

## **Abstract**

This research aims to examine the applicability of Appreciative Inquiry (AI) and Whole Brain Literacy (WBL) concepts into designing an effective Teacher Professional Development/Transformation program. The study was conducted on Adventist Ekamai School (AES), a small private Christian school with the main objective being to help AES teachers develop/transform its teachers and increase their levels of Teacher Efficacy and Pedagogical Content Knowledge. This is expected to subsequently improve the level of Student Engagement and become a unique selling point of the school in order for AES to compete with other schools more effectively.

Action Research (including three (3) main stages; Pre ODI Implementation, ODI Implementation and Post ODI Implementation) was employed in this study covering a period of five (5) months (July 2013-December 2013). A mixture of qualitative and quantitative methods was also used for data collection and triangulation purposes. The subjects of the study included 36 teachers and 219 students at AES. The ODI encompassed four (4) main activities including Theoretical Knowledge Sharing sessions, Appreciative Inquiry Experience Workshop, Whole-Brain Literacy (WBL) Training sessions and Effective Communication sessions. Comparison of arithmetic means, standard deviation and content analysis were employed for analyzing of collected data.

The research findings show that, after ODI Implementation, AES teachers had become more aware about the significance of Teacher Efficacy, Pedagogical Content Knowledge and Student Engagement towards their teaching role and various

stakeholders of the school. They also voluntarily performed behavioural changes necessary for achieving the new set of shared goals which they collectively formulated during the AI Experience sessions. In addition, they made an effort to utilize the 4 thinking styles based on the Whole-Brain Literacy to develop sets of action plan for handling different teaching tasks. The effective communication activity also raised their awareness about the importance of multiple ways of communication, feedback and clear communication with their colleagues and students. Therefore, they had developed more empathy for their students after the ODI Implementation.

In conclusion, the action research had served as a tool that drives AES towards the first step towards transformational change. However, long term commitment from the school management team would be vital in determining the success of this transformational process and goals achievement. Future study can try to employ different activities as ODI that are suitable for different contexts to strengthen the applicability and extend the validity the models developed from this study.