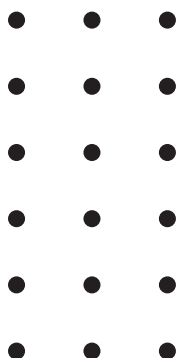


LeapEd
Beyond
10





This year is extra special as we celebrate the 10th anniversary of LeapEd and our flagship programme, the Trust Schools Programme (TSP). LeapEd started in 2009 as a public-private partnership with the Ministry of Education and Yayasan AMIR, designed to develop holistic students with 21st century learning capabilities. It has evolved over time into one that prioritises the students' needs and interests, where their voices are central to the learning process.

We are proud to look back at over a decade of making a difference in the lives of students, teachers, parents and communities. We take this opportunity to not only celebrate our past achievements but more importantly, to document our journey in advocating for better education for all children. As we look into the future ahead, we invite you to join us as we take a trip down memory lane in this special 10-Year Anniversary Pullout.

“

In a strategic approach to intensify support towards raising the standard and quality of education, the Trust Schools Programme (TSP) is an excellent example of how the Malaysian Education Blueprint (MEB) can work. Over 10 years of its implementation, TSP has brought proven impact to 90 schools in 11 states. TSP whole-school transformation is not only focused on improving student outcomes and revitalising school culture, the programme also works on improving the quality of teaching and leadership in the school.

”

Dato' Dr. Mohd Gazali Bin Abas,
Secretary General,
Ministry of Education Malaysia





**Dr. Habibah Abdul Rahim,
Director General,
Ministry of Education Malaysia**

“

The Ministry is glad that its implementation partner for the TSP, is willing to invest in research and development and continues innovating to improve programme delivery. From working with Senior Leadership Teams and Middle Leaders in schools via TSP, the programme has also expanded to systemic transformation programme involving Jabatan Pendidikan Negeri (JPN) and Pejabat Pendidikan Daerah (PPD) via the DTP-AMAN programme. This systemic approach complements Shift 6 of the MEB and the ongoing District Transformation Programme (DTP). “Students’ learning in schools” will be more effective when driven through quality teaching by teachers and supported by the schools’ leadership teams. All parties should be accountable in ensuring students’ learning is a priority. ”



“

We have worked closely with multiple stakeholders to deliver and implement on the ground, thus turning rhetoric into reality. Step inside a Trust School today and you will likely feel an immediate palpable difference. Students who are happy, confident and engaged in their own learning. Teachers, school leaders and a wider community empowered and energised to make a difference. ”

**DZULKIFLI ABDUL RAZAK,
Professor Emeritus Tan Sri Dato'
Chairperson, LeapEd Services**



“

We’ve come a long way, although there was some resistance at the schools initially. But when teachers and school management saw the changes happening in the classrooms of other teachers and saw the kids begin to enjoy going to class, that was a turning point and they began to ask questions: what are you guys doing that we should know about? ”

**Dato’ Noor Rezan Bapoo Hashim,
Trustee of Yayasan AMIR**

Introduction

2009 was a defining year in Malaysia's education system. The country set its sights on creating a system that could compete on the international stage - a system that shines a spotlight on the quality of education delivered to its young people.

As the government announced the education National Key Result Areas (NKRAs), the Ministry of Education (MOE) took positive actions in improving the nation's education system by working closely with Khazanah Nasional Berhad (KNB) in a Public Private Partnership (PPP). The NKRAs were meant to close the achievement gap between rural and urban schools and to widen the access to quality education across the nation.

This is where the Trust Schools Programme (TSP) came in. The concept was to go beyond Corporate Social Responsibility as it created networks between schools in order to boost the overall teaching and learning environment.



LeapEd AT THE FOREFRONT

9 September 2010, LeapEd was formed to work closely with Yayasan AMIR and the MOE, focusing on designing, developing and implementing the TSP. A home-grown education service provider, we operated based on social enterprise principles, with a mission to raise the standard of education across Malaysia. Our role was to work closely with Yayasan AMIR (YA) whose role was to manage and supervise the roll out of the programme, ensuring that the Service Level Agreements were achieved.

Andrew Watson, Julie Ng, Brian Ambrosio, Venessa Geswindt, Azlin Zul Kaflee and Conrad Fernandez were the first few who joined LeapEd to help us achieve this mission and are still with us and going strong today.

We started with 50 people and were ready to take on this huge task to transform the education system. We employed educationalists from the UK, Australia, New Zealand and South Africa who had backgrounds in public school education and school improvement pedagogy. With these educationalists, we developed 12 modules to be used by Teachers, Middle Leaders, School Leaders and School Administrators.

By 2018, we were 300 people strong nationwide, transforming one school at a time, with as much passion and dedication from the first day.



TRUST SCHOOLS PROGRAMME



The concept of each Trust School was to focus on improving student outcomes and school management capabilities; with an advisor/coach providing operational, management and educational expertise. They would not inhibit the role of the school leaders, who would continue to be responsible for managing the day-to-day operations of the school.

For the pilot project, ten schools from Johor and Sarawak were selected and announced by the then Deputy Prime Minister and Education Minister YAB Tan Sri Muhyiddin Mohd Yassin. These carefully chosen schools provided a representative cross section of Malaysian schools - both primary and secondary, vernacular and multi-racial, urban and rural areas.

“

I joined LeapEd in August 2011 as a 'Leadership Education Advisor' in Sarawak, based at SK Empila. At this time, they were just launching the very first LeadED and TeachSmart programme. During my time here, I have been most proud of the influence we have had on the Malaysian Education System; which goes far beyond the schools that we are directly involved with. The 'spill-over' effect on the ministry's policy and teachers' involvement in other schools are immeasurable. My fondest memory has been just witnessing first hand as teachers implement what they have learnt into their lessons; believing in what they are doing and seeing the culture of the classroom change as students become more engaged, happy, confident and interactive.”



Brian John Ambrosio

TARGETING THE LANDSCAPE

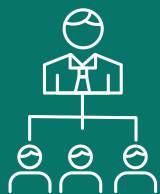
The team realised there was a need to address concerns spanning across the education landscape, where significant work was needed to tackle the issues. The School Development Plan aimed to enable an integrated approach to the curriculum identifying a school's areas for development in a holistic manner. This will then enable the School Leadership Team to target improvement areas more systematically.

Students were given a say in their learning process by giving them a sense of ownership, leading to greater confidence and self-esteem. Hence, a Student Voice Group (SVG) was established with the aim of creating thinkers who were able to perform confidently on the international stage - learning vital skills in leadership, presentation, enterprise, co-operation, and creativity.

Setting the goals for Success



The first Signs of Success



LEADERSHIP

Six of the ten pilot schools had new school leaders, which led to significantly stronger leadership as they took greater ownership of the school improvement planning process with their senior leadership teams (SLTs). School leaders and their respective teams were now confident in exercising their authority to ensure their schools were being run effectively and they were even managing their school funds independently for the first time.



TEACHERS

Several teachers in Sarawak, who initially wanted to opt-out, decided to stay upon realising the benefits of the programme. There was a marked improvement in the professionalism of teachers in lesson planning as well as a new-found confidence in sharing objectives and success criteria with students.



STUDENT ACHIEVEMENT

Most rewarding of all, students were becoming engaged learners in an environment that continues to nurture them into life-long learners and informed global citizens. Co-curricular activities were integrated into the school day resulting in higher student participation.



PARENT & COMMUNITY ENGAGEMENT

The year saw an increase in community involvement with Iskandar Regional Development Authority Initiative, Career Day and Community Day in the schools in Johor. PIBG (Parent Teacher Associations) in some schools had contributed funds for the 2012 Trust Schools Improvement Plan, illustrating their willingness to be part of the school transformation. Communities were also involved in collective action (gotong royong), resulting in schools being cleaner and more organised.

“

When I joined LeapEd, I was intrigued by the very thought of being part of a project that would give me a chance to contribute to my country. I felt that this programme would benefit my 3 children, and all the other children who may not have access to good education. 10 years later, I am proud of what we have achieved so far, and I believe that the TSP is still THE programme to transform our schools. My kids have certainly benefited from it. For the next 10 years, we need to have the grit to be able to transform as many schools as possible for the benefit of our future generation.”



Conrad Fernandez

(joined as the Head of Corporate Planning, Monitoring and Communications and is now the Executive Director)

TSP FEEDBACK

TSP was beginning to receive feedback on its effectiveness from students, school leaders, teachers and parents. This was hugely encouraging and injected a confidence that the idea to radically transform the education system for the better may well become a reality.

Some of the improvements that we saw in the first year:

Building relationships and trust with school leaders, teachers and stakeholders

01

02

Raising awareness of the school improvement programme and the requirement for improvement of pedagogy, leadership and management of the school

03

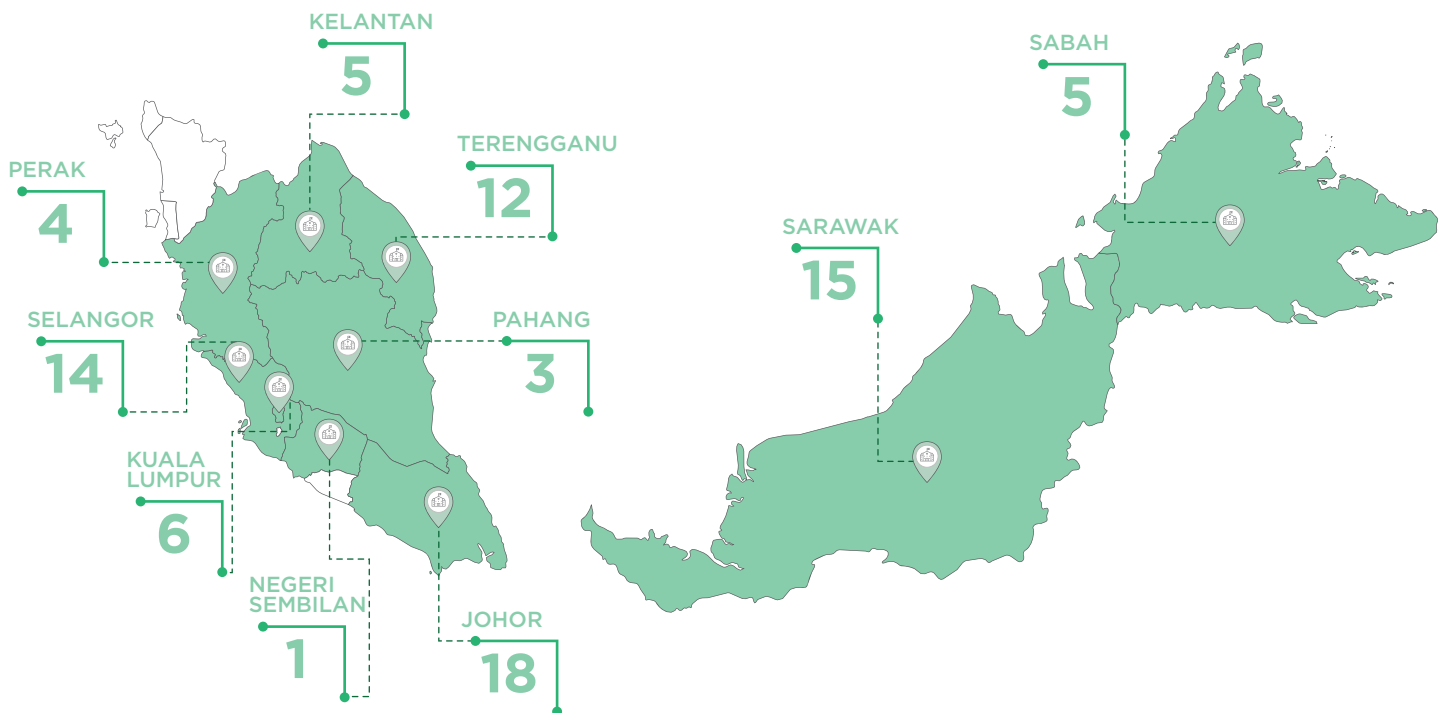
Financial awareness and practice to utilise the school budget for improvement in teaching and learning as well as to upgrade school infrastructure

04

Consistency and standardisation of Continuous Professional Development (CPD) programmes

LeapEd JUMPS FORWARD

From ten pilot schools in 2011, there were now 83 schools by 2018 spanning across 10 states, with more educationalists joining us to help in this transformation. By the end of 2018, we were 300 strong and we were committed to the vision and mission of the programme. We also saw an increase in the number of corporations and individuals from the private sector who felt inspired and eager to support the programme with its remarkable and speedy success.



LAUNCH OF MALAYSIA'S EDUCATION BLUEPRINT (MEB) 2013-2025

In October 2011, MOE launched the MEB, a comprehensive review of the country's education system, taking into account the context of the rise in international education standards. The MEB was the government's aspiration to better prepare Malaysia's children for the needs of the 21st century, and the increase in public and parental expectations of education policy. It proposed 11 strategic and operational shifts that would shepherd Malaysia into a new age of education.



AWARD WINNERS

In the last 10 years, we are proud of the awards we received as each award proved that we were on the right path.



May 2019
CSR LEADERSHIP AWARD
FOR SOCIAL ENTERPRISE

November 2017
ANUGERAH INOVASI
PERDANA MENTERI



September 2015
SOBA AWARD
FOR BEST INNOVATION

November 2014
ASIA HRD AWARD FOR
CONTRIBUTION TO
THE ORGANISATION



TSP ENHANCEMENT & INITIATIVES

As LeapEd and the TSP powered forward, there were many new initiatives introduced:

SUKUK

Sukuk is an Islamic bond or fund where KNB would issue the first ringgit denominated fund as a responsible investment. The structure is measured based on a set of impact focused Key Performance Indicators (KPIs) over a five-year observation period. If KPIs were met, Sukuk-holders would receive the nominal amount in full.



TRUST SCHOOLS' STANDARDS AND PRACTICE (TSSP)

The objective of the TSSP was to help and guide schools to be at a level where they are able to sustain the TSP culture.

Trust Schools' Standards are informed by the Trust Schools Vision



'The vision for Trust Schools is to transform schools in Malaysia into beacons of excellence for all public schools where the unique learning needs of students are met in order to maximise their potential and to equip them with the necessary competencies, knowledge and understanding needed to be successful Malaysian citizens living in the 21st century.'

Five levels of performance have been identified to define stages of progress. There is an expectation that all schools progress from their initial starting point to achieve Accreditation Level.

Levels of School Performance



Strategic Goal: Leadership and Management

Standard 1

School leaders who are high performing and effective models of professional standards and best practices, are able to drive continuous improvement in schools.

- 🔧 School Improvement Planning.
- 🔧 Distributed leadership.
- 🔧 Leadership CPD & learning.
- 🔧 Financial planning & integration.
- 🔧 Performance management.
- 🔧 Effective staff utilisation.

Strategic Goal: Learning and Teaching

Standard 2

Qualified, reflective and passionate teachers who embrace excellent pedagogical practices in order to maximise student learning and achievement.

- 🔧 Effective pedagogies embedded.
- 🔧 Student engagement and collaboration.
- 🔧 Conducive learning environment.
- 🔧 Teacher CPD & learning.
- 🔧 Innovative assessment for learning.
- 🔧 Student learning strategies.

Strategic Goal: Student Potential

Standard 3

Holistic development of students encompassing personal, social, intellectual and emotional aspects, resulting in independent, creative and ethical thinkers with effective communication skills.

- 🔧 Student development.
- 🔧 Holistic Co-Curriculum development.
- 🔧 Positive behaviour strategies.
- 🔧 Communication skills and bilingualism.
- 🔧 Student Key Performance Targets.

Strategic Goal: Parents and Community

Standard 4

Building strong partnerships with parents and community to support the holistic development of students.

- 🔧 Well-informed and involved parents.
- 🔧 Parents actively participate in the school's planning.
- 🔧 School has a community, district and state engagement programme.

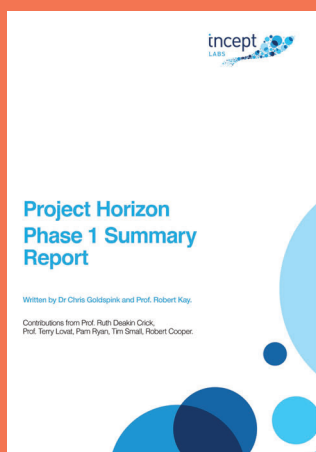
STUDENT OUTCOMES MEASUREMENT (SOM)

SOM assessment tools were created to provide holistic information about an individual student's growth and progress alongside the existing tests such as UPSR, PT3 and SPM.



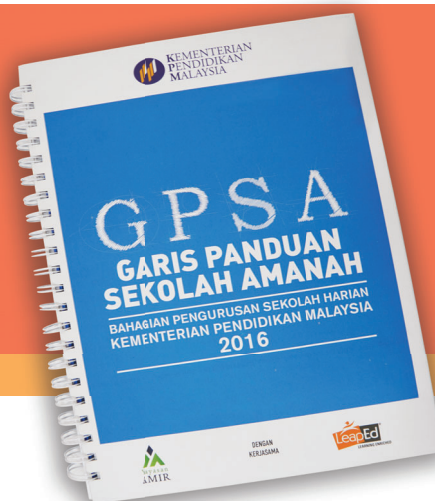
PROJECT HORIZON

Conducted in 2015 and carried out by an external party (Incept Labs), this project set out to obtain an analysis of the TSP - its outcomes, implications and recommendations five years after implementation. Their final report provided constructive insights into the programme and revealed that the programme had successfully achieved many of its objectives, with room for more growth and improvements.



TRUST SCHOOLS GUIDING PRINCIPLES (GARIS PANDUAN SEKOLAH AMANAH, GPSA)

Working with the MOE, JPN/PPD and YA, LeapEd was instrumental in developing this guide book to document the need to continue support to schools and ensure programme sustainability is achieved.



SUSTAINABILITY & SCALABILITY

TSP was created with sustainability in mind, and with continuous collaborations with stakeholders at different levels, it gave us the boost to enhance TSP into different programmes, for better sustainability and scalability. Our research and development team were tasked to look at every angle of TSP and the surrounding landscape and to see where we could help in enhancing the system.

The many hours of brainstorming, discussions and challenge sessions resulted in various projects and programmes that would enhance different parts of the education system and expand our service offerings.



Andrew David Watson

“

I arrived in Malaysia in December 2010 as a school Leadership Advisor in Kuching. I was drawn to TSP as it meant helping teachers and school leaders to develop themselves; something I had been focused on during my career. Our biggest challenge initially was getting buy-in from the schools as there was a nervousness about change. However, in time the school staff realised that we were there to help them. It makes me proud to see schools and students being given more autonomy. Schools are now far more able to self-evaluate, conduct strategic planning, and help develop their own staff. It has been a wonderful journey for me working in LeapEd as my colleagues and I share the same vision of education transformation. ”

Ground-up School Transformation Programme (GUSTO)



This programme was initiated via the collaboration between the State Education Department (Jabatan Pendidikan Negeri – JPN) of Perak and Pulau Pinang, YA, Teach for Malaysia (TfM) and us. It involved two secondary schools in Perak and three primary schools in Pulau Pinang, where we took a staggered approach – in the first year, the focus was on Form 1 teachers and students, moving up to Form 2 in the second year and then to Form 3 in the third year. This approach was critical as it would allow for a gradual and progressive transformation over a three-year period. With a solid and secure base established, the school was on a positive trajectory to achieve complete transformation.

District Transformation Programme-AMAN (DTP-AMAN)

After the success of GPSA, DTP-AMAN was developed to implement whole-state education transformation – by impacting all three components of the state education system: the JPN, the District Education Office (Pejabat Pendidikan Daerah – PPD) and the schools. System-wide transformation at the state-level would be implemented through two distinct but related work tracks:

Organisational Enhancement (OE)

We support the JPN & PPD Officers to develop innovative ways of improving their organisational culture to drive school transformation.

PPD-led Transformation (PLT)

The PPD Officers scaffold schools' transformation by working closely with the Senior Leadership Teams (SLTs) of the respective schools. This includes initiating innovative solutions for specific challenges in different contexts.

This initiative impacted 64 pilot schools in Kedah to establish important networks and learning communities which would be vital in facilitating mutual support and collaboration. Fundamentally, it would also be integral to the project training model, which required the JPN and PPD officers themselves to lead cluster-based training.



Islamic School Enhancement Programme (ISEP)

The ISEP is an initiative aimed to place Islamic institutions at the forefront of Islamic education for the 21st Century and provide a conducive Islamic learning environment. Our mission would encompass these three factors:

To deliver a holistic school enhancement programme that reflected the unique identity of Islamic schools.

To optimise Islamic Education through incorporating 21st Century Teaching and Learning.

To develop capacity building within the Islamic school communities to enable students to achieve their potential as global citizens.

We partnered with a leading Tahfiz school, Maahad Tahfiz Negeri Pahang (MTNP), under the sponsorship of the Pahang State Foundation (Yayasan Pahang, YP) to provide a customised intervention programme that would address the direct needs of Tahfiz schools in Malaysia.



Nurlida Ahmad

(formerly from the MOE, Nurlida joined our team to provide the much appreciated localised context of the education system)

“

I joined LeapEd on 1st July 2011 after leaving the MOE. I have had tremendous opportunities in observing, experiencing and being part of the roller coaster of transformation that has happened in schools, State Education Office (JPN), District Education Office (PPD) and even within LeapEd. The transformations I have witnessed in Trust Schools have been both mind-blowing and heartwarming. From a school principal who encouraged the development of a busker band, which then went on to perform at the Trust Schools Conference in 2018, to an Orang Asli school which increased its students attendance and improved its academic performance; it has truly been a humbling experience to be part of this education transformation journey. ”

Trust Schools Programme 2.0 (TSP 2.0)

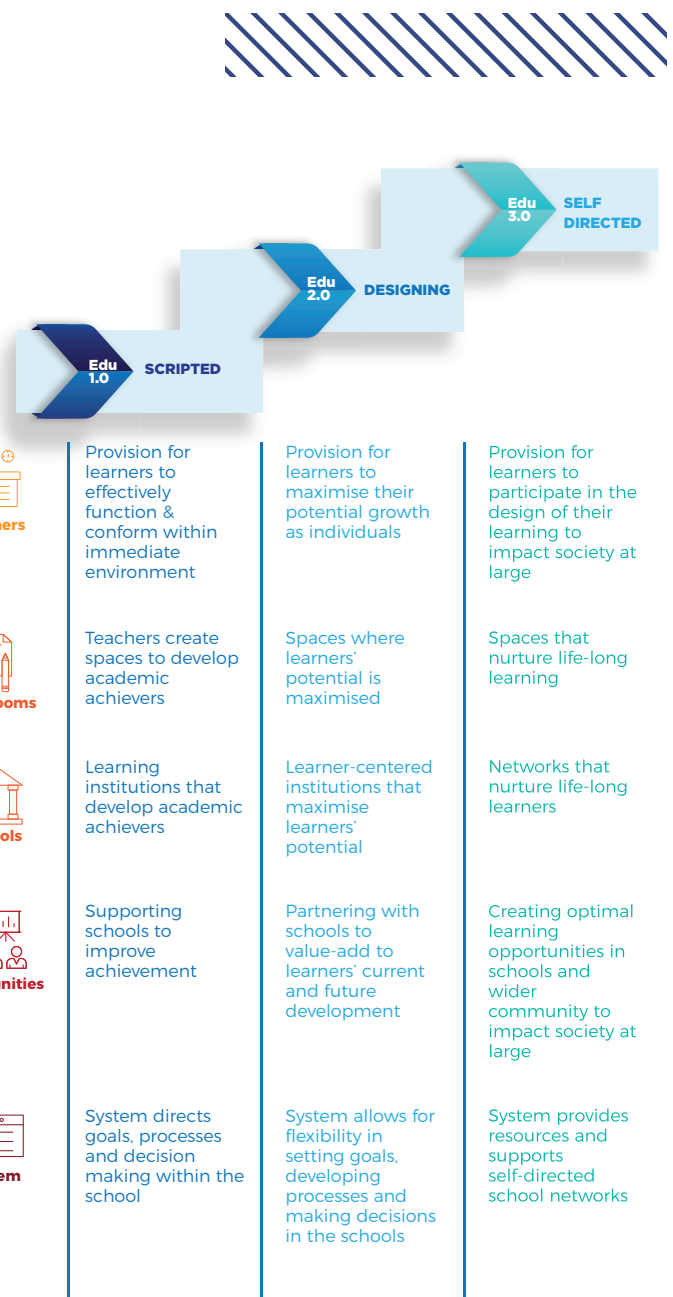
2018 witnessed the birth and development of the second phase of TSP. TSP 2.0 is governed and guided by the belief that education is ultimately unique for each learner and allows each learner the free will to navigate their own learning journey.

We undertook robust research to ascertain how best to implement this transformation. The first step was to look at the five dimensions within each education paradigm, where fundamental change occurred. These dimensions were explored within the context of the learner leading the way with the other dimensions playing a crucial but supporting role.

In contrast to TSP1.0, which was based on strategic goals, the implementation of TSP2.0 would be grounded in these five dimensions. Fundamentally, it would home in on the needs of each Trust School rather than attempt to address all dimensions.

This strategy, depending on the school, district, state, or community, would mean each dimension could operate at different levels, allowing for a greater and more targeted impact.

A learner for example, may operate at Education 2.0, while Systems may be still in Education 1.0. The aim was not to pigeonhole schools into the same dimension at the same time, but to allow each one to progress at their own pace, so that they could ultimately manoeuvre all schools to Education 3.0.



Indigenous Communities Programme

Innovation Pipeline, our very own internal innovation platform was the start to the development and implementation of an innovative model for our Jahai indigenous (Orang Asli) students in Jeli, Kelantan via Project Based Learning (PBL). PBL uses local knowledge-based systems to engage students in teaching and learning and to also assist in teacher capacity development in indigenous education.

This approach empowers students to recognise and celebrate their unique identity, language and culture and to achieve success as Malaysian citizens. We recognise the value of relationship building to develop a common understanding of Orang Asli education.



“

With six years to go before my retirement from teaching, my school was selected as one of the pioneer schools for the TSP. Though there were mixed feelings, I was excited for transformation in the education landscape and this experience has had a profound impact on my personal and professional growth. I have seen students develop their independence through collaborative learning; teachers develop their new learning of TSP pedagogy and applying it to their teaching and how the introduction of the Accelerated Reader Programme (ARP) raised the literacy standard for our students. I have very fond memories of our Education Advisors (EA) who were excellent role models for school leaders. I hope to be able contribute to TSP further albeit in a different role, in order to impact others through this programme as much as I have gained. ”



Rabiah Ghani

(formerly a teacher in a Trust School, Rabiah believed in our cause and joined us upon retirement)

Other Services

As a learning organisation, we are constantly and consistently embedding new ideas and approaches into all our programmes. Our product catalogue has over 100 programmes that can add value to any organisation.

From a simple half day programme to a full-fledged TSP that you can sponsor, all our services are available here in our product catalogue.



The next chapter...

What we have witnessed firsthand from TSP is that the traditional approach to education and the role of schools have truly evolved. The days of scripted education and rote learning have been replaced with a specific focus on self-directed learning. We are now able to observe a cohesive system with five dimensions: learners, classrooms, schools, communities and system. With these dimensions working together, a transformative school culture that is both sustainable and scalable can indeed be achieved.

As we bask in the knowledge that the TSP has directly impacted 160 schools and 71,000 students across 13 states nationwide, the road ahead depicts a plethora of possibilities to continue the stakeholder's objective to support the aspirations in the MEB 2013-2025.

Our next chapter is exciting, important, and compelling. Our vision is to continue to impact all learners across Malaysia, and we would love to see our programmes continue to expand and empower as many learners as possible - be it a young student in a rural school or a professional working in the corporate sector, with the skills to succeed. We will continue to focus on designing programmes that impact the entire education ecosystem while maintaining a focus on the learner.

We are thankful for all the support we have received over the last ten years, and more importantly, for changing the lives of so many people in the process.

So, thank you for joining us on this incredible journey and we are excited for what comes next - as the future is bright and full of possibilities, **'Because every child deserves a great future'.**





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a Ministry of Education or public institution looking to build capacity and enhance the education system



a School Leader, Teacher or corporate executive looking for professional development programmes



a Parent group or Alumni association looking to improve student outcomes and wellbeing



because every child deserves a great future