

PEDAGOGICAL LEADERSHIP PRACTICES OF PRIMARY YEAR PROGRAMME
COORDINATORS OF SELECTED INTERNATIONAL BACCALAUREATE SCHOOLS IN ASIA

PACIFIC REGION

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Pedagogical leadership competencies are the need of the hour in this VUCA (volatile, uncertain, complex, ambiguous) world to support the development of teaching and learning in the international schools.

It has emerged as a single most significant factor contributing to effective programme implementation in progressive schools globally.

Even though there has been a lot of research on the instructional leadership, there is little information available for school leaders in the Asia Pacific context on pedagogical leadership especially in India.

In this research study, we explore the pedagogical leadership practices of PYPCs in selected IB schools in Asia Pacific region from four different countries that may help to mitigate the challenges faced by the PYPCs in their school context.

Under an exploratory and basic study, with a qualitative approach, we gathered information from seven PYPCs and twenty educators and used this data to identify the contextual practices and the pedagogical leadership competencies demonstrated using an Excel sheet. Additionally, the findings resulted in commonality in the challenges faced by the PYPCs which needs to be addressed with the focus on school improvement.

Collaboration , supporting new educators , role modelling emerged as the most effective pedagogical leadership competencies and the most common challenges faced by the PYPCs were teacher retention, parent involvement and support and lack of growth mindset amongst educators.

This research proposes the schools to support the PYPCs in their efforts to build effective teaching ,learning and assessment practices by addressing the challenges with an action plan.

Moreover, this work emphasizes on the effective implementation of the programme as perceived by the educators due to the relevant competencies.

TEACHER-READINESS INTERROGATION: STEM TEACHING IN SELECTED
PRESCHOOLS IN HULU LANGAT, SELANGOR, MALAYSIA.

KOMATHI RETHINAM

RESEARCH REPORT SUBMITTED IN FULFILLMENT OF THE REQUIREMENT

FOR THE

DEGREE OF MASTER OF EDUCATION (IB)

FACULTY OF EDUCATION
FAIRVIEW UNIVERSITY COLLEGE
KUALA LUMPUR
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i

Abstract

Introduction: "TEACHER-READINESS INTERROGATION" refers to an investigation of a preschool teacher's level of readiness in the fields of STEM (Science, Technology, Engineering and Mathematics). The preparedness of STEM education includes the teacher's subject matter expertise, pedagogical skills, availability of teaching resources, school facilities, teacher training and professional development, and the general value of STEM education. According to previous study, teacher readiness is absolutely essential to STEM education advancement. The objective of this study is to provide preschool teachers with adequate resources to integrate innovation into STEM education. Method:

This study employed a mixed-methods strategy, collecting both quantitative survey and qualitative interview. A purposive sample approach was used to survey from 29 preschools in of Hulu Langat, which yielded 51 teacher responses. Teachers' self- perceived readiness, expertise, and competency in STEM instruction are measured by the survey instrument. In order to gain further insight into the challenges that STEM teachers possess while attempting for professional development opportunities, 39 participants were interviewed using semi-structured interviews. Result: The study discovered that teachers are lack of ICT skills proficiency for STEM classes, accordance to research question one. Fearful with technology impeding STEM-based education, teachers responded to research question two. Internal trainings are the primary means of professional development, pursuant to the third research question. Subsequently, study revealed that a shortage of STEM specialists is the main factor contributing to the STEM education gap. This is because teachers are struggling to acquire professional development which may enhance their skills, intelligence, and subject-matter expertise.

Conclusion: Technology phobia analysis may reveal barriers to the advancement of ICT skills. The integration of soft skills into STEM education techniques as a means to address

ii

the knowledge gap in the subject expertise, namely in the fields of engineering and

technology. The self-paced learning and networking for career advancement should be addressed by the school's training department. The implementation of safety regulation in introducing engineering and technology education is significant in order to preserve a safety learning atmosphere. The implementation of flexible work arrangements should be taken into consideration as a means to enhance work-life balance and facilitate teachers' CPD initiatives. By understanding the differences in experience levels among teachers from different educational backgrounds, nurturing teacher development initiatives can accommodate the needs of both beginner and experienced teachers. The results showed that STEM graduates with the right skills and knowledge can improve STEM education by developing unique techniques and approaches.

Keywords: Continuing Professional Development, ICT Skills, Soft skills, STEM

Comparative Study on the Comprehensive Difficulty of the Mathematics

Examination of

Malaysia's Unified Examination and China's National Unified Examination

Kun An

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EPRO 72212 Project

Prof. Gopi

Mar. 30, 2023

Abstract:

This study conducts a comparative analysis of the comprehensive difficulty of mathematics examinations in Malaysia's Senior Middle Level Unified Examination Certificate (SUEC) and China's National College Entrance Examination (Gaokao). Utilizing an improved Comprehensive Difficulty Model for Mathematics Examinations (CDMME), the research integrates subjective factors (e.g., problem background, reasoning level) and objective factors (e.g., study duration, assessment objectives) to quantify exam difficulty. The Analytic Hierarchy Process (AHP) method was employed to refine weight coefficients for each factor, ensuring methodological rigor. Data were collected from nine exam papers (2020–2022) and analyzed by 20 mathematics experts. Results indicate that SUEC Further Mathematics (II) exhibits the highest comprehensive difficulty ($D=53.4$), followed by Gaokao ($D=48.4$) and SUEC Further Mathematics (I) ($D=37.6$). Key findings reveal that reasoning level ($k_t=0.221$) most significantly impacts difficulty, while background and knowledge breadth have minimal effects. The study validates the improved CDMME model's efficacy in aligning with perceived exam challenges, offering a scientific framework for curriculum design and cross-national exam comparisons. Limitations include potential subjective bias in expert judgments and the

need for real exam data validation. Recommendations include applying the model to other subjects and leveraging AI for further refinement.

Keywords:

Comprehensive Difficulty Model (CDMME), Gaokao, SUEC, Mathematics Examinations, Analytic Hierarchy Process (AHP), Comparative Study, Exam Difficulty Quantification, Assessment Objectives, Reasoning Level, Curriculum Design.

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EPRO 72212: Project - A case study of Teaching Business Studies for Social Justice effectively among students in an International School, Kuala Lumpur

Abstract

This study explores the integration of social justice themes into the IGCSE Business Studies curriculum at Ravil International School in Kuala Lumpur, Malaysia. Through a qualitative case study approach, the research investigates existing teaching practices, identifies challenges, and proposes innovative strategies to bridge the gap between theoretical knowledge and real-world application of social justice principles in business education. Key findings highlight the effectiveness of debate-based learning, role-playing, and community engagement, while challenges include limited student exposure to social justice issues, cultural sensitivities, and curriculum constraints. The study underscores the importance of fostering critical thinking, empathy, and ethical decision-making to prepare socially responsible business leaders. Recommendations include curriculum enhancements, teacher training, and cross-cultural collaborations.

Keywords: Social justice education, Business Studies, IGCSE curriculum, Critical thinking, Ethical decision-making, Qualitative research, Malaysia, International schools.

A Study on the Development of Skills through Play-based Learning in the Early
Years.

By
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Research report submitted in partial fulfilment of
the requirements for the degree of Master of Education (International Baccalaureate)

Centre of Post Graduate Faculty of Education
University College Fairview
Kuala Lumpur

Under the supervision of Professor R. Gopinathan.

May 2023.

Abstract

According to Rieber, Smith, and Noah, (1998), play is a crucial process that lays the foundation for learning throughout life. The United Nations has termed play as an essential component in the early years (Nyland, 2009) which leads to the social, cognitive, and holistic development of children (Dankiw, Tsiros, Baldock, & Kumar, 2020; Coates & Pimlott-Wilson, 2019; Denham, & Liverette, 2019; Taylor & Boyer, 2019; Kirk & Jay, 2018). Despite the extensive research in the field, there appears to be a disconnect between the importance of play in the early years and the time devoted to play-based learning within the classrooms (Chigeza & Sorin, 2016; Fesseha & Pyle, 2016; Pyle & DeLuca, 2016). This study will substantiate the importance of play in the early years and determine if it leads to the development of skills, specifically social and cognitive skills. Additionally, it will try to understand the teachers' perspectives on the use of play-based learning within their classrooms. This research study uses the qualitative method of data analysis, including interview questions and a LIKERT survey, to gather the participants' responses. The research findings support the development of skills through play-based learning. Furthermore, to create play-based classrooms, the participants highlighted the need for strategies to implement play-based learning through teacher training.

Keywords: Play-based learning, early years, skill development

STRATEGIES AND IMPLICATIONS OF COMPOSITE CLASSROOMS AND HOW
IT AFFECTS THE TEACHING AND LEARNING ACTIVITIES IN AN IB
CLASSROOM.

SABRIENA WILSON

RESEARCH REPORT SUBMITTED IN PARTIAL FULFILMENT OF THE
REQUIREMENTS FOR THE DEGREE OF MASTER OF EDUCATION

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2

ABSTRACT

This research explores the strategies and implications of composite classrooms and their impact on teaching and learning activities within an International Baccalaureate (IB) educational setting. Composite classrooms, which bring together students of different ages, abilities, and learning styles, have gained recognition as a pedagogical approach. The study examines the benefits and challenges of composite classrooms, focusing on their alignment with the principles of the IB curriculum. The research highlights the advantages of composite classrooms, such as fostering collaboration, promoting differentiation, and supporting social-emotional skills development. It also identifies challenges in areas such as classroom management, individualized instruction, assessment practices, and differentiation techniques.

The findings suggest that composite classrooms can effectively align with the IB curriculum, emphasizing inquiry-based learning, critical thinking, and global-mindedness. The research provides recommendations for educators, administrators, and policymakers, including the need for professional development, collaboration, differentiation, individualized instruction, and comprehensive assessment frameworks. By implementing these recommendations, educators can optimize teaching and learning experiences, ensuring that students thrive academically, socially, and emotionally within composite classrooms.

**EDUCATIONAL DRAMA FOR SOCIAL, EMOTIONAL, AND
INTERCULTURAL LEARNING IN A VIRTUAL ENVIRONMENT**

STEPHEN ROWLAND

**THESIS SUBMITTED IN FULFILLMENT OF THE REQUIREMENTS
FOR THE DEGREE OF MASTER OF EDUCATION**

**FACULTY OF EDUCATION
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2023

i

Original Literary Work Declaration Form

ii

Abstract

COVID-19 revealed many challenges and opportunities in remote learning, particularly in adapting to students' emotional and social well-being within an international school context. With the return to in-person classes, these insights are now informing novel teaching methods. This study, conducted within an American international school in Malaysia, explored one such method by evaluating the application of online educational drama for social, emotional, and intercultural (SEI) learning in 27 international students aged 8-12. By employing a mixed-methods convergent intervention design, this study integrated a pretest/posttest quasi-experimental approach with structured participant observations. Participants were categorized into two age brackets, 8-10 and 10-12, and then sorted into control and experimental groups after an initial assessment of their SEI competencies. The experimental group participated in the online drama intervention as opposed to the control group, which continued with their regular drama curriculum. The experimental group met weekly for 12 weeks over Zoom and was observed and documented by two researchers. The intervention integrated various Information and Communication Technology (ICT) tools, drama techniques like role play, script writing, forum theatre, and CASEL-recommended Social and Emotional Learning (SEL) activities. Post-intervention, a follow-up assessment was carried out to gauge any shifts in the students' SEI competencies, thereby providing insights into the effectiveness of the online educational drama approach within this context. Findings from quantitative analysis highlight the nuanced impact of online educational drama on students' SEI. Results from the descriptive and inferential analysis between groups and tests demonstrated that younger students (aged 8-10) had stabilization and growth in competencies such as self-awareness, social awareness, and relationship skills over time compared to the control. The results were more mixed for the older group (aged 10-12),

iii

showing improvements in self-management and social awareness and mixed results in relationship skills and self-awareness. Across both age groups, however, a decline in intercultural competencies was observed, highlighted by statistical analysis showing high t-values, r-values, and overall decreases in mean values. Observational data revealed frequent technical challenges and high engagement levels across both age groups. The younger students experienced more distress due to limited familiarity with ICT tools, while older students were prone to distractions from unrelated activities on their devices. Despite these technical issues, the overall engagement with the intervention remained high, suggesting that the distractions did not significantly diminish students' enthusiasm and involvement. With the integration of quantitative and qualitative analyses, the study concludes that the online educational drama intervention yielded mixed effects on SEL competencies across different age groups and that although technical difficulties impacted the student experience, the intervention strategies proved to be highly engaging and stimulating. These findings emphasize the importance of providing ICT training for students and teachers, leveraging online drama activities as engaging tools in virtual classrooms, and developing effective strategies to integrate intercultural learning into SEL curricula.

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Submitted 30 Oct 2023

Bridging the Wellbeing Training Gap in International Schools:

Exploring the Lasky Wellbeing Approach

Abstract:

This study explores the Lasky Wellbeing Approach (LWA), an innovative method integrating the Meisner Technique, Linklater Voice Training, and sensory-emotional exercises to address the wellbeing training gap in international school ecosystems. The LWA aims to enhance emotional literacy, resilience, and authentic communication among students, teachers, staff, and administrators. Conducted as a 6-day intensive with eight participants, the research employed qualitative methods, including interviews, to evaluate the approach's impact. Findings revealed significant improvements in emotional awareness, physical self-care, empowerment, stress management, and self-discovery. Participants reported forming sustainable wellbeing habits, such as mindful breathing and boundary-setting. The study highlights the LWA's potential to foster holistic wellbeing in educational settings, though further research in international school contexts is recommended to validate its broader applicability.

Keywords:

Wellbeing, International Schools, Emotional Literacy, Meisner Technique, Linklater Voice Training, Holistic Education, Resilience, Stress Management, Lasky Wellbeing Approach, Qualitative Research.

**AN EXPLORATORY STUDY OF GAMIFICATION IN XYZ INTERNATIONAL SCHOOL
MALAYSIA: TEACHERS' READINESS TO USE BLOCKET IN MATHEMATICAL ASSESSMENT**

TEE YOONG CHONG

**RESEARCH REPORT SUBMITTED TO FACULTY OF CENTRE FOR POSTGRADUATE
STUDIES, UNIVERSITY COLLEGE FAIRVIEW MALAYSIA, IN PARTIAL FULFILMENT TO THE
REQUIREMENTS FOR THE DEGREE OF master's in education (INTERNATIONAL**

BACCALAUREATE)

2023

AN INSIGHT FROM LAKEVIEW COMMUNITY ON ONLINE LEARNING AND USE

OF SeEd AS LMS

TEH BOON KIAT B. Ed

RESEARCH REPORT SUBMITTED IN PARTIAL FULFILMENT OF THE

REQUIREMENTS

FOR THE DEGREE OF MASTER OF EDUCATION (INTERNATIONAL

BACCALAUREATE)

CENTER OF POST-GRADUATE STUDIES

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2023

1

Abstract

The focus of this study is to evaluate SeEd usage in addition to the pros and cons of online learning from various perspectives of the Lakeview International School Ipoh community. Consequently, the researcher conducted the entire study using a qualitative approach. The questions were given to the Lakeview International School Ipoh's pupils, parents, and teachers to reflect the qualitative data. Twenty-one students (seven classes), ten teachers (PYP and MYP), and ten parents from Lakeview International School in Ipoh were part of the study's sampling group interview and responded to the pertinent questions. All the results will be using the thematic analysis method to analyse later on.

Leveraging AI-tools to Promote Learner Autonomy in Foreign Language Learning:

An Exploratory Study

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Year: 2022-2023

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Page 1 of 33

Abstract

This is an exploratory study on leveraging AI-tools to promote learner autonomy in foreign language learning in secondary schools. The study aims to identify the types of AI-tools that are available for promoting learner autonomy, investigate their effectiveness, and explore the factors that influence their adoption and use. The study will also compare the effectiveness of AI-tools with traditional teaching methods for promoting learner autonomy. The limitations of the study include a focus on secondary education foreign language learning programs and the reliance on self-reported data. The findings of the study can inform educators and designers on the types of AI-tools that are most effective for promoting learner autonomy and the factors that affect their adoption and use. In the subsequent chapters, the paper will provide a comprehensive review of the current literature, the research methodology, the findings of the study, and the implications of the findings for theory and practice.

Keywords: AI-tools, learner autonomy, foreign language learning, Artificial Intelligence (AI), Chatbots