FG a	12 Oct 2017	1306-1436pm	90 mins
4	S 3	FG a	27 Nov 2017	1300-1445pm	105 mins
5	S 4	FG a	04 Oct 2017	1315-1454pm	99 mins
6		FG b	05 Oct 2017	1300-1430pm	90 mins
7	S 5	FG a	08 Nov 2017	1300-1510pm	120 mins
8		FG b	10 Oct 2017	1330-1430pm	90 mins

Note: Nora was interviewed on 6 October 2017 but with no audio record. Therefore, not counted for data analysis.

Appendix X Participant Demographic Form for Focus Group



FOCUS GROUP INTERVIEW PARTICIPANT DEMOGRAPHICS

Title:

Teachers' views about school-based professional development for promoting inclusive education in Malaysia's primary schools

Name:

Focus Group Participant Demographics	
<p>What is your stream?</p> <p><input type="radio"/> Mainstream</p> <p><input type="radio"/> Special Education Integration Programme (SEIP)</p> <p><input type="radio"/> Mainstream Preschool</p> <p><input type="radio"/> Preschool SEIP</p>	<p>What is your option/major?</p> <p><input type="radio"/> Core Subjects</p> <p><input type="radio"/> Compulsory Subjects</p> <p><input type="radio"/> Additional Subjects</p> <p>Please state: _____</p>
<p>Years of teaching experience:</p> <p><input type="radio"/> 0 to 5 years</p> <p><input type="radio"/> 6 to 10 years</p> <p><input type="radio"/> 11 to 15 years</p> <p><input type="radio"/> 16 to 20 years</p> <p>If more, please state: _____</p>	<p>Highest academic qualification:</p> <p><input type="radio"/> Certificate</p> <p><input type="radio"/> Diploma</p> <p><input type="radio"/> Bachelor</p> <p><input type="radio"/> Master</p> <p>If higher, please state: _____</p>
<p>Your age:</p> <p><input type="radio"/> 20 to 30 years</p> <p><input type="radio"/> 31 to 40 years</p> <p><input type="radio"/> 41 to 50 years</p> <p><input type="radio"/> 51 to 60 years</p>	<p>Your gender:</p> <p><input type="radio"/> Male</p> <p><input type="radio"/> Female</p>
<p>Your ethnicity:</p> <p><input type="radio"/> Malay <input type="radio"/> Chinese <input type="radio"/> Indian</p> <p>Other, please state: _____</p>	

Note: Form to be completed before the focus group interview.

Appendix Y Guide for the Focus-Group Interview

Title:

Teachers' views about school-based professional development for promoting inclusive education in Malaysia's primary schools

Note:

1. All participants will be given a copy of the information sheet to read themselves or to take with them should they wish someone to help them read it later.
2. The participant information script will be read at the beginning of all interviews to ensure that all participants, irrespective of literacy, have understood the information contained in the information sheet.
3. a) Those participants who can give written consent will be asked to complete the consent form before the interview begins.
b) Those participants who prefer to consent verbally will be read the consent statements at the end of the script, and their response will be audio recorded before the interview begins.

Logistics : Day Date

Time..... Venue

School

Research goals:

1. Elicit teachers' views on inclusive education
2. Elicit teachers' views on school-based continuing professional development, CPD in relation to inclusive education
3. Elicit teachers' views on CPD that assist them in practising inclusive education

Participant profile: Group 1 and Group 2

Topics to cover:

1. Participants' belief, attitudes, knowledge, skills and experience about inclusive education
2. Participants' knowledge and experience about school-based CPD
3. Participants' opinion on government policy/plan about inclusive education and school-based CPD
4. Participants' hardship or challenges faced for inclusive practice
5. Participants' commitment, self-regulation and inspiration towards inclusive education and continuous learning and development
6. Participants views on CPD that assist them in practising inclusive education

Research Questions

- What are the in-service primary school teachers’ views about inclusive education and what influences their views?
- What makes school-based CPD helpful for teachers in order to promote inclusive education?
- What do teachers require from the school-based CPD to enhance their inclusive practices?

Nature of focus-group activities: Brainstorming and discussion

Materials : A4 paper, pen, marker pen and mahjong paper

Timing guidelines for activities:

	Activities/Topics	Time (minutes)
1	Introduction	5
2	Brainstorming and Discussion Inclusive education Question 1 What do you understand with the term ‘inclusive education’? <i>Apa yang anda faham dengan terminologi/istilah ‘pendidikan inklusif’?</i>	10
3	Brainstorming and Discussion Inclusive education – government’s Vision Question 2 What do you think of the Ministry’s Vision on inclusive education and school-based CPD as highlighted in the Malaysian Education Blueprint 2013-2015? <i>Apa pendapat anda tentang visi Kementerian mengenai pendidikan inklusif dan pembangunan profesional berterusan berasaskan sekolah seperti yang digariskan di dalam Pelan Pembangunan Tindakan Malaysia 2013-2025?</i>	5

4	<p>Write on piece of paper, change and discuss Inclusive practice and inclusive education at school</p> <p>Question 3 How is inclusive education being practised at this school? <i>Bagaimanakah program pendidikan inklusif di laksanakan di sekolah ini?</i></p>	5
5	<p>Discuss, write on mahjong paper Challenges – focus on inclusive practice</p> <p>Question 4 What are the challenges or problems you face for inclusive practice in the classrooms? <i>Apakah cabaran atau masalah yang anda hadapi dalam amalan inklusif di dalam bilik darjah/kelas?</i></p>	20
6	<p>Discuss, write on mahjong paper School-based CPD and inclusive education</p> <p>Question 5 How has your teaching practice evolved and changed with the courses/training that you have attended/undergone in the LADAP (school-based CPD programmes)? <i>Bagaimana amalan pengajaran dan pembelajaran anda berubah selepas menghadiri LADAP?</i></p>	20
7	<p>Refer to the information/discussion from questions 4 and 5 above.</p> <p>Question 6 CPD Needs assessment for inclusive practice What are the teachers' CPD needs to enhance their inclusive practice? <i>Apakah keperluan pembangunan professional berterusan guru untuk meningkatkan amalan inklusif?</i></p>	20
7	Closing	5
	Total Time	90

Note:

This guideline is planned with the aims to have more focused activities and to engage every participant and elicit their responses in a more quick, interesting and creative way within the time limitation. (This could also avoid the waiting time to talk)

OUTLINE

1. **Welcome** – Introduce moderator
2. **Purpose of the session**
 - Topic
 - Objective
 - Selected because
 - Time for discussion
3. **Disclosure**
 - Audio taping and Video recording
 - Consent and Consent Forms
 - Plans for reporting
4. **Procedures/Guidelines**
 - No right or wrong answers, only differing points of view; give personal views
 - You don't need to agree with others, but you must listen respectfully as others share their views
 - Be honest; want to know what you really think about the issues
 - We are tape recording, one person speaking at a time: We want to hear from everyone-so do not be shy; instead, be considerate of others if you notice that you are talking too much, and others are contributing less. One person should talk at a time, but there is no need to raise your hand to contribute; try to let the conversation flow naturally
 - Talk to each other
 - Rules for mobile phones if applicable: Please turn off your phones. If you cannot and if you must respond to a call, please do so as quietly as possible and rejoin us as quickly as you can.
 - No official breaks, but feel free to go to the restroom if you need to.
 - Participant introduction: First name basis, teaching what subject and years of experience
5. **Question Guide** – Focus Group Interview Question Guide
6. **Conclusion** – All things considered question, summary question and final question; Does anyone has anything you want to add to our discussion today? What is the most important question that we have discussed? I believe we have discussed... (summary). Is this an adequate summary? (Review the purpose of the study if necessary). Have we missed anything? That is all for now.

Thank you for your help today. This session is informative. If you have any questions after the session, you may reach me by phone or email.

INTRODUCTION SCRIPT

Good and welcome to our session. Thanks for taking the time to join me to talk about professional development and inclusive education. My name is Rosmalily binti Salleh and I will be facilitating our discussion today. I am a research student at the University of Southampton, undertaking a doctorate degree in Education. To do this research, I have obtained ethical approval from the University of Southampton and the Economic Planning Unit (EPU) from the Malaysia Prime Minister's Department.

Have any of you took part in focus group? We are going to be talking about nature of professional development that assist teachers in practising inclusive education. The title of this study is "Embracing inclusive education: valuing Malaysian primary school teachers' views on effective Continuing Professional Development (CPD). The aim is to seek teachers' views about their own CPD needs that will help them in promoting inclusive education. This discussion could be the academic platform in improving the professional development and inclusive education. Our session should last for about an hour and a half.

You are invited because you are being valued as experts in your field. Your knowledge and experience are sought. Hence, there are no wrong answers but rather differing points of view. Please feel free to share your point of view even if it differs from what others have said. Please keep in mind that I am just as interested in negative comments as positive comments, and at times the negative comments are the most helpful. However, you are not obliged to talk about any experiences you feel uncomfortable discussing or find distressing. You have the right to withdraw at any time and this will not influence any of your rights.

This is a group discussion, therefore we want to hear from everyone, so please do not be shy. On the other hand, be considerate of others if you notice that you are talking too much, and others are contributing less. One person should talk at a time, but there is no need to raise your hand to contribute; try to let the conversation flow naturally.

I would appreciate if you could switch off your mobile phones. If you cannot do so and if you must respond to a call, please do so as quietly as possible and rejoin us as quickly as you can. I must tell you that there would be no official breaks, but feel free to go to the restroom if you need to.

You have probably noticed the microphone and video recorder. I am using both voice digital and video recorder to record the session because I do not want to miss any of your comments. People often say very helpful things in these discussions, and I would not be able to note down everything alone. We will be on a first name basis, and I would not use

Appendix Y

any names in the reports. You may be assured of confidentiality and anonymity. I hope all the participants would respect each other and try to keep the discussion confidential too.

Thank you again for participating. Do you have any questions before we begin? If you have understood, please give your signature on the Consent Form. If you have any further questions later about the study, you could find the important contact person on the Participant Information Sheet given (INDICATE).

Well, let's begin. Let's find out some more about each other by going around the table. Please briefly tell your name, option and years of teaching experiences.

Appendix Z Note Template for Focus-Group Interview

NOTE TEMPLATE FOR FOCUS-GROUP INTERVIEWS

Title:

Teachers' views about school-based professional development for promoting inclusive education in Malaysia's primary schools

Day :

Date :

Time :

Code :

Venue:

School:

Group: a / b

Question

Inclusive education							
Question 1: What do you understand with the term 'inclusive education'? <i>Apa yang anda faham dengan terminology/istilah 'pendidikan inklusif'?</i>							
P	Timeline						
P1							
P2							
P3							
P4							
P5							
P6							

P7								
Inclusive education – government’s Vision								
<p>Question 2: What do you think of the Ministry’s Vision on inclusive education and school-based CPD as highlighted in the Malaysian Education Blueprint 2013–2015? <i>Apa pendapat anda tentang visi Kementerian mengenai pendidikan inklusif dan pembangunan profesional berterusan berasaskan sekolah seperti yang digariskan di dalam Pelan Pembangunan Tindakan Malaysia 2013-2025?</i></p>								
P	Timeline							
P1								
P2								
P3								
P4								
P5								
P6								
P7								

Inclusive practice and inclusive education at school							
Question 3 How is inclusive education being practised at this school? <i>Bagaimanakah program pendidikan inklusif di laksanakan di sekolah ini?</i>							
P	Timeline						
P1							
P2							
P3							
P4							
P5							
P6							
P7							
Challenges teachers encounter for inclusive practice							
Question 4: What are the challenges or problems you face for inclusive practice in the classrooms? <i>Apakah cabaran atau masalah yang anda hadapi dalam amalan inklusif di dalam bilik darjah/kelas?</i>							
P	Timeline						
P1							

P2								
P3								
P4								
P5								
P6								
P7								
School-based CPD and inclusive education								
<p>Question 5: How has your teaching practice evolved and changed with the courses/training that you have attended/undergone in the LADAP (school-based CPD programmes)? <i>Bagaimana amalan pengajaran dan pembelajaran anda berubah selepas menghadiri LADAP?</i></p>								
P	Timeline							
P1								
P2								
P3								
P4								

P5							
P6							
P7							
CPD Needs Assessment for inclusive Practice							
<p>Question 6: What are the teachers' CPD needs to enhance their inclusive practice? <i>Apakah keperluan pembangunan professional berterusan guru untuk meningkatkan amalan inklusif?</i></p>							
P1							
P2							
P3							
P4							
P5							
P6							
P7							

Note:

1. P = participant
2. Tick on the column of the timeline to indicate the timing/turn of the participant as they speak.
3. The original rows for the participants are wider.

Appendix AA Notes for Data Collection Activities

IMPORTANT NOTES FOR DATA COLLECTION ACTIVITIES

Instruments	Notes
Observation	<p>Guidelines:</p> <ol style="list-style-type: none"> 1. Be unobtrusive (beware of the Hawthorne effect) 2. Be objective 3. Be specific <p>Beginning: to record</p> <ol style="list-style-type: none"> 1. Setting and the context (anything that might have an influence) 2. Ongoing action 3. Description of participants (notes on students as well) <p>During:</p> <ol style="list-style-type: none"> 1. Record full description – make notes even with video equipment <p>Analysing:</p> <ol style="list-style-type: none"> 1. Code for specific themes – present in a table <p>Get the lesson plan – for classroom observation Both formal and informal meetings – staffroom observation</p> <p>For participant observation – critical point to observe:</p> <ol style="list-style-type: none"> 1. 2. Appearance 3. Physical behaviour and gestures 4. Personal space 5. Human traffic 6. People who stand out – active /no <p>My behaviour:</p> <ol style="list-style-type: none"> 1. Try to be discreet – behave similarly as not to affect the natural flow of activity 2. Be aware of local meanings for particular body language, tones of voice and appropriate locally types of physical and eye contact in different situations.

<p>Individual Interview</p>	<p>Technical competence:</p> <ol style="list-style-type: none"> 1. Find and identify participants 2. Plan for the interviews 3. Explain matter of confidentiality 4. Ensure that the participants are at ease, contend and comfortable 5. Use the right words to open the interviews <p>Interactive competence:</p> <ol style="list-style-type: none"> 1. Pay attention to the interviewees 2. Balance the role: as active listener (show interest and encourage the participants to speak and find the right moment to ask question – the right way to ask, keep the conversation going) 3. Self-reflexive, control reactions and show the right level of empathy <p>Knowledge about communication theory:</p> <ol style="list-style-type: none"> 1. Deal with difficult interview situations and participants <p>Previous knowledge and personal bias</p> <ol style="list-style-type: none"> 1. Be aware of own thoughts, feelings, convictions and expectations – positionality statement! 2. Understand research participants Decision to ask a clarifying question or leave to interpretation phase for better comprehension/understanding. <p>Technology equipment</p> <ol style="list-style-type: none"> 1. Familiarise how to use the digital recorder 2. Ensure full-charged and access to power point
<p>Focus-Group Interview</p>	<p>Prepare the technology equipment and the spare batteries for video camera as well as the portable wire extension cord.</p> <ul style="list-style-type: none"> • As there is only one researcher who acts as the moderator and has to take note where necessary, all the devices: digital voice recorder, video camera and tripod, camera and iPad (iPad-if necessary, to replace handwritten notes. I choose handwritten as I want to concentrate on the discussion rather than typing notes. iPad is in mind rather than laptop

	<p>as it is quieter and less disturbing to the participants. What do you think?)</p> <p>Check for the location – convenient and comfortable Arrangement for food or light snack before or after the discussion (depends on the time agreed) Consent form</p> <p>Conducting the focus group:</p> <ol style="list-style-type: none"> 1. Welcoming note 2. Remind of the purpose and sets ground rules 3. Icebreaking question 4. Cover all the prepared questions within allotted time. Probe to have clear explanation and participation from all. 5. Demonstrate active listening by paraphrasing/summarising/clarifying complex or ambiguous comments 6. Remain neutral – refrain from any obvious body language or verbally that show any agreement or disagreement. 7. Be tactful when dealing with challenging participants; self-appointed experts, the dominator, the rambler, the shy participant and the participant who talks very quietly. 8. Thanking all –distribute honorarium? 9. Check the notes and tapes <p>Note: Remember/recall own experience of being the moderator for forum Reflect on pilot study</p> <p>Analysing the data (an initial thought):</p> <ol style="list-style-type: none"> 1. Transcribe all tapes and insert notes into transcribed material where necessary 2. Clean up transcripts; eliminate unnecessary words. Assign each participant comment/quote a separate line on the page aside the new thought or idea. Label each line with participant and group number, eg a comment from Participant 5 in Group 2 would be s as 2.5. <p>Compile:</p> <ol style="list-style-type: none"> 3. Compile in Excel (Alternative: to learn NVivo as well, or manually done) 4. One spreadsheet – one question
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	<p>5. Enter each separate response or idea on a separate line with the ID</p> <p>Analyse:</p> <p>6. Look for common categories/themes</p> <p>7. Assign number/letter for each category that best fits each entry on the sheet</p> <p>8. Use 'Sort' function to group entries by the categories assigned</p> <p>9. Inconsistent; recategorising/add another category</p> <p>10. Arrange categories with the highest entries to the lowest</p> <p>11. Repeat for each group</p> <p>Synthesise</p> <p>12. Identify category and sub-category</p> <p>13. Write a summary for the findings for each sub-category noting similarities and differences across groups.</p> <p>14. Add powerful quotes to each sub-question</p>
<p>Field Notes</p>	<p>Especially for participant observation (Depends on the degree of participation)</p> <p>1. Active – no note at all during the observation but as soon as the observation or</p> <p>2. To write down significant points (what is taking place!) related to the study during observation and expand the notes later</p> <p>-an exercise of discovery</p> <p>3. Shorthand conventions</p> <p>4. Document what is seen – distinguish the reality and own expectations and interpretation</p> <p>Expanding notes:</p> <p>1. Scheduling time to expand the notes (within 24 hours)</p> <p>2. Expanding the shorthand into sentences</p> <p>3. Composing a descriptive narrative from the shorthand and key words.</p> <p>Tips:</p> <p>1. Begin each notebook entry-date, time, place and type of event</p> <p>2. Leave space</p> <p>3. Take notes strategically</p> <p>4. Use shorthand – abbreviations and acronyms</p>

	5. Cover a range of observations
Reflective Journal	<p>Personal Reflection on Development as Researcher (to reflect on incident or experiences and what could be done in future/do something differently another time):</p> <ol style="list-style-type: none"> 1. what happened/what did I do? 2. how do I feel about it; whom do I want to blame? 3. what is my honest objective assessment of what happened and the causes? 4. what can I take from this? 5. what improvement do I want to make or assist? 6. What do I need to do or learn to achieve this? 7. How will I measure and know that I have succeeded in this? 8. What aspect of my development does this relate to? <p>Points/aspects on:</p> <ol style="list-style-type: none"> 1. Primary research skills 2. Time management skills 3. Level of self-confidence 4. Communication skills

Appendix BB Reflective Journal Template

Reflective Journal Template

Date	
Description of event	
My feeling (then and now)	
Whose fault? Move on	
My objective assessment	
Lessons learnt/the implications	
Improvement ideas/Different strategies	
Improvement actions/aims	
How/when/measures	
Development/training reference points	

Appendix CC Examples of Memo

CC.1 Procedural log (22/02/2018)

1. Install NVivo 11 Mac version Pro edition software on iMac. Try to get to know the main parts of the software., such as importing data.
2. Learn about the software by attending the workshops: 'What is NVivo' and '2 Day NVivo'. [Familiarise](#) with the NVivo Windows version interface by setting up the practice project. The NVivo 11 guideline website, books, and YouTube.
3. Decide to use NVivo 11 Window Pro edition version because of the limited version for the Mac.
4. [Precoding activities](#).
5. [Data preparation](#). Prepare the data in text format with specific headings for topics and speakers. The text is grouped into equivalent sections namely A: Inclusive education; B: Inclusive practice and inclusive education at school; C: Impact of school-based CPD; and D: School-based CPD needs. The structure is used to find and gather text quickly in relation to the research questions.
6. [Project setup](#). Laying the groundwork. Plan, prepare and organise folders. The primary data is categorised under Internals while the secondary source such as Literature (Critical Appraisal) is placed under Externals. The Memos is used to note about the processes and interpretations through the analytical processes. Folders are created for the analytical thinking, data collection activity, procedural log: the procedure involve, profile for the memos containing summaries of individual participants, reflective log, and research question.
7. [Import data](#) and set up case classification.
8. [Prepare nodes](#) with descriptions. The folders are created to divide the first cycle and second cycle of the data analysis. For each of the cycle, a folder is created to answer each of the research questions.

CC.2 Note about Research Question One – Views on the whole

22/02/2018

AWARENESS/KNOWLEDGE

No

Yes – have heard, experienced, saw, learned (a topic)

UNDERSTANDING

No except for

Yes (one group-1 participant mentioned about all pupils, but emphasised that the understanding in Malaysia is about pupils in SEN)

Misunderstanding, misapprehension, info not clear from the authoritative – clarity of GOVT POLICY

BELIEFS, VALUES, ATTITUDES

Positive

Negative

CHANGES NEEDED

MOSTLY ON INTELLECTUAL/COGNITIVE LEVEL OF PUPILS WITH SEN

-[Tapi] macam budak kitaorang ni (pupils with SEN), seribu kali ada pelua:ng pun, still tak, sebab kata kognitif lah.

FG SKSR

no discrimination to other pupils (at risk/marginalisation) given chances and they do not have the problem to learn

Objective not for excellence in academic but able to function as part of the society.

6/3/2018

TYPES

Full

Half/partial

Some teachers refer to these two as academic with additional terms of holistic and local for inclusion in other aspects, mostly focusing on participation, while some teachers refer to the additional term as half/partial inclusive education.

1/4/2018-Sunday

VALUES/BELIEF

for all school- participants convey negative belief towards pupils with SEN

CC.3 First Iteration of Nodes and Related Notes (Research Question One)

13/03/2018

1. Approaches
2. Awareness
3. Barrier and Challenges
4. Belief and Values
5. Definition
6. Educational Right
7. Equalisation of Opportunities
8. Government Vision
9. Impact
10. Meaning of inclusion
11. Opportunity for pupils with SEN
12. Target Group
13. Teacher
14. Type

With sub-codes. Refer to CODEBOOK.

Review codes – overlap/redundant

Need to revisit the coded text. What is coded at the nodes?

Ex: on definition of inclusive education, sub-nodes: equal education for all

Ima SKC – equal education

FGB SKC – general similar education

but other coded text shows the right/opportunities for education.

18/03/2018 – Sunday

Planning for themes building-but by 15:15... still reviewing nodes, visit the text, reread and try to detail the nodes by splitting (and/or) lumping-CONCURRENT CODING AND CATEGORISING. Come out with an updated codebook.

Studying the nodes –

Teacher knowledge on inclusive education

1. unaware
2. If they say yes, lots of misunderstanding
3. Talks about ambition vs reality policy of government
4. Barrier and Challenges

Appendix CC

4.1. Relates to government directly

- a. Policy
- b. Curriculum
- c. Support, facilities, fund
- d. Teaching aids and equipment
- e. Teaching force
- f. Education system
- g. Political
- h. Education agencies

4.2 to the school – the impact of the policy (decision by govt)

4.3 Parent

4.4 Malaysian ethos

4.5 Teacher-the implementer

5. Impact

CATEGORISING – will put this in second cycle... not to lose the first one

Thus, definition of inclusive education and meaning of inclusion is group together... ex

THIRD... OR AFTER SECOND CYCLE IS THE THEMING

CC.4 Second Iteration for Research Question One – Recategorising Categories

29/03/2018

Code mapping

RQ1: What are the primary school teachers' views about inclusive education?

1. CHALLENGING

- a. to the government
- b. to the school
- c. to the teacher

2. LACKING

2.1 the government

- a. lack of an effective information dissemination system
 - between divisions in the MOE
 - between education agencies
 - administrator to teachers
- b. Lack of an effective and comprehensive programme
 - redundancy of task
 - system
- c. lack of coherence policies
 - different/conflicting policies between education agencies
 - ambition vs reality for ex. segregation
- d. lack of an effective monitoring system
 - effectiveness/weaknesses of programmes, system
- e. lack of a flexible curriculum
 - exam-oriented
 - impractical topics

2.2 the school

- a. lack of facilities
 - schools
 - inclusive environment for example: rail for wheelchair, toilets
 - classroom size
- b. lack of teaching aids and equipment
 - not available / available but unable to use for example: LCD projector, module
 - outdated (not updated) technology – for example: the tablets
 - spend own money
- c. lack of teaching staff
 - teachers teach different subjects (not their major)
 - teaching many subjects, many classrooms, many levels

Appendix CC

d. lack of job positions

- teachers do the clerical work
- no Pupil Management Assistant
- teachers hold many responsibilities not just teaching: co-curriculum, etc.

e. lack of support

- agencies
- parents

f. lack of funds

- no budget from the government
- teachers' own money
- fundraising programme

2.2 the teacher

2.2.1 KNOWLEDGE AND SKILL

a. lack of understanding

b. lack of knowledge

- policies
- syndrome/condition
- target group
- objective/purpose
- benefit
- strategies/implementation

c. lack of skills

- pupils with SEN
- ICT
- language
- classroom management
- teaching approaches
- teaching methods

d. lack of experience

e. lack of effective/sufficient pre-service training

f. lack of practical in-service professional development

2.2.2 VALUES AND BELIEF

Lacking positive values and belief

a. lack of motivation

b. lack of confidence

c. lack of inspiration

d. lack of passion

e. lack of determination

f. lack of integrity

g. lack of efficiency

h. lack of caring

- i. lack of self-continuous learning/improvement
- j. lack of creativity
- k. lack of independence
- l. lack of optimism

2.2.3 DYSFUNCTIONAL WORKPLACE DYNAMIC

- a. lack of effective communication
- b. lack of collaboration/teamwork
- c. lack of support
- d. lack of adequate voice-out system

MALAYSIAN ETHOS (values, belief system and attitudes)

- a. ethnicities' subculture
- b. segregation
- c. language
- d. academic performance
- e. children's upbringing
- f. parents' mentality

Appendix DD Codebook for Research Question 1

Nodes\\ANALYTICAL CODING\\THIRD CYCLE\\RQ1- INCLUSIVE EDUCATION

Name	Description
CHALLENGING CONCEPT	Participants view inclusive education as a challenging concept because of these reasons/factors categorised under four categories: government, school, teacher and Malaysian ethos.
Government	Relates to everything under government capacity and responsibility.
Education system	Comprise of everything in school system.
Collective teaching	The teaching in mainstream setting.
Curriculum	Relates to curriculum and evaluation on pupils' performances system. Higher level of mainstream curriculum. Emphasis on teaching-subject orientation. Many subjects and topics for each subject. No books. Ineffective evaluation or assessment of pupils.

Name	Description
Different types of schools	Refers to vernacular schools and the branding of schools for academic performance and other prestigious criteria to be awarded the brand.
Exam-oriented	The emphasis on academic excellence.
Primary level	Primary level of pupils.
Pupils' Gender	Only girls school vs mixed pupils.
Special Education	Special education refers to the education provided for pupils with SEN.
Suggestion	The inclusive education as suggested with regard to the education system.
Time of instruction	30 minutes to 60 minutes per lesson.
Information dissemination system	Relates to the distribution and circulation of information, from the Ministry to the government agencies, the schools and the teachers.

Name	Description
Government agencies	Government agencies in the education system including the State Education Department and District Education Office.
Discrepancy	Relates to disparity between divisions of the Ministry of Education – not in accordance / correspond to each other.
Monitoring system	Relates to effective evaluation and monitoring system – observation for implementation of the inclusive practices.
Policy	Policy that affect the promotion and practise of inclusive education.
Inconclusive	Ambiguous.
Ever-changing	Too many to focus and always changing.
Guidelines	Relates to any clear guide or indication for inclusive education – to answer What, Who, Why and How questions.
Need comprehensive study	Relate to the study/report for inclusive education in the National Education Blueprint.

Name	Description
Political matters	Education is politicised – for political agendas and purposes. Matters related to segregation or inclusion depends on higher level of authorities with political powers and agendas. Education system is politicised. This also refers to cost cutting by the government.
Unclear	Lead to misunderstanding and confusion.
Off track	Off-course with the practice.
Branding	Labelling and categorising schools based on merit.
Emphasis on academic achievement	The academic excellence to produce good results hence good banding and branding of the school.
Medically authorised	Pupils are segregated only with thorough processes of medical inspection and authorised by doctors as pupils with SEN.
Recommendation	Suggestion not compulsory or formal.

Name	Description
Segregation	Related to different types of separation. Refer to segregation with learning abilities and ethnicity (Vernacular schools). For special education: pupils with hearing and visual impairment. The pupils in SEIP (pupils with SEN with learning difficulties) such as pupils with autism, with Down syndrome, and dyslexia. The vernacular schools cater for three major ethnicities.
Selective school admission	The admission based on certain criteria to ensure the eligibility for enrolment at the school.
Suggestion	To motivate or persuade schools to adopt inclusive education.
Malaysian ethos	Values, belief system and attitudes of Malaysians.
Ethnicities' subculture	Refers to the cultural groups within the Malaysia culture that differs in one or more ways from the culture. This would include differences in interest, behaviours or beliefs, like religion, ethnicity, and social or economic status.
External	The external factors outside the education system.
Attitudes and values	Relates to the attitudes and values.

Name	Description
Linguistic skill	Relates to the linguistic skills – well versed in the grammar, structure, phonology, semantics, etc. of one or more languages.
Language skills	Relates to issues regarding languages skills.
Parents	Relates to parents which includes cooperation, disapproval, discouragement and expectation.
Upbringing values	
Internal	The internal factors within the education system.
Assessment	Relates to the assessment of the curriculum for the different vernacular schools.
Ethnocentric curriculum	The curriculum is aligned to specific ethnic.
Labelling	Label pupils based on ethnicity.
Segregation	Institutional racism – vernacular schools.

Name	Description
Mentality	Relating to the attitude which put the importance on academic excellence of all the teachers, parents, and societies. And relating to the mindset for separation/segregation – not to mix with pupils with different ethnicities and/or different abilities.
Academic Performance	The highly emphasis on academic excellence.
Disability	Pupils have severe multiple disabilities including intellectual disability.
Religion	Relates to anything regarding religion.
Social and cultural prejudices	Stereotypes in society regarding mental abilities and disabilities as well as suspicion and awkwardness between different ethnicity.
School	Everything that relates to the school.
Facilities	Refers to the school facilities – suitable for the pupils with SEN. For examples: appropriate classroom size and inclusive environment, toilet and rail.
Location	The location of schools.

Name	Description
Number of pupils	Many pupils in a classroom – classroom size.
Number of schools	School quantity.
Support, resources, and funds	Relates to all required support, resources and facilities. These include fund, support from other teachers, administrators, organisations with optimum resources.
Teaching aids and equipment	Including the outdated and unreliable equipment available at school.
Job position	Refers to the posts/employment such as the Pupils Management Assistant in the Special Education Integration Programme, SEIP.
Teaching force	Relates to the shortage of teachers.
Teacher	
Beliefs, values and attitudes	Principles, feelings, experiences, that direct the behaviour.
Attitude	Attitudes of teachers.

Name	Description
Negative	Convey the negative attitude of teachers.
Favouritism	Relates to the state of treatment.
Feeling discouraged, demotivated and stress	Emotional well-being. Restrain and dissuade.
Procrastination	Refers to the teachers' attitude for doing last minute work.
Positive	Relay the positive attitude of teachers.
Acceptance	Mainstream teachers need to accept pupils with SEN and treat them like mainstream pupils.
Commitment	Dedication of teachers. This includes having to use own money and organising extra classes during the weekends and nights.
Integrity	Teacher uprightness.

Name	Description
Patience	Tolerance.
Role model	Teacher as role model for pupils.
Teachers' roles	Teachers' attentiveness – to be creative and sensitive. To understand the pupils.
Negative	Lacking positive, showing or tending towards opposition or resistance.
Anxiety and negative thoughts	Feeling anxious – no experience, no knowledge, no skills.
B – Lack of self-confidence	Refers to the pupils.
B – Stereotype	Refers to teachers stereotyping the pupils.
B – Absent-minded	Relates to pupils with SEN. Inattentive, lost in their own world. Unable to adapt to the mainstream environment.
B – Becoming disturbed	Relates to teacher becoming deranged.

Name	Description
B – Diagnostic – prescriptive	Evaluation based on Medical model.
B – Disability View	Based on Medical model.
B – Disability Wise	Based on Medical model.
B – Disrespectful	Relates to pupils. Impolite and ill-mannered.
B – Emotionally weak	Relates to pupils in general. The new generation of pupils compared to earlier generation for example of 80s.
B – Fear of additional burden	More work which add in the burden. Do not want further difficulties.
B – Fear of punishment	Fear of punishment/penalty such as posted to other school, demotion for both teachers and administrators. Lower academic achievement or pupils' performance because of the existence of pupils with learning problems. Therefore, the limitation of opportunity for pupils with SEN.
B – Intellectual level view	Differences of pupils are recognised and categorised based on their intellectual level.

Name	Description
B – Lazy	Relates to pupils. Unwilling to work and show no effort.
B – Meaningless	Relates to pupils. Without passing the criteria set, being included would just be the sake of programme but no benefit at all for the pupils with SEN. Pupil is unable to cope with the mainstream environment, does not respond, cannot learn, cannot think and hold information.
B – Selfish	Relates to pupils. Self-centred.
B – Spoiled	Relates to pupils. Excessive indulgence and pampering by parents spoil the children.
V – Discipline	The pupils' discipline.
V – Fear of no job	No post for teachers. No more pupils in special education means that there is no post for teachers needed. Similarly, in the case of vernacular schools.
V – Meaningless allowances received by special education teachers	The allowances received is questionable. It is unfair to have all pupils with SEN in the mainstream classroom as the teachers do not get the allowances.

Name	Description
V – Monetary incentives	Refers to teachers valuing money and motivated to work only with the allowances. The allowances that boost motivation to accept work.
V – Negativity	Defeatism – negative thinking.
V – Passive	Relates to pupils – very quiet and passive with no response to any teaching approaches and methods. Unresponsive.
V – Uninterested learners	Relates to pupils. Pupils are not interested in learning.
Positive	Constructive, tending towards progress and development, moving in beneficial direction.
B – Interested	Refers to pupils – interested to learn.
B – Encouragement	Motivation – praise for the effort.
B – Experience the mainstream	What the pupils in the mainstream do, like surfing the internet and learning via computer.
B – Optimism	The belief that goodness or positive outcomes will prevail.

Name	Description
B – Varying background	Relates to various background including ethnicity, religion, language, culture, and socio-economic conditions.
B – Varying learning abilities	Relates to different learning ability of pupils.
B – Varying learning styles	Relates to various learning styles.
B – Varying potential	Relates to differing potential.
V – Attentiveness	Teachers' attentiveness towards the pupils in the classroom.
V – Humour	Funniness.
V – Caring	Pay attention.
V – Child-centred	Pupils are the clients. To reach the potential.
V – Compassion	Sensitivity/concern.

Name	Description
V – Creativity	Inventiveness/innovativeness.
V – Dedication	Commitment.
V – Determination	Courage, persistence – gives effort
V – Efficiency	Effectiveness.
V – Generosity	Kindness.
V – Inquisitive	Curious, eager to learn new things and improve oneself.
V – Meaningful work	Sense of accomplishment/satisfaction when objective is achieved.
V – No discrimination	Not to victimise or disfavour.
V – No labelling	Relates to teachers not to label pupils.

Name	Description
V – Openness	Impartiality about giving the fair chances when referring to pupils with SEN in SEIP, special education and vernacular school.
V – Planning is based on ability levels	
V – Sacrifice	Refers to teachers sacrificing for the sake of pupils outcome.
Capability	As the participants refer to the competencies of the teachers.
Awareness	Relates to information and knowledge about inclusive education.
Be aware	Relates to some sort of awareness.
Ambivalent	Uncertain.
Discovery	Encounter something new. Relates to participants finding prior to the interviews.
Indifferent	Have heard but not care. Do not think that it is relevant and pertinent.

Name	Description
FORGET	Could not remember, although learned.
No experience	No direct involvement.
Ineffable	Inexpressible. Understand but loss of word – do not know how to describe.
Mindful	Alert, aware, notice, sensible of inclusive education (as supposed to). This refers to especially for schools with SEIP community.
Unaware	Disregard.
Clueless	Oblivious (unaware) and also having no knowledge.
Clueless	Refer to the unawareness of teachers about the Vision.
DO NOT KNOW THE DETAIL	In vivo code translation of "Tak tau detail sangat inklusif ni". (Capital letter to mark the exact term (translated) used by the participant).
Googling	To research for the definition on Google (during the interview).

Name	Description
I DON'T KNOW	In vivo code translation of "Tak tahu lah" (Capital letter to mark the exact term (translated) used by the participant).
I HAVE NO IDEA	NVivo code translation of "Akak tak ada idea" (Capital letter to mark the exact term (translated) used by the participant).
Competencies of mainstream teachers	The competency – the ability to do something successfully or efficiently of mainstream teachers is questionable.
Knowledge and skills	Knowledge and skills of teachers.
Pre-service Training	The quality of pre-service training of teachers.
Quality of pre-service training	The training includes only a brief topic.
Specialisation	Different option/major of teachers.
Self-regulation	Relates to the ability to monitor and control our own behaviour, emotions, or thoughts, altering them in accordance with the demands of the situation.

Name	Description
Teaching approaches and methods	Relates to teaching methods including the 21st century learning methods.
21st century teaching and learning	Refers to changes in teaching approaches and methods as preached for the 21st century teaching and learning.
Traditional teaching and learning	Relates to the traditional teaching and learning practised by teachers.
Understanding	Relates to knowledge about inclusive education.
Approaches	Ways of including pupils with SEN into the mainstream.
Academic	Inclusion of pupils with SEN in academic – basing only on academic ability to learn the subjects.
All aspects	Socially, in co-curricular and co-academic activities. More towards participation.
Direct and indirect	Refers to academic as direct and other aspects as indirect.

Name	Description
Integration	The adapting process into the mainstream system. By integrating part by part.
Special Education Integration Programme	Refer to Special Education Integration Programme, SEIP as the strategy to include pupils with SEN into the mainstream.
Definition	understand as:
Meaning of inclusion	The understanding of inclusion/inclusive to comprehend the understanding of inclusive education.
Associate with pupils with SEN	
Assimilate into	Incorporate – become adjusted.
Enter	Come in.
Include	Contained.

Name	Description
Internal	Inner, being inside.
Learning together	Pupils with SEN learn together with the mainstream pupils.
Merge into mainstream school	Merged into for internal remedial or merged for evaluation. Also, relate to combination.
Not mainstream come into SEIP	Always the assimilation of pupils with SEN in the SEIP into the mainstream school.
Participation	Involve in achieving the objective.
Togetherness	The state or condition of being together which relates to life. Living together in community and togetherness in education.
Do not know	Clueless.
Closed	Sealed.

Name	Description
Confusion	Do not understand.
Exclusive	Special.
Improvement	Development.
Widely and challenging	
Education system	Relates to the education system.
Emphasis on learning	Learning is everywhere, in the computer laboratory; not just sitting in the classroom. Using the technology – computer not just books and modules. (Enhance pupil learning via technology).
High standard	Something with high standard that provides comfort for the implementers. The implementers would not be burdened but provided with suitable facilities and equipment to achieve the objective.

Name	Description
Equality	Being given equal right.
Meaning of inclusive education	Relates to all definitions. Multiple different definitions.
Education system	Education system arranged with multiple strategies, approaches and strategies to increase the potential and intelligence of pupils.
Improvement in education	Relating to curriculum, technology usage, and pupil centred. To improve the environment in education for both the pupils and teachers.
Curriculum development	Changes in curriculum over the years.
Pupils' performance	Improvement.
Teacher development	Teachers change – use different approaches to increase the pupils' performance.

Name	Description
Teaching approaches	Ways of looking at teaching and learning, subsequently the methods on how to teach something.
Teaching strategy	Teaching plan.
Teaching methods	Refers to the general principles, pedagogy and management strategies used for classroom instruction.
Latest	Relates to newest.
Learning difficulties	Teachers to detect pupils with learning difficulties and focus on the teaching technique.
Teaching strategy	Teaching plan.
Malaysia understanding	The understanding of inclusive education in Malaysia refers to intellectual/cognitive level of pupils with SEN. Teachers believe that there is no discrimination to pupils regarding other factors such as religion, ethnicity or poverty. The pupils, given opportunity could succeed. (But not the pupils with SEN, they would remain the same – with disability).

Name	Description
Assimilation	Integrate or incorporate the pupils with SEN into the mainstream classroom.
Collaboration	Relates to collaboration between mainstream and special education as two different entities.
Combination of pupils of different levels	Mixture of pupils of different levels. The first level includes the pupils with SEN.
Combination of two streams	Combination of mainstream and special education, placed in a classroom.
Education for pupils with SEN	Education provided for pupils categorised as pupils with SEN. Education for all based on their needs.
Integration, the SEIP	The Special Education Integration Programme.

Name	Description
Involvement of pupils in a classroom	Involvement of mainstream pupils, average level of pupils and pupils with leaning difficulties.
Mix of pupils of different levels in a class.	Combination of pupils with different levels of intellectual ability.
Originate in special education	Begin from special education or remedial classes.
History	The special education referred as 'remedial' for pupils with learning difficulties which were known as slow learners.
Participation	Joining in/taking part in activities.
Placement	Pupils with SEN in the mainstream. To give the pupils with SEN from the SEIP, Special Education Integration Programme (pupils with learning difficulties) the chances to learn with the mainstream pupils in the mainstream government school.

Name	Description
Socialising strategy	Way of giving chances for pupils with SEN to socialise with the mainstream pupils. This also involves the teachers.
NEP	Relates to the National Education of Philosophy.
Coherent	In line with the Malaysia National Education Philosophy in developing the potential individuals. The objective is to produce individuals who are harmonious and balanced intellectually, spiritually, emotionally and physically.
Combination of aspects	Relates to combination of aspects to produce a balanced pupil who develop to the optimum potential.
Education to produce creative and innovative pupils	Education to produce creative and innovative pupils. Based on Higher-Order Thinking questions.
Perfect pupils	Complete and have all the required characteristics and elements.

Name	Description
Preparing pupils for global challenges	Education to prepare the pupils to face for future and global challenges.
Values	Principles of behaviours.
Various knowledge	Pupils are able to get numerous and different knowledge.
Preparation for examination	Education to prepare pupils for examination.
Right	Relates to right.
Equal education for all	All pupils receive similar education – similar syllabus.
Equality	Fairness.

Name	Description
Internal education	Relates to general internal education.
No discrimination	All pupils are given the same treatment, chances.
Impact	
Benefit	
Becoming normal	Chances to become like the mainstream pupils rather than continuing with the condition when staying with the same group of pupils with SEN.
Chances to succeed	Pupils with SEN are able to reach the optimum potential.
Enhances learning of pupils with SEN	The pupils with SEN who are able to (based on certain criteria) could advance and learn more from the usual special education.
Experiencing and adapting in the society	Pupils with SEN (selected) could experience the external environment and adapt in the society. (Not just secluded and remain with their peers).

Name	Description
Higher self-esteem of pupils with SEN	Pupils with SEN learn to be more open, socialising and becoming more independent.
Interaction and friendship	Relate to benefit via communication, socialising and learning from friends.
Keep in track	Pupils with SEN would not miss the mainstream education developed by the Ministry.
Peer-tutoring	The pupils with SEN will benefit from the mainstream pupils in academic and communication skills.
Provide chances to experience the mainstream	Chances for weak pupils to continue to be in the mainstream (after certain remedial – being given attention).
Real-world experience	Relates to pupils with SEN. Experiential learning opportunities.
Reduce stigma and prejudices	Stigma, prejudices and discrimination.

Name	Description
Understand pupils with SEN	
Negative	
Attention deprived	Relates to pupils with SEN. Deprived of professional attention – expert care.
Attrition	Early retirement and unpopular profession.
Dangerous and cause harms	Unpredictable, uncontrollable behaviour which causes harms.
Deviate of focus	Teacher could not give full attention and support to pupil with SEN in the classroom as there are many other pupils. Simultaneously, the mainstream pupils do not get the adequate attention that they need.
Disciplinary control	Relates to classroom management and discipline control – becomes problematic with all the mixtures.

Name	Description
Discomfort	Relates to teachers' uneasiness for having other teachers or Pupil Management Assistant in the classroom.
Dissatisfaction	Relates to discontent and displeasure of mainstream pupils.
Disturbance to other pupils and lesson	The mainstream pupils' focus deviate – not focusing on teachers or doing their work with the sudden interruption that occur from the pupils with SEN unpredictable behaviour. This would delay the commencing lesson.
Disturbance to the lesson	Interruption of the lesson.
Driven to distraction	Relates to mainstream pupils' lack of focus/unable to focus because of the interruption caused by pupils with SEN.
Fundamental education hindered	Relates to pupils with SEN. Being in the mainstream classroom prevent them to receive the significant education they need.

Name	Description
Inferiority complex	Relates to pupils with SEN. Lack of self-worth, not up to the standard and a doubt about oneself for pupils with SEN. – An inner feeling of shame which can sometimes affect how a pupil perceives himself or herself.
Lack of confidence	Refers to pupils with SEN and weak pupils in the classroom. Embarrassed, hesitated and not confident in the mainstream classroom.
Need continuous support	Some of the pupils with SEN need relentless support in all aspects. This includes the instructional support. There is not enough time and teacher.
Nothing gained	Pupils with SEN will gain nothing in mainstream, unable to catch-up, thus need appropriate and suitable education that enable them.
Social stigma	Prejudices and discrimination – being shunned, rejected and teased by classmates.
Strenuous classroom management	Difficult classroom management.
Stressed out	Refer to teachers being stressed out due to pupils with SEN in the classroom.

Name	Description
Objective	The purpose of inclusive education.
Educational Right	Related to educational rights. Rights to receive the maximum education based on the intellectual levels.
Equalisation of opportunities for all	Pupils with SEN are given opportunities based on their level.
Opportunity for pupils with SEN	Pupils with SEN have the chances to involve in activities.
Opportunity for pupils with SEN to join the mainstream	Pupils with SEN from the SEIP are given chances to join the mainstream.
Limited opportunity	limited opportunity by exclusion because of disability view.

Name	Description
Opportunity to experience real learning environment	Opportunity to experience the real learning and take the national examination.
Target Group	The involved pupils.
All	Every single one.
Pupils at risk	Pupils who are vulnerable and tend to be excluded.
Pupils with SEN	Pupils with SEN at the SEIP.
Selective	
Type	The type of inclusive education:
Full	Selected pupils with SEN from the SEIP will be fully 'included' – learn all the subjects in the mainstream classroom.

Name	Description
Holistic	Participation of pupils with SEN in all aspects is already considered as inclusive. Academically, the emphasis is not only on the core subjects and sit for the examination but could also be in other subjects.
Local	Refer to participation in certain activity/place.
Partial – half	Involve only certain selected subject. Inclusion of other aspects (other than academic) such as co-curricular activities and social activities are also fall in this type.
Theory vs practical	Theory vs Practical. Having theoretical knowledge is not enough. In reality, skill is important.
Experiences	Teacher gain knowledge and skill with experiences.
Workplace dynamics	Involve the relationships of the workplace, including organisational, team and personal relationships. “Dynamics” refers to operational processes. This is the “how” of the workplace.
Collaboration	Cooperation from all teachers, parents, administrators, government agencies, and NGOs.

Name	Description
Gap between teachers	Disparity between mainstream and special education teachers. No cooperation.
Grievance and dispute policies	Grievance and dispute policies and practices.
Workload	The responsibility and task for the teachers.
Divergence of focus	Teachers' focus deviate from educating the pupils to other responsibilities.
Duty – requirement	Obligation and responsibility to be performed.
Nuisance	Botheration from other agencies – to involve the teachers for their programmes.
Redundancy	Relates to doing work multiple times and do something which is of no use or beneficial.
Teacher Fault	Teachers to be blamed for all failure such as poor grading, uncovered syllabus, and incomplete data, while they are only implementing what they are required to do as best as they could without effective support.

Name	Description
Teacher workload	Too many things to do, topics in syllabus, clerical works, other responsibilities in Pupils affair and co-curricular activities, and other school activities.
Time wasted on online system	Too much spend on filling, updating too many online data systems which are similar with different names and problem with internet access.
Management	Relates to the administration at the school.
Observation	To monitor and make the teacher alert.
Positive workplace culture	Refer to positive and healthy culture at school. This include 1. Caring for, being interested in, and maintaining responsibility for colleagues as friends; 2. Providing support for one another, including offering kindness and compassion when others are struggling; 3. Avoiding blame and forgive mistakes; 4. Inspiring one another at work; 5. Emphasising the meaningfulness of the work; 6. Treating one another with respect, gratitude, trust, and integrity.
Teacher voices	Relates to teacher views and needs. Emphasis on the need for the government to reach out to teachers.

Name	Description
Training	Refers to professional development of teachers which include courses (in-service trainings).
Views on Vision and inclusive education	Participants' opinions regarding inclusive education and the Vision about inclusive education as highlighted by the government in the National Education Blueprint 2013–2025 (which also explains their views on inclusive education).
Negative	The worst thing – bad opinions of the Vision.
Bad impression	Other countries' perception of Malaysia – Malaysia is a country full of pupils with SEN.
Critical	Participants are critical of the Vision due to the issues in relation to them.
Economy factor	Relates to strategy to reduce the budget for special education.
Inconsistency	The Vision is conflicting with the current practice.
Indifference	Absence of interest.

Name	Description
Unachievable	Comment on the figure. Critical to the figure. 75% is too high and not realistic.
Unrealistic	Impossible mission to achieve with unrealistic target compared to the current situation. Relates to implementation – problems will arise.
Positive	The good opinions of the Vision.
Double-bind	Could be proceeded – go ahead but with effort – changes.
Effort	Government' effort and seriousness.
Strategy for education for all	The available places in the SEIP (as pupils are included in the mainstream) enable for more severe pupils with SEN to receive education.
Support the Vision	Agree and support.

Note: The level of name (in this codebook and others) shows how the categories and sub-categories are arranged; signifies the level of nodes.

Appendix EE Codebook for Research Question 2

Nodes\\ANALYTICAL CODING\\THIRD CYCLE\\RQ2 – SUPPORT FROM SCHOOL-BASED CPD

Name	Description
HELPFUL SCHOOL-BASED CPD	The school-based CPD effectiveness and its positive impacts are affected by the factors which are categorised into direct and indirect. These factors would determine whether the school-based CPD activities are helpful and useful for teachers to promote inclusive education.
Direct factors	The direct factors that affect the effectiveness of school-based CPD activities to promote inclusive education. Immediate association.
Activities and Implementation	
Activities	The school-based CPD activities.
In-house training	Attend courses/training organised by the government held outside of the schools, return and share with colleagues – one of school-based CPD sessions.

Name	Description
Pupil	The suitability of LADAP and the impact on pupils. For example, whether the new idea could be applied and practised on pupils of different Years. The appropriateness and suitability of the idea.
Time	The time the activities were held. Also refer to the count of LADAP (school-based CPD programmes).
Implementation	The implementation of what has been learned from the school-based CPD programmes.
Monitoring	The supervising activities in progress to ensure what the teachers do are on-course and on-schedule in meeting the objectives and performance targets. The supervising activities to ensure what the teachers do
Speaker	The speaker or trainer.
Administrator	Depends on the head teacher.
Target group	The factors which relate to teachers.
Ability	Relates to teachers' ability including health factor to implement what they have learned.
Commitment	Refers to the teachers' commitment.

Name	Description
Emotional intelligence and resilience	All related points.
Responsibility	Refers to the teachers' responsibilities and the positions they hold, such as the administrators – the head teacher and the senior assistant or the normal teacher.
Teachers' confidence	Refers to teachers' feeling of self-assurance and self-reliance.
Teachers' gender	The female vs the male teachers.
Willingness	Refers to the attitude.
Younger teachers	Refer to the new generation of teachers, in terms of age and with less experience.
Topic, content and objective	The topic, content and objective of the school-based CPD programmes or activities.
Content	The subject matter.
Objective	The objective of the school-based CPD activities.
Current requirement	Refers to the government' requirement and target in achieving the Key Performance Index (or policy).

Name	Description
Topic	Topic of the school-based CPD activities/programmes.
Indirect factors	Outside influences that intervene and indirectly affected the effectiveness of school-based CPD.
Education system	Relates to issues in the education system as discussed in the finding of the first research question. For instance, the curriculum and the syllabus.
Support and facilities	Comments and critiques regarding the support including the materials given and facilities by the government.
Government effort	Relating to the Vision in the National Education Blueprint.
Job position and teaching workforce	Refer to all points about job position and teaching workforce.
Workplace dynamic	Refers to the workplace culture.

Name	Description
Workload	Teachers' workload becomes a burden – diverges their focus. Instead of practising and applying what they have learned. The knowledge would lost.
Teachers' voices	Refers to teachers' views about school-based CPD activities.
Feeling and acceptance	The teachers' feeling and acceptance.
A whole-school sense	The feeling of belonging and togetherness to cooperate, support and assist each other to achieve the school's objectives.
Negative	Related to the feeling and acceptance of teachers – dissatisfaction.
Positive	Expression of satisfaction.
Self-regulation	Refers to both emotional and behavioural self-regulation. – Willpower: internal strength, motivation: to meet standards, standards: of desirable behaviour.
Seek knowledge and open-mindedness	All points which related to the code.

Name	Description
Professional development	The reality of professional development at school – in terms of courses, activities, trainings about the related subcategories.
School-based CPD	LADAP or CPD activities or programmes are based on school and implemented at schools.
Activities	Refers to the means/manner/activities of the school-based CPD.
Informal discussion	Any informal-casual/relaxed/natural/unofficial discussion (not the 7 days LADAP).
Online courses	Courses that take place in a virtual learning environment.
PLC	Professional learning community.
Activity	The activity involved in the PLC programme with the guidance of the collaborative tools such as the ‘learning walk’. Including the formal and informal activities.
Collaboration	In relation to the collaboration between teachers.
Panel subject	PLC is within the panel subject- involve teachers of similar discipline and specialisation.

Name	Description
The formal LADAP	The normal formal LADAP as described in the literature review which include the in-house training and workshops. The mandatory 7 days CPD for teachers as instructed by the government.
Via social media	Via the social media with platforms such as Telegram and WhatsApp, facilitates the creation and sharing of information and ideas.
Impact	The impact of school-based CPD or LADAP to teachers – direct and indirect to the practice of teaching and learning activities.
Benefit	The positive impact of the school-based CPD activities.
Alert	Make the teachers alert of the changes in the education system and policy.
Appearance	Showing the positive image and overall appearance as teachers.
Association	Connection and interrelation between teachers.
Collaboration	The collaboration between teachers and with other agencies.
Communication with pupils	Communication with pupils is more effective.

Name	Description
Confident	Improvement of confidence level.
Effectiveness in lesson	To increase the effectiveness in teaching.
Enjoyment	The fun of teaching when teachers realise the objective of teaching.
ICT skills	Information, communication and technology – knowledge and skills.
Idea sharing	The sharing of ideas.
Information	Only an information if the school-based activity is of no value or beneficial in the teaching and learning activities.
Involvement	All teachers involve in the school-based CPD – Not only a particular teacher attends a course at a time.
Lifelong learning	Ongoing professional development.
Mobilisation	To activate and mobilise the teaching force – especially those who are not active. To help them to become more effective.

Name	Description
Motivation	To motivate and inspire teachers.
Not in haste	Teachers are not in rush to prepare and travel to attend courses (outside of the school).
Open-minded	More open-minded – willing to consider new ideas.
Personal knowledge and skill	Improvement of knowledge and skill for personal well-being.
Personal matter	Relates to the benefits that teachers receive personally. For example, for female teachers – not having to leave baby who is breastfed at home and spend the night out when attending courses out of the school.
Platform	LADAP (school-based CPD) serves as a platform to discuss, collaborate to together improve on the teaching and learning activities and teachers' knowledge and skills in general.
Preparation	To obtain the information about the requirement/task from the Ministry of Education and be able to prepare to meet the requirement.
Problem-solving	To solve problems in teaching and learning.

Name	Description
Professional knowledge and skill	Increase in professional knowledge and skills.
Reminder	To remind and refresh the intention of the professionalism.
Save budget	The government save the cost for organising and implementing courses/training.
Teaching and learning activities	Exploration of the teaching and learning approaches, strategies and methods. The creativity, variety and dynamic of teaching and learning activities in meeting the diverse needs of pupils.
Update	Being updated with the latest programmes and development. Also, the knowledge and skill beyond own field.
Pros and Cons	The pros (strengths/benefits) and cons (weaknesses) of the school-based CPD.
Subject matter	Refers to the subject/theme of school-based CPD activities.
About the curriculum	Everything about the curriculum.
Courses to tackle pupils	Relate to the needed courses regarding the pupils with SEN.

Name	Description
Other	Refer to other activities/courses, programmes, and activities as one not related to teachers' teaching and learning practice.
Special Education	Related to responses of participants about the matter.
Teaching and learning activities	Of which involve the teachers' teaching approaches and methodologies.

Appendix FF Codebook for Research Question 3

Nodes\\ANALYTICAL CODING\\THIRD CYCLE\\RQ3 – CPD NEEDS

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Name	Description
No need	There is no need of courses. One of the reasons: Teachers either believed pupils with SEN must learn with special education teachers or the pupils (who are included in the mainstream) will be assisted by the special education teachers (the narrow understanding of inclusive education).
SCHOOL-BASED CPD FEATURES	The attributes/essence of school-based CPD.
Attributes	That attributed to the teachers – characteristic, character and quality.
Belief, values and goals	Refers to teachers' positive belief and values
Attitude change	Refers to the need for changes in attitude which is significant for the knowledge and skills to make effect.
Goals	The courses or trainings which help teachers to develop personally and have goals.
Positive thinking	Open-minded.
Motivation	To boost motivation, reduce the stress and feel appreciated.

Name	Description
Self-regulation	The ability to control behaviour, emotions and thoughts and the importance of acquiring these skills.
Conditions	Requisite terms which acted as barriers for the efficiency and effectiveness of school-based CPD activities.
Education system	No mainstreaming, segregating and discriminating pupils based on their abilities.
Facilities and support	Refers to facilities and support that the teachers mentioned – mainly discussed in the finding chapter for the first research question – require for the efficiency in the education system such as the internet service (not just on improving the teachers' knowledge via the school-based CPD).
Administrator support	The understanding and support from the administrators.
Expert and agencies	The involvement of the experts and other agencies.
Job position	The need for job position. Thus, the teachers do not have to know and master many areas of job specification. Teachers need to master knowledge and skills that cover many aspects not just the curriculum and academic matters, but also the administration, pupils' affair, co-curriculum and other ad hoc activities.
Teachers' voice	Teachers would be able to voice out their opinions and give feedback.

Name	Description
PLC	Refers to the PLC – done informally, not forced and burdened with the requirement to document and submit reports.
Contents	The subject matter/topics that the teachers need.
English Language	To master and be more proficient in English language.
ICT skills	To improve the information, communication and technology skills.
Administrative	Teachers need the managerial and administrative skills to help them in their roles as for example, the class teachers.
Inclusive, special and early childhood education	
Early childhood education	Refers to the teaching of children of young age, from birth to six years old before they begin the primary level of education.
Inclusive Education	The 'WH' questions of inclusive education – 'what', 'who', 'why', 'when' and 'how'.

Name	Description
Special education	Refer to the special education – pupils with learning difficulties, hearing and visual impairment mostly for the Special Education Integration Programme (for pupils with SEN).
New knowledge	Knowledge of others. Could be obtained for example, via the exchange programme and benchmarking.
Benchmarking	Benchmarking trip to other schools.
Exchange programme	Refers to teachers' exchange programme to other countries for idea sharing and learning of the teaching techniques and methods.
New knowledge	Something new.
Professional knowledge	Knowledge that is beneficial for professionalism. To update, improve teachers' knowledge and skills in light of the new circumstances or policy, new development of curriculum, subjects, new teaching techniques and other aspects of teaching practice.
Content knowledge	Deep understanding of the school subjects regardless of subjects.
Counselling knowledge	Related to the counselling knowledge.
Communication	How to communicate with the pupils.

Name	Description
Know, understand and how to assist pupils	Relate to pupils with SEN – tackle, control them, and identify their behaviours.
Organisational knowledge	Refers to the collective knowledge and abilities possessed by the people at a school, as an organisation.
Pedagogical content knowledge	Curricular knowledge, knowledge about planning of lessons – regardless of the subject. (as explained in the sub-categories).
Explanatory knowledge	Knowledge of explanation and multiple representations.
Knowledge of pupils' subject thinking	About styles of teaching and learning.
Knowledge of subject task	Knowledge of the didactic and diagnostic potential tasks, their cognitive demands and the prior knowledge they implicitly require, their effective orchestration in the classroom, and the long-term sequencing of content learning in the curriculum.
Pedagogical psychological knowledge	Knowledge of pupil assessment, knowledge of learning process and knowledge of effective classroom management.

Name	Description
Knowledge of effective classroom management	To manage and control class: prevent and counteract interferences, effective use of allocated time, strategies to motivate pupils.
Knowledge of learning process	The learning process of pupils of different needs.
Knowledge of pupil assessment	To assess pupils of different needs, abilities ex: mental ability, reading literacy.
Psychology, therapy and self-defence	
Psychology	For teachers' mental well-being.
Self-defence	For teachers to defence themselves of the unexpected events.
Therapy	The knowledge about the basic therapy for pupils with SEN such as horse-riding therapy and swimming.
Nature	The fundamental qualities or characteristics of school-based CPD activities to improve their effectiveness and efficiency.

Name	Description
Applicable, beneficial and facilitating	
Applicable	The relevant information and knowledge. Could be immediately applied to improve skills.
Appropriate	Suitable topic and activities within the CPD session.
Beneficial	Beneficial for teaching and learning activities.
Facilitating	Facilitating and simplifying teachers in doing tasks – Make actions or processes easy for teachers.
Materials	Materials should be given beside the courses.
No added workload	Not to become a burden.
No force	Not comply to the obligatory requirement (feel forced),
Collaborative	Professional learning community. Cooperation between mainstream and special education teachers.
Continuous and interesting	
Continuous	Continuing process.

Name	Description
In-depth	Refers to detail and the continuity of information – to be updated.
Interesting	Engaging in all aspects: topic, activity, speaker/facilitator, and venue. Could arouse interest and catch teachers' attention.
Theory and practice	To be provided with both theory and practice for any activities. To enable teachers to apply the knowledge.

Appendix GG Malaysian Teachers Distribution

NUMBER OF MALAYSIAN TEACHERS BASED ON GENDER, INDIGENOUS/NON-INDIGENOUS AND STATE

Data as at 31 May 2018

NO	STATE/TERRITORY	Male Teacher		Total	Female Teacher		Total	Grand Total
		Indigenous	Non-Indigenous		Indigenous	Non-Indigenous		
1	JOHOR	12,464	1,767	14,231	26,774	8,990	35,764	49,995
2	KEDAH	8,645	924	9,569	18,388	3,495	21,883	31,452
3	KELANTAN	10,470	196	10,666	17,744	728	18,472	29,138
4	MELAKA	3,191	532	3,723	8,071	2,269	10,340	14,063
5	NEGERI SEMBILAN	3,716	778	4,494	10,025	3,307	13,332	17,826
6	PAHANG	7,830	531	8,361	15,533	2,365	17,898	26,259
7	PERAK	9,688	1,933	11,621	20,356	7,370	27,726	39,347
8	PERLIS	1,490	49	1,539	2,972	229	3,201	4,740
9	PULAU PINANG	3,631	1,182	4,813	9,601	6,042	15,643	20,456
10	SABAH	15,374	1,070	16,444	22,647	3,398	26,045	42,489
11	SARAWAK	12,901	2,182	15,083	18,412	8,037	26,449	41,532
12	SELANGOR	10,906	1,834	12,740	38,217	11,472	49,689	62,429
13	TERENGGANU	6,840	81	6,921	15,200	311	15,511	22,432
14	FEDERAL TERRITORY - KUALA LUMPUR	3,345	646	3,991	9,886	3,790	13,676	17,667
15	FEDERAL TERRITORY - LABUAN	377	33	410	880	131	1,011	1,421
16	FEDERAL TERRITORY - PUTRAJAYA	380	8	388	1,549	41	1,590	1,978
Total		111,248	13,746	124,994	236,255	61,975	298,230	423,224

Source: Educational Planning and Research Division (EPRD), MOE

Note:

- Indigenous Bumiputera
- Non-Indigenous: Chinese, Indian and Others
- These data cover both teachers at government primary and secondary schools (See section 2).

Appendix HH Number of Teachers in Perak

HH.1 Number of Teachers Based on Gender and Ethnicity

NUMBER OF TEACHERS IN PERAK BASED ON GENDER AND ETHNICITY
Data as at 23 October 2018

No	District	Male Teacher		Total	Female Teacher		Total	Grand Total
		Indigenous	Non-Indigenous		Indigenous	Non-Indigenous		
1	BAGAN DATUK	444	89	533	636	316	952	1485
2	BATANG PADANG	903	180	1083	1853	577	2430	3513
3	HILIR PERAK	609	125	734	1157	469	1626	2360
4	HULU PERAK	686	56	742	1148	156	1304	2046
5	KINTA SELATAN	586	155	741	1213	690	1903	2644
6	KINTA UTARA	1578	540	2118	4156	2335	6491	8609
7	KRIAN	1071	113	1184	1938	432	2370	3554
8	KUALA KANGSAR	1053	144	1197	1802	487	2289	3486
9	LARUT MATANG SELAMA	1388	274	1662	2866	839	3705	5367
10	MANJUNG	584	225	809	2143	931	3074	3883
11	PERAK TENGAH	704	12	716	1340	78	1418	2134
Total		9606	1913	11519	20252	7310	27562	39081

Source: Communication and Registration Unit, JPN Perak

HH.2 Number of Special Education Teachers (SEIP Schools) in Perak

TOTAL NUMBER OF SPECIAL EDUCATION TEACHERS FOR SEIP SCHOOLS IN PERAK BY DISTRICT

Data as at 30 June 2018.

No	DISTRICT	ETHNICITIES								TOTAL
		MALAY		CHINESE		INDIAN		OTHERS		
		Male	Female	Male	Female	Male	Female	Male	Female	
1	BAGAN DATUK	6	9			2	1			18
2	BATANG PADANG	13	39				1			53
3	HILIR PERAK	17	35			1	2			55
4	HULU PERAK	12	22							34
5	KINTA SELATAN	10	44		1		4			59
6	KINTA UTARA	32	94	1	8	3	12		3	153
7	KRIAN	18	52			1	2			73
8	KUALA KANGSAR	19	66		1	2	2		1	91
9	LARUT/MATANG/SELAMA	23	82		5	1	4			115
10	MANJUNG	12	49	1	2	1	1		1	67
11	PERAK TENGAH	7	42							49
TOTAL		169	534	2	17	11	29	0	5	767

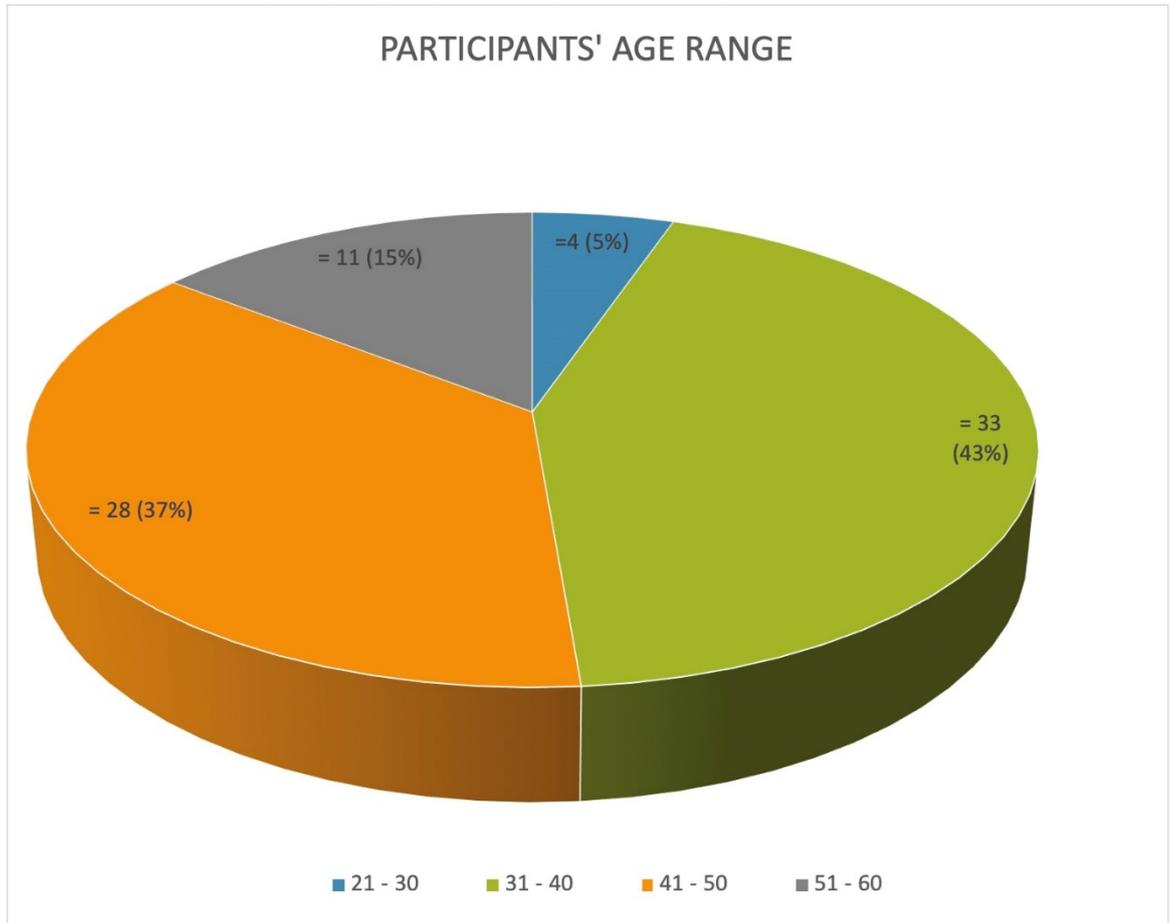
Source: Special Education Unit, JPN Perak

Note:

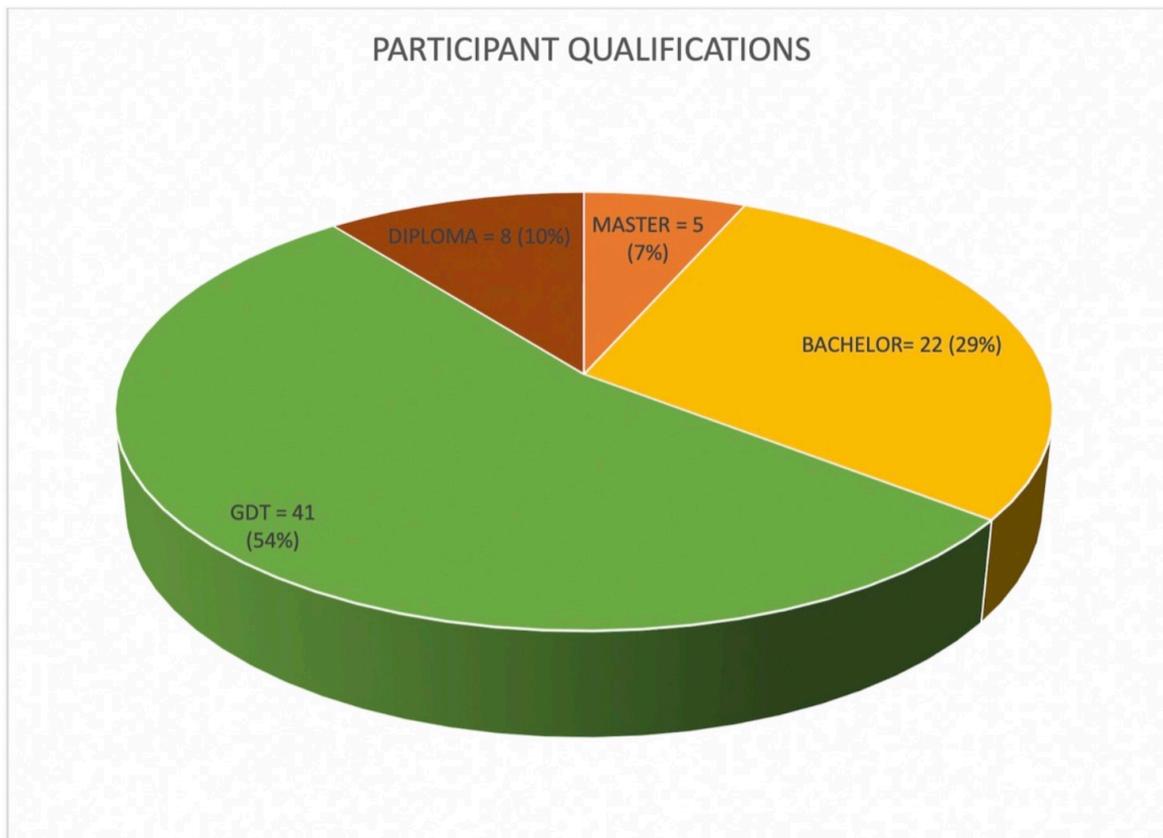
Others in this case are the indigenous Bumiputera

Appendix II Additional Demographic Analysis

II.1 Participant Distribution based on Age Range



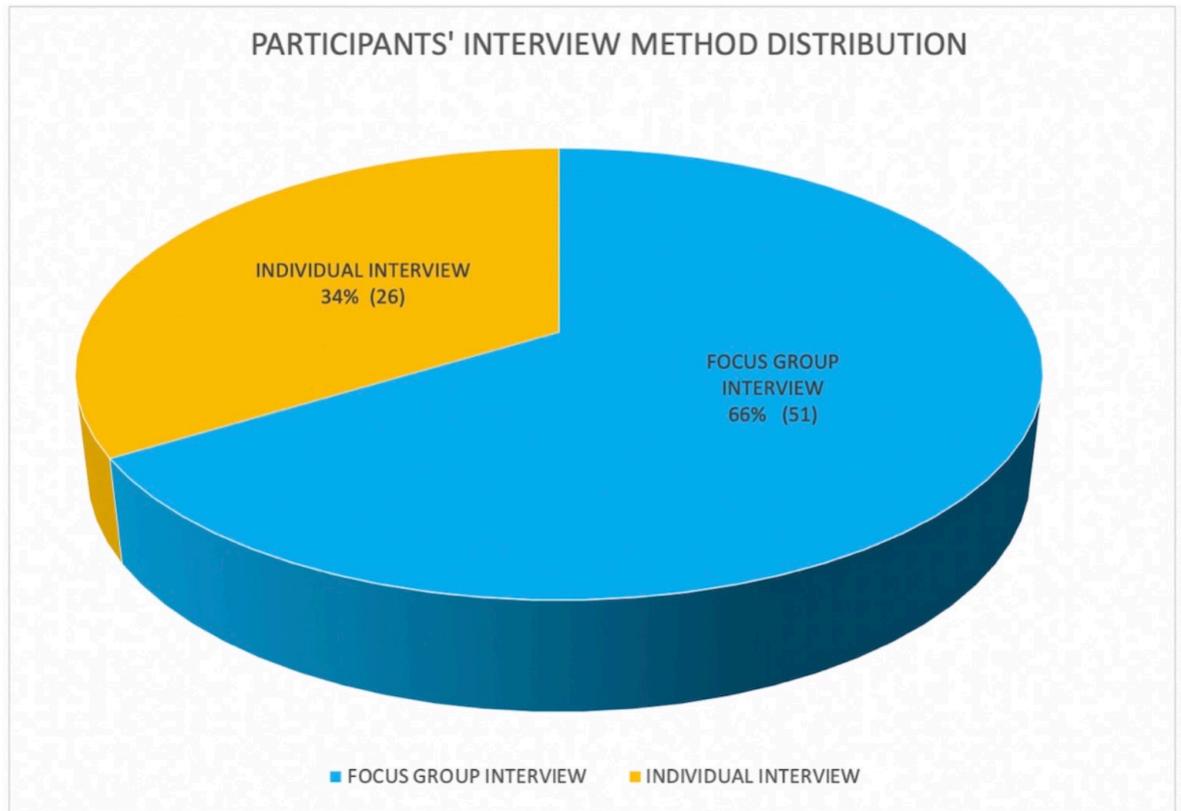
II.2 Participant Distribution based on Qualification



Note:

GDT – teachers undergone the part-time programme to complete their Bachelor degree;
Program Pensiswazahan Guru (See section 5.2).

II.3 Participant Distribution based on Interview Method



Appendix JJ Letter to the Director of the State Education Department



Rosmalily binti Salleh,
Gower-303-2nd,
118 Burgess Road, Bassett,
Southampton, SO17 1TW,
United Kingdom.

Tn Hj Rozi b Puteh Ismail,
Director,
Jabatan Pendidikan Perak,
Jalan Tun Abdul Razak,
30640 IPOH.

6 July 2017

Dear Tn Hj,

REQUEST FOR PERMISSION TO CONDUCT RESEARCH IN SCHOOLS

Please kindly refer to the above subject.

2. I am a PhD student at the University of Southampton with the scholarship from Ministry of Education. The research entitled **Teachers' views about school-based professional development for promoting inclusive education in Malaysia's primary schools** focuses on teachers' views on the nature of effective continuing professional development that assist them to promote inclusive education. The research will be conducted under the supervision of Associate Professor Dr Kiki Messiou and Dr John Woollard. The rationale of the study is underlined by the Ministry of Education's plan to have 75% of students with special needs to learn in an inclusive environment by 2025 as outlined in the National Education Blueprint. Research findings might be valuable to the Ministry in planning training programme for in-service teachers and serve as teachers' guidelines on professional learning development.

Appendix JJ

3. I am hereby seeking your consent to proceed with the data collection for the research. A pilot of this research has been completed last year. For this study, data will be collected at two National primary schools (with and without the Special Education Programme) in Kinta Utara in July 2017. The research instruments for the study involve observations in the classrooms, individual interviews and two focus-group interviews of 14 teachers as the participants from each of the schools.

4. I have provided you with a copy of the Research Pass that I have received as approval from the Economic Planning Unit, Prime Minister's Department and the research proposal for the study.

5. Upon completion of the study, I undertake to provide the Ministry of Education with a bound copy of the full research report. If you require any further information, please do not hesitate to contact me on (email: rs14g15@soton.ac.uk). Thank you for your time and consideration in this matter.

Yours sincerely,

Rosmalily

(Rosmalily binti Salleh)

JJ.1 Letter to the Director of the State Education Department



Rosmalily binti Salleh,
Gower-303-2nd,
118 Burgess Road, Bassett,
Southampton, SO17 1TW,
United Kingdom

Tn Hj Rozi b Puteh Ismail,
Pengarah,
Jabatan Pendidikan Perak,
Jalan Tun Abdul Razak,
30640 IPOH.
Tn Hj,

6 Julai 2017

PERMOHONAN KEBENARAN MENJALANKAN KAJIAN PENYELIDIKAN KEDOKTORAN DI SEKOLAH KEBANGSAAN DI DAERAH KINTA UTARA

Dengan segala hormatnya perkara di atas adalah dirujuk.

2. Sukacita dimaklumkan bahawa saya adalah calon ijazah Doktor Falsafah dari University of Southampton, United Kingdom di bawah tajaan Kementerian Pendidikan Malaysia. Saya ingin memohon kebenaran untuk menjalankan kajian penyelidikan di sekolah kebangsaan yang mempunyai Program Pendidikan Khas Integrasii (PPKI). Kajian penyelidikan yang akan dilaksanakan bertumpu pada perspektif guru tentang ciri-ciri latihan berterusan yang efektif bagi mereka, untuk melaksanakan program pendidikan inklusif. Rasional kajian digariskan oleh hasrat dan perancangan Kementerian Pendidikan di dalam Pelan Pembangunan Tindakan Pendidikan Kebangsaan (2013-2015) untuk mencapai 75% murid bermasalah pembelajaran di PPKI untuk belajar di dalam program pendidikan inklusif menjelang tahun 2025.

3. Maklumat kajian adalah seperti di bawah:

Tajuk Kajian: Teachers' views about school-based professional
development for promoting inclusive education in Malaysia's
primary schools

Penyelia: Professor Madya Dr Kiki Messiou

Pensyarah Kanan Dr John Woollard.

Objektif kajian: meneroka pendapat dan perspektif guru mengenai keperluan

latihan berterusan mereka dan merumuskan kefahaman yang jelas tentang keperluan bagi memastikan kejayaan program pendidikan inklusif di sekolah rendah di Malaysia.

4. Sehubungan dengan itu, saya ingin memohon kebenaran dan kelulusan pihak tuan untuk meneruskan aktiviti pengumpulan data. Kajian rintis telah berjaya dilaksanakan pada tahun lepas. Untuk kajian ini, pengumpulan data akan bermula pada Julai 2017. Kutipan data akan dijalankan di dua buah sekolah (satu sekolah mempunyai Program Pendidikan Khas Integrasi). Instrumen kajian rintis melibatkan pemerhatian di kelas, temubual secara individu (individu yang sama bagi pemerhatian) dan temubual secara berkumpulan bersama 19 orang guru dengan pelbagai opsyen dan aliran bagi setiap sekolah. Data sekunder juga akan dikumpul bagi maklumat kajian.

5. Bersama-sama ini, disertakan Research Pass (Kebenaran Kajian) yang telah diperolehi daripada Unit Perancangan Ekonomi, Jabatan Perdana Menteri, Cadangan Kajian serta surat daripada Penyelia.

6. Laporan penuh kajian akan dihantar kepada Kementerian Pendidikan setelah pengajian tamat. Jika pihak tuan memerlukan maklumat lanjut berkenaan kajian, saya boleh dihubungi di (nombor telefon bimbit: 012-5635830 atau email: rs1g15@soton.ac.uk.

Segala perhatian dan keprihatinan tuan dalam hal ini amatlah dihargai dan didahului dengan ucapan terima kasih.

Sekian, terima kasih.

Yang benar,

Rosmalily
(Rosmalily binti Salleh)

s.k.:

1. Hj Hasni bin Hasshim
Pegawai Pendidikan Daerah Kinta Utara
2. En Aznan b Hj Alias
Ketua Sektor Pendidikan Swasta & Pendidikan Khas
3. Guru Besar

Appendix KK Participant Consent Form

PARTICIPANT CONSENT FORM

Study title: Teachers' views about school-based professional development for promoting inclusive education in Malaysia's primary schools

Researcher name: ROSMALILY BINTI SALLEH

Ethics reference: 29142

Please initial the boxes if you agree with the statements:

I have read/had read to me and understood the information sheet (dated 17/7/2017 version 2) and have had the opportunity to ask questions about the study.

I agree to take part in this research project and agree for my data to be used for the purpose of this study.

I understand my participation is voluntary and I may withdraw at any time without my legal rights being affected.

I am willing to take part in the classroom observation and individual interview.

I am willing to participate in the focus group interview.

I voluntarily agree to be video-taped during the classroom observation. I understand that the tapes will be used only for academic purpose (data analysis and thesis write up), thus will be securely stored by the researcher.

I voluntarily agree to be audio and video taped during the interviews. I understand that the tapes will be used only for data analysis and thesis write up, thus will be securely stored by the researcher. It is not to be shown to public in whatever or wherever circumstances.

I voluntarily agree to share my materials and/or documents related to the study. I understand that the materials and/or documents will be used only for academic purpose and will be securely stored by the researcher.

I understand the importance of anonymity and confidentiality of the study. Therefore, I will try my best to avoid any possible disclosure of the discussion/conversation during the interview and of other participants in the focus group interview.

I understand the needs of further clarification or explanation on information that has been given by me. Therefore, I agree and willing to be interviewed individually for that reason. The same rules and requirements of an ethical research practice will be adhered by the researcher.

Data Protection

I understand that information collected about me during my participation in this study will be stored on a password-protected computer and that this information will only be used for the purpose of this study. All files containing any personal data will be made anonymous.

Name of participant (print name)

Signature of participant

Date

Signature of the researcher

Date

KK.1 Participant Consent Form (Malay language)

BORANG KEBENARAN RESPONDEN

Tajuk Kajian: Teachers' views about school-based professional development for promoting inclusive education in Malaysia's primary schools

Nama Penyelidik: ROSMALILY BINTI SALLEH

No Rujukan Etika: 29142

Sila turunkan tanda tangan ringkas di dalam kotak jika anda bersetuju dengan pernyataan tersebut.

Saya telah baca/ dibacakan maklumat tentang kajian (bertarikh 17/7/2017 versi 2) dan berpeluang untuk mengemukakan soalan mengenai kajian.

Saya bersetuju untuk mengambil bahagian di dalam kajian penyelidikan ini dan bersetuju untuk membenarkan data yang diberikan digunakan bagi tujuan

Saya faham penyertaan saya adalah secara sukarela dan saya boleh menarik diri pada bila-bila masa tanpa hak undang-undang saya terjejas.

Saya bersedia dan bersetuju untuk mengambil bahagian dalam pemerhatian bilik darjah dan temu bual individu.

Saya bersedia untuk mengambil bahagian dalam temu bual kumpulan fokus.

Saya secara sukarela bersetuju untuk dirakam semasa pemerhatian bilik darjah. Saya faham bahawa pita rakaman video akan digunakan hanya untuk tujuan akademik (analisis data dan penulisan tesis), dengan itu akan disimpan dengan selamat oleh penyelidik.

Saya secara sukarela bersetuju untuk dirakam secara audio dan video semasa temu bual. Saya faham bahawa pita rakaman hanya akan digunakan untuk analisis data dan penulisan tesis, dengan itu akan disimpan dengan selamat oleh penyelidik. Ia tidak akan ditunjukkan kepada orang ramai dalam apa jua keadaan.

Saya secara sukarela bersetuju untuk berkongsi bahan dan / atau dokumen yang berkaitan dengan kajian. Saya faham bahawa bahan dan / atau dokumen hanya digunakan untuk tujuan akademik dan akan disimpan dengan selamat oleh penyelidik.

Saya memahami kepentingan kerahsiaan kajian. Oleh itu, saya akan cuba yang terbaik untuk mengelakkan sebarang pendedahan mengenai perbincangan / perbualan semasa temu bual dan juga mengenai responden lain dalam temu bual kumpulan fokus.

Saya memahami keperluan penjelasan lanjut atau penjelasan mengenai maklumat yang telah diberikan oleh saya. Oleh itu, saya bersetuju dan bersedia untuk ditemuramah secara individu bagi tujuan tersebut. Peraturan dan keperluan amalan penyelidikan beretika yang sama akan dipatuhi oleh penyelidik.

Perlindungan Data

Saya faham bahawa maklumat yang dikumpul tentang responden dan sekolah semasa kajian ini akan disimpan di dalam komputer yang dilindungi dengan kata laluan dan maklumat ini hanya akan digunakan untuk tujuan kajian. Semua fail yang mengandungi apa-apa data peribadi akan disamar supaya identity sebenar tidak didedahkan.

Nama Guru Besar (Huruf Besar)

Tandatangan dan cop rasmi

Tarikh

Tandatangan Penyelidik

Tarikh