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Abstract
The primary purpose of this study is to look at the best practices in the professional development of novice teachers in Malaysia. The study was conducted in high-performing primary schools involving novice teachers; therefore, a conceptual framework was constructed to ensure that the survey was appropriate. The two main theories involved in this study are constructivism and adult learning theories. Through this study, a Conceptual Framework Of Best Practices For The Development Of Professionalism Of Novice Teachers In High Performing Primary Schools In Malaysia was successfully built.

Introduction
The teaching profession is professional, and it is a preferred profession. It coincides with the main initiative in Malaysia Education Blueprint (MEB) 2013-2025, which improves the quality of education by transforming the teaching profession into a profession of choice. Human capital development should start at the grassroots level again. Therefore, it is undeniable that teachers have great faith and trust in nurturing future leaders with good knowledge, noble behaviour, integrity, and a good personality. Parallel to the Ministry of Education Malaysia's (MOE) efforts to improve the quality of education in Malaysia, which are being made in tandem with the fast-changing knowledge and information sector (Abu Hassan et al., 2021). To raise world-class teaching professionalism in terms of quality is to ensure that teachers are always skilled to meet the country's aspirations (Hidayat, 2019). Thus, one of the objectives of Teacher Education Division (TED) is to produce quality beginning teachers with high value of professional development practices. As outlined in the Education Development Master Plan (EDMP), these quality beginning teachers are first-class human capital. Quality beginning teachers include managing the co-curriculum responsibly and adhering to teaching ethics. The

MOE is very concerned with professional development plans, which aim to improve the ability and performance of teachers, including beginning teachers nationwide, to make them more prepared, enthusiastic, and committed to performing their teaching duties.

Research Objective

This study aims to build a conceptual framework for best practices for the development of professionalism of novice teachers in high performing primary schools in Malaysia

Significance of the Study

The importance of quality, effective and excellent novice teachers to ensure that learning among students is also of quality cannot be denied producing best practices for professional development. Researchers believe it can bridge the gap between the missions to be achieved, including any problems in the best practices of beginning teacher professionalism. This study will also be beneficial in building best practice instruments of beginning teacher professional development and, in turn, assisting policymakers and strengthening teacher professional development programs. Therefore, a conceptual framework must be carefully planned to ensure that this study can run smoothly and effectively.

Conceptual Framework
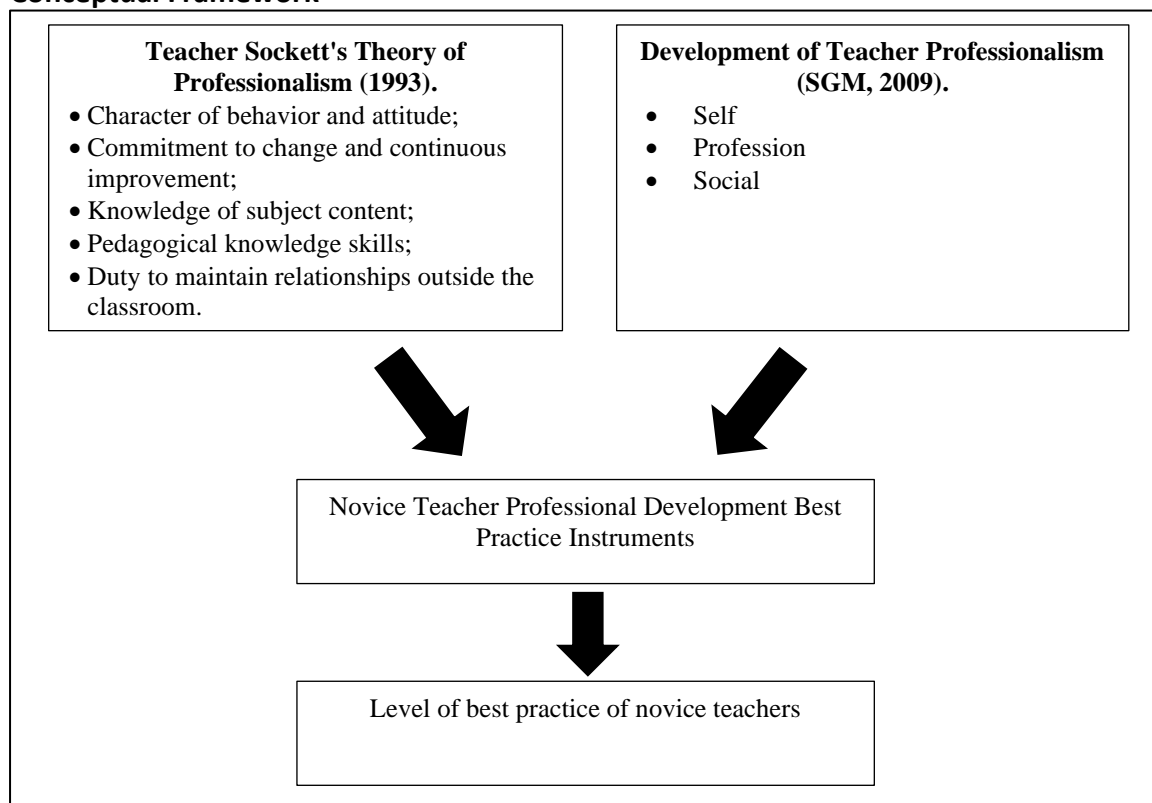
Diagram 1: Research Conceptual Framework

This study will measure the construct of teacher professional practice in 3 main criteria, namely personal, professional, and social elements based on the Malaysian Teacher Standards. The Malaysian Teacher Standard Model (MTS) is a standard that can benchmark teachers and prospective teachers in Malaysia in producing quality teachers. It is adapted from the Conceptual Framework of the Value Practice of Teacher Professionalism. This conceptual framework was designed because it is a standard-setting related to teacher

professionalism. MEB (2013-2025) focuses on developing teacher professionalism among teachers, including beginning teachers. The practice of teacher professionalism values is formulated based on the culture of the Institute of Teacher Education, Ethics of the Teaching Profession, values in the school curriculum, key values in the Public Service, key principles MOE Work Ethics, and the Twelve Pillars. This standard has three main domains, namely self, profession and social. Through the Social Domain, teachers are supposed to play a role as socialization agents and generators of human capital in society. There are five values in this domain. Whereas through the Domain of Profession, teachers should hold acquired values and be developed while undergoing teacher training. There are seven values in this domain. The next domain is the Self Domain. Here, teachers should have existing teaching self-worth, and it should also be developed. The conceptual framework of this study refers to several theories and models of teacher professional development that several past researchers have produced. In this study as well, the researcher used research models related to professionalism, such as Guskey Model, Clarke and Hollingsworth Teacher Professional Growth Model, Desimone Professional Development Model and Malaysian Teacher Model. It includes the Conceptual Framework of the Value Practice of Teacher Professionalism.

Literature Review

Teacher Professionalism

Teaching professionalism is associated with professional characteristics such as qualification to be a teacher's professional ethics, which is recognized by professional bodies. Teaching professionalism is a key recipe for career success. This concept is defined from various aspects, including in the teaching profession. In education, the concept of professionalism in learning and facilitation is generally discussed to improve a teacher's quality practice. This profession is a field that has characteristics such as the importance of having intellectual skills, adequate vocational training, services required by the community and has its organization to manage issues related to education (Lieberman, 1956). Severe challenges full of complexity in teaching had to be faced with raising standards in this profession. In this regard, many points must be forward to embrace the development of teacher professionalism that encompasses the advancement of human life. The field of teaching in Malaysia has its code of teaching ethics, as outlined in the Malaysian Code of Teaching Professionals.

The code of teaching ethics outlines the responsibilities and responsibilities to students, parents, the community, the country, their peers, and their teaching careers. As professionals, teachers need to have personal, social, and professional qualities and qualities such as fairness, friendliness, assertiveness, dedication, tolerance, sensitivity, innovation, etc. Teachers also need to be responsible for behaviour, knowledge, skills, students, parents, education, and the country (Dawi, 2009). They are practising the values of professionalism in the teaching profession. The Malaysian Teaching Profession aims to produce knowledgeable, responsible and capable citizens who realize the importance of fighting for the truth and achieving high aspirations. Teachers must believe in the principles of "Rukun Negara", the principles of democracy, and individual freedom. It is because society will help young people understand the culture, acquire the knowledge they have accumulated over time, and prepare them for future challenges through the world of education. Recognizing the importance of teaching young people to achieve progress, teachers need to accept a teacher's ethics as a guide to succeed in the profession to achieve high levels of achievement.

In terms of education, teacher professionalism usually involves the psychomotor, intellectual, and emotional of teachers towards their profession. Furlong (2000) defines

teacher professionalism as applying knowledge to perform work. Verloop (2001) states that teacher professionalism is related to the quality of teachers' work with various roles and supports from professional knowledge, professional development, and school culture. Meanwhile, Benninga et al (2003) concluded that teacher professionalism consists of important moral responsibilities for individual development in education, such as moral life sensitivity, judgment making, motivation, and individual character. Teacher professionalism is an area of research that involves standards or norms in teaching to improve teachers' teaching. Numerous studies and literature reviews indicate a direct relationship between "professional culture" and "professionalism". Deepening the professionalism of teachers' professionalism goes beyond cultures, such as sharing ideas, understanding the teaching task and a deep understanding of professional norms in the task. The term "professional" in education has many definitions, including being a professional, possessing or demonstrating a culture of professionalism, a professional work pattern, and engaging in professional development (Evans, 2008; Dalli & Urban, 2013).

Theory of Constructivism
In the constructivist perspective, educators are considered independent learners who have constructed their knowledge. The constructivist theory has become the basis of educational theory, especially how educators develop teaching and learning thinking. This theory encompasses how human learning processes and the factors that tend to facilitate learning (Taber, 2011). They build their understanding of their actions in the world through reflection. Vygotsky (1978) says that educators learn to increase knowledge through personal interaction in their socio-cultural environment. In terms of professional meaning, constructivism involves educators improving the quality of their work through their own learning experiences:
1. An educator attends to previous knowledge and experience with different learning processes and contexts.
2. Educators reflect on acquiring knowledge and experience to plan activities and areas of experience.
3. Analyse and reconstruct their knowledge to improve their employment.

This theory also confirms that the learning process influences educators' development of their knowledge and skills competencies by presenting self-organization in specific tasks. With the constructivism approach, educators are regarded as independent learners who have gained their knowledge by involving their learning activities in the community to build quality. (Piaget, 1966; Vygotsky, 1978). The constructivist theory has become the basis of educational theory, especially how educators develop teaching and learning thinking. This theory encompasses how human learning processes and the factors that tend to facilitate learning (Taber, 2011). They build their understanding of their actions in the world through reflection. Vygotsky (1978) says that educators learn to increase knowledge through personal interaction in their socio-cultural environment.

Adult Learning Theory
This theory emphasizes how adults learn in professional development activities and help facilitators become more effective in guiding and more responsive in serving the needs of participants. In learning programs, Knowles (1980) first proposed to conduct cooperative learning so that participants assess their interests and needs based on their field of work. Then, the assessment results can be the basis in formulating learning objectives to stay

focused on the task. To achieve the objectives, methods, materials, and resources must design various sequential learning activities. Lastly, assessing the quality of learning is done by adjusting the need for better improvement in the future. Participants are required to determine the content, methods, resources, and assessment of their learning collectively or individually. Furthermore, adult learning theory is essentially in line with the purpose of teacher professionalism in improving the profession's quality through professional learning activities. Knowles et al (2005) stated that adult learners have unique needs. Therefore, adult learners should be aware of why they are learning something and learn best when gaining value from the topic (Knowles, 1980). In addition, it fits in with the teacher's job as a problem solver in the students' real life. In this case, adults learn depending on their experiences, attitudes, and abilities in their lives. These include individual character, perceptions of the value of learning tasks, and experiences related to the content of learning. Gregson and Sturko (2007) recommend referring to the principles of adult learning as fundamental because they can reflect teachers' practice, build professional knowledge, and collaborate with their peers.

Professional Development
The term teacher professional development usually relates to staff development or professional development. Career development is the development of professionalism throughout an individual's career. It involves both descriptive and prescriptive aspects. For the descriptive aspect, professional development refers to the way teachers 'development occurs or functions throughout their careers. However, the prescriptive aspect links training factors in shaping the professionalism we want (Kelchtermans, 2002). Teachers need to improve every professional shortcoming in the service. Especially because the client always wants the best. Every change in educational culture, educational mission, and teaching aid technology requires a teacher always to be sensitive and act so that they are always relevant. Meanwhile, three elements will make a teacher a professional. First is the knowledge used to solve the problem. Second, good communication with people around and the third element is support from the environment. The development of teacher professionalization is an initiative by the government to facilitate teachers to continue learning to improve the personal image of teachers, school performance and students. The development of teacher professionalization applies not only to beginning teachers but also to all teachers in service and permanent service and until they have the latest knowledge and skills as well as the ability to perform increasingly challenging tasks.

Conclusion
Developing a conceptual framework of best practices for developing the professionalism of novice teachers in high performing primary schools in Malaysia is important in ensuring that the research conducted is on the right track. Based on the conceptual framework constructed, the researcher can construct an appropriate research methodology to be developed in this study. Therefore, the researcher can continue the study to the next stage, which is to build a research instrument through a three-round Delphi study method to identify the constructs and dimensions of the study constructs. Finally, these findings are expected to help other researchers construct conceptual frameworks related to teacher professionalism.

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