

TRUST
SCHOOLS
PROGRAMME
PROGRESS
REPORT



Nurturing Tomorrow's Leaders Through Education Excellence

2012/2013

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FOREWORD BY THE MINISTER OF EDUCATION I

Our education system has been the bedrock of our nation's development. It has provided this generation and those before with the skills and knowledge that have driven the country's growth and, with it, our prosperity.

Education is also a major contributor to the development of our social and economic capital. It inspires creativity and fosters innovation; provides our youth with the necessary skills to be able to compete in the modern labour market; and is a key driver of growth in the economy.

The Government is committed to transforming Malaysia's education system over the next decade or so. Our goal, and the purpose of the education system, is to equip our students holistically to allow them to succeed in the 21st century, with all of the opportunities and challenges that this new era presents. By doing so, our country will continue to keep pace in an increasingly competitive global economy.

This entails a serious effort at enhancing our education system and devising effective ways to transform it into a world-class standard.

In order to compete with the best in the world, our education system must develop young Malaysians who are knowledgeable, think critically and creatively, have leadership skills and are able to communicate with the rest of the world. These are the hallmarks of the 'modal insan' aspiration which Yayasan AMIR has set forth since the inception of this programme.

To this end, the Ministry of Education, in partnership with Yayasan AMIR has embarked on a Public-Private Partnership initiative via the Trust Schools Programme.

The Yayasan AMIR Trust Schools Programme was conceived as a long-term commitment to improve accessibility to quality education in public schools. The main objective of the Programme is to assist and to harness the strengths and expertise of the private sector and non-governmental organisations to provide further impetus in improving the quality of our schools and promoting efficiencies and effectiveness of the education delivery system.

This Programme aims to assist and provide a comprehensive plan for a rapid and sustainable transformation of our education system - from how we approach student learning and teaching, training and rewarding of our teachers and principals right through to how the Ministry of Education, the state education department and district offices operate.

It is my sincere hope that the transformation planned for the schools under the auspices of the Yayasan AMIR Trust Schools Programme not only accelerate to fruition but their success triggers a wide support for the change that the Programme brings.

I would like to take this opportunity to express my appreciation to Yayasan AMIR and all those who contributed towards the Programme. On behalf of the Ministry of Education, we commit to the vision of the Trust Schools Programme and to supporting its implementation to the best of our ability.

At the end of the day, as with all the things that are set out in all Ministry of Education intervention programmes, is that it is for the good of our children.



Tan Sri Dato' Haji Muhyiddin bin Haji Mohd Yassin



STATEMENT BY THE CHAIRMAN OF YAYASAN AMIR

The Trust Schools Programme, conceptualised by the Ministry of Education, in partnership with Yayasan AMIR, addresses Malaysia's needs for a complete and replicable school transformation programme.

At its launch in December 2010, Yayasan AMIR started out with ten schools in the Programme - five schools in Sarawak and five schools in Johor to form the Pilot Cohort of Trust Schools. Today, we are proud to have 13 schools in the programme with three additions to the fraternity from schools in the Klang Valley - impacting more than 680 teachers and 9,800 students!

The past two and a half years have seen the continuation of a very active and successful year for the Trust Schools. A main priority of the Trust Schools is to provide a rich and engaging learning environment so that students can fulfill their personal and scholastic potential, helping nurture and improve teaching and learning by the teachers in the Trust Schools, as well as nurture Leaders of Learning in the senior leadership team in the Schools.

The schools now function as "live labs" where processes and outcomes of all the interventions in the Programme are studied and documented, and these outcomes serve as reference points to other schools as well.

Moving forward, Yayasan AMIR is committed to ensure that the fundamentals that we have institutionalised are suitably strengthened to proceed with Year Three and onwards of the Programme for the Pilot Cohort and establishing the solid and necessary foundations needed for the Second Cohort.

Yayasan AMIR will continue to find ways to support the education transformation journey of Malaysia, because we all share the same dreams and hopes of giving Malaysian children the best possible education, to succeed in life and in the global arena.

As is the case with any organisation, Yayasan AMIR does not succeed on a basis of any individual or any one group alone. Its successes are instead the result of a collaborative effort that involves many contributing individuals and groups towards achieving the Trust Schools Programme's dreams.

Therefore, I would like to convey my sincere gratitude and appreciation in particular to the Ministry of Education for the trust and confidence bestowed upon us. We believe that the Ministry's commitment to this Programme will bode well with its vision for a world-class Malaysian education system.

We would also like to commend the Trust Schools staff for the grit, focus and determination that they have shown in carrying out school-wide transformation. Special thanks also go out to Khazanah Nasional Berhad, our pioneer sponsor, for making the Trust Schools Programme possible through its support, my colleagues on the Board of Trustees for their support, dedication and commitment over the year, the staff of Yayasan AMIR and LeapEd Services Sdn Bhd, our education services provider, for their diligence and energy in making the Trust School dream a reality.

It is our sincere hope that the results that you find in this Progress Report will not only accelerate to fruition but the success stories will also inspire and trigger more sponsors to help accelerate the journey towards a better education for the next generation.

Thank you.



Raja Tan Sri Dato' Seri Arshad bin Raja Tun Uda



BOARD OF TRUSTEES OF YAYASAN AMIR

Raja Tan Sri Dato' Seri Arshad bin Raja



Raja Tan Sri Dato' Seri Arshad bin Raja Tun Uda was appointed as the Chairman of our Board of Trustees on 7 February 2011.

He is presently a director of Khazanah Nasional Berhad, Yayasan Daya Diri and ACR Retakaful SEA Berhad. Raja Arshad is the Chairman of Maxis Berhad, Binariang GSM Sdn. Bhd., Ekuiti Nasional Berhad and Yayasan Raja Muda Selangor. He is also the Chancellor of University Selangor. He was formerly executive chairman and senior partner of PricewaterhouseCoopers ("PwC"), Malaysia, chairman of the Leadership Team of PwC Asia 7, and chairman of the Malaysian Accounting Standards Board and Danamodal Nasional Berhad. His previous international appointments include being a member of the PwC Global Leadership Team, the PwC Global IFRS Board and the Standards Advisory Council of the International Accounting Standards Board.

His previous public appointments include being a member of the Securities Commission, the Malaysian Communications and Multimedia Commission, the Investment Panel of the Employees Provident Fund and the board of trustees of the National Art Gallery.

He is a Fellow of the Institute of Chartered Accountants in England and Wales, and a member of the Malaysian Institute of Accountants. He is also a member of the Malaysian Institute of Certified Public Accountants and served on its council for 24 years, including three years as its president.

Kenneth Shen



Kenneth Shen was appointed as our Trustee on 10 February 2012. He joined Khazanah Nasional Berhad as Executive Director of Investments in July 2011.

Ken is a member of the Boards of Directors of Axiata Group Bhd, Destination Resorts and Hotels Sdn Bhd, Archipelago Hotels and Resorts Sdn Bhd, Themed Attractions and Resorts Sdn Bhd and LeapEd Services Sdn Bhd.

Ken holds a Bachelor of Arts degree (magna cum laude) in East Asian Languages and Civilisations (Japanese) and Economics from Harvard College and an MBA from the Harvard Graduate School of Business Administration. In addition, he has completed studies at Keio University.

Dato' Noor Rezan Bapoo Hashim



Dato' Noor Rezan Bapoo Hashim was appointed as our Trustee on 10 February 2012. She is the former Deputy Director-General of the Ministry of Education Malaysia. She also headed a Committee under the purview of the Prime Minister to strengthen the English language in Malaysian schools, and was also the Ministry's Lab Leader under the National Key Result Areas (NKRA) in education.

Dato' Noor Rezan is currently the Education Advisor to Khazanah Nasional Berhad, providing guidance on several educational initiatives, namely PINTAR Foundation, the Trust Schools Programme, and Teach for Malaysia.

Shahnaz Al-Sadat Abdul Mohsein



Shahnaz Al-Sadat Abdul Mohsein was appointed as our Trustee on 26 October 2010. She is an independent promoter of education, talent development and social enterprise reforms in the interest of Malaysia and the community at large. Shahnaz was a former Executive Director of the Strategic Human Capital Management Division of Khazanah Nasional Berhad. She currently serves on various Boards of education-related entities such as Teach for Malaysia, PINTAR Foundation and MINDA.

She holds an LLB (Hons) degree from University of Nottingham, United Kingdom and a Masters in Business Administration (MBA) from IMD in Lausanne, Switzerland. She is also a Certified Public Accountant (CPA) and a Certified Internal Auditor (CIA).

VISION

TO DRIVE TRANSFORMATION OF STUDENT OUTCOMES IN PUBLIC SCHOOLS THROUGH PUBLIC-PRIVATE PARTNERSHIP IN MALAYSIA

MISSION

- TO PROMOTE EXCELLENCE IN THE SCHOOLING SYSTEM BY:
 - I. IMPROVING THE CURRICULUM AND DELIVERY OF EDUCATION;
 - II. IMPROVING THE MANAGEMENT OF SCHOOLS; AND
 - III. PROVIDING TECHNICAL AND FINANCIAL ASSISTANCE.
- TO CREATE A LEADING NETWORK OF INTEGRATED AND SUSTAINABLE SCHOOLS.

JOURNEY OF THE YAYASAN AMIR TRUST SCHOOLS PROGRAMME

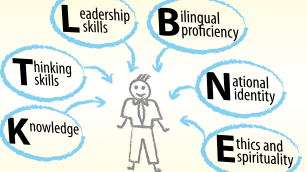


OUTCOME

JPN/
PPD

Malaysia
Education
Blueprint

Every student will have...



SUSTAINABLE

REPLICABLE

SPONSORSHIP

- SYNERGY
- INCLUSIVENESS
- PIONEERING
- RESPONSIBILITIES
- OBLIGATIONS

SYSTEMIC ASPIRATIONS

- Access
- Quality
- Equity
- Unity
- Efficiency

TRANSFORMATION

START

KPI - 5 YR PLAN
ACCOUNTABILITY

LeapEd

EDUCATION

PPP

PARTNERSHIP

PUBLIC

- MAINTAIN**
- Public Status
- Day to day Operations
- Funding

PRIVATE

- CONTRIBUTION**
- Leadership
- Expertise
- Resource
- Value Added

- SYNERGY**
- Education Management
- Operational

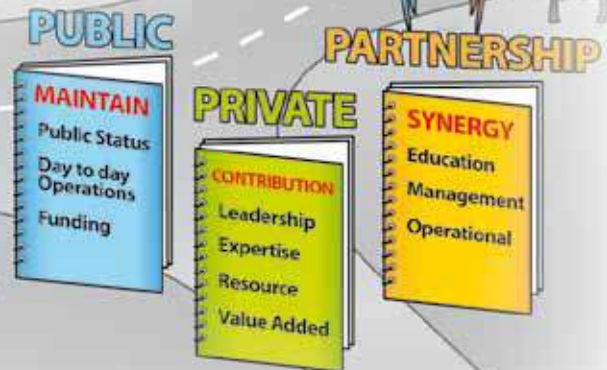


WHAT IS THE YAYASAN AMIR TRUST SCHOOLS PROGRAMME

A form of Public-Private Partnership between the Ministry of Education and the private sector

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The Trust Schools Programme is an initiative by the Government of Malaysia and driven by the Ministry of Education. Yayasan AMIR is the founding promoter of this initiative and commenced the Yayasan AMIR Trust Schools Programme in January 2011. The Trust Schools Programme is aimed at public schools, and undertaken in the form of a Public-Private Partnership (PPP); the Ministry continues to provide funding and resources for the day-to-day operations of the schools, while the private sector contributes additional resources to accelerate outcomes achieved by the schools.

In doing this, Yayasan AMIR aims to steer the transformation towards revitalising the schools' culture, with excellence and holistic student outcomes as its core. Students are meant to develop holistically, beyond merely achieving academic goals but also maturing in aspects of personal values, independence, and creativity. Yayasan AMIR intends to accomplish transformation that will sustain long after Yayasan AMIR and LeapEd have left the Trust Schools, benefitting all students who attend the school henceforth, even beyond the five-year Programme.

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Drawing on the principles of equity, replicability and sustainability, it was felt that the approach of building capacity of the Trust Schools' leaders and teachers would be the most appropriate strategy to take, as it builds a pathway towards creating lasting practice and culture within the schools. For this purpose, Yayasan AMIR has procured the services of a team of education experts known as Education Advisors, from its education services provider, LeapEd Services Sdn Bhd (LeapEd), all of whom possess a wealth of international and local experience in the education sector, with core competencies in teaching and learning services, including management expertise. It is this team who is facilitating the transformational journey in the Trust Schools, working with school leaders and teachers throughout the five-year duration of the Trust Schools Programme.

Additionally, it is also the hope of Yayasan AMIR that the network of Trust Schools will become a benchmark of education excellence, creating a critical mass of Trust Schools that can serve as demonstrable proof-of-concept on the viability of sustainable transformation using existing manpower resources. The end goal is to influence a systematic transformation of education in Malaysia.

Through the Programme, LeapEd's Education Advisors promote collaborative partnerships amongst school staff, development of Professional Learning Communities (PLC), as well as rigorous self-improvement and embedded reflective practices amongst school leaders and teachers to ensure sustained improvement practices. All of LeapEd's programmes are designed to meet its STAR quality criteria: Sustainable, Transferable, Applicable and Replicable. To this end, a mainstay of the Yayasan AMIR Trust Schools Programme is the provision of Continuous Professional Development (CPD) programmes to the school staff.





WHAT IS THE YAYASAN AMIR TRUST SCHOOLS PROGRAMME

Strategic goals and transformation focus

TRANSFORMATION FOCUS

Often, education-related initiatives focus directly on the learner, either in the form of scholarships for high achievers, or frequently, targeted workshops or activities for students or teachers. Instead, the Trust Schools Programme is a school improvement programme with a focus on schools and teachers in the classroom as the main levers to improve student outcomes. It takes a long-term view on school transformation, with interventions carried out over the course of five years. While the ultimate aim of the programme is the enhancement of the student's educational experience, the intervention is aimed at the teachers and school leaders.

Transformation Principles

- Working within the system with **existing infrastructure** and resources
- **Ownership** by the school leadership
- Tackle pedagogy and delivery to optimise the overall learning environment
- **Holistic** and **integrated** student approach
- Focused methodology and measured impact
- Inculcate **common** learning culture and language

Seven Key Differentiators

1 It is an implementation model

5 It is about software, not hardware; i.e. the Programme is concerned with building capacity for school staff, and less on facilities and/or infrastructure

2 It focuses on school-wide transformation

6 It is customised according to schools' readiness, per the baseline observation conducted prior to the implementation of the Programme

3 The strategic goals of the Trust Schools Programme focus on all stakeholders; i.e. the school leaders, teachers, students, parents and community, concurrently

7 The commitment of school leadership, which is important for sustainability

4 It inculcates sustainable changes, e.g. via continuous professional development



INTEGRATED SCHOOL IMPROVEMENT

A key ingredient to the success seen at the Trust Schools lies in the holistic and integrated nature of the Programme. It is not the individual elements of the Programme that has brought about transformation at the Trust Schools; rather, it is because the entire school has been involved in the transformation exercise. Truly, the transformative effect of the Programme has been greater than the sum of its parts. School staff work together as a team and are fully committed to drive the transformation at the schools, which provides the necessary impetus for change.

Strategic Goal 1 Develop High Quality Leadership and Management

- All principals and headmasters are high-performing against Professional Standards for Principals and Headmasters and are models of best practice
- There is effective school-wide, distributed leadership at every level and a range of leadership styles is utilised as appropriate
- School development planning and self-evaluation is a continuous process that is effectively translated into practice in all areas of the school
- Financial planning ensures that students benefit from sound financial judgements and decision-making which is linked to strategic objectives and tactical priorities
- School leaders are leaders of learning with a thorough understanding of effective learning and robust performance management system practices are used to ensure continuous improvement

Strategic Goal 3 Maximise Student Achievement and Potential

- The school's curriculum and co-curriculum activities match learners' needs, interests, aspirations and capabilities and contribute to learners' achievement and enjoyment
- The school's co-curricular provision is directly linked to, and enriches the core and extended curriculum, improving student learning
- All schools introduce innovative assessment methodologies and practices that allow students to demonstrate their achievements in varied and creative ways
- All teachers consistently apply the principles and practices of effective assessment for learning
- The school identifies, and provides support for students' personal, social, intellectual and emotional development needs with an emphasis on the principles of Modal Insan

Strategic Goal 2 Improve the Quality of Learning and Teaching

- All teachers use a broad range of pedagogies and methodologies appropriately and consistently to maximise student learning and achievement
- All teachers consistently reflect on the impact of their practice on student progress and achievement and adapt their teaching styles and methods where necessary
- All teachers successfully create a positive learning environment with high expectations where students are challenged, supported and nurtured
- All teachers use multiple sources of data and information about individual students to personalise learning experiences and maximise student progress

Strategic Goal 4 Strengthen the Engagement of Parents, Community and Other Stakeholders

- There are strong partnerships between the parents and the schools to support the holistic development of the student
- Innovative and creative partnerships and collaborations exist with the local community and businesses

WHAT IS THE YAYASAN AMIR TRUST SCHOOLS PROGRAMME

Overview of the Trust Schools Programme framework

PLANS



- Trust School Strategic Goals
- School Self Evaluation
- Trust School Road Maps (5 Year Plan)
- Trust School Improvement Plan (Annual Plan)

STRUCTURE AND PROCESSES



- Performance Management Systems (PMS)
- Continuous Professional Development (CPD)
- School Diagnostics - Baseline Observations
- Scaffolding Teaching & Learning Practices

PROGRAMMES



- LeadED CPD
- Middle Leaders (MidLED) CPD
- TeachSmart CPD
- Advisory Teacher Programme
- Generalist Teacher Programme
- Subject Based Classroom Programme
- Co-Curriculum Programme
- Parents and Community Engagement Programme

IT ALL BEGINS WITH PLANNING

Against the backdrop of the four strategic goals, each school will undertake a rigorous self-evaluation process utilising the Trust Schools' Self Evaluation Framework to identify its strengths and areas for development.

The outcome of the school self-evaluation will support the Trust School to consider and identify challenging key annual milestones and desired outcomes for its Trust School Road Map. These annual milestones and desired outcomes is based on what the school believes it is able to achieve from its own particular starting point as it strives to progress towards its vision.

Each Trust School will then create an annual tactical plan customised to each school's needs, known as the Trust School Improvement Plan (TSIP). The TSIP encourages Trust Schools to sharpen their focus on key areas for improvement which will have the greatest impact on student progress and outcomes, as it provides a common goal and direction for school staff and students.

On an annual basis, the TSIP is monitored and tracked, at mid-year and year-end to ensure that progress is on target. Some schools have decided to publicly display their TSIP so that all school staff, students and parents are kept informed on the school's progress towards achieving their targets.

Teachers are key stakeholders in the development of the schools' TSIP. They give input and also reflect on the impact of the new methodologies on student outcomes. The initial changes that teachers observe in their students are usually the catalysts for commitment and buy-in. The improvement in student engagement, where students are allow to interact more and teachers are able to support individual students with their specific learning needs, is a big motivating and change factor. Classes and lessons have become fun through the improved learning environment that fosters positive relationships, resulting in improved learning!



EMPHASIS ON CONTINUOUS PROFESSIONAL DEVELOPMENT

Underpinning the execution of the Trust Schools Programme and an important tool for sustained improvement practices is professional development for Trust Schools staff. Continuous Professional Development (CPD) modules are tailored to the respective roles and responsibilities expected of each level of school staff. LeadED CPD, for instance, is a leadership development programme for Trust School leaders, namely the principals, headmasters and senior assistants, while MidLED CPD focuses on distributive leadership and allows middle leaders among the Heads of Departments and Panel Heads to become leaders of learning. Meanwhile, TeachSmart CPD focuses on essential

teaching competencies for all teachers and embeds a 'common core' of pedagogies and methodologies across Trust Schools as well as promote a shared understanding of effective teaching practice.

These CPD modules, which harness current and leading-edge theory, are delivered by LeapEd's Education Advisors to the Trust Schools staff via face-to-face workshops and input sessions in a positive emotional environment. After these sessions, the school leaders and teachers will undergo application and self-reflection tasks to internalise what they have learnt from these modules.

Topics in LeadED CPD:

Leadership & Management, Leading Learning, Performance Management System, Change Leadership, Gathering, Using & Analysing Data, Effective Utilisation for Data, Strategic Planning for School Improvement, Planning for Effective CPD, Developing Personal Effectiveness, Lead Assessors, Distributed Leadership, Improvement Strategies for Co-curriculum Framework and Parental Engagement

Modules covered in MidLED CPD:

- The Role of Middle Leader
- Working and Communicating Effectively with Others
- Gathering, Analysing and Utilising Data Effectively
- Ensuring Continuous School Improvement
- Performance Management System
- Facilitating Professional Learning

Five Pedagogical Pillars of TeachSmart CPD:

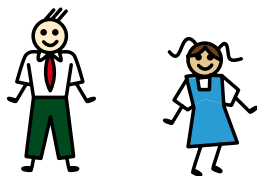
- Lesson Essentials
- Engaging all Learners
- Positive Classroom Management
- Assessment for Learning
- Cooperative and Collaborative Learning

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DIFFERENT IMPLEMENTATION STRATEGIES

Other programmes undertaken at the Trust Schools include programmes that transform pedagogical practices such as the Generalist Teacher Programme (GTP) at the primary schools, the Subject Based Classroom (SBC) at the secondary schools and the Co-curriculum Programme, which adds more structure to co-curriculum planning as well as put in place creative and innovative activities, administered via the formation of student councils.

There is also a peer guidance programme in the form of the Advisory Teacher Programme to complement the teaching and learning-related programmes at the schools. Last but not least, to complete the suite of programmes underpinning the implementation of the Trust School Improvement Plan, there is the Parents and Community Engagement Programme in relation to the fourth and final strategic goal of the Trust Schools Programme.



What is an Advisory Teacher?

Advisory Teachers are teachers in the Trust Schools who have been identified via a rigorous selection process to have high standards of classroom practice/teaching competencies, excellent interpersonal skills and demonstrate high commitment towards promoting school improvement and professional development amongst their peers. They are appointed as understudies to LeapEd's Education Advisors and undergo a rigorous development programme, with the aim of becoming a key advisory resource and providing pedagogical leadership within the Trust Schools. Through the Advisory Teachers, excellent education practices are disseminated and shared, where teachers in the school are able to receive peer coaching and guidance.

The Advisory Teacher Programme is vital to ensure sustainability of the transformational effect beyond the five year duration of the Programme.

As at July 2013, there are 50 Advisory Teachers in the Trust Schools system, equally distributed between the Johor and Sarawak Trust Schools Selections of Advisory Teachers in the Kuala Lumpur Trust Schools will begin in 2014.

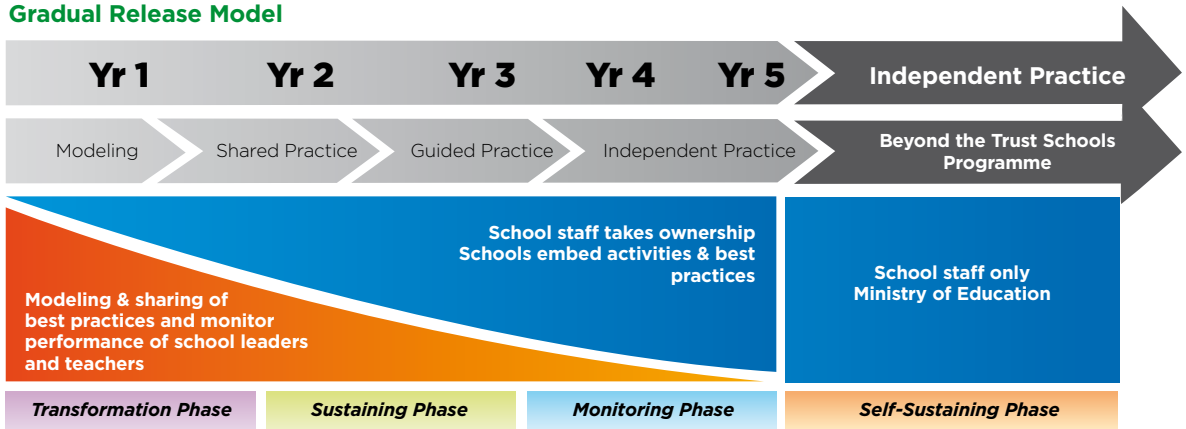
PERFORMANCE MONITORING AND QUALITY ASSURANCE

Performance management of staff is also an important lever to support the delivery of CPD modules. The performance management process identifies key areas for development and support for all school staff. LeapEd's proprietary performance management system is based

on guided self-evaluation through focused questions moderated by the school leaders and identified evidence-based elements. School staff are then assessed against a set of identified competencies and given individual targets for improvement.

PHASES OF THE TRUST SCHOOLS PROGRAMME

Gradual Release Model



The Yayasan AMIR Trust Schools Programme is a five-year programme, predicated on a gradual release model in which the degree of Yayasan AMIR and LeapEd's involvement at the schools reduces progressively over the duration of the Programme. Each Trust School is allocated a team of LeapEd's Education Advisors to support the school leaders in improving school leadership and management practices, as well as aid the teachers' understanding and implementation of effective pedagogy and methodology.

There are three distinct phases during the five-year duration of the Programme, i.e. the Transformation, Sustaining and Monitoring Phases, as described in further detail below.

Currently, the Pilot Cohort is in its final year of the Transformation Phase and will be moving into the Sustaining Phase next year, while the Second Cohort is in the midst of its first year of the Transformation Phase.

TRANSFORMATION PHASE

During the Transformation Phase, Trust Schools are resourced with Education Advisors to enable the delivery of the professional development programmes, the introduction of the performance management system, the planning and monitoring of the school's Trust School Improvement Plan (TSIP), as well as focus on the planning and delivery of a meaningful co-curriculum programme and parent engagement strategy. Education Advisors deliver Continuous Professional Development (CPD) modules, model strategies, observe, give feedback and coach teachers. Capacity building occurs through training the school's senior and middle leaders and developing them into leaders of learning, institutionalising the Professional Learning Communities (PLC) and grooming Advisory Teachers to become peer coaches.

SUSTAINING PHASE

The presence of Education Advisors is reduced in subsequent phases, starting with the Sustaining Phase. Schools are supported through access to online CPD resources, delivery of centralised as well as individual CPD support. Schools design their own CPD plans in line with their TSIP priorities.

MONITORING PHASE

The Sustaining Phase is followed by the Monitoring Phase, in which the school progress is continuously monitored through the Trust School Improvement Plan targets and action plans, performance targets and mid-year / year-end assessments. Schools will have access to online resources, centralised advisory support, and progress reports. In this stage, schools develop into self-sustaining and reflective organisations and effective pedagogy continues to be embedded in practice. Schools are also expected to work closely with the state and district education departments.



WHAT IS THE YAYASAN AMIR TRUST SCHOOLS PROGRAMME

Autonomies granted to Trust Schools

Via a Public-Private Sector Operations and Management Agreement between the Ministry of Education and Yayasan AMIR, the Trust Schools are granted defined autonomies in certain areas of school operations and management. In exchange, agreed Key Performance Targets that relate to improvements in school leadership practices, teaching competencies, student outcomes, as well as parents and community involvement in the schools are set; all of which are measured at the end of the duration of the five-year Programme.

Autonomies relating to procurement and utilisation of funds have gone a long way towards improving the way teaching and learning is conducted at the Trust Schools.



Purchase of teaching and learning resources, as well as reading materials for the library

Autonomies Granted to Trust Schools

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Curriculum



Staffing



Procurement



Pupil Policies



Utilisation of Funds Allocated



Timetable & School Calendar

Effectively, most aspects of school operations and management fall under the joint responsibility of Yayasan AMIR and the school leaders, with oversight from the Ministry of Education.

There is no change in the operational funding for Trust Schools as the schools continue to receive such funding from the Ministry; their status as government schools remains unaffected. However, what Trust Schools can benefit via the autonomies is the flexibility to manage their allocated budget. This is done with the oversight by Yayasan AMIR, to facilitate or enhance spending towards prioritising teaching and learning needs.

The autonomy for school staffing has also improved the management capabilities of school leaders. For example, school leaders are able to conduct interviews of prospective school staff with greater confidence.

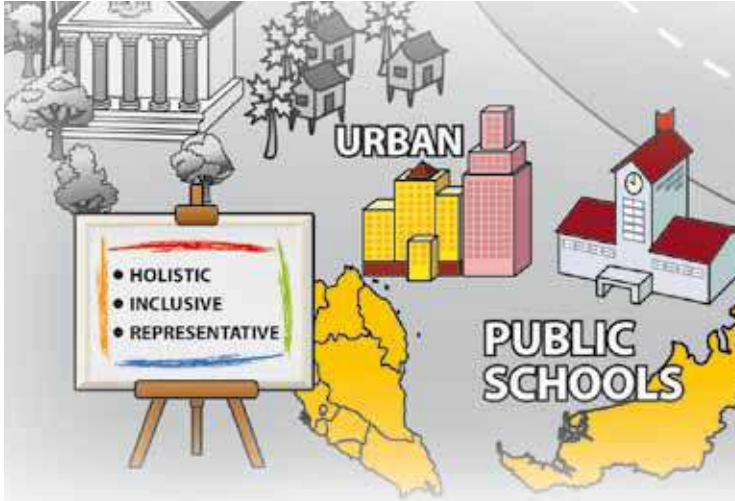


School leader at SMK Gelang Patah interviewing prospective Teaching Assistants

The empowerment of the schools' leadership teams via the Trust School autonomies is aligned with the Preliminary Report of the Malaysia Education Blueprint.

A key feature of the transformation change outlined in the Blueprint is the move towards greater school-based management and autonomy. The Blueprint outlines a vision for a future education system where all schools will be responsible for operational decision making in terms of budget allocation and curriculum implementation. The Trust Schools are already putting this into practice.

Post the five-year Programme, it is envisaged that the schools will continue benefiting from the autonomies granted as long as they are able to maintain standards of education excellence.



THE TRUST SCHOOLS

SELECTION OF SCHOOLS

- PRIMARY
- SECONDARY

Currently, there are 13 schools in the Programme; schools are selected after an extensive shortlisting process. Yayasan AMIR works closely with the Ministry of Education to identify potential Trust Schools. The final selection of schools also depend on the readiness and commitment of the school's leadership to undertake the Trust Schools Programme.

The first Pilot Cohort that commenced in 2011 comprises five schools in Johor and five schools in Sarawak. They were selected to provide a representative cross-section of Malaysian public schools and therefore included both primary and secondary schools in rural and urban areas, as well as schools of low through high-performance bands, as measured by the Ministry of Education. There are even high-performing schools, a residential school and a vernacular school in the Pilot Cohort.

Notwithstanding the differing backgrounds of these schools, it is noted that all ten schools have been able to harness the Programme to effect unique transformational changes at their respective schools, which will be further explored in the ensuing sections of this report.

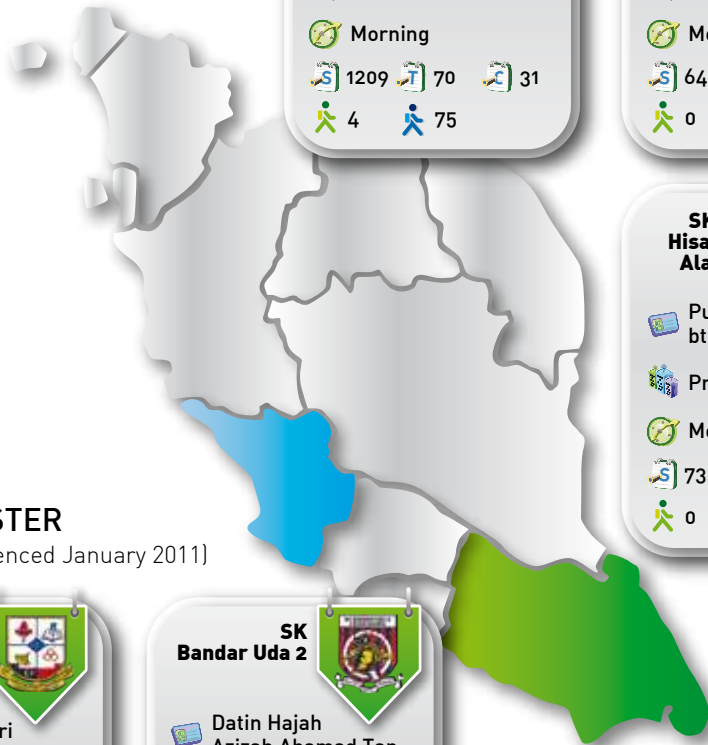
This can be attributable to the nature of the Trust Schools Programme as an all-encompassing programme that addresses the four facets of school leadership and administration, teacher quality, holistic student development, and parental and community engagement, all of which are common objectives of the education system, in an integrated manner. Again, the Trust Schools Programme helps schools develop a positive culture and structured process – holistic educational initiatives and programmes that can be customised for the school's needs and thus be incorporated into the school's ecosystem – something the heads of schools themselves are able to attest to.

For the Second Cohort of schools in Kuala Lumpur, there are currently three primary schools. In this instance, a cohort of primary schools allows better sharing of resources among schools of the same student age group, as shown by the success of the Generalist Teacher Programme. In addition, early intervention of students allows for opportunity to prepare students for success and upskill their literacy and numeracy capabilities early in life – when development starts early, the impact is cumulative for the students.



THE TRUST SCHOOLS

KUALA LUMPUR CLUSTER Cohort 2 [Commenced January 2013]



**SK
Desa Pandan**

Puan Khalilah Yahaya

Primary, Urban

Morning

1209 70 31

4 75

**SK Convent
Jalan Peel**

Puan Rosita bt Abu Bakar

Primary, Urban

Morning & Afternoon

641 39 18

0 0

**SK Sultan
Hisamuddin
Alam Shah**

Puan Sabariah bt Ali

Primary, Urban

Morning & Afternoon

735 54 22

0 23

JOHOR CLUSTER Cohort 1 [Commenced January 2011]

**SJK(T)
Kangkar Pulai**

Puan Santhakumari A/P Singgaram

Primary, Urban (Vernacular)

Morning & Afternoon

801 51 23

0 25

**SK
Bandar Uda 2**

Datin Hajah Azizah Ahamad Tan

Primary, Urban

Morning & Afternoon

1290 80 36

0 25

**SK Kampong
Layau**

Encik Mohd Fu'ad bin Yusoff

Primary, Rural (Orang Asli)

Morning

116 14 7

4 25

**SMK
Gelang Patah**

Puan Asmah bt Abd. Hamid

Secondary, Urban

Morning

1343 95 42

30 0

**SMK
Semenuh**

Encik Samion bin Kassim

Secondary, Rural (Felda)

Morning

770 60 27

18 0

SARAWAK CLUSTER

Cohort 1 [Commenced January 2011]

SK Combined

Puan Saftuyah Haji Adeng

Primary, Urban

Morning

409 43 14

26 49

SK Empila

En. Latif bin Jem

Primary, Rural

Morning

292 23 9

0 50

SK Tabuan

Puan Aluyah bt Haji Salleh

Primary, Urban

Morning

558 38 17

0 50

SMK Seri Setia

Encik Eden bin Ann

Secondary, Urban

Morning

1116 78 39

0 0

SM Sains Kuching

Puan Hajah Salbiah bt Seman









Secondary, Fully Residential

Morning

507 49 20

0 0

Legend

-  Principal
-  Type of School
-  School Sessions
-  No. of Students
-  No. of Teachers
-  No. of Classes
-  No. of Special Education Needs students
-  No. of pre-school students



HOW IT HAS MADE A DIFFERENCE

Significant changes have been seen in the Pilot Cohort of Trust Schools that are now into their third year of the Programme.

Student

The most evident change seen in the Trust Schools involves the learning environment experienced by their students, which would better prepare them with life skills necessary to be productive members of society. Teachers in the schools are now more adept in their pedagogical skills and this has resulted in students becoming much more engaged in their learning.

Emphasis is placed on student-centered learning, where a shift has occurred, with students doing more of the talking and leading in the classroom, and teachers playing a larger role as facilitator and guide. This develops a sense of independence among the students and can be seen as an increase in self-confidence.

The use of collaborative learning approaches also means that students frequently work in groups, thus developing skills at working in teams. This approach also requires all students to play an active part within the group, and so prevents shy or less confident students from being left out. Students are therefore able to grow as confident communicators.

Teachers in the Trust School classrooms have also enhanced their skills at administering differentiated learning and are able to attend to the varying development needs of students. The use of visible learning and Assessment for Learning strategies ensure that the teacher knows the individual learning gaps and strengths of the students. The use of mini-whiteboards, for example, is a defining characteristic of all Trust Schools.

Higher order thinking skills (HOTS) is encouraged through the focus on thinking questions and the emphasis on creative and problem-solving challenges. Students are also taught thinking skills by equipping them with the necessary thinking strategies and tools such as the use of thinking maps, Edward de Bono's CoRT thinking tools, conceptual thinking and Habits of Mind to structure thinking processes.

Students have also been given the opportunity to manage and lead various aspects of their co-curricular activities. Examples of this include the Student Voice Groups (SVG) that have been set up in several of the secondary schools, where students have been entrusted with greater

responsibility, organising career days and reaching out to renowned international schools to promote cross-cultural engagement and understanding.

Even the primary school students are not left out, with examples of Year 6 students organising intra-school football matches, much to the amazement of teachers and parents. Simply put, by increasing the level of engagement that students experience in their learning and education, they enjoy their time at school more. This also has a positive spillover impact on other aspects of student behaviour, e.g. attendance, and a reduction of discipline issues.

As mentioned previously, by promoting collaborative learning environments, students develop a greater sense of independence and teamwork. By encouraging student-led learning environments, students naturally need to step up and present and address groups of students – hence developing public speaking skills and the self-confidence that comes with it. This is what is envisioned in a holistic education, where the development of students is actively pursued from both curricular and co-curricular activities.





Teachers

The impact of the Yayasan AMIR Trust Schools Programme to the teachers in the Trust Schools is most readily seen in their increased proficiency and competencies as educators and leaders of learning. Naturally this is more pronounced in the Pilot Cohort of schools, but nevertheless, the Second Cohort of schools in Kuala Lumpur are also benefitting from quicker uptake and implementation of the Programme based on the experiences in the Pilot Cohort.

Teachers in the Pilot Cohort have now completed more than 1,000 hours of continuous professional development individually, far surpassing the mandatory 168 hours required by the Ministry of Education. This has resulted in high levels of professionalism and practice, which directly contributes to the enhanced learning environment enjoyed by the students.

In the primary schools, the Generalist Teacher Programmes (GTP) has been put into practice. Here, the home room teacher has been trained to effectively deliver two or three core subjects, e.g. Bahasa Malaysia, Math and Science, leading to increased opportunities to promote literacy and numeracy. These teachers develop the confidence to manage the students' learning time more flexibly, and by virtue of spending a large amount of time with them, are able to address their students' learning needs more holistically. Students in these classes also develop much closer bonds with their teacher, important for instilling confidence and a love for learning during the early learning years.

In secondary schools, a similar transformation has emerged through the Subject Based Classrooms (SBC) where students in lower secondary classes no longer remain static in classrooms for the day, but instead, move from class to class and into tailor-made learning environments. In order to make this happen, teachers have to focus on preparing static as well as topical learning resources that embrace the students into a strong sense of thematic learning.

All Trust School teachers, whether in primary or secondary schools, have benefitted from the TeachSmart Continuous Professional Development (CPD) in honing their fundamentals as educators. Through the TeachSmart CPD, the teachers' skills in becoming thinking facilitators are enhanced and they plan learning opportunities for students both in lessons, as well as in the co-curricular programme. Integrating the curriculum and co-curriculum is key to fostering real-life application of learning.

The emphasis placed on Assessment for Learning, which promotes formative assessment of student progress, has meant that the teachers are better equipped to recognise

and tailor their teaching to the individual needs of the students. An added bonus is that the teachers in the Trust Schools have adapted well to the recent School Based Assessment introduced by the Ministry of Education.

It can be said that the teachers in the Trust Schools have come to develop a strong sense of shared purpose and this bodes very well for the continuity of the positive changes they have begun to realise. Additionally, the advent of Advisory Teachers within the Trust Schools has created strong Professional Learning Communities (PLC) where teachers support and encourage one another professionally. Teachers apply the strategies, and Advisory Teachers take the lead in PLC as well as peer observation and support. Teachers have to apply the learning and reflect on impact, and are free to share resources and support each other.

Leaders

School leadership at the Trust Schools, comprising the Head Teachers and Principals along with their Senior Assistants, have also made great strides as leaders of learning. They have begun to implement very thorough Performance Management Systems that measure teacher competencies, and with that, enhanced their methods of providing constructive feedback to guide teachers to improve further. The school leadership teams conduct regular observations and Learning Walks and these have been instrumental in establishing an esprit de corps amongst the educators.

Rather than shun observations for fear of being reprimanded, the Trust Schools have developed a positive culture as Professional Learning Communities where leadership teams and even peers assist through constructive feedback and shared support. The resulting shared values and commitment to educational goals creates an environment that is professionally fulfilling, and hence, energising.

Parents and Community

The general uplifting and positive change seen in student attitudes and engagement in school has had a strong impact on parents at the Trust Schools. As students become more involved and passionate about their time spent in school, parents are beginning to see not only improvement in academic achievement but also in the development of character and interpersonal skills of their children.

This is a welcome effect as more parents seek ways to be an active part of the schools' activities and development; for example, parents offering their time to read to younger students, helping out in the library or parents coaching sports activities. Similarly, local businesses and organisations have shown an increase in contributions to schools whether through donations or in kind. Some of the Trust Schools have also turned their attention to the parents, including them in development opportunities, such as parenting talks and even ICT classes.

The sense of ownership, belonging and pride of the Trust Schools' communities has indeed strengthened over the past year.



Calendar of Significant Events

July '12

- First Education Conference in Kuala Lumpur: *Transformasi Pendidikan Melalui Kepimpinan Cemerlang*
- SMK Semenchu Career Fair

September '12

- SJK(T) Kangkar Pulai Science Innovation Competition
- Conduct of the 3rd Lesson Observation on the Trust Schools' teaching competencies
- Whole school behaviour management policy presented by the Senior Assistant, Student Affairs at SJK(T) Kangkar Pulai
- Teacher Assistant recruitment drive at the Johor Trust Schools

October '12

- 'Learning Outside the Classroom' trip to the local jungle park for Year 1 children at SK Tabuan
- 'Plug 'n' Play' - Students received training in voice, guitar, drumming and keyboard skills during weekend classes at SK Tabuan
- State junior cricket competition held at SK Tabuan
- SM Sains Kuching Science and Career Fair, where the school together with a few other Trust Schools developed and exhibited enquiry-based projects. A Science Fair committee, including 11 students, helped to organise the event. Deputy Minister of Science and Innovation attended the event

November '12

- LeadED Continuous Professional Development workshop in Kuching

January '13

- The Generalist Teacher Programme expanded to Year 2 classes at SK Empila
- 'A Day in the Life at Kampong Layau' event organised for parents and the community at SK Kampong Layau
- Expansion of the Subject Based Classroom Programme to Forms 2 and 3 classes at SMK Seri Setia
- Roll-out of the Trust Schools Programme for the Second Cohort
- Higher Order Thinking Skills workshop for parents organised by SK Empila

February '13

Special Education Needs Work Experience Programme at SMK Sememchu

March '13

SJK(T) Kangkar Pulai received the New Deal award from the Director General of Education

STAR Reading Assessments for Form 1 students as part of the Accelerated Reading Programme established at SM Sains Kuching

Parents participating in the Generalist Teacher Programme at SK Empila

Visit by UEM Land to SMK Gelang Patah to celebrate its sponsorship of the school's library facilities

Visit by LeapEd's Board of Directors to the Johor Trust Schools

April '13

Two students from SM Sains Kuching won two gold medals at the 15th Malaysia International Young Inventors Olympiad

Benchmarking visit by the Second Cohort Trust Schools staff to the Johor Trust Schools

School Based Assessment Information Day for parents at SMK Seri Setia

May '13

Visit by the Ministry of Education Trust School Taskforce to the Johor Trust Schools

SJK(T) Kangkar Pulai received the Malaysian English Language Teaching Association Award for Outstanding School English Language Teaching Project

Teacher's Day celebrations at all Trust Schools

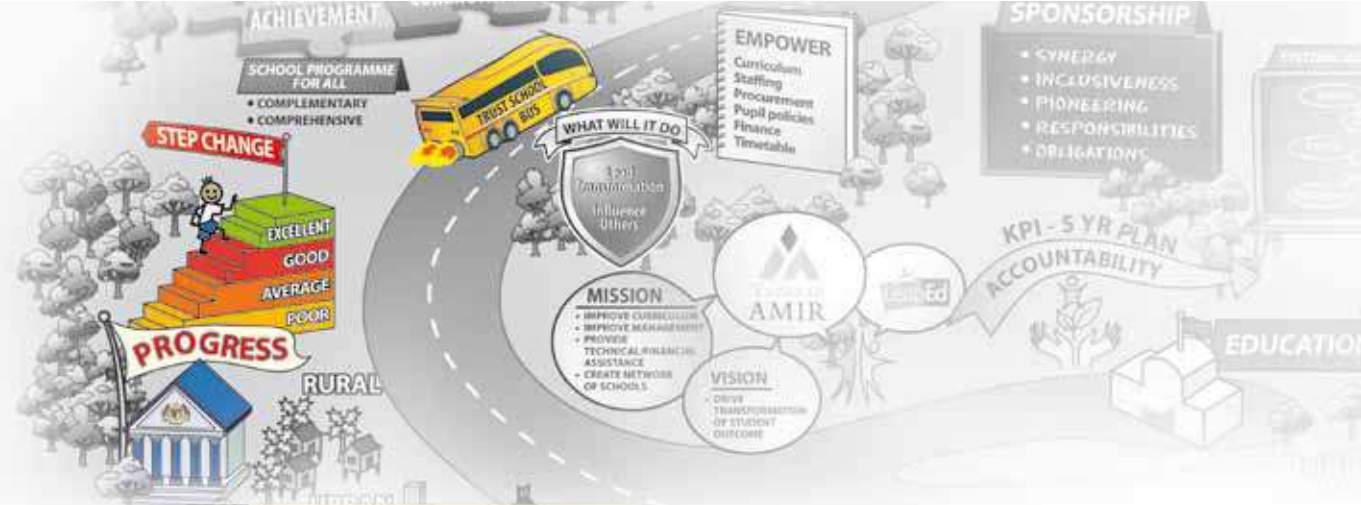
Conduct of the 4th Lesson Observation on the Trust Schools' teaching competencies

June '13

Training for Trust School Internal Auditors organised by the Ministry of Education for all Trust Schools

August '13

Second Education Conference in Johor: *Pendidik Sebagai Pemangkin Transformasi Pendidikan*



Differentiation

Challenge

Pupils' ability and skills in learning differ individually. Teachers need to accommodate this challenge in classroom.

Practice

We use a range of differentiation techniques in terms of questions, content, processes, product and context to identify students':

- learning styles
- ability levels
- interest levels
- range of intelligences.

Outcome

118%

Increase in the way teachers accommodate different learning abilities.
Feb 2012 : 1.22
May 2013 : 2.66

Critical Thinking

Challenge

Pupils critical thinking skills development is an important aspect of today's education. Teachers need to use effective questioning strategies in the classroom.

Practice

We provide opportunities for students to be self-directed or independent learners.

We promote student thinking with various learning and thinking tools such as mind maps, graphic organisers, De Bono Thinking Hats, open activities, enquiry-based and problem-based learning activities.

Outcome

81%

Increase in the way teachers use questioning strategies.
Feb 2012 : 1.45
May 2013 : 2.63

24

Collaborative and Cooperative Learning

Challenge

Pupil's ability to work in group for learning is essential in today's world. Teachers need to use strategies that promote collaborative and cooperative learning in classroom.

Practice

In classes, we uses different range of collaborative learning activities that advances learning objective, support improved student learning outcome, develop students' social, personal, leadership and team skills.

Outcome

91%

Increase in the way teachers use defined structures for collaborative and cooperative learning.
Feb 2012 : 1.42
May 2013 : 2.71

Development of Emotional Environment

Challenge

Pupil's ability to work in positive emotional environment for learning. Teachers need to develop understanding and skills to create a positive emotional environment that promotes positive behavior management.

Practice

- Classes / teachers must have evidence of:
- established rules and routines
 - encouragement and promotes students to abide to the established rules and routines
 - agreed rewards & sanctions policy
 - a learning environment that uses positive language affirmations & gambits
 - understanding of the level & learning needs of each student
 - clear, high expectation based on mutual respect, appreciation, empathy.

Outcome

91%

Increase in effective classroom management that improves behaviour, motivates and promotes positive interactions that impact better students learning.
Feb 2012 : 1.78
May 2013 : 3.40

Peer and Self-Assessment

Challenge

Teachers need to develop skills among students to be able to assess themselves and promote students to learn from each other and cultivate positive behavior towards learning from each other.

Practice

We provide positive learning environment that allows students to assess their own progress / achievements against the success criteria at different points in a lesson.

Students also have the opportunity to check, assess and comment on each other's work.

Students are provided with clear, useful guidelines on the purpose and intended outcomes of a self / peer assessment activities and how to use the feedback.

Outcome

98%

Increase in the way teachers use strategies for peer and self-assessment.
Feb 2012 : 1.31
May 2013 : 2.60

* Note: Lesson observations are a series of periodic assessments conducted across 14 teaching competencies via peer analysis and by LeapEd's Education Partners who have full visibility over teachers based at each school. For each competency, the school's teaching faculty is assessed using a 4-point scoring rubric, with 1 being the lowest score possible and 4 being the highest score. All improvement figures are calculated as a percentage change in the average competency scores obtained by the 10 Trust Schools for a Baseline Lesson Observation exercise conducted in February 2012 and the 4th Lesson Observation conducted in May 2013.

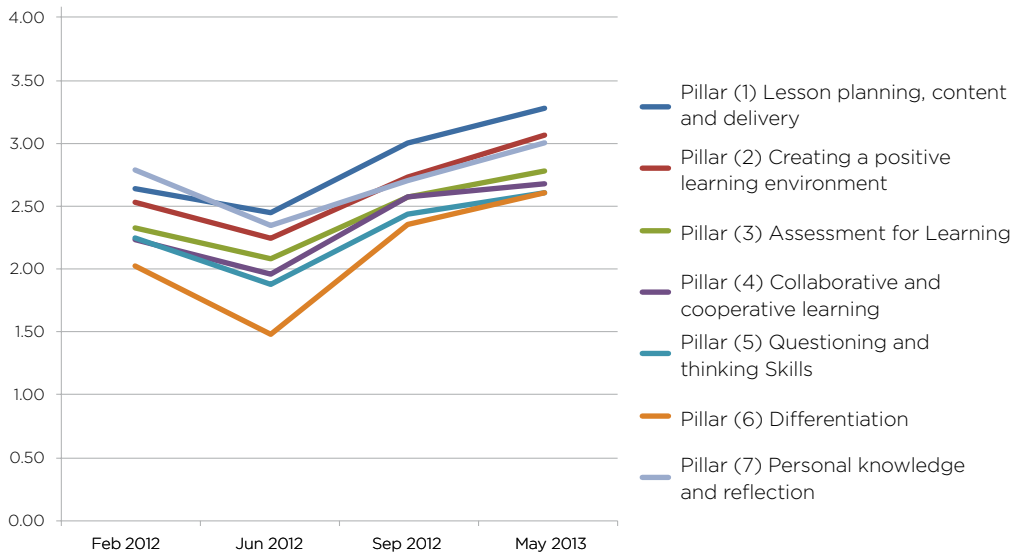
SELECTED OUTCOMES

Teachers

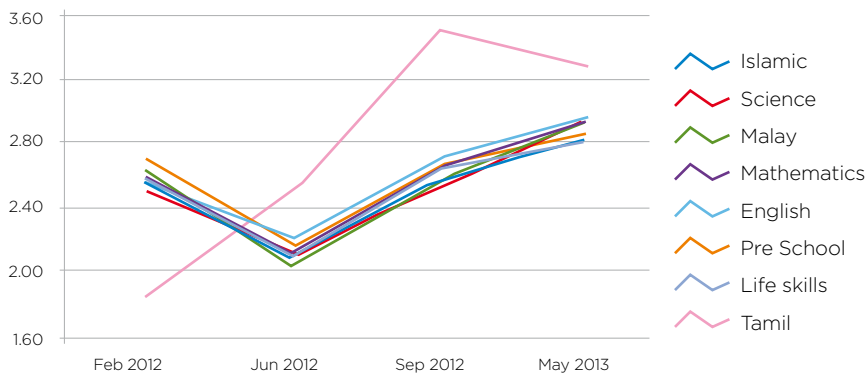
The Trust Schools Programme uses 14 Competencies to measure teacher performance and impact in the classrooms. Here are 5 selected competencies and their outcomes.

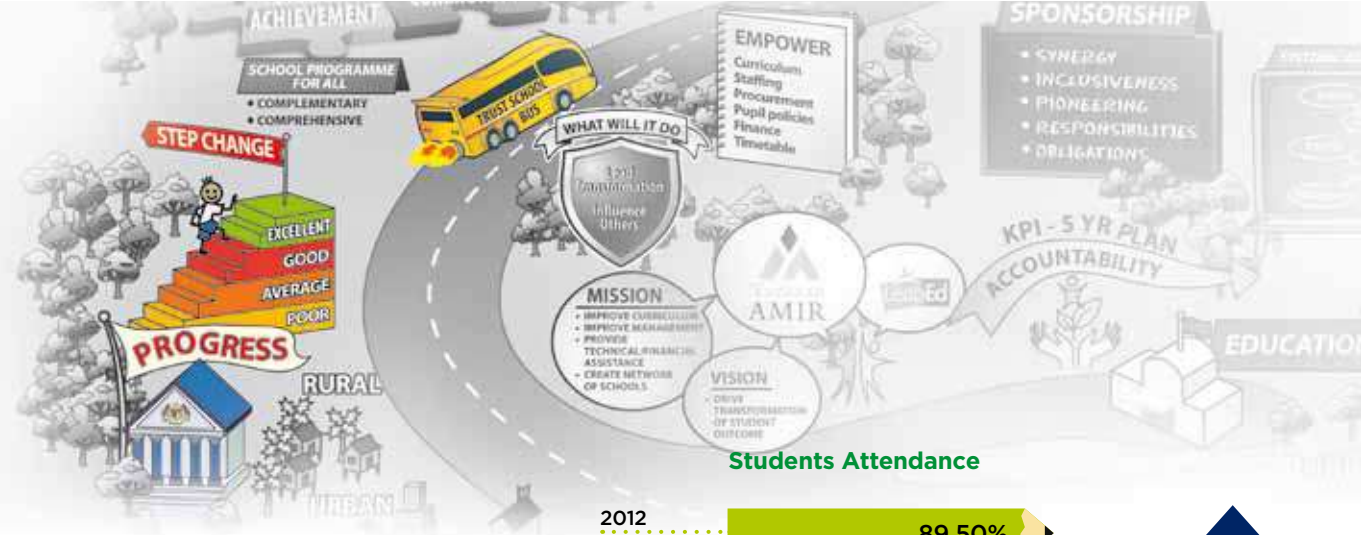
IMPROVEMENTS IN TEACHING COMPETENCIES OVER TIME

The graph below shows a positive increasing trend for teaching competencies across the time periods. Interestingly, it also illustrates a decrease between February and June, this may be reflective of a greater knowledge and ability of how to accurately assess competency by principals, and at the second time point, principals were able to assess teachers more accurately.

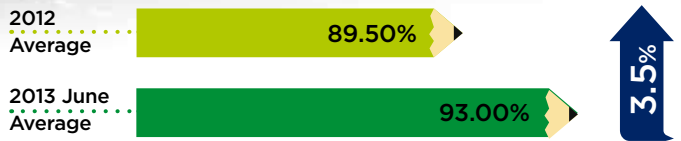


Having established that the overall level of teaching competency at each school has increased, it was observed that there were also similar changes in teacher competencies over time for the teachers of all these subjects.

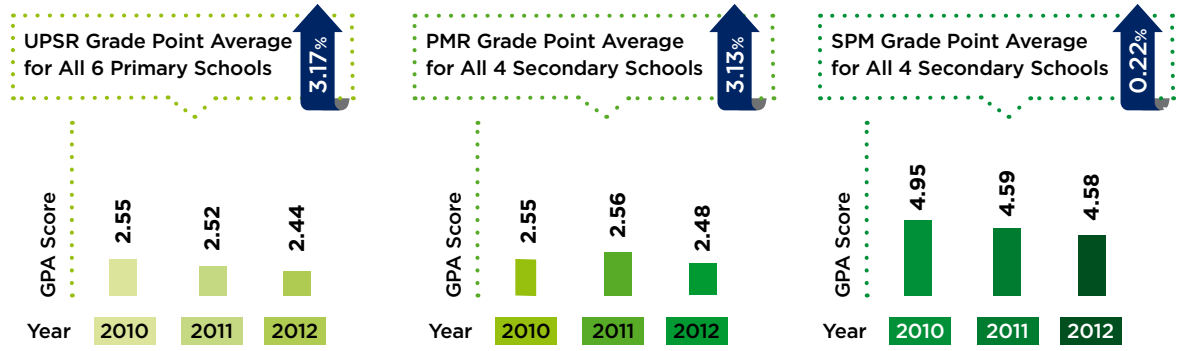




Students Attendance



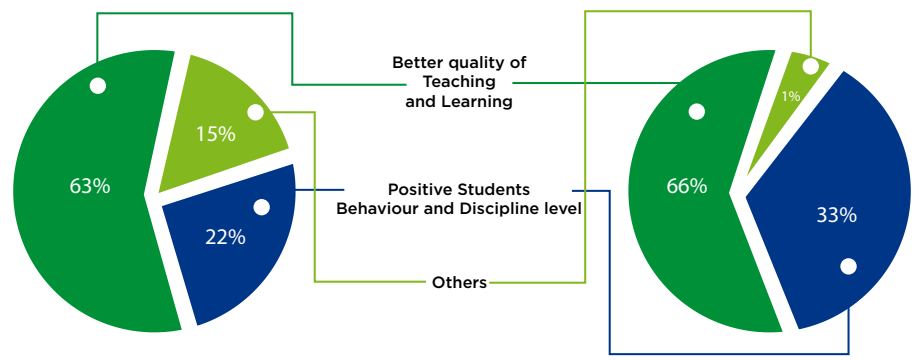
Improvements In Academic Results



Note: Grade point average refers to the average grade obtained by the students in a school across all subjects, with 1 being score assigned to the highest grade and 5 being the lowest score.

The following are excerpts from a survey conducted on the Trust School students in mid-2012 to identify the effectiveness and impact of the Trust Schools Programme on students, since the commencement of the Programme in 2011. A total of 799 Trust School students were surveyed, almost equally distributed between primary and secondary school students

Changes in schools (other than infrastructure-related changes) over the last year as noted by Trust School students across all 10 Trust Schools in the Pilot Cohort



" We have the opportunity to share ideas and help each other to learn things when we do activities like -Think, Pair & Share "

" We learn in groups, guide our peers with learning and we evaluate ourselves and our peers. "

" Teachers let us work in groups. We sit in 4s instead of 2s and they give us lots of group work.. I like it because i can get more information and ideas from others and we can share. "

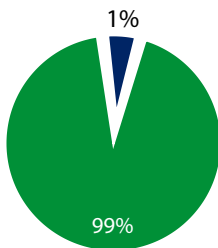
SELECTED OUTCOMES

Students

Holistic student development has been observed amongst the Pilot Cohort of Trust Schools, where the academic and non-academic indicators of achievement such as national examination results and attendance levels have shown improvement.

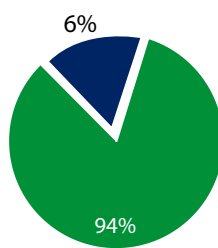
Majority of primary Trust School students opined that teachers plan fun and exciting lessons and activities which are helpful. They also agreed that the schools offered a range of interesting co-curricular activities for them to join.

My teacher plan fun and exciting lessons and activities.



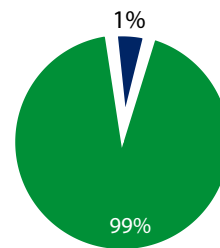
“ Now, the teachers come up with a lot of wonderful and exciting ways to teach their students. The teacher uses signals to know whether the students understand or not. ”

My teacher plan fun and exciting lessons and activities.



“ 86% Primary Trust School students agreed that they are now happier in class because learning is fun. ”

When I do not understand something in class, my teacher always helps me.

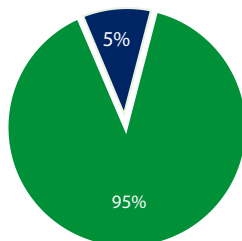


“ We started to learn in a different way. We have much more fun in learning unlike before. We are getting better in understanding what we learn. ”

● Agree
● Disagree

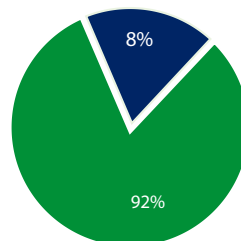
Majority of secondary Trust School students agreed that lessons now challenge them to think and use their knowledge and skills. They also agreed that the schools offered a range of interesting co-curricular activities for them to join.

My lesson challenge me to think and use all my knowledge and skills.



“We have new soft boards. We worked on a display and it was put up in the corner. It is very nice. I like my work put up on the wall because all the teachers come in and look at it and I feel very happy.”

Students are offered a range of interesting co-curricular activities.



“Masa dalam setiap pelajaran telah bertambah panjang dan ini membantu pelajar mempunyai masa yang cukup untuk belajar sesuatu mata pelajaran.”

“I really like the way we move to different classrooms. It helps our learning to have the subject material on the wall and it is good seeing my work up there too!”

● Agree
● Disagree

SPEAK ENGLISH

WORKING TOGETHER

TEAM

PAIR

SHARE



OBJECTIVES

STUDENTS

WORK

DISPLAY

MIND MAPS

ROH4

Handwritten notes on a piece of paper held by a student in the foreground.

DEEPENING THE COURSE – FURTHER DEVELOPMENT AND SUSTAINABILITY

Staying the course for our current Trust Schools by progressing to deepen the transformational aspects as well as pursuing execution of strategic actions to ensure sustainability

The current Trust Schools in Johor and Sarawak will complete their third year under the Programme by end of 2013 and shall be in transition into the Sustaining Phase in the fourth year. This will see the redeployment and rebalancing of support resources to the schools based on their sustainability factors' needs as the presence of LeapEd's Education Advisors is reduced. This phase will also require the co-development of the ecosystem – specifically the state and district education offices that have oversight of the Trust Schools, to prepare them to “receive” back the schools in 2016, post the five years. This is critical to ensure the Trust Schools continue their journey to continuously improve and be a leader to innovate improvements to the learning environment and ultimately, student outcomes.

The current Trust Schools in Kuala Lumpur will continue their Transformation Phase where they will complete their first year by the end of 2013. Having the benefit of the 10 Pilot Cohort schools, the Programme in these Kuala Lumpur Trust Schools has been enhanced and they are envisaged to begin their Sustaining Phase in the third year of implementation.

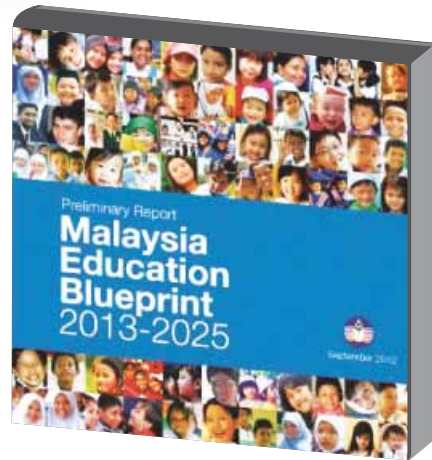
At the overall Programme level, deepening of the transformational aspects will continue as planned. This will include developmental work on codifying the student outcomes' measurement and implementing a more structured and comprehensive measurement model to drive the next level of improvement to students' non-academic outcomes.



ALIGNMENT WITH THE NATIONAL EDUCATION BLUEPRINT

Support the Ministry of Education in meeting its Trust School target numbers, and demonstrating the delivery of the initiatives envisaged under the Blueprint

The Ministry of Education has recently undertaken a comprehensive review of the education system to address areas of concern. Out of this review, on 11 September 2012, the Ministry launched the Preliminary Report of the Malaysia Education Blueprint which outlines 11 transformational shifts from 2013 to 2025 to improve the operation and outcomes of the education system.



Wave 1: 2013 - 2015

Scaling up the TS Network:

- Fine-tune Public-Private Sector Operations and Management Agreement (OMA), including expansion of autonomies
- Assessment of pilot phase in 2013
- Develop open framework and standardised OMAs for various types of sponsors and school types
- Develop eligibility criteria for sponsors
- Improve linkage between Trust Schools and state/district education offices

Wave 2: 2016 - 2020

Refinement to Trust Schools:

- Expansion of coverage of Trust Schools network to include under-performing and specific needs schools
- Continuous adjustments to the OMA

Wave 3: 2021 - 2025

Establishing Trust Schools as a test bed for innovation:

- The Trust Schools will act as a continuing test bed for innovations in teaching and learning practices
- Institutionalisation for application throughout entire education system

Out of these eleven target areas in the Blueprint, **Shift 9 – Partnerships with Parents, Community and the Private Sector** outlines a detailed plan for the Ministry's proposed expansion of the Trust Schools network. Citing international research which states that schools that engage with businesses, civic organisations and higher education institutes enjoy benefits that include higher grades and lower student absenteeism, the Blueprint outlines plans to scale up the number of Trust Schools to 20 schools by 2015, 90 by 2020 and 500 (5% of total public schools) by 2025.

It is intended by the Ministry that Trust Schools will be the test bed for innovations in teaching and learning practices that can be institutionalised and applied throughout the entire education system. Additionally, the Ministry also wants to expand the Programme to include schools that cater to more disadvantaged communities, such as indigenous and minority groups, students with special needs, and rural schools.

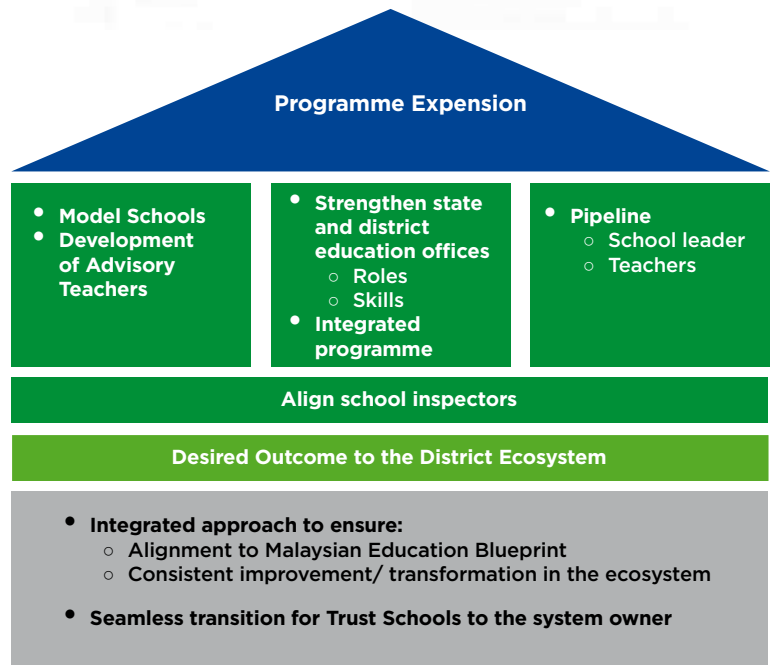
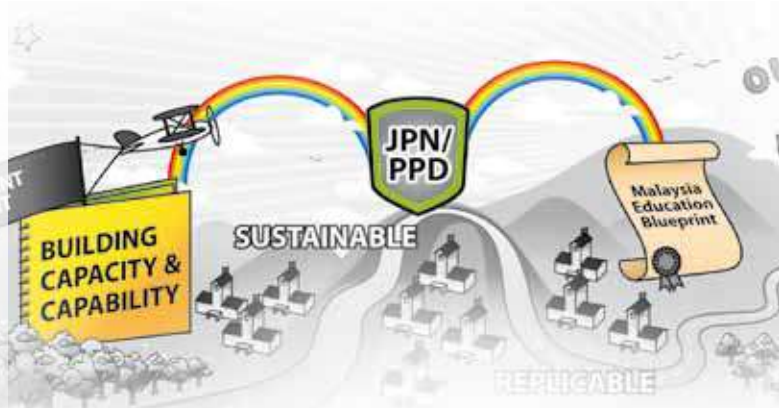
The inclusion of the Trust Schools Programme in the Blueprint represents a validation of the achievements made with the Yayasan AMIR Trust Schools Programme to-date.

Year	2011	2015	2020	2025
No. of Trust Schools	10	20	90	500

COMPREHENSIVE PLAN TO SUPPORT IMPLEMENTATION OF THE BLUEPRINT

Supporting the Ministry of Education's State and District Transformation Programme

Yayasan AMIR has in place a comprehensive plan to support the Ministry in achieving its targets. The plan is envisaged to support the Blueprint in its implementation through the State and District Transformation Programme as outlined below:



Key elements of this plan include the following modules and implementation plan:

<p>State and District Gradual Release Implementation Model</p> <p>Co-development of whole strategy, products and processes with federal, state and district education offices.</p> <p>Sustainable implementation model which will see state and district education offices benefitting from Transformation, Sustaining and Monitoring Phases, leading towards Independent Practice after the agreed period of time.</p>	<p>Model School Strategy</p> <p>Identification of additional Trust Schools in existing and selected districts to enlarge the support capabilities on-site and to be used as reference schools or "live labs" for the up-skilling of the districts' teams.</p>	<p>Resourcing & Pipelining Strategy</p> <p>Investing in development of internal Ministry capabilities in order to address scalability.</p> <p>Upfront development to be integrated in the pipelining efforts for new principals and teachers.</p>	<p>State, District and Schools Integrated CPD Framework</p> <p>Development and delivery of an integrated state, district and schools' up-skilling programme.</p> <p>Enhancement of existing CPD ("Continuous Professional Development") programmes specifically to integrate the districts' team, school leadership team and teachers in implementing school improvement in their schools.</p>	<p>Single School & Individual Assessment Tool</p> <p>Development of a seamless assessment tool aligning the school and the individual performance management systems that can be used for both Trust Schools and non-Trust Schools.</p>
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Yayasan AMIR and LeapEd will work with key stakeholders to leverage on the intellectual property and best practices gained from the Trust Schools Programme. The Yayasan AMIR Trust Schools Programme has been implemented fundamentally within the existing infrastructure and implemented by the civil service school leadership teams and teachers. It is a demonstration of a workable implementation model, which is designed to be highly sustainable and replicable.

The work done by Yayasan AMIR and LeapEd will complement and support the delivery of certain Ministry initiatives or realisation of aspirations under the Malaysia Education Blueprint. For instance, professional development programmes for state/district education officials will be developed and rolled-out in order to help these officials become centers of excellence or points of reference for school leadership, management and pedagogy. These programmes will be customised for the requirements of state/district education officials from the highly successful LeadED or TeachSmart CPD modules for Trust School leaders and teachers. Similar training programmes based on LeadED or TeachSmart CPD can also be rolled out for new or in-service principals and teacher training programmes conducted at the local training institutes.

Other transformation aspects or programmes to work on

include utilising the performance management tools and best practices from the Trust Schools Programme for the wider education system, such as LeapEd's proprietary school and individual assessment tool, which uses a robust methodology, i.e. guided self-evaluation through focused questions and identified evidence based elements in each performance level. The tool has been shown to be useful in engaging the school community to reflect in a systematic, comprehensive and detailed way on school achievements with regard to student outcomes.

Yayasan AMIR also relies on the support and contribution from corporates - primarily from the Founding Sponsor, Khazanah Nasional Berhad, with a plan to expand to a larger pool of corporates. These contributions are necessary to accelerate the replication into the broader system where the most critical element of delivery is being on-site. With more sponsors contributing, Yayasan AMIR is able to expand the Trust Schools Network in the districts, enabling the deployment of supporting resources on-site for the development of the districts' teams.

It is the strong hope of Yayasan AMIR and LeapEd that the corporate sponsors and the Ministry would be able to leverage on the successful strategies and practices from the Trust Schools Programme to advance the national education agenda more broadly.

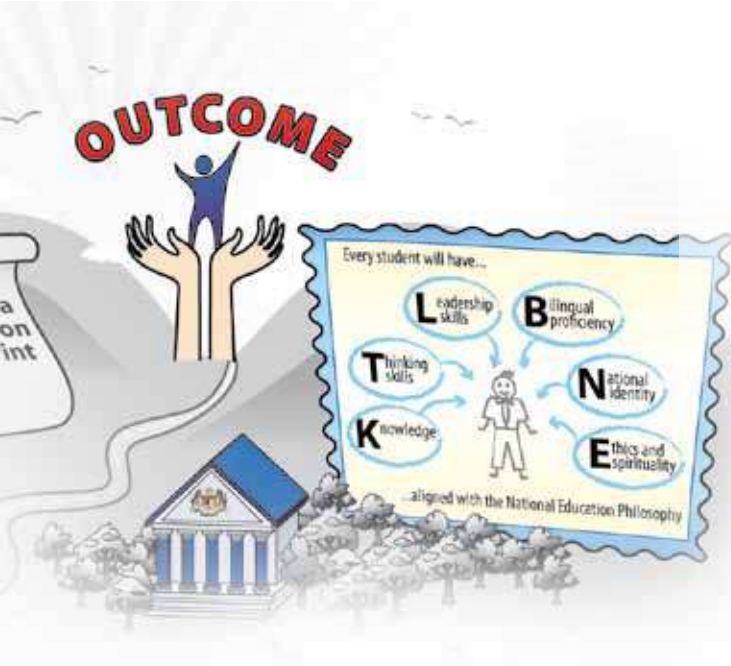
In addition, the district based expansion of the Trust Schools Programme as outlined earlier will also support certain shifts under the Blueprint, such as the following:

- Under Shift 4 (Transform teaching into the profession of choice), upgrade the quality and personalisation of continuous professional development with greater emphasis on school-based training
- On the ground teacher and principal coaching, in support of Shift 5 (Ensure high-performing school leaders in every school)
- Under Shift 8 (Transform Ministry delivery capabilities and capacity), empower state/ district education departments with greater decision making power over budget and personnel, strengthen leadership capabilities in pivotal roles



Case studies in the UK where district transformation programmes were undertaken:

- **Lincolnshire, UK (2002)** - The Lincolnshire County Council had worked together with a service provider to undertake a series of school improvement measures in schools within the county, such as monitoring and reviewing school performance, intervention at under-performing schools, professional support for the appointment of head teachers and deputy heads, developing and enhancing teaching and learning, developing school partnerships and networks including federations, graduate teacher training programme, management of remodeling and developing the schools workforce
- **London Borough of Islington (2000)** - Undertaken for all schools and for young people aged 3-16 within the borough. Programmes offered included CPD training for school leaders, managers, teachers and governors across all phases, provision of support on school management; more specifically in the areas of financial management, school governance, human resources, ICT and management information systems, and planning and asset management



THE END GOALS ARE THE STUDENTS, STUDENTS, STUDENTS

Mapping of expected Trust Schools Programme student outcomes to the six key attributes needed by every student to be globally competitive

The Trust Schools Programmes have defined the desired student outcomes that are aligned to the 6 student outcomes identified by the Blueprint. It elaborates further the key indicators of each of the student outcomes as it aims to codify the measurements going forward.

Thinking Skills

- Creative, deep and reflective thinkers with effective problem solving skills

Leadership Skills

- Proficient interpersonal skills

Bilingual Proficiency

- Effective Communicators
- Multilingual students



Ethics and Spirituality

- "Modal Insan" values

Knowledge

- Independent and motivated life-long learners who are equipped to enter the tertiary, vocational and working environment

National Identity

- Inclusiveness
- "Modal Insan" values

FOCUS FOR THE REST OF 2013 AND 2014

Expanding the Trust Schools Programme in Johor

PREPARING THE EXISTING TRUST SCHOOLS FOR SUSTAINABILITY

Under the gradual release model of the Trust Schools Programme described earlier, the schools would need to own the transformation that has taken place. This means that the Education Advisors in the schools are not depended upon to carry out the schools' work, but rather, are looked upon as mentors and guides to accelerate the school leaders and teachers' own skills and competencies.

For the rest of 2013, school leaders and teachers of the Pilot Cohort will continue to prepare for self-sustainability as they will be transitioning from the Transformation Phase to the Sustaining Phase in 2014, whilst the Second Cohort continues with their Transformation Phase until 2014, with many professional development programmes to be implemented during this period.

Long-term sustainability will be made possible with the following:

- Institutionalisation of the Trust Schools Programme within the Ministry of Education, with a seamless transition of oversight after the duration of the Programme. To-date, Ministry personnel have been involved with the Trust Schools Programme at various levels, including state and district levels.
- Capacity building is also perpetuated through the development of Advisory Teachers who understudy the Education Partners. In doing so, Trust Schools develop their own in-house expertise who will be able to sustain the momentum of enhanced teaching practices, even beyond the period of the Programme.
- The Programme brings with it autonomies granted by the Ministry which allow the school the flexibility to

take a more focused and measured approach to school improvement. Trust School leaders are envisaged to enjoy continued empowerment beyond the duration of the Programme, as these autonomies will remain with the schools as long as schools continue to maintain high standards of excellence and thereon, retain their status as Trust Schools.

- In the near term, efforts are underway for the development of Professional Learning Communities (PLC) within the network of Trust Schools staff, beginning with school leaders, to create a community of practice that will allow the schools to perpetuate and sustain their newly enhanced practices and culture of education.

In this way, it is believed that a sustainable and school-wide change can be effected, benefitting not only students attending the school during the five-year duration of the programme, but all students who attend the school henceforth.

Professional Learning Communities:

- An effective staff development approach and a powerful strategy for school change and improvement, in which collaborative learning amongst colleagues are fostered
- Through commitment and creation of a shared vision, school leaders and teachers become empowered to work together to achieve goals

JOHOR STATE TRANSFORMATION PROGRAMME

Yayasan AMIR is also working in partnership with the Ministry of Education to pilot the State Transformation Programme in the state of Johor, where there are currently five Trust Schools from the Pilot Cohort.

The implementation of the State Transformation Programme in Johor will see the expansion of Trust Schools carried out in waves over the next few years until 2018. In 2014, the plan is to take on 15 additional Trust Schools in five education districts; three of which already have existing Trust Schools; namely Kota Tinggi, Kulai and Johor Bahru, and two new districts which have never hosted any Trust Schools.

These 15 schools consist of 2 types of schools:

- a) Accelerated Trust Schools
- b) Trust Schools



The case for the selection of Johor:

- Ease of expansion of existing Trust Schools Network in Johor
- Johor is one of the better performing states in Malaysia. In 2010, it ranked 2nd in the country in the UPSR examinations, with a transformation from bottom five to one of the top states in the span of five years. Therefore, impetus for transformational change is strong in the state
- Attracts Malaysian students back from Singapore - reduces the brain-drain from Malaysia

a) Accelerated Trust Schools

These are two newly built, state-of-the-art primary and secondary schools located in Iskandar Malaysia, in Medini and EduCity, respectively. These schools will be undergoing an accelerated version of the Trust Schools Programme, and will be known as Accelerated Trust Schools. The schools are termed "Accelerated" as the schools are given the opportunity to pre-select leaders, academic and non-academic staff, with appropriate training provided ahead of the schools operationalisation on 1 January 2014.

Construction of these Accelerated Trust Schools commenced in 2009 as part of the Medini township development requirement by the Majlis Perbandaran Johor Bahru Tengah and funded via the Iskandar Malaysia Strategic Investment Fund granted by the Ministry of Finance.

The two schools will aim to have a sustainable and replicable operating model with strong autonomies, structured programmes and effective schools development. This will include an English immersion programme in addition to the mainstream national curriculum, extended school

hours with enhanced curricular and extra-curriculum programmes as well as "Live Lab Schools" for practical training of teachers and members of the school's senior leadership team.

b) Trust Schools (additional)

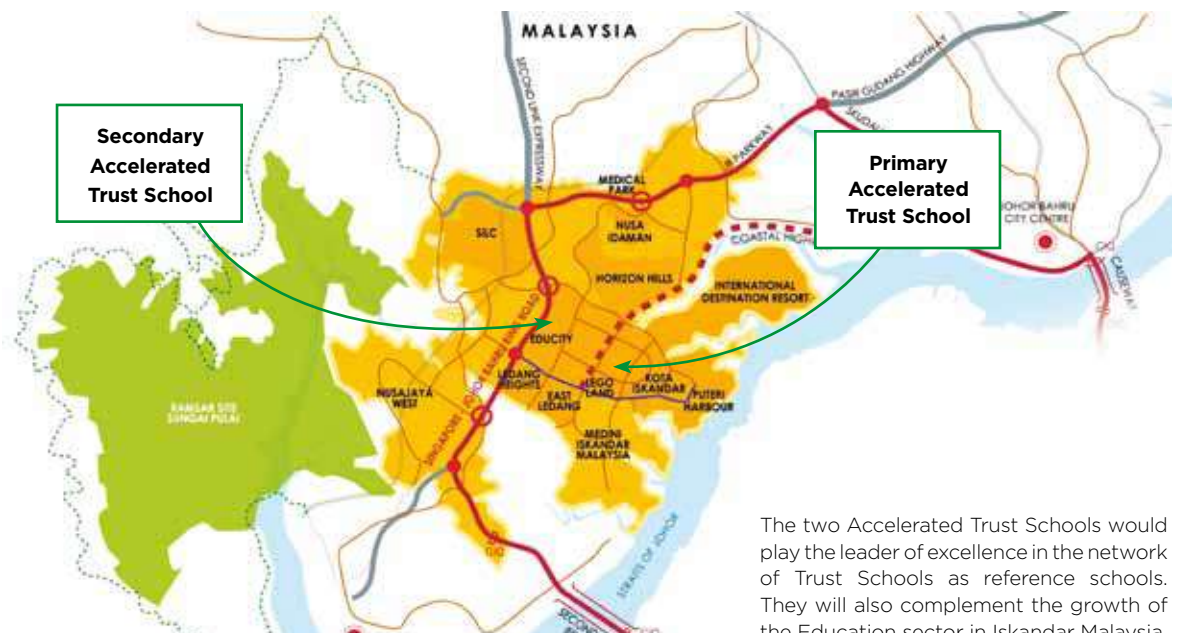
These will be 13 existing Government schools to be designated as Trust Schools which will be selected in line with Yayasan AMIR's selection principles. Yayasan AMIR will ensure that the pool of schools selected are holistic, inclusive and representative of the Malaysian public school ecosystem, as evident with the socio-economically diverse mix of the current Trust Schools. Yayasan AMIR will work together with potential sponsors in selecting these 13 new Trust Schools.

The rest of 2013 will also see the co-development of the Johor State Transformation Programme Modules and Implementation Plan between the Ministry of Education - Federal, State and Districts together with Yayasan AMIR and LeapEd. It is envisaged that the plan will be rolled-out from January 2014 onwards.

Details	Primary School in Medini	Secondary School in EduCity
Land acreage / Gross floor area	6.42 acres / 11,597 sq m	22.10 acres / 20,061 sq m
Student capacity	600	700
Boarding capacity	n/a	350 (half-boarding school)
Target operationalisation	Jan 2014 (Primary 1-3)	Jan 2014 (Secondary 1-2)

The Primary Accelerated Trust School in Medini has been built to have a maximum capacity of 600 students which will also have pre-school facilities. Other facilities include a multi-purpose hall, a football field and pavilion. The Secondary Accelerated Trust School in EduCity is a half-boarding school where it has a maximum capacity of 700 students for the school and 350 students for the boarding facilities. Other notable facilities within the school include a gymnasium, a multipurpose hall and a student centre. The secondary school is also located close to the EduCity Stadium & Sports Complex.

Location of the Accelerated Trust Schools within Iskandar Malaysia:



The two Accelerated Trust Schools would play the leader of excellence in the network of Trust Schools as reference schools. They will also complement the growth of the Education sector in Iskandar Malaysia.



SK KAMPONG LAYAU KOTA TINGGI, JOHOR

STORIES FROM THE SCHOOLS

ENGAGING THE PARENTS AND THE COMMUNITY

The Kelas Dewasa Ibu Bapa Orang Asli Dan Peribumi (KEDAP) classes offered at SK Kampong Layau and conducted by its teachers, are an example of how the Ministry of Education, through the Trust Schools Programme, has made a positive impact on the surrounding community of the school.

At SK Kampong Layau, the school leadership made a conscious decision to make parent education part of its Trust School Improvement Plan (TSIP) for 2013, cognisant of the importance of adult education in its community, where more than 90% of the students are of Orang Asli descent. Adult education brings important social benefits in terms of improving employability and income, greater self-confidence, increase in social cohesion and overall improvement in well-being.

The KEDAP classes offered to parents are for English and basic ICT skills subjects, and are scheduled four times a week, funded by the Ministry of Education. Many applications were received from parents, of which 30 were chosen for the inaugural classes in May 2013. It has been reported that daily class attendances average at 90% or more.

In these classes, parents learn how to use computers and basic computer programmes, such as Microsoft Word, and acquire elementary knowledge of spoken English and learn how to formulate simple greetings. After 12 weeks of

classes, many parents are now more skilled at using their computers.

Increasingly, parents are also coming regularly to school, forging close relationships with teachers, which inevitably contribute towards their children performing better in school. On 27 April 2013, 28 parents attended the **“A Day in the Life at Kampong Layau”** programme held for Year 1, 2 and 3 students, where parents spent the morning attending classes with their children. A similar programme for the parents of Year 4, 5 and 6 students will be organised in the later part of 2013.

Learning alongside their children in the same classrooms has helped parents understand better the importance of education and how they can support their children’s learning at home. There is growing recognition that successful learning as a family is a powerful tool for engendering positive attitudes and stimulating educational commitment for children, parents and other family members.



LeapEd’s TeachSmart Continuous Professional Development (CPD) has given teachers new strategies to apply to KEDAP classes



SK Kampong Layau’s Education Advisor with KEDAP mothers



Parents brought their own computers, eager to start their classes



Teachers were comfortable with parents in their classrooms and the parents enjoyed participating in lessons and learning to support their children's learning at home



Ayu Liana
Year 5 student

“ I am happy in school and I like the new way of learning. Our teachers help us learn a lot of information and our new classrooms help make learning more fun. Our teachers use the LCD projector and the whiteboards for many of our lessons and I like that a lot! ”



**SK BANDAR UDA 2
JOHOR BAHRU, JOHOR**

EMBEDDING ACTIVE LEARNING IN THE CLASSROOMS

As part of the effort to create active learning as a daily practice during lessons, all classrooms in SK Bandar Uda 2 have now been equipped with mini whiteboards, allowing all students the opportunity to be more actively engaged in their learning. The mini whiteboards are an effective tool for co-operative learning structures and the teachers are trained to use them as part of the Teach Smart Continuous Professional Development (CPD) sessions. Teachers are also given assistance through modeling and teacher support by the LeapEd team.



**Puan Safiah bte
Mohd Arif**
Parent of two students
in Year 2 and Year 5

“ My two daughters are very happy to come to school now. They are impatient each morning! Before the Trust Schools Programme, the focus was only on exams but now there is more fun learning and the development of soft skills. My children are more interested in school and have increased in confidence to talk about their studies. ”



Teacher using mini whiteboards to respond to students' answers and offering feedback



The use of mini whiteboards allows students to assess each other and encourages independent learners

BUILDING PROFESSIONAL LEARNING COMMUNITIES (PLCS)

The Trust School's Professional Learning Communities (PLCs) approach has made significant progress as both the process and the members of the PLCs have matured throughout the year. By focusing on the learning process, PLC members are effectively implementing strategies from their TeachSmart CPD modules in a peer-reviewed and peer-supported manner.

In SK Bandar Uda 2, the school's leadership team has set up the PLC groups according to the school's departments, whereby each Panel Head leads a group.

Most Panel Heads not only conducted PLCs within their subject but also attended other groups' PLCs in order

to learn from each other. Hence their leadership of PLCs consequently showed noticeable signs of improvement.

All teachers at the school have been able to follow up on invaluable methodologies cultivated from their TeachSmart CPD training at their PLC meetings and have embedded the new methodologies in their classroom practices.

The active involvement and attendance by school leaders in TeachSmart CPD modules PLCs has also greatly strengthened their credibility as leaders of learning and will pave the way for greater effectiveness in teaching and learning moving forward.



PLC Meeting facilitated by GPK HEM



Senior leaders and Panel Heads demonstrate their commitment as "leaders of learning" and supporting teachers in their own department



PLC Meeting by subject group



Chandraiegah A/P Kuppusamy
Science Teacher and Panel Head

“ The peer observations for each TeachSmart CPD module enable the teachers to increase their confidence via new techniques and to learn from their mistakes. Teachers share resources, and team members freely discuss what they will have and have tried out in the classroom. In effect, teachers are carrying out their own action research. ”



SMK GELANG PATAH JOHOR BAHRU, JOHOR

SCHOOL ACHIEVEMENTS

SMK Gelang Patah is currently the largest Trust School in our network, with a population of more than 1,300 students and a staff force of more than 90. Located in the urban, developing township of Gelang Patah which forms part of the overall Nusajaya, Iskandar Malaysia development, the school has had to deal with socio-economic issues as a result of the rapid development.

Back in 2010, prior to the commencement of the Programme, one serious problem that the school suffered from was poor attendance levels, attributable to students earning money by working in local businesses in the evenings and being too tired to come to school. In addition to truancy, there were also cases of graffiti and physical vandalism marring the classrooms, and lack of discipline and disruptive behaviour reported amongst the students.

Under the stewardship of its Principal, Pn. Asmah Bt Abd. Hamid, who has led the charge towards transforming the school, the student body of SMK Gelang Patah has made significant progress both in terms of the academic and non-academic achievements in the 2.5 years it has been a Trust School. In addition to her senior leadership team comprising her three Senior Assistants, Pn. Asmah has been assisted by her six Middle Leaders appointed to develop the leadership at the school.

Today, the school's attendance rate has improved to almost 90% from 80.25% in September 2010; there is still room for improvement on this front. Programmes like the Subject Based Classroom (SBC) have also improved student engagement, as well as the learning environment. To this end, it was noted that there has been a 22% increase in students who believe their classroom environment has improved in 2013 compared to the year before.

In addition to improvements in the classroom, the school has ramped up its co-curricular programme and the fostering of better community linkages. In 2013, the school's Student Voice Group (SVG) initiated visits between SMK Gelang Patah and the nearby Marlborough College to foster inter-school links.

Although the focus of the Trust Schools Programme is not directly on academic achievements, the positive changes in the school have also been accompanied by an improvement in the academic front. In the school's recent 2012 PMR examinations, it recorded a 99.94% pass compared to a pass rate of only 60.64% in 2010. Out of this, the percentage of students achieving straight 'A's tripled from 10.33% compared to 3.10% the year before. In that same year, the school also achieved 100% passes in SPM and STPM examinations for the first time ever.



Visit by students from Marlborough College to SMK Gelang Patah



The SBC programme has positively impacted student learning and behaviour in classes where teachers have taken ownership of their rooms and have used the opportunity to implement TeachSmart Continuous Professional Development (CPD) methodologies effectively



Students receiving exam excellence awards in 2012

All these tangible achievements have culminated in an improvement in the school's ranking within the country. In 2011, it was ranked as 1,419th place out of 2,248 schools, and in 2012, the school moved more than 400 places to the 980th place. With that, the school has now moved up a band to become a Band 4 school. In recognition of the efforts of the staff and student body of SMK Gelang Patah in transforming the school, in 2012, the school was nominated for the New Deal incentive, designed to encourage school staff to improve their performance by providing them with financial and career incentives.



SJK (T) KANGKAR PULAI KANGKAR PULAI, JOHOR

TOWARDS BETTER SCHOOL ACHIEVEMENTS

SJK(T) Kangkar Pulai has achieved a number of milestones and received notable recognition in the course of its Trust School journey. Whilst emphasis of the Trust Schools Programme is on holistic and overall student outcomes, it is noted that a significant shift in academic performance has also taken place.

In the 2012 UPSR examinations, the school had improved its grade point average to 1.84 from 2.65 in 2009.

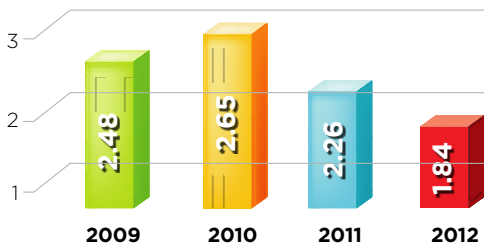
Overall pass rates as well as pass rates by subjects for the UPSR exams have also improved significantly.

All these have culminated in a quantum leap in the school's ranking as a primary school in the country, from 4,921st place (out of 7,674 schools) in 2011 to 1,280th place (out of 7,696 schools) in 2012, translating into an upgrade in its school banding from Band 3 to Band 2 in 2012.

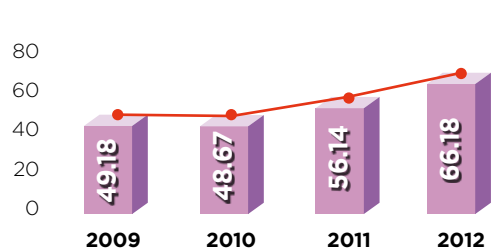
In 2012, the school was also the recipient of the New Deal incentive from the Ministry of Education, which is an incentive programme designed to encourage school staff to improve their performance by providing them with financial and career incentives. This is a positive step from the Ministry of Education towards transforming the culture of the country's education system from one that is tenure-driven to one that is performance-driven.

In May 2013, at the recent 22nd Malaysian English Language Teaching Association International Conference, the school received an award for its English language teaching and learning achievement. The award is usually presented to schools that have organised and implemented creative and interesting English language projects on a school-wide scale.

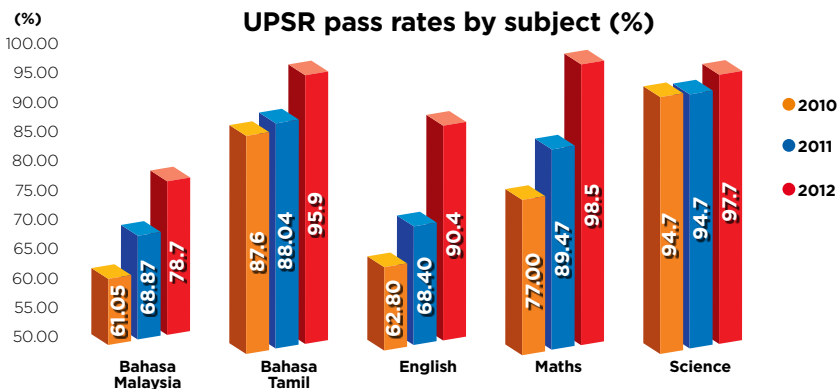
Grade Point Average



Overall UPSR pass rates (%)



UPSR pass rates by subject (%)





New Deal Inspection Team from the Ministry of Education's visit to SJK (T) Kangkar Pulai in January 2013



Head Mistress Puan Santhakumari A/P Singgaram receiving the New Deal from the Director-General of the Ministry, YBhg. Tan Sri Abd Ghafar bin Mahmud

INTRODUCTION OF SHARED AND GUIDED READING

As part of its Trust Schools Improvement Plan (TSIP) for teachers to focus on learning and continue to develop literacy skills in three languages (Bahasa Melayu, English and Bahasa Tamil), Shared and Guided Reading activities have been introduced. At pre-school level, students learn to read together and in a group, and parents are also able

to participate as Volunteer Readers. Year 1 and 2 Generalist Teachers have developed their own Shared Reading power points for use in lessons. A new reading resource room has also been created to support reading programmes in all 3 languages.



Volunteer Reader mum



Pre-school teacher (Punitha a/p Kannan) working with ability groups following Shared Reading



Oral language activities following Shared Reading in pre-school



English Panel Head (Malathi a/p Munisamy) developing her understanding of Guided Reading



Reading Resource Room expanded to support introduction of Guided Reading



Bahasa Tamil Year 2 teacher (Puneetha a/p Mahalinggam) has created her own Shared Reading power point



**SMK SEMENCHU
KOTA TINGGI, JOHOR**

STORIES FROM THE SCHOOLS

SPECIAL EDUCATION NEEDS (SEN) STUDENT WORK EXPERIENCE PROGRAMME

The SEN unit of SMK Semenchu was initiated by the Ministry of Education and continues to be an important programme aimed at helping SEN students reach their fullest potential in life.

There are 3 specialised classes ("Cahaya" class) where students are not grouped according to normal Form / Grades, but rather grouped according to their learning needs. As of 2013, there are 18 students in SMK Semenchu categorised as requiring SEN support.

As the Trust Schools Programme emphasises on active community engagement, the SEN unit of the school was emboldened to work with local businesses in the community as part of a Work Experience Programme started by the SEN unit head, Norzaiha bt Bahir.

Two of the SEN students, Amirah bt Ismail and Hanafiah bin Hasbullah, who participated in the Work Experience Programme and have been placed in two local businesses for three days per week based on their interests; they will be graduating at the end of 2013. In this programme, both of them are taught life skills to enable a successful transition from school to work, including time management and workplace communication. The SEN teachers would then follow-up with the students when they are back in school at the end of the week.

There has been a close collaboration and monitoring between the SEN teachers and the employers, one of

whom is also a parent with children in the school. The Work Experience Programme provides structured opportunities for student to participate in social interactions where under normal circumstances, SEN students would be normally excluded.

Recently, in May 2013, SMK Semenchu also hosted the State Petanque competition for SEN students where SMK Semenchu SEN students emerged with the bronze medal. This was a great opportunity for SEN students who ran stalls during the event, selling hand-made goods. At the same time, it helped build students' confidence and motivation.



The community appreciates the opportunity to support and get to know the SEN students



Amirah enjoys working and interacting with other workers at the bakery



Hanafiah shows interest in his job and demonstrates a willingness to learn

STUDENTS IN CO-CURRICULUM ACTIVITIES

Beyond the classroom, co-curriculum activities at the school have been an integral part of maximising student achievement and student potential. The Student Voice Group (SVG), a Trust School initiative, is an important body that provides opportunities for students to share their ideas, giving feedback and be involved in decision making for the school.

In 2012, the SVG was active in organising consultation exercises with students, in relation to a variety of topics from addressing concerns, to rewards and sanctions and proposed changes to co-curriculum activities. The SVG was also instrumental in the planning and implementation of a Career Fair event with MARA and fundraising dinner in July 2012.

Other key co-curriculum events include the leadership camp co-organised with SK Kampong Layau and a Gotong

Royong with the Commonwealth Secondary School of Singapore.

In March 2013, a six-member student team from the SVG produced its first newsletter. SVG is now taking more ownership of the newsletter with on-going support from a teacher in the school.

The school was also introduced to the World Education Games for Maths, English and Science for the first time. 90 students participated and received certificates, whilst three students came out on top to receive special acknowledgement.

Improvements in co-curriculum in SMK Semenchu continue to take place, with a co-curriculum tracker process in place and a growing partnership with SK Kampong Layau, a fellow Trust School nearby.



SMK Semenchu Career Fair held to promote career options to students. Increase in community participation is evident



SVG meeting to discuss projects such as the development of the newsletter



Joint community services venture with Commonwealth Secondary School, Singapore and SK Kampong Layau



Students and teachers heading off to SK Kampong Layau for joint Merdeka Day celebrations



SK COMBINED KUCHING, SARAWAK

THE ROLE OF ADVISORY TEACHERS

The Advisory Teachers in this school have played an integral role in improving the quality of teaching and learning within the classrooms. The Advisory Teacher Programme (a Trust School initiative) complements all the teaching and learning related programmes implemented within the school as it is structured as a peer guidance programme, intended to ensure the sustainability of the positive teaching and learning practices within the school. To date, the school has six Advisory Teachers who have successfully created action plans aimed to reflect and meet the goals of the Trust Schools Programme.

Regular meetings between Advisory Teachers were conducted to discuss, reflect on and perform the Application and Reflection Tasks.

Advisory Teachers have been instrumental in the organisation of activities such as new teacher induction programmes, continuous professional development (CPD) facilitation, coaching and mentoring peers, and leading the Professional Learning Communities (PLCs). As a direct impact of the work done by these Advisory Teachers, a survey conducted amongst the teachers of the school indicated that 100% of teachers felt supported by the work of the Advisory Teachers.



Coaching and mentoring peers



An Advisory Teacher conducting Thinking Mats CPD



New teacher induction CPD. New teachers have been integrated well into the Trust School Programme through strong support from Advisory Teachers

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Zubaidah bt Haji Maskawi
Middle Leader/
Advisory Teacher

“ CPD really guides me as to what I have to do to engage my students in their learning and maximise their outcomes. My students are now more independent in their learning. I find the teaching competencies to be well structured and they assist me to improve my pedagogy and my training as a teacher. My students now enjoy activity work that is more engaging and this helps them to improve their skills and work with their peers. I have learnt to give positive feedback to my students and peers and share our successes. I trained as an Advisory Teacher in 2012 and this year I am a Middle Leader. I now see my role as a teacher and a leader who is able to support my peers. I am able to mentor others, present CPD and prioritise my actions. I am now well equipped to be a leader and an administrator. ”

ACTIVE PARENTS, COMMUNITY AND STAKEHOLDERS ENGAGEMENT

As a part of the Trust Schools Improvement Plan (TSIP), the school has been engaging parents, communities and other stakeholders. In 2012, the school collaborated with businesses such as Green Earth, which acted as advisor to the school's "Green Fingers" gardening club, and Shell, which supported the school's infrastructure and maintenance.

The school was also involved in inter-Trust School sports activities and events such as cricket, football, netball and camping organised at SK Tabuan.

In 2013, a higher order thinking skills (HOTS) workshop based on Edward de Bono's "Six Thinking Hats" was organised by staff and students, together with 50 parents,

with a focus on linking student attendance to home support.

In terms of the school's engagement with the surrounding community, it has developed strong ties with the Society for Kuching's Urban Poor (SKUP). SKUP aims to provide assistance to the urban poor by providing them with basic needs and financial assistance. SK Combined has helped SKUP to achieve this by creating a common database to ensure that data on SKUP donors, food aid, financial assistance and disadvantaged individuals are all made easily accessible. The database was created by the school's Senior Assistant of Student Affairs. Resulting from SK Combined's support of SKUP, future assistance of disadvantaged students is now better coordinated, with their needs more clearly and readily identified.



Parents participating in the HOTS workshop



Students receiving food aid



Parents reflecting on home support



SKUP Kampung Support Area



SK Combined home visit and support



Christy Glory Gayu
Year 4A student

“ I have seen a lot of changes in the classroom. The best thing is all our classes have Aspiration Trees. We learn in groups, guide our peers with learning and we evaluate ourselves and our peers. We are encouraged to use computers for our learning. We record our attendance when we color in the sheet if we attend 100% during the week. We are encouraged to be bold and to give our opinions when we speak. We are encouraged to think before, during and after the lesson to reflect on what we have learnt. Co-curriculum is enjoyable in the morning because we do activities in groups an pairs and everyone takes part. ”



SK TABUAN KUCHING, SARAWAK

TOWARDS DISTRIBUTED LEADERSHIP

As part of the Trust School Improvement Plan (TSIP) target for improving distributed leadership at every level, five Middle Leaders for English, Maths, Science, Bahasa Malaysia and Islamic Studies were selected to go through the Middle Leaders Continuous Professional Development (CPD) modules.

The Middle Leaders Programme aims to support experienced staff who have been promoted into positions of middle management (in this case, Panel Heads or Heads of Departments) by building their capacities to support the professional development of other teachers in their schools. As part of the Middle Leaders Programme, middle leaders are beginning to participate in learning walks,

giving feedback and evaluating teachers.

The Advisory Teachers also form another pillar of distributed leadership practice whereby Advisory Teachers are given the responsibility of developing a workable reading programme for students with strong support from the LeapEd team. Additionally, another distinctive function of the Advisory Teacher position is to provide pedagogical leadership within the school by delivering the Trust School CPD modules, as well as act as mentors to new teachers and coaches for the rest of the staff, driving forward improvements and raising standards in teaching and learning.

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Middle Leaders have begun to participate in Learning Walks and giving feedback on Application and Reflection Tasks



New teacher being given support by an Advisory Teacher



Paired lesson observation between an Advisory Teacher and a school leader



Nur Emil Nabila
Year 6 Student

“ I feel very happy because my test results show improvement. My teachers perform their duties with full patience. At first I thought life must be difficult to study in a Trust School but it is not like what I thought. I am very grateful with all of the hard work of my teachers. ”

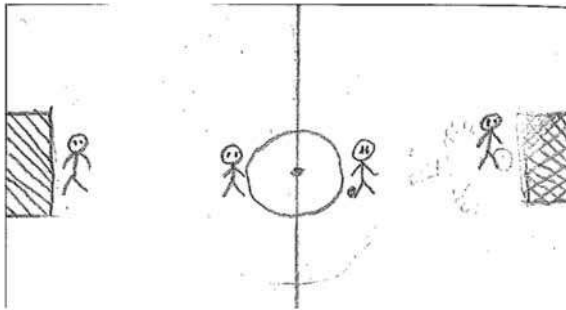
PARENTS AND COMMUNITY INVOLVEMENT

Involvement by parents, community and other stakeholders has taken root in the students' curricular and co-curricular activities, for example the coaching of the school's sports teams.

Additionally, the development of student-led soccer programmes has been supported by the Sarawak state football squad. In 2013, the state's technical coach facilitated three soccer clinics, which raised the aspiration of students with the identification of 15 students as emerging talent.

Based on the student survey that was conducted in mid-2012, when asked among SK Tabuan students' on things that they enjoyed in school, "school soccer" was among the top responses.

The role of parents, community, as well as the private and social sectors as partners is evolving from not only fundraising but partnering closely with schools management, providing input and taking on roles in supporting the development of students aspiration and students learning.



Actual student's response to things they enjoy in school when asked during the Student Survey that was conducted in Mid-2012



SK Tabuan hosted soccer clinics for students



Parents Information Sessions held at SK Tabuan



Nur Emil Nabila
Year 6 Student

“ Before I moved to this school I was very poor in most subjects. What surprised me was that the teachers taught me with patience and were willing to help me with my learning. Even though I only managed to get three A's in the recent test, I am sure that I will get better results in the future with the help of my teachers who now make lessons more interesting in my daily learning. I will be trying my best to make my teachers proud of me. ”



Hasiah bt Saten
Parent of Year 3 student

“ As parents we are happy that the school is clean and attractive. I'm very happy that the GB is interested and involved in the students' attendance. She visits homes to find out why students are not attending school. I'm very pleased with the use of English in the school and that it is given greater emphasis. Teachers and students mix well in the school. We are very happy with what the Trust School has done for the school. ”



SK EMPILA KOTA SAMARAHAN, KUCHING, SARAWAK

GENERALIST TEACHER PROGRAMME

The Generalist Teacher Programme (GTP) has matured effectively in SK Empila where it is implemented for Standard 1 and 2 classes. All Generalist Teachers in the school have embraced the objective and ethos of the GTP by creating an emotionally safe and vibrant physical environment for students whilst at the same time, stretching learning outcomes using integrated planning and teaching strategies across literacy and numeracy subjects.

One notable feature of the school's GTP initiative involves the use of interesting resources and teaching aids to teach numeracy concepts for the Maths subject.

Even more notably, the GTP has become such an integral part of the school's fabric that parents were invited to see the programme live in two classrooms. The response from parents was overwhelmingly positive with more than 80% attendance. The parents were very appreciative of the opportunity to see new pedagogy practices in action and how their children are impacted by these practices.

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Teachers in discussion at the Maths Panel Meeting



Student Peer Assessment at SK Empila



Generalist Teacher sharing ideas and giving contextual examples of the Concrete-Representational-Abstract Model for Maths teaching



Student using Maths resources

SK Empila has become a community-based school that actively updates and involves parents in its activities. In 2012, seven Parents Bulletins were published and delivered to every family in the community. This continued in 2013, with the school's Senior Assistant, Student Affairs leading the compilation of materials for the Parents Bulletin on a monthly basis featuring diverse articles and photographs about teaching and learning.



Parents actively participating in the open classroom day for the Generalist Teacher Programme



Parent proudly pointing to his son's work

TRUST SCHOOL IMPACT - A STUDENT'S PERSPECTIVE

The following speech was written by NurulHusnina, a Year 6 student, and presented at the Kota Samarahan District English Speaking Competition. Nurul also presented this speech in English at her school's assembly in April 2013.



"My name is Nurul Husnina and I live in Kampung Empila. I am really lucky to have a school near my house. My school is SK Empila. In the last 2 years, my school has become a Trust School. This title has changed my school in a wonderful way.

We started to learn in a different way. We have much more fun in learning unlike before. We are getting better in understanding what we learn. It all started when the Teacher Advisors came to our school. They have given the teachers all the interesting ideas to teach us. Besides that, we have wonderful teachers that are now not giving up in teaching us each day. We have a wonderful headmaster that always encourages us to be a better person.

We have a wonderful learning environment too. We have beautiful classes to learn in, beautiful buildings and also a beautiful library. It is a wonderful place to learn in. We have a lot of things for us to learn better. Many books are in the library and many games bought for just us!

I hope that my school will always be as wonderful as what it is now. With all the teachers, staff and students that always help each other, we are wonderful in our own way. I am proud to be a SK Empila student."



SMK SERI SETIA KUCHING, SARAWAK

SUBJECT BASED CLASSROOMS

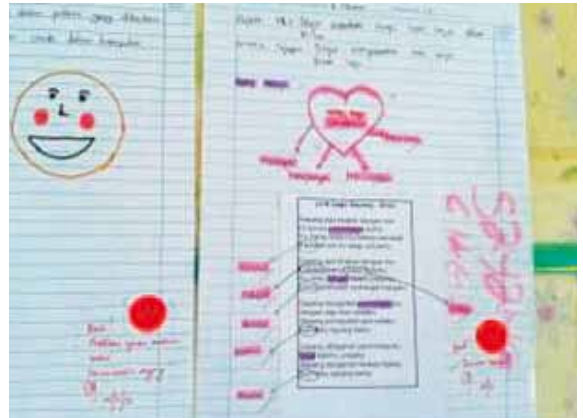
Through the Subject Based Classrooms (SBC) programme, each classroom has a specific subject assigned which contains all the necessary supporting resources and subject displays. The ultimate goal of the SBC is to ensure that teachers take ownership of their classroom and to help create a conducive learning atmosphere for the students.

The implementation of the SBC programme within SMK Seri

Setia has been regarded as a success, and thus has been extended from Form 1 in 2012 to include Forms 2 and 3 in 2013. With the extension of the SBC to the other classes, teachers are working on increasing the effectiveness of classroom displays and student works, aided by the Advisory Teachers.



Teachers develop a greater sense of ownership of the classroom



Examples of display boards used within the SBC - Research has identified the impact of visual learning on students outcome



USING EFFECTIVE TEACHING RESOURCES

SMK Seri Setia is also a sterling example of how teaching resources can be used effectively to scaffold learning. During the year, the school received new storage cupboards, new whiteboards and new display boards which teachers have used to creatively embed interactive activities. For SMK Seri

Setia, the use of technology in the classroom is a common everyday occurrence where students are actively engaged in their learning whilst at the same time embedding critical 21st Century life skills.



The use of technology increases the level of students' engagement in classrooms and promotes enthusiasm for learning



Within each Trust School, Advisory Teachers have proven to be an important factor in improving the quality of teaching and learning within the classrooms. The nature of the programme, where teachers provide guidance to their peers, ensures that all teachers are adequately supported when implementing teaching and learning related programmes.

A fine example of the success of the Advisory Teacher Programme is Puan Masnah bt Alhadi. Puan Masnah, primarily a Maths teacher and an Advisory Teacher after SMK Seri Setia became a Trust School, was recently awarded the Guru Cemerlang (Excellent Teacher) status in May 2013. This gives recognition to the good work that she has done as well as an acknowledgement to the potential of the Advisory Teacher Programme.



Norhayati binti Abas
Deputy Chair, Parent Teacher Association, SMK Seri Setia
Parent with sons in Form 3 and 5
Parent Tutor for the Reading Programme

“ The school is doing more to engage with parents and the community compared to a few years ago. The Chair of the Parent Teacher Association has been very important in helping to make this happen. I do hope that our community realises how much the school needs them. As parents we would like to share our problems with one another and with the teachers. We do hope that teachers can be open-minded towards parents. ”



Muhammad Khairul
Form 2A Student

“ I like the way we do activities in the classroom. We move around a lot in class and it is far more interesting. In my previous school, it was the teacher standing up the front talking and it was kind of boring to me. I have had very good English teachers in my two years at this school. My Bahasa Malaysia has also improved. My Science teacher helps us to see the areas we need to improve on. I really like the way we move to different classrooms. It helps our learning to have the subject material on the wall and it is good seeing my work up there too. ”



**SM SAINS KUCHING
KUCHING, SARAWAK**

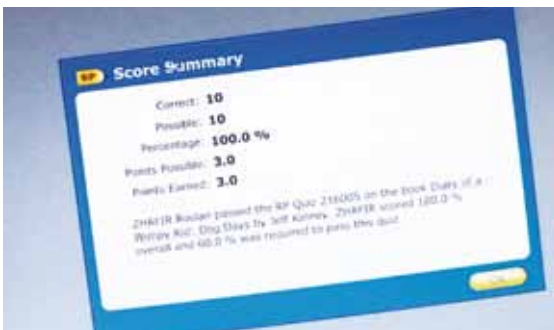
ACCELERATED READER PROGRAMME

SM Sains Kuching has recently introduced the Accelerated Reader Programme as a pilot for all first year students. Students have been tested, assessed and directed towards reading age-appropriate books. Initial signs are promising with students beginning to develop a love for reading and making steady progress towards their individual targets. Student performance has been monitored to inform further intervention with individualised strategies.

Through this programme, students are motivated to read more and better books. This programme also aims to inform how successfully the student understood the text and are able to provide quantitative feedback based on the reading.



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Students' performance are monitored; teachers are able to intervene with individualised strategies for students



Habshah Khatib
Advisory Teacher & Forms 4 and 5
Biology Teacher

“ The Trust Schools Programme has changed the style of teaching at SM Sains Kuching. During Learning Walks, you can observe all teachers sharing learning objectives and success criteria. Lesson plans are more student-orientated and you can see that students are enjoying the learning process. Teachers are more confident at trying new strategies and sharing successes and concerns. The project has improved team work at the school and people working in isolation seems to be a thing of the past. Being an Advisory Teacher for the last 12 months, I have gained valuable experience in the field of coaching. I feel more confident working with a wide range of professionals and feel that my peers and new teachers have benefitted from my support. I am fortunate to be developing the Higher Order Thinking Skills programme at SM Sains Kuching and know that our students' critical thinking and decision-making will dramatically improve as a result of this strategy. ”

STUDENT ACHIEVEMENTS IN INTERNATIONAL SCIENCE FAIRS AND CO-CURRICULUM ACTIVITIES

Four SM Sains Kuching students were awarded the Gold Award at the Fully Residential Schools International Symposium (FRSIS) 2013. Submitting the topic 'The Use of Green Technology in ICT', the project was ranked 7th out of 77 teams made up of 66 national and 11 international teams.

Two students also won two gold medals at the 15th Malaysia International Young Inventors Olympiad (MIYIO) 2013 held in Perlis in April 2013. Their invention of a 2-in-1 device to measure accurate volumes of liquid was awarded two gold medals - the MIYIO Gold Award and UEM-CIMA Special Gold Award.

Additionally in 2013, a student-led 'Spell It Right' competition was held. Students developed leadership skills through planning, creating, communicating and organising the competition.



Interhouse 'Spell-It-Right' competition organised by the school's English Club.

ENGAGEMENT WITH COMMUNITY AND OTHER STAKEHOLDERS

In 2012, the Student Voice - Gavel Club was established. Through collaboration with the Kuching Central Toastmaster's Club, the Gavel Club members attended a Leadership and Public Speaking Camp. 27 members participated in the Gavel Club in 2013.

The impact of this programme has not only tremendously boosted students confidence level and their speaking abilities, but also helps students to organise and deliver information coherently and proficiently. This in turn allows them to have deeper understanding and perform better during lessons.



SM Sains Kuching



Rozita Zin
Advisory Teacher and Forms 1 to 3
Science Teacher

“ The development of action plans for new teachers, peers and advisory teachers has promoted educational change. They are part of a systematic process and allow professionals to work together towards common goals. Also, my role has raised awareness to strategies, such as Assessment for Learning and differentiation, encouraging teachers to practice new techniques in lessons. As an Advisory Teacher, I have really enjoyed coaching and using the GROW model. This tool has added structure to teacher development and has motivated both the coach and coachee to achieve new goals. Unlike other education projects, the outcomes of the Trust Schools Programme have been communicated clearly over the last 18 months, making a very positive impact in our schools. The presence of LeapEd's staff has created a supportive environment by developing a rapport with staff, sharing knowledge and demonstrating practical techniques to improve the teaching, and learning. ”



Gavel Club impromptu speeches improve students' confidence level



SK CONVENT JALAN PEEL KUALA LUMPUR

CLASSROOM DISPLAYS

Research has widely shown that there is a clear link between student achievements and their physical learning environment. As such, today's schools must create spaces that are beyond the functional.

One school that articulates this principle is SK Convent Jalan Peel, where the students' displays have transformed the classrooms, making them more vibrant, engaging and informative.

Students have responded well to the changes in their classrooms and are proud of their work being displayed in the classes. In addition to merely improving aesthetics, teachers have harnessed classroom displays for pedagogical purposes, for example, the use of interactive word wall displays in lessons.

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The school also has model classrooms established to show how teachers can best develop the physical learning environment to better support teaching and learning, assisted by the LeapEd team.



Students respond well to the changes in their classrooms



Learning resources in the model classrooms

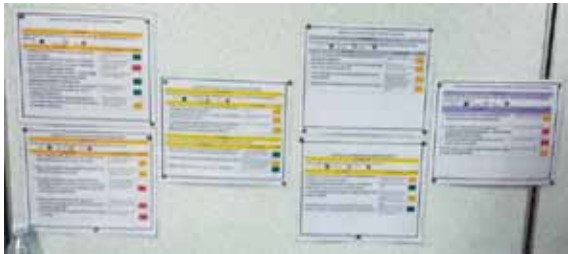


Usage of behaviour chart displays and tools in some classrooms



Student-friendly visual timetable in Level 1 model classroom

The students are not alone in putting up their work for display – even the school leaders and teachers have done the same. The school’s Trust School Improvement Plan (TSIP) for 2013 has been finalised and a TSIP notice board is being used to share goals, activities and successes with teachers and students and is updated regularly.



Visual TSIP tracker displayed and updated monthly by school leaders



TSIP noticeboard at front entrance displaying the Trust Schools Programme strategic goals

STRENGTHENING ENGAGEMENT OF PARENTS, COMMUNITY AND OTHER STAKEHOLDERS

As part of its TSIP targets, efforts have been made to improve communication with parents. This includes generating school bulletins, reactivating the school’s Facebook page and blog. Every Year 1 student has a communication book for the purposes of communicating information to parents.

A “Gotong Royong” event was held in June 2013 to clean up the school surroundings with 35 parents participating in activities such as painting potted plants, reorganising science lab equipment and general cleaning work in the Life Skills room.



Information on the “Gotong-Royong” session that was held recently in June has been published in the school bulletin and distributed to parents



Esah Bt Kassim
GPIK

“ The students interact in a systematic manner and participate actively in group work. This change can be attributed to the fact that what is applied in the classroom is different from existing habits, it is fun and gives them confidence. It is my fervent hope that this programme will succeed and is expanded nationwide as it focuses on the teachers’ core business and aims to produce holistic human beings in accordance with the nation’s aspirations. The LeapEd advisors assigned to schools have a high level of competency in education especially in delivering the changes that need to be implemented so that the goals can be achieved. They are very patient and ever ready to help and cooperate in handling issues that arise. They are always generating ideas to help overcome problems.”



SK SULTAN HISAMUDDIN ALAM SHAH KUALA LUMPUR

DEVELOPING HIGH QUALITY LEADERSHIP AND MANAGEMENT

Although SHAS (as it is fondly called) only started as a Trust School in 2013, it is evident that all members of the school in SHAS have already started embracing their Trust School Improvement Plan (TSIP). Apart from a fully syndicated target and priorities setting process involving the whole school, the Senior Assistant, Student Affairs has gone the extra mile to design a TSIP board near the staff room to keep all teachers abreast on the development and tracking of SHAS' TSIP.

The Trust Schools Programme Performance Management System (PMS) is also beginning to take root as school leaders syndicate and consult teachers on their individual performance targets. Teachers are trained to collect evidence to facilitate a robust and dynamic PMS process.



TSIP Board is placed near the staff room to inform teachers

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The Head Teacher and school leaders presenting findings and sharing ideas



School leaders have taken an active role and are engaged in working not only within their own school groups but also across other Trust Schools



Sabariah Bt Ali
Head Teacher

“ It is a good programme and new to the teachers. Teachers need to vary their teaching to support students to realise their full potential. The CPD is beneficial and motivates teachers to interact and work together. There have been changes even after only three months in the programme. There is good camaraderie amongst the teachers, and they are sharing ideas. Students seem more confident especially with the reward systems in place. The students will benefit especially in self confidence when working in groups. ”

IMPROVING THE QUALITY OF LEARNING AND TEACHING

Two model classrooms have been set up, and overall, the physical environment in classrooms has improved school-wide, with a large increase in student work being displayed and frequent changes according to topics.



Classroom rules and rewards system is in place in most classrooms and has been reported as having beneficial effects on student behaviour



Vernon
Standard 3 Student

“ Yes I have seen a lot of changes. I see that my classroom is more cheerful and painted and we have lots of our work up on the boards. I am very happy...because all the teachers will do fun learning in the class ”



The use of new teaching materials for focused group work

STRENGTHENING ENGAGEMENT OF PARENTS, COMMUNITY AND OTHER STAKEHOLDERS

In 2013, SHAS saw a significant increase in participation for its annual 'gotong-royong' called the "Clean Up Day". This year's turn-out of 78 parents saw parents joining in to improve the physical surrounding of the school.

Additionally, the school has set up a notice board near the children's drop-off and pick-up areas so that parents have easy access to announcements or new information.



The "Clean Up Day" at SHAS had a big impact on the physical surroundings and classrooms





**SK DESA PANDAN
KUALA LUMPUR**

MAXIMISING STUDENT ACHIEVEMENT AND POTENTIAL

There are positive indicators that the Trust Schools Programme has already started to have an impact on student outcomes at SK Desa Pandan. This is apparent through the implementation of programmes that help foster leadership qualities amongst students. These include the appointment of students as the masters of ceremony for Teacher's Day celebrations, presentations during weekly assemblies and a motivational camp for Year 6 students conducted in May 2013.

In addition, leadership qualities are being developed through the appointment of Year 6 students as coaches for football, badminton and marching to train younger students. This has helped the participating Year 6 coaches to improve their self-confidence and cultivate their leadership skills. It also provides them the opportunity to become good role models to younger students.



Students showcasing their talents during the weekly school assemblies



Parents now realise the importance of co-curricular activities for the holistic development of a child



Increase in student attendance at co-curricular activities



Rasidah Hanim
Senior Assistant, Student Affairs

“ The Trust Schools Programme has given a lot of knowledge to the teachers to help them in their teaching and in classroom control. Pupils are also given the chance to speak for themselves, work in groups and try their best to get rewards for good behaviour. ”

STRENGTHENING ENGAGEMENT OF PARENTS, COMMUNITY AND OTHER STAKEHOLDERS

The school is encouraged to build strong partnerships with parents and the local community to ensure that the development of the students is in a holistic manner. In this respect, various efforts have been carried out to increase awareness about the Trust Schools Programme and the positive outcomes arising from its implementation among parents, the community and other stakeholders over the last 6 months.

Amongst the school's efforts to raise awareness is the production of a school newsletter. This quarterly school newsletter was first published in April 2013 and distributed to parents with the intention of keeping them abreast of the Trust Schools Programme's activities at the school.



Launching ceremony of SK Desa Pandan's first newsletter in April to share information about school events and to celebrate achievements with students and parents

Another initiative carried out to increase engagement of parents was through an open day event on 19 June 2013. An information booth was set up to inform the parents about the Trust Schools Programme. A Display Board was also created for the parents to help illustrate how the Trust Schools Programme works and the goals that the programme aims to achieve.

To-date, parents have shown keen interest and are particularly engaged in the Reading Development Programme. Through the Trust Schools Programme and from funds available to the school through the harnessing of its Trust School financial autonomy, the school has purchased books and resources to support this programme.



Trust Schools Programme Display Board for parents



Khalilah Yahaya
Head Teacher

“ The Trust Schools Programme is very good for students, teachers and the community. It is one of the ways to achieve our school's aspirations for excellence. I am happy to see the difference in the school, especially with more group work nowadays. The students' individual works have also improved and are now being displayed in class to celebrate their achievements. This programme is beneficial to the students because learning is more fun and they are more motivated to learn. The teachers are using TeachSmart CPD strategies in their teaching and this is evident in our Learning Walk data. The teachers are also developing their classroom environment to support students in their learning. With this programme I hope to develop the leadership and management skills of the school leaders and to achieve the status of a world class school. ”



Learning is more fun and students are more motivated to learn



SPONSORSHIP

- SYNERGY
- INCLUSIVENESS
- PIONEERING
- RESPONSIBILITIES
- OBLIGATIONS

BE A SPONSOR

The Programme is made possible through funding by the private sector

Industry leaders from the private sector have long cited the poor quality of our workforce and how crucial it is for the nation to have world-class talent; particularly now, as competition intensifies in a borderless world.

The Trust Schools Programme itself is a national agenda and one that ultimately benefits the private sector – nurturing talent supply and building a structured long-term talent development programme. Thus, the private sector has an extremely important role to play in the expansion of the Trust Schools Network – for the future generation and overall betterment of Malaysia.

Corporates and alumni groups, right down to individuals who have the desire to bring about transformational changes to the quality of public education are encouraged to become sponsors. Sponsors will also be able to contribute directly or tailor/customise additional activities or programmes in line with their core businesses and focus areas. To this end, Yayasan AMIR is happy to work with sponsors in the identification of potential Trust Schools to be adopted.

Sponsorship will be made possible via a sponsorship agreement with Yayasan AMIR.

- Yayasan AMIR is the pioneer for the Trust Schools Programme with an existing agreement (Public-Private Sector Operations and Management Agreement) with the Ministry of Education. As such, there will be no requirement for sponsors to enter into separate agreements with the Ministry.
- Yayasan AMIR will manage all Programme-related matters directly with the Ministry. This eliminates the need for sponsors to commit their resources towards the administration of this Programme.
- The Yayasan AMIR Trust Schools Programme has been endorsed under the Preliminary Report of the Malaysia Education Blueprint 2013-2025.
- Sponsors would have the opportunity to leverage on the knowledge and learnings of the existing network of Trust Schools.

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Benefits	Platinum Sponsored schools > 5 schools (1 cluster)	Gold Sponsored schools: 2 - 4 schools	Silver Only a programme sponsor / part of a pool to sponsor a school(s)
Part of the Trust School Network, e.g. exchange of knowledge, information, participation in Trust School events, projects	✓	✓	✓
Media coverage and recognition as a Trust School Sponsor	✓	✓	✓
Logo on Yayasan AMIR's website, displayed link for the Trust Schools Programme on sponsors' website, sponsors' logo at events where Yayasan AMIR organises or participates, sponsors' literature, printed materials shared at Yayasan AMIR events, a dedicated page for the sponsor in our Progress Report	✓	✓	Logo on Yayasan AMIR's website, displayed link for the Trust Schools Programme on sponsors' website only
Opportunity to implement value-added and specific sponsor's programmes	Up to 3 students per school ✓	Up to 1 student per school ✓	
Early access to student sponsorship	✓	✓	
Permission to add their names on existing signboards in the schools	✓	✓	

OUR PARTNER



MINISTRY OF EDUCATION MALAYSIA

The Ministry of Education is responsible for all education-related matters in Malaysia. From May 2013 onwards, with the merger of the Ministry of Education and the Ministry of Higher Education, oversight over the entire national education system from pre-schools, primary and secondary schools through to tertiary institutions has been placed under the auspices of a single ministry, i.e. the Ministry of Education.

The vision of the Ministry of Education is to have excellent schools producing distinguished generations, whilst its mission is to develop the potential of individuals through quality education. The National Education Philosophy for Malaysia, written in 1988 and revised in 1996, enshrines the Ministry's and Government's vision of education as a means for the holistic development of all children; intellectually, spiritually, emotionally and physically:

"Education in Malaysia is an on-going effort towards further developing 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. Such an effort is designed to produce Malaysian citizens who are knowledgeable and competent, who possess high moral standards and who are responsible and capable of achieving high levels of personal well-being as well as being able to contribute to the harmony and betterment of the family, the society, and the nation at large."

Conceptualising of the Trust Schools Programme began at the Ministry as early as 2008, with the aim of getting long-term private sector participation in the public education system. While the aim was not to replace the public education system, it was seen that the private sector could play an important role in enhancing public initiatives by driving greater efficiency in service delivery, providing additional financing for the education sector and transforming schools to provide quality affordable education for all students. Such public-private partnership principles are also a feature of education initiatives under the Government's Economic Transformation Programme and education National Key Result Areas under the Government Transformation Programme.

As a result of the encouraging progress shown by the Pilot Cohort of Trust Schools, the Ministry's ultimate aim for the Trust Schools Programme, as outlined in the Preliminary Report of the Malaysia Education Blueprint is to expand the number of Trust Schools to 500 schools by 2025. Additionally, the Ministry intends to not only expand the number of Trust Schools, but also the type of schools that are involved, such as schools that cater to disadvantaged communities like indigenous and minority groups, students with special needs and rural schools. To this end, the Ministry encourages more private and social sector entities to get involved in the public school improvement agenda.

“The Government is committed to unleashing the full potential of the private education sector by removing barriers to entry and growth. In return, we ask that the private sector take up the challenge, step forward and work with us on the journey to drive Malaysia towards high-income nation status.”

YAB Tan Sri Dato' Haji Muhyiddin bin Mohd Yassin,
Deputy Prime Minister & Minister of Education I





LEAPED SERVICES SDN BHD

LeapEd Services Sdn Bhd (LeapEd) is transforming learning. In line with the aspirations expressed in the Preliminary Report of the Malaysian Education Blueprint, we introduce interventions that develop globally competitive students equipped to succeed in the 21st century — students who are critical and creative thinkers, as well as well-rounded individuals and responsible citizens with strong communication skills and high ethical values. Our programmes promote the holistic development of students through integrated school transformation/improvement programmes that focus on leadership development, improved teaching and learning practices, maximising student potential, and effective partnerships with parents and community.

LeapEd was incorporated on 7 September 2010 and is a wholly-owned company of Khazanah Nasional Berhad. It is the first Malaysian Education Service Provider to undertake school-wide transformation with the distinction of being the design and implementation partner in Malaysia's pioneer public school transformation programme, the Yayasan AMIR Trust Schools Programme.

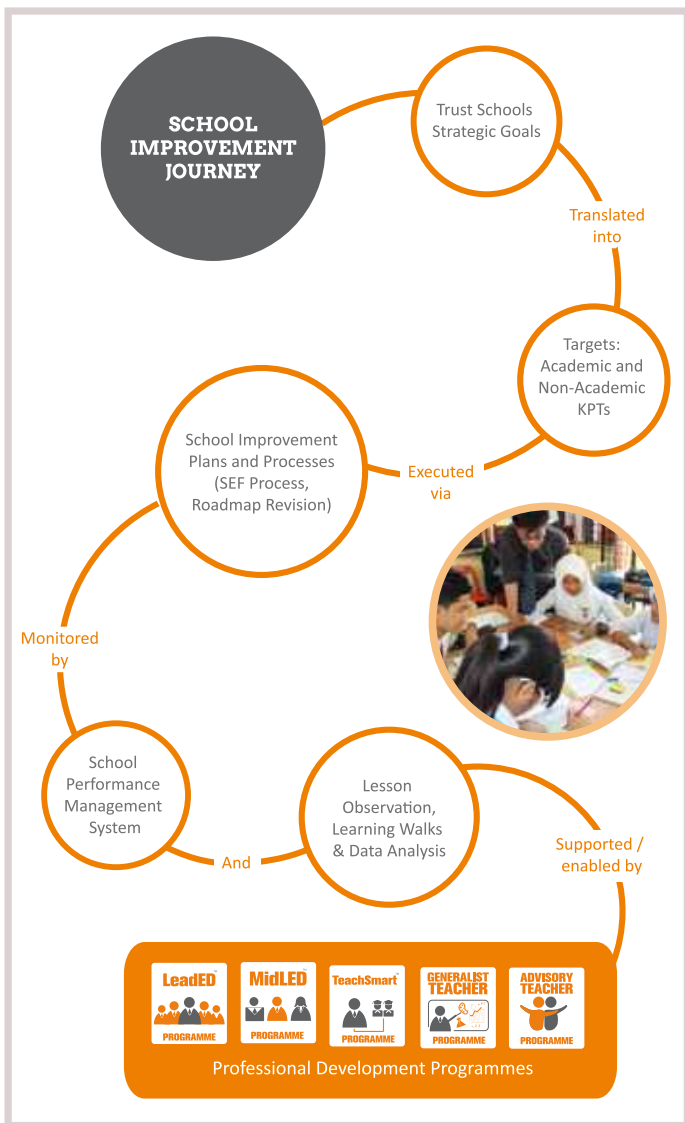
The company has embarked on expanding its education services beyond the Trust Schools Programme. This includes other complementary school transformation and improvement programmes, products and services in Malaysia, with a view to establishing a regional footprint in the near future.

LeapEd sets new benchmarks for the future of Malaysian education via the introduction and inculcation of best practices in education and school management. The services we offer include school-based advisory support, school improvement services, school diagnostics, and the development and delivery of customised professional development programmes and products.



Key Signature Programmes





The Team

LeapEd has assembled a highly versatile and effective team of experts with a wealth of international and local experience in the education sector. This includes a proven track record in teaching and learning transformation and development, as well as in management and marketing. This is the team that facilitates the transformation journey at the Trust Schools, and we are constantly looking out for other qualified, passionate educators to join us in this exciting work.

The Leadership Team



Chairman
Prof. Tan Sri Dato' Dzulkifli
Abdul Razak



Board Member
John D. Chacko
Chief Executive Officer
& Managing Director



Board Member
Dato' Mohd Shukri Hussin



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Jabatan Pelajaran Negeri Wilayah Persekutuan Kuala Lumpur

Khazanah Nasional Berhad

LeapEd Services Sdn Bhd



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